



PROMISE TA Center Newsletter September 2015
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Dear Promise Grantees:

Below you will find the latest newsletter from the AUCD Promise TA Center. This newsletter highlights some resources that address school and family engagement. The resources in this newsletter and many more can be found at the [AUCD PROMISE TA Center](#) and are available in a print friendly format. Please feel free to send us feedback or requests for specific information and assistance. And, of course, from all of us at the Promise TA Center, have a wonderful day.

FEATURED ARTICLE

Partners *in* Education

A Dual Capacity-Building Framework for Family-School Partnership

"*Partners in Education*" is a framework for building strong school-family relations. The program uses a dual capacity-building framework, based in research that has generated effective family engagement and home-school partnership strategies and practices. The model also uses concepts of adult learning and motivation and focuses on parent and family leadership development.

Continue reading more at:

<http://www2.ed.gov/documents/family-community/partners-education.pdf>

[Family-School Partnerships: Information and Approaches for Educators](#)

Educators across the nation have long declared the importance of family involvement in children's education. Considering the large amount of time children spend outside of school, up to 87% of waking hours, it is easy to see how families have a profound impact on children's educational lives. Families dramatically influence the degree to which children are engaged in school and how they identify themselves as learners. A strong family-school partnership will improve both academic and behavioral outcomes for children.

Continue reading more at:

<http://www.nasponline.org/educators/HCHSIFamily-SchoolPartnerships.pdf>

[A Guide to Developing Collaborative School-Community Business Partnerships](#)

Youth development does not occur in a vacuum, nor can any one entity take on the full responsibility of helping students and youth prepare for and pursue successful employment and careers. This is true for all youth. However, this notion is especially relevant to youth with disabilities who may find themselves interacting multiple systems, entities and professionals at various times during their movement through secondary education and beyond.

Continue reading more at:

http://www.transitionta.org/download/Webinars/SCB%20Partnerships%20Guide_FINAL_1.pdf

[Ideas for Getting Families Involved - Cultural Considerations](#)

In order for families to be effectively engaged within the context of their unique cultures, professionals must recognize and appreciate the role of ethnic and cultural differences in family-professional partnerships. Teachers must learn about the attitudes and perspectives of the children and families with whom they work in order to assure positive communication and interactions. A growing number of parents do not speak or read English well enough to communicate with teachers and administrators.

Continue reading more at:

<http://www.tats.ucf.edu/docs/eupdates/FamilyInvolvement-7.pdf>