Parenting Matters:
Unlocking the Possibilities for Authentic Partnerships with Families

Portia Kennel, MSW
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Today’s discussion

- What the research tells us
- Lessons from various Family Engagement frameworks
- Paradigm shift in mindset, practice
A Simple Twist of Fate
Parenting matters

Success

Parenting style
Home learning environment
Maternal sensitivity and responsiveness

Source: Waldfogel & Washbrook, 2011
More reasons why parenting matters!

Parenting matters.

The single most important factor explaining the poorer cognitive performance of low-income children relative to middle-income children: **Parenting Style**

Accounts for...

- **19%** of the gap in **MATHEMATICS**
- **21%** of the gap in **LITERACY**
- **33%** of the gap in **LANGUAGE**

*Key factor in the parenting style domain is maternal sensitivity and responsiveness.*

(Waldfogel & Washbrook, 2011)

Source: Waldfogel & Washbrook, 2011
Family Engagement

“A reciprocal partnership between parents, staff and programs that reflects a shared responsibility to foster children’s development and learning [at home, school or in the community].”

Halgunseth, Peterson, Stark, & Moodie, 2009
Family Engagement

“Family engagement is building relationships with families that support family well-being, strong relationships between parents and their children, ongoing learning and development for both parents and their children.”

- The National Center for Parent, Family and Community Engagement Head Start
Children grow up in families and families live in communities:

The Ecology of Child Development
(Urie Bronfenbrenner)

The spirit of this approach:
► Mutual Respect
► Appreciation Of Culture
► Value Of Partnerships
Mindset is defined as a “mental attitude or set of opinions or a particular way of thinking about something.”
# The Paradigm Shift

<table>
<thead>
<tr>
<th>For Parents…</th>
<th>To…</th>
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<tbody>
<tr>
<td>Family engagement as an add-on</td>
<td>Family engagement as an essential, fundamental component of an effective teaching and learning practice</td>
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<td>Perception of families’ deficits</td>
<td>Perception of families as resilient</td>
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<td>Family involvement</td>
<td>Family engagement</td>
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<td>Staff holding power</td>
<td>Sharing power with parents</td>
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<td>Role of staff as expert</td>
<td>Viewing parents as experts</td>
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<td>Staff’s role as provider of service</td>
<td>Staff’s role as facilitator and partner in building parents’ capacity, promoting parental comfort, competence and confidence</td>
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<td>Staff doing to and for parents</td>
<td>Staff partnering with and supporting parents</td>
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Multiple Frameworks

- The Head Start Parent, Family and Community Engagement Framework
- Strengthening Families and Protective Factors Framework
- Ascend/Aspen Institute Two Generation Approach
- Partners in Education/Dual Capacity Building Framework for Family-School Partnerships
The Dual Capacity-Building Framework for Family–School Partnerships

**THE CHALLENGE**

<table>
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<th>Ineffective Family–School Partnerships</th>
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<td>Lack of opportunities for School/Program Staff to build the capacity for partnerships</td>
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<tr>
<td>Lack of opportunities for Families to build the capacity for partnerships</td>
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**OPPORTUNITY CONDITIONS**

- **Process Conditions**
  - Linked to learning
  - Relational
  - Development vs. service orientation
  - Collaborative
  - Interactive

- **Organizational Conditions**
  - Systemic: across the organization
  - Integrated: embedded in all programs
  - Sustained: with resources and infrastructure

**POLICY AND PROGRAM GOALS**

To build and enhance the capacity of staff/families in the “4 C” areas:
- **Capabilities** (skills and knowledge)
- **Connections** (networks)
- **Cognition** (beliefs, values)
- **Confidence** (self-efficacy)

**FAMILY AND STAFF CAPACITY OUTCOMES**

- **School and Program Staff who can**
  - Honor and recognize families’ funds of knowledge
  - Connect family engagement to student learning
  - Create welcoming, inviting cultures

- **Families who can negotiate multiple roles**
  - Supporters
  - Encouragers
  - Monitors
  - Advocates
  - Decision Makers
  - Collaborators

**Effective Family–School Partnerships**

Supporting Student Achievement & School Improvement
Family Engagement Areas of Impact
(Adapted from the PFCE Framework)

Educare empowers and strengthens parents’ capacity to fully realize their role as strong nurturers, educators and leaders in their families, schools and communities, in order to support children’s success in school and in life.

**Parent/Family as Primary Nurturer and Educator**

Parents and families develop warm relationships that nurture their child’s learning and development.

**Parent/Family Connections to Peers, School and Community**

Parents and families form strong school-family partnerships and connections with peers and mentors in formal or informal social networks that enhance social well-being and community life.

**Parent/Family as Advocate and Leader**

Parents and families participate in leadership development and program decision-making and advocate for high-quality learning and education in their home, school and community.

**Family Well-being and Development**

Parents and families are safe and healthy; parents advance their own learning and interests through education and training that supports their life goals and careers, and promotes financial mobility.

*Relationships as the vehicle for learning and change*
Educare family engagement builds relationships with families that support:

- Strong, caring and responsive parent-child relationships
- Peer-to-Peer Connections
- Strong Home-School (Parent-Staff) Partnerships
- Parent Advocacy and Leadership
- Family Well-Being
Staff and Family Partnership Outcomes

Parents will be able to engage as:

- Supporters
- Encouragers
- Creators of Structure/Routines
- Monitors
- Models
- Advocates/Leaders
- Partners/Collaborators
- Decision-Makers

Source: Mapp, 2013
Staff and Family Partnership Outcomes

Staff will be able to:

► Enter into a respectful and reciprocal relationship with families
► Honor and recognize families’ existing knowledge and skills
► Create and sustain a program culture that is inviting, welcoming and promotes family engagement
► Develop family engagement activities that connect parents to children's development and learning

Source: Mapp, 2013
Hope

“Of all the forces that make for a better world, none is so powerful as hope. With hope, one can think, one can work and one can dream.”

- Charles Henry Sawyer
Let’s change the world
Resources


Resources Con’t


Additional Resources

- Head Start National Center on Parent, Family and Community Engagement
- Implementing Parenting Interventions In Early Care and Education Setting: A Guidebook for Implementation
- Partners in Education: A Dual Capacity Building Framework for Family-School Partnerships
- Compendium of Parenting Interventions
- Parenting Matters: Supporting Parents of Children Ages 0-8
- Ascend Two Generation Framework