

Amplifying Community Engagement for Continuous Improvement

CERA Conference 2023 | November 14, 2023

Presented by CCEE & WestEd

Welcome!

Objectives

- Gain a solid understanding of the Dual Capacity-Building Framework, Participatory Systems Change for Equity Approach, and the objectives of the Community Engagement Initiative (CEI).
- Identify best practices for community engagement and learn how to evaluate their effectiveness for potential implementation in their local context.
- Gather insights on scaling successful practices and integrating them into continuous improvement efforts within their own communities.

Agenda



Welcome and Conocimiento



California's Community Engagement Initiative
(CEI)



CEI Impact Data



Community Partnerships for Systems Change
(CPSC) Framework



Small Group Reflection



Next Steps, Gratitude, and Close

Conocimiento

California's Community Engagement Initiative (CEI)

The Community Engagement Initiative

is Jointly Led by:



Community Engagement Initiative (CEI)

CEI was established to build communities' and districts' capacity to implement effective community engagement practices with a focus on improving student outcomes.

What is the Community Engagement Initiative? What will it accomplish?

A statewide Community Engagement Initiative that:



Comprises a **network** of family members, students, school and district leaders, teachers, and community partners learning and leading together



is responsive to and values the racial, cultural, linguistic, and experiential assets of the **community**



Will build capacity:



... of county offices of education and school districts across the state, to implement equitable and culturally responsive **community engagement**



... of families, community members, school, and district staff, to create authentic **school-community partnerships** that influence student success.



LEVEL 1 SUPPORT FOR ALL

Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.



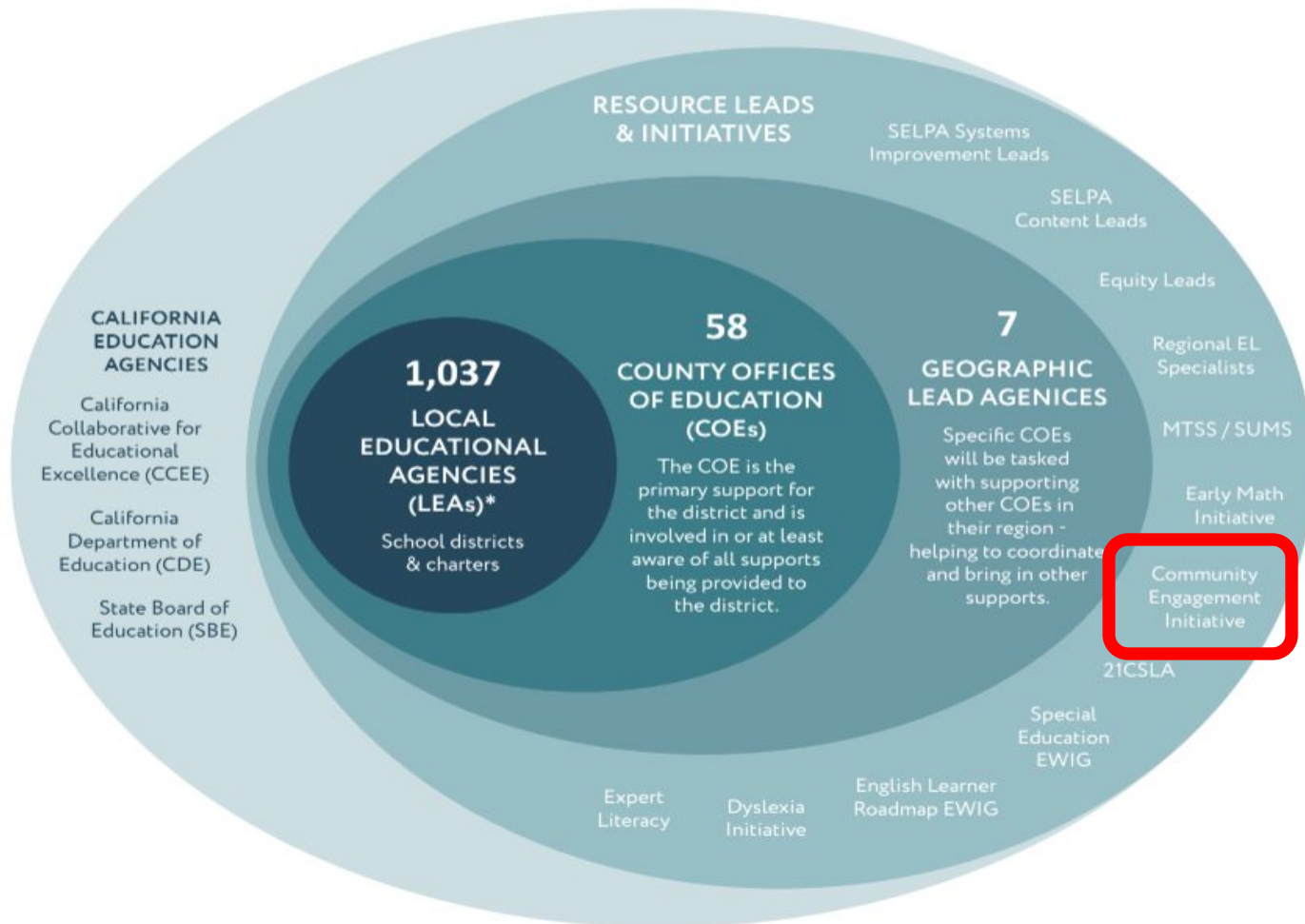
LEVEL 2 DIFFERENTIATED ASSISTANCE

County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with LEAs and COEs to address identified performance gaps among student groups.



LEVEL 3 INTENSIVE INTERVENTION

The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.



The State established the Community Engagement Initiative to:

Build

Build capacity in communities and districts to have difficult conversations with each other and build trust, with a focus on improving outcomes for pupils

Identify

Identify effective models of community engagement and metrics to evaluate those models

Develop

Develop effective peer-to-peer partnerships between districts and COEs, utilizing CCEE's PLN structure, to deepen community engagement

Scale up

Scale up this work to improve community engagement statewide and incorporate practices that prove effective towards district and COE continuous improvement efforts

The CEI Community Engagement Definition

Authentic partnerships amongst students, families, districts and communities that nurture relationships, build trust, ensure cultural, racial and linguistic equity, and lead to transformative student outcomes

Theory of Action

If the CEI lead agencies engage district participants in a leading and learning network PLLN that is informed by research and policy and responsive to the racial, cultural, linguistic and experiential assets of the communities...

...And if participants learn how to facilitate a learning network, build peer-to-peer relationships, and deepen their understanding of community engagement...

Then COEs and LEAs across the state will increase their capacity to implement effective, equitable and culturally responsive* community engagement practices...

That will strengthen capacity of families, community members, school, and district staff to have difficult conversations that lead to authentic school community partnerships that influence student success.

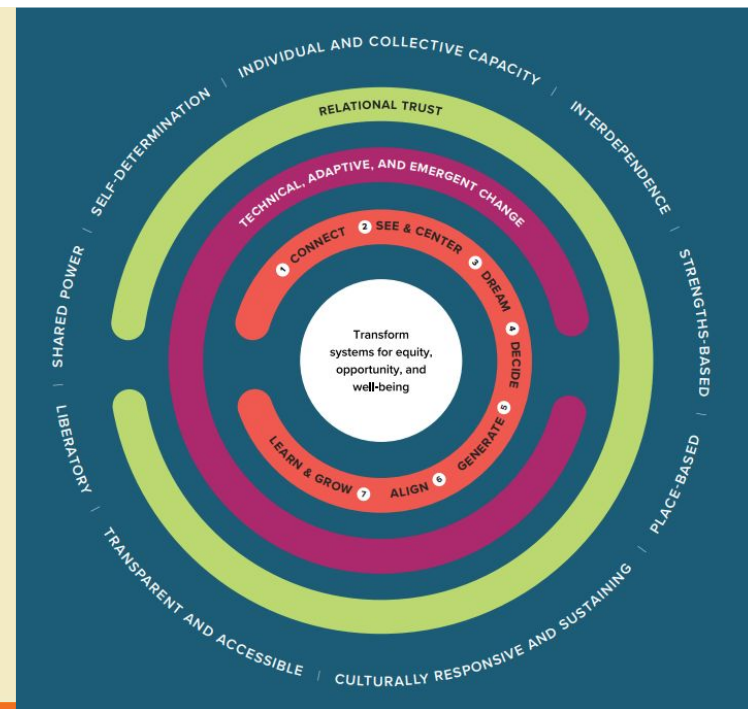
Community Partnerships for Systems Change (CPSC)

Dual Capacity Building Framework

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)

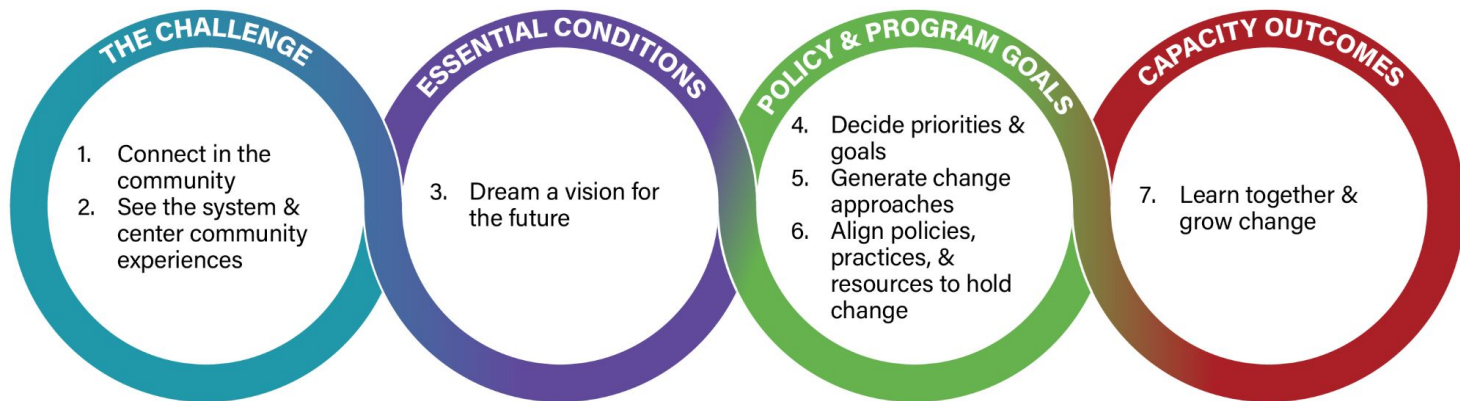


Participatory Systems Change for Equity



Community partnerships for Systems Change (CPSC)

The Dual Capacity Building Framework



Participatory Systems Change for Equity

Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org

Valdez, A., Cerna, R., & Hashmi, S. (2023). Participatory Systems Change for Equity. Retrieved from: www.wested.org

Element 1: Connect in Community



Meaningful, lasting change happens within community and is carried by trust. Attend to building community and growing relational trust throughout the course of the change process, including when new members of the community are introduced into the work. This involves creating opportunities for interpersonal connections, designing shared spaces that center belonging and that invite people to bring their full selves to the work, practicing active listening, and taking action that is responsive to community interests.

Element 2: See the System, and Center Community Experiences



Learn together with young people, families, and community partners about past and present community experiences. Involves exploring the history and impact of systemic oppression within a community, how systems have been designed and then experienced over time and by different groups, and how these systems are experienced by community members today at the individual, interpersonal, and systemic levels. Also involves learning together about local assets, needs, and opportunities, including historical knowledge, community expertise, and local organizations, partnerships, and resources.

Element 3: Dream a Vision for the Future



Collaborate with young people, families, community partners, and system leaders to build a vision for the future that is based on a shared understanding of the system, both past and present, and on an understanding of community experiences, strengths, needs, opportunities, and motivations. This vision is the collective dream that a community has for itself, its young people, and its families.

Element 4: Decide Priorities and Goals



Work together to determine priorities and goals that align with the community-defined vision and that are rooted in an understanding of the system and the community's experiences and aspirations. Priorities will help guide future investments, actions, and services, and goals will inform how the impact of systems-change efforts is measured.

Element 5: Generate Change Approaches



Work collectively to generate ideas for how to move from the current state of the system to the community-defined vision. This involves brainstorming and designing actions, services, and programs that interrupt inequitable system conditions and create opportunities for young people, families, and communities to thrive.

Element 6: Align Policies, Practices, and Resources to Hold Change



Change efforts are more likely to be effective and sustained when they operate within an aligned and coherent system. Work together with young people, families, and community partners to identify opportunities for alignment and coherence across policies, funding, communications, capacity building, data use, and goals. Practice participatory policymaking and participatory budgeting to support the implementation and sustainability of community-generated change strategies.

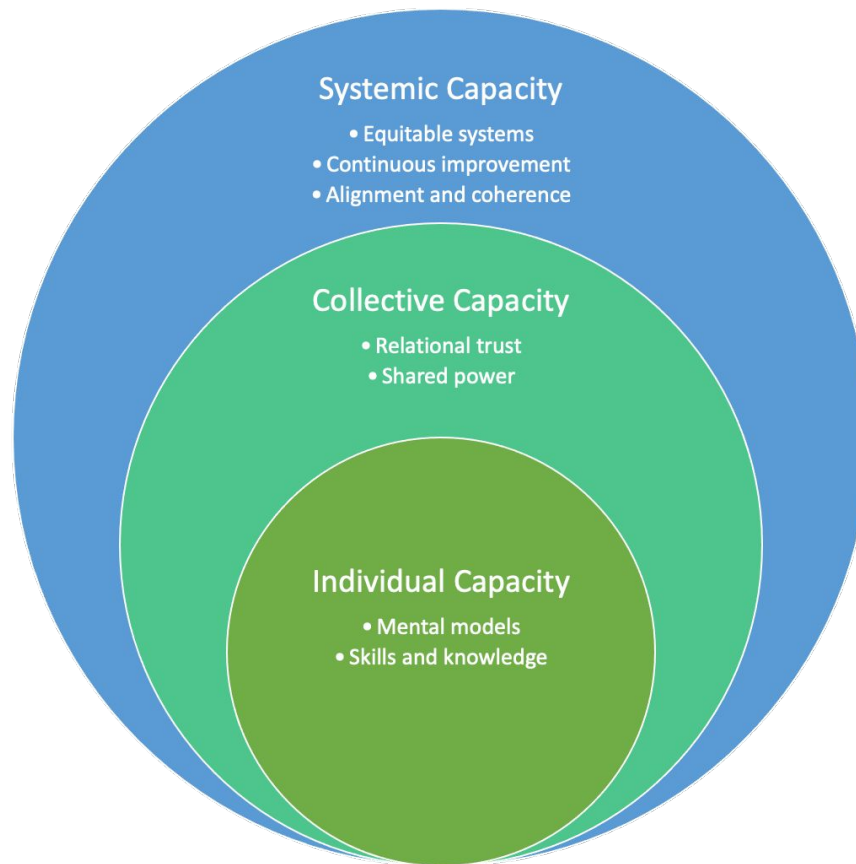
Element 7: Learn Together and Grow Change



Implement routines that provide opportunities for young people, families, community partners, and system leaders to learn together about what is working and what is not as change ideas are carried out. Rooted in principles of continuous improvement, this involves cocreating meaningful and practical measures of change and working together to iterate and scale change approaches over time.

Capacity Building

Capacity must be built at the individual, collective, and systemic levels as participatory systems change efforts are carried out.



CEI Impact Data

Prepared by:

RTI International

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Inform 2 Inspire

Year 1 Findings

External Evaluation

- More than **three-quarters** of PLLN participants reported that they **learned new research-based community** engagement practices that would enhance their districts' current practices. Some participants were able to implement the new practices this year while others hope to implement the practices in the future.
- Three-quarters of PLLN participants **believed** that the practices they learned in PLLN **are linked to improving student outcomes**.
- Due to what was learned in PLLN, a few districts **will implement new practices**, such as **incorporating student input**, to make the LCAP process more inclusive.
- PLLN participants reported that they are rethinking how they communicate and plan to **include parents or students who are not typically engaged**, especially indecision-making.

Year 2 Findings*

*Pandemic

External Evaluation

- Over 75% of Cohort I participants believed that their district has the right data to assess the effectiveness of their community engagement strategies and a process for improving their practices, while only half of Cohort II participants believed so.
- All Cohort I districts mentioned that their district leadership provided support for their work, which is also evidenced by the incorporation of three of the districts' problem of practice strategies in their Local Control and Accountability Plan (LCAP) plan.

Year 3 Findings

External Evaluation

- Eighty-eight percent of Cohort I (N = 32) and II (N = 64) survey respondents said that as a result of participating in CEI, they are more likely to **address challenges in their district's community engagement practices**.
- Interviewees explained that **hearing other districts** share how they address community engagement challenges **motivated** them to address their own district's challenges. A majority of Cohort II (N = 60) respondents felt confident applying improvement science tools to address their problem of practice.
- More than half (60%, N = 30) of Cohort I survey respondents were certain that practices they implemented because of participation in CEI is impacting student outcomes, while **others were unsure or disagreed**

Dashboard Results

Challenge

How do you measure the impact of the Community Engagement Initiative on LEAs, their staff, and students?

Solution

Use publicly available common data from Dataquest and the California School Dashboard's Local Indicators

Compare changes over time between CEI districts and all districts in California

1

Santa Ana Unified Summary | X
caschooldashboard.org/reports/3066670000/2021

California School DASHBOARD

Home State Summary Search More Information Select Language

PERFORMANCE OVERVIEW

Santa Ana Unified

Explore the performance of Santa Ana Unified under California's Accountability System.

Generate PDF Report
View All Schools
View Additional Reports

2021

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#) and the [COVID-19 Accountability FAQs](#).

Basics: Teachers, Instructional Materials, Facilities
Implementation of Academic Standards
Parent and Family Engagement
Local Climate Survey

Access to a Broad Course of Study

SANTA ANA UNIFIED

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities
View More Details

LEARN MORE

Parent and Family Engagement
View More Details

LEARN MORE

Local Climate Survey
View More Details

2

DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA

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Lowest Performance Red Orange Yellow Green Blue Highest Performance
About the Accountability System

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Academic Performance
Implementation of Academic Standards

Academic Engagement
Access to a Broad Course of Study

Conditions and Climate
Basics: Teachers, Instructional Materials, Facilities
Parent and Family Engagement
Local Climate Survey

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the presence of appropriately assigned teachers; students' access to curriculum-aligned instructional materials, facilities, and functional school facilities.

[View More Information](#)

Parent and Family Engagement

This measure addresses Parent and Family Engagement. In this measure, an LEA builds relationships between school staff and families, builds partnerships for student outcomes, and seeks input for decision-making.

[View More Information](#)

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled

3

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP) and reports to stakeholders and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Initial Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Beginning Development

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Initial Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus for improvement, including how the LEA will improve the engagement of underrepresented families.

To support equity, access and inclusion, the Community Relations department is responsible for supporting the practice of FACE throughout the District and community. Although the practice of engaging all stakeholders is the responsibility of all those who serve students, the District is committed to providing all the support, resources, and structure by establishing a Wellness Center at each one of the 55 sites in addition to a District Wellness Center. To support fidelity of this practice and provide additional support to schools, families, and community, sites are staffed with FACE staff who act as facilitators in providing support, resources, and access to a variety of options reflective of the needs of each site.

Family engagement is one of the most important practices to ensure equity, access and a reflective, inclusive and positive school climate, which directly impacts educational outcomes. When families are engaged at school, children perform better in both behavior and academic achievement. To further expand community engagement

A

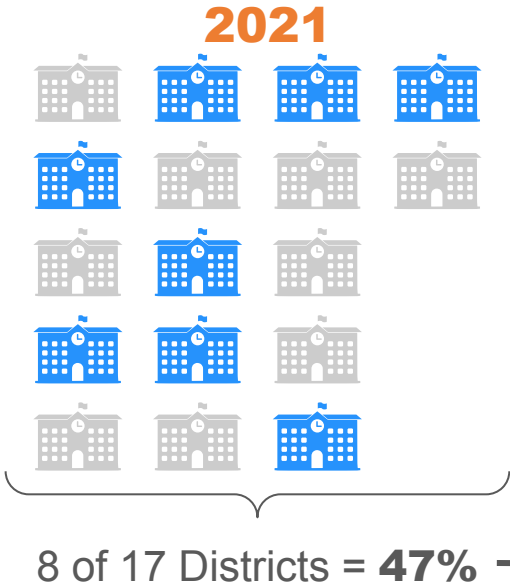
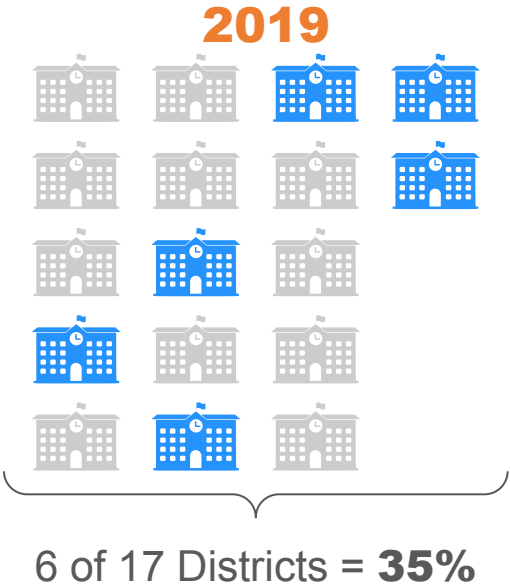
Self Reflection Tool Rating Scale (lowest to highest)

- 1 Exploration And Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation and Sustainability

B

Word Count Analysis

Analysis Methods for Measuring Parent and Family Engagement Self-Ratings



Change in Percent of Districts with Self-Rating of “Full Implementation” or “Full Implementation and Sustainability” as reported on the California School Dashboard

-----> **+12%**

CEI OVERVIEW

COMMUNITY
ENGAGEMENT
INITIATIVE
2022 ANNUAL REPORT

CEI COHORT DISTRICTS

17
DISTRICTS

380,000
STUDENTS

77%
UNDUPLICATED

STATE OF CALIFORNIA

1,000+
DISTRICTS

6 Million
STUDENTS

62%
UNDUPLICATED

COHORT 1 & 2 DISTRICTS

17 CEI DISTRICTS

1. Upper Lake Unified
Approx. Enrollment: 1,000
2. Oakland Unified
Approx. Enrollment: 49,000
3. Pajaro Valley
Approx. Enrollment: 19,000
4. Salinas Union High
Approx. Enrollment: 16,000
5. Parlier Unified
Approx. Enrollment: 3,000
6. Bakersfield City
Approx. Enrollment: 29,000
7. Oxnard Union High
Approx. Enrollment: 15,000
8. Cajon Valley Union
Approx. Enrollment: 17,000
9. Victor Valley Union High
Approx. Enrollment: 11,000
10. Azusa Unified
Approx. Enrollment: 7,000
11. Ontario-Montclair
Approx. Enrollment: 19,000
12. Chino Valley Unified
Approx. Enrollment: 27,000
13. Anaheim Union High
Approx. Enrollment: 29,000
14. Santa Ana Unified
Approx. Enrollment: 47,000
15. Silverdale Unified
Approx. Enrollment: 40,000
16. Moreno Valley Unified
Approx. Enrollment: 32,000
17. Val Verde Unified
Approx. Enrollment: 19,000



SUMMARY REPORT

COMMUNITY
ENGAGEMENT
INITIATIVE
2022 ANNUAL REPORT

Change from 2019-2021 in Percent of Districts with Self-Rating
of "Full Implementation" or "Full Implementation and
Sustainability" on the California School Dashboard

CEI Cohort	California	Category
+12%	+10%	Relationships: Building Trust and Respect
-6%	+11%	Relationships: Creating Welcoming Environments
+35%	-5%	Relationships: Supporting Staff
+12%	+9%	Relationships: Developing Opportunities for Communication
0%	0%	Partnerships: Providing Professional Learning
+18%	+2%	Partnerships: Providing Families with Resources
+12%	+11%	Partnerships: Implementing Policies and Programs
+18%	-3%	Partnerships: Supporting Families as Advocates
+24%	0%	Decision Making: Building Capacity for Leaders and Staff
+18%	-5%	Decision Making: Building Capacity for Families
+29%	-4%	Decision Making: Implementing Strategies to Connect with Families
+12%	-9%	Decision Making: Providing Opportunities for Engagement

Average ratings based on 2019 and 2021 California School Dashboard Local Indicator self-ratings using the 5-point scale with 1-Exploration and Research Phase, 2-Developing, 3-Initial Implementation, 4-Full Implementation, and 5-Full Implementation and Sustainability



NARRATIVE RESPONSES

Average number of words in narrative responses on
CA School Dashboard Local Indicator Narratives
(1) Relationships; (2) Partnerships; and (3) Decision Making

CEI DISTRICTS



In 2021, CEI Cohort districts
used 49% more words than
districts across the State of
California in the narrative
responses on the CA School
Dashboard Local Indicators

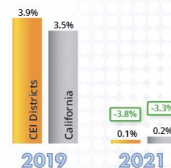
CALIFORNIA



SUSPENSION RATE

COMMUNITY
ENGAGEMENT
INITIATIVE
2022 ANNUAL REPORT

Change from 2019 to 2021 in Suspension Rates
for CEI Cohort Districts vs. Districts across California



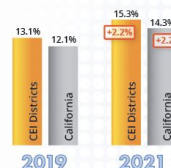
In 2021, the suspension rate in
CEI Cohort Districts was half
the State average and declined
more than the State average

CEI Suspension Data:
2019-20 data is valid and reliable for the area schools were
physically open but not comparable to other years.



CHRONIC ABSENTEEISM

Change from 2019 to 2021 in Chronic Absenteeism Rates
for CEI Cohort Districts vs. Districts across California



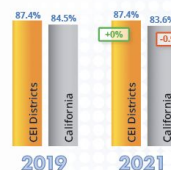
In 2021, the rate of chronic
absenteeism increased equally
in CEI Cohort districts and in
the State average.

Chronic Absenteeism Data:
2019-20 data is valid and reliable for the area schools were
physically open but not comparable to other years.



GRADUATION RATE

Change from 2019 to 2021 in Graduation Rates
for CEI Cohort Districts vs. Districts across California



The graduation rate in CEI
Cohort Districts remained the
same in 2021 while the State
average declined nearly 1%

Graduation Rate Data:
Adjusted averages are calculated by combining the number
of students who graduated from high school in four years with a
regular high school diploma divided by the number of students
from the adjusted cohort for the graduating class.

Data Reflection

- What stands out for you from the data?
- What insights did you gain?
- What feedback do you have to improve or refine the metrics?
- Are there any other indicators that should be considered?
- How might these insights inform policy and practice?
- What might we anticipate learning from this data set over time?

Theory of Action

If the CEI lead agencies engage district participants in a leading and learning network PLLN that is informed by research and policy and responsive to the racial, cultural, linguistic and experiential assets of the communities...

...And if participants learn how to facilitate a learning network, build peer-to-peer relationships, and deepen their understanding of community engagement...

Then COEs and LEAs across the state will increase their capacity to implement effective, equitable and culturally responsive* community engagement practices...

That will strengthen capacity of families, community members, school, and district staff to have difficult conversations that lead to authentic school community partnerships that influence student success.

Small Group Discussion

1. Organize into groups of three.
2. Take a few minutes to review the theory of action and CPSC framework.
3. Discuss the reflection questions and select one response to share with the group.

Reflection questions: Consider what you've learned about the CEI so far, including the purpose of the initiative and how it's been measured for impact to date.

- **Measurement.** What else might be important to measure to better understand the impact of the initiative? How might we measure this?
- **Logic Model.** What about the logic model might you change or add?

Regroup and Reflect

What big ideas emerged?
What questions came up?

Next Steps for Our Measurement Journey

Thank you!