

FACT SHEET

LCFF Priority #3 Parent Involvement (Engagement): research-based definitions

Research shows authentic family engagement leads to reduced absenteeism, decreased dropout rates, increased student achievement and increased graduation rates which lead to young adults who are college and career ready.

Our bill seeks to use research-based guidelines to define what authentic family engagement could look like in the Education Code to help guide schools. LCFF Priority #3 Parent Involvement (Engagement) calls on **all** public education entities such as, school districts, county offices of education, charter schools and state preschools to provide active and meaningful participation and training for families:

- In the development and updating of Local Control Accountability Plans (LCAP)
- In their role on other school district or site committees such as site councils or District English Learners Advisory Committees
- On the important role they play as their children's first teacher, to develop parent leaders and encourage parents to advocate for a complete education that includes a full curriculum in order to close the access, achievement, and opportunity gaps

As districts implement their own family engagement activities and programs, equity becomes an issue for students and families and the level of engagement being offered by their school districts. But with many new programs, families may not know what is possible, outlining some of these options in the Education Code helps school districts and families know what their options are to create a more engaging education community.

The suggested activities have been developed using research-based family engagement practices and standards, including, but not limited to, the National Standards for Family-School Partnerships. It could also include:

- Outreach in multiple languages
- Outreach to parents and families that are underrepresented in the school, school district, or county office of education
- Outreach strategies that are diverse and innovative

We are asking for language to be added to Ed. Code Section 52060 (d) (3) and Ed. Code Section 52066 (d) (3) that covers LCFF Priority #3 on Parent/Family Engagement to better reflect the true engagement local education agencies could implement, based on their local needs.



TALKING POINTS

Please support Family Engagement in the Education Code: LCFF Priority #3

- Research shows that family engagement improves attendance and reduces dropout rates. Students with higher attendance are more likely to stay in school, graduate and go on to college. The cost of engaging families is insignificant compared to the cumulative lost wages of someone without a high school diploma.
- It increases student achievement. A review of the literature by the California Department of Education found “compelling evidence linking identifiable parent involvement activities to measurable student achievement.”
- It’s needed for parent participation in Local Control Accountability Plans. Parents want to help their children succeed, but most do not understand how our education system works. Many parents were raised in other states or outside of the United States, but even those from California are not familiar with LCAPs and the LCFF.
- There is no fiscal impact of the addition of suggested, research-based activities to the Education Code that could be utilized by local education agencies to supplement their own family engagement activities.
- Authentic Family Engagement is an equity issue. Educating all local education agencies and communities there are evidence-based models on effective family engagement is essential to provide genuine family engagement programs that best fit a local community’s needs.
- Family engagement programs are a cost-effective way to increase student achievement. According to one report, "schools would need to increase spending by more than \$1,000 per pupil to gain the same results as effective family engagement."¹
- Adding language to Ed. Code Section 52060 (d) (3) and Ed. Code Section 52066 (d) (3) that covers LCFF Priority #3 on Parent/Family Engagement to better reflect the true engagement local education agencies could implement, based on their local needs.

1 Houtenville, A. and K.S. Conway. (2008). *Parental Effort, School Resources, and Student Achievement*. *Journal of Human Resources*, XLIII. Madison, WI: University of Wisconsin Press. Retrieved from <http://www.nspr.org/files/docs/conway-may08.pdf>