



CAREER CONNECTED  
LEARNING PHL

Positioning Philadelphia's Youth for Career Success

# Partnering and Engaging with Families and Caregivers

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# Objectives

- Gain an understanding of what engagement means
- Discuss barriers to engagement and strategies to overcome them
- Identify ways to engage families and caregivers in your programs

# What the research says

- Engagement contributes to positive outcomes
- Increase participation in positive health behaviors
- Families feel comfort when communicating their own strategies
- Increase likelihood of identifying needs and relevant and culturally-appropriate plans

# C2L Ecosystem



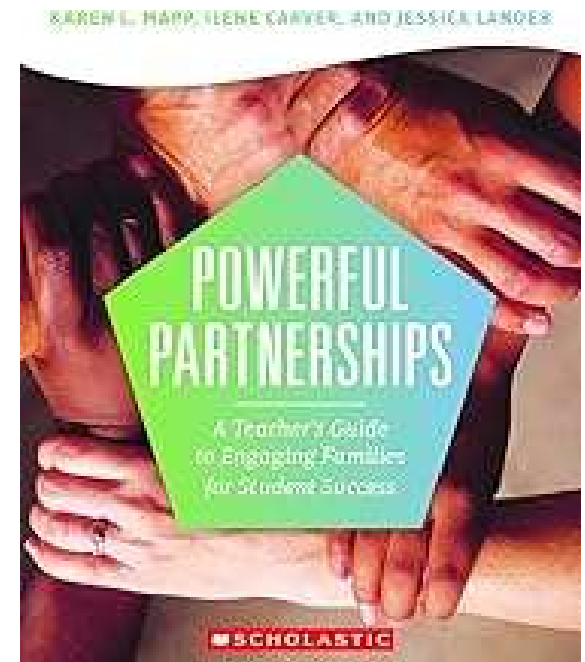
# Previous Experience

- What barriers have you experienced?
- What has worked for you regarding engagement and why?
- What role do staff play in engagement?
- What techniques have you tried to increase family engagement?
- How do you define engagement?

# What does engagement mean?

“Family engagement is a full, equal, and equitable partnership among families, educators, and community partners to promote children’s learning from birth through college and career.”

(Mapp & Bergman, 2021)



# Benefits of Engagement

- Cultural capital
- Improved performance and outcomes
- SEL development
- Community building



# Self-reflection

- Think back to your own childhood and own school experience. How was your family connected or not connected to your school and education experience?

# Core Beliefs

All families have dreams for their children

All families have the capacity to support

Families and staff are equal partners

The responsibility to sustain partnerships rests with the practitioners

# Reflection

- Which of the Four Core Beliefs are most reflected in the work you do with families?
- Which of the Core Beliefs might you embrace more closely?

All families have dreams for their children

All families have the capacity to support

Families and school staff are equal partners

The responsibility to sustain partnerships rests with the educators

# Challenges for Educators and Practitioners

- Lack of exposure to strong examples of family engagement
- Received minimal training
- Partnership not seen as essential
- Developed deficit mindset



# Challenges for families/caregivers



- Lack of exposure to strong examples of family engagement
- Negative past experiences with the education system
- May not feel invited into their youth's education
- May feel disrespected, unheard, and unvalued

# Attitudes and Expectations

- Embarrassment, sense of failure, competition
- Perceived stigma and fear of being judged
- Feeling blamed for youth problems
- Loss of privacy
- Consequences of signing up
- Not valuable to families
- Waste of time

# Scenario 1

You notice that Shane has not been showing up to program consistently. Their worksite also reports the same thing. You ask them why they don't always show up and their response is that they have to take care of their younger sibling sometimes.

## Scenario 2

Jaime, a 13 year-old youth in your program, has been disruptive lately. During skill building time they always have questions that have nothing to do with the activity. You notice that while they are in small groups working on their project that they will often wander off and talk with the other groups.

## Scenario 3

Jordan comes to the program and their assigned worksite on a daily basis. Unfortunately, they do not seem to be engaging in anything. They usually sit off in a corner by themselves with earpods in, so it's hard to know whether they are actually listening to anything. You ask Jordan to take out their earpods and they do, but you notice that eventually, they are back in.

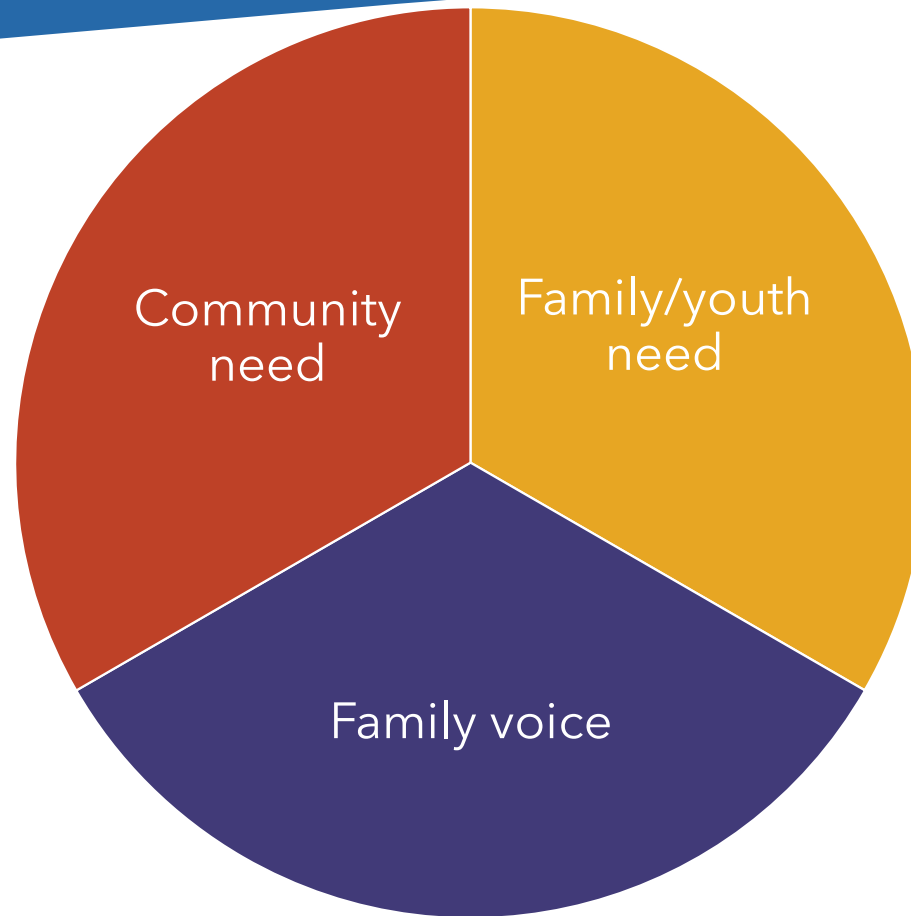
## Scenario 4

Alex arrives to programming on time but is consistently late for their worksite. You know that they are within walking distance from the program site but to get to their worksite requires transportation, which you have provided support for. You ask them why they are late and they say they don't know.

# Strategies to overcome barriers

- Active Listening
- Empathetic Listening
- Build Trust
- Guiding Principles

# Needs Assessment



# Active Listening

- Paying attention
- Non-verbal cues
- Providing feedback
- Reflecting and paraphrasing

# Empathetic Listening

- Understanding emotional experience
- Suspend bias and ego
- Show vulnerability

# Empathetic Listening Video



# Tips for Empathetic Listening

- Ask open-ended questions
- Emotional validation
- Self-awareness

# Build Trust

Find common  
ground

Take time to  
understand

Observe /  
active  
listening

Build  
rapport  
with youth

# Collaboration Traits

- Why do you enjoy working with this person?
- What makes it a productive working relationship?
- How might you collaborate or share different tasks?
- How might your strengths and weaknesses complement one another?

# Guiding Principles

- Directly linked to learning
- Build relationship between educator and family, and between families
- Collaborative
- Honor cultural differences
- Interaction

# Case Study

- Cornerstone Program, 8-week C2L service 25 youth ages 16-20
- Youth with disabilities and in justice system
- Project is service-learning
- Program wants to get families more involved

# Planning your program

What are some ways to get families engaged in your program?

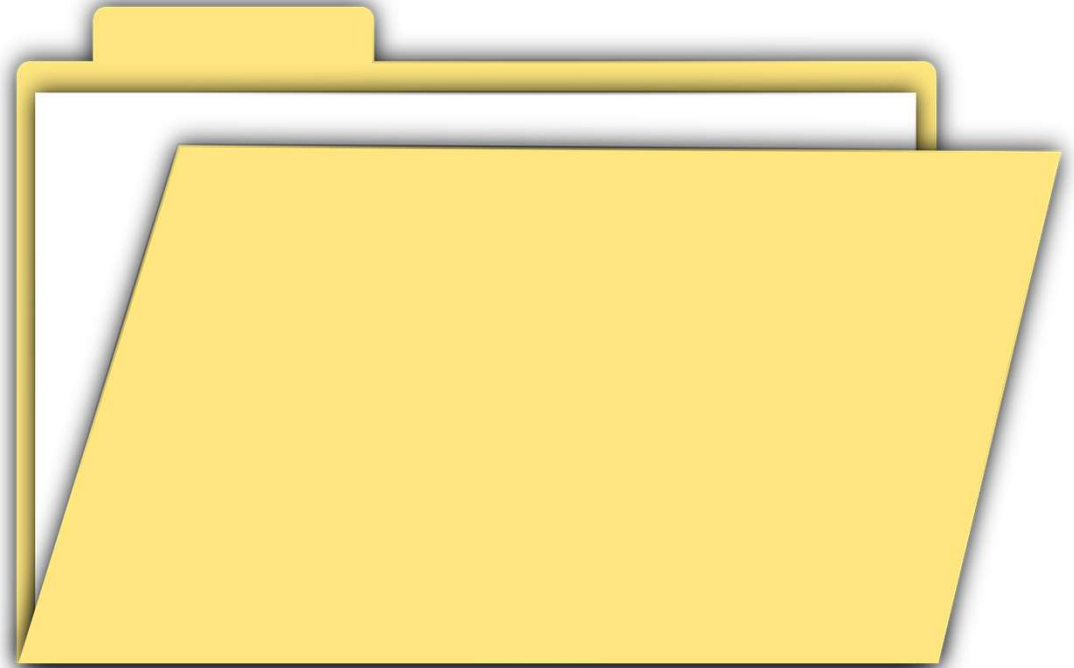
# Next Steps

How would you overcome the barriers identified?

# Keeping TABBs

T  
A  
B  
B

Takeaway  
Action  
Barriers  
Benefits



# Capacity Building Virtual PD Events

**Visit Virtual PD Events Page!**

*Training Sessions occur  
Thursdays  
at 10 am*



# Questions?

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