THE F.A.C.E. Experience:
The FACE value of Developing Parent Advocacy and Engagement

Presented by Dee Dee Harrison, Coordinator of Family and Community Engagement and Kotanya Kimbrough, Instructional Specialist
Bakersfield City School District

https://www.youtube.com/playlist?list=PLyz3ClHU9JppJcxswM47DoUtDs_41uiXx
The FACE Experience

I. Introductions
II. Where do you fall in engagement?
III. Advocacy and the Secret Sauce
IV. Genuine Engagement
V. And Furthermore

Use
What you know.
Don’t Worry About
What You Don’t Know.
Michael Shurtlet
INTRODUCTIONS

Be the change you want to see in
the world
Mahatma Gandi
Dee Dee Harrison

- Married to my best friend for past 24 years, together 26 years
- Have 3 AMAZING children; Brandon (31), Jordan (23) and Sydney (21)
- Masters in Administration and Supervision from University of Phoenix
- Work for Bakersfield City School District for past 24 years
- Taught Kindergarten - 4th grade for 10 years
- BTSA and Intern Program Specialist for New Teacher Support for 2 years
- Academic Coach for 6 years
- Coordinator for Family and Community Engagement for past 5 years
Married to my best friend for past 5 years
Have 1 Step-Daughter
Masters in Community Planning and Creative Writing
Work for Bakersfield City School District for past 23 years
Taught 6th grade for 18 years
Academic Coach for 2 years
Instructional Specialist for Family and Community Engagement for past 1 ½ years
BCSD is largest pre-Kindergarten thru eighth grade elementary school district in the state of California.

The 2018-19 District enrollment is comprised of approximately 32,000 students

- 85% Socioeconomically disadvantaged
- 60% English Learners
- 79% Latino
- 8% African American
- 9% Caucasian
- 4% identifying with a different ethnicity or multiple ethnicities.
Family and Community Engagement (FACE): A District LCAP Focus

- 34 Parent Centers
- 43 FACE Liaisons
- Staff Secretary and Clerk
- 5 FACE Area Representatives
- 1 Instructional Specialist
- 1 Coordinator
FACE TEAM
#showinggreatFACE

- **Coordinator** - Leadership and inspiration
- **Instructional Specialist** - Curriculum development and PD for FACE programs
- **Area Representatives** - Support/Coach for Schools and Liaisons in the District’s 4 service delivery areas + Outreach Representative
- **Liaisons** - Outreach and advocacy for parents at their assigned school - 43 school sites
- **Parents as Leaders (PALs)** - Parents trained to support, advocate for and recruit other parents
Where do you fall?

The measure of who we are is what we do with what we have.

Vince Lombardi
Glow, Grow, and Take Away

What areas can you “Glow” about when it comes to partnerships with parents and families?

What areas would you like to “Grow” when it comes to partnerships with parents and families?

What are the one or two ideas or “take-aways” that you’d like from this session?
## Rubric

Let’s do a Self-check

Where does your school or district fall on the Family School Partnerships rubric?

<table>
<thead>
<tr>
<th>Federal and State Activities</th>
<th>Basic Implementation</th>
<th>Progressive Implementation</th>
<th>Innovative Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making [20 United States Code (USC) 6318(a) (2)(B)].</td>
<td>Provide to principals • technical assistance materials for training advisory committees in their roles and responsibilities; • information, support, and professional development opportunities addressing the role of families as participants in LEA and school governance and decision making; • information and models for required school-level plans for parent involvement; • information and guidance on involving families in the development of required parent involvement and education plans; • support to establish and hold regular, calendared meetings of required parent community advisory committees; and Support school sites to conduct at least two parent-teacher conferences per year.</td>
<td>In addition to basic training on the role of families in governance and decision making, provide principals with training and resources on • engaging with family members individually or as members of advisory groups to solve problems, draft policy, and make decisions; and/or • linking school-level plans and school-parent compacts to student learning; and/or • focusing advisory group and council activities to support student achievement; and/or Encourage principals to increase opportunities for parent-teacher conferences, in addition to the required two.</td>
<td>In addition to basic and progressive training for principals, employ joint training and team-building activities for principals and parent leaders to • build relationships; • engage in strategic planning; • examine student achievement in relationship to parent involvement; and/or Encourage principals to schedule ongoing opportunities for parent-teacher communication and interaction.</td>
</tr>
<tr>
<td>Establish parent/community advisory committees [5 California Code of Regulations (CCR) 18275].</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure that plans for parent involvement and education include • Parent conferences o At least two per year [5 CCR 18275].</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Advocacy and the Secret Sauce

“Unless someone like you cares a whole awful lot, Nothing is going to get better, It’s not.”

Dr. Seuss, The Lorax
Advocacy is a tool parents use to ensure the success of their child. As a child gains these tools they soon realize that they are not only capable of helping their child but they can have an impact on every child in their child’s world, school and district.
We offer parents and families a variety of meaningful classes that will add to their existing skills and give opportunities for growth and development.
Parent leadership skills and trainings are offered monthly at the Education Center to promote and encourage collaboration amongst all parents, PALs, FACE Representatives, and FACE Liaisons.
Monthly Parent Cafes give parents, caregivers, and school staff an opportunity to come together to learn ways to strengthen families and share ideas to achieve student success in a warm and welcoming environment.
Board Approved Committees
- Culture, Climate, & Safety
- Closing the Achievement Gap
- Multilingual Education
- Bond Oversight

District Advisory Committees
- DAC
- DAAPAC
- DELAC
- SPAC
- RAC
- CAC
- DPAC

School Site Advisory Committees
- ELAC
- AAPAC
- SSC
- PALs
**Purpose:** For the Superintendent to receive ongoing advisory input from stakeholders on continuously improving District culture and climate including the safety, conditions, and aesthetic beauty of all sites and schools within the District.

**What Advocacy Looks like - FACE Walks**

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**Bakersfield City School District**

**2018-19 School Culture, Climate, and Safety Expectations Rubric**

<table>
<thead>
<tr>
<th>Element</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signage that identifies and clearly directs visitors to main entrance</td>
<td>No signage directing visitors to school main entrance</td>
<td>Signage that identifies but does not clearly direct visitors to main entrance</td>
<td>Signage at all entrances that identifies and clearly directs visitors to main entrance</td>
<td>Signage at all entrances that easily helps visitors navigate to identified main entrance</td>
</tr>
<tr>
<td>Welcome banners or signs displayed</td>
<td>No welcome banner or sign displayed</td>
<td>Welcome banner or sign poorly displayed and/or is in poor condition (e.g., faded, broken, paint chipped)</td>
<td>Welcome banner or sign displayed and is in good condition</td>
<td>Welcome banner or sign prominently displayed and in excellent condition</td>
</tr>
<tr>
<td>Universal expectations displayed</td>
<td>No universal expectations are displayed</td>
<td>Universal expectations are displayed in less than 90% of school locations and/or contain negative phrasing (i.e., no-running)</td>
<td>Universal expectations are displayed in at least 90% of school locations and are presented positively</td>
<td>Universal expectations are displayed in all school locations and are phrased positively</td>
</tr>
<tr>
<td>High quality student learning is displayed throughout the school</td>
<td>No high quality student learning is displayed throughout the school</td>
<td>High quality student learning is displayed throughout some areas of the school</td>
<td>High quality student learning is displayed throughout most areas of the school</td>
<td>High quality student learning is displayed throughout all areas of the school</td>
</tr>
<tr>
<td>Bulletin boards are aesthetically pleasing with current student work, school activities and initiatives posted and updated regularly</td>
<td>No bulletin boards are aesthetically pleasing with current student work, school activities and initiatives posted and updated regularly</td>
<td>Some bulletin boards are aesthetically pleasing with current student work, school activities and initiatives posted and updated regularly</td>
<td>Most bulletin boards are aesthetically pleasing with current student work, school activities and initiatives posted and updated regularly</td>
<td>All bulletin boards are aesthetically pleasing with current student work, school activities and initiatives posted and updated regularly</td>
</tr>
<tr>
<td>All offices and classrooms are clearly labeled and numbered</td>
<td>No offices and classrooms are clearly labeled and numbered</td>
<td>Some offices and classrooms are clearly labeled and numbered</td>
<td>All offices and classrooms are clearly labeled and numbered</td>
<td>All offices and classrooms are clearly labeled and numbered; and directory assistance is provided to visitors</td>
</tr>
<tr>
<td>Emergency/evacuation signage is displayed in multiple languages</td>
<td>No emergency/evacuation signage is displayed</td>
<td>Some emergency/evacuation signage is displayed</td>
<td>Emergency/evacuation signs in all rooms; some exterior; some with multiple languages</td>
<td>All rooms and strategic exterior locations display signage in multiple languages</td>
</tr>
</tbody>
</table>
What is the most underused resource in education today? Parents”
Lauren Tripp Barlis
Epstein’s Six Types of Involvement + Type 7 (XO)  
Adapted from School, Family, and Community Partnerships by J.L. Epstein

**Type 1** - Parenting  
**Type 2** - Communicating  
**Type 3** - Volunteering and Participating  
**Type 4** - Learning at Home  
**Type 5** - Decision Making and Advocacy  
**Type 6** - Connecting  
**Type 7** - (XO) Relationship Building
Value of Engagement

• The more families support their children’s learning and educational progress, the more their children tend to do well in school and continue their education.

• Programs and interventions that engage families in supporting their children’s learning at home are linked to higher student achievement. (Parents’ level of engagement affects the degree of influence).

• Teacher outreach to parents is positively related to parent involvement and student achievement.

(Henderson & Mapp, 2002)
Involvement

- Designee that takes care of parent involvement
- Parent signatures
- Just Parent or Guardian
- Education of child
- Telling parents where they can help

Engagement

- Liaison on every campus
- Parent education
- Family wrap around services
- Educational and Personal growth for parent and child
- Provide Leadership skills empowering parents to initiate
Get them there vs Keep them there

- Stress the importance of the meeting
- Offer the key points of LCAP
- District personnel making contact
- Asking parents to lead
- Greeting parents
- Asking parents to come
- Parent conferences
- Just for parents

- Stress the importance of the meeting and offer child care
- Offer the Key points of LCAP in plain language
- Parents as Leaders making the contact
- Equipping parents to lead
- Welcoming parents
- Bringing parents/meeting where they are
- Parent/Child activities
Intentional Engagement
Parent Cafe
Community Information
Principal participation
Intentional Engagement
Parent University

An opportunity for all parents to participate
Intentional Engagement
Parent Education Sessions

Equipping Parents
Intentional Engagement
FACE Walks

Every School site
Intentional Engagement
Father Engagement
District Wide
School Site
Intentional Engagement
Now We're Cooking
Family Quarterly Nights
District Wide

Bakersfield City School District
Now We're Cooking
Family, School & Community

Family Education Nights
Reading
Math
Science

School site
Intentional Engagement
Parent Project
Loving Solutions: Elementary focus
Changing Destructive Adolescent Behavior
Middle School/Junior High
And Furthermore ...

Do not be afraid of work that has no end.
Avot De Rabbi Natan
Combating the Challenges of Family Engagement

- Changing the perception from simple involvement to engagement
- Consider and Value parent input
- Equipping Liaisons and Parents with effective practices
- Change the negative narrative in our parents head about school contact
- Communicating clearly, consistently, and frequently
- Focus on Relationships and not attendance