

**Asset-Based Family and Community Engagement**

**Overview of materials included in this session:** *Consider printing handouts and articles to include in a folder for participants to easily access during the session.*

**Session articles:**

- [Being Black is not a Risk Factor: A Strengths-based look at the State of the Black Child](#) (Issuelab, 2013; Accessed November 10, 2018)
- [Native American Children and Youth Well-Being Indicators: A Strengths Perspective](#) (National Children's Advocacy Center, 2002; Accessed November 10, 2018)

**Session website links:**

- [Bruce Guadalupe Community School Website](#) (Bruce-Guadalupe Community School; Accessed November 10, 2018)

**Session videos:**

- N/A

**Session handouts:**

- [PP Presentation with Space for Notes](#)
- [Handout 1](#)
- [Handout 2](#)
- [Handout 3](#)
- [Handout 4](#)
- [Journal Pages](#)

To print all handouts and journal pages as one packet, click [here](#). (Note: The PP Presentation will need to be printed separately).

\*Activate prior learning with [Handout 1](#) from previous session.

**Coaching Connections:**

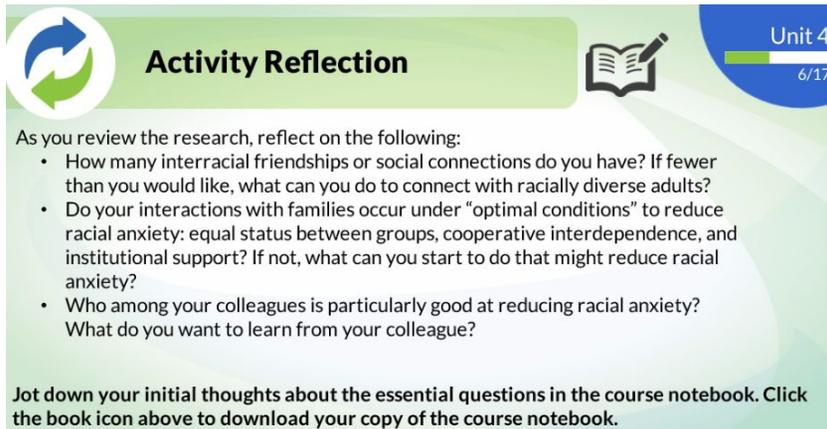
[Coaching to the Four Focus Areas of PEFA](#): This series of tables focused on the four focus areas of PEFA was provided as a resource in the welcome session of the PEFA eCourse. Refer specifically to the table entitled, “Family and Community Engagement”. Here you will find a table of examples of what a coach might say to engage in dialogue about family and community engagement.

**Course Content (Module 1 Unit 4, Slides 2-17)**

*Note: Activate prior knowledge by first reviewing Slide 6 from the previous session, and Slides 2-3 to review the Learning Outcomes and Essential Questions; then skip to Slide 9 for the core content of this session*

**Facilitator’s Guide (Total Time: ~ 1 hour, 15 min)**

**Slide 6: Activate Prior Learning (Slide 6)**



The slide features a green header with a circular refresh icon on the left and a book icon on the right. A blue banner in the top right corner displays 'Unit 4' and '6/17'. The main text area contains a list of reflection questions and a note about downloading a course notebook.

**Activity Reflection**

As you review the research, reflect on the following:

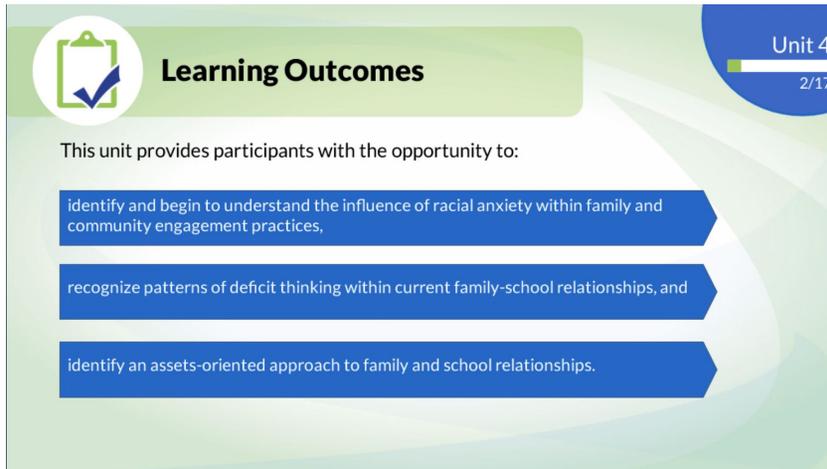
- How many interracial friendships or social connections do you have? If fewer than you would like, what can you do to connect with racially diverse adults?
- Do your interactions with families occur under “optimal conditions” to reduce racial anxiety: equal status between groups, cooperative interdependence, and institutional support? If not, what can you start to do that might reduce racial anxiety?
- Who among your colleagues is particularly good at reducing racial anxiety? What do you want to learn from your colleague?

**Jot down your initial thoughts about the essential questions in the course notebook. Click the book icon above to download your copy of the course notebook.**

**Slide 6:** Consider connecting this session to previous learning by inviting participants to review [Handout 1](#) from the Activity Reflection: Reducing Racial Anxiety from the previous session, Slide 6. Invite participants to reflect on their responses individually, in partners, or in a small group. (3 min)

## Journal Reflection (No Slide)

### Slide 2: Learning Outcomes



**Learning Outcomes**

This unit provides participants with the opportunity to:

- identify and begin to understand the influence of racial anxiety within family and community engagement practices,
- recognize patterns of deficit thinking within current family-school relationships, and
- identify an assets-oriented approach to family and school relationships.

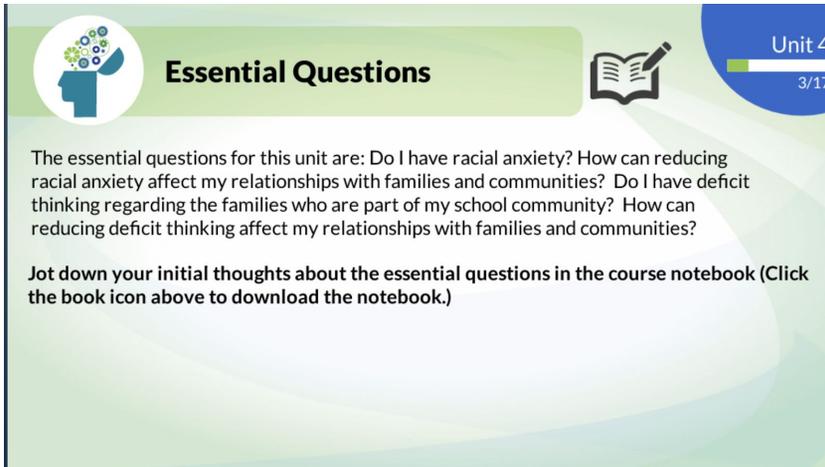
Unit 4  
2/17

## Journal Reflection (3 min)

Invite participants to reflect on how they incorporated their learning from the previous session into their work. Participants may do so in a journal, on the [Journal Pages](#) handout for this session, or in the eCourse notebook if they are accessing the course online. Invite participants to share responses in pairs or as a small group.

**Slide 2:** Invite participants to read the second and third learning outcomes on slide two, and share that these will be the focus of today's session. Remind participants that the first outcome was the focus of the previous session. (1 min)

### Slide 3: Essential Questions



The slide features a green header with a brain icon containing colorful dots on the left, the text "Essential Questions" in the center, and a book icon on the right. A blue box in the top right corner displays "Unit 4" and "3/17". Below the header, the text reads: "The essential questions for this unit are: Do I have racial anxiety? How can reducing racial anxiety affect my relationships with families and communities? Do I have deficit thinking regarding the families who are part of my school community? How can reducing deficit thinking affect my relationships with families and communities?" Below this, a note says: "Jot down your initial thoughts about the essential questions in the course notebook (Click the book icon above to download the notebook.)"

### Slide between 3 and 4: Moving Away from Deficit-Oriented Family and Community Engagement



#### Moving Away from Deficit-Oriented Family and Community Engagement

Educators often explain their schools race-based achievement gaps are because certain families "don't value education," "aren't motivated to support learning," "are too busy working two or three jobs to participate in school," or "aren't engaged." These comments are examples of *deficit thinking (or deficit theory)* that the student who fails in school does so principally because of deficits or deficiencies in the student and the student's family and community.

**Slide 3:** Revisit slide 3, from the previous session. Share the second two essential questions of this unit and remind participants that the first and second essential questions were the focus of the previous session. (3 min)

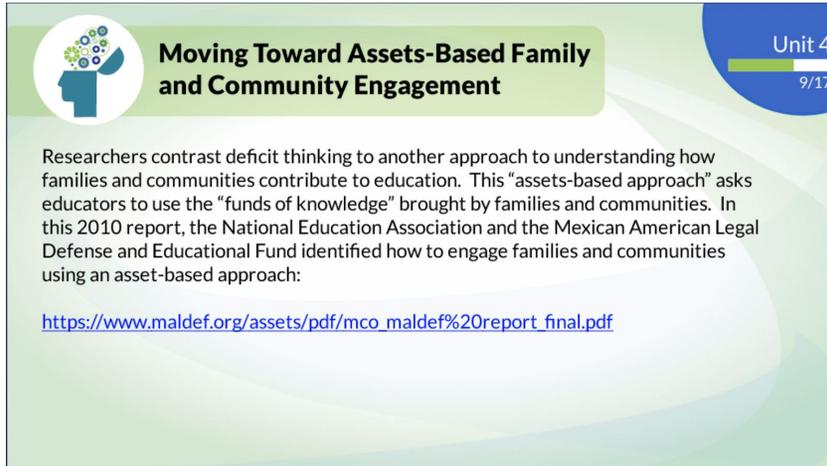
- Do I have deficit thinking regarding families who are part of my school community?
- How can reducing deficit thinking affect my relationships with families and communities?

Invite participants to jot down their initial thoughts in a journal, on the [Journal Pages](#) handout for this session, or in the eCourse notebook if they are accessing the course online.

**Slide between 3 and 4:** Share the information on this slide and define *deficit thinking*: (1 min)

**Deficit thinking:** thinking that a student who fails in school does so principally because of the deficits or deficiencies in the student and the student's family and community.

## Slide 9: Moving Towards Asset-Based Family and Community Engagement

The slide features a light green background with a white circle containing a blue silhouette of a head with colorful gears inside. A blue banner at the top right says "Unit 4" and "9/17".

**Moving Toward Assets-Based Family and Community Engagement**

Researchers contrast deficit thinking to another approach to understanding how families and communities contribute to education. This “assets-based approach” asks educators to use the “funds of knowledge” brought by families and communities. In this 2010 report, the National Education Association and the Mexican American Legal Defense and Educational Fund identified how to engage families and communities using an asset-based approach:

[https://www.maldef.org/assets/pdf/mco\\_maldef%20report\\_final.pdf](https://www.maldef.org/assets/pdf/mco_maldef%20report_final.pdf)

## Slide 10: Activity: Moving Towards Asset-based Family and Community Engagement

The slide features a light green background with a white circle containing a blue puzzle piece. A blue banner at the top right says "Unit 4" and "10/17".

**Activity: Moving Toward Assets-based Family and Community Engagement**

**Recommended time: approximately 45 minutes to complete.**

One of the essential roles of an educator is to create a classroom and school culture that values “relationships that are built on trust, deep familiarity, and genuine appreciation for the assets of the family and community.” (Leithwood and Riehl, 2003) In this activity, you will (1) review one of two strengths-based models of families and communities of color and (2) identify actions you will stop, start, and continue as you move toward assets-based family and community engagement in your class or school.

Select and review one of the reports below:

- [“Being Black is not a Risk Factor: A Strengths-based Look at the State of the Black Child”](#)
- [“Native American Children and Youth Well-Being Indicators: A Strengths Perspective”](#)

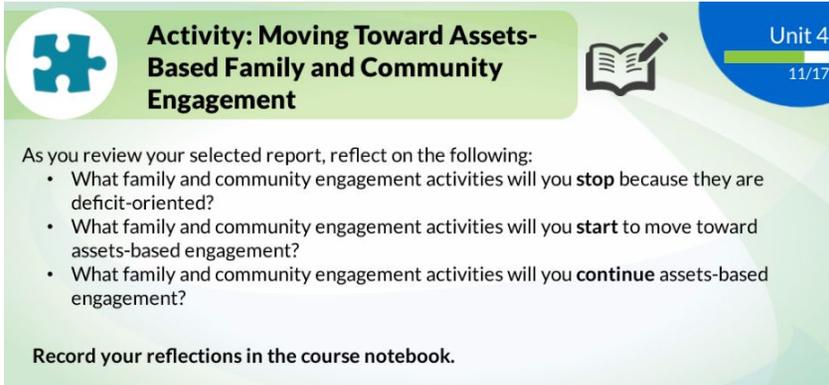
**Slide 9:** Share researchers have contrasted deficit thinking with an asset-based approach, asking educators to use the “funds of knowledge” brought by families and communities. (1 min)

**Slide 10: Activity:** Moving Towards Asset-based Family and Community Engagement (45 min)

Invite participants to choose one of two articles to read which include strength based models of families and communities of color:

- [Being Black is not a Risk Factor: A Strengths-based look at the State of the Black Child](#) (IssueLab, 2013)
- [Native American Children and Youth Well-Being Indicators: A Strengths Perspective](#) (National Children's Advocacy Center, 2002)

**Slide 11: Activity: Moving Towards Asset-based Family and Community Engagement.**



Activity: Moving Toward Assets-Based Family and Community Engagement

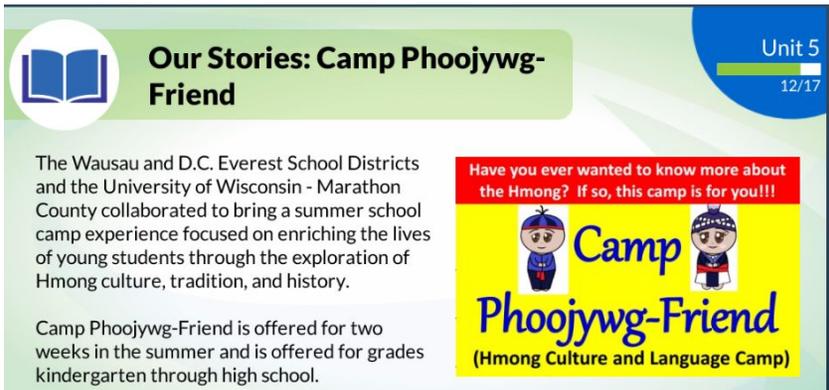
Unit 4  
11/17

As you review your selected report, reflect on the following:

- What family and community engagement activities will you **stop** because they are deficit-oriented?
- What family and community engagement activities will you **start** to move toward assets-based engagement?
- What family and community engagement activities will you **continue** assets-based engagement?

Record your reflections in the course notebook.

**Slide 12: Our Stories**



Our Stories: Camp Phoojywg-Friend

Unit 5  
12/17

The Wausau and D.C. Everest School Districts and the University of Wisconsin - Marathon County collaborated to bring a summer school camp experience focused on enriching the lives of young students through the exploration of Hmong culture, tradition, and history.

Camp Phoojywg-Friend is offered for two weeks in the summer and is offered for grades kindergarten through high school.



Have you ever wanted to know more about the Hmong? If so, this camp is for you!!!

Camp Phoojywg-Friend  
(Hmong Culture and Language Camp)

**Slide 11:** Invite participants to complete [Handout 1](#) as they read, identifying actions they will **stop**, **start** and **continue** as they move towards an asset-based community engagement.

**Slide 12:** Share Camp Phoojywg-Friend is a summer school camp experience in Wisconsin focused on enriching the lives of young students through the exploration of Hmong culture, tradition, and history. (2 min)

Consider sharing more information from the Facebook page: [Hmong Phoojywg Enrichment Program](#)

### Slide 13: Our Stories: Bruce Guadalupe Community School



## Our Stories: Bruce-Guadalupe Community School

Unit 4  
13/17



In Wisconsin, community schools offer an example of a systemic assets-based approach in education. A community school is both a place and a set of partnerships between the school, which operates as a hub, and other community resources. Community schools bring together partners to offer a range of supports and opportunities to children, youth, families, and communities.

**Bruce-Guadalupe Community Schools** is one part of a campus in Milwaukee. The school provides experiences so students understand the possibilities that are available to them. Other services available on the campus include adult day care, drug rehabilitation, and real estate counseling.

[Website](#)

### Slide 14: Reflection: Scenario 1



## Reflection



Unit 4  
14/17

**Take some time to respond to the following question:**

After participating in *Understanding Race in Education, Unit 4: Family and Community Engagement*, you reviewed your ninth grade American Literature curriculum and noticed an absence of Native American voices. You learned that [Americans Indians in Children's Literature](#) was a good resource for critical perspectives and analysis of indigenous peoples in children's and young adult books. You then added two books to the reading list: *The Round House* by Louise Erdrich and *House of Purple Cedar* by Tim Tingle. You sent the syllabus home yesterday.

Today, you received an email from a parent who wants to talk about the reading list. He doesn't specifically mention the Erdrich and Tingle books. You haven't met him, but you know he and his son are enrolled members of the Oneida Nation.

*Continued on next slide.*

**Slide 13:** Share community schools offer an example of a systemic asset-based approach in education. Share they bring together partners to offer a range of supports and opportunities to children, youth, families, and communities. (2 min)

Share Bruce Guadalupe Community School is a community school in Wisconsin. Invite participants to explore more on their website: [Bruce Guadalupe Community School Website](#) (Bruce-Guadalupe Community School).

**Slide 14:** Share the information on slides 14 and 15. Invite participants to then reflect on the scenario independently, in partners, or in small groups. (2 min)

### Slide 15: Reflection, Continued

**Reflection, Continued**

Unit 4  
15/17

You know that interracial dialogue can cause racial anxiety for both you, as a non Native teacher, and the parent. Draft an e-mail reply that is designed to reduce racial anxiety. The email must begin to build a sense of connection with the parent and commits to having a positive conversation about the reading list. Specifically, include language that creates "optimal conditions" for interracial dialogue between you, as a white teacher, and the father: equal status between you and the parent, cooperation, and shared or common goals.

Record your reflections in the course notebook.

### Slide 16: Reflection

**Reflection**

Unit 4  
16/17

Take some time to respond to the following question:

You are the newest member of your school's Building Support Team. A colleague greets you during the first meeting of the year by saying, "Welcome to the team! We hope you can help us because we are struggling to understand some of the new kids that we're getting. Their families are coming from Mexico, and it seems like they just don't know how to function in our school setting." You recognize this as deficit thinking, and you are committed to using an assets-based approach in education. How might you respond?

Record your reflections in the course notebook.

### Session Reflection (No Slide)

### Slide 15: Reflection on Scenario 1 (5-7 min)

Once participants have reflected on the scenario, invite them to respond to the prompt either in a journal, on the [Journal Pages](#) handout for this session, in the eCourse notebook, or on [Handout 2](#).

### Slide 16: Reflection on Scenario 2: (5-7 min)

Share the scenario on Slide 16. Invite participants to then reflect on the scenario independently, in partners, or in small groups.

Once participants have reflected on the scenario, invite them to respond to the prompt either in a journal, on the [Journal Pages](#) handout for this session, in the eCourse notebook, or on [Handout 3](#).

### Session Reflection (3 min)

Invite participants to reflect on the learning outcomes for this session and consider how they will incorporate their learning in their work moving forward. Consider inviting participants to complete [Handout 4](#) from this session to do so, and to think-pair-share their responses. The reflection questions include:

- What have you learned from this session?

- How will you incorporate this learning into your work moving forward?
- What is one thing you can do tomorrow to incorporate this learning into your work?

Encourage participants to share additional reflections from this session, or previous sessions, in a journal, on the [Journal Pages](#) handout for this session, or in the eCourse notebook if they are accessing the course online.

Remind participants these learning outcomes are a part of an ongoing journey and, as is true for all of this work, they require consistent, intentional attention. Consider inviting participants to share ways they will integrate their learning into their work as educators.

Note: To continue to cultivate their growth as equitable educators, invite participants to check out the resources listed [here](#).

**Slide 17:** Consider sharing this is the last session in Unit 4. The next unit will focus on school and instructional leadership.

### Slide 17: Next Up



#### Next Up

Unit 4  
17/17

Congratulations! You have completed the fourth unit of the Understanding Race in Education module. In the next and final unit of this module, we focus on the habits we need to continue our commitment as race conscious educators.