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| **Name of Grant Program:** Strengthening Family-School Partnership Grant |  | **Fund Code:** 0339 |

**Addendum A: Additional information**

As the Department considers how to best support districts, schools, and community organizations to engage with families, it is important that we create opportunities to build capacity of administrators and educators to more effectively engage with families in ways that are culturally responsive and anti-racist.

Additionally, dual capacity involves building on strengths of both families and providers. Relationship building between families, educators, and the community is foundational for this grant. Positive relationships pave the way for successful family engagement, and building healthy relationships is an ongoing process that requires a series of authentic interactions over time.

This grant is designed to coordinate and align the [Strengthening Partnerships: A Framework for Prenatal through Young Adulthood Family Engagement in Massachusetts](https://www.doe.mass.edu/sfs/family-engagement-framework.pdf) (referred to as the MA Framework; Strengthening Partnerships, 2020) and [The Massachusetts Family, School, and Community Partnership Fundamentals (2.0) document](https://massgov-my.sharepoint.com/personal/olga_m_lopez_mass_gov/Documents/Attachments/e%20Family%2C%20School%20and%20Community%20Partnership%20Fundamentals%20Self-Assessment%20Version%202.0).

Grant applications should address at least two or more elements of the Framework on their action plans

1. Building Positive Relationships
2. Family well-being
3. Promoting Pathways
4. Supporting Child and Youth Development, Learning, Health and Well-Being

All interested applicants are required to convene a team composed of the family engagement director, family engagement liaison/coordinator, at least one (1) district level administrator, representation from the partnering school(s), at least one (1) community partner, at least one (1) family member, and districts that have a 21st Century Community Learning Centers (21st CCLC) grant should also include their coordinator on the team. Funding may be used to stipend family members to participate on the planning team(s).

**Additional details about each of the grant options can be found below.**

**OPTION ONE: La Respuesta (The Answer) - Working with Equity Imperative (EI)**

This option is envisioned as a pipeline program to create career pathways for families. EI will work with funded applicants to co-design a family engagement initiative that will create opportunities for family members to be hired as paid part-time hall monitors in school buildings.

The goal of this initiative is for districts to invest resources and create opportunities for family members to potentially become paraprofessionals or to increase their presence through other roles within a school setting.

The Equity Imperative will work with teams to:

* Design a marketing campaign to support school recruitment of family members to inform the school community of the purpose behind the initiative.
* Design programming to help meet the unique needs of the school(s) being supported.
* Develop orientation materials for current staff who will be leading the effort within the school.
* Develop orientation and ongoing professional learning in English and Spanish for family members taking the role.
* Provide ongoing technical support for staff members leading the initiative within the school.
* Amplify family voice to enhance meaningful family engagement.

**Marketing Tools (District-Wide)**

The Equity Imperative will create the following customizable marketing tools for each applicant

* Two (2) explainer videos, one adult-facing and one student-facing, that can be used on social media, within the school community, and for the broader community to understand the initiative.
* Project logo that includes the school district imagery for the initiative*.*
* Guide for media campaign to support the roll out of the initiative.
* Program Planning & Design (School-Specific).
* The Equity Imperative will lead two (2) meetings with stakeholders to help guide the roll out and gain a deeper understanding of the needs.

**Orientation – Staff (School-Specific)**

The Equity Imperative will lead one (1) orientation session specific for the school staff who will be taking up leadership within the school and coordinating the family member hall monitors.

**Orientation – Family Members (School-Specific**)

The Equity Imperative will lead one (1) orientation session specific for the family members who will be hall monitors within the school. All family-facing sessions will be conducted in English/Spanish, as needed.

**Professional Learning (School-Specific)**

The Equity Imperative will offer three professional learning opportunities for family member hall monitors that will reinforce the school-based work, and focus on:

* Equipping hall monitors with knowledge of school-based network for student success
* Skillset to build Developmental Relationships and de-escalation strategies
* Pipeline opportunities to advance professionally within the school/district
* Family voice to connect with school improvement

**Technical Support and Guidance**

The Equity Imperative will schedule three (3) technical support sessions to equip the lead staff members with:

* Building a professional learning calendar for the hall monitors.
* Follow up on the skills learned from the professional development.
* Capacity to advocate on behalf of family voice and needs.

**OPTION TWO: Partnering with Diverse Families Connecting with the “Disconnected”**

To get a better understanding of the collaborative relationship they have with diverse family's district teams will work with School & Main Institute (SMI) to develop specific barrier-busting and support strategies for strengthening relationships with families who are less connected.

**SMI will support school and district leaders in the following ways:**

* Review current strategies for understanding your relationship/connection with families and hearing family voice.
* Get feedback about family partnership practices (communication, family roles, etc.) and assess if/how they are working for different types of families.
* Identify family connectors and culture brokers who can help bridge the gap.
* Identify if/where restorative approaches might be needed to build relationships with disconnected families.
* Develop a strategy for clearly communicating roles family members can play in the life of the school, including leadership roles.

As part of planning, SMI will have district reflect on these five areas. For the actual plan itself, applicants will focus on 1-2 areas specifically and plan "thin edge of the wedge" strategies - things they know they can and will do in the next 12-18 months.

**Action Plan Areas** - always focused on strengthening partnerships with diverse who are more disconnected families

**1.** **Staff Capacity**: Identifying staff PD and support strategies that build the mindset educators need in order to partner effectively with diverse families (cultural competence, understanding diverse experiences families have in life and with schools, cultural perspectives on family school partnerships)

**2.** **Relationship/Trust Building**: Identifying specific strategies for connecting with and engaging diverse families as partners (e.g., relationship building strategies, use of culture brokers/community partners, developing diverse parent leaders)

**3.** **Family Voice**: Identifying specific, regular methods for hearing from diverse families and using family feedback

**4.** **Family Well-Being**: Identifying strategies for ensuring diverse families experience school as a cornerstone of family life and connection to resources (e.g., understanding resource needs; assessing whether the school is welcoming; activities, opportunities, programming is accessible and friendly to diverse families)

**5.** **Family Leadership**: Identifying specific strategies for cultivating diverse leaders, connecting diverse families to key school and district structures and decision-making bodies

Those 5 areas align with the MA Family Engagement Framework; Strengthening Partnerships, (2020) and [The Massachusetts Family, School, and Community Partnership Fundamentals (2.0](https://massgov-my.sharepoint.com/personal/olga_m_lopez_mass_gov/Documents/Attachments/e%20Family%2C%20School%20and%20Community%20Partnership%20Fundamentals%20Self-Assessment%20Version%202.0)).