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Engaging Families: Cultivating and Sustaining Collaborative Partnerships

Today's Discussion

- **Introductions and Opening Activity**
- **What the research tells us**
  - Defining Family Engagement
  - Why is it important
  - Multiple Frameworks

- **One Family's Story**

- **Principles and practices that support Collaborative Partnership with Families**
- **Types of family Engagement**

- **Closing activity**
  - Video

Family Engagement Defined

"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 Defined

- Refers to the systematic inclusion of families in the planning and development of activities and programs, decision making and evaluation of activities, programs and systems.

- **SHARED POWER**

- **CO-CREATION**

- **DOING WITH**

Family Engagement Research

- **Growing knowledge base** Publications and academic papers (5 times as many in past 10 years)

- Family Engagement is increasingly cited as a **critical aspect of high quality early care** and **K-12 education**

- Family engagement (contact with families and participation in school activities) facilitates **children's school success**

Family Engagement Research

- Studies link frequent contact and parent school participation to **social, behavioral**, and **academic well-being in young children** (McWayne et al., 2004: Seginer, 2006)

- Family engagement reciprocally benefits staff who report **more job satisfaction, higher morale** and more **confidence** about their work when they have **strong relationships with families** (Epstein; Henderson & Berla,1994; Swick, 2004)

Multiple Family Engagement Frameworks

- Dept. of Education's Dual Capacity-Building Framework for Family-School Partnerships

- Center for Parent, Family and Community Engagement

- Center for the Study of Social Policy's (CSSP) Strengthening Families Approach and Protective Factors

- Epstein's Framework on Parent Involvement

No More Random Acts of Family Engagement

Specific

Intentional

Rigorous

Measurable

Principles and Practices that Support Family Partnerships

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Children grow up in families and families live in communities:

- The Ecology of Child Development (Urie Bronfenbrenner)

- **The spirit of this approach:**

  - Family as foundation

  - Community as more that a place or space

  - Mutual respect

  - Appreciation Of culture

  - Value of partnerships
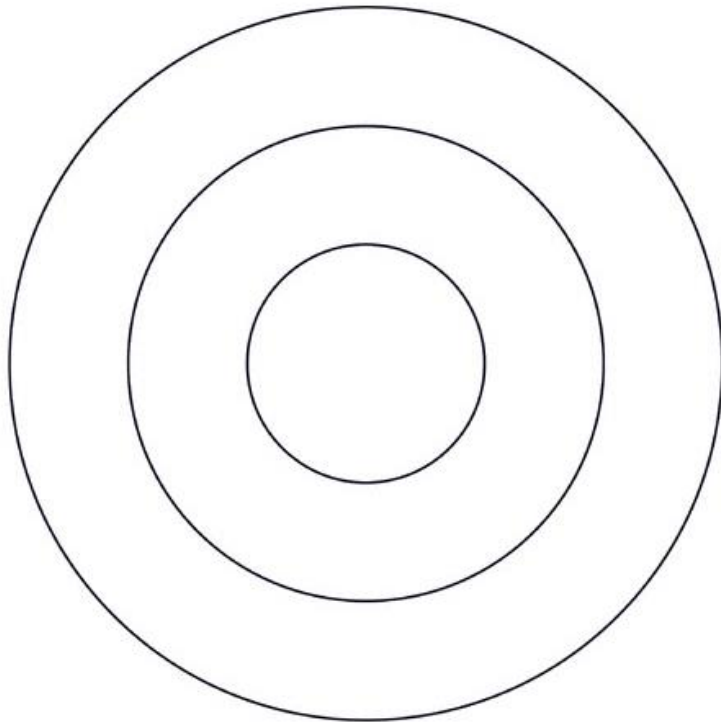
Development of a respectful and trusting partnership

- Cultural, linguistic and socio-economic responsiveness
- Strength-based orientation
- Individualization and flexibility
- Alignment with family preferences/goals/aspirations
- Alignment to child goals and outcomes
- Equality of family and staff/practitioner roles

From Involving, to Engaging, to Partnering

UNIDIRECTIONAL   RECIPROCAL   MUTUAL   SHARED

TO FAMILIES   FOR FAMILIES   WITH FAMILIES

NOT ABOUT ME,

WITHOUT ME

Principles of Trusting Partnerships

(ECTA 2017)

- Communication—Often and truthfully
- Competency
- Respect
- Commitment
- Equalize the planning field- Parent as Expert
- Advocate

One Family's Story
Maria Jacinto

Types of Family Engagement Activities

- **Meeting families' 'basic needs**
- **Parenting Support**
- **Referring to and evaluating for services and supports**
- **Individualizing, developing and providing services and supports**
- **Extending child's learning in home and community**
- **Encouraging families' participation and volunteering in the program/school and community**
- **Advocating for systems improvement**
- **Parent Leadership training**

- **Collaborating with the community**

Others…………………

Staff and Family Partnership Outcomes

- **Parents will engage as:**

  - Supporters
  - Encouragers
  - Creators of structures/ routines
  - Monitors
  - Models
  - Advocates/leaders
  - Partners/collaborators
  - Decisionmakers

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 and learning activities that connect parents to children's development

Source: Mapp, 2013

Closing Activity

- **Given your community context and your position or role, identify the family engagement principle/practice that resonates with you as having the biggest impact on families and children in your community?**

- **What specific action could be taken to address this?**

"**I've learned that people will forget what you have said, people will forget what you did, but people will never forget how you made them feel."**

-**Maya Angelou, American Poet**

Let's change the world

Resources

- **Waldfogel, Jane and Elizabeth Washbrook. 2011. "Income-Related Gaps in School Readiness in the United States and the United Kingdom."**

- ***Partners in Education: A Dual Capacity–Building Framework for Family and School Partnerships* (2013). A publication of SEDL in collaboration with the U.S. Department of Education.**

- **Cochran, M. (Ed.). (1993). *Empowerment and Family Support.* Ithaca, NY: Cornell Cooperative Extension.**

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- **Gonzales -Mena, J (2009). *Child, Family and Community Family Centered Early Care and Education* (5th ed.). Columbus, OH: Pearson.**

- **Ripples of Transformation Families Leading Change in Early Childhood Systems (2016) Center for the Study of Social Policy**

- **Iruka, I.U, Curenton, S.M. & Eke, W.A. (2014). *The CRAF-E[4] Family Engagement Model: Building Practitioner's Competence to Work with Diverse Families.* San Diego, CA: Elsevier.**

- **Kalil, A. (2015). Behavioral insights and parenting knowledge, attitudes and practices [PowerPoint slides]. Institute of Medicine National Research Council Board on Children, Youth and Families. Harris School of Public Policy, University of Chicago.**

- **Iruka, I.U., Durden, T. & Kennel, P. (2015). Changing faces: Parenting, culture, and child learning and development. *Zero to Three, 35*(4), 10.**

- **[1] Connors-Tadors & Ramsburg ,2008;McWayne, 2016; Ginsburg-Block, 2010**

- **[2] Dearing et al., 2006; Downer & Myers ,2009 ;Epstein,2001)**

  - **[3]Halgunseth, Peterson, Stark,& Moodie,2009**
  - **[4] U.S. Department of Health and Human services, Administration for children and Families, Office of Head Start , National Center for Parent , Family and community Engagement,2019**

- **Not About Me ,without Me: Raising Parent Voice to Guide Early Childhood Policy North Carolina Early Childhood Foundation (December 2017)**

Additional Resources

- The National Academies of Sciences, Engineering and Medicine (2016). Parenting Matters: Supporting Parents of Children Ages 0-8

- National Center on Parent, Family and Community Engagement.(2014)Family Engagement and School readiness (Research to Practice Series).

- Implementing Parenting Interventions In Early Care and Education Setting: A Guidebook for Implementation. National Center on Parent, Family, and Community Engagement, Office of Head Start, U.S. Department of Health & Human Services

- National Center for Parent, Family and Community Engagement. (2015). *Compendium of parenting interventions*. Washington, DC: National Center on Parent, Family, and Community Engagement, Office of Head Start, U.S. Department of Health & Human Services

- *ECTA Center Early Childhood Technical Assistance2017, Principles of trusting partnership.