

Family, School & Community Engagement: *Reframing the Conversation*

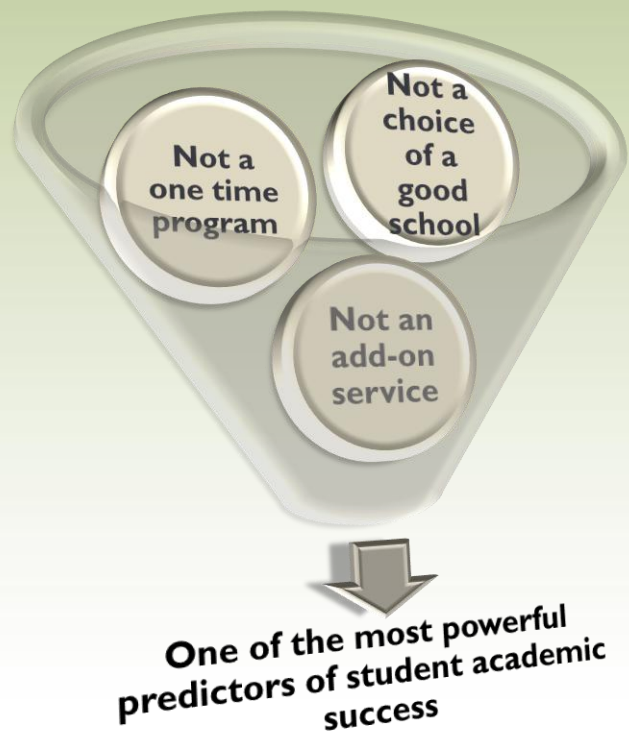


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Research shows that **Family Engagement** Is . . .



EARLY CHILDHOOD

Research Shows that ...

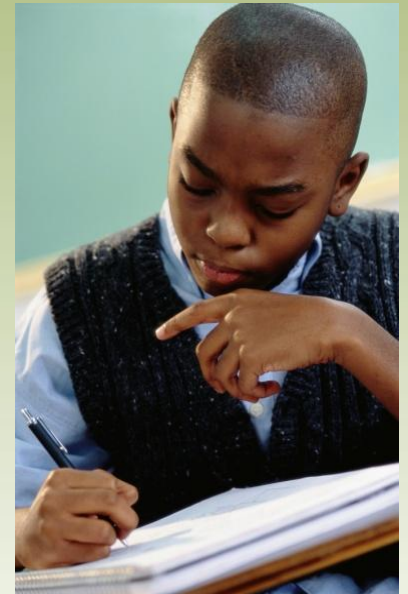
- children whose parents read to them at home recognize letters of the alphabet and write their names sooner than those whose parents do not.
- children whose parents teach them how to write words are able to identify letters and connect them to speech sounds.
- children's early cognitive development is enhanced by parent supportiveness in play and a supportive cognitive and literacy-oriented environment at home.



ELEMENTARY SCHOOL

Research shows that . . .

- Children in grades K-3 whose parents participate in school activities have good work habits and stay on task.
- Children whose parents provide support with homework perform better in the classroom.
- Children whose parents explain educational tasks are more likely to participate in class, seek help from the teacher when needed, and monitor their own work.
- Low-income African American children whose families maintained high rates of parent participation in elementary school are more likely to complete high school.





MIDDLE SCHOOL

For some, family engagement decreases when their children begin adolescence.

However, research shows that. . .

Adolescents whose parents monitor their academic and social activities have lower rates of delinquency and higher rates of social competence and academic growth.

HIGH SCHOOL



Have you talked to your child about college?

Are you familiar with the necessary requirements?

Research shows that . . .

- Youth whose parents are familiar with college preparation requirements and are engaged in the application process are most likely to graduate from high school and attend college.
- Latino youth with parents who provide encouragement and emphasize the value of education as a way out of poverty have higher school completion rates.

COLLEGE



***Congratulations! Your child made
it to college.***

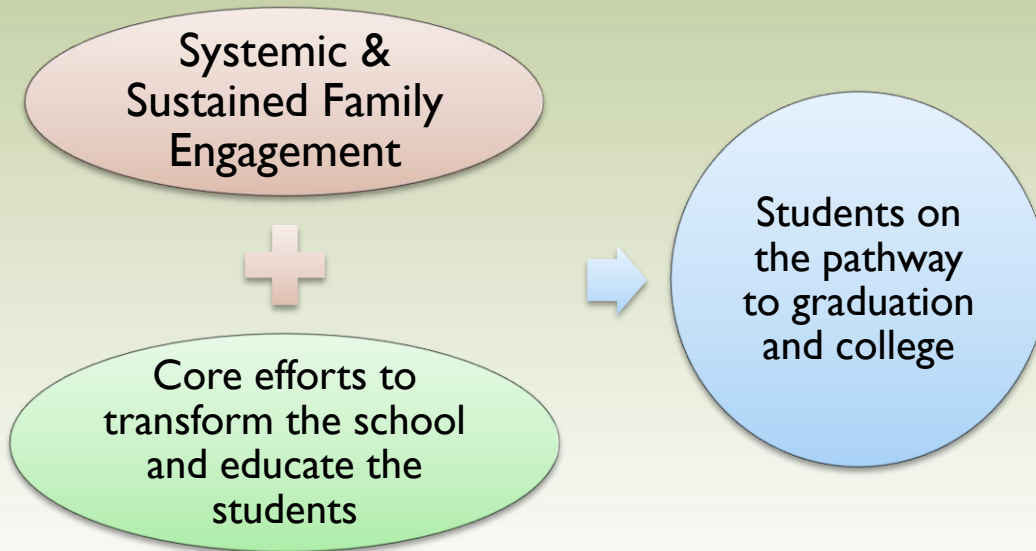
But guess what, it is not over yet!

Research shows that . . .

- Youth whose parents have high academic expectations and who offer consistent encouragement for college have positive student outcomes.

New Evidence

New Evidence about Family Engagement and Turning Around Low-Performing Schools





“Effective” Family and Community Engagement is:

- a shared responsibility;
- continuous from cradle to career; and,
- reinforces learning that takes place in all settings.



How do you create an integrated, systemic and sustained family and community engagement strategy?

Create systemic state, district and school policies, and plans for a cradle to career family engagement pathway

Dedicate staff at the state, district, and school level to family, school, and community engagement

Invest in capacity-building (e.g., professional development and technical assistance) at the state, district and school levels

Invest in making student and school performance data accessible, understandable and actionable

Hold states, districts and school accountable

Create incentives to develop and test innovative approaches



Reframing Family Engagement . . .

From an individual parent's
or teacher's "job"

- To a shared responsibility

From random acts

- To systemic approaches from cradle to career

From events

- To results-driven

From add-on services

- To purposeful connections to learning

From compliance

- To focus on learning, improvement, accountability and innovation

From limited data

- To transparent data systems

Questions?



THANK YOU.