



**Erikson  
Institute**  
Early Math  
Collaborative

**The Challenge**

**Educators**

- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential priority
- May have developed deficit mindsets

**Families**

- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and unwanted

**Essential Conditions**

**Process conditions**

- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

**Organizational conditions**

- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

**Policy and Program Goals**

**Build and enhance the capacity of educators and families in the "4 C" areas:**

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

**Capacity Outcomes**

**Educators are empowered to:**

- Connect family engagement to learning and development
- Engage families as co-creators
- Monitor family funds of knowledge
- Create welcoming cultures

**Families engage in diverse roles:**

- Co-creators
- Monitors
- Supporters
- Advocates
- Encouragers
- Models

**Effective partnerships that support student and school improvement**

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