

## Engaging Families, Schools, and Community Partners

October 2014

### “Building Supportive Relationships in Afterschool”

*by Catherine Jordan, MA*

**Overview:** This article highlights key insights that can be helpful in building relationships amongst those involved in out-of-school time programs. The researchers visited 53 high-functioning after school programs across the United States, observed their programs, and from those observations, created these five key insights. These insights include encouraging positive relationships between staff and students, creating links to the school-day staff, supporting and training program staff, engaging with families, and collaborating with community organizations. This article stresses the importance of involving a variety of stakeholders in afterschool programming and thinking beyond just the staff and student relationship to maximize the success of the students and programs.

#### Where to Find It:

Go to the OSTRC Document Library, then click on the “Engaging Families, Schools, and Communities” tab on the left. Find the report under the “Community Partnerships” section.

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### “Building a Culture of Attendance: Schools and Afterschool Programs Together Can and Should Make a Difference!”

*by Hedy N. Chang and Phyllis W. Jordan*

**Overview:** This article examines the connection between afterschool programs and higher attendance rates for students. Higher attendance rates are often a by-product of good afterschool programs, rather than a goal. However, the article suggests that the attendance rates could be even better if afterschool programs took a more intentional approach to reducing absence. An analysis of the SHINE program shows that children will attend programs and school when given incentives. Additionally, SHINE’s engagement with school staff was found to be extremely helpful. This article points out great ways to reduce chronic absence and get children engaged in their learning both in school and afterschool.

#### Where to Find It:

Go the OSTRC Document Library, then click on the “Engaging Families, Schools, and Communities” tab on the left. Find the report under the “Connecting to Schools” section.

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### Featured Information:

#### “Engaging with Families in Out-of-School Time Learning”

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#### Summary:

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This report examines how goals for out-of-school time programs and types of engagement with families can impact outcomes for students. The review of several different programs points out three types of program goals that engaging with families hopes to accomplish:

- Support for children’s learning- Increasing academic performance by facilitating communication between families, schools, and OST programs.
- Support to families- Offer programs that can be used by other family members, such as ESL classes.
- General parent involvement-Gaining the support of parents for staff and programmatic goals.

As this article notes, the strategy of family engagement is one of many that is used to improve upon out-of-school time programs.

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#### Where to find the full article:

Go the OSTRC Document Library, then click on the “Engaging Families, Schools, and Communities” tab on the left. Find the report under the “Parents, Parenting, and Families” section.

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