The U.S. Department of Education established the *Dual Capacity-Building Framework* to guide state offices, school districts, and schools in establishing family and community engagement partnerships focused on student outcomes. The framework recognizes that in order for family-school partnerships to help *every student* experience success in school, educational systems need to work in coordination with one another, as well as work with their families and communities.

The framework was developed in recognition of over 50 years of research showing that students with family members who are engaged and involved in their school, elementary and secondary, tend to do better in school (Fan & Chen, 1998; Henderson & Mapp, 2002; Jeynes, 2005, 2007). Recently, a meta-analyses by Jeynes (2012) demonstrated a meaningful relationship between school programs to engage families and student achievement outcomes.

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For more information and partnering materials:

SACPIE
www.cde.state.co.us/sacpie

CDE
www.cde.state.co.us/resourcesforparents

Dual Capacity-Building Framework
https://www2.ed.gov/documents/family-community/partners-education.pdf

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IMPROVING STUDENT LEARNING WITH FAMILY AND COMMUNITY ENGAGEMENT

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Meaningful Homework

Assigning homework has become an increasingly controversial school practice, but studies show it can be associated with positive family and student outcomes. Homework can have many different purposes (Epstein & Van Voorhis, 2001). When teachers design and assign interactive homework, there are greater parent-child interactions completing homework, higher grades, and stronger student performance on standardized assessments (Van Voorhis 2003, 2007, 2011). This type of homework provides opportunities for:

- Students to practice skills.
- Students to teach family members what they are learning.
- Families to communicate with teachers.

Other Connections to Student Outcomes

Research studies investigating the effects of family engagement have looked at a wide range of student outcomes, including academic achievement, attendance, and graduation, as well as student engagement and motivation.

Effects on Reading Achievement

Numerous studies have found a relationship between educators' encouragement of the following family engagement practices and students' reading achievement:

- Shared reading (Jeynes, 2012).
- Home visits (Sheldon & Jung, 2015).
- Communication with families & Providing parenting supports (Gonzalez & Jackson, 2013).
- School-based involvement (Dearing, Kreider, Simpkins, & Weiss, 2006).

Effects on Math Achievement

Similarly, studies have identified family engagement practices predictive of achievement in Mathematics:

- Monitoring homework (Sheldon & Epstein, 2005; Van Voorhis, 2010).
- School-based involvement (Sibley & Dearing, 2013).

Effects on Student Attendance

Studies show that the following school practices contribute to improvements in student attendance:

- Meeting the needs of families who don't speak English, cannot attend school meetings, provide ways to volunteer outside the school, and other challenges (Sheldon, 2007).
- Conducting home visits (Epstein & Sheldon, 2002; Sheldon & Jung, 2015).

Effects on Secondary School Outcomes

Family engagement continues to matter for adolescents' academic engagement and outcomes (Jeynes, 2007):

- School-based involvement (Hill & Tyson, 2009).
- Academic socialization (DeCastro & Catsambis, 2009; Hill & Tyson, 2009).

Implications for Educators and Educational Practice

Family and community engagement practices most likely to help all students meet educational goals and high standards are built on a foundation where the Organizational and Procedural Conditions underlie strong programmatic efforts (Mapp & Kuttner, 2013). With those in place, the following practices can improve student achievement and student engagement in school:

1) Teachers' should *design interactive homework* that meets multiple purposes, including two-way communication with families.

2) Schools need to *communicate with families* in several languages and using several methods about expectations for school attendance, how to support reading and math, and how their children are performing.

3) Schools should provide *easy and inviting ways families can talk* with teachers.

4) School should *create volunteering opportunities* for families to support the school without having to be there during school/work hours. These efforts need to be recognized as much as more traditional forms of volunteering.