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Implicit Bias: An Unconscious Barrier to Family Engagement

Corinne Brion, Ph.D. University of Dayton¹

Abstract

This teaching case study illustrates the need to engage all parents in schools as they enhance the community's cultural capital and cultural wealth. In order to engage parents from various races and ethnicities, educational leaders should understand the role implicit biases play in inhibiting equitable parent participation. In this case study, the author provides a framework to enhance parent engagement. The author also suggests that educational leaders use an instrument to assess their implicit biases and determine the biases held by parents as well. Finally, community cultural wealth is defined and an explanation is provided on how parent participation can enrich it.

Keywords: Educational leadership, Implicit bias, Community cultural wealth, Family engagement, Cultural capital

Introduction

This teaching case study is relevant to practicing, prospective principals and administrators because it raises issues related to equity. Specifically, it raises issues pertaining to implicit biases as inhibitors to parent and community engagement. In this case study, the author provides a framework to engage families and school communities in schools with the goal that leaders will use it to guide their work towards building their schools' community wealth. The

¹ Dr. Corinne Brion is an Assistant professor at the University of Dayton. She earned her Ph.D. in Educational Leadership at the University of San Diego. The overall framework for Dr. Brion's research is equity. Dr. Brion's research interests include investigating the process of learning transfer among adult learners to understand what enhances and hinders the transfer of knowledge in different contexts to foster school improvement.

author also suggests the use of an instrument to assess biases and a model to understand community cultural wealth.

Twenty-first century schools are more diverse than before, but schools are also more segregated now than ever (Kendi, 2019; Benson & Fiarman, 2019; Love, 2019; Singleton, 2014; and Tatum, 2017). Reasons for the segregation include the pervasive issues of race and racism that are embedded in the history of the United States (Yosso, 2005). Additional reasons include the implicit biases we all have and avoid recognizing, as well as the notion of White privilege. White privilege is experienced when skin color determines inherent privileges one has, whether or not the person is conscious of having those privileges (Benson & Fiarman, 2019; Di Angelo, 2018; Irving, 2018; and Singleton, 2014). As a result of segregated schools, not all students' voices are heard, not all students' cultures are valued, and not all students are given equitable opportunities to succeed (Tatum, 2017).

Despite the popular saying "it takes a village to raise a child," segregated schools more often than not alienate parents, families, and community members. By not inviting all stakeholders to be part of the conversation and the decision-making process, families have no choice but being disconnected from their children's schools, administration, and teachers. Because segregated schools do not welcome all families, students lose on learning opportunities because families from diverse races, cultures, and backgrounds can provide genuine learning experiences to students, the school's staff and faculty, and the community at large. Yosso (2005) asserts that communities of color nurture cultural wealth through at least six forms of capital: aspirational, linguistic, familial, social, navigational, and resistant capital. The author posits that these capitals build on one another to create a community's cultural wealth.

Epstein's (2011) seminal work of family and community engagement found that there are six ways in which schools can engage families and communities to enhance the school's and community's Community Wealth Capital (Yosso, 2005). The six types of family and community engagement will be addressed in the Teaching Notes. This case study takes place in an American school and addresses issues related to implicit bias and family engagement as they relate to creating a community cultural wealth for the school.

Background Information

All the names used in this case study are invented.

Bayside. Bayside is a large city on the western coast of the United States. Bayside is home to one million inhabitants. In the 18th century, the Spanish settled in Bayside. As a result, there is a large Hispanic population. Because of its Mediterranean climate, the tourist industry, four universities, and large military base, Bayside has also attracted immigrants from all over the world. Various neighborhoods reflect that diversity. There is a French neighborhood, China Town, Spanish and South American quarter, and a large area where immigrants from Africa sell goods, live, and gather. Other nationalities are represented as well but in lesser numbers. To date, the population of Bayside is represented as follows: 40% of people are white, 30% Hispanic, 15% Asian, and 10% African American or from Africa with the remaining 5% being multiracial.

Bayside's economy is reliant on military activities, tourism, cellular companies, and highly rated universities. The city's real estate is thriving because of its location along the ocean, its climate, its flourishing job market, and its ability to accommodate people from all over the world. That being said, the booming economy has driven property prices up and made rent very expensive. As a result, the city started to see a high number of homeless individuals. These individuals have jobs but cannot afford to live in the city or on the outskirts. Drawbacks of living

in the city include the horrendous traffic, over-crowded public transportation, and rising prices of food and services. Recently, more gang activities have been observed in certain neighborhoods due to the rising cost of living.

Bayside School District. The Bayside School District (BSD) serves 121,000 students from preschool to 12th grade. The district is led by a dynamic African American female superintendent who created a district improvement plan called Vision 2030. Vision 2030 aims to provide quality schools in every neighborhood to prepare all students for the competitive global economy. Vision 2030 is a community-based school reform that engages all parents, staff, students, and community members. The board of education is dedicated to seeing Vision 2030 through and will assess progress yearly towards the goals of the vision. Vision 2030 strives to create improved and broader measures of student achievement, develop schools as neighborhood learning centers, ensure effective teaching takes place in the classrooms, engage parents and community volunteers in the educational process, and facilitate communication and support among all stakeholders.

To achieve this challenging vision, the superintendent and her team decided to cluster schools by neighborhood so that there is continuity for the students who attend the neighborhood primary, middle, and high school. Cluster councils are charged to promote their schools in their community, and work with school, community, and district staff to improve the quality of their schools. Each cluster is comprised of community members, teachers, administrators, students, and parents. Although ambitious, this plan has given a voice back to communities, families, and parents. Community involvement had been missing in schools because the former superintendents wanted everything centralized. This cultural shift has been well received by

school communities, principals, and parents, but barriers remain to genuine community involvement at some of the local schools, including Bayside Primary School.

Bayside Primary School. Bayside Primary School (BPS) is located in a diverse, gentrified neighborhood in the city. The school is known for being the oldest primary school in the city. It serves 400 students from kindergarten to fifth grade. Student population is as follows: 35% of the students are White, 30% are Hispanic, 25% are African American or African while the remaining 10% are multiracial. The school has a large facility and yields good results on the state tests. The school has identified areas of growth, including providing more services for the English Language Learners so that they perform better and involving the learners' parents and community. Parents work in the cellular companies, are a part of the military, own businesses, work in hotels or restaurants, and a few are university employees or professors. The average salary of the parents is between \$55,000 and \$110,000. Families are generally generous in their contributions to the school. The school has 20 teachers, five assistant teachers, one cook, two janitors, one assistant principal, one nurse, and one special education specialist. Mrs. Brown is the current principal of the school.

The principal. Mrs. Brown is a 45 years old bilingual White woman. Originally from France, Mrs. Brown immigrated to the United States at the age of 25. She obtained a Bachelor's degree in International Business and Marketing from the Ecole Nationale de Commerce in Paris, France. Before moving to Bayside, she was a teacher for 10 years. Prior to that, she opened a charter school and was the principal of that school. She has been the principal at Bayside for four years now. Mrs. Brown has done a lot for the school over the past four years. She has led the renovations of the school, hired quality teachers, and fundraised over \$120,000 over the years to assist students and teachers with additional materials and resources. For example, she equipped

each classroom with iPads, Apple televisions, and new furniture to encourage teachers to lead project-based learning activities. She has also provided regular quality professional development for her staff and teachers. Mrs. Brown is the chair of her cluster and is looking forward to reaching all the goals of Vision 2030.

The Case

During her recent yearly evaluation, the superintendent told Mrs. Brown that she needed to focus on engaging parents and community members in the life of the school. As a result of this feedback, Mrs. Brown volunteered to be the chair of her neighborhood Vision 2030 cluster in the hope of learning more about why parents do not get involved in BPS. For as long as she has been the principal, parents came and went, but there was no apparent desire to get involved in the life of the school. Parents would drop off and pick up their children, but only a few parents would help regularly. Mrs. Brown and her leadership team administered a survey to families in BPS. From that data, they realized that there were five to ten families who came to meetings, conferences, and coffee with the principal events.

Mrs. Brown called another principal in the district and asked him for some advice on how she could involve families in the school. The seasoned principal shared:

What you need to do is get to know the parents, so you could have them tell you how they can help. Maybe you create a document with the parents' talents and interests, and see how they can contribute based on that.

Mrs. Brown eagerly put all of these strategies in place, but nothing changed. Parents were still not coming to school. One day while shopping in the community, she met a student who was with her father and mother. Mrs. Brown introduced herself and ask them if they would be coming to school for the upcoming coffee with the principal event. At that point, the parents

looked at each other and said “We would love to come but we do not feel welcomed. We know you are trying but it is more complicated than just filling out a form and asking parents what they can do to help the school.” Mrs. Brown was shocked to hear this after all the efforts she put into organizing events and translating documents in Spanish and Vietnamese, which were the two foreign languages represented at the school. Humbled by the parents’ feedback, the principal asked what she could do to make the situation better. The family agreed to come to her office and talk about the matter further the following week.

Tuesday came and, as promised, the parents met with Mrs. Brown. Mrs. and Mr. Mensah were an interracial couple. Catherine Mensah was from France and Mr. Mensah was from Ghana. They had been engaged for one year and the husband to be, Max, had been in Bayside for just a few months. The couple lived separately for two years while the immigration papers were processed and accepted. Mr. and Mrs. Mensah adopted their Ghanaian niece Precious. Precious had been attending BPS for one year. The eight-year old was integrating very well at school, but her parents were not.

Mrs. Brown offered Mr. and Mrs. Mensah a beverage and proceeded by saying:

Thank you very much for your time today. As you know, we are partaking in the Vision 2030. Engaging our families and community is a priority for me this year, so what can you tell me about your experience?

The parents took turns talking and shared:

Well, as you know, we are a newly engaged couple. We always assumed that in this type of good school, with lots of interracial couples and students, it would be easy to be part of the community, but it is not at all! In fact, we have been discouraged to come, attend meetings, or have a voice.

The parents sensed that Mrs. Brown was going to ask a follow-up question, so they went on:

When we came to school the first few times, a few White parents started to tell me that I should not marry Max because he was Black. You know, Mrs. Brown, students talk and Precious must have shared how her dad grew up. So, parents started to tell me that Max grew up poor, did not pursue an education beyond middle school, and was only after his green card since I am an American citizen. To be honest, I heard it all and I was fed-up to be bullied, judged, and insulted that way. These few parents are judging all of us interracial parents and that is why none of us come to school anymore. This kind of bias destroys a school culture and community. I would know because I teach about these issues in my classes at the university.

When Mrs. Brown thought she had heard it all, Catherine pursued,

It gets worse. One parent had the nerve to ask me: “If you get married, what would you two talk about?” Another person told me: “You will have to help his family because that is what Africans and others do culturally. They come here, get a green card, and then bring their families.”

Mrs. Brown tried to keep her calm demeanor but was ashamed of what was happening right under her eyes without her knowing. She could not believe that her school, the most diverse school in the district in which 20 countries were represented, would have such issues.

The truth was that the principal knew the parents who were attending all the events well. She had not thought these parents would be capable of such actions. She knew them as well-intended parents and community members who wanted what was best for the school and the students.

They had shown nothing but good intentions since they had joined the school.

Feeling enraged, Mrs. Brown assured the Mensah's that she will put all her attention and energy into this matter. As a White immigrant, Mrs. Brown understood microaggressions and how it felt to be judged or unwelcomed because she had lived it herself when she first moved to Bayside. That evening, after the teachers and staff had gone for the day, Mrs. Brown stayed late in her office and reflected on her own experience. She also brainstormed solutions to the existing problem on how to engage families at school. She felt that not only the well-being of the school was at stake, but also her job.

The next day, Mrs. Brown called the Mensah's and thanked them for coming to her office the day before. She also assured them that she will come up with solutions and would love for them to be involved in the solutions. She pleaded to Catherine: "Our strength and wealth as a school is that we are diverse and our students can benefit from that asset in order to become culturally competent citizens who are compassionate, accepting, and advocates for differences." The principal asked Catherine if she and her husband would be willing to be members of the Vision 2030 cluster and share their experiences so that the cluster team could brainstorm solutions and establish an action plan. Catherine, though hesitant, accepted the offer. All the interracial families she knew wanted to be at school, but preferred not to come in order to avoid microaggressions. They already encountered those in their professional and personal lives.

Teaching Notes

In this case study, the school principal faced numerous challenges related to the inequitable family engagement due to implicit bias. The following Teaching Notes will help prospective and current administrators further their understanding of how implicit biases can hinder community engagement efforts and impede the communities' cultural wealth.

Implicit bias. If you are alive, you have biases (DiAngelo, 2018). Implicit bias refers to

the attitudes and stereotypes that dictate our actions and behaviors without our awareness (Banaji & Greenwald, 2016). Throughout our lifetime, we receive information that we store in our brain. The vast majority of it happens without us even realizing it. The difficulty with implicit biases is that they are located in our unconscious, so we do not know we have them until we identify them. Implicit biases form our blind spots and can impede the best of intentions. While biases exist in many different aspects of a person's identity, this case study focuses on racial bias because they are embedded in American society. For centuries, people of color have been denied their full humanity, enslaved, removed from their land and properties, and denied benefits and basic rights (Kendi, 2019). It is also important to understand the range of biases and how they intersect. For example, it is important to understand how Black gay boys experience biases. Research, however, suggests that when people consider bias within multiple identities, they often avoid it (Benson & Fiarman, 2019).

Biases have detrimental consequences on people who are the targets of conscious and unconscious microaggressions and inequitable rights. Biases affect people's health, safety (as it is demonstrated by the number of wrongly accused Black people), employment, and education opportunities. In education, we often see more discipline issues with students of color and harsher consequences for those students. We also see standardized tests that are geared towards White students (Benson & Fiarman, 2019; and Kendi, 2019).

Today, there are tools to identify implicit biases. Banaji and Greenwald (2016) have spent their career exploring implicit biases and created the Implicit Association Test (IAT). The IAT has been taken by 14 million people worldwide (Banaji & Greenwald, 2016). Once one identifies his/her biases, it is possible to retrain the brain by:

- Getting trained and educated on the impact of implicit biases.

- Interacting with people from other races, cultures, ethnicities, ages, socio-economic statuses, sexual identities, religions, genders, and abilities.
- Practicing mindfulness (breathing before reacting, listening, reflecting, and processing situation before coming back to the situation).
- Being able to show gratitude when someone points out that you react from a place of prejudice, being able to apologize for the undesired reaction, and promising to yourself and the person that you are working on improving your reactions.
- Observing the biases and stereotypes and replacing them with a counterexample.
 - For example, if you have a bias against small people, tell yourself that they are human beings and deserve respect and love.
- Having an accountability partner who can help us debrief conversations and experiences.
- Getting feedback from an accountability partner and others.
- Being reflective.
 - Journaling is an effective way to find time to reflect on experiences, conversations, and mistakes one makes or experiences.

Implicit biases are well and alive in our schools (Benson & Fiarman, 2019). In this teaching case study, few White parents made it impossible for community members from other races to get involved in the school. Although these parents meant well and had good intentions in mind, their biases dictated their reactions. This resulted in the alienation of the Mensah family among other families.

Community cultural wealth model. Yosso (2005) posits that diverse communities, and particularly people of color, nurture cultural wealth through at least six forms of capital:

aspirational, linguistic, familial, social, navigational, and resistant capital. The author affirms that these capitals build on one another to create a community's cultural wealth.

Aspirational capital pertains to the ability to hope when being confronted by difficulties. Linguistic capital refers to the intellectual, social, and communication skills gained by speaking more than one language. Familial capital deals with community spirit, collectivistic culture, and the belief that families nurture, maintain connections with the community, and educate. Social capital can be understood by the networks of people and community resources that provide emotional support among other kinds of support. Navigational capital refers to knowing how to maneuver through social institutions, including structures that are inherently biased against people of color. Lastly, resistant capital is the knowledge and skills that someone has to challenge inequities and transform oppressive structures. In this scenario, the lack of engagement from the families of color meant that the students and the school community missed opportunities to build their community's cultural wealth by not learning different languages, customs, traditions, songs, and dances. The principal missed the opportunity to build a robust community cultural wealth because students and adults did not have the chance to meet and have genuine conversations with people from different backgrounds, experiences, and belief systems.

Epstein (2011) found that there are six types of family involvement. These types include parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Appendix A provides a definition of each of these types, sample practices, and outlines the challenges for each type.

Conclusion

The situation at BPS is far from being resolved. Mrs. Brown and her team still have to find solutions to foster parent and community engagement. The principal also needs to address

the implicit biases prevailing at school. This teaching case study is relevant, and its solutions are applicable to many districts in the United States because implicit bias issues and parent involvement challenges are pervasive. The scenario presented in this case study highlights how difficult yet crucial it is to address biases in order to engage parents and build the community's cultural wealth. The theory provided in the Teaching Notes aims to explain how one can identify and challenge implicit biases in order to focus on engaging all families in the life of the school. The challenge is for current and future administrators to bridge the gap between theory and practice by using the theory to find lasting solutions to systemic problems.

The Challenge: What Next Steps are You Going to Take?

One of the criticisms of leadership preparation programs is that they are heavily privileging theory without being practical (Jean-Marie, Normore, & Brooks, 2009). This section of the teaching case study is designed to bridge the gap between theory and practice by allowing future and current administrators to put themselves in Mrs. Brown's shoes and find solutions to the issues at BPS. Using the theory in the Teaching Notes, please answer the questions and complete the activity.

Questions to Consider

- 1- In pairs, discuss the following:
 - a. Why the parents of color did not get involved at BPS?
 - b. What could have been done to prevent the situation?
- 2- To what extent do you think the principal created an open climate in the school?
- 3- Assess Mrs. Brown leadership:
 - a. What are her strengths and what are her weaknesses?
 - b. Do you think she was well prepared to be the principal of a diverse school?

4- Using the template below, create an action plan with a total of 2 goals (one goal per prompt) that answers these 2 prompts:

- a. What would you do to address implicit biases among parents at BPS?
- b. What would you do to enhance equitable parent involvement?

ACTION PLAN

Goals	Action Items	Person(s) Responsible	Resources Needed	By When?

Activity

1- First, read Epstein’s Framework of Six Types of Involvement found in Appendix A.

Reflect on the impact each practice has on students, parents, and teachers. Then, using the empty spaces under results for students, parents, and teachers, write your answers.

Lastly, discuss the benefits of involving parents and the community in schools and how involving everyone equitably increases the community’s cultural wealth and benefits all stakeholders.

2- Individually, take the IAT test at <https://implicit.harvard.edu/implicit/takeatest.html>.

Click on “I wish to proceed” and choose one test. Reflect and journal on your results.

- 3- Reflect on your own school based on what you have learned in this teaching case study.
 - a. How could you involve parents and families at your school?
 - b. How would increasing parent involvement benefit the community's cultural wealth?

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Appendix A

Epstein's Framework of Six Types of Involvement (Including: Sample Practices, Challenges, and Redefinitions)

For this activity, you are expected to read Epstein's Framework of Six Types of Involvement found in Appendix A. Next, reflect on the **impact** each practice has on students, parents, and teachers. Then, using the empty spaces under results for students, parents, and teachers, write your answers. Lastly, discuss the benefits of involving parents and the community in schools and how involving everyone equitably increases the community's cultural wealth and benefits all stakeholders.

TYPE 1

PARENTING

Help all families establish home environments to support children as students.

Sample Practices

- Suggestions for home conditions that support learning at each grade level.
 - Workshops, videotapes, and computerized phone messages on parenting and child-rearing at each age and grade level.
 - Parent education and other courses or training for parents (e.g., GED, college credit, family literacy).
 - Family support programs to assist families with health, nutrition, and other services.
 - Home visits at transition points to preschool, elementary, middle, and high school.
- Neighborhood meetings to help families understand schools and to help schools understand families.

Challenges

- Provide information to all families who want it or who need it, not just to the few who can attend workshops or meetings at the school building.
- Enable families to share information with schools about culture, background, and children's needs.
- Make sure that all information for and from families is clear, usable, and linked to children's success in school.

Redefinitions

- "Workshop" should mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read anywhere, anytime, and in varied forms.

Results for Students

Results for Parents

Results for Teachers

TYPE 2

COMMUNICATING

Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

Sample Practices

- Conferences with every parent at least once a year with follow-ups as needed.
- Language translators to assist families as needed.
- Weekly or monthly folders of student work sent home for review and comments.
- Parent/student pickup of report card with conferences on improving grades.
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
- Clear information on choosing schools or courses, programs, and activities within schools.
- Clear information on all school policies, programs, reforms, and transitions.

Challenges

- Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications.
- Consider parents who do not speak English well, do not read well, or need large type.
- Review the quality of major communications (newsletters, report cards, conference schedules, and so on).
- Establish clear two-way channels for communications from home to school and school to home.

Redefinitions

- "Communications about school programs and student progress" should mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.

Results for Students

Results for Parents

Results for Teachers

TYPE 3

VOLUNTEERING

Recruit and organize parent help and support.

Sample Practices

- School and classroom volunteer program to help teachers, administrators, students, and other parents.
- Parent room or family center for volunteer work, meetings, and resources for families.
- Annual postcard survey to identify all available talents, times, and locations of volunteers.
- Class parents, telephone trees, or other structures to provide all families with needed information.
- Parent patrols or other activities to aid the safety and operation of school programs.

Challenges

- Recruit volunteers widely so that all families know that their time and talents are welcome.
- Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate.
- Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.

Redefinitions

- "Volunteer" should mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.

Results for Students

Results for Parents

Results for Teachers

TYPE 4

LEARNING AT HOME

Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

Sample Practices

- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor and discuss schoolwork at home.
- Information on how to assist students to improve skills in various class and school assessments.
- Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class.
- Calendars with activities for parents and students at home.
- Family math, science, and reading activities at school.
- Summer learning packets or activities.
- Family participation in setting student goals each year and in planning for college or work.

Challenges

- Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives students responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork.
- Coordinate family linked homework activities if students have several teachers.
- Involve families and their children in all-important curriculum-related decisions.

Redefinitions

- "Homework" should mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.
- "Help" at home should mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.

Results for Students

Results for Parents

Results for Teachers

TYPE 5

DECISION MAKING

Include parents in school decisions, developing parent leaders and representatives.

Sample Practices

- Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation.
- Independent advocacy groups to lobby and work for school reform and improvements.
- District-level councils and committees for family and community involvement.
- Information on school or local elections for school representatives.
- Networks to link all families with parent representatives.

Challenges

- Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school.
- Offer training to enable leaders to serve as representatives of other families with input from and return of information to all parents.
- Include students (along with parents) in decision-making groups.

Redefinitions

- "Decision making" should mean a process of partnership, and shared views and actions toward shared goals-not just a power struggle between conflicting ideas.
- "Parent leader" should mean a real representative with opportunities and support to hear from and communicate with other families.

Results for Students

Results for Parents

Results for Teachers

TYPE 6

COLLABORATING WITH COMMUNITY

Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Sample Practices

- Information for students and families on community health, cultural, recreational, social support, and other programs or services.
- Information on community activities that link to learning skills and talents, including summer programs for students.
- Service integration through partnerships involving school, civic, counseling, cultural, health, recreation, and other agencies and organizations as well as businesses.
- Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others).
- Participation of alumni in-school programs for students.

Challenges

- Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities.
- Inform families of community programs for students such as mentoring, tutoring, and business partnerships.
- Assure equity of opportunities for students and families to participate in community programs or obtain services.
- Match community contributions with school goals and integrate child and family services with education.

Redefinitions

- "Community" should mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development.
- "Community" rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools.
- "Community" means all who are interested in and affected by the quality of education – not just those with children in the schools.

Results for Students

Results for Parents

Results for Teachers