

# Family Engagement: From Cradle to Career



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# Benefits of Parent Involvement

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- ❧ Students with involved parents were more likely to earn higher grades and test scores;
- ❧ enroll in higher-level programs;
- ❧ be promoted;
- ❧ attend school regularly;
- ❧ have better social skills and adapt well to school; and
- ❧ graduate and go on to postsecondary education
- ❧ Students display more positive attitudes toward school
- ❧ Students behave better both in and out of school
- ❧ Middle and High school students make better transitions
- ❧ Develop realistic plans for the future
- ❧ Less likely to drop out
- ❧ Children from diverse cultural backgrounds do better when families and schools join forces to bridge the gap between home and school cultures (*Beyond the Bake Sale*, Henderson & Mapp, 2007).

# Changing Vocabulary



- ❧ Parent Involvement language throughout (ESEA)
- ❧ National Workgroup on Family-School Partnerships changing language to Family Engagement or Parent Engagement
- ❧ Encouraged to use Family Engagement or Parent Engagement
- ❧ Reasoning: (a) Families can be involved without being engaged in their children's learning, and (b) the diversity within today's family unit.
- ❧ Will not see future initiatives from the federal government that do not include family engagement.

# Definition of Parent Involvement



- ❧ The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities; including ensuring that parents (Title IX General provisions, Part A Sec 9101)
  - ❧ (A) play an integral role in assisting their child's learning;
  - ❧ (B) are encouraged to be actively involved in their child's education at school;
  - ❧ (C) are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
  - ❧ (D) the carrying out of other activities, such as those in Title I, Sec 1118.

# ESEA Flexibility Waiver



- ❧ Identify lowest performing 5% of schools (Priority Schools)
- ❧ Identify next lowest performing 10% of schools ( Focus Schools)
- ❧ Identify top 10% of schools (Reward Schools)
- ❧ Required District Parent Involvement Policy
- ❧ Required Family Engagement Action Plans
- ❧ Required School Parent Involvement Policy
- ❧ KSDE Teams in Communication with Districts

# ESEA Waiver Turnaround Principles

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**Turnaround Principles:** Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following “turnaround principles” and selected with family and community input:

1. providing **strong leadership by: (1) reviewing the performance of the current principal;** (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
2. ensuring that **teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort;** (2) preventing ineffective teachers from transferring to these schools; and (3) providing job embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;

# ESEA Waiver Turnaround Principles

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3. **redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;**
4. **strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;**
5. **using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;**
6. **establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and**
7. **providing ongoing mechanisms for family and community engagement.**

# Handbook on Family and Community Engagement



Sam Redding, Marilyn Murphy, & Pam  
Sheley, Editors

<http://www.schoolcommunitynetwork.org/>



“The one historical constant is the research and practice links between low-income families engaging with their school, which leads to higher student achievement, greater social and political capital for families, and empowerment to demand high achieving education.”



✧ Handbook was developed as a resource for educators to offer not only background knowledge, but also research-based findings and solutions.



- ❧ Handbook offers a broad definition of family engagement
  
- ❧ Broken into four parts:
  - ❧ Part I: Framing the Discussion
  - ❧ Part II: Families and Learning
  - ❧ Part III: Families and Schools
  - ❧ Part IV: Suggested Practices

# Part I:

## Framing the Discussion

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- ❧ What lessons have been learned from the past?
- ❧ What direction is family engagement going in now?
- ❧ Importance of strengthening family engagement in high-poverty schools
- ❧ Setting the foundation of what family engagement can look like – and then establishing the roles of the schools and the parents

## Part II:

# Families and Learning

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- ❧ Facilitate the success of family engagement – not only at state level, but also the district and school levels.
  - ❧ Provide resources for parents that address the high expectations for family engagement
  - ❧ Utilize KPIRC to help build on the foundation that hopefully already exists
  - ❧ Have parents and school staff share family engagement successes with other schools and parents

# Part III: Families and Schools



- ❧ Creating partnerships that are key for families and schools
- ❧ Supporting parent leadership
- ❧ Modeling effective strategies for optimizing time, purpose, communication and collaboration

# Part IV: Suggested Practices



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- ∞ Shared leadership
  - ∞ Goals and roles
  - ∞ Communication
  - ∞ Education
  - ∞ Continuous Improvement

Handbook on  
Family and Community Engagement



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**Download handbook at**

<http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf>