



NATIONAL PARENT EDUCATION AND ENGAGEMENT MODEL





We have more than 73 million children under the age of eighteen in the United States.
So, we have more than 73 million reasons to empower parents.



“Nothing illuminates the immense power of parents
like an education system making decades of
unsuccessful and very costly attempts to replace
them.”

Michele Wargo, *National Parent Education and Engagement Model* Developer
Founder of *Institutionalized Equity, LLC*

A collage of diverse children's faces, including various ethnicities and ages, framing the central text area. The children are shown in various expressions, some smiling, some looking serious, and some with their mouths open as if laughing or crying.

Presentation Content

- Accurately define the problem facing the U.S. education system
- Introduce the systemic change required to bring immediate educational improvement

“Every system is perfectly designed to achieve exactly the results it gets.”

**Don Berweck, Founder of the Institute of Healthcare Improvement (IHI)
2015 Summit on Improvement in Education**



“Our current education system has diminished
a parent’s role and bred inequity.”

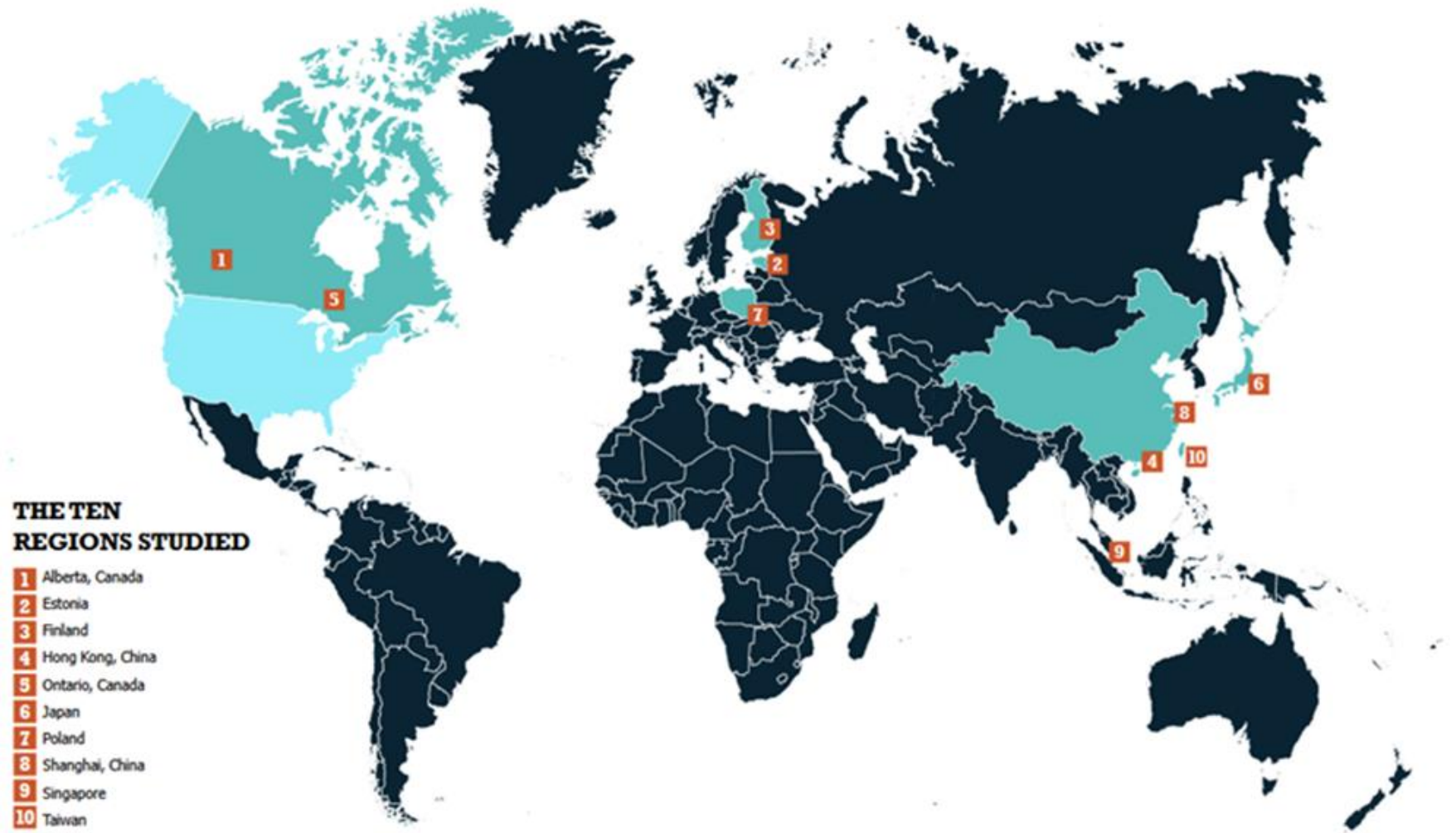
Sarah Humm, Communications Director
Institutionalized Equity, LLC



THE RESEARCH IS CLEAR: Parents are key to a child's success.
Why do we continue to educate our children without their
parents?

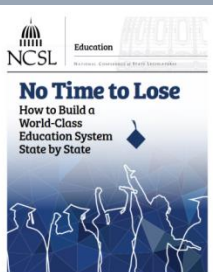


Do We Tell Parents What Children Need to Know
BEFORE
Children Need to Know It?



“The top-performing countries ensure that children arrive at school ready to learn.”

“Large numbers of American children enter first grade with disadvantages that may overwhelm the school’s capacity to provide an adequate education.”



KINDERGARTEN READINESS

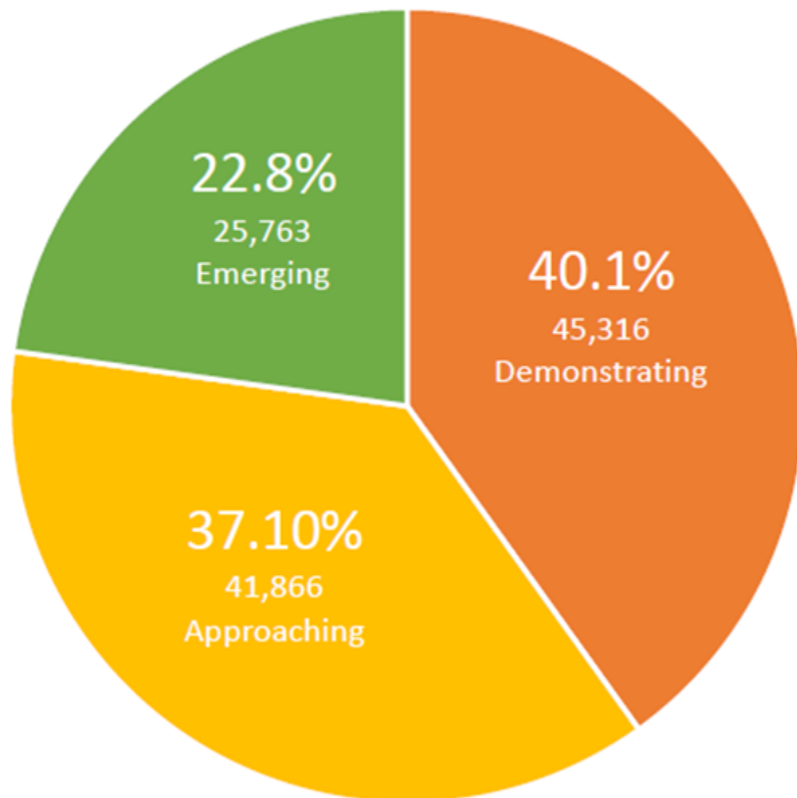


- Is our education system connected to parents of children ages 0 – 5 years old?
- Do parents in the U.S. know what skills, behaviors and knowledge children need to develop before they enter kindergarten to be successful in school?
- Do parents know if their child is on track to be successful in school before they enter kindergarten?
- Do we have a way to verify that all children are enrolled in school when they are required to begin their formal education?

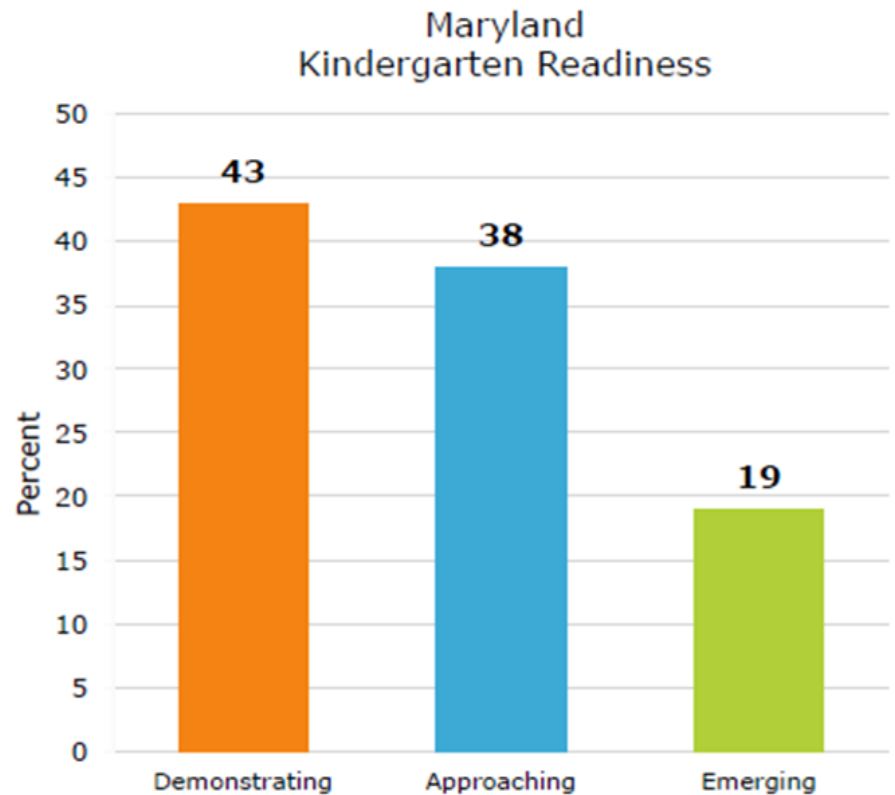


Kindergarten Readiness Data

2015 – 2016 Ohio Statewide Kindergarten Readiness Assessment Data (n = 112,915)



2016 – 2017 Maryland Kindergarten Readiness Assessment Data (34% Students Assessed)



THIRD GRADE READING LAWS

What does it say about an education system that has to provide intervention to so many kindergarteners upon school entry?

Can't we do better for our children?



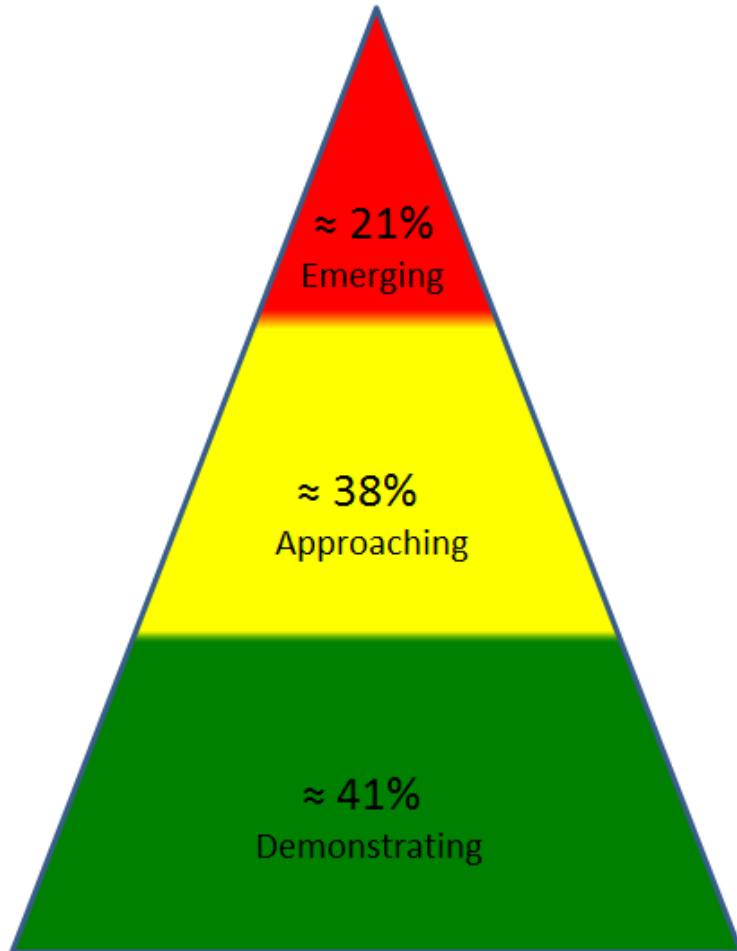
“The family seems to be the most effective and economical system for fostering and sustaining the child’s development. Without family involvement, intervention is likely to be unsuccessful, and what few effects are achieved are likely to disappear once the intervention is discontinued.”

Urie Bronfenbrenner
Harvard Family Research Project, 2006

Kindergarten Readiness Data

(Ohio and Maryland)

Current Status: No Universal Plan in Place to Educate or Engage Parents



Pyramid of Learning

(Response to Intervention – RtI)

Expected Improvements: Following the Implementation of The National Parent Education and Engagement Model

TIER 3

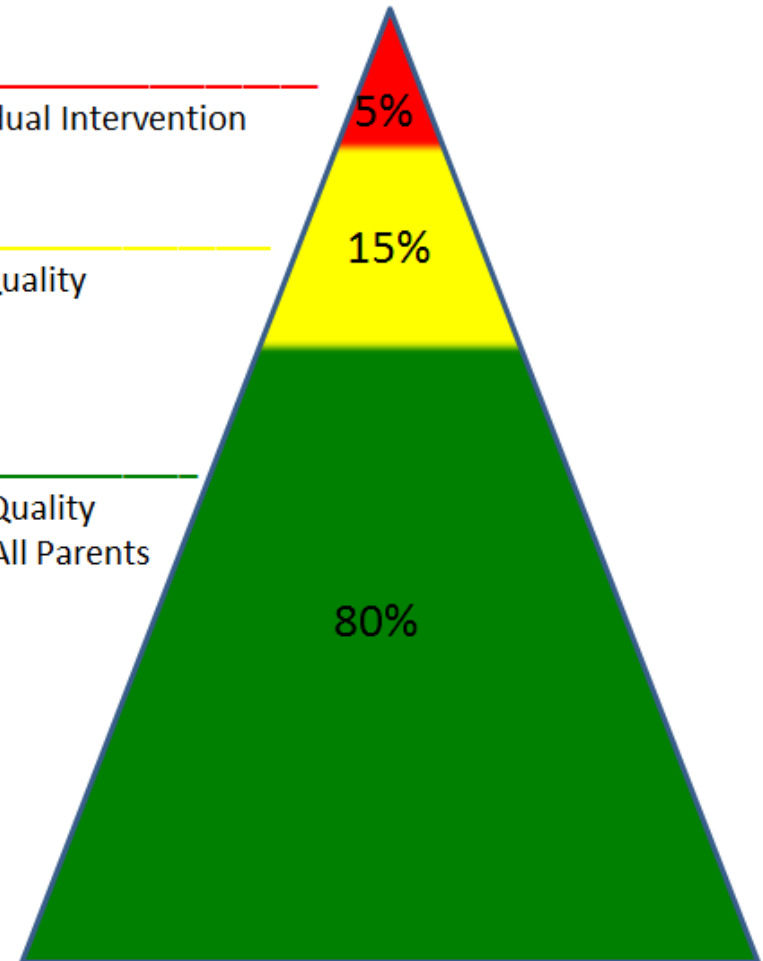
Intensive Individual Intervention

TIER 2

Targeted High Quality Intervention

TIER 1

Universal High Quality Instruction For All Parents





PARENTS PLAY A CRITICAL ROLE IN THEIR CHILD'S DEVELOPMENT

“With some exceptions, the field of early intervention has failed to engage parents as active and primary mediators of the developmental services their children receive. This failure is incompatible both with the developmental theories on which early intervention services are based, as well as the substantially greater number of opportunities parents have to influence children’s learning and development compared with school personnel and intervention specialists.”

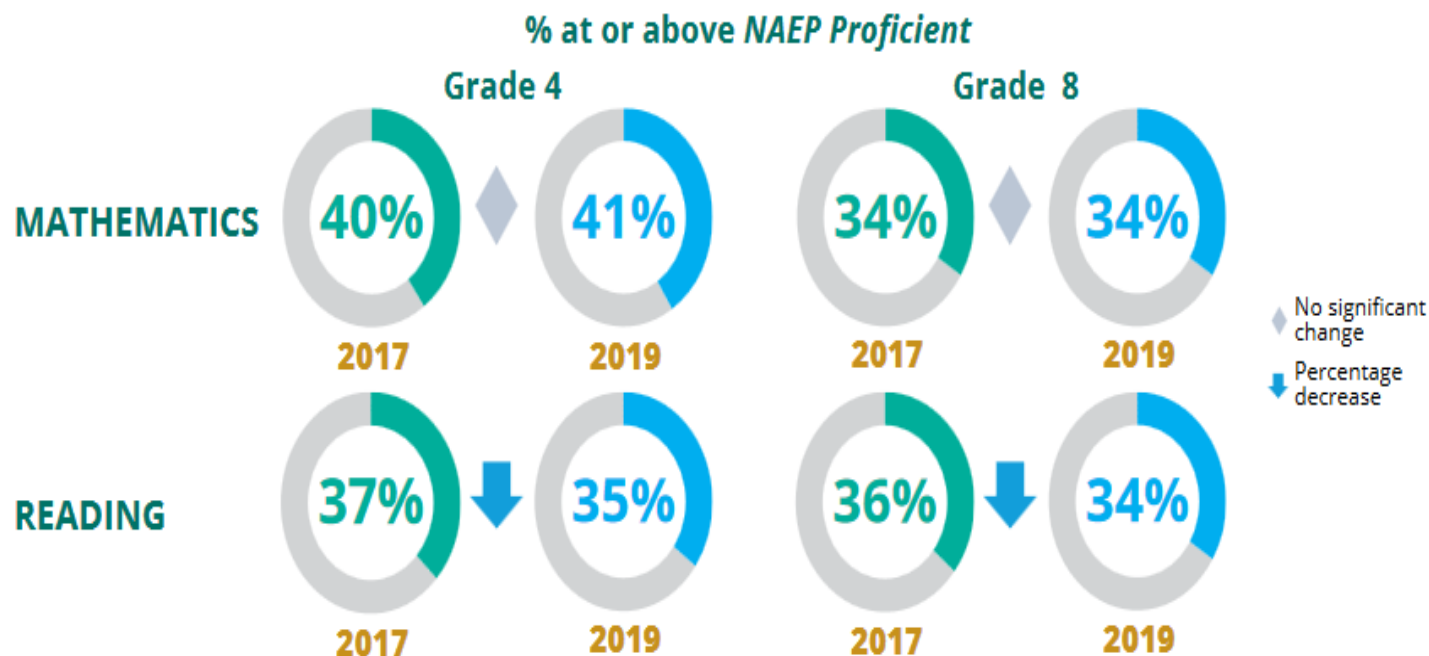
**The Role of Parents in Early Intervention: Implications for Social Work
Gerald Mahoney and Bridgette Wiggers 2007**



Results from the 2019 Mathematics and Reading Assessments

NATIONAL ACHIEVEMENT-LEVEL RESULTS

Percentages of students at or above *NAEP Proficient* unchanged in mathematics and lower in reading since 2017



NOTE: The *NAEP Proficient* achievement level does not represent grade-level proficiency, but rather competency over challenging subject matter. NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution.

ARE U.S. STUDENTS REACHING THEIR FULL POTENTIAL?



- Students at the 90th percentile in the United States — the very top — are below the average student in Shanghai. Top U.S. students scored 600 in math. The average score in Shanghai was 613. (PISA 2012)
- Only 2% of students in the United States reached the highest level (Level 6) of performance in mathematics, compared with an OECD average of 3% and 31% of students in Shanghai, the top performing entity in this year's PISA test. (PISA 2012)
- Among the 35 industrialized nations that are members of the Organization for Economic Cooperation and Development (OECD), the U.S. now ranks 31st. (PISA Math 2015)

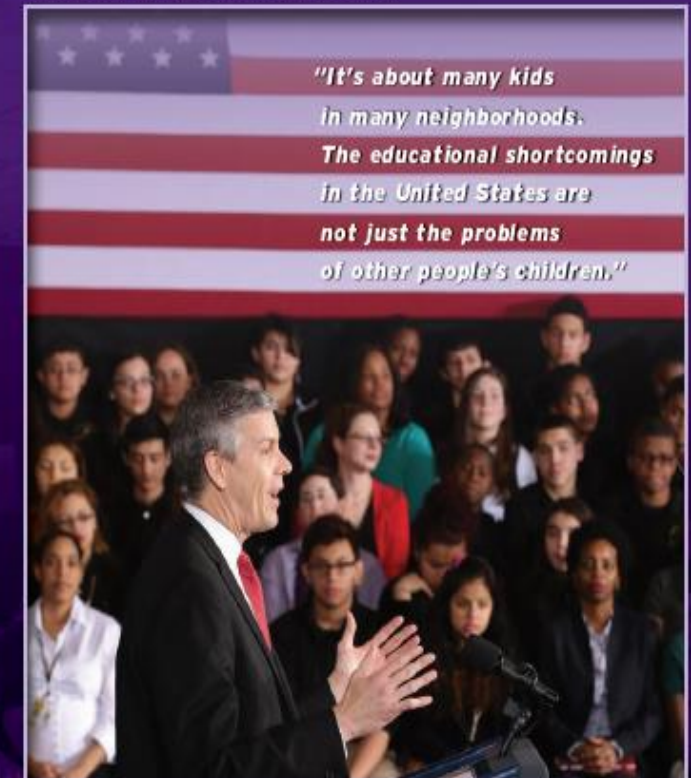
REQUIRED: Systemic Change

“The international rankings of the United States and the individual states are not much different for students from advantaged backgrounds than for those from disadvantaged ones.”

Not Just the Problems of Other People's Children:

U.S. Student Performance in Global Perspective

Eric A. Hanushek • Paul E. Peterson • Ludger Woessmann



Harvard's Program on Education Policy and Governance & Education Next
Taubman Center for State and Local Government
Harvard Kennedy School



No Individual or Economy Can Withstand 18 Years of Workforce Skill Development Stagnation

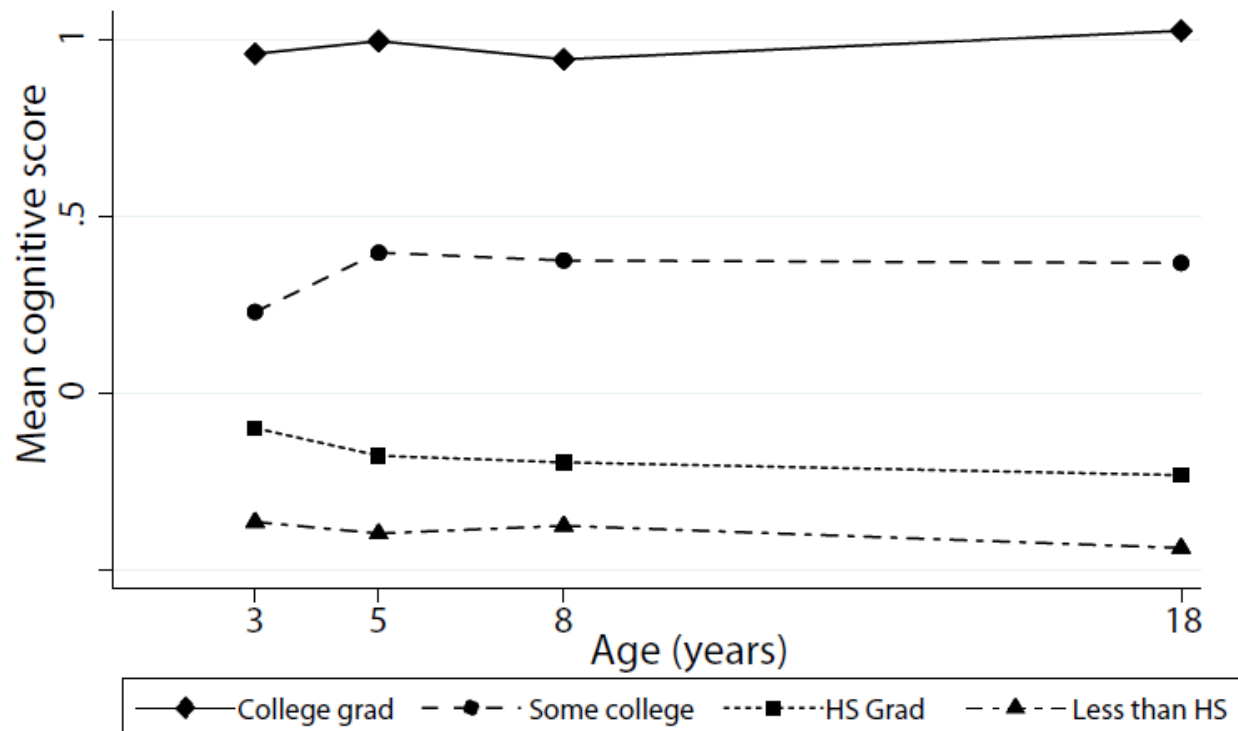


Figure 2: Trend in mean cognitive score by maternal education. Each score standardized within observed sample. Using all observations and assuming data missing at random. Source: Brooks-Gunn et al. (2006).

Consider These Questions

- Do parents know what it means to be college and career ready?
- Do they have an accurate understanding of their child's current achievement results?
- Do parents understand the importance of foundational skills and what it takes to develop them?
- Do they know how to support learning at home?
- Do parents understand the importance of developing strong non-cognitive skills, behaviors, and attributes and how these factors impact school performance and other lifelong outcomes?



How can parents possibly support learning at home and set high realistic expectations for their child's achievement without this information?

Parenting Matters

Supporting Parents of Children Ages 0-8

Parents are among the most important people in the lives of young children. From birth, children rely on mothers and fathers and other caregivers in the parenting role to care for them and to chart a course that promotes their overall well-being. While parents generally are filled with anticipation about their children's unfolding personalities, many lack information and tools to support them in their parenting role and promote their children's healthy development.

Parenting Matters: Supporting Parents of Children Ages 0-8 (2016), a report from the National Academies of Sciences, Engineering, and Medicine, reviews research on parenting practices and identifies effective practices. The report also recommends ways agencies and others can support interventions that help more parents learn about effective parenting practices.



NATIONAL PARENT EDUCATION AND ENGAGEMENT MODEL

- Introduces a comprehensive parent information system all states and districts can implement;
- Supports all parents of children from birth through high school completion;
- Introduces a system to connect parents to schools, resources, strategies, research, and guidance at every college and career milestone; and
- Establishes a standardized evaluation system of children's progress towards meeting age-appropriate cognitive and noncognitive milestones starting at birth.

Parenting Program of Study

Learning and Development Milestone Continuum

School
Readiness
Milestone

Foundational
Skill
Development
Milestone

Becoming a
Self-Directed
Learner
Milestone

Successful
Launch to
Future
Milestone

THE MODEL'S GOALS

- Better prepare youth for post-secondary success and life through parent engagement;
- Engage parents in their child's learning and development;
- Equip parents with information they need to set and support high realistic expectations for their child's cognitive and noncognitive development; and
- Establish a comprehensive parent engagement model and education policy to ensure all parents receive the information, resources, strategies, support and services they need to understand and support their child's cognitive and noncognitive development.

THE MODEL'S STRATEGIES

Provide all parents of children ages 0 – 18 the following:

- Comprehensive summaries of the prerequisite skills children need to master at each college and career readiness milestone;
- Access to research-based information, resources, strategies and guidance at each college and career readiness milestone;
- Comprehensive evaluations of their child's progress towards meeting age-appropriate cognitive and noncognitive development; and
- Targeted guidance based on their child's comprehensive evaluation to ensure child meets or exceeds expected milestones.

THE NATIONAL PARENT EDUCATION AND ENGAGEMENT MODEL

FINDINGS: We No Longer Need to Leave Human
Development to Chance

REALIZATION: Improving Our Children's Future is Now a
Matter of Choice

VALUE: Aren't Our Children Worth It?

