

# Meaningful Engagement



**Commonwealth  
Institute for  
Parent Leadership**

The Prichard Committee

# Goals and Objectives

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1

Become familiar  
with levels of  
engagement

2

Understand the  
research behind  
student success  
linked to authentic  
family engagement

3

Learn about  
opportunities to  
serve



# Opening Question

What do you think about when it comes to your child's education? What "keeps you up at night"?



## Inequities Cause Worry

- **Parents:** Worry that school staff will criticize their parenting, undermining their confidence
  - **Lower-income families:** Worry that their students are likely to fall way behind in school
  - **Families with special needs:** Worry that their children are not getting critical supports
  - **School staff:** May have negative bias about families' interest/ability to help children with academics
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- Hill, Nancy and Latoya Gayle (2020) Engaging Parents and Families to Support the Recovery of Districts and Schools. EdResearch for Recovery, September 2020

# THE SPECTRUM OF COMMUNITY ENGAGEMENT TO OWNERSHIP



## Epstein's Six Types of Parent Involvement

Dr. Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs.

# Epstein's 6 Types of Involvement

Parenting	Communicating	Volunteering	Learning At Home	Decision Making	Collaborating with Community
Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.	Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.	Improve recruitment, training, work and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.	Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.	Include families as participants in school decisions, governance and advocacy through PTA/PTO, school councils, committees, action teams and other parent organizations.	Coordinate community resources and services for students, families and the school with businesses, agencies, and other groups, and provide services to the community.
<b>TYPE 1</b>	<b>TYPE 2</b>	<b>TYPE 3</b>	<b>TYPE 4</b>	<b>TYPE 5</b>	<b>TYPE 6</b>

What is your level  
of engagement in  
your child's  
education?

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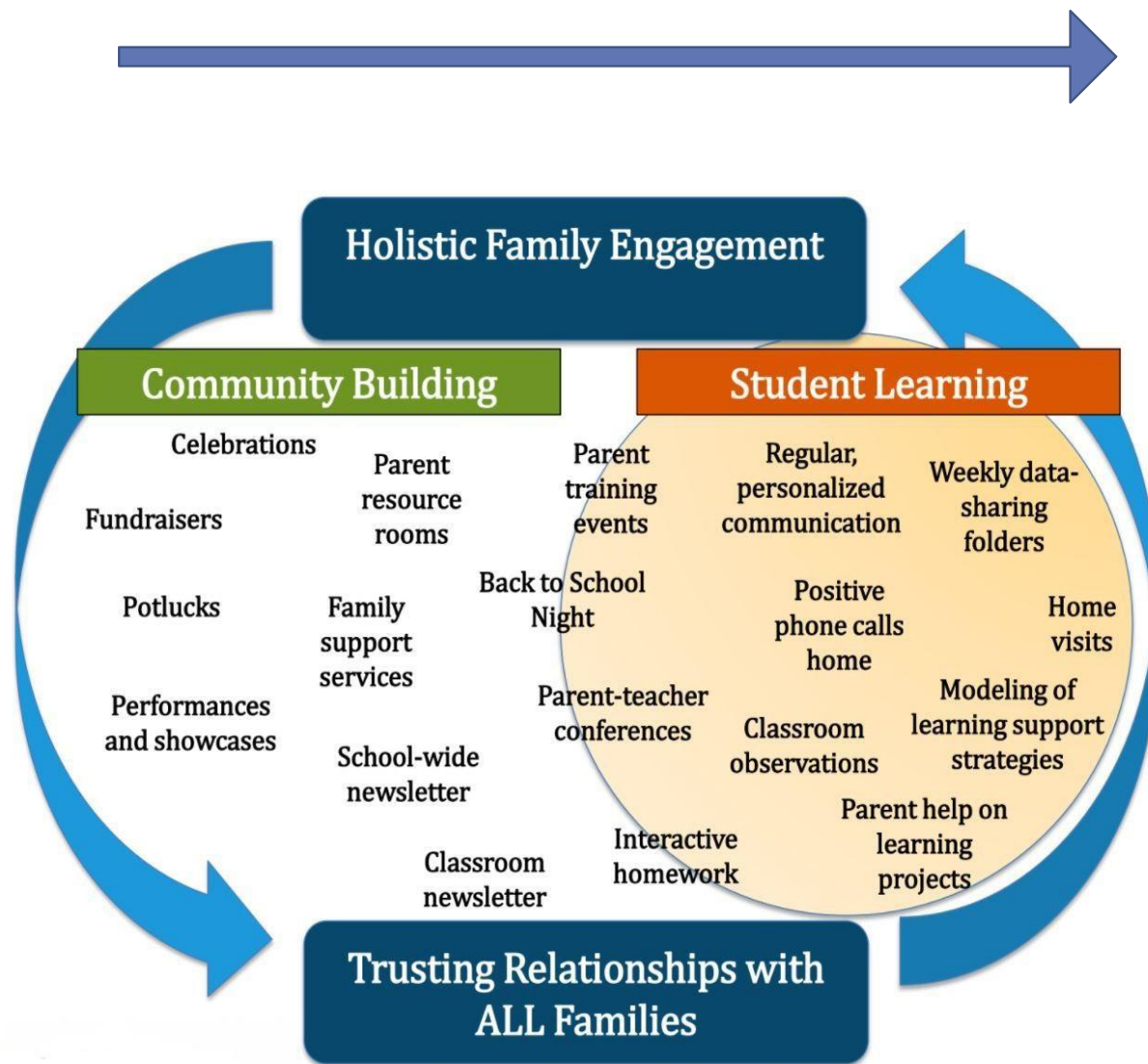


# Relationships Survey

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[Family-User-Guide.key \(prichardcommittee.org\)](http://Family-User-Guide.key(prichardcommittee.org))

**Lower  
impact**



**Higher  
impact**

How do we get to a  
trusting,  
meaningful,  
authentic,  
relationship?



Strong  
Families  
=  
Student  
Success

**Five Strategies that Strengthen Families:**

- 1) Create a welcoming, safe space for parents to connect with others and share concerns.
- 2) Affirm their value and contributions
- 3) Connect to economic and social resources
- 4) Build capacity to support children's learning, development, and independence
- 5) Listen to their ideas / Hear their voice.

**Browne, Charlyn Harper (2014) *The Strengthening Families Approach and***

***Protective Factors Framework.*** Washington, DC: Center for the Study of Social Policy. <https://cssp.org/resource/the-strengthening-families-approach-and-protective-factors-framework-branching-out-and-reaching-deeper/>



# Strong Ties to Families and Community

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Schools with *strong family and community ties* were **4x** more likely to make reading gains.

- ❑ **Teacher ties to community:** Understand local issues, spend time in community, use local resources.
- ❑ **Teacher outreach to parents:** Invite parents to observe in class, try to understand parents' concerns, and embrace parents as partners
- ❑ **As a result, parents respond:** Become involved in school activities and respond to teacher concerns about schoolwork.

Anthony S. Bryk et al, (2010) *Organizing Schools for Improvement: Lessons from Chicago* (Chicago: University of Chicago Press)

# Strategies to engage

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The school is responsible for engagement but don't wait for an invite

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Inventory your strengths, abilities, time and talents

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Get to know your child's teacher

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Phones still make actual calls-use them

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Engagement isn't a one size fits all. Find your size!

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Talk to your child about your engagement

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Bring others with you

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# Strategies for leadership

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Do your homework-educational terms, laws etc.

[WelcomeBackPackageFinal.pdf \(prichardcommittee.org\)](#)

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Build confidence through education and training

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Follow the leader-Find a mentor

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If not you then who? Take the first step

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Remain solution-focused

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Leadership means “All”

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# The Impacts of Parent Leadership

All parents, regardless of class, race, and culture, are motivated by concern for their children. When parents gain civic leadership skills, especially in marginalized communities, they can be powerful advocates for equity. Parent leadership initiatives around the country are starting to show how the actions of parent leaders on behalf of their children ripple throughout the community.

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# The Ripple Effect of Parent Leaders





# Your recipe for Meaningful Engagement

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What do you need?

# Resources

- [KY Digital FE Playbook \(fliphtml5.com\)](#)
- [CIPL Fellowship – Prichard Committee for Academic Excellence](#)
- [Get Connected – Prichard Committee for Academic Excellence](#)
- [Kentucky Collaborative for Families and Schools – Prichard Committee for Academic Excellence](#)

# Opportunities

- FRYSC Advisory Council
- GOEC Early Childhood Regional Collaboratives
- DBH RIACs
- KYPTA
- KASC
- KSBA
- Kentucky Collaborative for Families and Schools
- Local opportunity
- KY Boards and Commissions
- [Parent Leadership Roles - Google Docs](#)



# Apply Here

- [Application for Boards and Commissions - Kentucky Governor Andy Beshear](#)

# Application for Kentucky Boards and Commissions

## ALPHABETICAL LIST OF BOARDS AND COMMISSIONS

### Board Name

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Audits, State Committee for School District

Autism Spectrum Disorders, Advisory Council on

Barbering, Kentucky Board of

Bicycle & Bikeway Commission, Kentucky

Big Sandy Community & Technical College Board of Directors

Big Sandy Community & Technical College Nominating Commission

Blind State Rehabilitation Council, Kentucky Office for the

Bluegrass Community & Technical College Board of Directors

Bluegrass Community & Technical College Nominating Commission

Bluegrass State Skills Corporation Board of Directors

Boiler and Pressure Vessel Rules, Board of

Boxing & Wrestling Commission, Kentucky

Brain Injury Trust Fund Board, Kentucky Traumatic

Breast Cancer Advisory Committee

Breast Cancer Research and Education Trust Fund Board, The

Buffalo Trace Covered Wooden Bridge Authority

Buildings Advisory Committee, High-Performance

Capital Development Committee

Capital Planning Advisory Board

Central Midwest Interstate Low-Level Radioactive Waste Commission

Charitable Gaming Advisory Commission

Charter School Advisory Council

Chemical Demilitarization Citizens' Advisory Commission

Child Care Advisory Council, KY

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- *We are spending a great deal of time, energy, and resources on learning all we can about twenty-first century instruction. We spend millions of professional development dollars searching for those ideas that will bring us success with every student – a success that still eludes us. In all of this, the notion of family engagement, that being empowering the first and most influential teachers of children, seems to somehow get lost. We simply cannot let that to continue to happen.*

*-Dr. Steve Constantino*

# References

- Constantino, S. (2016) *Engage Every Family: Five Simple Principles*, Thousand Oaks, CA: Corwin.
- Epstein, J. L. (2011) *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (2nd edition), Philadelphia: Westview Press.
- Harris, A. and Goodall, J. (2007) *Engaging Parents in Raising Achievement: Do Parents Know They Matter?* Warwick: University of Warwick.
- Harris, A., Andrew-Power, K. and Goodall, J. (2009) *Do Parents Know They Matter? Raising achievement through parental engagement*, London: Continuum.