



CUEM
Welcomes You
to the
Kieschnick Educational Series

REVIVING FAMILY ENGAGEMENT

Moderator: Dr. Chrishirella Sutton

Panelists: Bonnie J. Edwards & Dr. Rita M. Olson

Family Engagement Is...

a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development.

continuous across a child's life and entails enduring commitment but changing parent roles as children mature into young adulthood.

Effective family engagement cuts across and reinforces learning in the multiple settings where children learn- at home, in prekindergarten programs, in school, in after school programs, in faith-based institutions, and in the community.

National Family, School & Community Engagement Workgroup, 2010

Why Family Engagement

“Students come from many different family structures...However configured, however constrained, families come with their children to school. **Even when they do not come in person, families come in children’s minds and hearts and in their hopes and dreams.** They come with the children’s problems and promise. **Without exception, [schools] have explicit and implicit contact with their student’s families every day.”**

Joyce Epstein

Why is Family Engagement Important?

No matter what their family income or background may be, students with involved parents/caregivers are more likely to:

- Earn higher grades and test scores
- Pass their classes
- Attend school regularly
- Have better social skills
- Graduate and go on to postsecondary education



Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.



FAMILIES & COMMUNITIES

ARE IMPORTANT PARTNERS IN STUDENT LEARNING

COMMUNICATION IS THE CORNERSTONE OF FAMILY ENGAGEMENT

TOP 5 MOST IMPORTANT ACTIVITIES TO ENGAGE FAMILIES IN STUDENT LEARNING AMONG TEACHERS & PRINCIPALS



87% Maintain ongoing, two-way communication with families

79% Host and encourage attendance at parent-teacher conferences

75% Make school information available in multiple formats

74% Clearly communicate to families what children's learning goals are for the year

70% Host and encourage participation at family activities and events that involve student learning



TEACHER & PRINCIPAL SCHOOL REPORT
[scholastic.com/teacherprincipalreport](https://www.scholastic.com/teacherprincipalreport)

 **SCHOLASTIC**

IMPACT OF FAMILY ENGAGEMENT

Family involvement is positively linked to children's literacy and math skills in preschool, kindergarten, and the early elementary grades.

Parents from diverse backgrounds, when given direction, can become more engaged with their children on literacy and math activities – and that their children can increase their reading and math skills, on average, more so than children whose parents are operating without support or direction.

Van Voorhis, F. L., Majer, M.F., Epstein, J.L. & Lloyd, C. M. (2013) *The impact of Family Involvement on the Education of Children Ages 3 to 8: A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills*. MDRC.

REAL TALK ABOUT FAMILY ENGAGEMENT



Source: The Importance of Family Engagement, IRIS Center, Vanderbilt University

ESSENTIAL CORE BELIEFS

- All families have dreams for their children and want the best for them.
- All families have the capacity to support their children's learning.
- Families and schools staff are equal partners.
- The responsibility for cultivating and sustaining partnerships among school, home and community rests primarily with school staff, especially school leaders.

REFLECTIVE PRACTITIONER

ASSET BASED VS. DEFICIT MINDSET ABOUT FAMILIES

COMPARISON BETWEEN THE APPROACHES

ASSET BASED

Strengths Driven
Opportunity focus
Internally focused
What is present that we can build upon?
May lead to new, unexpected responses to community wishes?

DEFICIT BASED

Needs Drive
Problem focused
Externally focused
What is missing that we must go find?
May lead to downward spiral of burnout, depression, or dysfunction

Source: Engaged Scholar, Module 4 Asset Based Community Engagement, University of Memphis

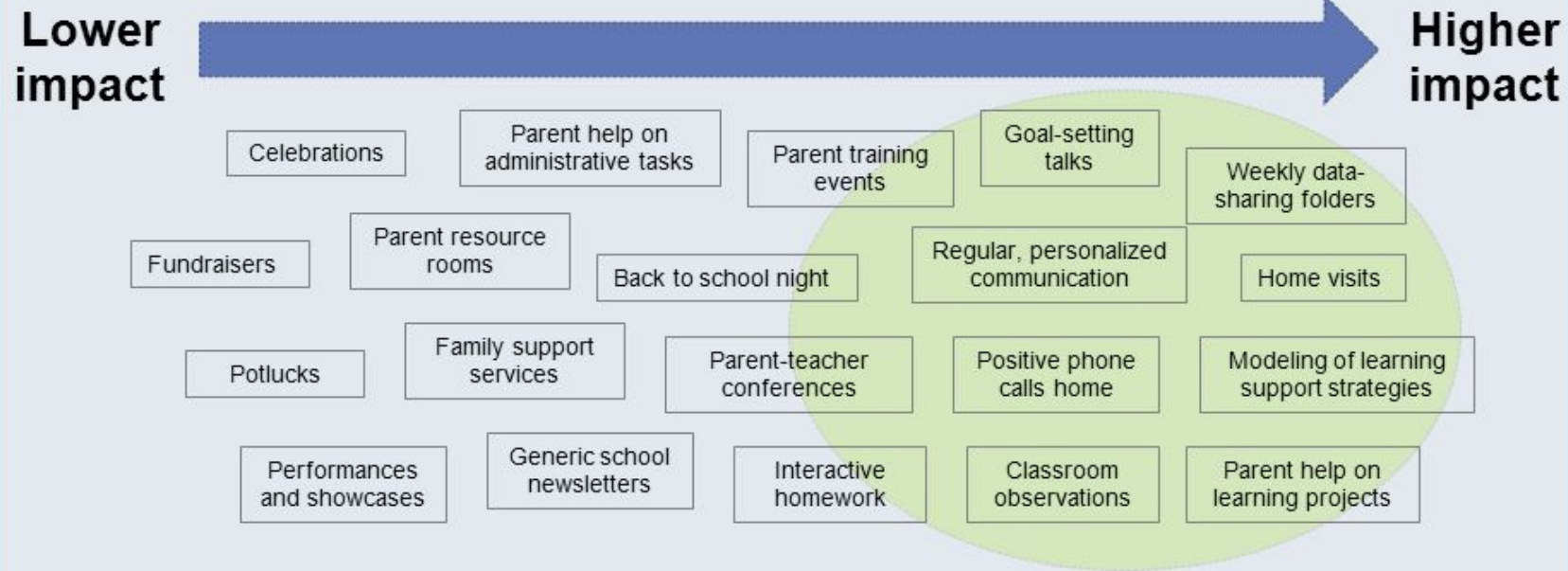
The Dual Capacity Building Framework for Family-School Partnerships (Version 2)



www.dualcapacity.org



Our Perspective on Relative Impact of Family Engagement Strategies on Student Learning



We see family engagement as collaboration between families and educators that accelerates student learning.

PARTNERSHIP

Families & schools
working together.



**Two-Way
Communication**

**Mutual Respect &
Trust**

Positive Relationships



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**"FAMILY-CENTERED APPROACHES"
GONE BAD.**



WELCOME, VALIDATE, PARTNER

THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

EPSTEIN'S SIX TYPES OF INVOLVEMENT



Type 1

PARENTING: Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.



Type 2

COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



Type 3

VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.



Type 4

LEARNING AT HOME: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.



Type 5

DECISION MAKING: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.



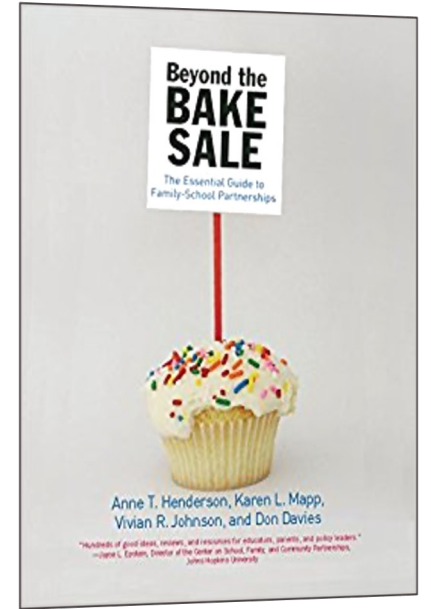
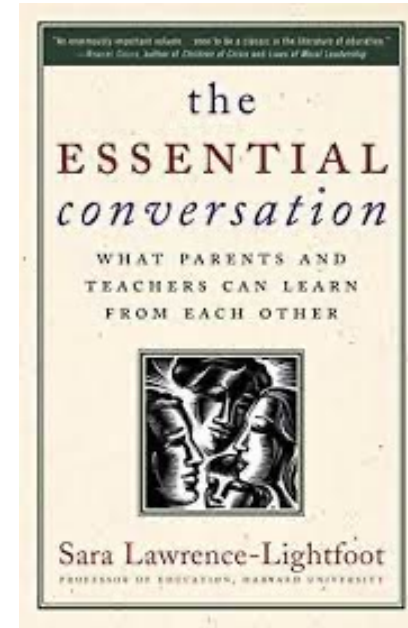
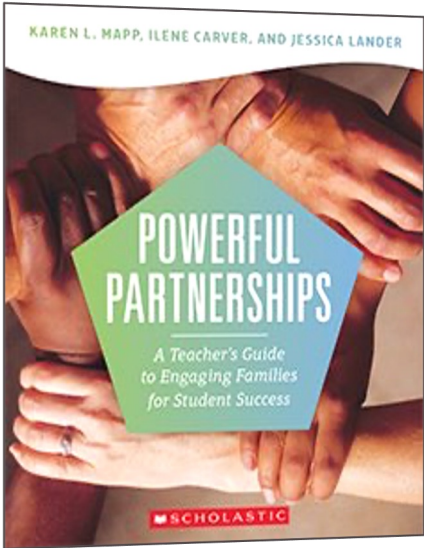
Type 6

COLLABORATING WITH COMMUNITY: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

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VALIDATE
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RECOMMENDED READINGS



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