

Connecting  
with families  
when it's more  
important  
than ever



*learningforward*  
THE PROFESSIONAL LEARNING ASSOCIATION

Webinar  
September 3, 2020

**Welcome! We will begin shortly.**

If you can see the  
slide and hear the  
music, you are all set.

All attendees are muted upon entry.  
Please use the chat feature for comments  
and questions during the webinar.

# Thank you for joining us

**The webinar will be recorded and available.**

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/@learningforward)

# Connecting with families



# Participants will ...

- Learn strategies for connecting with parents/caregivers during remote and hybrid learning
- Gain ideas for how to help families support their children's learning at home
- Consider the unique needs of families during this stressful time and how to meet them
- Discuss how to make equity a priority in supporting families through the twin pandemics of COVID and racism
- Examine how to be student- and family-driven and empower families to co-design learning experiences

# Check-in poll

How many families were you able to talk to during spring remote learning?

- Most or all of my students' families
- More than half of my student's families
- About a quarter to a half of students' families
- Fewer than a quarter students' families

What was the most common topic you discussed with families?

- Basic needs such as food and housing
- Access to computers and/or internet
- Other tech troubleshooting
- Content such as math and reading
- Student academic progress
- Students' social and emotional needs
- General check-in

# Panel discussion



**Tunette Powell**

Interim Director,  
UCLA Parent  
Empowerment Project  
(CA)



**Christina Armas**

English as a New  
Language Teacher  
New York City  
Public Schools  
(NY)



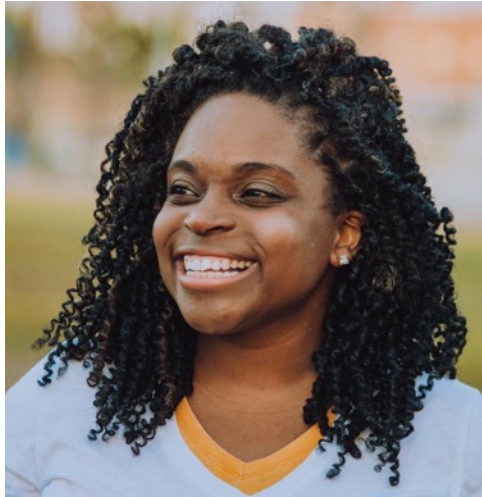
**Oscar Harris**

Director, Office of  
Family and  
Engagement  
Spokane Public  
Schools (WA)



UCLA PARENT  
PROJECT

## Contact:



[tunette@ucla.edu](mailto:tunette@ucla.edu)

<https://centerx.gseis.ucla.edu/parent-project/>

Tunette Powell, PhD

Interim Director,

UCLA Parent Empowerment Project

Parents and  
families

Do you value them?







# Grounding beliefs

- Families are experts;
- Parents and caregivers are their children's first teachers;
- Successful partnerships require a concession of power;
- Schools and families should always be learning with and from each other;
- Solutions are in the community;
- Equity and a commitment to addressing implicit and explicit bias must be at the forefront of this work.

# Connection with families



Including  
families



# Centering the Unique Needs of Families





# Working with Parents During Quarantine

Christina Armas

English as a New  
Language Teacher

New York City  
Public Schools



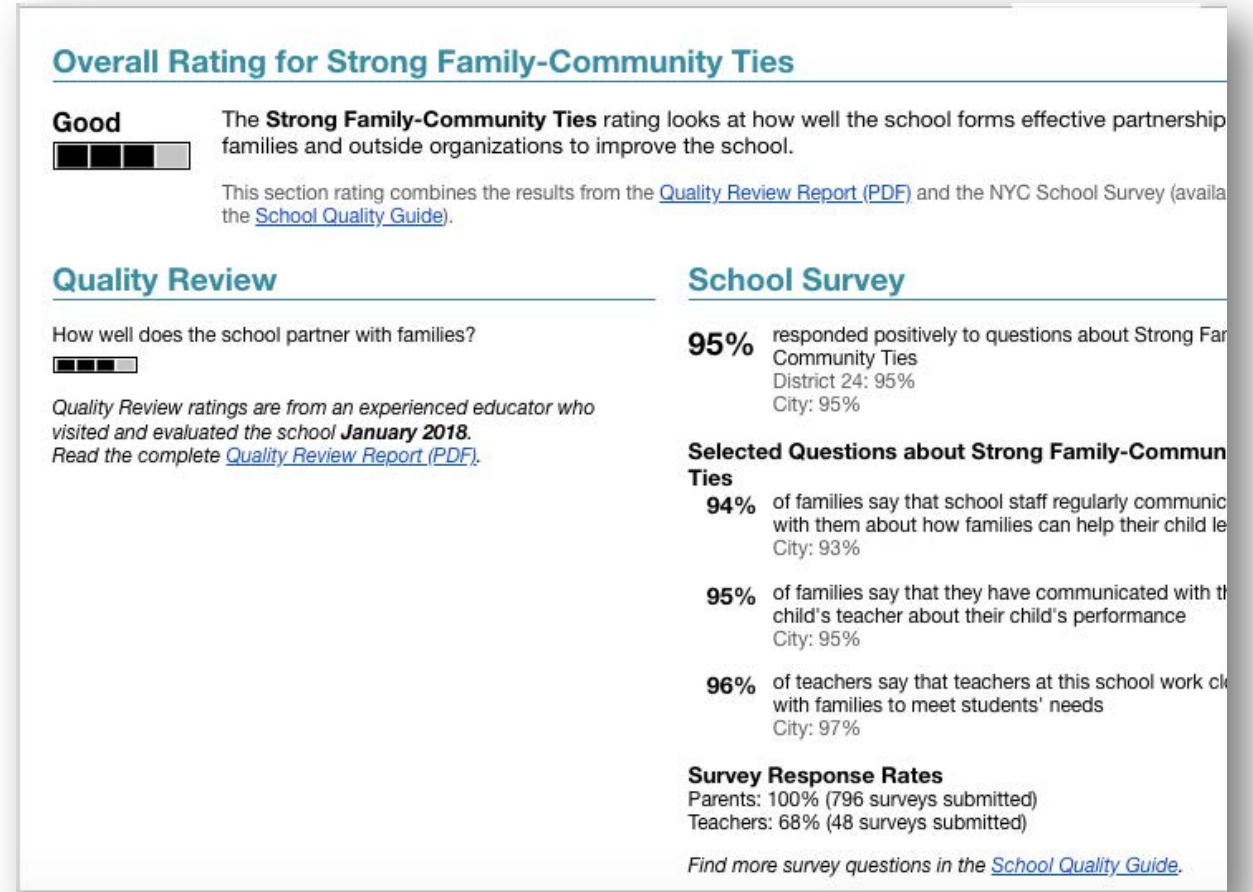
# Pioneer Academy PS 307, Queens New York

- We are a K-5 School
- We have about 850-900 students
- We are a zoned school
- Our students are 95% Latinx, 2% Asian, 1% Black, 1% White
- 35% of our students are considered English Language Learners
- 23% of our students are Students with Special Needs
- We have a diverse staff. We have a lot of men and people of color.



# Parent Engagement Before the Pandemic

- Family Engagement hours
- Parent Workshops
- Communication through clasdojo, phone calls, and email
- Parent meetings outside of Family Engagement hours
- Parent teacher conferences
- Parent Coordinator conducted many workshops




# Parent Engagement During Quarantine

- Almost all parents signed on
- Communication: ClassDojo, phone calls, facetime, email, google meets
- Live Lessons three times a day at minimum with the homeroom teacher
- Parents were able to clarify and advocate in real time
- Townhalls for students and parents
- We had technology support from homeroom teachers as well as the technology teachers
- Parent Coordinator connected parents with community resources



# Example of Remote Learning Schedule

## CLASS 014 WEEKLY REMOTE LEARNING SCHEDULE

Live Lesson times	Monday 6/22/20	Tuesday 6/23/20	Wednesday 6/24/20	Thursday 6/25/20	Friday 6/26/20
9:20 10:30 12:55	<a href="#">Today's Classwork</a> 	<a href="#">Today's Classwork</a> 	<a href="#">Today's Classwork</a> 	<a href="#">Today's Classwork</a> 	<a href="#">Today's Classwork</a> 
<b>Ms. Armas</b> <b>Time:</b> <b>11:15 A.M.</b>	Phonics  <a href="#">Live Lesson</a> <a href="#">Recorded Lesson</a> <a href="#">Assignment</a>	Phonics  <a href="#">Live Lesson</a> <a href="#">Recorded Lesson</a> <a href="#">Assignment</a>	Word Work  <a href="#">Live Lesson</a> <a href="#">Recorded Lesson</a> <a href="#">Assignment</a>	Word Work  <a href="#">Live Lesson</a> <a href="#">Recorded Lesson</a> <a href="#">Assignment</a>	
<b>Specialists</b> <b>Time:</b> <b>12:55 P.M</b>	P.E/Coach Penn  <a href="#">P.E. LIVE LESSON 014 PE Lesson</a>	Science - Ms. Rucci  <a href="#">SCIENCE LIVE LESSON Sunlight &amp; Weather</a>	Art - Mr. Garfinkle  <a href="#">1pm Art Live Weekly Lesson</a>	Physical Education/Coach Penn  <a href="#">PE Lesson</a>	
<b>Ms. Carr</b> <b>Time:</b> <b>2:00 P.M.</b> 	<a href="#">Group 2- Meeting Link</a> <b>Group 2</b> Emily Juarez Yaretzi Jurado Emily Lucero Lucero Eimi Ferreira	<a href="#">Group 1- Meeting Link Group 1</a> Bryan G. Kevin Garcia Morales Litzy Naula Anthony Urbano Brayán Buri Ayelen Plancarte	<a href="#">Group 2- Meeting Link</a> <b>Group 2</b> Emily Juarez Yaretzi Jurado Emily Lucero Lucero Eimi Ferreira		<a href="#">Group 2- Meeting Link</a> <b>Group 2</b> Emily Juarez Yaretzi Jurado Emily Lucero Lucero Eimi Ferreira
<b>Afterschool</b> <b>Mr. Bannister</b> <b>Time:</b> <b>2:35-3:45</b>		 <a href="#">Meeting Link</a>	 <a href="#">Meeting Link</a>	 <a href="#">Meeting Link</a>	

# Parent, Teacher and Student Challenges

- Health and economic hardships
- Less control over the environment
- Stress over a polished finished product
- Invalid assessments

# Parent, Teacher and Student Positive Outcomes

- Connecting academic language to the home
- Demystifying the curriculum
- More time to spend on assignments
- Parent advocacy, clarification, and support
- Getting to know the families and the community
- 1:1 support
- Stressing the process, learning behaviors, strategies over finished product
- Promoting student independent learners

# Families are a Student's Best Asset

- Meet students where their strengths are, their families
- Workshops to share professional knowledge and experience
- Workshops to share learning behaviors and metacognitive strategies for students to gain independence
- Families can share their best practices and strategies for supporting their children with teachers and with other families
- Support groups for parents and special support groups for parents who have children with special needs

# References

- <https://tools.nycenet.edu/snapshot/2019/24Q307/EMS/#INFO>
- <https://www.nycenet.edu/PublicApps/register.aspx?s=Q307>
- <https://www1.nyc.gov/site/doh/covid/covid-19-data.page>



Oscar Harris  
oscarh@spokaneschools.org

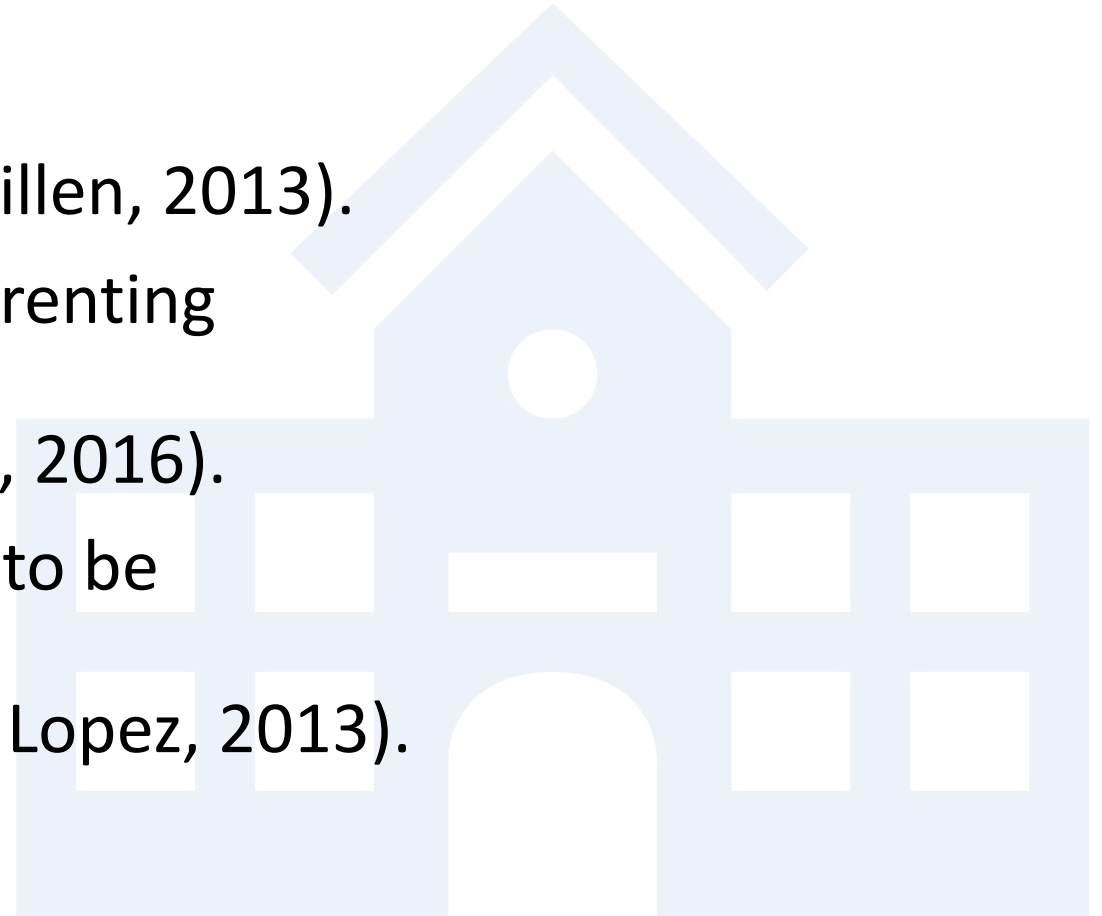


## “Identifying the Bridges”

Building Community amid the Covid-19 pandemic

## Educators:

- Negative perceptions of parents (Broomhead, 2014; McKenna & Millen, 2013).
- Biased norms and values about parenting practices and education (Broomhead, 2014; Ivankova et al., 2016).
- Beliefs about parents not wanting to be involved in schools were refuted (Robinson & Volpe, 2015; Yoder & Lopez, 2013).



## Parents:

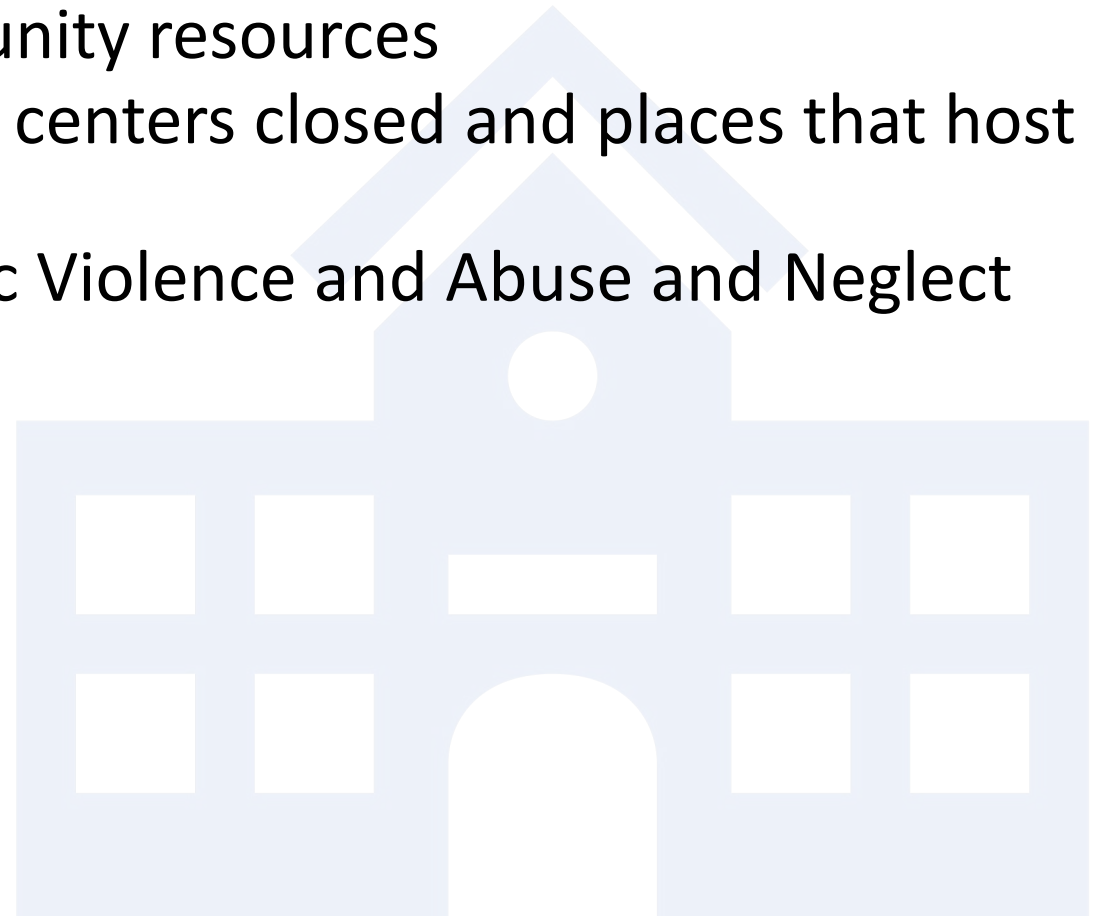
- Lacked the necessary resources  
(Tucker & Schwartz, 2013; Williams & Sánchez, 2013)
- Felt marginalized  
(Robinson & Volpe, 2015; Yoder & Lopez, 2013).





# Impact of Coronavirus on the community

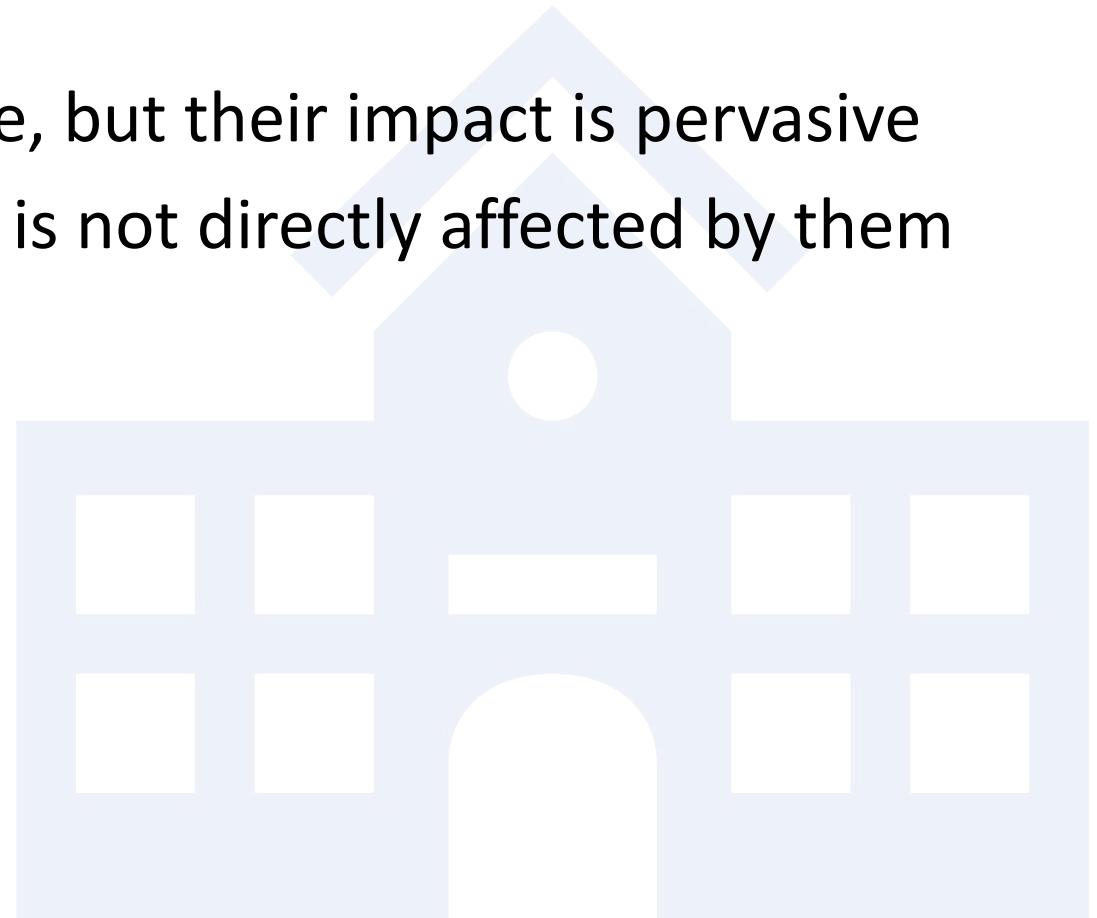
- Health and Safety
  - Closed-down pivotal community resources
    - Schools closed, childcare centers closed and places that host social gathering closed
    - Potential rise in Domestic Violence and Abuse and Neglect
- Economic
  - Financial hardships
  - Job loss
  - Food Insecurities
  - Risk for Homelessness



# Covid-19 and RACISM!

## Parallels:

- Both appear to be invisible, but their impact is pervasive
- It appears that if a person is not directly affected by them “they do not exist”



# Potential solution

- Innovative school/community partnerships
- Review Epstein's (2009) Parental-Involvement Framework for recommendations
  - Sharing of resources
    - Technology
    - Financial
    - Physical space
    - Employees



# References (yes, you will receive a copy of these slides!)

- Axford, N., Farrington, D. P., Clarkson, S., Bjornstad, G. J., Wrigley, Z., & Hutchings, J. (2015). Involving parents in school-based programmes to prevent and reduce bullying: What effect does it have? *Journal of Children's Services*, 10(3), 242–251. doi:10.1108/JCS-05-2015-0019
- Broomhead, K. (2014). 'A clash of two worlds': Disjuncture between the norms and values held by educational practitioners and parents of children with behavioral, emotional and social difficulties. *British Journal of Special Education*, 41(2), 136–150. doi:10.1111/1467-8578.12058
- Chase, P. A., Hilliard, L. J., Geldhof, G. J., Warren, D. J., & Lerner, R. M. (2014). Academic achievement in the high school years: The changing role of school engagement. *Journal of Youth and Adolescence*, 43(6), 884–896. doi:10.1007/s10964-013-0085-4
- Epstein, J., Sanders, M., Sheldon, S., Simon, B., Salinas, K., Jansom, N., & Williams, K. J. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.) Thousand Oaks, CA: Corwin Press.
- Epstein, J. (2009). School, family, and community partnerships: Caring for the children we share. In J. Epstein et al., *School, family and community partnerships: Your handbook for action* (3rd ed., pp. 9–30). Thousand Oaks, CA: Corwin.
- Kraft, M. A., & Rogers, T. (2015). The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. *Economics of Education Review*, 47(C), 49–63. doi:10.1016/j.econedurev.2015.04.001
- Lowenhaupt, R. (2014). School access and participation: Family engagement practices in the new Latino diaspora. *Education and Urban Society*, 46(5), 522–547. doi:10.1177/0013124512468003
- Soutullo, O. R., Smith-Bonahue, T. M., Sanders-Smith, S. C., & Navia, L. E. (2016). Discouraging partnerships? Teachers' perspectives on immigration-related barriers to family-school collaboration. *School Psychology Quarterly*, 31(2), 226–240. doi:10.1037/spq0000148
- Wang, M. T., & Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school? *Child Development*, 85(2), 610–625. doi:10.1111/cdev.12153

# Discussion and Questions

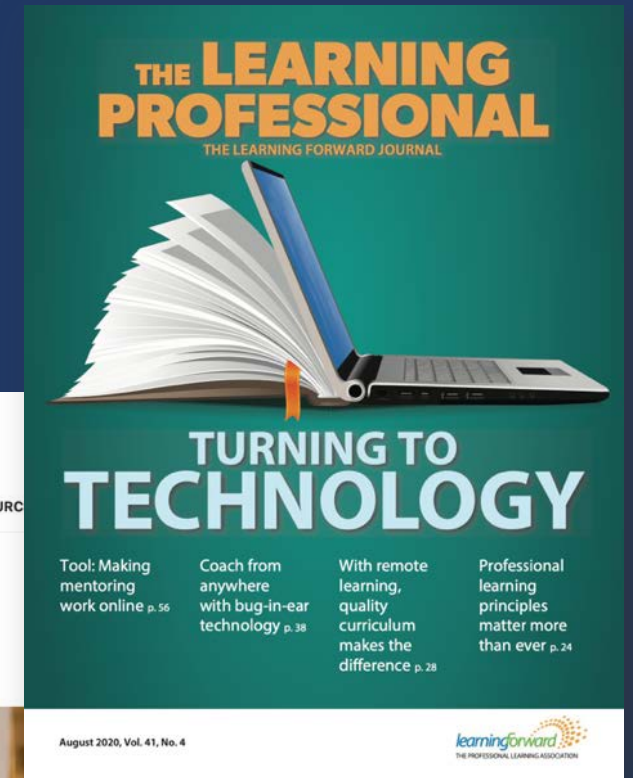


# Online resources

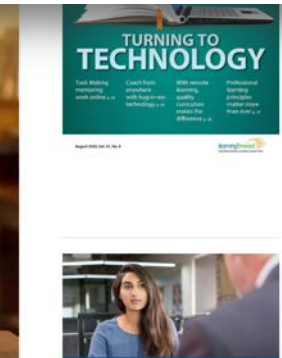
- Look for follow-up resources, including a recording of this webinar and slides
- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)



The screenshot shows the Learning Forward website. At the top, the logo for 'learningforward' is displayed, along with the text 'THE PROFESSIONAL LEARNING ASSOCIATION'. Navigation links for 'ABOUT', 'ADVOCACY', 'STANDARDS', and 'RESOURCE' are visible. Below the navigation, there is a 'Back to Blog' link. The main content area features a blog post titled 'Three lessons learned from the pandemic about professional learning', dated July 29, 2020, by Elizabeth Foster. The post is categorized under 'Learning systems/planning, Online learning'. Below the text, there is a photograph of a woman sitting at a desk, smiling and looking at a laptop screen while holding a book.



The image shows the cover of 'The Learning Professional' journal, August 2020 issue, Vol. 41, No. 4. The cover has a green background and features a large image of an open book with a laptop screen integrated into its pages. The title 'THE LEARNING PROFESSIONAL' is at the top in orange, with 'THE LEARNING FORWARD JOURNAL' underneath. The main theme 'TURNING TO TECHNOLOGY' is written in large white letters. Below the title, there are four article teasers: 'Tool: Making mentoring work online p. 56', 'Coach from anywhere with bug-in-ear technology p. 38', 'With remote learning, quality curriculum makes the difference p. 28', and 'Professional learning principles matter more than ever p. 24'. The Learning Forward logo is in the bottom right corner.



This is a smaller, thumbnail version of the journal cover shown in the previous block, featuring the same green background, book/laptop graphic, and article teasers.

# Mark your calendars

**Thursday**  
**September 10**  
**3 pm ET**

**My Plan C:**  
Preparing  
for the next wave:  
Making mid-course  
corrections to our  
COVID plans

**Thursday**  
**September 17**  
**3 pm ET**

**Learning**  
**from coaches:**  
Supporting teams  
and individuals

# We're going virtual!

**VIRTUAL** | *learningforward* 

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**2020 ANNUAL  
CONFERENCE**

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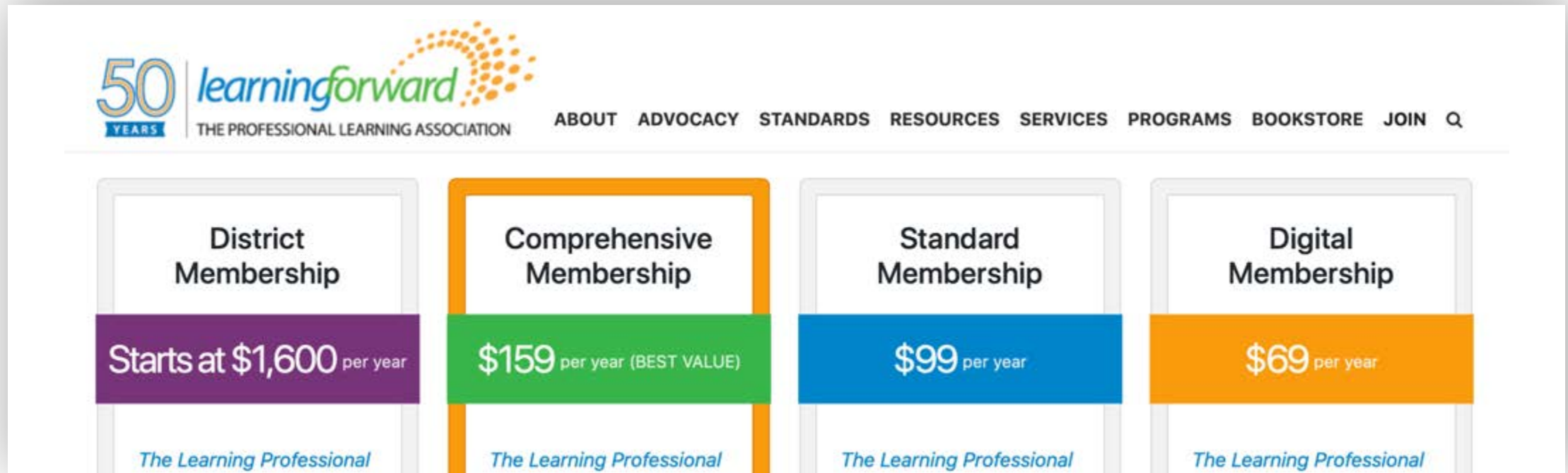
**DEC. 6-8, 2020**





# Learning Forward memberships

- Get \$10 off any new Learning Forward membership
  - Use coupon code **LFWebinars\***
  - **Visit** <http://learningforward.org/membership>
- \* Code valid for new members only



The screenshot displays the Learning Forward website's membership page. At the top left is the logo for the 50th anniversary of Learning Forward, with the text "50 YEARS" and "learningforward THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with links for ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation menu are four membership options presented in vertical cards:

Membership Type	Price	Additional Info
District Membership	Starts at \$1,600 per year	The Learning Professional
Comprehensive Membership	\$159 per year (BEST VALUE)	The Learning Professional
Standard Membership	\$99 per year	The Learning Professional
Digital Membership	\$69 per year	The Learning Professional

Thank you!

