Parent & Family Engagement: A Vital Retention & Completion Strategy for CTE Programs
Workshop Highlights

- Why are we ambivalent about parent/family engagement?
- Why should we cultivate parents/family as educational partners?
- The latest research confirming the importance of parent/family engagement for persistence and completion
- New paradigm for parent/family engagement
- Current community college models
- How parent/family engagement can help support CTE program goals
- Sharing by workshop participants

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Why are we ambivalent?
<table>
<thead>
<tr>
<th>Tinto’s Model of Institutional Departure</th>
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<tbody>
<tr>
<td><strong>Academic Integration</strong></td>
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<tr>
<td>Earning good grades, accessibility of</td>
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<tr>
<td>faculty and use of academic and</td>
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<td>student services.</td>
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<td><strong>Social Integration</strong></td>
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<td>Sense of community, involvement on</td>
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<td>campus and forming mature adult</td>
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<td>relationships.</td>
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Old Paradigm

Parents/families are …

- All the same
- Intrusive
- Burdensome
- Volunteers
- Donors
85% of the current parent/family programs are housed in Advancement Offices to raise funds and recruit volunteers, **NOT** to encourage direct involvement by parents in their student’s education.
Chancellor’s Office Vision for Success

- Increase credentials by 20%
- Increase transfer by 35%
- Reduce credit accumulation by 79%
- Increase job placement in field of study to 69%
- Reduce equity gaps in 5 years by 40%
- Eliminate regional achievement gaps in 10 years
On-campus Supports Are Not Enough

- First-generation students
- Counselor-to-student ratio
- Adjuncts vs. tenured faculty
- Millennials are unique
- Cultural values & diversity

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Many community colleges are not fully leveraging parent/family engagement as a student success strategy.
Students succeed when parents/families are educational partners

- Higher GPAs
- Higher persistence rates
- Higher transfer rates
- Higher completion rates
## California Community College’s New Student-Centered Funding Formula

<table>
<thead>
<tr>
<th>allocation type</th>
<th>2018-19</th>
<th>2019-20*</th>
<th>2020-21*</th>
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<tbody>
<tr>
<td>Base Allocation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Dollars per Credit FTES</td>
<td>$3,727</td>
<td>$3,387</td>
<td>$3,046</td>
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<tr>
<td>Basic Allocation</td>
<td>See Note</td>
<td>See Note</td>
<td>See Note</td>
</tr>
<tr>
<td>Supplemental Allocation - Dollars per Point</td>
<td>$919</td>
<td>$919</td>
<td>$919</td>
</tr>
<tr>
<td>Student Success Allocation - Dollars per Point</td>
<td>$440</td>
<td>$660</td>
<td>$880</td>
</tr>
<tr>
<td>Student Success Equity Allocation - Dollars per Point</td>
<td>$111</td>
<td>$167</td>
<td>$222</td>
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</table>

*These totals will also be adjusted by the changes in the cost-of-living in those years. Note: These amounts will be calculated based on the numbers of colleges and comprehensive centers consistent with the current formula.

*Source: California Community College Chancellors Office, Overview of the Student-Centered Funding Formula, August 27, 2018*
Research Findings

- All students benefit
- Non-college educated parents/family matter
- Higher quality communication = greater student success
- Students want their parents/families as partners
“Parents’ support can affect student’s college success regardless of whether the parent attended college.”

Journal of College Student Development, January 2017

“Family emotional support plays an important role in fostering positive academic outcomes.”

Research in Higher Education, June 2018
“When students reported receiving emotional support from their families, they were more likely to have a GPA of 3.0 or higher, accumulate at least 24 credits, and persist through the second year of college.”

Research in Higher Education, June 2018

“Parent/family engagement is not only desirable but necessary for students to succeed in higher education.”

Parenting to a degree: How family matters for college women’s success, 2016
Non-college educated families matter

“First-generation college students still benefit from parental emotional support ... these students talk to their parents about college and share their college experiences with them. In this way, their parents are sources of encouragement and motivation for the students, perhaps even inspiration.”

Conceptions of a Good College Student, Parent-Student Communication About College, First-Year Grades, and College Retention Among First- and Non-First-Generation College Students, UC Riverside Dissertation, January 2016
“Family emotional support was related to the amount of time students spent studying and to the extent of their engagement with faculty. In addition, family emotional support related to students’ psychologically well-being and sense of belonging.”

Research in Higher Education, June 2018

“Continued parental involvement and investments through college and beyond, may play a crucial role in helping graduates translate their degrees into desirable employment and in producing economic security in the future.”

Sociology of Education, Feb. 2018
“Class patterns in the data are stark. Students of middle class and affluent parents had very favorable graduation rates, due at least in part to their parents’ ability to mediate academic and social barriers to persistence.”

“Students whose parents attended college begin college with more understanding of higher education than do first-generation students. Parents pass on knowledge along with advice and emotional support that help their children when they encounter new challenges.”

“Higher quality communication predicted higher GPAs for non-first generation students only … Given the low rate of college completion for first-generation students, it is important to understand who offers support to these students and what kind of support can be helpful.”

Journal of College Student Development, January 2017
“Continued parental involvement and investments through college and beyond, may play a crucial role in helping graduates translate their degrees into desirable employment and in producing economic security in the future.”

Sociology of Education, Feb. 2018
Students want their parents/families as educational partners

“Students reported that their parents play an important part in supporting their college education. In particular, they reported that their parents are most helpful, not by mandating particular academic or career choices, but by helping to guide students’ decision-making process.”

Journal of College Student Development, January 2017
“Students describe their parents as ‘reliable advisors’ … students describe their parents as guiding their decision-making process, rather than meddling or intervening, thereby suggesting an interdependent relationship dynamic as opposed to overreliance.”

“Students yearn for close contact with their parents during college for reasons of receiving support and reassurance not necessarily out of a dire need to have their parents make decisions for them or resolve academic challenges on their behalf.”

Current Community College Models

- Family/community college fairs
- Open houses and campus tours
- Kindercaminata
- Parent/family non-credit classes and workshops
- Parent orientation
- Trio-related parent events/activities
CTE Programs Lead

- Higher GPAs
- Higher persistence rates
- Higher social & academic integration – increases transfer and completion
- Parents/families as brand champions
Thank you

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