

Increasing Student Engagement During/Post Covid-19: The Use of Bronfenbrenner's Bioecological Model as a Framework for Effective School, Family, and Community Partnerships in Alternative School Settings

School, family, and community partnerships are even more critical as districts nationwide attempt to decrease absenteeism, re-engage learners, and mitigate learning loss due to the COVID-19. The purpose of this participatory action research project is to explore how we can train school staff at two urban alternative high schools to establish effective school, family, and community partnerships during Covid-19 to support equitable student outcomes. Bronfenbrenner's bioecological theory serves as the foundation for this participatory action research project. Equitable school, family, and community engagement require strategic and an intentional, long-term effort to change ingrained perceptions, beliefs, and regular practices of school staff during and post COVID-19. Students must be placed at the center of any partnership. The school, family, and community should see the students' progress as a "shared responsibility," underscored by mutual respect (SEDL & U.S. Department of Education, 2013). This proposed participatory action research will utilize a mixed methodological design for data collection and analysis. The overarching research question that will guide cycle one of the study is, how might we train school staff at school A and school B to become proficient in developing effective school, family, and community partnerships that will increase student attendance and engagement during COVID-19? The study will examine student engagement through a bioecological perspective focusing on the dynamics between a child's immediate environment (microsystem) and extended environment (exosystem). Successful implementation of this PAR study will establish new knowledge in the field of student engagement during and post COVID-19.