

HB 1618: Family and Community Engagement Coordinators

Strengthen: Families as Child’s Primary Educators and Nurturers

Families develop warm and supportive relationships that nurture their child’s learning and development

Create: A Culture That Engages Every Family

Families of all diverse backgrounds feel heard, respected and engaged in the community

Assist: Families as Connected, Supported Members of the Community

Families form connections in formal and informal social networks that enhance family well-being

Facilitate: Culturally Responsive Communication from School to Home

Communication to families where language and culture is respected and materials provided that are culturally and linguistically appropriate.

Empower: Families as Child Advocates and Leaders

Families build the confidence and knowledge to become empowered to advocate for their children’s education and other areas affecting their children’s lives

Build: Community Network Supports

Families and staff are aware of community supports and opportunities that enhance children’s lives.

Support: Families as Safe, Healthy and Self-Sufficient Caregivers

Families are safe, healthy, and stable; and families advance their own parenting, life and career goals through education and training

Coaches: Staff Support to Develop Strong, Positive, and Effective Relationships with Families

Staff builds the skills to identify the needs and goals of families, especially those experiencing crisis.

Key Outcomes Associated with Family and Community Engagement

Improvements in:

- Academic achievement
- Completion of homework
- Aspirations for postsecondary education
- Successful transitions
- Positive student-staff-parent relationships
- Supportive home environments
- Family-child interactions and communication

Reductions in:

- Truancy
- Dropout rates
- Absenteeism
- Discipline referrals
- Family conflict
- Family Instability

“Both teachers and principals across the country consistently identify family engagement to be one of the most challenging aspects of their work. A common refrain from educators is that they have a strong desire to work with families from diverse backgrounds and cultures and to develop stronger home-school partnerships of shared responsibility for children’s outcomes, but they do not know how to accomplish this.” (2012 “MetLife Survey of the American Teacher”)

“The limited capacity of the various stakeholders to partner with each other and to share the responsibility for improving student achievement and school performance is a major factor in the relatively poor execution of family engagement initiatives and programs over the years.” (Partners Education in A Dual Capacity-Building Framework for Family-School Partnerships; SEDL in collaboration with the U.S. Department of Education, 2013)