



Family Engagement: Promising Practices

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If you give people a fish, you feed them one day. Teach them how to fish, and you feed them for a lifetime.

Japanese Proverb

Peer-sharing activity

Intro and Family Engagement Definition



Definition

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



Peer-sharing activity

...Benefits



Benefits

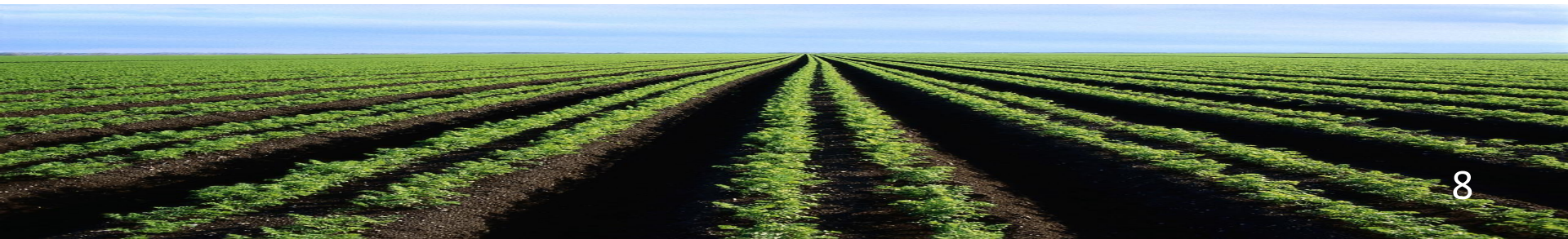
- Higher grades and test scores
- Better attendance and more homework completed
- Faster literacy acquisition
- Fewer placement in special education
- More positive attitudes and behavior
- Higher graduation rates
- Greater enrollment in post-secondary education

(Clark, R, 1993; Griffith, J.,1996; Dauber, S.L. & Epstein J.L., 1993)



Reflection activity

...what do I doing?



Critical Elements/Elementos Críticos

- I. Communicating**
- II. Parenting**
- III. Student Learning**
- IV. Volunteering**
- V. School Decision-making and advocacy**
- VI. Collaboration with community**

- I. Comunicación**
- II. Capacitación**
- III. Aprendizaje de los estudiantes**
- IV. Voluntariado**
- V. Toma de decisiones y apoyo en la escuela**
- VI. Colaboración con la comunidad**

Parent involvement vs. School, Family & community partnership. <http://www.csos.jhu.edu/p2000/sixtypes.htm>

Morrison

- First generation... retains the culture
 - Second generations... resistant of the culture
 - Third generation... rediscover the culture
 - Fourth generation.. acculturation.
- Primera generación... retiene la cultura
 - Segunda generación... resistencia a la cultura
 - Tercera generación... redescubrir la cultura
 - Cuarta generación... aculturación.

Value/Valor

Family is the strongest influence on the growth and development of an individual.

Family La familia como influencia más poderosa en el crecimiento y desarrollo del individuo.



I. Communicating/Comunicación

Two-way meaningful

Communication between the home and school is regular, two-way, and meaningful.

Significativa y reciproca

La comunicación entre la escuela y el hogar es continua, reciproca y significativo.



II. Parenting/Capacitación

Parenting skills are promoted and supported.
Se promueve y apoya la capacitación de los padres.

- Educational Systems
- Family Cultural Values
- Family Empowerment
- Sistema educacional
- Valores culturales de la familia
- Empoderamiento Familiar

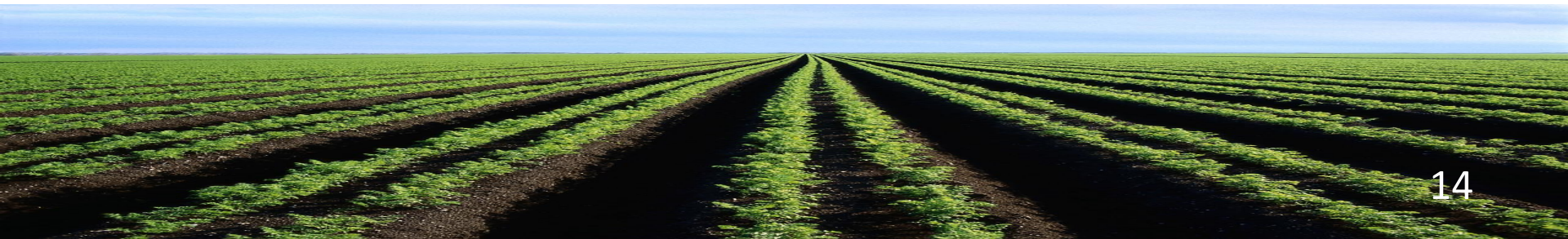


III. Student Learning

Aprendizaje del estudiante

Parents play an integral role in assisting student learning.
Los padres tiene un papel integral en el apoyo del aprendizaje del estudiante.

- Family active participation
- Curriculum guide:
 - Math
 - Reading
 - writing
 - Social Science
 - Science...
- Setting Goals
- Participación activa de la familia
- Guía curricular:
 - Matemáticas
 - Lectura
 - Escritura
 - Ciencias Sociales
 - Ciencias Naturales
- Establecer metas académicas



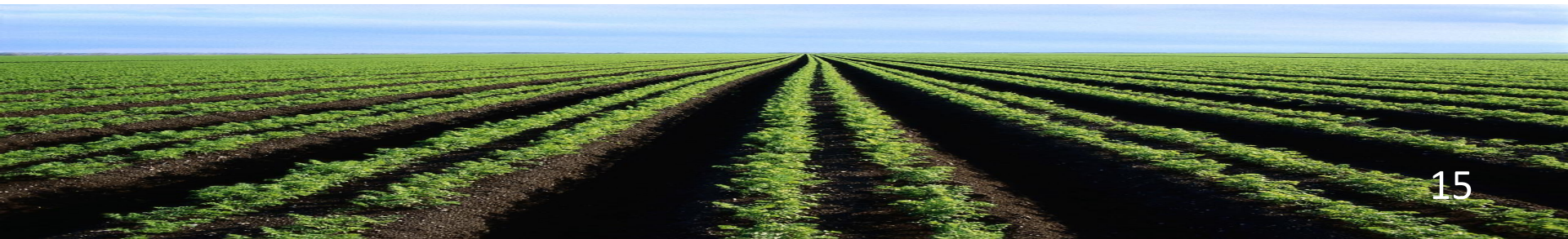
IV. Volunteering/Apoyo

Parents are welcome in the school, and their support and assistance are sought.

Los padres son bienvenidos a la escuela, su apoyo y participación es promovido y valorado.

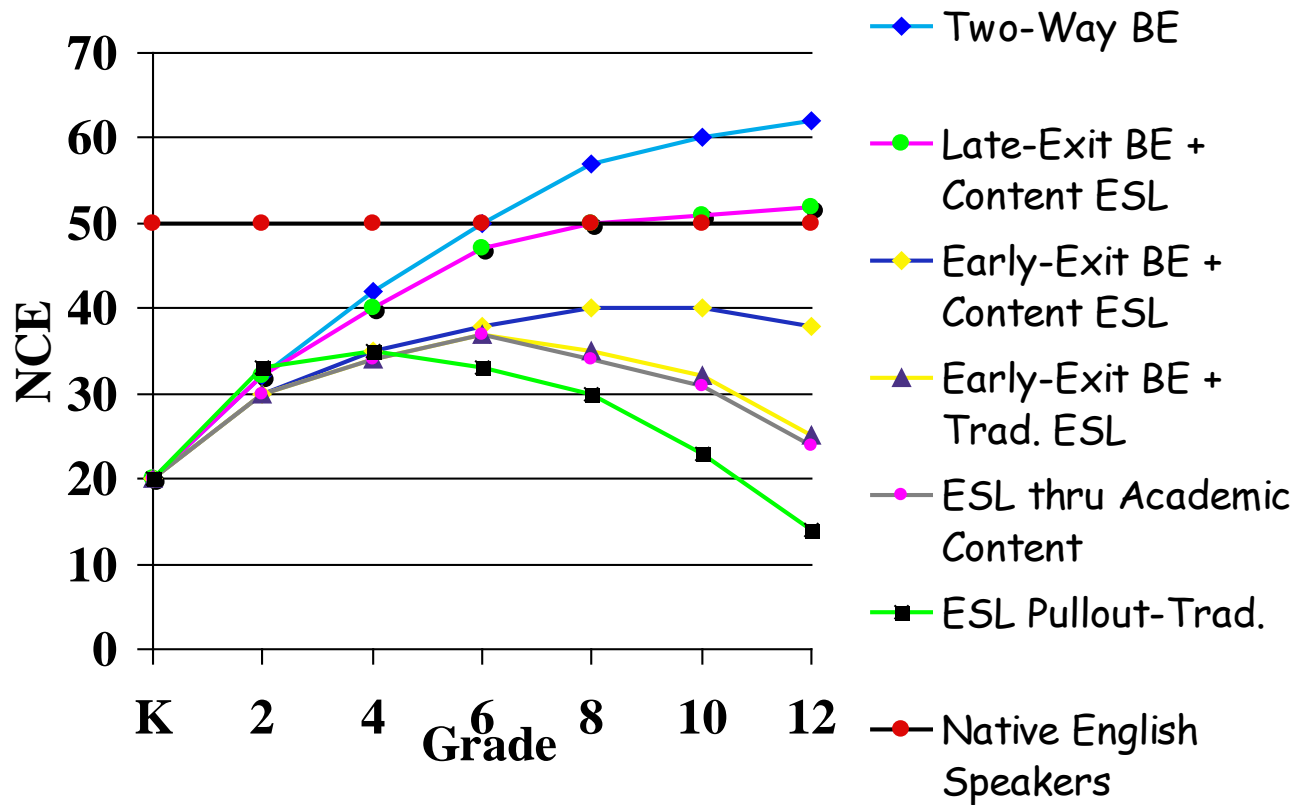
- **Confidence**
- **Knowledge**

- **Confianza**
- **Conocimiento**



English Language Learners

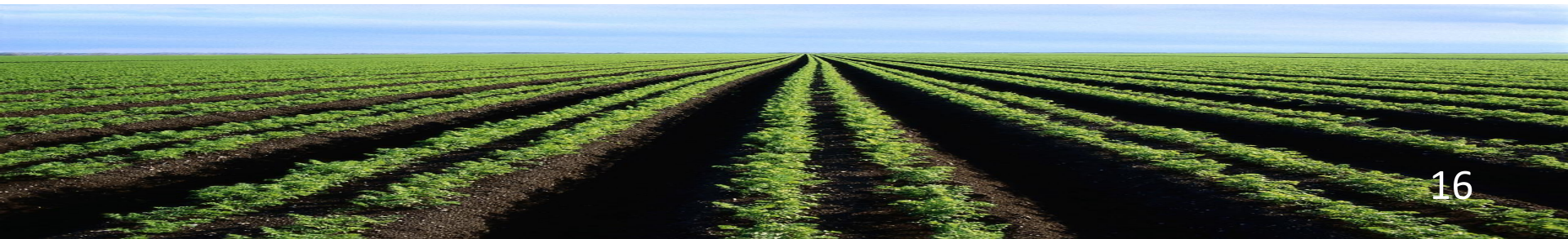
Dr. Thomas & Dr. Cullier



V. School Decision-making and advocacy

Toma de decisiones y apoyo en la escuela

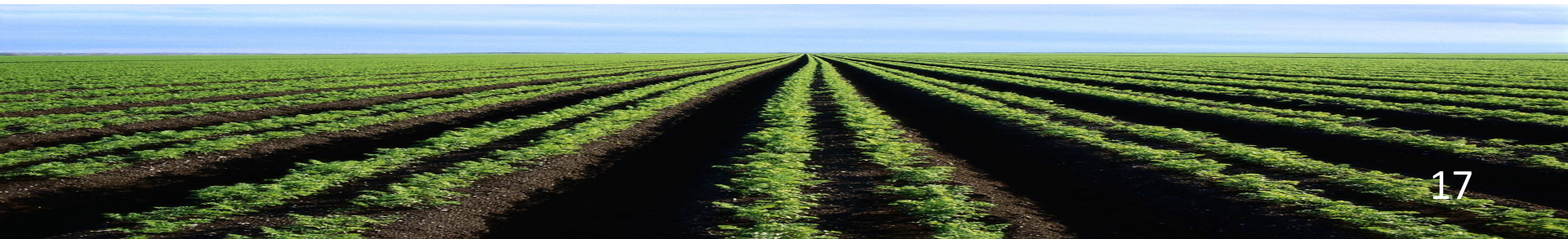
- Parents are full partners in the decisions that affect their children
- Los padres son socios mayoritarios en las decisiones que afectan a sus hijos.



VI. Collaboration with community

Colaboración con la comunidad

- Community resources are used to strengthen schools, families and students learning.
- Los recursos de la comunidad son usados para mejorar la escuela, la familia y el aprendizaje de los estudiantes



ESSENTIAL CONDITIONS

- *Staff must believe and confidence that they have vital role and succeed.
- *Staff and parents must have an access to develop skills and knowledge to negotiate their role
- *School must honored, welcome and strategically invited all families to learn.

Hoover-Dempsey, K. V., Walker, J. M., Whetsel, D., Green, C.L., wilkins,A.S.& Closson, K. (2015) why do parents become involved? Research finding and implications. *The elementary school Journal*.



Peer-sharing activity

...building capacity



HOW WE CAN BULD CAPACITY

Through Capacity building efforts that:

- Expose parents to the various roles they can play in their children's education
- Build parents' skills and sense of efficacy to succeeded in those roles
- Build and enhance the skills, compositions of schools and organization staff to partner with families
- Build the dual capacity of both families and staff at once
- Assist schools to examine their core believes about families and their ability to support students success.
- Partner with thrust community-bases organizations

Mapp, K.L. (2003). Having their say: Parents describe why and how they are engaged in their children's learning. *School community journal*.

ESSENCIAL CONDITIONS

There are certain conditions that must be met BEFORE parents can be effective engaged in their children's learning and development and school improvement.

- Parents must believe that they have a role(role construction)
- Parents must have the confidence that they play a role and succeed (self-efficacy)
- Families need the skills and knowledge to negotiate these roles
- School and other organizations must invite engagement and welcome, honor and connect families to learn (Joining Process)
- Families must have access to supports that enable their engagement

Hoover-Dempsey, K. V., Walker, J. M., Whetsel, D., Green, C.L., wilkins,A.S.& Closson, K. (2015)

ESSENCIAL CONDITIONS cont...

- Respects existing funds of knowledge and skills
- Interactive, hands-on, participatory
- Asset, strength-based perspective
- Create opportunities strategically for parent leadership
- Knowledge of Curriculum and Methodology
- Intentional focus on relationship building



Peer-sharing activity

...Role of the Family



Family Role

Roles that parents play when they are effectively engage in their child's learning and development.

- o **Supporter** of their children's learning
- o **Encourager** of an academic identity, a positive self-image resources
- o **Monitors** of their children's time, behavior, boundaries and resources
- o **Model** for life learning and enthusiasm for education
- o **Advocates** for improved learning opportunities for their children and at their schools
- o **Decision-maker/choosers** of educational opportunities for their children, school and community.
- o **Collaborators** with school staff and members of the community.

Small Group Activity

- You will have 5 minutes to work in small groups of 3-4.
- Select a recorder and a reporter.
- Brainstorm and create a list of activities that effectively engage parents in their child's learning and development at your school?
- The reporter will share the responses during the debrief.



Peer-sharing activity

...list of activities.



Recomendations:

1. Clear guidance for accountability of funding usage on parent involvement.
2. Partner with community based organization that have a mission in engaging and empowering families in school
3. Place trained parent and community engagement coordinator in every school
4. Required a comprehensive Educational Equity PDP for school staff.



Thank you!