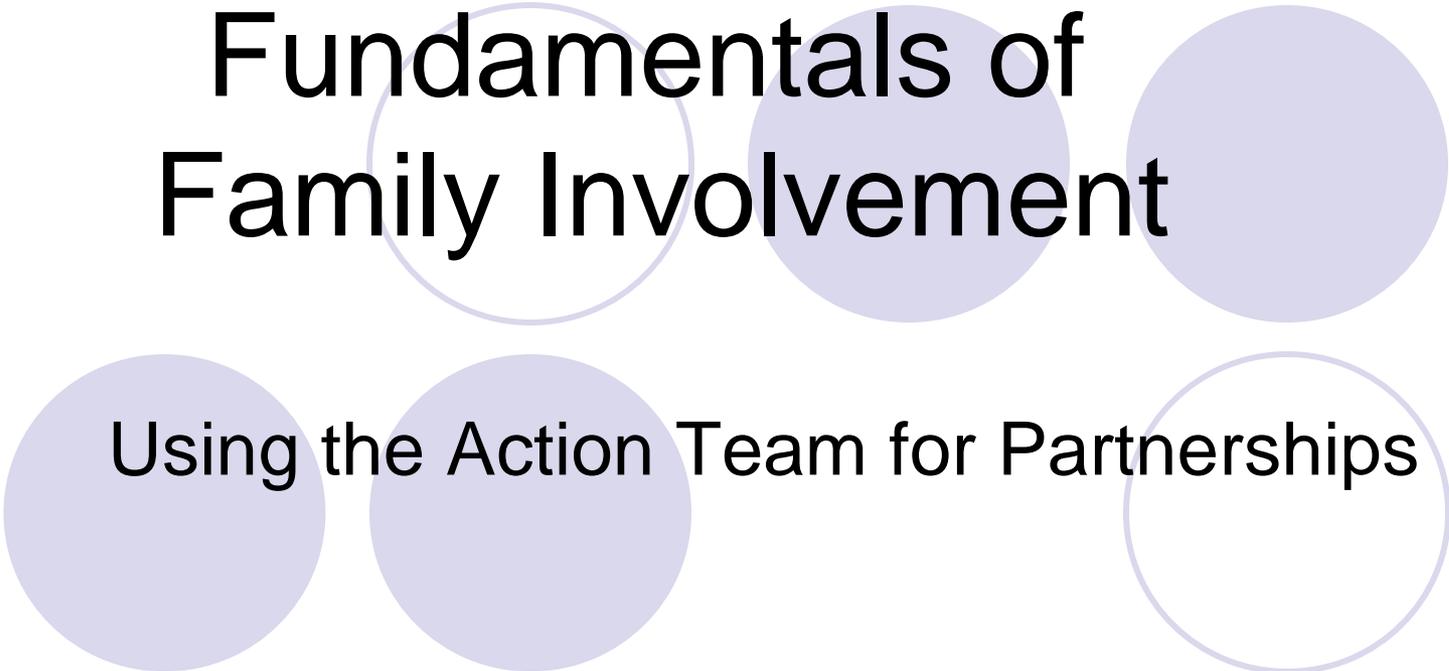
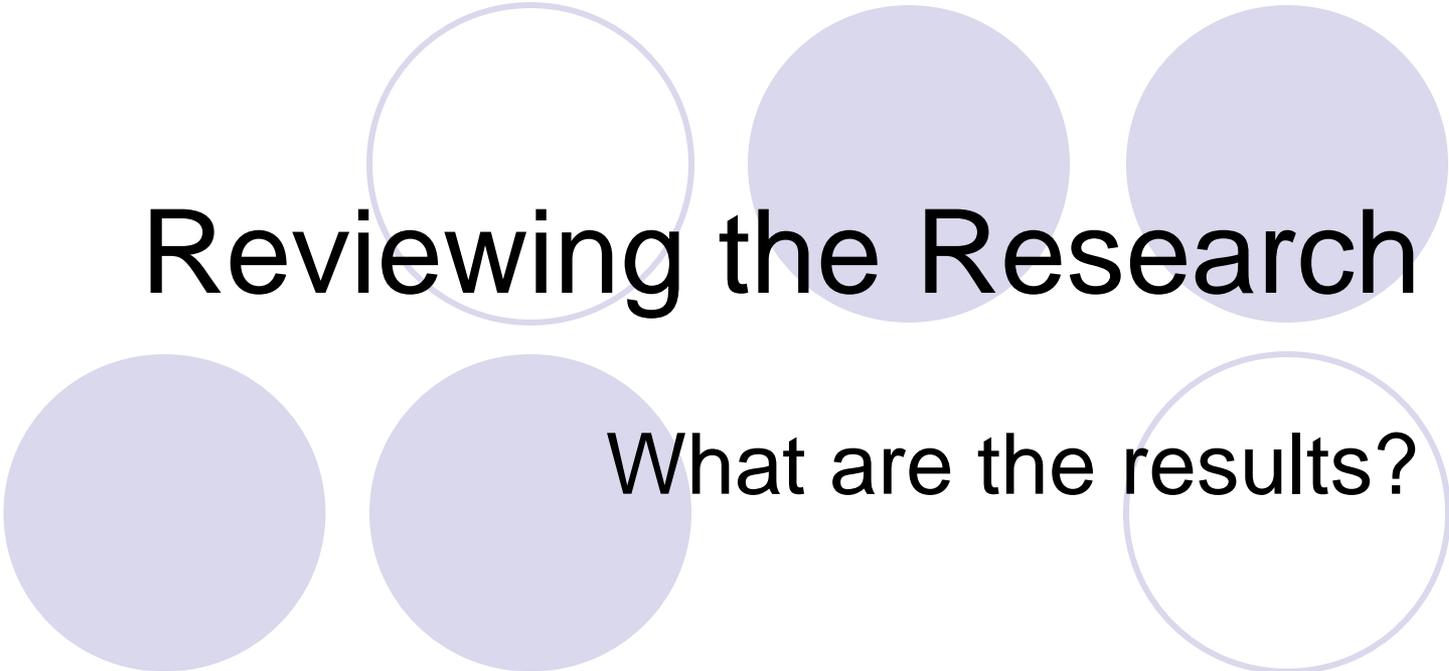


Fundamentals of Family Involvement

The slide features several decorative circles in a light purple color. One circle is positioned behind the word 'Fundamentals', another behind 'Family', and a third behind 'Involvement'. Below the main title, there are three more circles: one on the left, one in the middle, and one on the right. The text 'Using the Action Team for Partnerships' is centered across these three lower circles.

Using the Action Team for Partnerships

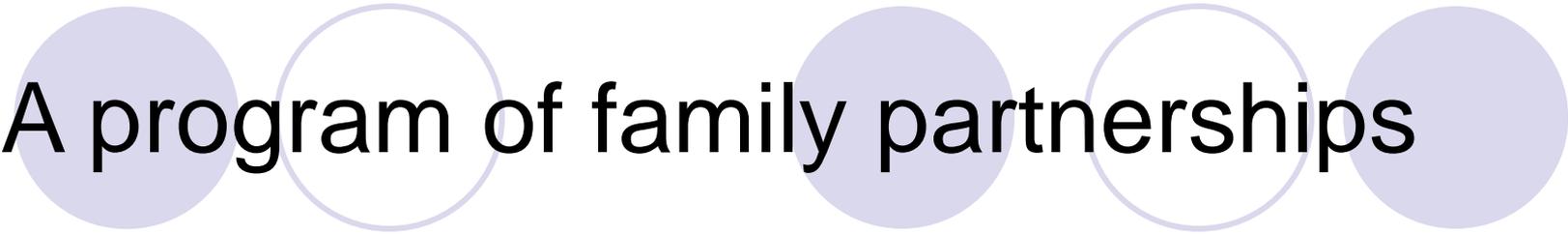
The slide features a decorative arrangement of six light purple circles. Three circles are positioned in the top row, and three are in the bottom row. The top-left circle is an outline, while the other five are solid. The text is centered horizontally between the two rows of circles.

Reviewing the Research

What are the results?

Regardless of income and background, involved families help students:

- Earn higher grades and test scores and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, better behavior, and adapt well to school
- Graduate and go on to post-secondary education.

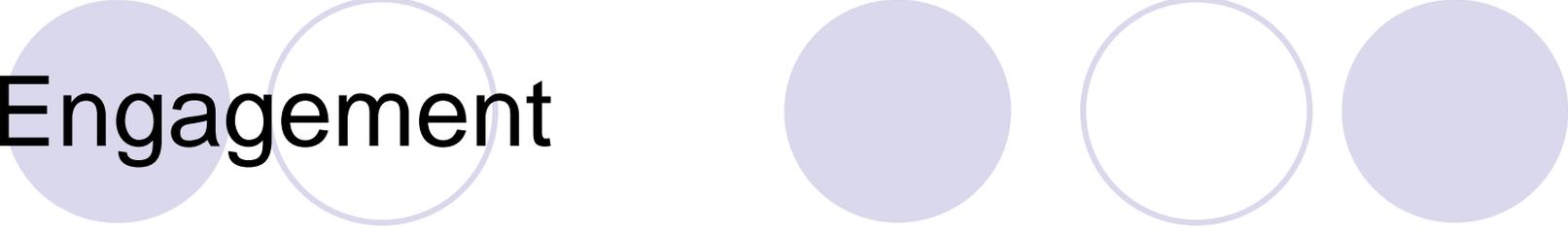


A program of family partnerships

- Especially benefits children from disadvantaged families
- Helps schools increase the performance of all children in the school
- Provides the support enabling families from all backgrounds to be involved
- Is important Pre-K through Grade 12
- Increases teacher morale, performance

What do we know about School Staff and Partnerships?

- Teachers and administrators initially resist increasing family involvement.
- Teachers and administrators need preservice, inservice, and continuing education on partnerships.
- Teachers with effective partnerships report that parents of all backgrounds can help their children.
- Many families won't be involved **unless** schools reach out.



Engagement

When school staff engage in caring and trustful relationships with families, the families are more apt to participate in their children's educational development.

This is the most significant finding of the research (Mapp)

Key Findings about Making Connections

Successful programs

- are welcoming and address specific family-community needs
- Recognize cultural and class differences and build on strengths
- Share power with parents; learning is a collaborative enterprise

-- Anne Henderson



Parents Want Staff to Know

Respect

- Parents want respect for their commitment to their child.

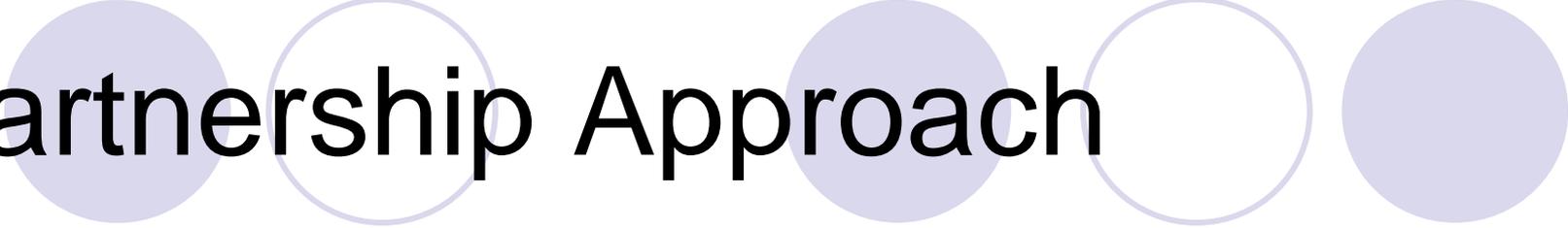
Relationships

- Parents want to have a trusting relationship with teachers.

Rules

- Parents want to know the rules and be part of how learning at school works.

Partnership Approach



- Power sharing
- Mutual respect and trust
- Energies directed toward activities that foster student learning and development