



## **Keeping Families Involved in Their Child's Learning**



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**Applying New Knowledge:  
Learning & Transfer**

# Child Care Training Consultants, LLC

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<p style="text-align: center;"><b>PRESCHOOL Module 4</b></p> <p><b>CDA Subject Area 4: Building productive relationships with families</b>  <b>Title: CDA FAM 4.E Keeping Families involved in their Child’s Learning</b></p>	<p><b>2 Hours</b></p>	<p><b>0.2 CEUs</b></p>
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The goal of this training is to provide participants with strategies needed for meaningful collaboration among students, families, schools, employers, and agencies.



**Dr. Theresa Vadala**  
(Instructor & Curriculum Designer)





**Applying New Knowledge:  
Learning & Transfer**

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### **About the Instructor**

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally.



### **Business Description**

Child Care Training Consultants, LLC., is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education. Theresa Vadala is the Executive Director/Owner of Child Care Training Consultants, LLC., The business is also a recognized training organization with the National Workforce Registry Alliance and CDA Council Program.



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**Learning Assessment**

Read the material provided, take the 5-10 quiz questions and complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

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## **Learning Objectives**

### **Part 1: Family Involvement and Improved Academic Outcomes**

Participants will be able to...

- ❖ Identify family involvement, and
- ❖ Identify how family involvement has improved academic outcomes

### **Part 2: Parent Behaviors: Involvement vs. Engagement**

Participants will be able to ...

- ❖ Give examples on how to avoid negative parental involvement, and
- ❖ Explain the difference between parental involvement and family engagement

### **Part 3: Strategies for Keeping Families Involved**

Participants will be able to ...

- ❖ Identify strategies on encouraging family involvement, and
- ❖ Identify resources to keep parents involved in their child's learning and explain how the resources can be used in their center.



## **Learning Outcomes**

### **Part 1: Family Involvement and Improved Academic Outcomes**

Participants will be able to...

- ❖ Identify family Involvement, and
- ❖ Explain how family involvement has improved academic outcomes for students.

### **Part 2: Parent Behaviors: Involvement vs. Engagement**

Participants will be able to ...

- ❖ Give 5-7 examples on how to avoid negative parental involvement, and
- ❖ Explain the difference between parental involvement and family engagement

### **Part 3: Strategies for Keeping Families Involved**

Participants will be able to ...

- ❖ Identify 3-5 strategies on how to encourage family involvement, and
- ❖ Identify 5-10 Resources to keep parents involved in their child's learning and explain how the resources can be used in their center.



## **Agenda**

### **Part 1: Family Involvement and Improved Academic Outcomes**

- ❖ Identify family involvement, and
- ❖ Identify how family involvement has improved academic outcomes

### **Part 2: Parent Behaviors: Involvement vs. Engagement**

- ❖ Give examples on how to avoid negative parental involvement, and
- ❖ Explain the difference between parental involvement and family engagement

### **Part 3: Strategies for Keeping Families Involved**

- ❖ Identify strategies on encouraging family involvement, and
- ❖ Identify resources to keep parents involved in their child's learning and explain how the resources can be used in their center.

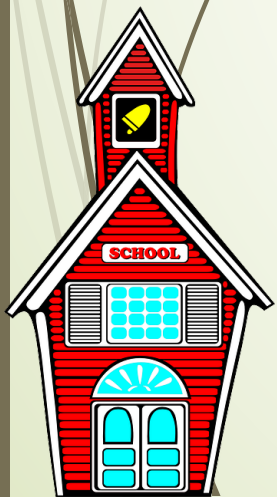




## **Part 1: Family Involvement and Improved Academic Outcomes**

### **❖ Family Involvement**

Successful family involvement relies on meaningful collaboration among students, families, schools, employers, and agencies. Countless studies have found that the involvement of parents in education is vital to a child's success in school. Parent and family involvement in schools can include engaging in extracurricular activities, open communication, participating in parent meetings, attending school activities, and volunteering in the classroom.





## **Part 1: Family Involvement and Improved Academic Outcomes**

### **❖ Improved Academic Outcomes**

Research shows that parent involvement with reading activities has a positive impact on reading achievement, language comprehension, and expressive language skills, as well as students' interest in reading, and attitudes toward reading. When parents become involved at their child's school, they build social networks that can provide useful information, connections to school personnel and teachers. Parents who are involved in their child's school are better equipped to support their children in succeeding in school as they have access to resources and utilize information, they have gathered to stay involved.

Reference: National Literacy Trust (2005)



## Part 2: Parent Behaviors: Involvement vs. Engagement

### ❖ Parental Involvement vs. Engagement

An **involved** parent takes part in the activities already determined by the school. An **engaged** parent takes a step further, often becoming part of the school's decision-making process. Parental involvement may include classroom volunteering, participating in parent-teacher conferences and other communication with teachers. The school personnel typically controls these activities, inviting parents to participate.

With engagement, schools intentionally give parents opportunities to offer their own input, develop on their own abilities and take ownership over ideas. Effective engagement can include training for parents of children with special needs and involving parents in key school-wide decisions.

Reference: Annie E. Casey Foundation (2023)



## **Part 2: Parent Behaviors: Involvement vs. Engagement**

### **❖ How to Avoid Negative Parental Involvement**

Teachers and administrators must be aware of barriers as they determine how to involve families in the classroom. Many families have a busy work schedule or a lack of transportation that make involvement challenging. As you address structural barriers, get to know the families in your school and find ways they can get involved in their child's education that work with their needs. To avoid negative parental involvement, it is important to know your families; If a family is facing transportation issues or a busy work schedule, advise teachers to consider virtual calls or provide flexible meeting times if possible. Create a school-wide culture that values diversity and embraces every family's voice. This helps address societal barriers that may alienate families.



## **Part 2: Parent Behaviors: Involvement vs. Engagement**

### **❖ Parental Involvement vs. Engagement**

#### **What is Parental Involvement?**

Parent involvement refers to the collaboration between the parents and the school to improve children's education experience and academic performance. Numerous studies have found that the involvement of parents in education is vital to a child's success in school. Parents can become involved in their child's school in a variety of ways. Parent involvement in schools can begin with parent and teacher conversations during drop off and pick up, attending parent meetings, volunteering in the classroom and engaging in extracurricular activities.



## **Is Engagement Different from Involvement?**

Although the two are similar, there's a difference between family involvement and family engagement. Involvement often implies a one-way, prescriptive approach to the school/family relationship: for example, a high school might tell parents what they need to do to support students or give parents a list of ways they can volunteer. Engagement implies a two-way approach, a true partnership between families and schools. Fostering engagement means inviting families to design, problem-solve, and contribute to the school community at high levels.



## **What is Family Engagement?**

Family Engagement often implies an approach to the school/family relationship: for example, a preschool administrator may tell parents what they need to do to support their children or give parents a list of ways they can volunteer. Engagement refers to inviting families to design, problem-solve, and contribute to the school community.

The National Association for the Education of Young Children NAEYC defines parent involvement and family engagement as creating and sustaining student learning activities at home to enhance the child's strength, family and school collaborate through effective communication, ongoing parental participation to build genuine relationships and shared responsibility, as well as engaging families and the community by building upon interests and skills.



## **Part 3: Strategies for Keeping Families Involved**

### **❖ Encouraging Family Involvement**

Strategies for keeping families involved include making learning a priority in the home, establishing routines and schedules that enable children to engage with their families and have opportunities for children to get help from you.

It is important parents to ask their child about what's going on in school.

### **Invite families to:**

Read to and with their children (10–20 minutes daily)

- Ask families how they would like to communicate. Many are comfortable with text messages or phone calls, while others prefer to talk during pick up or drop off.
- Invite families to attend school events, including parent-teacher conferences, back-to-school nights





Outside of the classroom, engaged parents more often see themselves as advocates for their child's school — and are more likely to volunteer or take an active role in governance.

Researchers have noted that parent involvement in school governance, for instance, helps parents understand educators' and other parents' motivations, attitudes and abilities. It gives them a greater opportunity to serve as resources for their children, often increasing their own skills and confidence. In a few cases, these parents actually further their own education and upgrade their job.

While providing improved role models for their children, these parents also ensure that the larger community views the school positively and supports it. They also provide role models for future parent leaders.



## **Part 3: Strategies for Keeping Families Involved**

### **❖ Encouraging Family Involvement (Con't)**

- Remind families to use their commute to connect with their children;
- Encourage conversations about school.
- Eat meals together: It's the perfect opportunity to find out more about what's going on in school.
- Prioritize communication with teachers, especially if demanding work schedules, cultural or language barriers are an issue. Find out what resources are available to help get parents involved.



## Part 3: Tips for Keeping Families Involved

### ❖ Encouraging Family Involvement





## Part 3: Strategies for Keeping Families Involved

### ❖ Resources





## **Review**

### **Part 1: Family Involvement and Improved Academic Outcomes**

- ❖ Identify Family Involvement, and
- ❖ Identify Improved Academic Outcomes

### **Part 2: Parent Behaviors: Involvement vs. Engagement**

- ❖ Give examples on How to Avoid Negative Parental Involvement, and
- ❖ Explain the difference between Parental Involvement and Family Engagement

### **Part 3: Tips for Keeping Families Involved**

- ❖ Identify methods on Encouraging Family Involvement, and
- ❖ Identify Resources to keep parents involved in their child's learning and explain how the resources can be used in their center.



## Resources

### RESOURCES FOR PARENTS, TEACHERS, SCHOOL ADMINISTRATORS AND ADVOCATES

- ✓ [Child Trends Families and Parenting Research](#)
- ✓ [Harvard Graduate School of Education's Usable Knowledge series](#)
- ✓ [Parent Institute for Quality Education](#)
- ✓ [The National Parent Teacher Association](#)
- ✓ [Johns Hopkins University National Network of Partnership Schools](#)
- ✓ [The Casey Foundation Parental Involvement in Education policy brief](#)
- ✓ [The Casey Foundation's Families as Primary Partners in Their Child's Development and School Readiness](#)



## References

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