

C. COMMUNITY OUTREACH & ENGAGEMENT

ESEF is committed to working proactively to promote positive, productive, and empowering working relationships with its community. Karen Mapp’s *Dual Capacity-Building Framework for Family/School Partnerships* provides a framework for thinking about and designing systems to support parent, family, and community engagement by creating collaborative and coordinated systems for family and community engagement. It asks us to think of parents as partners rather than consumers, to value parents’ contributions rather than just providing services to them, to invest in capacity building and leadership development versus expecting involvement without this investment, and to focus on developing parents’ skills in four areas: capabilities, connections, cognition, and confidence. Supporting parent/family/community engagement activities should be aligned with school and district achievement goals and connect families to the teaching and learning goals for students. A major focus of these activities should be on building respectful and trusting relationships between home, school, and community. As Mapp describes it, a major outcome should be “Staff who can honor and recognize the wealth of knowledge that families possess, which can in turn assist schools with pedagogical priorities; and families that can negotiate multiple roles — as supporters, monitors, advocates, and decision makers for their children.”

CAPABILITIES: HUMAN CAPITAL, SKILLS, & KNOWLEDGE

ESEF’s family, parent, and community outreach and engagement efforts will focus on ensuring that:

- Families increase their knowledge and understanding of what their children should know and be able to do PreK-16 in order to be well-prepared for college and career, and increase their portfolio of tools and activities that they can use to enhance their children’s learning and preparation.
- Families have enhanced knowledge and understanding of educational policies and programs that can facilitate/support their children’s college-going and college completion.
- Families enhance their own capacities to connect to community-based and foundation organizations that provide college-going preparation and support.
- Members, partners, and clients increase their knowledge of the assets and funds of knowledge of the families and communities they work in.
- Members, partners, and clients increase their knowledge and understanding of culturally and linguistically responsive practices and pedagogy.
- Members, partners, and clients increase their portfolio of ways to reach out to and build respectful and trusting relationships with families, including historically underserved communities.

CONNECTIONS: IMPORTANT RELATIONSHIPS AND NETWORKS - SOCIAL CAPITAL

Staff and families need access to social capital through strong, crosscultural, and multilingual networks built on trust and respect. These networks should include family–teacher relationships, parent–parent relationships, and connections with community agencies and services. ESEF’s family, parent, and community outreach and engagement efforts will focus on ensuring that:

- Levels of relational trust increase between families and educational staff.
- The number and scope of parent-to-parent networks and connections increase.
- The number of crosscultural and multilingual networks (across race, language, socioeconomic status, education level, etc.) increase between educational staff/organizations and families and communities.
- Families and staff increase their connections to community agencies and services.

CONFIDENCE: INDIVIDUAL LEVEL OF SELF-EFFICACY

Staff and families need a sense of comfort and self-efficacy related to engaging in partnership activities and working across lines of cultural and linguistic difference. ESEF’s family, parent, and community outreach and engagement efforts will focus on ensuring that:

- Members, partners, and clients experience an increase in their comfort level and sense of self-efficacy when engaging in home–school-community partnership events and activities.
- An increased number of families and staff from diverse backgrounds take on positions of leadership in supporting increased college-going and college completion among East Side students.

COGNITION: ASSUMPTIONS, BELIEFS, AND WORLDVIEW

We are committed to working as partners with families and believe in the value of such partnerships for improving student success. Families need to view themselves as partners in their children’s education, and must construct their roles in their children’s learning to include the multiple roles described in this appendix. ESEF’s family, parent, and community outreach and engagement efforts will focus on ensuring that:

- Families’ beliefs about the role they play in their children’s education have broadened to include multiple roles.
- Members’, partners’, and clients’ core beliefs about family/community engagement have been discussed and documented.
- Members’, partners’, and clients’ belief systems about the value of home–school-community partnerships are linked to college-going and college completion.
- Members, partners, and clients have a commitment to family/community outreach and engagement.

Source: Karen Mapp, Dual Language Capacity-Building Framework for Family/School Partnerships: <https://www.dualcapacity.org>