



October 19 - 23, 2020



**KEEP CONNECTED
(VIRTUAL) INSTITUTE**




Locate These Zoom Tools


- ✓ Mute/unmute
- ✓ Video on/off
- ✓ Chat pane
- ✓ Participant pane

Make Sure You Have

- ✓ Day 1 Workbook
- ✓ Paper/Post-It Notes
- ✓ Pen or pencil




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Our Time Together

Today	Tuesday	Wednesday	Thursday	Friday
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;"> <div style="border: 1px solid #4a86e8; border-radius: 10px; padding: 5px; background-color: white;"> Introduction Brag, Nags, Aspirations </div> </div> <div style="margin-bottom: 10px;"> </div> <div style="border: 1px solid #4a86e8; border-radius: 10px; padding: 5px; background-color: white;"> Reframing Family Engagement </div> </div>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;"> <div style="border: 1px solid #4a86e8; border-radius: 10px; padding: 5px; background-color: white;"> Developmental Relationships: Roots of Success </div> </div> <div style="margin-bottom: 10px;"> </div> <div style="border: 1px solid #4a86e8; border-radius: 10px; padding: 5px; background-color: white;"> Rethinking Barriers to Partnerships </div> </div>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;"> <div style="border: 1px solid #4a86e8; border-radius: 10px; padding: 5px; background-color: white;"> Set Up <i>Keep Connected</i> for Success </div> </div> <div style="margin-bottom: 10px;"> </div> <div style="border: 1px solid #4a86e8; border-radius: 10px; padding: 5px; background-color: white;"> Stop Recruiting Families </div> </div>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;"> <div style="border: 1px solid #4a86e8; border-radius: 10px; padding: 5px; background-color: white;"> Prepare to Lead KC Workshops (Pt. 1) </div> </div> <div style="margin-bottom: 10px;"> </div> <div style="border: 1px solid #4a86e8; border-radius: 10px; padding: 5px; background-color: white;"> Launch, Assess, Improve, and Extend KC </div> </div>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;"> <div style="border: 1px solid #4a86e8; border-radius: 10px; padding: 5px; background-color: white;"> Prepare to Lead KC Workshops (Pt. 2) </div> </div> <div style="margin-bottom: 10px;"> </div> <div style="border: 1px solid #4a86e8; border-radius: 50%; padding: 10px; background-color: white; width: 80%;"> Open for questions, discussion, planning </div> </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: green; color: white; padding: 5px; border-radius: 5px;">Implementation Toolkit</div> <div style="background-color: #4a86e8; color: white; padding: 5px; border-radius: 5px;">Monthly group coaching (2 options per month, December – May)</div> </div>				



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Welcome, Sandra Rascon



Toberman Neighborhood Center
San Pedro, California



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Welcome, Sandra Rascon




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Toberman Neighborhood Center
San Pedro, California



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1 10 Tap Strengths and Resilience

2 9 Deepen Relationships With Families

3 8 Cultivate Relationships Within Families

4 Build Relationships Among Families


5 Engage Across Transitions and Settings

6 Co-Create an Agenda

7 Empower Families

1-2 ideas from each group yesterday

(1 sentence per idea)




Check-In with Mentimeter

On your smartphone or a browser: menti.com

Enter this code: **93 51 91 2**

Respond to 1-2 questions that resonate:

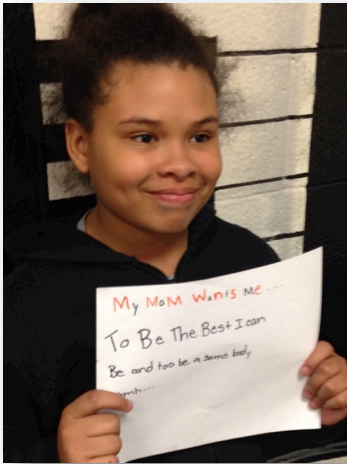
- What most surprised you yesterday?
- What was a light bulb moment for you?
- What lingering question do you have?
- Is there something else you want to say?

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Objectives for This Week



- Online learning community
- KC: Principles, purpose, goals, structure
- Developmental relationships
- Connecting with families
- Time, resources needed
- Organizing and planning
- Facilitating sessions
- Start-up plans

Today's Objectives

Workbook, Page 3

Developmental Relationships: The Roots of Success for Youth and Families

- Articulate the five elements of a Developmental Relationship.
- Recognize the Framework's value for family relationships.
 - Strengths & Stretch
- Identify ways to integrate the framework across your organization.

Rethinking Barriers to Partnering With Today's Families

- Unpack assumptions about barriers that limit family engagement.
- Reframe barriers as a broader, systemic challenge.
- Identify relationship-centered strategies to begin reduce barriers

+ Dig into the implementation guide



VISION

To become
 more **intentional and inclusive**
 in cultivating **developmental**
relationships with, within, and
 among families
 through all the opportunities
 we have to interact with them.



“Many current approaches fail to take into account the relationship aspect of parenting. . . . Parenting theories tend to focus on behavioral, cognitive, or emotional domains, with limited attention to the interpersonal, relational aspects.”

(Tuttle, Knudson-Martin & Kim, 2012)



A Profound and Unique Relationship

“ ‘Parent’ is not actually a verb, not a form of work, and it isn’t and **shouldn’t be directed toward the goal of sculpting a child** into a particular kind of adult. Instead, to be a parent—to care for a child—is to be part of a **profound and unique human relationship**, to engage in a particular kind of love.”

—Alison Gopnik

The Gardener & the Carpenter (2016)



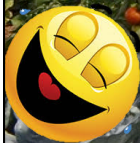
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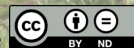
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Let’s dig into the metaphorical world of relationships, roots, and gardening

Maybe some new ideas will germinate!



Urban gardening in Flint, Michigan.
Photo by the Michigan Municipal League




 **A Botany Lesson from the Extension Service . . .**


What do plants need to grow?

Sunlight, water, air, proper temperature, nutrients.

How do plants get their water and nutrients?

Absorption by the roots



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 *If developmental relationships are roots of success and resilience for youth and families, what could tree roots teach us about the power of relationships?*


How do roots help trees? And how is that like how relationships help us grow, thrive, and be resilient?




Speak up or use the chat box to share your ideas.

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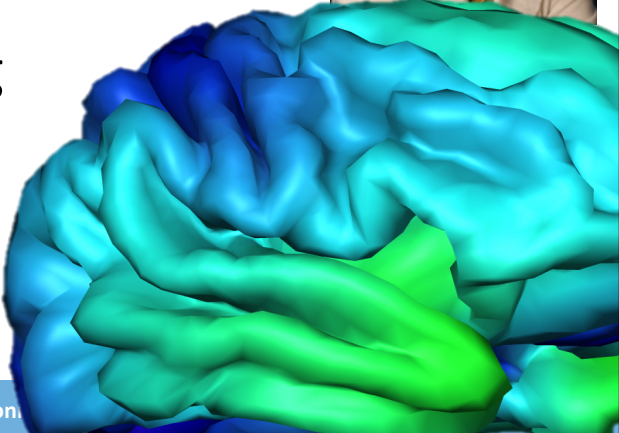


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Mary Helen Immordino-Yang
Neuroscientist, USC



“We don’t know how to become functioning humans outside of relationships.”

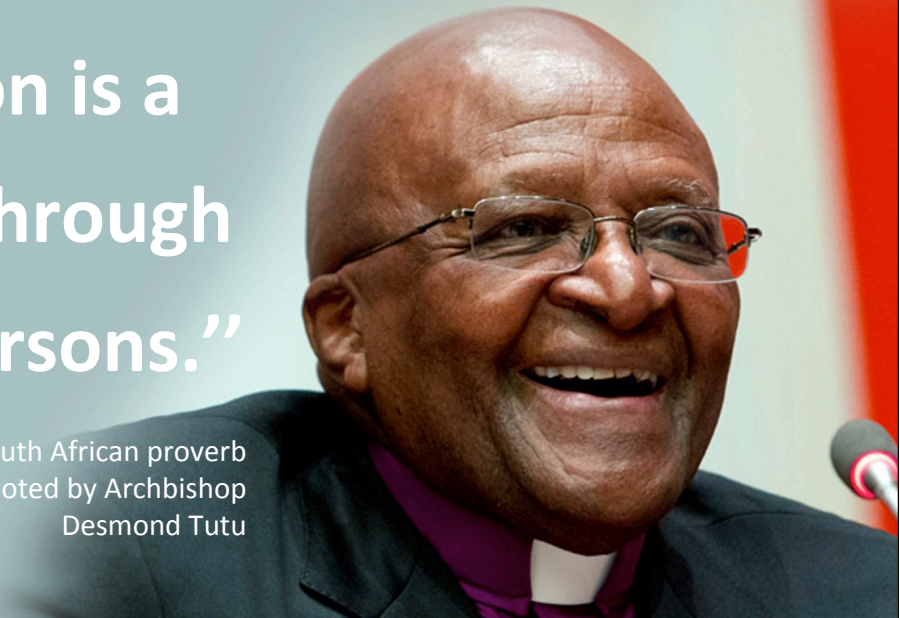


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“A person is a person through other persons.”

South African proverb
quoted by Archbishop
Desmond Tutu



Developmental Relationships are...

Close connections through which young people **discover who they are**, gain abilities to **shape their own lives**, and learn how to interact with and **contribute to the world** around them.

Identity

Agency

Commitment to
Community (Purpose)



What do you already know?

Which of these statements fits you best? (Pick one.)

- I teach others about developmental relationships.
- I regularly use developmental relationships in my work and/or personal life.
- I know a little about developmental relationships.
- I've heard about developmental relationships, but I can't remember where.
- Developmental *what?* I thought this was about Developmental Assets?
- My boss told me to come. Whatever.





Poll

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Developmental Relationships in Real Life




- Forthcoming (don't tell anyone I showed you)
- Still has a few glitches that need to be fixed
- Doesn't have names of people yet



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**DEVELOPMENTAL
RELATIONSHIPS**

Framework on page 4
Worksheet on page 7

**As We Briefly Pause on Each Element,
Reflect on . . .**

How might this element highlight **STRENGTHS** in families you partner with?

How might this element **STRETCH** families you partner with?



1 – 2 stories or examples of how each element has been important or challenging in your work.

Sandra pictures—she gets to go first!

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Express Care

Show me that I matter to you.





Be dependable	Be someone I can trust.
Listen	Really pay attention when we are together.
Believe in me	Make me feel known and valued.
Be warm	Show me you enjoy being with me.
Encourage	Praise me for my efforts and achievements.

“ I learned how to listen to both of them. I learned that the youngest has the right to request her time with me and to be able to express how she feels and what she’s thinking. ”

- Parenting Adult



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Challenge Growth

Push me to keep getting better.



Expect my best	Expect me to live up to my potential.
Stretch	Push me to go further.
Hold me accountable	Insist I take responsibility for my actions
Reflect on failures	Help me learn from mistakes and setbacks

“ I realized I needed to give responsibilities to my children. ”

— Parenting Adult


“ I think a big part of showing love for me is to set boundaries, rules. ”

— Parenting Adult




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Provide Support

Help me complete tasks and achieve goals.




Navigate	Guide me through hard situations and systems
Empower	Build my confidence to take charge of my life
Advocate	Stand up for me when I need it.
Set boundaries	Put in place limits that keep me on track.

“ I’ve made it my goal that I will be there 150 percent for her, no matter what. ”

—Parenting Adult

“ My oldest now steps in to help if the youngest is acting up. ”

—Parenting Adult



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Share Power

Treat me with respect and give me a say.




Respect me	Take me seriously and treat me fairly.
Include me	Involve me in decisions that affect me.
Collaborate	Work with me to solve problems & reach goals.
Let me lead	Create opportunities for me to act and lead.


“ We do a lot of compromising, we talk a lot about problems and brainstorm to come up with solutions. ”

— Parenting Adult



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Expand Possibilities

Connect me with people that broaden my world.

Inspire Help me see new possibilities for my future.


Broaden horizons Expose me to new ideas and experiences.

Connect Introduce me to people who help me grow.



“ I try to support him by being interested in what he likes, and trying it out. ”

— Parenting Adult



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DEVELOPMENTAL
RELATIONSHIPS

What Research Tells Us About this Framework

- Young people are more likely to experience strong developmental relationships at home than anywhere else.
- Tend to be strongest: Express care, challenge growth, provide support.
- Important influence on many areas of life.
- Share power may be particularly catalytic.
- A vital source of resilience in the face of challenges.



Workbook,
pages 5-6



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**DEVELOPMENTAL
RELATIONSHIPS**





Reflect on Your Own . . .




Workbook, page 7

Review the worksheet on p. 5. What else would you add or change as you look at the whole? What patterns do you see?

- How might this element highlight **STRENGTHS** in families you work with?
- How might this element **STRETCH** families?

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Breakout Room

Workbook, page 8

With your group, brainstorm answers to these questions, focusing first on elements of developmental relationships where you share the most interest.

- 1. How can you more intentionally notice, celebrate, and build on these **STRENGTHS** in family relationships?**
- 2. How can you more intentionally guide families to grow in their relationships when they feel **STRETCHED** by the framework?**

The person in the group who has the next birthday will facilitate and report out on ONE new idea for each of these questions that you discussed.



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DEVELOPMENTAL
RELATIONSHIPS



One new idea from your breakout group for each question

- How might this element highlight **STRENGTHS** in families you work with?
- How might this element **STRETCH** families?







Wrap-Up on Developmental Relationships

- Explored the five elements of Developmental Relationships as the roots of success for youth and families.



- Identified ways the framework could highlight Strengths and Stretches in families' relationships
- Began to explore how we might integrate the Developmental Relationships Framework across the organization.




Families Playlist
Use chat to:

- Add suggestions
- Recommend deletions

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How could you use the framework across your organization to strengthen relationships with, within, and among families?

- Sandra will prime the pump while you're thinking about it.
- As you're building your plan, use the worksheet to think of what you might do.

Workbook, page 9

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Rethinking Barriers to Family Engagement

A Strengths-Based Approach

We will:

- Deconstruct assumptions about barriers that limit family engagement
- Reframe barriers as a broader, systemic challenge.
- Identify relationship-centered strategies to begin reduce barriers (while working to address systemic change).



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Which barriers have you encountered?

- Schedule conflicts or too busy
 - Lack of transportation, money for fees
 - Not interested
 - Embarrassed to come
 - Language barrier
 - Didn't know about it
 - Afraid of ICE or other legal issue
 - Don't feel safe or comfortable
 - Don't seem to really care
 - No problem, so no need to participate
- (Pick as many as you need to.)**



Poll

If an important barrier isn't listed, add it in the chat box.



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Brownsville, Texas (United Way)

- Population: 140,000
- 91% Hispanic
- 53% of children in poverty
- Per capita income: \$9,700
- 49% over 25 haven't graduated from high school



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Talking Past Each Other

SCHOOLS SAY . . .

- Families don't care what happens at school.
- We communicate with families ALL THE TIME.
- Families don't take advantage of school-based services, like tutoring.
- Families won't return our phone calls.

PARENTS SAY . . .

- School doesn't care about families.
- School NEVER communicates.
- They have TUTORING?
- They've CALLED?



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Barriers: What Families Said

- Really busy.
- Haven't felt welcome in the past.
- Worried that they won't understand.
- Think immigration status might be questioned.
- Believe that everything's okay; they haven't heard otherwise.

BIGGEST: *Families did not believe they could do anything to make a difference. It didn't matter.*



Talking Past Each Other

“Why didn't they show up? They just don't care.”





Who's Really "Hard to Reach"



"[There is a] fundamental disconnect between what is designed and offered and what families want and need. . . . In other words, it is our institutions and the programs, practices, and policies that school personnel design that are 'hard to reach,' not the families."

(Mapp & Hong, 2010)



Individual Factors*



- Lack of trust in sponsoring organization
- Participation: Punitive, mandated
- Being judged, labeled, or diagnosed
- Fear of being blamed for challenges kids experience
- Loss of privacy and fear of consequences
- Sense of competition with other families or fear of being compared

* Most triggered or caused by institutional, structural, or cultural factors

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Systems of Power Create Barriers

Workbook, page 10

INDIVIDUAL

INDIVIDUAL
A *person's* beliefs & actions that serve to perpetuate oppression

- conscious and unconscious
- externalized and internalized

SYSTEMIC

INTERPERSONAL
The *interactions* between people —both within and across difference

INSTITUTIONAL
Policies and practices at the *organization* (or “sector”) level that perpetuate oppression

STRUCTURAL
How these effects interact and accumulate *across institutions* —and across history

Source:

NATIONAL EQUITY PROJECT
The Lens of Systemic Oppression

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Our “Mental Models” of Families

Workbook, page 10

Family Bubble
Family is a private space with responsibility for children

- Parents responsible for children’s outcomes
- Involvement by others is unnecessary (or meddling)

Total Parenthood
Parents are all in all the time

- Parents dedicate their lives to meeting their kids’ needs
- Parents active in all aspects of child’s life

Parent as Guide
Parents manage opportunities for growth and learning

- Goal enables children to learn and make their way in the world
- Parents provide support and resources

(Pineau et al., 2019)

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Practical Barriers that Toberman Tackled



Address Barriers with 7 Shifts


- Tap Strengths and Resilience
- Deepen Relationships With Families
- Cultivate Relationships Within Families
- Cultivate Relationships Among Families
- Engage Across Transitions and Settings
- Co-Create a Shared Agenda
- Empower Families



Breakout

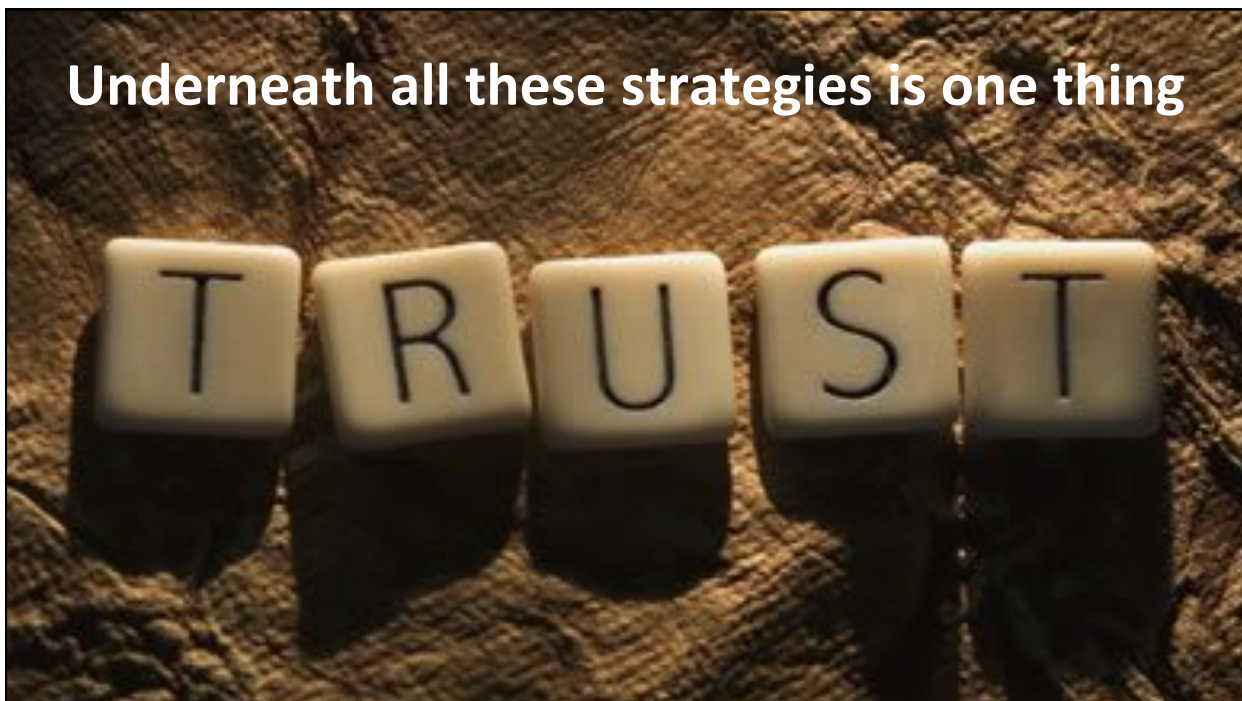
Workbook, page 12

1. Select a facilitator who was born the earliest in the morning.
2. Each person individually find 3-5 connections between the 2 columns using the instructions above the table.
3. Everyone share your ideas. Be ready to bring 1-2 most intriguing ones to the whole group.



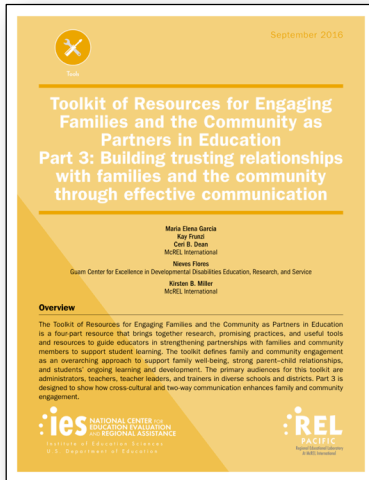
Where Are There Connections?

Barriers	Relationship-Centered Strategies
Individual (the family)	Tap Strengths and Resilience
Individual (practitioner)	Deepen Relationships <u>With</u> Families
Interpersonal	Cultivate Relationships <u>Within</u> Families
Institutional (school, organization)	Cultivate Relationships <u>Among</u> Families
Structural or Cultural (in society, history, norms)	Engage Across Transitions and Settings
	Co-Create a Shared Agenda
	Empower Families





The Foundation of Relationships: Trust



Engaging families . . .

- Trust is **built over time**, based on consistent, ongoing interactions
- If people don't know each other, trust starts with one's **reputation and/or commonalities** (background, interests, culture)
- **Not much in common**: Trust takes longer to build.



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Trust: Foundation of Relationship-Centered Engagement

Benevolent You experience that the person cares about your well-being and will protect it.

Reliable You have confidence the person will come through, act consistently, and follow through.

Competent You believe the person can effectively do required tasks.

Honest You experience the person having integrity and being authentic.

Open The person shares (doesn't withhold) relevant information.

(Tschannen-Moran, 2014)



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Trust Reflection

Workbook,
page 13

Where do you see a need to put energy to strengthen trust in order to enhance family engagement in your organization, school, or community?
 What might that look like?
 (Add your thoughts to the chat or bring them up to the group.)



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A Take-Home Tool

Workbook,
page 14-16

What Might Be Behind Tepid (or No) Engagement And How Might You Address the Underlying Challenges?

A WORKSHEET TO USE LATER

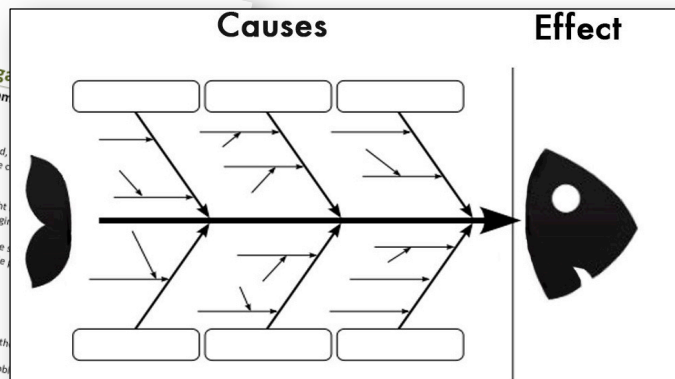
Often our assumptions about why parenting adults and families aren't engaged, aren't accurate—or they don't tell the whole story. Even "I'm too busy" may be a complicated reality that they're not comfortable talking about.

This tool guides to reflect more deeply about what underlying issues factors might be behind disengagement, pointing to potential starting points for reconnecting and reengaging.

Use this exercise with colleagues in your own organization or school to examine the underlying barriers to families being fully engaged. You may also want to include whom you have built trust to broaden your perspectives.

Directions:

1. Identify a challenge you want to think through. Write it at the top (near "effect" of the diagram).
2. As a group, think through some of the factors that contribute to this challenge or problem. Write at least one or two in each of the categories: Practical, individual, interpersonal, structural/cultural, and institutional. Write one factor on each diagonal line. (If you need more, just draw them on.) Continue until you believe you've adequately covered the underlying issues.
3. If something you add has causes underneath it, you may draw more lines off of the diagonal lines as well.
4. Draw a star next to 2 – 3 of the factors you identified where you believe a relationship-centered approach could be a fruitful starting point for connecting with families to address this challenge.
5. As a group, brainstorm 15-30 strategies that might be useful in addressing this challenge. Write your ideas on a shared screen. Use the table on page 15 to trigger ideas. (Usually, some of the best ideas come after you've taken at least 10 to 15 ideas.)
6. When you have a list of ideas, write them on a shared screen. Use the table on page 15 to trigger ideas. (Usually, some of the best ideas come after you've taken at least 10 to 15 ideas.)



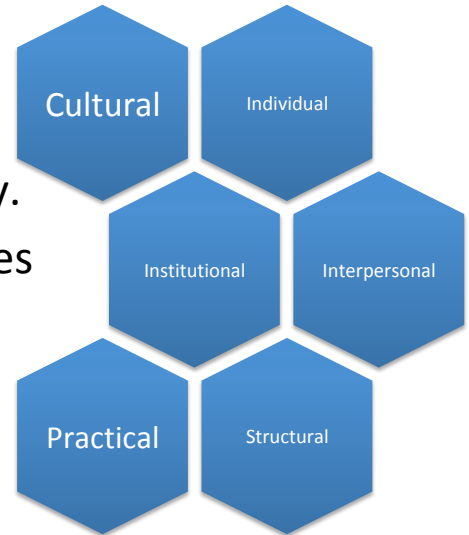
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Wrap-Up on Barriers to Family Engagement

- Our assumptions about why parents and families aren't engaged don't tell the whole story.
- Deeper systemic and cultural issues are at play.
- Listening, building trust, and, yes, building relationships is likely the best place to start.



Your Current Keep Connected Plans

Which option best reflects your current thinking about using the *Keep Connected* workshops?

- Plan to use 7-session, IN-PERSON version for youth and parents together
- Plan to use 7-session, IN-PERSON version for parents only
- Plan to use 4-session VIRTUAL version
- Plan to use 4-session IN-PERSON version
- Don't know, but want to do something
- Not sure if we'll do anything
- Are not planning to use any

If you have a different plan or idea, jot it in the chat box.



**Zoom
Poll**

The Keep Connected Implementation Toolkit

First go to: www.KeepConnected.info

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The Keep Connected Implementation Toolkit

Member Content


Keep Connected Implementation Toolkit

Welcome to the *Keep Connected* Implementation Toolkit, where you'll find tools, strategies, and insights to plan, lead, and monitor quality of *Keep Connected* in your school, organization, or community.

The Backstory of Keep Connected Explore the background, history, research base, rationale, and key ideas behind <i>Keep Connected</i> .	Planning and Organizing Keep Connected Workshops Unpack the features and logistics of planning and organizing <i>Keep Connected</i> workshops.	Inviting Families—and Keeping Them Coming Access insights, strategies, and tools to tackle the challenges of recruitment and retention.
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er email (used to
ster for this
kshop) and the
sword for this event
Ladder*46



www.KeepConnect.info: Member Content

The Backstory of <i>Keep Connected</i>	Planning and Organizing Keep Connected Workshops	Inviting Families—and Keeping The Coming
Materials for Leading Workshops	Facilitation Guidelines and Strategies	Feedback and Evaluation Resources
Extend Keep Connected Beyond the Workshops	Material from Keep Connected Institutes	Promotional Tools and Resources


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Facilitator Agreement

You are all “Licensed Users” with online access

- Training and fees
- Training of facilitators: Not authorized
- Facilitator guides: For your use
- Handouts: For these workshops only
- Representation: “Trained by . . .”
- Length of use: Ongoing


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Monthly group coaching (2 options per month, December – May) ➔




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THOUGHTS? QUESTIONS?

SEE YOU TOMORROW!



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