

# Parental Involvement in Early Childhood Education

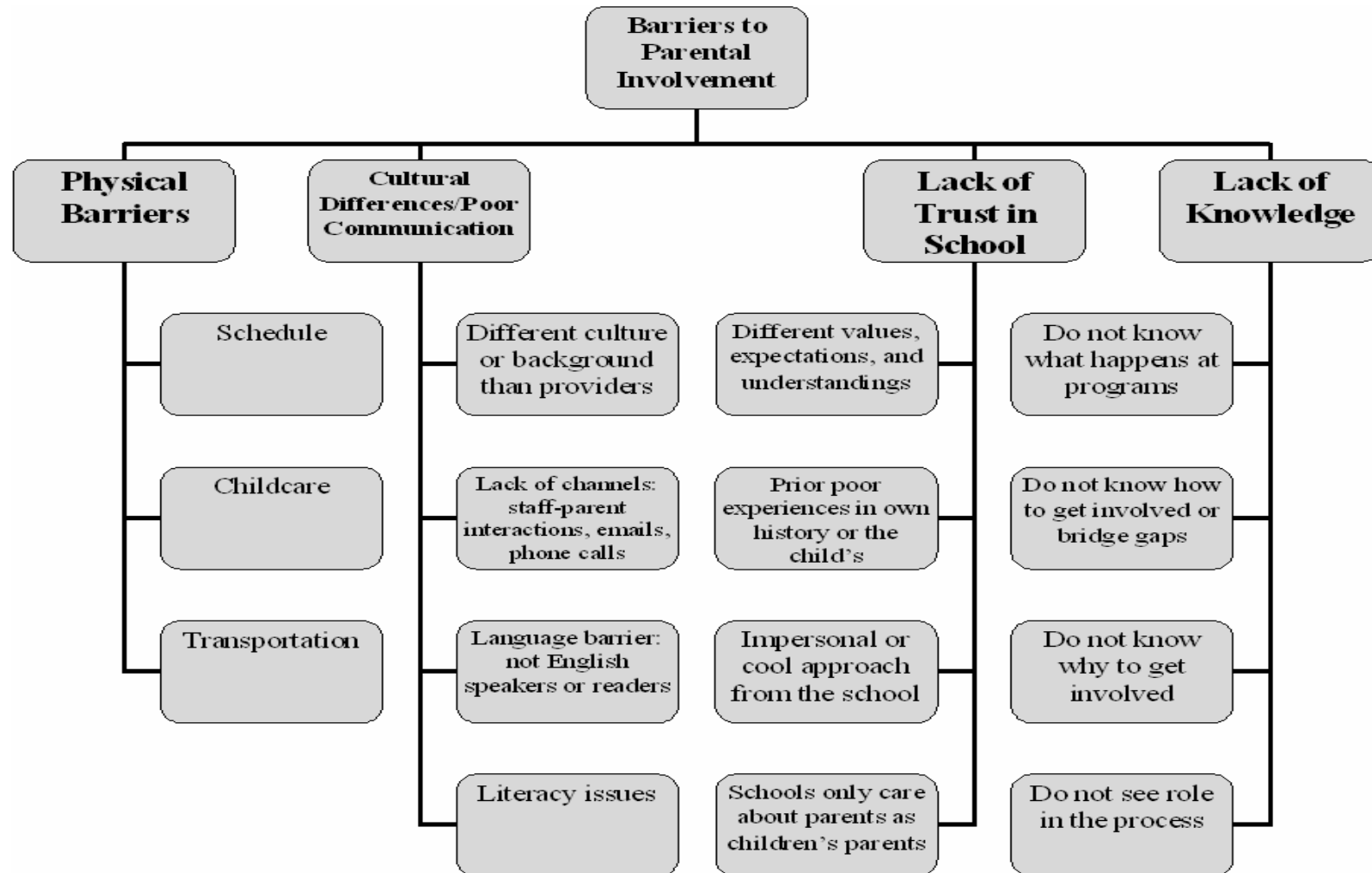
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# Parental involvement correlates positively with:

- Supportive educational home activities,
- Academic performance in early childhood education and beyond,
- Social behavior and motivation,
- Continued parental involvement.

# The obstacles:



# Overcoming cultural and communication issues:

- Displaying and supporting constituents' cultures

- **Video vignettes** (Dr. Deborah Gross, Associate Dean for Research and Scholarship, Rush University College of Nursing, Chicago Parent Program, interview, September 26, 2006).

- Utilizing several channels for communication

- **Send notes, make phone calls, visit homes** (Kristi Myatt, Coordinator of Community Education/Federal Programs, The Learning Community, Carman-Ainsworth Community Schools, interview, September 28, 2006).

# Overcoming a lack of trust in the school:

- Scheduling two-way conversations at the start of the year
  - Home visits and meetings about needs (The Learning Community).
- Opening doors and extending invitations
  - Post schedules and address personal requests (Tasha Mora, Parent Involvement Specialist, Child, Inc., interview, October 3, 2006; The Learning Community).
- Giving to parents for themselves
  - Adult classes, networking nights (Amy Oak, Muskegon Intermediate School District, interview September 27, 2006; Richard Sussman, Director, Brighter Futures Initiative: Family Centers, interview, October 5, 2006; Child, Inc.).

# Overcoming a lack of knowledge:

- Staffing to keep parents connected and informed
  - Person to call, write, know families (Arthur Reynolds, Professor, University of Minnesota, interview, September 28, 2006; The Learning Community; Child, Inc.).
- Telling parents of their importance
  - Data and support for parental involvement (The Learning Community).