Parent Organization Network

*Breaking Through Barriers*

# Family Engagement Training for Educators in Pre-Service:

## Common Sense but No Common Practice

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# Special Thanks and Acknowledgements


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# Mission

PON unites the power of underserved parents to break through barriers in public education, so parents and educators can effectively partner to ensure equity and excellence for all students.

# Vision

PON envisions that in every public school, parents truly are equal partners and decision-makers in ensuring that opportunity and achievement gaps are closed and that all students have a high-quality educational experience that promotes diversity and inclusion, is tailored to their needs, and prepares them for success in school and in life.

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# Executive Summary

Over the past 30 years, a large body of research has demonstrated a strong correlation between family engagement and improved student educational outcomes, in terms of attendance, academic achievement, social-emotional skills, graduation rates, college and career readiness, teacher satisfaction, and school improvement. Since the mid-1960s, federal policies and programs (from Title I to Head Start) have required capacity building for both school staff and families, with the goal of enabling them to work together in supporting children's learning and jointly developing parent-involvement policies and practices.

Unfortunately, these policies are implemented more faithfully in early education and special education than in mainstream K-12 education. To ensure that parents[1] have an equal voice at the table, many organizations, including the Parent Organization Network (PON), have worked with low-income parents of color for many years to build their capacity to engage with their children's schools and, in so doing, to advocate for student success and school improvement. However, despite our efforts, parents continue to face challenges in connecting with school staff to effectively collaborate. To address these challenges, PON focuses on removing barriers that hinder engagement, along with supporting initiatives to strengthen the practice of family and community engagement.

In our journey we have learned that enacting policies is an important step toward resolving social problems and inequities, but it is only one of many steps needed to create real, lasting change. For example, federal laws must align with state laws; enforcement mechanisms must be in place to ensure compliance; changes must address root causes; and practitioners must be supported with ongoing, research-based training.

To gain insight about professional development and its impact on systemic change, PON facilitated a Professional Learning Network (PLN) for two years between July 2017 and June 2019. We learned there is a glaring disconnect between research and practice. Educators in general are unaware of the family engagement research and as a result, many "do not see partnership as an essential practice" and/or "develop deficit mindsets about families."[2] School and district staff tasked with implementing family engagement immerse themselves in the research and do their best to carry it out, but they often are siloed, not fully supported, and in positions without the authority to effect changes in planning and budget development. Usually those who do have this authority are not participating in professional development on family engagement. This disconnect from research perpetuates outdated notions of family engagement, even though these practices are ineffective in reaching diverse communities and working parents. To learn more about insights from this experience, see PLN Reports on our website.

The lack of family engagement training in pre-service is the root cause of the disconnect between research and practice that results in ineffective family-school partnerships. This has been established by research, including the "*Dual Capacity-Building Framework for Family-School Partnerships*" commissioned by the U.S. Department of Education. Consequently, our report studies pre-service family engagement training for aspiring teachers in California. We are pleased to share our key findings here, which we hope will bring about needed systems change to better support families.

1 *PON defines "parent" broadly to include birth, adoptive, foster parents, and legal guardians, as well as grandparents, adult siblings, aunts and uncles, and other relatives and non-relatives who are involved with raising and educating a child.* For this reason, research and practice have evolved from using "parent" to current usage of the broader term, *family.*

2 Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org

### *Legal Analysis*

We began this study under the premise that, like most other states, California did not have legal requirements on this matter. To our surprise, we learned that since 1993, California law, through the Education Code, has indeed mandated family engagement preparation and field experience in educator and other certificated staff credentialing programs.

### *Analysis of the California Commission on Teacher Credentialing's (CTC) Requirements*

We studied five educator preparation programs and found the following:

- CTC's process to operationalize laws and standards into practice functions as a filtering system that can be effective in extracting the most essential concepts educators must know and be able to perform. The first filter, the standards, often establish the legal requirements for a program. However, the principles in the 1993 law we reviewed are not reflected in the requirements for any of the educator preparation programs.
- Additionally, for the general teacher preparation program, the expectations (2nd filter) strip away concepts of understanding families' background and culture, two-way communication and collaboration established in the standards, and instead endorse outdated, one-way communication practices to share expectations and academic standards, and report on student behavior and progress. This is key because the general teacher program expectations are considered universal and serve as foundational requirements for specialized teacher programs (i.e., bilingual or special education).
- Recent updates in preparation programs for administrators in 2017 have recalibrated the filters for the administrator credentialing programs which now require candidates to receive training on family and community engagement. However, the focus is biased toward community engagement, mentioning it almost three times more often than family engagement. The content emphasizes communication and facilitation skills needed to implement stakeholder engagement under the Local Control Funding Formula (LCFF). Family engagement concepts are limited and covered in a piecemeal fashion, without establishing a theoretical foundation for systemic engagement.
- Accreditation ensures that these programs are meeting standards, but only limited information was available online as to how CTC reviews family engagement content.
- Although laws and standards require all teachers to engage families, currently this mandate is explicitly stated only for early childhood (i.e., requiring one course on child, family and community, or child and family relations) and special-education (i.e., requiring at least 600 hours of fieldwork, of which some have to be spent collaborating with diverse families), and to a lesser extent to those in bilingual education. Also, each preparation program emphasizes different concepts: early education highlights positive and goal-oriented relationships with parents to ensure family well-being for student success, special education highlights collaboration for student success, and bilingual education highlights parents as education partners and resources.

### *Landscape Analysis*

Among colleges and universities that prepare future teachers, all 12 professors interviewed said they consider family engagement training important, but shared that, in general, the education field views this as an optional "add-on" component which is not central to teaching. Integrating family engagement or any other subject into the credentialing program is a challenge due to the 120-unit cap prescribed by law.

- Most of those interviewed were selected because they have prioritized family engagement and integrate it at some level in their work, though with a wide variance in the amount of time spent on the subject (from slightly more than ten percent embedded in a course, all the way up to a standalone course), the content that is covered, and type and rigor of the fieldwork, if any is assigned to candidates. Standalone courses were taught in programs that require coursework, fieldwork, or standards on family and/or community engagement.

- Sixty-six percent of the universities in our study mentioned prioritizing family or community engagement over other content due to their commitment to social justice and/or equity.
- Sixty-six percent partner with nonprofits to carry out this work.
- Forty-four percent operate centers that support or could support, family and community engagement fieldwork during pre-service training.

When it comes to professional development in family engagement, we found that:

- The typical starting point is a review of the foundational family engagement research, including its impact on student success and school improvement.
- Sixty-nine percent of providers offer introductory family engagement training to support school-site action teams in the planning and implementation of activities to engage parents.
- Sixty-nine percent of providers offer at least one training course for district-level administrators. Most of these courses are focused on community or stakeholder engagement as prescribed by LCFF, while only a few examine the newer concept of systemic family engagement.
- Fifty-six percent of providers offer training for teachers, although some report a lower demand for this content. In general, teacher trainings are focused on changing mindsets about families, strengthening cross-cultural communication, and relationship building to partner with parents to support student success.

### *Recommendations*

Our analysis uncovered several important levers for change:

### *State Leaders and Agencies*

- **CTC must establish clear and consistent family engagement requirements across educator preparation programs which are supported and evaluated by a robust accreditation system.**
- CTC must collaborate with the California Department of Education (CDE), content experts, colleges, universities and families in the process to update and align pre-service training to reflect research-based best practices of family and community engagement.
- CTC should survey family engagement training in educator preparation programs to fully scan of the landscape.
- CTC should designate a representative to participate in the National Association for Family, School, and Community Engagement's consortium on family engagement pre-service training.[3]
- State leaders (i.e., governor, legislature, State Board of Education, CDE) must establish an Office of Family Engagement and designate sufficient staff to coordinate and expedite the shift toward relationship-based, systemic family engagement within the CDE as well as with county offices of education (COEs)and the California Collaborative for Educational Excellence (CCEE).
- **CDE, CCEE, and COEs must prioritize family engagement staff training to effectively support families during distance learning.**
- The SBE and CDE must evaluate results of the Fall 2019 *"Self-Reflection Tool for Priority 3: Parent Engagement"* to identify strengths and areas of improvement so that CCEE and the System of Support can produce relevant, research-based training.

3 National Association for Family, School, and Community Engagement (2020). Family Engagement Pre-Service Educator Preparation Initiative. https://nafsce.org/page/preserviceconsortium?&hhsearchterms=%22consortium%22

### *Higher Education Institutions (HEIs)*

- In addition to adhering to guidance from CTC, HEIs must assess the specific needs of districts where their student teachers are placed.
- HEIs must survey students as they complete pre-service programs to determine whether they feel prepared to work with families so programs can continuously improve and provide additional support to those who need it.

### *Advocates*

- To ensure that real, lasting change is being made, advocates must request an investigation or audit of how teacher preparation programs are training candidates to engage families in schools.
- Advocates must unite in collaborating with schools, districts, state agencies and legislators, while also holding them accountable to strengthen the practice of family engagement.

It is time to redesign how California prepares its educators to be leaders in a movement for change. The pandemic and the murder of George Floyd have increased our collective consciousness about how racism is rooted across systems (i.e., criminal justice, health, housing, employment) each designed with similar barriers, policies, cultures, and practices to maintain White privilege by subjugating people of color. We have reached a critical inflection point on how this country will address the continued inequities in an educational system that inevitably results in persistent opportunity and achievement gaps for students of color.

Although California has invested time and effort in designing a coherent accountability system and a dashboard to detect achievement gaps by student subgroups, we are still far from successfully and consistently changing school structures, cultures, belief systems, and practices to close these gaps. Yes, California officials must fund education adequately; they must ensure that policies result in every school having the resources it needs to provide a quality education for students in high-need communities. But we shouldn't and can't stop there. We also must change how we perceive and relate to each other to have honest and difficult conversations about racism that can then lead to systems change. It is not surprising that laws re-establishing relationships between school staff and families, and requirements to increase self-awareness and understanding of history and other cultures have been ignored or stripped away from requirements. It is far easier to continue prioritizing professional technical skills versus the more difficult relational skills. And why not use the same ineffective strategies we know so well that help us comply with the rules we have inherited that uphold the status quo?

Because we know better, we must do better. We must apply the research that shows how racially charged policies are holding students of color back and we must ensure that parents are part of the solution to improve the lives of their children. If we truly want to improve outcomes for all children, then it is time to start this transformation process. Those with the power and influence to make needed change must begin by acting decisively and without delay to enforce and prioritize existing family engagement laws and bolster family engagement systems and practices that will support student learning within contexts that dismantle the existing racial and cultural hierarchy. Academic achievement can only be attained — now and after the pandemic subsides — when teachers work in collaboration with families to assess each student and their educational needs, adapt academic plans accordingly, and monitor learning together. There is no greater opportunity to do this than right now. I am hopeful that we will rise to meet the challenge.

Sincerely, Araceli Simeón, Project Director

# I. BACKGROUND ON EDUCATOR TRAINING & CURRENT POLITICAL CONTEXT

Several government bodies and agencies enact educator training laws, provide regulations and guidance including the U.S. Congress, the California State Legislature, the California Commission on Teacher Credentialing (CTC), the State Board of Education (SBE), and the California Department of Education (CDE). The implementation of educators training is led by different entities at each phase of formation: undergraduate education, credentialing, induction, and professional development. Colleges and universities lead the educator training during the undergraduate and credentialing phase, which also is referred to as *pre-service*. During the induction phase, new teachers are supported by the school district that employs them and by a university or county office of education. Professional development, also referred to as *in-service*, is overseen by school districts and it can take many forms (e.g. training, coaching, technical assistance, mentorship, peer-learning) and be implemented by many different types of providers including universities, county offices of education, other school districts, professional associations (e.g., California Teachers Association (CTA), Association of California School Administrators (ACSA), etc.), nonprofits, for-profits, and consultants.

Historically, educators have not received any family engagement training as they developed their skills or throughout their career unless they became responsible for implementing family engagement plans. However, in 2013 California passed the Local Control and Funding Formula (LCFF) law which prioritized family engagement as one of eight state priorities and required school districts to engage the community in the development of their plans and budgets. LCFF triggered the following investments to support educators that engage families during in-service training:

- **Professional Development Through Peer Learning Networks:** In 2017 the California Collaborative for Educational Excellence (CCEE), a statewide agency, sponsored 57 two-year Professional Learning Networks (PLNs) to promote innovative thinking. School district participation in a PLN was voluntary. Four of the 57 PLNs were focused on family and community engagement and PON facilitated one of these PLNs. To learn about our process and lessons learned, visit our website at www.parentnetwork-la.org to download the reports.
- **The Community Engagement Initiative (CEI) to Develop Training for School Districts:** In 2018, the California Legislature approved a one-time $13.3 million fund to establish the Community Engagement Initiative which aims to build capacity in communities (i.e., families and other stakeholders) and among school staff to successfully navigate through honest and difficult conversations with each other to improve student outcomes.
- **Annual Self-Reflection on School Districts' Implementation of Staff Training to Work with Families:** LCFF requires all school districts to address each state priority in their plans and budgets, and to assess progress annually. In 2019, the State Board of Education approved a self-reflection tool that asks school districts to reflect on their implementation of 12 areas of performance in three categories: relationship building between families and school staff, building partnerships for student outcomes, and seeking input for decision-making. Four statements are on training offered to teachers, principals, and others to work with families.

4 California Collaborative for Educational Excellence (2019). About CCEE. https://www.ccee-ca.org/about-ccee.asp.

- **Other Recent Budget Investments to Support Educators Engaging Families**

  o Both the adopted 2019-20 and proposed 2020-21 state budgets have presented possible avenues to strengthen educator and administrator engagement of families. The 2019-20 Educator Workforce Investment Grant (EWIG) Program, allocated $37.1 million in one-time General Funds to support professional learning opportunities for teachers and paraprofessionals across the state. Funding is available for targeted areas including implementation of the English Learner Roadmap, special education, social emotional learning, positive school climate, restorative justice, and ethnic studies. Many, if not all, of these focus areas logically would incorporate family engagement into any comprehensive professional development module.

  o The 2019-20 state budget's 21st Century California School Leadership Academy allocated $13.8 million in ongoing federal funds to provide administrators across the state with professional development. These professional learning opportunities may include, but are not necessarily limited to, coaching and training around supporting effective standards-aligned instruction, inclusive practices, social-emotional learning, restorative practices and other alternative behavioral programs. Professional development may also include implementing effective language acquisition programs for English learners, strategies for addressing performance gaps among pupil groups, leveraging wraparound services to support healthy development of pupils, civic engagement and building collegial environments. The last sub-category includes effectively engaging parents and guardians and directly pertains to educator development centered on family engagement, but many of the other sub-categories also provide indirect but relevant links to family engagement.

  o The proposed 2020-21 State Budget sought to dramatically increase the EWIG with a $350 million one-time investment from Prop 98 which sets a minimum funding guarantee for education. This funding would be awarded to school districts to conduct training in the areas described above, now also including computer science and science, technology, engineering and math (STEM). While the COVID-19 pandemic led to substantive budget revisions including the elimination of this proposed investment, for the first time in many years the Governor recognizes the need to update educators' skills across multiple academic and nonacademic areas.

Although more training is becoming available during pre-service, it is only reaching a small percentage of educators out of the approximately 1,000 school districts in California. Moreover, what we learned through the PON PLN Report II, it is difficult for a few mid and lower level staff with new knowledge to influence major changes in practice. The challenge is that by the time family engagement is offered to educators through in-service, many view it as outside of their responsibilities and/or have developed deficit mindsets about families, especially low-income and families of color.

It is important to note that since LCFF, CTC has strengthened pre-service standards and expectations of teachers and administrators around family and/or community engagement changes, specifically:

- 2018 Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations
- 2017 Preliminary California Administrative Services Credentialing Content Expectations and Performance Expectations with their Alignment to the California Professional Standards for Education Administrators

**Definitions**

- **Accreditation:** Process to ensure a program meets all requirements to give credentials to students that complete the work
- **Certified or certificated staff:** Refers to school employees that must have a certificate that proves they have obtained the necessary credentials and knowledge for the position. This includes, teachers, administrators as well as counselors, librarians, etc.
- **Content Expectations:** What educators are expected to know
- **Credential Program or Preparation:** Class content and fieldwork completed in a program to become certified as an educator.
- **Education leader:** Administrator
- **Educator:** Teacher or administrator
- **In-Service or Professional Development:** Training for current or practicing educators.
- **Fieldwork:** Increasing abilities through exercises conducted in the field as opposed to a lab or university classroom.
- **Local Education Agency:** School districts, charter schools, or county offices of education that operate a public elementary or secondary school
- **Performance Expectations:** What educators are expected to be able to do.

# II. PURPOSE

The purpose of this qualitative study is to understand California's current state of family engagement training in pre-service and how it can be improved or strengthened. The following questions guide our study:

- Discovery: Does California have any laws that require pre-service family engagement training for educators?
- Exploration: How do current educator credentialing programs integrate family and/or community engagement content and fieldwork?
- Description: How does family engagement training differ in pre-service vs. in-service?
- Recommendations: What are key levers that would impact policy and practice?

# III. METHODOLOGY

**Legal Analysis:** We reviewed and analyzed existing laws related to family engagement in teacher and administrator pre-service and in-service at the federal and state level.

**Analysis of Educator Preparation Program Requirements:** To understand how California includes family engagement in credentialing and professional development requirements, we reviewed documents adopted by the CTC.

## Commission Documents Reviewed:

**i. Teacher Credentialing Programs, Child Development Permits (2016)**

- Bilingual Authorization Program Standards (2017)
- California Standards for the Teaching Profession (2009)
- California Teaching Performance Expectations (2016)
- Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (2019)
- Child Development Permits (2020)

**ii. Administrator Credentialing Programs**

- California Professional Standards for Education Leaders
- 2017 Preliminary California Administrative Services Credentialing Content Expectations and Performance Expectations with their Alignment to the California Professional Standards for Education Administrators

## Data Analyzed:

- The number of standards, elements, and indicators or reflective questions dedicated to "parent(s)", "family(ies)", "home", "community", "stakeholders," and "public" are mentioned; and
- The context in which the words are mentioned, identifying core themes, and then comparing the themes in each program's standards and expectations.

**Landscape Analysis:** Twenty-four interviews or conversations were conducted with:

- Fourteen representatives from colleges, universities, county offices of education that provide training in teacher or administrator preparation programs. This includes:
  - Two representatives from the California Commission on Teacher Credentialing representing the UC and CSU systems.
- Ten representatives from county offices of education, a school district, a business, nonprofits, and other community leaders that provide or oversee family engagement professional development to school staff. This includes:
  - One representative from the Nevada Department of Education, which currently requires a 3-unit course on family engagement for teacher candidates.
- Ten course syllabi and six descriptions from online course catalogs also were analyzed.
- Sixteen professional development provider websites were reviewed.

The interviews explored how family engagement is integrated in course content and field work, and identifies models, barriers to carry out the work, and opportunities to strengthen it. The participants were selected based on prior work featured in family engagement research, publications, and conferences. This sample is not representative of all teacher or administrator preparation programs in California but provides a preliminary landscape analysis of how family engagement is conducted in California. **For a list of interviewees, see Appendix A.**

# IV. ANALYSIS OF FAMILY ENGAGEMENT TRAINING IN FEDERAL & STATE LAWS

The federal Title I statute and the California Education Code (EC) require school staff to engage parents and families. For this engagement to be successful, Title I law requires schools to train staff on communicating and partnering with families and California law requires the California Commission on Teacher Credentialing (CTC) to develop standards to ensure educator preparation programs train prospective educators to engage diverse families.

*Finding: Title I LEAs and Schools Must Engage Families; State Law Requires LEAs to Train Staff*

Title I drives federal regulation regarding family involvement, and it requires comprehensive, inclusive and multifaceted family engagement by Local Educational Agencies (LEAs) and schools, including professional development of school personnel. Notably, Title II of the Higher Education Act does not require institutions of higher education to prepare teachers to engage families; specifics of educator preparation are left to the states. Pursuant to Title I, any LEA that receives Title I funds must have a plan to integrate family and engagement strategies that is responsive to the needs of their families. An LEA receiving more than $500,000 in Title I funding must reserve at least 1% of its allocation to carry out family engagement policies, which may include "professional development for local educational agency and school personnel regarding parent and family engagement." Schools and LEAs" shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;" and "[m]ay involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training."[1]

California law implementing Title I reiterates the requirement that LEAs funding must establish and implement a parent and family engagement program for all of their schools, even those that do not receive Title I funding. The program must include "[p]rocedures to train teachers, school administrators, and other staff on outreach and effective communication with parents and family members as equal partners."[2] This requirement, along with Title I requirements, are monitored by the California Department of Education (CDE) through its Compliance Monitoring Program. Specific details of this process would require further investigation, but monitoring is designed to ensure that LEAs are spending the funding as required by law.

*Finding: CTC Requires Educator Preparation Programs to Prepare Teacher Candidates to Engage Families*

For over 25 years, the Education Code has required the Commission to "adopt standards and requirements...that emphasize the preparation of prospective teachers and other certificated educators to serve as active partners with parents and guardians in the education of pupils." Pursuant to this and other legislative mandates, the Commission

1 20 U.S. Code § 6318 (E)(3) and (5). https://www.law.cornell.edu/uscode/text/20/6318
2 California Code, Education Code - EDC § 11503(b). https://codes.findlaw.com/ca/education-code/edc-sect-11503.html

has established California Standards for the Teaching Profession (CSTPs), the California Teaching Performance Expectations (TPEs) and California Administrator Performance Expectations (CAPEs), all of which include language around the need for all educators to be prepared to engage families.

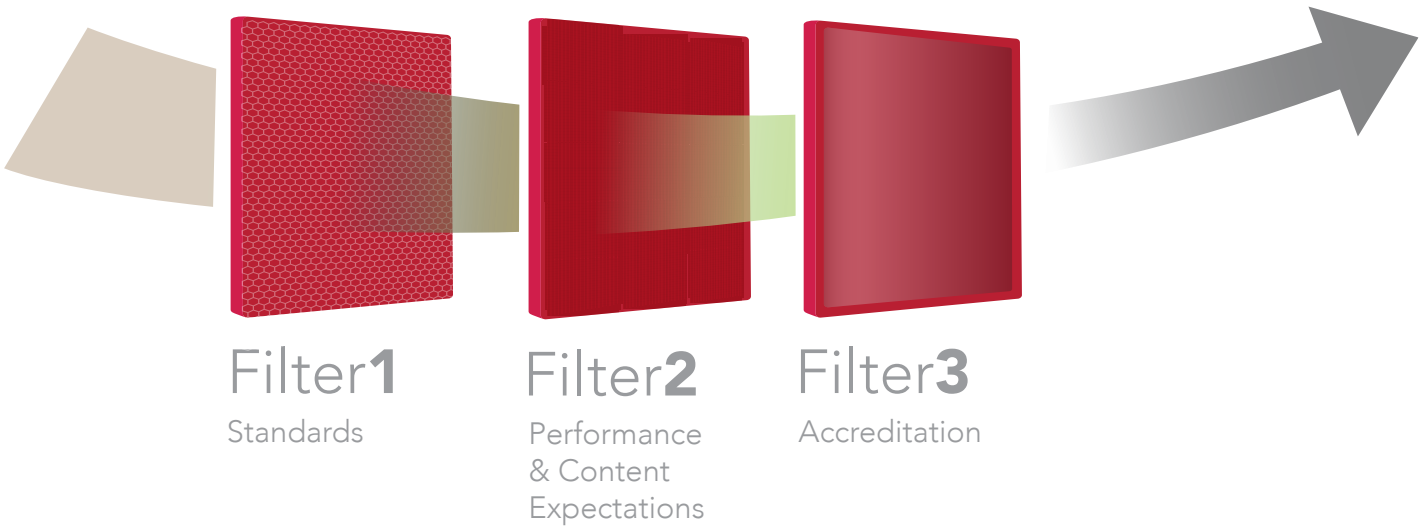
Further, the law specifies that the preparation includes "appropriate instruction and field experiences [on] the roles of parents and guardians in the educational process, strategies for involving and working with parents and guardians, and the changing conditions of childhood and adolescence, including, but not limited to, the changing family structure and ethnic and cultural diversity."[6]

Through CTC, the state clearly intends that prospective educators be prepared to engage families. CTC ensures programs implement its standards and expectations through its accreditation of all California educator and administrator preparation programs. CTC's Committee on Accreditation (COA) is charged with ensuring programs implement all program standards, including the standards to engage with families. Further investigation would be needed to assess this system of accountability, or the degree to which the Committee on Accreditation ensures that programs are meeting the standards and elements around educators' ability to engage families (publicly available data is insufficient for this purpose). In sum, while state and federal laws require LEAs to train educators to engage families, and state law requires preparation programs to prepare prospective educators on the same, the accountability for these requirements is not clearly strong enough to ensure educators have robust pre-service and in-service training in this critical area.

6 California Code, Education Code (2020). EDC § 44261.2. https://codes.findlaw.com/ca/education-code/edc-sect-44261-2.html.

# V. ANALYSIS OF THE COMMISSION'S PREPARATION PROGRAMS REQUIREMENTS

## A. THE COMMISSION's FILTRATION SYSTEM




*Finding: CTC's process to operationalize laws and standards into practice functions as a filtering system that can be effective in extracting the most essential concepts educators must know and be able to perform, and includes three distinct filters: standards, performance and content expectations, and accreditation.*

**Filter 1: Standards**

The first filter often reflects legal mandates and CTC's vision for education-related professions (i.e., for teachers, administrators, counselors, etc.). **Currently, however, none of the educator preparation programs reflect the family engagement requirements from the 1993 law we reviewed.** Also, the standards outline key knowledge, skills, and commitment required for the profession to guide practice, reflection and continuous improvement. Most programs have six standards for teachers and administrators and each standard is supported by elements or main ideas. Each element is then further explained by providing reflection questions or indicators.

**Filter 2: Performance and Content Expectations**

The 2nd filter operationalizes the vision and narrows down the concepts that candidates must know and be able to do once in the field. The tests students need to pass to become certificated are also aligned to this filter. Consequently, Higher Education Institutions design programs based on themes identified by the 2nd filter but "it is up to each preparation program to respond and address the standards."[7]

**Filter 3: Accreditation**

CTC's Committee on Accreditation (COA) is charged with ensuring that all of standards and expectations are implemented through its accreditation of all California educator and administrator preparation programs, including the standards to engage families. As noted earlier, limited information is available online and further investigation is needed to assess the degree to which the COA is successful in getting programs to actually meet the standards and elements on an educators' ability to engage families.

**Case Study: Nevada's Accreditation Process**

In 2005 The MetLife Survey of the American Teacher identified communicating with and involving parents as the greatest challenge teachers face. In 2011 Nevada's Colleges of Education conducted their own survey with post-student teachers and they also identified being unprepared to work with families to engage them in their children's learning.[8] That same year, the Nevada Legislature passed AB 224 which outlined key changes for family engagement, created The Office of Parental Involvement and Family Engagement (PIFE) within the Nevada Department of Education (NDE). Also, the law requires at least one PIFE course for pre-service; training on the same subject for current teachers and administrators; and revised the composition and duties of the Advisory Council on Parent Involvement and Family Engagement.

The pre-service requirements became effective in July 2015. Nevada requires licensees to complete "at least 3 semester hours regarding parental involvement and family engagement … and includes an emphasis on building relationships, outreach to families, and developing an appreciation and understanding of families from diverse backgrounds."[9] To comply with the legal requirements a task force was formed to vet the coursework. This body includes the person leading NDE's PIFE Office.

When the law was first implemented, most approved courses only embedded family engagement into broader topics. Over time the approval process became more rigorous to increase fidelity to the spirit of the law and family engagement research. Now, ten of the eleven approved courses are standalone. For a course to be reviewed, higher education institutions must integrate the PTA standards and themes outlined in the law.[10] To see a list of approved courses please visit http://www.doe.nv.gov/Family_Engagement/Approved_Courses/.

California does not have an office or position dedicated to family engagement within the Department of Education to replicate Nevada's approach. However, two key learnings from this experience include: 1) ensuring the accreditation requirements and mechanisms uphold the law and standards; and 2) collaborating with staff from the Department of Education and family engagement experts to implement this process.

7 Lavadenz, M. (Undated). *Evidence of Parental Involvement in the California Standards for Teacher Preparation.*

## B. Standards and Expectations for the General Teacher Preparation Program

*Finding: Additionally, for the general teacher preparation program, the expectations (2nd filter) strip away concepts of understanding families' background and culture, two-way communication and collaboration established in the standards, and instead endorse outdated, one-way communication practices to share expectations and academic standards, and report on student behavior and progress. This is key because the general teacher program expectations are considered universal and serve as foundational requirements for specialized teacher programs (i.e., bilingual or special education).*

*Comparing the California Standards for the Teaching Profession (CSTP) & California Teaching Performance Expectations (TPEs – Section I)*

### *Frequency*

The frequency of family engagement and community engagement references to "families, parents, community, or stakeholders" is higher in the expectations than in the standards. The initial hypothesis was that the higher the frequency, the stronger the concept would be integrated into programs. **However, we learned that context and themes highlighted are more important than the number of times the words appeared. In addition to frequency, it is important to see if the themes are aligned, as expectations have greater influence in how preparation programs are designed.**

After reviewing the standards (CSTP), we found that there are **no standards dedicated to family or community engagement, but 5 of 37 (13.5%) elements are as are 27 of 231 (11.7%) reflective questions.** In total, there were 32 statements dedicated to family or community engagement, of which 53% were focused on family and 47% on community engagement. These statements were most prominent in Standard 5 and Standard 6. In the

8 Nevada Department of Education (2020). Nevada's Parent Involvement and Family Engagement Course Handout.
9 Nevada Department of Education (2020). Parental Involvement and Family Engagement Approved Courses. http://www.doe.nv.gov/Family_Engagement/Approved_Courses/
10 Quintero, A. (2019, July 10) In-Person Interview.

expectations (TPEs) we found that **10 of 41 (24%) of the elements were dedicated to family or community engagement** but in this instance, 9 of the 10 statements are dedicated to family engagement. For more details, see Table 1 in Appendix B.

***Context & Key Themes***

In the CSTP, the family engagement references are balanced among key themes: understanding the families to tailor learning experiences, values related to family engagement, collaboration, and one-way communication. When community is mentioned, there are references related to providing additional resources to support student learning. However, most references are about being part of a professional, school or learning community, which may be why these themes were extracted from the expectations.

In the TPEs, the word "families" was flagged most because it was included in the narrative or within standards in boiler plate statements on how instruction needs to be adapted according to Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), Individualized Transition Plans (ITPs) and Section 504 plans. The concept of communication was mentioned, but this is focused on one-way transmission of information. While TPEs also include statements about collaboration, values, and self-awareness and cultural competency, many of these are general or vague. The references about understanding families to tailor learning experiences and developing community partnerships disappear.

**Table 2: Comparing Context of Family-Engagement Mentions in CSTPs and TPEs**

| **CSTP (Standards)** | | **TPEs (Expectations)** | |
|---|---|---|---|
| Frequency | Themes | Frequency | Themes |
| 9 | **Knowledge and Understanding of Family** (i.e., Knowledge and understanding students' families background, culture, structure) | 6 | **Individualized Family Service Plans** (i.e., Monitor, modify plans, meet individual student needs) |
| 8 | **Being part of a professional, school, learning or caring community** | 5 | **Values** (i.e., Be professional, fair, accountable, respect privacy) |
| 7 | **Collaboration/Partnership** (i.e., Support student learning, set goals, integrate families) | 4 | **One-way communication** (i.e., Communicate expectations, rules, and progress) |
| 7 | **Values** (i.e., Commitment to all families, value and respect, interact outside of classrooms, respect community expectations) | 3 | **Collaboration** (i.e., Work with families and others) |
| 6 | **One-way communication** (i.e., Share timely feedback and progress about student, communicate standards for student behavior, learning program) | 2 | **Self-awareness & Cultural Competency** (i.e., Be aware of implicit bias, how it affects relationships) |
| 4 | **Communities Partnership & Resources** to support instruction | | |

***Frequency of Family Engagement-Related Words in TPEs Section II***

*Finding: Only English Language Development teachers are explicitly instructed to interact with and advocate for families.*

Section II outlines requirements for subject-specific pedagogy and establishes key skills all teachers are expected to have, regardless of what subject they teach. For example, in addition to abiding by the standards in Section 1, teachers are expected to: 1) adapt instruction according to students' developmental ages and social, cultural, linguistic contexts; 2) align lessons according to state standards and English language development standards; and 3) accept responsibility for developing literacy skills regardless of what subject they teach.

After analyzing when families or parents are mentioned when it comes to preparing teachers in secondary schools, only 3 of 21 subject-specific pedagogical skills mentioned families. Only 1 - those teaching English Language *Development (ELD) - were directed to interact with families:*

*"They [ELD teachers] are well-versed in culturally relevant pedagogy and strategies for effectively communicating with families from a variety of cultures and backgrounds. They demonstrate effective communication and advocacy skills as these relate to English learners, family, and community needs."*[11]

11 California Commission on Teacher Credentialing (2016). California Teaching Performance Expectations, pg.33.

## C. Standards and Expectations for the Bilingual Education Preparation Program

*Finding: There is no standard dedicated to family engagement in the Bilingual Authorization Program Standards. However, the themes covered (i.e., cross-cultural/intercultural knowledge and pedagogy, collaboration, ability to have two-way communication, treating parents as equal partners) are aligned with the research and establish a strong foundation for effective engagement.*

*"The Bilingual Authorization Program Standards" include six standards: 1) Program design; 2) Assessment of candidate competence; 3) The context of bilingual education and bilingualism; 4) Bilingual methodology; 5) Culture of emphasis; and 6) Assessment of candidate language competence. Most of the content is within standards three to five.*

### *Frequency*

**No standards are dedicated to family and community engagement; 3 of 33 (9%) sentences explaining the standards are dedicated to family and community engagement, and only 3 of 38 (7.9%) program planning questions are.** Some sections have program planning questions and others do not. The standard with most statements related to families and communities is Standard 3: The Context for Bilingual Education and Bilingualism. For more details, see Table 3 in Appendix B.

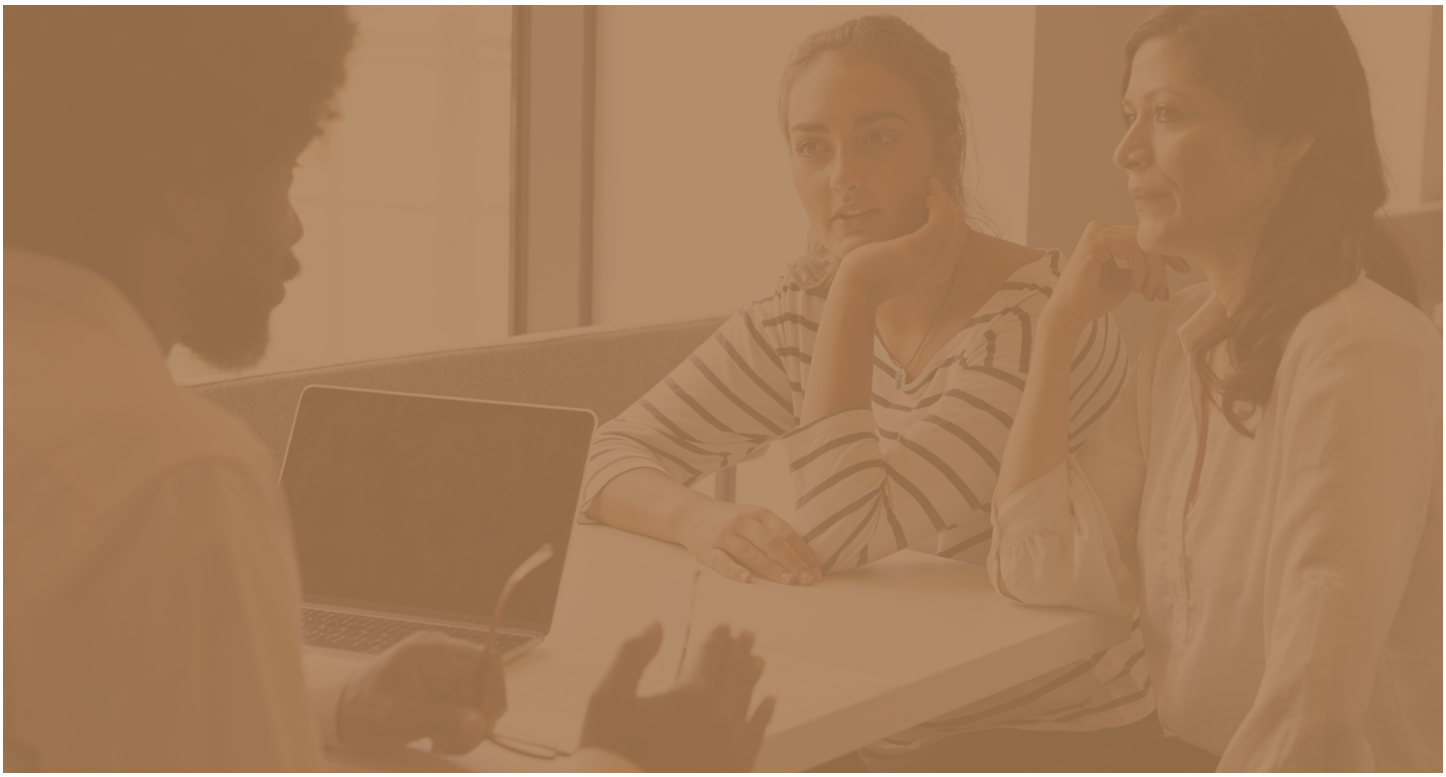
### *Context & Key Themes*

Within the introduction section, CTC sets a clear value and expectation: *"Bilingual teachers form a cultural and linguistic bridge that links the bilingual community to the larger society. They partner with parents in decisions concerning their children's education."*

**Table 4: Themes in the Bilingual Authorization Program Standards**

| Frequency | Themes |
|---|---|
| 5 | **Parents as Partners** (i.e., partner with parents in decisions about children's education, respect family's educational goals, two-way communication, home-school partnerships) |
| 4 | **Values & Principles** (i.e., being cultural and linguistic bridge, actively promote authentic parental participation, parents as influencers of policy, views parents' primary language and culture as resources) |
| 2 | **Community Resources** (i.e, connect to resources and identifies community needs) |
| 1 | **School Climate** (i.e., understands how school community influences classroom climate) |

No separate set of expectations are set for bilingual education programs. The assumption is that the TPEs, as universal expectations for teacher preparation programs, apply to this program as well. However, having a separate set of standards would appropriately elevate the importance of these themes in the preparation programs specific to bilingual education.



## D. Standards and Expectations for the Special Education Preparation Program

*Finding: The standards for special education explicitly require fieldwork with diverse families and establishes a vision of collaboration and partnership between educators and families. Consequently, 20% of the performance expectations are dedicated to family engagement and these are aligned to research (i.e., being culturally responsive, treating parents as equal partners, collaborating with parents and other professionals, learning about conflict, and strategies to resolve it).*

### *Frequency*

In addition to meeting the general teacher standards and expectations, special education educators must meet a second set of standards and additional expectations. CTC adopted the *"Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations" in 2018 and updated "The Handbook"* in 2019.

The new standards include the following themes: 1) Program design and curriculum; 2) Preparing candidates to master the Teaching Performance Expectations; 3) Clinical practice; 4) Monitoring, supporting, and assessing candidate progress towards meeting the education specialist credentialing requirements; and 5) Assessment of candidate competency. Some of the themes (i.e., 1 and 5) are similar to the bilingual program standards. **No standards are dedicated to both family and community engagement; 6 of 58 (10%) sentences explaining the standards are dedicated to family engagement.** There are no references to community engagement. **The standards have a strong emphasis on clinical practice and explicitly require a minimum of 600 hours of clinical practice and stress "experiences with a range of diverse students and families reflective of the demographics in California."**[12]

In addition, the *"Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations"* establish additional expectations for five credentials in special education: Mild to Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education, Deaf and Hard of Hearing, and Visual Impairments. While the universal expectations (TPEs) mention families primarily in two standards (i.e., Standards 5 and 6), the special education programs mention families in four of six standards (i.e., Standard 1, 2, 4 and 6). **Although no standards are dedicated to family and community engagement, 8 of 40 (20%) of elements are in the Mild to Moderate Support Needs program.** Seven statements are focused on family and one on community engagement. For more details, see Table 5 and 6 in Appendix B.

***Context***

In the standards section of the PESCPS, when the word "family" is used it often is within the context of collaboration with families to support student development and learning. Another theme was planning fieldwork with diverse families to meet the 600 hours of clinical fieldwork required.

The themes in the expectations for the Mild to Moderate Support Needs credential were aligned to those in the standards. The statements uphold the concept of collaboration and require knowledge of families and other strategies to facilitate collaboration. This statement capture the overall themes for this program:

*"Coordinate, collaborate, co-teach, and communicate effectively with other providers paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions."*[13]

**Table 7: Themes in "Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations" for** Mild to Moderate Support Needs

| (Standards) | | TPEs in Mild to Moderate Support Needs (Expectations) | |
|---|---|---|---|
| Frequency | Themes in Standards | Frequency | Themes in Expectations |
| 3 | **Collaboration with families and others to support students' development and learning** | 7 | **Collaboration with families and others to support students' development and learning** (i.e., Co-develop plans, coordinate, co-teach, communicate, use family-centered planning, understand) |
| 2 | **Self-awareness and cultural competency** (i.e., Knowing developmentally, linguistically and culturally-appropriate and bias-free practices) | 2 | ***Cultural Competency*** (i.e., Understanding students' families to address needs and unique experiences of family members of students) |
| 2 | **Planning fieldwork with diverse families** | 1 | **Values & Principles** (i.e., Support students in developing skills ...for community participation) |
| 1 | **Values & Principles** (i.e., Delivering services at student's home) | | |

## E. Standards and Expectations for Child Development Permits

*Finding: Five of six child development permits require a course on child, family and community or child and family relations, and 150 to 1050 hours of fieldwork with families is implied. National standards for early educators establish positive and goal-oriented relationships, ensuring family well-being as foundational to achieve student outcomes.*

CTC outlines requirements (similar to standards for other programs) for six types of permits including: assistant, associate teacher, teacher, master teacher, site supervisor, and program director. Although there are no specific standard themes, **five of six permits require completion of 12-24 semester units of coursework in early childhood education or child development, including a course on child, family and community, or child and family relations.** Also, these programs require fieldwork ranging from 150 hours within 2 years to 1,050 hours within 4 years. Unlike the special education standards, the fieldwork requirement does not explicitly mention having experiences with families, although it can be implied given the course requirement.

In April 2019, CTC adopted the "California Early Childhood Education Teaching and Administrator Performance Expectations". The teacher expectations are organized along the same six themes as the universal TPEs. The concept of families and culture is much more prominent in expectations for both teachers and administrators.

We just learned of this document, so our analysis included themes from a research-based rubric developed by national early childhood agencies to outline relationship-based competencies early childhood professionals must have to support family engagement. The rubric identifies knowledge, skills, and practices expected of early childhood professionals that engage families across various fields (i.e., health, social work, psychology, and early childhood education). Themes highlighted as foundational include building positive and goal-oriented relationships,

12 California Commission on Teacher Credentialing (2019). Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectation. Pg. 3
13 *California Commission on Teacher Credentialing (2019). Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectation. Pg. 17*

sharing responsibility for outcomes, supporting strong parent-child relationships and family well-being to support the child, and seeing parents as a child's first and lifelong teachers. The rubric measures progress on the following ten domains:

1. Positive, goal-oriented relationships
2. Self-aware and culturally responsive relationships
3. Family well-being and families as learners
4. Parent-child relationships and families as lifelong learners
5. Family connections to peers and community
6. Family access to community resources
7. Leadership and advocacy
8. Coordinated, integrated, and comprehensive services
9. Data-driven services and continuous improvement
10. Professional growth

## F. Standards and Expectations for the Administrator Preparation Program

*Findings: One of the six administrator standards is "Family and Community Engagement" and 30% of elements and 33% of indicators are dedicated to this topic However, community engagement is integrated throughout the standards and accounts for 70% of all engagement statements while family engagement accounts for 30%.*

*The community engagement themes are robust and fully aligned with LCFF. Family engagement, on the other hand, covers some themes, but is lacking key themes and theoretical background. Although many other concepts could apply to and benefit family engagement (i.e., adult learning theory, cultural competency, communication, conflict resolution, restorative justice, facilitation skills) it is unclear if this connection is made during the course.*

### *Comparing the California Professional Standards for Education Leaders (CPSEL) and Content and Performance Expectations for Administrator Programs*

Teacher preparation programs are guided by two documents, standards and expectations, while administrators have three guiding documents: the California Administrator Content Expectations (CACE), the California Administrator Performance Expectations (CAPE) and CPSEL. The CPSEL and CAPE are organized similarly, both have six standards and 20 elements, but they are not identical. The CACE is organized quite differently and Table 8 shows the similarities and differences between all three.

To fully align the CAPE and CACE to the CPSEL, CTC adopted a document titled "2017 Preliminary California Administrative Services Credentialing Content Expectations and Performance Expectations with their Alignment to the California Professional Standards for Education Administrators." Both follow CPSEL standards, and CACE uses the same elements as CAPE, but the indicators are different with one focused on performance and the other on content.

14 U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement (2018). *Relationship-based competencies that support family engagement: Overview for early childhood professionals.*

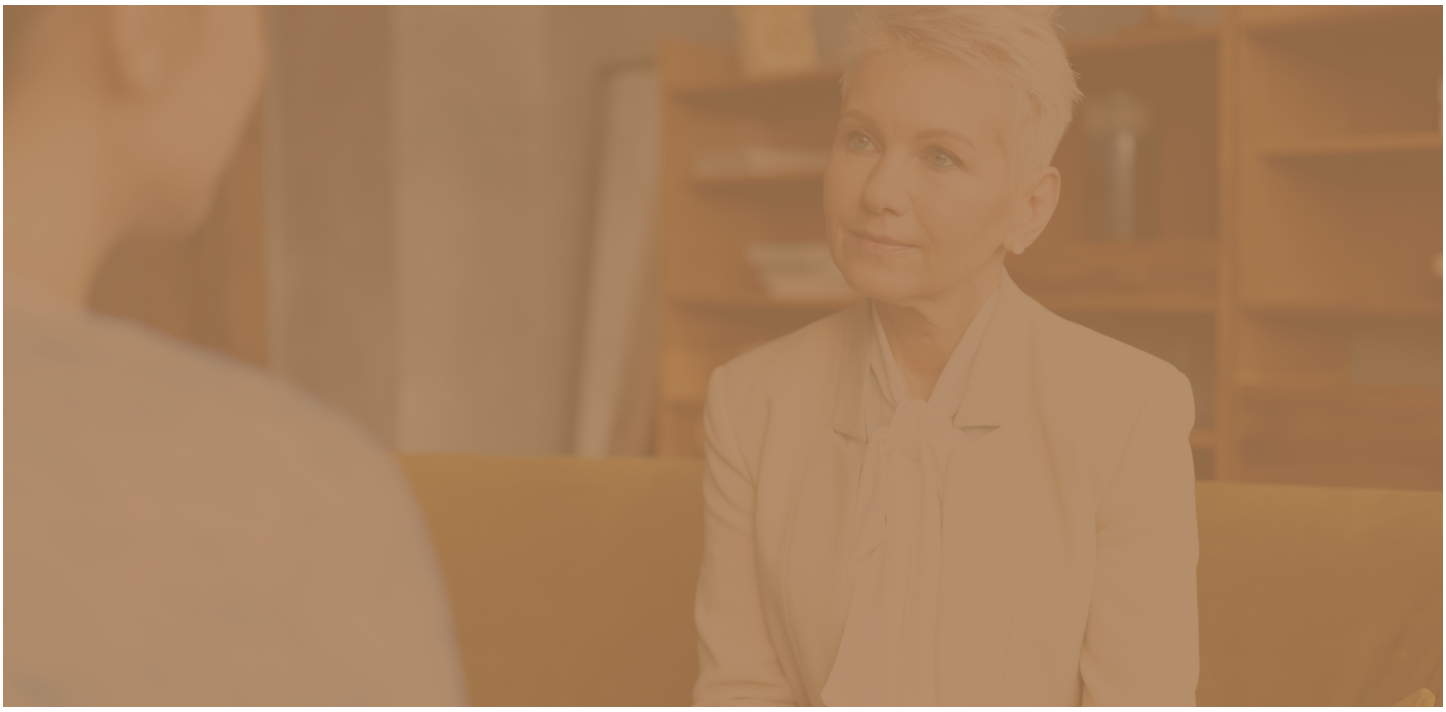


**Table 8: Standards and Themes in the CSPEL, CAPE, and CACE**

| CPSEL (Standards) | CAPE (Performance Expectations) | CACE (Content Expectations) |
|---|---|---|
| **Standard 1:** Development and Implementation of a Shared Vision<br>**Standard 2:** Instructional Leadership<br>**Standard 3:** Management and Learning Environment<br>**Standard 4:** Family and Community Engagement<br>**Standard 5:** Ethics and Integrity<br>**Standard 6:** External Context and Policy | **A)** Visionary Leadership<br>**B)** Instructional Leadership<br>**C)** School Improvement Leadership<br>**D)** Professional Learning and Growth Leadership<br>**E)** Organizational and Systems Leadership<br>**F)** Community Leadership | • Student-centered learning and well-being<br>• Cultural proficiency<br>• Systems knowledge<br>• Data use<br>• Collaboration<br>• Communication skills<br>• Continuous improvement<br>• Change process<br>• Evidence-based practice |
| **6 Standards, 20 Elements** | **6 Themes, 20 Performance Expectations** | **109 Content Expectations** |

***Frequency***

The standards (CPSEL) mentions the words "parent(s), family(ies), community(ies), and/or stakeholders" in all six standards. Although it does not explicitly mention coursework or fieldwork, **one of six standards is dedicated to family and community engagement, 6 of 20 (30%) elements are and so are 26 of 79 (33%) indicators.** However, there is a stronger emphasis on community engagement with 70% of these statements focused on community or stakeholders and 30% on family engagement.

Given that one standard is dedicated to family and community engagement, we found a higher frequency of mentions in the CAPE and CACE. **The CAPEs dedicate 9 of 18 (50%) of elements and 30 of 72 (41.2%) of indicators to family and/or community engagement, and CACE dedicate only 16 of 64 (25%) of indicators. Family engagement accounts for 25% of these statements and community engagement accounts for 75% in both CAPE and CACE.** For more detail, please see Table 9 in Appendix B.

***Context & Key Themes***

In the CPSEL, CAPE, and CACE most mentions of "community or stakeholders" are aligned to the Local Control Funding Formula (LCFF) and stakeholder engagement requirements for the Local Control and Accountability Plan (LCAP). Mentions of "family" are aligned to legal requirements and capture a broad concept of family engagement. And because these were last updated in 2017, new laws (i.e., AB 2878) and regulations (i.e., Self-Reflection Tool for Priority 3: Parent Engagement) that expanded or clarified research-based themes and practices for family engagement are not included.

Also, the standards and expectations differ in the themes they highlight. **The standards dedicate elements to family engagement and community partnerships, but the expectations dilute these themes; add other theories and practices to support engagement and collaboration; and highlight one-way communication skills to report a shared vision, goals, and outcomes.** Although LCFF aims to address equity issues by having honest conversations between stakeholders and school staff, relationship building is mentioned infrequently and is not emphasized.

**Table 10: Themes in CPSEL, CAPE and CACE**

| Themes | CPSEL | CAPE | CACE |
|---|---|---|---|
| **Engage in LCAP and Continuous Improvement** (i.e., Collaborate to develop a shared vision and commitment, analyze data, plan, evaluate and modify plans, understanding policy and aligning mandates with goals, identifying barriers and root causes) | 12 | 12 | 6 |
| **Family Engagement as required by LCFF** (i.e., Meaningfully involve all families in learning and support programs, welcoming environment) | 5 | 2 | 0 |
| **Values** (i.e., Commit to and advocate for equity, establish trust, protect rights, be fair, achieving change requires stakeholder engagement, climate) | 7 | 5 | 3 |
| **One-Way Communication** (i.e., Communication skills to communicate vision, plan, success, etc…) | 1 | 8 | 5 |
| **Community resources** to support students | 7 | 1 | 1 |
| **Theories and practices to engage and collaborate** (i.e., Adult learning theory, conflict resolution, restorative justice, outreach strategies, cultural competency) | 0 | 5 | 7 |

# VI. LANDSCAPE ANALYSIS

## A. Barriers to Integrating Family Engagement in Pre-Service Teacher Training

Of the 24 interviews, 14 (58.3%) focused on preparation programs, 12 on teacher preparation and 2 on administrator preparation. An additional 10 (41.7%) interviews were conducted with providers of professional development by a statewide agency, county offices of education, a school district, a business, nonprofits, and the Nevada Department of Education. The latter was done to gain insight on how the professional development providers tackle family engagement staff training, and to offer perspective on educator training that may be more helpful when done in pre-service.

Overall, interviewees recognize that current credentialing programs do not spend a lot of time on family engagement. *All 14 interviewees from educator preparation programs identified integrating family engagement or any other subject into the credentialing program as a challenge due to the 120-unit cap prescribed by law. There was no consensus on how to resolve this challenge* but ideas included adding family engagement training in undergraduate requirements; changing programs to residency-style credentialing programs where students have two years to complete training; embedding content and/or fieldwork in existing requirements; or developing professional development certificate programs or micro-credentials.

Given the current restrictions, most interviewees think that to add new topics they need to drop existing ones to "make it fit". And this assessment is correct: teacher preparation programs that currently prioritize and integrate family engagement in California (and Nevada- the only other state requiring family engagement pre-service) report having to trade off other content.

Interviewees also mentioned other barriers preventing integration of family engagement training in credentialing programs:

***Content***

- **Lack of understanding, models, or standards on how to prepare teachers to engage**. Some professors reported not being clear on what content or fieldwork to include.
- **Local nonprofit partners may not be available in all areas as they vary in capacity and specialty.** Higher education institutions in rural areas may have more difficulty finding such partners. Nonprofits with successful models may have limited capacity to expand quickly.
- **It is challenging to address white privilege and guilt without fostering anger and resentment in students.** Professors may need more support in terms of training and resources to achieve this.

***Fieldwork***

- **Lack of supervision when working with families.** Fieldwork requires supervision and coordination with local sites. Successful collaborations may be difficult to replicate, and some student teachers do it on their own.

- **Some school administrators caution student teachers not to contact families.** Some interviewees reported that student teachers were discouraged by school administrators from building relationships with families, sharing information about topics perceived as controversial such as immigration, or participating in the LCAP.

***Other***

- **Lack of funding to partner with organizations.** Even when partners are available, universities often do not have funding for long-term partnerships.
- **Teacher candidates often are young.**
    - Many teacher candidates are not parents and may not be able to relate to challenges parents experience.
    - Teacher candidates learn to keep control and authority of a classroom and many try to use the same strategies when interacting with parents which is inappropriate.
    - Teacher candidates often are afraid of confrontation and fear having conflicts with parents.
- **It is difficult and takes time to get commitment from others in the education department (within a higher education institution) to replicate or add content or fieldwork.** Consequently, many of those leading this work integrate additional family engagement content within their own courses, but it is not consistently added across the board.

## B. INTEGRATING FAMILY ENGAGEMENT IN PRE-SERVICE TRAINING

Despite the challenges, professors in nine of the ten universities we studied are integrating family engagement in one form or another. Moreover, we found one department in a university that requires this content for all its teacher credential programs. To understand how each professor or course accomplishes this, we analyzed a total of 16 courses. The analysis included fourteen interviews, ten course syllabi, and six online university catalog course descriptions.

*Findings:*

*1. Six of the sixteen courses (37.5%) are standalone, fully dedicated to family and/or community engagement.*

As expected, these were in programs that require coursework, field work, or dedicate a standard on the subject: one in an early education program, one in a special education program, one in an early education and special education program, and three in administrator programs. Two of the three courses in administrator programs focused only on community engagement.

To see descriptions of standalone courses, see Appendix C. Refer to descriptions of the Association from California School Administrators in Partnership with Sacramento County Office of Education (SCOE) Leadership Institute; California State University at Los Angeles; San Diego State University; and the University of Southern California.

*2. Ten of the sixteen courses (62.5%) embedded family engagement.* In courses where a syllabus was available, 12.5% or 25% of the course (one to three sessions) were dedicated to family engagement and community topics and/or fieldwork. These courses were in undergraduate, credential, and credential/masters' programs for elementary, secondary, and bilingual teachers.

Refer to descriptions from California State University, Northridge; California State University, Sacramento; Loyola Marymount University; Pepperdine University; and University of California, Los Angeles.

*3. Preparation: Current family engagement research is not studied in all programs except for the program conducted in partnership with the Sacramento County Office of Education.* The topics studied to prepare students to engage families included:

| Frequency | Topic |
|---|---|
| 8 (50%) | Race and Culture (e.g., self-awareness, cultural competence) |
| 6 (37.5%) | Community Engagement (e.g., assets, resources, how to engage) |
| 5 (31.25%) | Home Visits (e.g. learn about families and/or build relationships) |
| 4 (25%) | Collaborating and partnering with families to meet student learning goals |
| 3 (18.75%) | Family characteristics, structures, roles |
| 2 (12.5%) | Communicating with families |
| 2 (12.5%) | Beliefs and values about families, knowing impact of family engagement, reframing of families as co-constructors |
| 2 (12.5%) | Governance, accountability |

*4. Fieldwork: There is no common practice for fieldwork. The most popular projects assigned to reflect on, understand more deeply or experience working with families included home visits (43.7%) and community study projects (37.5%).* Other projects included:

For robust examples of fieldwork, see Appendix C. For community engagement projects see California State University, Sacramento and Loyola Marymount University. For home visits see California State University, Sacramento and San Diego State University. For project learning see California State University, Northridge and Pepperdine University.

| Frequency | Assignment |
|---|---|
| 7 (43.75%) | Home Visits (Number of visits assigned ranged from 1 to 10) |
| 6 (37.5%) | Community study or asset mapping |
| 3 (18.75%) | Interviews (one to two parents) |
| 3 (18.75%) | Analyzing data from interviews or home visits collected by group |
| 3 (18.75%) | Cultural, self-awareness project |
| 2 (12.5%) | Case studies on student and his or her family |
| 2 (12.5%) | Reflections on Individualized Educational Plan/Individualized Family Service Plan, collaboration |
| 2 (12.5%) | Service-Learning Projects<br>- Developing resources for parents or on family engagement<br>- Developing and/or implementing a project with parents |
| 1 (6.25%) | Family engagement research models |

*5. Six of the nine (66%) universities in this study prioritized family or community engagement over other content due to their commitment to social justice and/or equity.*

Interviewees from these programs emphasized that their commitment to social justice was key in prioritizing family and/or community engagement, even if they had to trade off other content. To establish clear expectations, they also explicitly informed students applying to their programs of this core value. Often, the syllabi included their respective social justice definitions and/or frameworks on the content covered in the course.

*6. Six of the nine (66%) universities in this study partner with nonprofits or community organizations to increase students' exposure and understanding of family engagement but collaboration is often based on personal relationships and looks different across the board.*

Since collaboration is often based on relationships developed by professors with nonprofits, the partnership often does not become institutionalized in a university's program or department. Of all the examples we reviewed, only one partnership became institutionalized. After 20 years, the nonprofit's program is now a requirement for all students in teacher preparation programs.

Collaboration looks different across the board. Many universities invite parents and community leaders as guest speakers, others may have students visit local nonprofits to discuss specific topics, while others may study or become trained on an organization's family engagement model.

## Examples of Partnerships with Nonprofits

| Professor-Led Partnerships | Institutionalized Partnerships |
|---|---|
| • **Loyola Marymount University** invites CABE as guest speakers in one of the class sessions so they can share their work on Project 2 Inspire, a parent and family engagement program. They also study the PIQE program.<br>• **UCLA's** teacher education program has partnered with various nonprofits including Families In Schools and more recently with CADRE. The organizations are invited as speakers in classes or circle exchanges. These collaborations have been more formal and dependent on the university's ability to fund them.<br>• A professor in **Pepperdine University** has collaborated over two decades with a parent who is also a community leader and founder of a group called Parent U-Turn. She co-lectures and has authored books on the subject.<br>• A Chicano/Chicana Studies professor in **CSUN** who is also the founder of a nonprofit called Parent Pioneers leads a class in the undergraduate program with a service-learning project where aspiring teachers complete 20 hours of fieldwork being trained by and collaborating with parent leaders to implement a family literacy project in five elementary schools. | **Sacramento State University and Parent Teacher Home Visits program (PTHV)** have been partners for over two decades. It started with a professor-led partnership, and with time the education department formally adopted the model. For the last five years, learning about and conducting home visits is required of all students in the teacher preparation program, not just for students in programs for bilingual or special education credentials.<br><br>Sacramento State University and Parent Teacher Home Visits program (PTHV) have been partners for over two decades. It started with a professor-led partnership, and with time the education department formally adopted the model. For the last five years, learning about and conducting home visits is required of all students in the teacher preparation program, not just for students in programs for bilingual or special education credentials.<br><br>PTHV History[15]: "In 1998, parents from a low-income neighborhood in Sacramento, CA used community-organizing principles to develop a strategy intended to build trust and accountability between parents and teachers, interrupting a cycle of blaming each other for low student achievement.<br><br>The home visit is a voluntary meeting between two equal partners with common goals, in a setting away from the institutional power of the school.<br><br>he model was refined with teacher and community allies, and a pilot project was created with the support of a unique collaboration between the local school district, Sacramento USD, the teachers' union, and the community organizing group who originally galvanized the parents, Sacramento Area Congregations Together." Given that this was a bottom-up strategy, the model is well-accepted in the Sacramento City and Elk Grove Unified School Districts. Sacramento State University professors have served on PTHV's Board of Directors. |

*7. Four of the nine (44%) universities in this study operate centers that support or could support family and community engagement coursework during pre-service. For more detail, see these universities in Appendix C:*

For an example of a university center that support pre-service fieldwork, see Appendix C and refer to California State University, Los Angeles' *The C. Lamar Mayer Learning Center*. For examples of centers that support in-service training, see Appendix D and refer to: Loyola Marymount University's *The Center for Equity for English Learners* (CEEL); San Diego State University's *Center for Family, School, and Community Engagemen*t (FSACE); and University of California at Los Angeles' *The Parent Project*.

## C. Integrating Family Engagement in Professional Development

Given that formal family engagement training is minimal and there is great variation across preparation programs, some teachers and administrators receive the training during in-service or after they are already in the classroom. There are many organizations that provide family engagement programs in the field, and many of these are tailored for parents or for classified staff such as main office staff, or parent/community liaisons.

This section will only feature training programs for administrators, teachers or certificated staff such as specialists overseeing the family engagement plans which would include training for parents. **The purpose of this section is to provide insight on the content and experiences these trainings cover in response to the lack of exposure during pre-service.**

Sixteen organizations that provide professional development programs were reviewed, and they included a government agency, a university, three university-operated centers, four county offices of education, a school district, two for-profit organizations, and four nonprofit organizations, including PON. This analysis is based on ten interviews and online program descriptions. For a list of organizations and program descriptions see **Appendix D.**

*Findings:*

*1. The typical starting point for in-service training is a review of the foundational family engagement research, including its impact on student success and school improvement.* Joyce Epstein's "*Six Types of Parent Involvement Framework*" and Karen Mapp's "Dual Capacity-Building Framework for Family-School Partnerships" are used and studied across the board. When offering school site support to principals, action teams, and parent liaisons, providers rely on Epstein's research. Mapp's framework is used when training on systemic family engagement. Other research mentioned includes the California Department of Education (CDE) *"Family Engagement Framework"*, CDE's *"Family Engagement Toolkit: Continuous Improvement through an Equity Lens*", the *"Multi-Tier System of Support Framework"*, socio emotional learning, and *"Critical Race Theory"*.

*2. Eleven of the sixteen organizations (69%) offer introductory family engagement training for school site action teams which include the principal, teachers, classified staff, and parents.* Most offer introductory topics and then expand training on specialized topics.

15 Parent Teacher Home Visits (2020). Our History. http://www.pthvp.org/who-we-are/our-history/.

| Introductory Topics for School Site Action Teams include | Specialized Topics for School Site Action Teams |
|---|---|
| • Understanding the "Dual Capacity-Building Framework" and "Multi-Tier System of Support"<br>• Review of family engagement federal and state laws, including ESSA's Title I, LCFF: LCAP, Dashboard, with a focus on Single Plans for Student Achievement<br>• Communication (e.g. culturally appropriate, parent-friendly, behavioral science-informed)<br>• Creating a welcoming environment, customer service<br>• Volunteers | • Diverse family structures & parenting styles<br>• Cultural proficiency<br>• Parent Portal<br>• Engaging Parents in Mathematics<br>• Engaging Parents in Reading<br>• Working with PTAs/PTOs<br>• Engaging families in learning throughout the school year<br>• Common Core |

*3. Training district-level administrators is growing but many of the options are focused on legal compliance and meeting LCFF stakeholder engagement requirements. Others are focused on systemic engagement. Eleven of the sixteen organizations (69%) provide training on at least one of these topics.* In general, the training topics cover the following issues:

| Family Engagement | Community Engagement / LCFF-LCAP Requirements |
|---|---|
| • Understanding the Dual-Capacity Building Framework and Multi-Tier System of Support<br>• From random acts (program/activity-driven engagement) to system driven approach<br>• Assessing current needs, strengths, and challenges<br>• Measuring family engagement<br>• Developing parent advocates and/or leading family initiatives<br>• Establishing a diverse district-level action team to develop vision statements, policies, model family resource centers, and reviewing/re-aligning parent liaisons roles<br>• Review of family engagement federal and state laws, including ESSA's Title I, LCFF: Dashboard and LCAP | • Leading for equity in innovative complex systems. Often this leads to developing specialized topics to learn how to engage specific audiences or communities, or how to address challenges. Some examples include:<br>o Family engagement in secondary schools, college and career readiness<br>o Family engagement in early childhood education<br>o Family engagement for Regional Learning Centers / parents of children with special needs<br>o Engaging African American families<br>o Challenges faced by undocumented youth and their parents<br>o Foster Youth Educational Rights and Policy<br>o Attendance and Chronic Absenteeism Training<br>• Courageous data conversations about equity |

For examples of administrator training, see descriptions in Appendix D for Alameda County Office of Education's Family Engagement Network; Riverside County Office of Education's Administrators' Academy Training; LAUSD Training for Administrators; Scholastic; and High Expectations Parental Service.

4. *Nine of sixteen (56%) organizations offer training for teachers. Training for teachers is focused on changing mindsets about families, strengthening cross-cultural communication, and relationship building to partner with parents to support student success.* The trainings often address teacher deficit-based beliefs and perceptions about families and build skills or provide strategies to overcome cultural and language barriers. Three of the programs also provide additional training on how to re-think parents' role for homework, and re-design conferences or home visits to support their day-to-day work.

For examples of teacher training, see descriptions in Appendix D for High Expectations Parental Service; Loyola Marymount's Center for Equity for English Learners; Parent Institute for Quality Education (PIQE) *Teacher-Parent Engagement Workshop;* Parent Teacher Home Visits Program; Riverside County Office of Education; San Diego State University's Center for Family, School and Community Engagement and the *Family-Community Engagement Academy for Educators;* and the UCLA Parent Project *Partnering with Teachers.*

Resources to explore when reviewing teacher training includes:

Dr. Karen Mapp's book, *"Power Partnerships: A Teacher's Guide to Engaging Families for Student Success"*, which is aligned to the Dual Capacity-Building Framework;

CDE's *"Family Engagement Toolkit: Continuous Improvement through an Equity Lens,"* which measures engagement based on two domains: trusting relationships between families and educators and connections to student learning; and Monograph on ***Promising Practices*** for ***Teachers to Engage with Families of English Language Learners*** which "provides practical activities, communication skills, events, resources, and policies to work with families who are English language learners."

5. **Organizations relied on specific types of in-service training to support school districts with family engagement. This included facilitating technical assistance through consulting and coaching (63%), peer-learning networks (44%), and parent networks (25%); hosting institutes and certification (44%); compiling resources (27%); or developing new curriculum (7%).** Common activities during these in-service trainings included:

- 12 (75%) modeled and/or integrated dual capacity-building for school staff and parents by providing joint training or training on similar topics tailored to each audience. Examples include learning about resources for families, new laws or policies, new programs, or co-developing projects.
- 8 (50%) of the organizations engaged school districts in assessing needs, strengths, and challenges to then develop action plans to improve family engagement in schools or districts.

# VI. CONCLUSIONS & RECOMMENDATIONS TO HAVE A COMMON PRACTICE IN FAMILY ENGAGEMENT TRAINING

Schools and school districts are legally required to engage families and train their staff to help reach this goal, while The Commission requires educator preparation programs to prepare candidates to meet statewide standards in family engagement.

This framework seems relatively robust and is an essential structure that we can build upon to strengthen the work with families. Significant questions remain, however, on how effective these programs are, due to inconsistency in their implementation. For example, performance and content expectations on family engagement are not uniform across educator credential programs. The performance expectations for elementary and secondary teachers are often at odds with the standards, promoting outdated, "talk at" practices instead of critically important two-way communication, interactions, and relationships, which research shows are key to effective family engagement. In addition, a significant concern is that detailed information around the CDE's compliance monitoring and The Commission's accreditation process is not readily available for public scrutiny. The information which is available indicates that while the agencies responsible for education preparation programs may be meeting their individual objectives, they are not aligning their work to meet the overall goal of effectively engaging families throughout all school districts in California.

Given the wide variation in performance and content expectations, there is no common practice or approach across universities to integrate family engagement content and fieldwork. Most do not provide the necessary background on the theoretical, research-based framework, while many do not require fieldwork as part of the candidate's experience.

While family engagement laws and regulations at the federal and state levels are now more closely aligned and are largely based on research, we have identified the root cause of ineffective parent-school partnerships as outdated, incomplete pre-service training in family engagement. The challenge here is in implementing and monitoring family engagement mandates when leaders throughout public education (i.e., school site, school district, and state policymakers) are unfamiliar with the research, but are part of a system in which they cannot prioritize what they do not understand. The unintended consequence of this disconnect is that it perpetuates the use of outdated, unproductive family engagement practices. To disrupt that cycle and align practice with research, we recommend the following actions:

***State Leaders and Agencies***

- **CTC must establish clear and consistent family engagement requirements across educator preparation programs which are supported and evaluated by a robust accreditation system.**
- CTC must collaborate with the California Department of Education (CDE), content experts, colleges, universities and families in the process to update and align pre-service training to reflect research-based best practices of family and community engagement.

- CTC should designate a representative to participate in the National Association for Family, School, and Community Engagement's consortium on family engagement pre-service training. This effort aims to develop a pre-service framework for culturally responsive family engagement and higher education curricula that will include coursework, mentoring/supervision, and field experiences for educators.
- State leaders (i.e., governor, legislature, State Board of Education, CDE) must establish an Office of Family Engagement and designate sufficient staff to coordinate and expedite the shift toward relationship-based, systemic family engagement within the CDE as well as with county offices of education and the California Collaborative for Educational Excellence (CCEE).
- **CDE, CCEE, and COEs must prioritize family engagement staff training to effectively support families during distance learning.**
- The SBE and CDE must evaluate results of the Fall 2019 "Self-Reflection Tool for Priority 3: Parent Engagement" to identify strengths and areas of improvement so that CCEE and the System of Support can produce relevant, research-based training according to Local Education Agencies (LEAs) areas of need.

### *Higher Education Institutions (HEIs)*

- In addition to adhering to guidance from CTC, HEIs must assess the specific needs of districts where their student teachers are placed.
- HEIs must survey students as they complete pre-service programs to determine whether they feel prepared to work with families so programs can continuously improve and provide additional support to those who need it.

### *Advocates*

- To ensure that real, lasting change is being made, advocates must request an investigation or audit of how teacher preparation programs and LEAs are training candidates and teachers to meaningfully and authentically engage families in California schools.
- Advocates need to unite in collaborating with schools, districts, state agencies and legislators, while also holding them accountable to strengthen the practice of family engagement in schools. Through this advocacy work, parents in underserved communities can help ensure educational equity and excellence. Once educators and families are truly able to come together as equal partners, we will be able to transform public education to support the success of California's children, both in school and in life.

# APPENDIX A: Persons Interviewed:
## Teacher Preparation Programs

**Dr. Sue Baker**
Professor
Department of Teacher Credentialing
College of Education
CSU Sacramento

**Dr. Anthony Collatos**
Assistant Professor of Education
Pepperdine University Graduate School of Education and Psychology (GSEP)

**Dr. Robin Dodds**
Assistant Professor
Early Childhood Special Education
Division of Special Education and Counseling
California State University, Los Angeles

**Dr. Marquita Grenot-Scheyer**
Assistant Vice Chancellor
CSU Office of the Chancellor
Ex-Officio Representative of CSU on THE COMMISSION

**Dr. Lorena Guillén**
Assistant Professor
Department of Education and Department of Information Studies
University of California, Los Angeles

**Dr. Jo Ann Isken**
PLI Lecturer/Field Supervisor
Center X
University of California, Los Angeles

**Dr. Magaly Lavadenz**
Distinguished Professor of English Learner Research, Policy and Practice
Executive Director, Center for Equity for ELs
School of Education
Loyola Marymount University

**Dr. Theresa Montaño**
Chicana/o Studies Department Professor
California State University, Northridge
Former Vice President, California Teachers Association

**Dr. Jenna Porter**
Associate Professor, Teaching Credentials
Single Subject Program Coordinator
California State University, Sacramento
Dr. Rosa RiVera Furumoto
Chicana/o Studies Department Professor
California State University, Northridge
Founder of Parent Pioneers

**Dr. Shulamit N. Ritblatt**
Professor, Child and Family Development
Director, Center for Family, School and Community Engagement
San Diego State University

**Dr. Tine Sloan**
Associate Teaching Professor
Department of Education
Gevirtz Graduate School of Education
University of California, Santa Barbara
& Commission on Teacher Credentialing, Chair

## Administrator Preparation Program

**Dr. L. Stevens Winstock**
Executive Director
School of Education
Sacramento County Office of Education

**Dr. Darline P. Robles**
Professor of Clinical Education
Associate Dean, Office of Equity & Inclusion
University of Southern California

## In–Service or Professional Development

**Mimi Badura & Ellen Parson**
Parent Engagement Leadership Institute
Leadership, Innovation and Outreach Unit
Riverside County Office of Education

**Jenni Brasington**
Director of Consultative Services
Family and Community Engagement
Scholastic

**Gina Martinez-Keddy**
Executive Director
Parent Teacher Home Visits

**Sheree Newman**
Family Engagement Program Specialist
Educational Services Division
Orange County Department of Education

**Antonio Plascencia, Jr.**
Interim Administrator
Office of Parent and Community Services
Los Angeles Unified School District

**Steven Sterling Mitchell**
Senior Manager of Community Engagement
California Collaborative for Educational Excellence

## Others

**Xilonin Cruz-Gonzalez**
President-Elect, California School Boards Association
Board President, Azusa Unified School District

**Carol Dickson**
Retired
Former Education Programs Consultant
Title I Accountability and Partnerships Office
California Department of Education

**Reyna Hernandez**
Director of Research and Policy Development
National Association for Family, School, and Community Engagement

**Alberto Quintero**
Education Programs Professional
Office of Family Engagement
Nevada Department of Education

# APPENDIX B: Tables on Frequency of Family and Community Engagement Statements

## Table 1: Frequency of Family and Community Engagement Statements in CSTP & TPEs

| | CSTPs | | | | | | TPEs | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Section** | **#Standards** | **# Elements** | **Reflective Questions** | **Total # of Statements** | **Family** | **Community** | **# Elements** | **Total # of Statements** | **Family** | **Community** |
| Standard 1: Engaging and Supporting All Students in Learning | 0 | 0/6 | 1/39 | 1 | .5 | .5 | 1 / 8 | 1 | 1 | 0 |
| Standard 2: Creating and Maintaining Effective Environments for Student Learning | 0 | 1/6 | 2/43 | 3 | 1.5 | 1.5 | 1 / 6 | 1 | 1 | 0 |
| Standard 3: Understanding and Organizing Subject Matter for Student Learning | 0 | 0/6 | 0/31 | 0 | 0 | 0 | 1 / 8 | 1 | 0 | 1 |
| Standard 4: Planning Instruction and Designing Learning Experiences for All Students | 0 | 0/5 | 3/36 | 4 | 1.5 | 1.5 | 1 / 5 | 1 | 1 | 0 |
| Standard 5: Assessing Student Learning | 0 | 1/7 | 5/38 | 6 | 6 | 0 | 3 / 8 | 3 | 3 | 0 |
| Standard 6: Developing as a Professional Educator | 0 | 3/7 | 16/44 | 19 | 8.5 | 10.5 | 3 / 6 | 3 | 3 | 0 |
| **Totals** | **0/6** | **5/37 (13.5%)** | **27/231 (11.7%)** | **32** | **17/32 (53%)** | **15/32 (47%)** | **10/41 (24%)** | **10** | **9 (90%)** | **1 (10%)** |

Note: Each statement was weighted depending on the topic(s) covered. Most statements focused on either family or community. One point was assigned to the topic covered, none to the omitted topic. Statements that included both family and community engagement were assigned .5 points to each topic.

Table 3: Frequency of Family and Community Engagement Statements in the Bilingual Authorization Program Standards

| Section | #Standards | # Sentences In Narrative | Program Planning Questions | Total # of Statements | Family | Community |
|---|---|---|---|---|---|---|
| Standard 1: Program Design | 0 | 0/10 | N/A | 0 | 0 | 0 |
| Standard 2: Assessment of Candidate Competence | 0 | 0/3 | N/A | 0 | 0 | 0 |
| Standard 3: The Context for Bilingual Education and Bilingualism | 0 | 3/8 | 2/11 | 5 | 3.5 | 1.5 |
| Standard 4: Bilingual Methodology | 0 | 0/6 | 1/16 | 1 | 0 | 1 |
| Standard 5: Culture of Emphasis | 0 | 0/4 | 0/7 | 0 | 0 | 0 |
| Standard 6: Assessment of Candidate Language Competence | 0 | 0/2 | 0/4 | 0 | 0 | 0 |
| **Total** | **0/6 (0%)** | **3/33 (9%)** | **3/38 (7.9%)** | **6** | **3.5 (58%)** | **2.5 (42%)** |

Table 5: Frequency of Family and Community Engagement Statements in the Standards of the "*Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations*"

| Section | #Standards | # Sentences In Narrative | Total # of Statements | Family | Community |
|---|---|---|---|---|---|
| Standard 1: Program Design and Curriculum | 0 | 2/14 | 2 | 1 | 0 |
| Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs) | 0 | 1/5 | 1 | 3 | 0 |
| Standard 3: Clinical Practice | 0 | 3/32 | 3 | 0 | 0 |
| Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements | 0 | 0/4 | 0 | 0 | 0 |
| Standard 5: Assessment of Candidate Competency | 0 | 0/3 | 0 | 0 | 0 |
| **Totals** | **0/6 (0%)** | **6/58 (10%)** | **6** | **6 (100%)** | **0 (0%)** |

Table 6: Frequency of Family and Community Engagement Statements in Performance Expectations of the "Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations" for Mild to Moderate Support Needs

| Section | #Standards | #Elements | Total # of Statements | Family | Community |
|---|---|---|---|---|---|
| Standard 1: Engaging and Supporting All Students in Learning | 0 | 2/7 | 2 | 1 | 1 |
| Standard 2: Creating and Maintaining Effective Environments for Student Learning | 0 | 2/11 | 2 | 2 | 0 |
| Standard 3: Understanding and Organizing Subject Matter for Student Learning | 0 | 0/3 | 0 | 0 | 0 |
| Standard 4: Planning Instruction and Designing Learning Experiences for All Students | 0 | 2/7 | 2 | 2 | 0 |
| Standard 5: Assessing Students for Learning | 0 | 0/6 | 0 | 0 | 0 |
| Standard 6: Developing as a Professional Educator | 0 | 2/6 | 2 | 2 | 0 |
| **Total** | **0/6 (0%)** | **8/40 (20%)** | **8** | **7/8 (87.5%)** | **1/8 (12.5%)** |

Table 9: Frequency of Family and Community Engagement Statements in Administrator Standards, and Performance and Content Expectations

| | Standards (CPSEL) | | | | | | Performance Expectations (CAPE) | | | | Content Expectations (CACE) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Section** | **#Stan** | **# Elem** | **Ind** | **Total # of Statements** | **Family** | **Comm** | **#Ind** | **Total # of Statements** | **Family** | **Comm** | **#Ind** | **Total # of Statements** | **Family** | **Comm** |
| Standard 1: Shared Vision | 0 | 1/3 | 2/11 | 3 | 0 | 3 | 1 / 8 | 1 | 1 | 0 | 3/10 | 3 | 0 | 3 |
| Standard 2: Instructional Leadership | 0 | 0/3 | 1/13 | 1 | 0 | 1 | 1 / 6 | 1 | 1 | 0 | 1/15 | 1 | 1 | 0 |
| Standard 3: Management and Learning Environment | 0 | 0/5 | 2/17 | 2 | 0 | 2 | 1 / 8 | 1 | 0 | 1 | 0/16 | 0 | 0 | 0 |
| Standard 4: Family and Community Engagement | 1 | 3/3 | 13/13 | 17 | 7 | 10 | 1 / 5 | 1 | 1 | 0 | 6/7 | 6 | 3 | 3 |
| Standard 5: Ethics and Integrity | 0 | 1/3 | 2/14 | 3 | 1 | 2 | 3 / 8 | 3 | 3 | 0 | 2/9 | 2 | 0 | 2 |
| Standard 6: External Context and Policy | 0 | 1/3 | 6/11 | 7 | 2 | 5 | 3 / 6 | 3 | 3 | 0 | 4/7 | 4 | 0 | 4 |
| **Totals** | **1/6 (16.6%)** | **6/20 (30%)** | **26/79 (33%)** | **33/105 (31.4%)** | **10/33 (30%)** | **23/33 (70%)** | **10/41 (24%)** | **10** | **9 (90%)** | **1 (10%)** | **16/64 (25%)** | **16** | **4 /16 (25%)** | **12/16 (75%)** |

# APPENDIX C:
## Descriptions of Pre-Service College Courses that Integrate Family Engagement

| 1 |
| --- |
| Administrator Program |
| **Course:** Standalone |
| **Fieldwork:** 3 projects |
| **Highlight(s):** Covers foundational research |

### Association of California School Administrators in Partnership with Sacramento County Office of Education (SCOE) Leadership Institute

Their administrator preparation program offers six courses[16] and one is dedicated to working with diverse families and communities where candidates learn about[17] family dynamics and configurations; reflect on communities; and community resources.

The content is based on:

- Joyce Epstein's six types of family engagement and assessing their school at each level to improve.
- Building different programs to support relationships and learning (e.g., home visits)
- "Cultural iceberg" model and the importance of beliefs and resources to support engagement.

**Fieldwork**

The program requires guided fieldwork and an end-of-program project. Some of the field related to family and community engagement include:

1) Researching community resources to benefit student learning
2) Interviewing a parent (this is done in various courses not just one). In at least one exercise the parent must be of a different ethnicity. They need to learn about the parent's hopes and dreams for their child.
3) Learning about different communities

To assist students in achieving the fieldwork, SCOE coordinates a resource fair with about 25 local organizations.

| 2 |
| --- |
| Teacher Program |
| **Course:** 1 standalone course, 2 embedded |
| **Fieldwork:** Robust supervised experiences |
| **Highlight(s):** Hosts a center to support fieldwork |

### California State University, Los Angeles (CSULA)

Master of Arts in Special Education, Early Childhood Special Education option offers three

16 Sacramento County Office of Education (2019). Preliminary Administrative Services Credential Program 19-20. Retrieved from http://www.cvent.com/events/preliminary-administrative-services-credential-program-19-20/event-summary-c8f43e3e9b50498d906fc60c2ba54e48.aspx?dvce=1.

17 Winstock, L. S. (2019, August 15). Phone Interview.

courses and fieldwork on family engagement. Moreover, university hosts the C. Lamar Mayer Learning Center

The University hosts *The C. Lamar Mayer Learning Center*[18] offers children with and without disabilities an opportunity to receive individualized attending for their learning needs and provides educational enrichment in reading, writing, math and social skills, and instruction in English Language Development. Parents of children enrolled in the center can participate in discussion groups in English and Spanish, and parenting workshops.[19]

### EDSP 4160. Working with Families of Young Children with Special Needs (3 units) (Standalone)

The course reviews "research, issues, and practices related to family-professional partnerships benefitting young children with special needs, including cultural self-assessment, family systems, effective communication and collaboration, and the family-centered values of the field."[20] This is a 16-week course and every session is dedicated to family engagement. Learning topics include:

- Family characteristics & unique circumstances
- Self-awareness and cultural identity
- Family functions and the impact on child's disability
- Understanding the family systems theory
- Collaboration with families
- Historical and current roles of families
- Seven principles of partnership
- Communicating effectively and appropriately with families in a supportive, professional, nonjudgmental manner.

#### Fieldwork

1. Cultural self-awareness assignment
   Writing a 3-4-page paper after reading a book chapter where students compare and contrast two cultural groups, and they describe their own cultural background.
2. IRIS Module: Collaboration with families with children with disabilities?
   Read "Perspectives and Resources" from IRIS module and answer questions.
3. Family focused interview
   Project shows skills in interviewing and assessing a family's strengths and needs, and strategies for building a partnership.
4. Group project
   Four or five students synthesize information collected individually from the family interviews. The group develops a research question, method, data analysis, and results in a 5-6-page paper. Group is graded on the paper, presentation, and collaboration.

### EDSP 4065 Student Teaching with Master Teacher in Early Intervention (Birth-3) (4 units)[21] (Embedded)

This course is about demonstrating competencies to teach infants and toddlers with special developmental needs and partner with their families. This is a 7-week, credit/no credit course.

Students are evaluated based on a 1 to 5 scale rubric (i.e., preliminary, transitional, proficient, skilled and mastery) in four domains: assessment, curriculum, managing the teaching and learning environments, and collaboration and professionalism. The highest level is 5, mastery

18 California State University Los Angeles Website (2019). C. Lamar Mayer Learning Center. Retrieved from: http://www.calstatela.edu/academic/ccoe/groups_lamarmayer.htm.
19 California State University Los Angeles Website (2019). C. Lamar Mayer Learning Center. Retrieved from: http://www.calstatela.edu/academic/ccoe/groups_lamarmayer.htm.
20 California State University, Los Angeles (2019) *EDSP 4160 Working with Families of Young Children with Special Needs.* Los Angeles, California: Robin L. Dodds.
21 Charter College of Education, Division of Special Education and Counseling (2019) *EDSP 4065 Student Teaching with Master Teacher in Early Intervention (Birth-3) Syllabus.* California State University, Los Angeles.

level. To attain levels 4 and 5, the candidate must be able to engage families in all domains.

**Fieldwork**

1. Co-teach a circle time each week
2. Run a tabletop activity each week
3. Prepare a storybook for each week
4. **Participate in 3 home visits by accompanying a teacher or assistant on a home visit.**

**Projects include:**

- **Home visits**
- **Case Study Assessment Report:** Describes the child, their medical and developmental history, family characteristics, current issues and priorities, assesses the child on various developmental areas, identifies child's strengths & needs, and provides recommendations.
- Video self-critique

**EDSP 4075 Student Teaching in Preschool Special Education (6 units)[22] (embedded)**

This course is about demonstrating competencies to teach pre-school aged children with special needs. This is a 16-week, credit/no credit course.

A similar evaluation rubric described in EDSP 4065 is used to evaluate students in this course, but the examples are adapted to a preschool setting. To attain levels 4 and 5, the candidate must be able to engage families in all domains.

**Fieldwork** (family engagement-related projects are bolded)

1. Class description: When completing a profile for each child, students include important child or family-related issues
2. Collaboration in general education
3. Self-reflection
4. Behavior management
5. Case Study: Includes interviewing parents of child
6. Lesson plan for observations includes a classroom check list where parent involvement strategies must be in place
7. Video critique
8. IEP Reflection: Student summarizes the meeting and reflects on dynamics between parents and staff.
9 Administrator Evaluation of student

| 3 |
|---|
| Undergrad Teacher Program |
| **Course:** Embedded |
| **Fieldwork:** 20 hours - Student and parent-led project |
| **Highlight(s):** Fieldwork |

## California State University, Northridge

Undergraduate Chicano/a Studies Program: CHS 480 Chicano/Latina Children's Literature in Communities often taken by students interested in becoming bilingual teachers.

The course promotes "critical literacy, cultural awareness, and humanization among children and families." Although the course is primarily focused on literacy not family engagement, it requires a service-learning component of 20 hours of fieldwork with Chicano/Latino families. The

22 Charter College of Education, Division of Special Education and Counseling (2019) *EDSP 4075 Student Teaching in Preschool Special Education Spring 2018 Syllabus.* California State University, Los Angeles.

required text is *"Multicultural Literature for Latino Bilingual Children: Their Words, Their Worlds".*

**Fieldwork**

Students are trained by parent literacy coaches and implement a literacy program in schools with families. Parent coaches discuss topics related to parent-teacher relationships, linking parent activities to student learning, welcoming environments. The course is available for graduate credit.

The course is done in collaboration between Professor RiVera Furumoto, five LAUSD elementary schools in the San Fernando Valley, and Parent Pioneers, a local nonprofit founded by the professor. The professor has taught the course for eight years. Students taking the course report reduced fear, confidence in their ability to work with parents, and value parents' power to influence their children's lives.

| 4 |
|---|
| Teacher Programs |
| **Course:** 1 standalone & 3 embedded courses |
| **Fieldwork:** Home Visits |
| **Highlight(s):** Home visits in all programs and community project |

## California State University, Sacramento

*Multiple Subject Credentialing Program: Content and fieldwork is covered in two courses.*

**EDMS 334 A – 01 Principles of Teaching in a Diverse K-8 Classroom (4 units)**

"Course provides candidates with foundational knowledge to execute the Plan-Instruct-Assess-Reflect-Apply cycle of mindful teaching."[24] The 12-session course discusses cultural humility, trauma, implicit bias, socio-emotional needs. Articles related to family engagement are included in:

- Session 5 through Educational Leadership article "In Sync with Families"
- Session 6 through article "Push, Double Images and Raced Talk"
- Session 10 dedicated to the PTHV program, a 3-hour training on how to initiate and conduct "Parent/Teacher Home Visits."

**EDMS 334 B** – Candidates apply theories, concepts and frameworks presented in A. The home visit is conducted in EDMS 335 B.

**EDTS 335.A** - 01 Principles of Teaching in a Diverse K-8 Classroom (1 unit)

This course "deepens candidate's knowledge of theories and practices necessary to execute the Plan-Instruct-Assess-Reflect-Apply cycle of mindful teaching." This is an 8-session course. Sessions where family and community engagement is discussed include:

- Session 5: community Study Presentation, and discussion of article "Even When I Got a Phone Call She Was Kind of Afraid to Talk with Me."
- Session 7: Parent Panel, readings "*In Sync with Families,*" and "Separate and Still Unequal: Race in America's Schools."

**EDTS 335.B**

23 California State University, Northridge (2019). CHS 480 Chicano/Latino Children's Literature in Communities Syllabus. Northridge, California: Rosa RiVera Furumoto.
24 California State University, Sacramento. (2018). EDMS 334-01 Principles of Teaching in A Diverse K-8. Sacramento, California: Sue Baker.

Candidates apply the theory through these assignments:

- Evolving Management Plans
- Home Visit Assignment (see description in EDSS 365 B)
- Design Thinking Project
- Community Study, Classroom Profile & Analysis. See full description below.

### Community Study, Classroom Profile & Analysis

Description: Work with a partner to "collect data from a variety of perspectives to develop a robust understanding of the community".

The project requires students to develop a demographic profile of the area, drive in the neighborhood, learn about housing in the area, develop a community assets map, learn about the history of the district and the school site, review the composition of their classrooms, and then reflect and analyze.

The activity is designed with a social justice lens to help students:

1. "Situate families and communities within an analysis of structural inequities;
2. Develop relationships of reciprocity with students, families and communities;
3. Teach to high academic expectation by building students' culture, language, experience and identity; and
4. Create and teach an inclusive curriculum that integrates marginalized perspectives and explicitly addresses issues of inequity and power."[26]

### *Single Subject Credentialing Program: Home Visits are Covered in One Course.*

### EDSS 365 A - Fundamentals of Teaching

This course is focused on "the elements of teaching and instructional organization to effectively teach in culturally and linguistically diverse secondary classrooms through the use of backwards design, Universal Design for Learning, and differentiated instruction. The focus will be grounded in a Social Justice/Multicultural paradigm."

The course is 8 weeks long and one week is dedicated to Parent Teacher Home Visits. Dr. Porter, Executive Director of PTHV discusses "how to use home visits to gather information about cultural assets and funds of knowledge for making curricular decisions."[27] To prepare students view a video about home visits and read an article on Mindset Shifts available at thttp://www.pthvp.org/what-we-do/results/i-research/

### EDSS 365 B - Lab

Adapts the "Relationship building and Home Visit Assignment" to:

- Write two to three paragraphs on the methods used to build relationships with students and one paragraph about building a relationship with a student with challenging behavior.
- Conduct a home visit in groups of two, using the PTHV model. Ideally all conduct a home visit with a student in their class. After the visit, each student writes up an introduction and analysis of the home visit answering 7 questions about the experience including,

25 California State University, Sacramento. (2019). EDMS 335 A/B *Community Study Description*. Sacramento, California: Jenna Porter.
26 California State University, Sacramento. (2019). *Community Study Description*. Sacramento, California: Jenna Porter.
27 California State University, Sacramento. (2019). EDSS 365 A/B Fundamentals of Teaching Syllabus. Sacramento, California: Jenna Porter.

parents' hope and dreams for students, common values, surprises, "ah hahs", and their plans for engaging parents in the future.
- Modified versions of the home visits are accepted if students work at schools that do not use the model.

***Teacher Credentialing Program for Special Education offers a Standalone course.***

EDSP 206. Collaborative Program Planning with Families, Professionals, and Communities

Students will develop skills in the areas of: "family collaboration; school and community collaboration in the context of IEP development and school partnerships; cross-cultural competence; communication; person-centered planning/future planning, partnering with families; transdisciplinary teaming to develop the IEP and the ITP; and facilitating social relationships and friendships as part of the school experience."

| 5 |
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| Teacher Programs |
| **Course:** Embedded |
| **Fieldwork:** 2 Projects |
| **Highlight(s):** Community project |

## Loyola Marymount University

**The Bilingual, Cross-Cultural Language and Academic Development (B/CLAD) and the Master of Arts in Bilingual/Bicultural Education embeds family and community engagement:**

**EDES 420/5320:** *Chicano/Latino Cultures: An Interdisciplinary Perspective*. This course presents a cultural analysis of the diversity within Chicano/Latino groups, particularly as represented in educational settings. Historical, political and social issues will be addressed, including communicative styles, dialectical differences and cross-cultural interactions between cultural and linguistic groups. This class is conducted bilingually in Spanish and English.[29]

The course goals include increasing the ability to plan for the development of positive home-school collaboration with Latino families, which is part of the cultural competencies required in the California Bilingual Authorization. The sixteen-session course is organized in four sections: history of Latino education in the United States; Latinidad and the arts; home-school collaboration; and Latinidad. Each section is covered over three sessions, including the home-school collaboration section. The home-school collaboration discusses articles and books about the Latino families and their engagement in schools. A two-page reflection summarizing their understanding on the literature and of Latino parent engagement is required, and the family engagement project is discussed.

*Latino Parent Engagement Project*

The project is an 8 to 10-page paper intended to prepare bilingual educators to promote home school collaboration with parents of Latino students. The paper requires:

- An introduction
- Answering key questions about parent engagement in the Latino community
- Literature review includes research and learning about well-established parent engagement

27 California State University, Sacramento. (2019). EDSS 365 A/B *Fundamentals of Teaching Syllabus*. Sacramento, California: Jenna Porter.
28 California State University, Sacramento (2019) *Catalog Course*. Retrieved from https://catalog.csus.edu/colleges/education/teaching-credentials/#coursestext.
29 Loyola Marymount University (2016) *EDES 420/5320: Chicano/Latino Cultures: An Interdisciplinary Perspective. Los Angeles, California:* Magaly Lavadenz.

programs from California Association for Bilingual Education (CABE) and Parent Institute for Quality Education (PIQE).
- Methodology
- Findings
- Conclusion with recommendations for research and practice.

*Community Study Guidelines*

Students choose a community to study in an elementary, middle, or high school. They lead the following activities:

- Conduct at least three 2 to 3-hour interviews with community members
- Spend time in the community (school and surrounding area) to observe, conduct informal conversations, review documents (newspapers, blogs, local gov. notices), take photos, video.
- Answer study questions related to the community's physical conditions, population, economy, power structure, teachers as community members, educational offerings, evaluation of education, community educational resources.

The final report needs to include:

- A map of the community
- Field notes
- Answer community study questions referring to data collected and assigned readings
- Compare the community studied to the one where the student lived while in k-12 school
- Provide conclusions

| 6 |
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| Teacher Programs |
| **Course:** Clinical Experience |
| **Fieldwork:** Leading a Service-Learning Project |
| **Highlight(s):** Fieldwork |

## Pepperdine University

**The Master of Arts in Education with Teaching Credential Program focuses on working with urban, marginalized communities requires both a standalone course and fieldwork.** The program requires a course on human development, on teaching English Learners and three clinical experience courses.[30] The human development and teaching English Learners courses are likely to embed family engagement. For example, Professor Diana Hiatt-Michael from Pepperdine University, was one of the editors in a monograph on *Promising Practices for Teachers to Engage with Families of English Language Learners* which "provides practical activities, communication skills, events, resources, and policies to work with families who are English language learners. This book is primarily targeted toward preservice and novice teachers who are searching for ways to connect with families from diverse cultures and varying proficiency levels in English."[31]

Pepperdine University leads the Urban Initiative – The Urban Parent Teacher Education Collaborative[32] (UPTEC), a community-based teacher education program that works with elementary, middle, or high schools in LAUSD's Local District South. The program aims to reframe parents as co-constructors of knowledge. Student teachers can be part of the

30 Pepperdine University (2015) Teacher Preparation Handbook 2014-2015. https://gsep.pepperdine.edu/tpce/content/tp-student-handbook.pdf.
31 Editor(s): Hiatt-Michael, D., Kreider, H., Evans, M. P. (2007) *Promising Practices for Teachers to Engage with Families of English Language Lerners". https://www.infoagepub.com/products/Promising-Practices-for-Teachers-to-Engage-with-Families-of-English-Language-Learners.*
32 Pepperdine University (2014). *Urban Parent-Teacher Education Collaborative Helps Launch a New Elementary School Science Lab.* https://gsep.pepperdine.edu/news-room/2014/10/urban-parent-teacher-education-collaborative-helps-launch-new-elementary-school-science/.

initiative and get credit for their work by enrolling in the "Contemporary Issues" course, which is an option as their third clinical experience. In this course students develop service-learning projects to meet the needs of local schools by engaging families and the community. The topics change regularly but in the last 2-3 years students have focused on how teachers most effectively engage with parents. In 2019, a cohort of graduate students developed a website with resources to support teachers in working with parents, but the resource is not yet available to the public.

The course is a collaboration between Professor Collatos, Mary Johnson leader of Parent U-Turn, and LAUSD schools. Mary Johnson authored a book titled, *"The 21st Century Parent: Multicultural Parent Engagement Leadership Strategies Handbook"*. The book compiles tools, practices and strategies for teachers and principals to build collaborations and partnerships with parents. It also addresses issues of "diversity in the classroom and how parents can be transformative change agents for their children and their schools"[33].

| 7 |
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| Teacher Programs |
| **Course:** Standalone course |
| **Fieldwork:** Service-Learning Project |
| **Highlight(s):** Service-Learning Project |

## San Diego State University

**The College of Education offers a standalone course in the Child and Family Development Department:** CFD 585-Family Involvement & Engagement with Young Children: Working with Families at Risk (3 units).[34] The course is designed to prepare prospective and practicing early care and education professionals to learn and understand the important role of parents/caregivers in supporting and enhancing child's developmental outcomes. Home visitation programs, practices, and techniques are introduced and implemented in the field experience working with families at risk. Additionally, critical research in the field will be incorporated to assist students in building the bridge between research and practice. The use of Reflective Practice in coaching families is also covered.

### Content

Topics reviewed in the sixteen-week course include:

- Early intervention
- Understanding family ecology
- Family need assessment
- Home visiting: How to start
- Planning the home visit activity based on observation and assessment
- Home visiting: How to advance
- Working with integrated professional team
- Supporting parent/caregiver- child interactions
- Using reflective practice
- Utilization of Reflective Practice in coaching families
- Connecting homes with early childhood education setting

### Fieldwork

1. **Development and Administration of home visitation plans based on curricula as presented in textbooks to children and their families at home.** Writing reports based on

33 Johnson, Mary (2012). *The 21st Century Parent: Multicultural Parent Engagement Leadership Strategies Handbook.* https://www.amazon.com/21st-Century-Parent-Multicultural-Engagement/dp/1617358533.
34 San Diego State University (2009) CDF 585 – *Family Involvement & Engagement with Young Children: Working with Families at Risk.* San Diego, California: Shulamit Ratblitt.

ten experiences. Each report needs to include review of literature relevant to the focus of the curriculum, description of the activity, administration, outcomes, interpretation/ conclusions, reflection, and recommendations for future activities.

2. **Research paper:** Focusing on one issue as relevant to home visitation and working with families at risk. The paper needs to include 12 references (peer-reviewed journal articles) and incorporate the student's experiences with the family during the semester into the discussion section. In addition, the paper needs to include the systems of care and services available in the community to address issues as presented in the paper (10-12 page paper).

| 8 |
|---|
| Teacher Program |
| **Course:** 2 Courses Embedded Content |
| **Fieldwork:** Varies |
| **Highlight(s):** Community Engagement |

## University of California, Los Angeles (UCLA)

**UCLA's Two-Year Master of Education Program offers two courses that covers themes related to culture, and community engagement, empowerment.** The professor interviewed for ED 405 embeds family engagement and covers parent-teacher home visits and requires interviews with parents. It's not clear if other professors include this content in their courses. Community asset mapping was mentioned as a common assignment for this course. UCLA's teacher education program also partners with nonprofits including Families In Schools and more recently with CADRE to strengthen their family and community engagement component. The organizations are invited as speakers in classes or circle exchanges. These collaborations occur when the university has capacity to fund them which means that benefit gained from this community resource is imbalanced.

**ED 405 A/B/C: Teaching in Urban Schools (A: Cultural Identity; B: Diverse Perspectives; C: Community Action).** Participatory course series which explores issues of identity development, positionality and development as a teacher for urban school populations and issues and socio-cultural realities of diverse student populations; and examines urban school communities, their identities and ways of understanding and interacting.

**ED 406: Social Foundations and Cultural Diversity in American Education.** An intensive consideration of American society, particularly its racial and cultural diversity. Topics include historical development of American society, manifestation of cultures and ways to learn about students' cultures. Examination of issues of racism, ethnic and gender differences, perspectives of cultural diversity, and impact on educational and classroom instruction."[35]

| 9 |
|---|
| Teacher Program |
| **Course:** Not yet |
| **Fieldwork:** Not yet |
| **Highlight(s):** Not yet |

35 UCLA Teacher Education Program (2019). *Course of Study.* Retrieved from: https://centerx.gseis.ucla.edu/teacher-education/course-of-study/.

**University of California, Santa Barbara (UCSB):** UCSB offers programs for prospective elementary, secondary and special education teachers. It was reported that students have expressed the need to be trained on family engagement. have expressed the need to be trained on family engagement. The faculty is exploring how to integrate content and fieldwork into the program.

| 10 |
| --- |
| Administrator Program |
| **Course:** 2 standalone courses |
| **Fieldwork:** Focus on family engagement is optional |
| **Highlight(s):** Community Engagement |

## University of Southern California (USC)

USC offers programs for administrators seeking professional development and certification through their School Leadership Academy. The program offers two standalone courses on community engagement; focus on family engagement is optional.

**EDUC 537** Leading with the Community and Culture in Context. Creating a positive culture of learning to promote student success. Strategies to engage diverse communities.[36] Content topics mentioned: asset-based orientation and engaging beyond governance and compliance.

**EDUC 643x:** Advancing Community Support through Social Media. Use of social media to communicate school vision. Incorporating objectives, strategies, assessment, and accountability measures in communication plans.[37]

The fieldwork is conducted at the candidate's school site. Typical examples include asset mapping, using social media to improve communication.

36 USC Website (2019) *USC Catalogue 2015-2016*. Retrieved from https://web-app.usc.edu/ws/soc_archive/soc/term-20143/course/educ-537/.
37 University of Southern California (2019) *USC Catalogue 2018-2019*. Retrieved from https://catalogue.usc.edu/preview_entity.php?catoid=8&ent_oid=1818&p=3.

# APPENDIX D:
## Descriptions of In-Service Programs to Build Capacity on Family Engagement

| 1 |
| --- |
| **State Agency** |
| **Training for Admin.** |
| **Highlight(s):** Professional Learning Networks, CEI |

### California Collaborative for Educational Excellence (CCEE)

CCEE is a statewide agency that works with others to problem-solve and build educator capacity in education. Key services they provide to COE and school districts include technical assistance, Professional Learning Networks (PLNs), and a resource collection. From 2017 to 2019 CCEE sponsored 57 two-year PLNs all aimed to "build a culture of continuous improvement, overcoming systemic issues, and improving student outcomes" using "the Local Control Accountability Plan (LCAP) and the CA School Dashboard as tools for improvement". Four of them were focused on family and community engagement.

Then in 2018, California approved a one-time $13.3 million fund to establish the Community Engagement Initiative which aims to build capacity in communities (i.e., families and other stakeholders) and school staff to have difficult conversations with each other to improve student outcomes. CCEE, San Bernardino County Superintendent of Schools (SBCSS), Families In Schools, and the California Association for Bilingual Education (CABE) were selected to lead the CEI. Using PLNs, the initiative aims to:[38]

- Identify effective models of community engagement and metrics to evaluate those models.
- Develop effective peer-to-peer partnerships between districts and COEs utilizing CCEE's PLN structure to deepen community engagement.
- Scale-up this work to improve community engagement statewide and incorporate practices that prove effective towards district and COE continuous improvement efforts.

### COUNTY OFFICES OF EDUCATION (COEs)

There are 58 counties in California and each one has a County Office of Education. One of their primary responsibilities is to provide professional development opportunities to educators but each COE's approach and expertise level varies across topics, including family engagement. To support school districts with family engagement, some COEs created Family Engagement (or Involvement) Networks during the last decade. Participants often include school site and district practitioners, community members, and sometimes representatives of local government and nonprofits. The networks meet monthly or quarterly to share

38 California Collaborative for Educational Excellence (2019) *Community Engagement Initiative*. https://www.ccee-ca.org/CommunityEngagement/index.asp

promising practices and resources. COEs that host an FEN or FIN include:

- Alameda County Office of Education: https://www.acoe.org/Page/833
- Orange County Department of Education: https://ocde.us/EducationalServices/StudentAchievementAndWellness/FIN/Pages/default.aspx
- Riverside County Office of Education: https://www.rcoe.us/leadership-innovation-outreach/family-engagement-network/
- San Bernardino County Superintendent of Schools
- Santa Clara County Office of Education
- San Diego County Office of Education: https://www.sdcoe.net/lls/MEGA/Pages/PFE/engagement.aspx#Family
- Ventura County Office of Education: https://www.vcoe.org/Leadership-Support-Services/Family-Engagement/fins

In the next section we describe how four COEs and other organizations and institutions support school districts on this topic.

**2**

**County Office of Education**

**Training for Admin, School Teams**

**Highlight(s):** Professional Learning Network

## Alameda County Office of Education (ACOE)

Family and Community Engagement is nestled in ACOE's Learning and Accountability Division. They support 18 school districts with family and community engagement. ACOE staff sees its work as helping school districts problem solve and innovate, and their practice is rooted in social justice. Their family engagement work is based on the following frameworks[39]: Joyce Epstein's six types of parent involvement, Karen Mapp's Dual Capacity-Building Framework for Family School Partnerships, CDE's Family Engagement Toolkit (which they co-authored), and Critical Race Theory. They offer the following three services to support districts:

1) Assessment: ACOE developed the Continuum of Success Rubric to assess district practices in relationship- building, capacity-building, and policy, and it identifies three levels of work: emerging, developing, and thriving.
2) Family Engagement Network: 13 of 18 school districts have participated in the past five years. The network supports senior staff that oversee family engagement. They meet monthly to discuss progress toward goals and challenges, and share knowledge and implementation strategies on family engagement. The network "serves as a model for how the collective ownership of partnership can transform educational systems from unilateral transactional spaces into collaborative spaces for partnerships."[40]
3) Tailored coaching to school and district teams on a monthly basis.
4) A clearinghouse of tools, resources and research-based frameworks

38 California Collaborative for Educational Excellence (2019) Community Engagement Initiative. https://www.ccee-ca.org/CommunityEngagement/index.asp
39 California Department of Education (2018). Ad Hoc Family Engagement Workgroup Meeting on August 8, 2018 PowerPoint.

5) Training for parent liaisons on an annual basis
6) Support of district LCAP Directors by aligning family engagement efforts to district goals on a quarterly basis.

The topics they provide for staff in training include:

- Diverse family structures & parenting styles
- Two-Way Communication
- Traditional & Non-traditional volunteering opportunities
- Value & build upon families' content knowledge
- Provide multiple ways to provide input

**3**

**County Office of Education**

**Training for Admin, Family Engagement Specialist**

**Highlight(s):** Focus on MTSS, socio-emotional

## Orange County Department of Education (OCDE)

Family and Community Engagement is nestled in OCDE's Educational Services Division. To support 27 school districts with family and community engagement, OCDE offers three services:

1) Hosts a Family Involvement Network that meets on a quarterly basis to answer the question: "What does it look like to engage parents and families in meaningful ways to support student success?"[41] The network explores best practices aligned to the California Department of Education Family Engagement Framework and the Multi-Tier System of Support Framework.
2) Hosts an Annual Family Engagement Resource Fair where over 60 resources are featured in an outdoor setting. The resources feature experiential workshops for parents and for staff to model dual capacity-building to understand that relationships are the foundation for engagement. A current theme in their work is focused on relationships, empathy, flipping negative mindsets about others, understanding socio-emotional (SEL) development and being aware of their own socio emotional development and competency.[42]
3) Needs assessments and evaluation of strengths and challenges. This includes technical assistance and coaching focused on administrators so their work can be aligned with the work of parent/community liaisons.

**4**

**County Office of Education**

**Training for Teachers, School Team**

**Highlight(s):** Breadth of topics, UCI Extension Courses

## Riverside County Office of Education (RCOE)

Family and Community Engagement is nestled in RCOE's Leadership, Innovation, and Outreach Division. To support 23 school districts with family and community engagement, RCOE offers the following services[43,44]:

40 Brooks, M. P, Rollins, S. K., Collins, J. & Mayanja, N. (2019). *Taking It to the Next Level: Strengthening and Sustaining Family Engagement through Integrated, Systemic Practice.* Washington, DC: Institute for Educational Leadership.
41 Orange County Department of Education (2020) *Family and Community Engagement.* https://ocde.us/EducationalServices/StudentAchievementAndWellness/FIN/Pages/default.aspx.
42 Newan, Sheree (2019, August 30). Phone Interview. *Family Engagement Program Specialist at Orange County Department of Education.*

1) Identifying district's needs through an assessment, evaluations at the Family Engagement Network;
2) Creating curriculum that supports staff and districts on the identified needs;
3) Facilitating the training of the curriculum; and
4) Facilitate a county level Parent Advisory Council to ascertain needs and offer support to district and site administrators, teachers and support staff.

In 2011, RCOE created the Parent Engagement Leadership Institute (PELI) to build staff capacity on family engagement. The office also provides additional training series for a fee as well as extension courses at the University of California, Riverside. The Institute has become recognized throughout the county as a model of professional development in the area of parent and family engagement"[45] and offers the following courses:

- Parent Engagement Leadership Institute series which provides keys to successful family engagement (10 modules). Additional series are offered to serve specific populations:
  - o Secondary PELI Training Series
  - o Early Childhood Education PELI Training Series
  - o Regional Learning Center Trainings
- Reaching All Families Through Welcoming Schools
- At Your Service: Improving Family Engagement In Schools Through Extraordinary Customer Service
- Volunteering: Recruiting, Retaining, and Honoring Volunteers
- African American Parent Advisory Council (AAPAC) Academy
- Action Team for Partnerships (ATP) Training Series
- Evaluating Family Engagement for Student Success Training
- Chronic Absenteeism Training

Specific training for teachers and administrators includes:

- Administrator's Academy Training focused on understanding the importance of family engagement and its connection to student success
- Effective Parent/Teacher Communication Training to develop strategies for communicating with families as full partners in their children's education, including "Teachers Involve Parents in Schoolwork (TIPS)"

*University of California, Riverside's Extension Program*

RCOE offers two 2-day courses to develop foundational knowledge and understanding of family engagement to build a systemic and sustainable approach to the work.

- **EDUC X374.1:** Leadership Enhancement for School, Family, and Community Partnerships. This course covers "establishing Action Teams for Partnerships and utilizing an Action Plan that focus on goals as indicated in the Single Plan for Student Achievements and LCAP, strategic planning, and working with multicultural families that include district and site parent advisory councils."[46] This course outlines the following

43 California Department of Education (2018). Ad Hoc Family Engagement Workgroup Meeting on August 8, 2018 Power Point.
44 Bandura, M. & Parson, E. (2019, August 20). Phone Interview. Family Engagement Leadership Institute at Riverside County Office of Education.
45 Riverside County Office of Education (2020). *Parent Engagement Leadership Institute*. https://www.rcoe.us/parent-engagement/parent-engagement-leadership-institute-peli/.

activities[47]:

o Reviewing of state and federal family engagement requirements.

o Reviewing the Joyce Epstein's research on the *Six Types of Parent Involvement*

o Completing an inventory of current family engagement practices and summarizing findings, conclusions, next steps.

o Completing a family engagement action plan for implementation, informed by the inventory.

- **EDUC X374.2:** Foundational Parent Liaison Certificated Training: Connect the Pieces. This course builds on the first course and takes "an in depth look at evaluating family engagement, strategic keys to engaging families of secondary students, district leadership to support site level Action Teams, defining parent liaisons roles, and tips on how to inspire volunteers and cultivating family engagement."[48, 49]

| 5 |
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| **County Office of Education** |
| **Training for Admin, School Teams** |
| **Highlight(s):** Dual capacity-building for staff and parents |

## San Bernardino County Superintendent of Schools (SBCSS)

The family and community engagement team is nestled in SBCSS's Education Support Division. To support 33 school districts, SBCSS offers three main services: a family engagement network, an annual countywide parent summit, and a 3-part training series for parents and staff. The staff training is focused on the following:[50]

Level I: Family Engagement Leadership Academy (FELA) Implementation focused on starting conversations and Epstein's Six Types of Parent Involvement.

- Introduction to family engagement research
- Developing family-friendly schools
- Improving relationships through cultural proficiency and cross-cultural communication
- Using data in shared decision-making conversations
- Understanding the Dashboard: The California Way for Continuous Improvement

Level II: FELA Implementation is focused on transitioning programmatic to systemic engagement.

- Understanding the academic and behavior support for families (MTSS)
- Leading for equity in innovative complex systems
- From random acts to system driven approach I and II
- Courageous data conversations

Level III – is dual-capacity training with parents and staff on learning about additional resources to support students and how to apply restorative justice principles to family engagement.

- Community health and education workers
- Applied suicide intervention skills

46 Riverside County Office of Education (2019) *University of California, Riverside Family Engagement Certification Program.*
47 Riverside County Office of Education & University of California at Riverside (2019). *EDUC X 374.1 Leadership Enhancement for School, Family, and Community Partnerships.* Riverside, California: Mimi Badura & Ellen Larson.
48 Riverside County Office of Education & University of California at Riverside (2019). *EDUC X 374.2 Foundational Parent Liaison Certificated Training: Connect the Pieces.* Riverside, California: Mimi Badura & Ellen Larson.
49 Riverside County Office of Education (2019) *University of California, Riverside Family Engagement Certification Program.*
50 California Department of Education (2018). Ad Hoc Family Engagement Workgroup Meeting on August 8, 2018 PowerPoint.

- Mental health first aid
- Restorative practice: family group decision making
- Motivational interviewing skills

Also, SBCSS co-leads the state's Community Engagement Initiative (CEI) with the CCEE. For more see: California Collaborative for Educational Excellence on page 44.

| 6 |
| --- |
| **School District** |
| **Training for Admin, School Teams** |
| **Highlight(s):** Summit and training on relationships, conflict-resolution |

## Los Angeles Unified School District (LAUSD)

LAUSD, the second largest school district in the nation, coordinates their family-engagement professional development through the Parent and Community Services Office. Overtime, this office has evolved from primarily offering services to parents to now "implement[ing] effective family engagement activities that value partnerships with parents for the benefit of children's learning and achievement."[51]

Schools have traditionally been supported with guidance and training to comply with Title I Parent Involvement and Family Engagement Policy and governance requirements such as hosting elections and facilitating advisory or decision-making committees (i.e., English Learner Advisory Committee or the School Site Council). The late Supt. Michelle King was the first in requiring school leaders and staff to participate in parent and community engagement professional development summit during the summer of 2017-2018.

Highlights from the Parent and Community Engagement PD Summit[52] include:

- Attendance Is Everybody's Business
- Making Literacy Nights More Powerful
- Enhancing Booster PTA PTO Fundraising Efforts
- Office of Superintendent – Civic Engagement
- Every Opportunity Video
- LAUSD Passport (parent portal)
- Foster Youth Educational Rights and Policy
- Powerful Partnerships - Maximizing Parent Engagement
- How Cool Is Your School - Promote Your School
- IEP and You
- Welcoming Environment
- Routine Practices to Engage Parents with Mathematics
- Promoting Wellness in Your School Community

All summit resources are available at their website. Currently, the district is exploring developing a micro-credential program to provide additional formal and intensive training to school staff.

### *Training for administrators to work with parents on conflict resolution*

In 2017, the LAUSD Board adopted a resolution titled "Increasing Communication and Strengthening Relationships Between Schools and Parents". This action followed an increase of Disruptive Person Letters (DPLs) issued to parents banning them from

51 LAUSD Website (2019). *Parent and Community Services Office.* Retrieved from https://achieve.lausd.net/pcss#calendar28405/20180628/month.
52 LAUSD Local District West Website (2019). *Parent and Community Engagement Professional Development Summit.* https://achieve.lausd.net/Page/14768.

their children's schools when principals perceive parents as safety threats.

The staff implemented resolution requirements and co-developed, in consultation with parent leaders, a full-day, multi-disciplinary training for key district staff. The training provides foundational knowledge of human relations and relational trust, trauma-informed practices, community building, as well as restorative justice principles and practices. Participants discuss common scenarios that can lead to conflict and share ideas with their peers and mentors on how to respond, de-escalate conflict, and address parent/caregiver concerns. They also learn about resources within LAUSD they can use to support principals, school personnel, and parents in working through conflict.

**7**

**Higher Education Institution**

**Training for Teachers**

**Highlight(s):** Focus on English Learners

## Loyola Marymount University

**operates The Center for Equity for English Learners (CEEL) which "exists to serve unique academic, social, and language needs of linguistically and culturally diverse students in California and throughout the nation. CEEL's staff provides consistent high-quality services including research and evaluation, policy and advocacy, and resources and professional learning."[53] The certificate programs are targeted for educators and family engagement is embedded throughout their programs. However, recently they have added the following standalone certificate program, which will be offered from October 2020 – May 2021:**

### Fostering Family/Community Engagement for Transitional Kindergarten/Early Childhood (TK/ECE) Educators[54]

"This program provides concrete strategies for Transitional Kindergarten and Early Childhood (TK/ECE) educators working with culturally and linguistically diverse students to create effective learning environments and implement standards-based curriculum through effective community engagement". The training offers three courses:

- COURSE 1: Designing Modified Curricula for TK/ECE (4 Continuing Education Units)
- COURSE 2: Fostering Family/ Community Engagement for TK/ECE (4 Continuing Education Units)
- COURSE 3: Using Assessment to Support Early Learning and Development in Early Childhood and Transitional Kindergarten (4 Continuing Education Units)

The family/community engagement course reviews the role of the family in helping children become ready for school and strategies for effective engagement. Participants then develop a plan to develop or strengthen programs that culturally and linguistically appropriate to build meaningful partnerships in the TK/ECE setting.

53 Loyola Marymount University (2020). The Center for Equity for English Learners. https://soe.lmu.edu/centers/ceel/.
54 Loyola Marymount University (2020). *LMU-CEEL Course Offering: Fostering Family/Community Engagement for Transitional Kindergarten/Early Childhood (TK/ECE) Educators https://soe.lmu.edu/media/lmuschoolofeducation/departments/ceel/images/documents/TK_ECE%202019%20Flyer_Fall2020-2.pdf.*

**8**

**Higher Education Institution**

**Training for Teachers, School Teams**

**Highlight(s):** focus on research, socio-emotional development

## San Diego State University

established the **Center for Family, School, and Community Engagement** (FSACE) with a full-time faculty director. Its mission is to "support families, schools, and community partners in working together to improve educational outcomes while enhancing confidence, a sense of safety, and self-esteem (social emotional well-being) in children and youth. The center focuses on engaging families, schools, and community partners in working together to develop parent leadership, promote trauma-informed practices, evaluate programs, and share new research to support the healthy development and school success of children and youth."[55] **Services they offer include three academies**[56]:

- Parent Leadership Academy and Network (PLAN) – to support parent professional development
- Family-School-Community Academy for Research – to inform the field on the latest evidence-based practices.
- Family-Community Engagement Academy for Educators which is designed to:
  1. Build educators' skills to partner with all families from diverse cultural groups
  2. Support the development of communication skills and methods to connect with parents and families
  3. Train educators on how to create welcoming school environments that promote positive climates and well-being and develop community support.
  4. Help educators learn to identify warning signs for social emotional and mental health issues in children and youth
  5. Coach them to network and connect with community services and system of care

**9**

**Higher Education Institution**

**Training for Teachers, School Teams**

**Highlight(s):** Technical support to lead projects

## The University of California at Los Angeles (UCLA)

operates the Parent Project, which "was founded in 1997 and partners with schools, communities and families to develop, nurture, and sustain parent engagement and parent leadership in schools. This project brings parents and educators together, stressing that dialogue, collaboration, and mutual learning are pivotal for the enhancement of students' scholastic experiences."[57] "They work in collaboration with schools, families, and community to custom design parent engagement and learning models."[58]

UCLAPP supports school districts by providing the following services:

- Parent Engagement Think Tanks create spaces to network, collaborate, and build a community where people can share ideas, dream together,

55 San Diego State University (2020) *Center for Family, School and Community Engagement.* https://education.sdsu.edu/fsace/about-us/mission-vision.
56 San Diego State University (2020) *Center for Family, School and Community Engagement.* https://education.sdsu.edu/fsace/academies/family-community-engagement-academy-for-educators.

and enact plans for parent engagement in their schools. Partners with Teachers - Who are interested in connecting with their students' families and caregivers. Teachers share their goals and vision, and UCLAPP can co-construct and/or support by planning, co-leading and reflecting on these parent engagement efforts such as focusing on academic areas.

- Partners with Schools and Districts to offer concurrent parent workshops with teacher professional development, often focused on common core standards but can include engaging parents in experiences to highlight important transitions required by teachers and students.

- Partners with Schools: Moving from Parent Involvement to Authentic Parent Engagement by partnering with schools to create spaces for parents to grow in their leadership potential by positioning parents as co-constructors and collaborators. Administrators, teachers, and parents work together to identify cultural community assets and family interests when designing family events and workshops.

**10**

**Higher Education Institution**

**Training for Admin, School Teams**

**Highlight(s):** Theoretical framework and application

## Harvard Graduate School of Education

This institution offers several professional education modules on family engagement. For the last six or seven years they have hosted a four-day summer institute titled "Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success". The institute is led by Dr. Karen Mapp, author of the "Dual Capacity-Building Framework for Family-School Partnerships." The training is designed for school teams to learn the foundational theory of family engagement and design projects to improve family engagement. After reviewing the Dual Capacity-Building Framework, the participants dive into topics that include[59]:

- Case studies and lessons learned from schools in Baltimore
- Critical race theory
- Challenges faced by undocumented youth
- Measuring family engagement
- Behavioral science-informed family communications
- Parent involvement during adolescence
- Implementing systemic family engagement
- Two sessions with concurrent workshops on specific strategies for engagement. The participants have options to learn about home visits, parent compacts, school readiness models, question formulation technique, or using perception data.

57 UCLA Parent Project (2019). *School and Family Engagement: A Mutual Learning Approach*. Retrieved from: https://centerx.gseis.ucla.edu/parent-project/.
58 UCLA Parent Project (2019). *School and Family Engagement: A Mutual Learning Approach*. Retrieved from: https://centerx.gseis.ucla.edu/parent-project/.

**11**

**Business**

**Training for Admin, School Teams**

**Highlight(s):** Assessing readiness, coaching to implement changes

## Scholastic

Given the increased demand for family engagement expertise, Dr. Mapp partnered with Scholastic to develop a series of training modules and technical assistance to schools across the country. Several of the courses are designed for administrators or for school-based action teams that include administrators, parent coordinators or coaches, and parent leaders. The foundation of all workshops is the "Dual Capacity Building Framework", assessing readiness to implement and sustain effective systemic family engagement, helping redesign family engagement events, and engaging families in learning throughout the school year and the education journey[60].

Specific modules in Scholastic's catalog include:[61]

- Consultative planning for school and district leaders
- Family engagement coaching
- Family engagement assessment
- Implementing capacity-building literacy events
- Effective practices to welcome all families
- Establishing a model family resource center
- Engaging families in learning throughout the school year
- Leading family initiatives

**12**

**Business**

**Training for School Teams, Teachers**

**Highlight(s):** Planning tools and content aligned to state standards

## High Expectations Parental Services

This organization is an "educational consulting firm whose purpose it is to significantly impact student achievement through increased family engagement."[62] Their professional development is anchored in the *"Dual Capacity-Building Framework"* and they offer training for parents, teachers, school site administrators and school teams, & district staff.

The teacher training is focused on relationship building as a foundation to partnering will all types of families to support student success. They offer training on the following five topics to increase knowledge and improve efficacy on home-school partnerships:

1. Family Engagement Core Beliefs:
2. Family-School Action Planning
3. Preparing for Parent-Teacher Conferences
4. Partnering with African-American Families
5. Using Common Core Backpack Activities to Build Partnerships

They support administrators with coaching and strategies on communications and implementing systemic family engagement. Training includes topics on family engagement program design, developing districtwide family engagement standards and

59 Harvard Graduate School of Education (July 23-26, 2018) *Family Engagement in Education Institute.*
60 Scholastic FACE (2020). *Building Family Engagement Capacity at the School Level. http://teacher.scholastic.com/products/face/face-workshop.html.*
61 Scholastic (2018). *2018-2019 Family and Community Engagement Professional Learning Catalog.*

rubrics, linking activities to learning, and assessing family engagement at the school and district level.

**13**

**Nonprofit**

**Training for School Teams**

**Highlight(s):** Welcoming environments, supporting student grade-level transitions

## Families In Schools (FIS)

In addition to parent training, and training for school staff to train parents on specific topics, FIS also offers four-hour modules on: 1) parent engagement strategies; 2) welcoming environment; 3) outreach, recruitment and retention strategies; and 4) transition programs (elementary to middle school, middle school to high school, high school to college).[63]

FIS has also facilitated Professional Learning Networks for school and/or district staff on community engagement for charter schools in Los Angeles and schools in the Central Valley.

**14**

**Nonprofit**

**Training for Teachers and Counselors**

**Highlight(s):** Teacher-Parent Workshop

## Parent Institute for Quality Education (PIQE)

Although PIQE has a long history providing parent training and also offer the Teacher-Parent Engagement Workshop.[64] PIQE, in collaboration with the Stanford Research Institute (SRI), designed a six-hour teacher workshop to help teachers and counselors review current research on parent involvement and its impact on student achievement. The workshop helps teachers and counselors develop skills to increase meaningful parent engagement. They reflect on the role of the parent and teacher: same world, different universe. They talk about the many assumptions that can misrepresent the parent-teacher relationship, and the workshop concludes by designing a school-site Parent Involvement Action Plan.

**15**

**Nonprofit**

**Training for Admin.**

**Highlight(s):** theoretical framework, Professional Learning Network

## Parent Organization Network (PON)

In 2017-2019 PON facilitated a CCEE Professional Learning Network on family and community engagement with district staff (LCAP Directors and Family Engagement Specialists) from four school districts in Los Angeles County. The PLN reviewed research on family engagement, built knowledge and peer learning, fostered continuous improvement, and laid the foundation to achieve systems change in family engagement.

For more details about this peer-learning process, download ***PON Professional Learning Network Report I: Strengthening District Staff Capacity***

62 High Expectations Parental Services (2020). *Website. http://highexpectationsonline.com/*
63 Families In Schools (2020). *Staff Professional Development.* https://www.familiesinschools.org/what-we-do/trainings/staff-professional-development/.

***on Family and Community Engagement at www.parentnetwork-la.org.***

| 16 |
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| **Nonprofit** |
| **Training for School Teams** |
| **Highlight(s):** Home Visits |

## Parent Teacher Home Visits Program

PTHV offers a three-hour training that prepares teachers for home visits. The workshop "build[s] the capacity of educators to effectively build meaningful relationships with the families of their students, starting with a voluntary home visit. Learn our distinct 5 non-negotiable core practices and how and why they lead to success"[65]. The topics they cover include:

- Elements of the model
- The research behind the model
- Logistics, step by step
- Skill-building and practice in engaging families
- Overcoming barriers (money, time, fear)
- Culture and cross-cultural connection
- Taking it back to the classroom

64 Parent Institute for Quality Education (2020). *California*. http://www.piqe.org/california-2/.

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