

# Family Engagement: Creating an Empowering Culture

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**What are your dreams for your children?**

What do you think their answers are?

# Just Like Yours and Mine

- Be Happy
- Be Professionales & Maestros
- Go to College
- Technical Education – Welder- Mechanic



# Importance of Family Engagement

- Parents/Families have a major impact on students' achievement (Epstein, Simon, & Salinas, 1997; Henderson & Mapp, 2002).
- Nearly 30 Years of Research: Family engagement leads to improved student achievement (Constantino, 2008).
- The way schools care about children is reflected in the ways schools care about their children's families" Epstein, 2002, p.7).

# Effective Strategies



- Create Supportive Atmosphere
- Provide Information – Families cannot be effective advocates until they have information
- Make Getting Information Easy – Interpreters, Who to Contact, Never Leave Empty Handed

# Effective Strategies

- Encourage establishment of the Migrant Parent Advisory Council (MPAC)
- Encourage participation in local MPAC
- Make MPAC a place that supports education
- Make MPAC a place that supports families



# Benefits of Parent Involvement

- 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).

# What We Know.....

## Greatest Effects on Student Achievement

- Families have high expectations for success and achievement for their children
- Families discuss plans for future
- Families help student get help
- Families help students prepare for world of work or further schooling
- Families monitoring progress
- Families knowledge of courses and classes



# What We Know.....

- Family involvement at the middle and secondary level is critical to the academic success of middle and high school students
- By providing families with tools and resources to better understand the needs and challenges of their adolescent children, families can take an informed role and share responsibility for student academic achievement
- Four practices of parent involvement declines significantly between grades 6 and 12 (George, 1995):
  - Discussions about homework
  - Discussions about school and school work
  - Helping with homework
  - Attendance at school meetings and events

# The Importance of Transition

- 80% of Latino students drop out between 8 and 10<sup>th</sup> grade, so.....

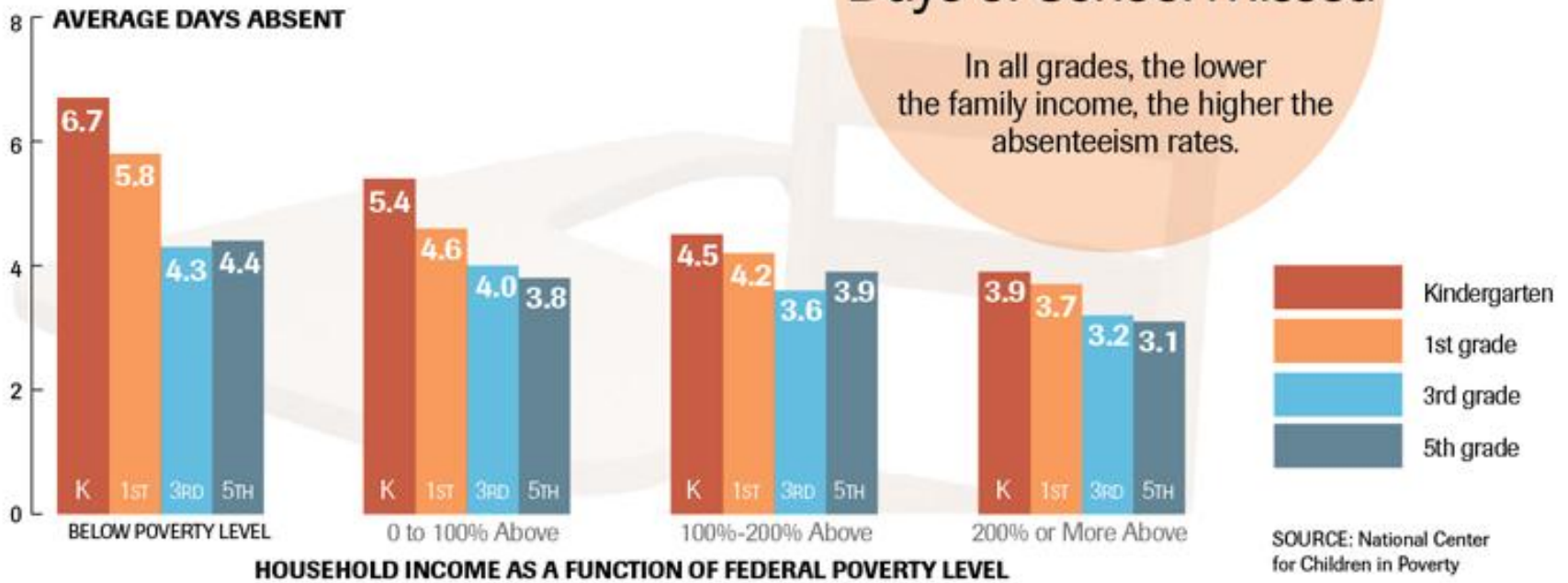
Is collaboration promoted among middle and high school staff and families to support the transition?

- Are there processes and ideas for an orientation for both students and families
- Is information and support provided to parents about issues and challenges related to high school student transition, including registration procedures, scheduling, etc.

# In all grades the lower the income the higher the absenteeism rate

## Days of School Missed

In all grades, the lower the family income, the higher the absenteeism rates.



# Latinos and Education: Explaining the Attainment Gap

Hispanics say a college education is important for getting ahead in life:

- Nearly nine-in-ten (88%) Hispanics agree that a college degree is important for getting ahead in life, greater than the share (74%) of the general public that says the same.
- Young Hispanics (89%) are more likely than all young people (84%) to agree that a college degree is important for getting ahead in life than all young people ages 16 to 25.

# Latinos and Education

Latino youths report that their parents place a great emphasis on the need to go to college:

- More than three-quarters (77%) of Latinos ages 16 to 25 say their parents think going to college is the most important thing to do after high school. Just 11% say their parents think getting a full-time job after high school is the most important thing to do.

# Latinos and Education

Educational aspirations of Hispanic youths do not match the level of importance Hispanics place on college, and trail those of all youth:

- Just under half (48%) of all Latinos ages 18 to 25 say they plan to obtain a bachelor's degree or more. By contrast, 60% of all young adults ages 18 to 25 say they want to obtain a bachelor's degree or more.
- Among Latinos ages 16 to 25 who are not currently enrolled in school, nearly three-in-ten (29%) say they plan to obtain a bachelor's degree or more. However, 38% say they do not plan to return to school.

# Latinos and Education

Latino adults (ages 26 and older) see a mix of reasons that Latino students do not perform as well as other groups in school:

- More than six-in-ten (61%) say a major reason is that parents of Hispanic students do not play an active role in helping their children succeed.
- Nearly six-in-ten (58%) say the limited English skills of Hispanic students is a major reason.
- Almost half (47%) say the different cultural backgrounds of Hispanic students and their teachers is a major reason.
- More than four-in-ten (41%) say Hispanic students not working as hard as other students is a major reason.

# Latinos and Education

Fewer Latino youths (ages 16 to 25) than Latino adults cite all of these reasons to explain why Hispanic students are not doing as well as other students in school:

- Less than half (47%) say parents of Hispanic students not playing an active role in helping their children succeed is a major reason.
- More than four-in-ten (44%) say the different cultural backgrounds of Hispanic students and their teachers is a major reason.
- More than four-in-ten (43%) say the limited English skills of Hispanic students is a major reason.
- Less than a third (31%) say Hispanic students not working as hard as other students is a major reason.



# Latinos and Education

Among Latino youths who have a high school education or less and are not currently enrolled in school, the reasons they give for not continuing their education are:

- Nearly three-quarters (74%) say they need to help support their family.
- Half (49%) say their English skills are limited.
- More than four-in-ten (42%) say they didn't like school.
- Four-in-ten (40%) say they cannot afford to go to school.
- Almost four-in-ten (39%) say they don't need more education for the career they want.
- More than two-in-ten (21%) say their grades were not high enough.

# Trust Makes the Difference

- Relationships, Relationships, Relationships.....
- Parents can talk with teachers and feel they have a say in what happens to their children.
- Teachers can voice their concerns and feel that administrators will heed what they say.
- Parents provide for their children's basic needs and support education at home.
- People's words and actions are consistent.
- The school places the highest priority on the children's best interests, and this is the highest purpose of the school.

## Building Relationships is an Intentional Process

- School-family collaboration efforts must be considered a priority, permeating all actions, if benefits are to be accrued (Comer, 1996)
- Developing relationships typically can take 3-5 years for an impact to be noted.
- Although educators have always valued parent involvement and worked with parents, they have not been educated to work with parents as partners around student achievement.

# Impact of Parent Involvement

- Henderson & Mapp's (2002) research synthesis of 51 studies on parent/family involvement found:
  - Programs/interventions that engage families in supporting their children's **learning at home** are linked to higher student achievement and appear to have the greatest affect on student achievement
  - All families, regardless of cultural backgrounds, education, and income levels can encourage their children, talk w/them about school, help them plan for higher education, and keep them focused on learning and homework – and have positive effects on their children's learning

# Barriers for Families

## **Structural Barriers**

- Lack of supportive environment and resources
- Economic and emotional constraints

## **Psychological Barriers**

- Feelings of inadequacy; low sense of self efficacy
- Cultural differences
- Perceived lack of responsiveness to parental needs or desires

# Barriers for Educators

## **Structural Barriers**

- Lack of funding for family outreach programs
- Lack of training for educators on how to create and sustain partnerships with families

## **Psychological Barriers**

- Use of stereotypes about families, such as dwelling on family problems as an explanation for students' performance
- Doubts about the ability of families to address schooling concerns
- Wary of interacting with families
- Narrow conception of the roles families can play

# Summary

Collaborating with families has to be much more than an activity: It must be a pervasive attitude.

# How the KPIRC Can Help

- Provide resources and information to assist families concerning NCLB
- Provide resources and information to assist educators
- Facilitate linkages between schools and homes
- Toll free number 1 866-711-6711
- Web site – [www.kpirc.org](http://www.kpirc.org)



# New KPIRC Website! [www.kpirc.org](http://www.kpirc.org)

The screenshot shows a Microsoft Internet Explorer browser window displaying the homepage of the Kansas Parent Information Resource Center (KPIRC). The browser's address bar shows the URL <http://www.kpirc.org/>. The website features a navigation menu with links for [About](#), [Partners](#), [Collaborators](#), [Contact](#), and [Cart](#). The main header includes the KPIRC logo and the text "KANSAS PARENT INFORMATION RESOURCE CENTER" with the tagline "a No Child Left Behind Parent Center". Below the header is a secondary navigation menu with links for [Parents](#), [En Español](#), [Schools](#), [Early Childhood](#), [Businesses](#), and [Higher Ed](#), along with a search box. The main content area begins with a "WELCOME!" section, followed by a paragraph describing the center's mission: "The Kansas Parent Information Resource Center (KPIRC), federally funded under Title V of No Child Left Behind, is the official Parent Information Technical Assistance Center for the state of Kansas. KPIRC promotes meaningful parent involvement at all levels of education and provides information and resources to help parents, educators and other organizations promote the educational success of every Kansas child." To the right of this text is a photograph of a family. Below the welcome message are two featured articles: "Upcoming Events" dated November 30, 2008, and "Kansas Reads to Preschoolers!" dated November 17, 2008. A "TAG CLOUD" section on the right lists various topics such as [teachers](#), [early childhood](#), [infant mental health](#), [early literacy](#), [reading](#), [NCLB](#), [development](#), [tjds](#), [numeracy](#), [PAT](#), [Update](#), [science](#), [zero to three](#), [years](#), [wellness](#), [math](#), [social/emotional](#), [literacy](#), [health](#), [family](#), and [school readiness](#). The browser's taskbar at the bottom shows several open applications, including a stream, the KPIRC website, and Microsoft Office documents.