

The background of the slide is a green chalkboard. In the lower-left quadrant, two pieces of pink chalk are lying on the surface. Faint white chalk drawings are visible on the board, including a large arrow pointing upwards and to the right, and a circular shape on the left side. The main title is centered in the upper half of the slide in a large, bold, dark red font.

# **Moving Forward: Building the Capacity for Effective Family Engagement**

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# What is the definition of Family Engagement?

*Family Engagement is any way that a child's adult caretaker (biological parents, foster parents, siblings, grandparents, etc.) effectively supports learning and healthy development.*



# What's happening in the field of Family Engagement?

- Proposed increase in Title One set-aside for family engagement from 1% to 2%
- Senior level positions are being created in districts around the country to coordinate family and community engagement initiatives
- More family engagement language priority language is being included in federal notices (I3, 21<sup>st</sup> Century, Promise Neighborhoods)

...and

- “Tiger Mom” phenomenon
- “Parent Trigger” – “Won’t Back Down” movie
- Parent Organizing

When families are effectively engaged in their children's education and in the improvement of schools, what are the various roles they can play?

# Families are engaged as:

- *Supporters* of their children's learning
- *Encouragers* of an achievement identity, a positive self image, and a "can do" spirit
- *Monitors* of their children's time, behavior, boundaries and resources
- *Models* of lifelong learning and enthusiasm for education
- *Advocates* for improved learning opportunities for their children and at their schools
- *Decision-makers/choosers* of educational options for their child, the school, and community
- *Collaborators* with school staff and members of the community



## Impact of Family Engagement:

- Faster literacy acquisition
- Earn higher grades and test scores
- Enroll in higher level programs
- Are promoted more and earn more credits
- Adapt better to school and attend more regularly
- Have better social skills and behavior
- Graduate and go on to higher education



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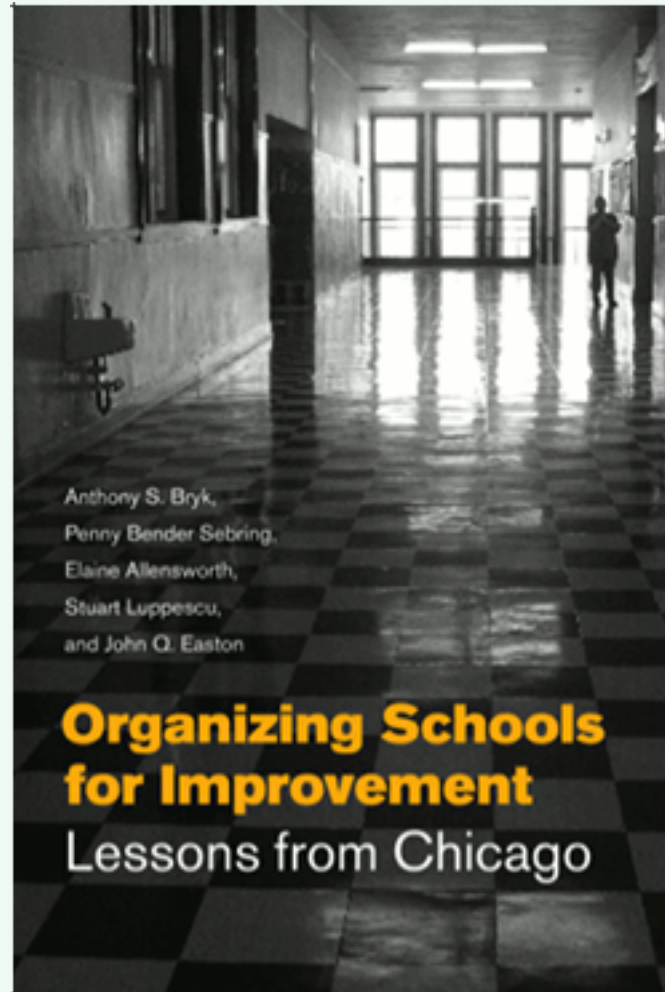


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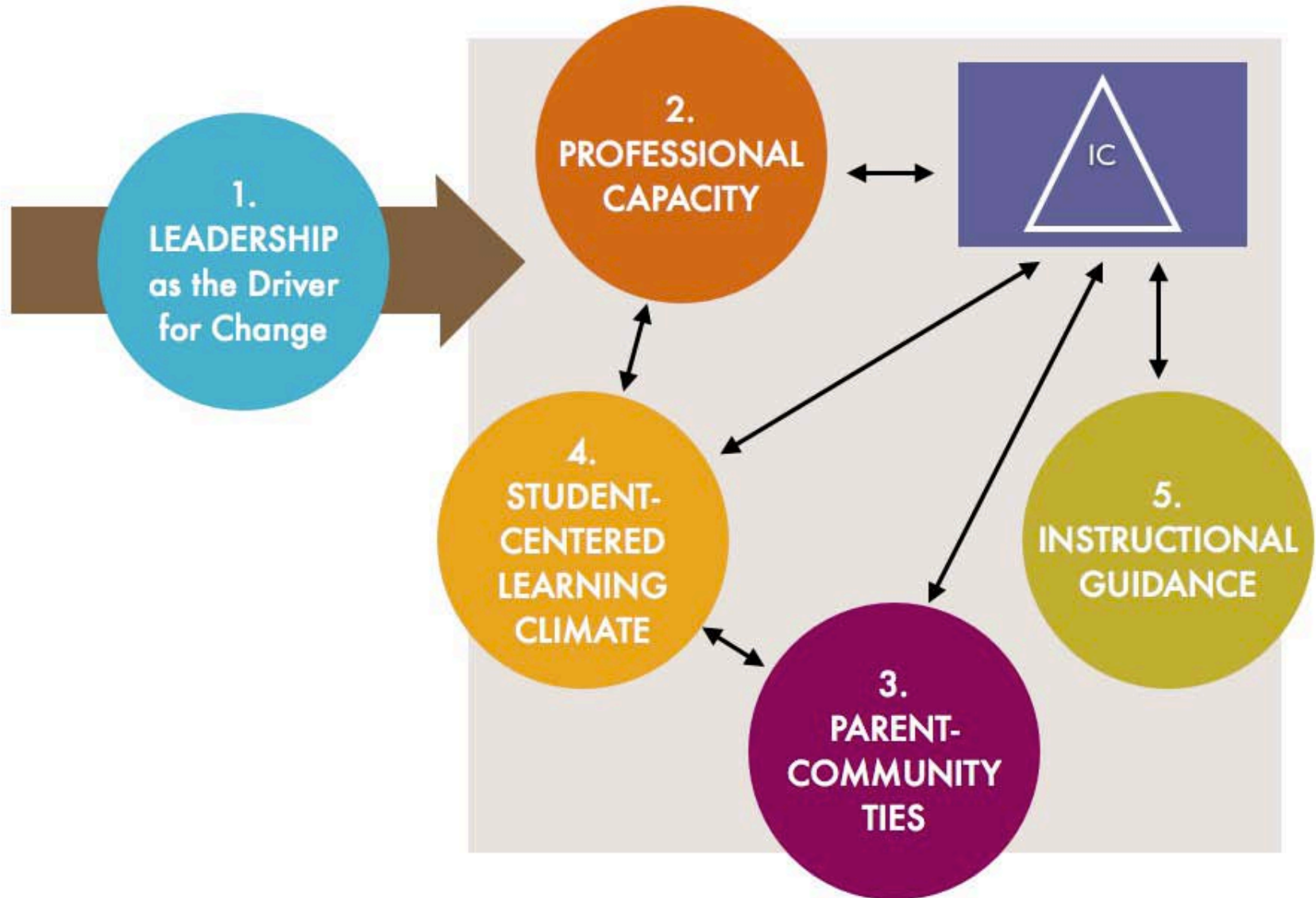
# *Organizing Schools for Improvement (2010)*

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# FIVE ESSENTIAL SUPPORTS

The University of Chicago Consortium on Chicago School Research



# ***What does an Effective Family-School Partnership Look Like?***





# Beyond the Bake Sale

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## The Essential Guide to Family- School Partnerships

Anne T. Henderson,  
Karen L. Mapp, Vivian R.  
Johnson and Don Davies

The New Press, 2007



# Fortress School (Below Basic)

- “Parents don’t care about their children’s education, and they are the main reason the kid’s are failing”



- “Parents don’t come to conferences, no matter what we do”
- Principal picks a small group of “cooperative parents” to help out
- “We’re teachers, not social workers”
- “Curriculum and standards are too advanced for these parents”

# Come-if-we-call School (Basic)

- Parents are told what students will be learning at the fall open house



- Workshops are planned by staff
- Families can visit school on report card pickup day
- Parents call the office to get teacher-recorded messages about homework

# Open-Door School (Proficient)

- Parent-teacher conferences are held at least twice a year
- There is an “Action Team” for family engagement
- School holds parent events three or four times a year
- Parents can raise issues at PTA meetings or see the principal
- Diversity of families is recognized through multicultural nights are held once a year



# Partnership School (Advanced)

- Families are seen as partners in improving educational outcomes



- All family activities are connected to student learning
- There is a clear, open process for resolving problems
- Parent networks are valued and cultivated
- Families are actively involved in decisions on school improvement
- Staff conduct relationship-building home visits to families

