



NAFSCE
NATIONAL ASSOCIATION
FOR FAMILY, SCHOOL, AND
COMMUNITY ENGAGEMENT

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NAFSCE Releases Report and Launches Consortium to Better Prepare Educators to Engage Families

Report highlights deficiencies in teacher preparation standards regarding family engagement, NAFSCE launches seven-state, multi-year Consortium to tackle teacher preparation gap

ALEXANDRIA, VA – The National Association for Family, School, and Community Engagement (NAFSCE) today released its report, [State of the States: Family, School, and Community Engagement Within State Educator Licensure Requirements](#) and announced the formation of the [Family Engagement Consortium on Pre-Service Educator Preparation](#) (the Consortium). The Consortium is a partnership of NAFSCE, the National Education Association (NEA), MAEC, the Council for the Accreditation of Educator Preparation (CAEP), and the American Association of Colleges for Teacher Education (AACTE), and is supported by the W.K. Kellogg Foundation, the Carnegie Corporation of New York, and the NEA.

The **State of the States** report analyzes the current minimum requirements for educator preparation programs (EPPs) set by the 50 U.S. states and six U.S. territories that license educators and administrators, examining the professional practice standards and field requirements most directly addressing family, school, and community engagement. The study found that only 17 of the 56 U.S. states and territories address training teachers in four foundational elements identified by NAFSCE as essential components of effective family and community engagement: collaboration and partnership, communication, culture and diversity, and relationships and trust. This means that nearly 70 percent of states are not requiring that future teachers be trained on each of these family engagement fundamentals. The need for teachers to establish strong relationships and trust with families was the least represented of the four foundational elements, with fewer than 40 percent of states addressing this essential tenant of family engagement.

The COVID-19 pandemic has shined a bright light on the essential role families play in their children's education, yet the **State of the States** report makes it clear that educator preparation programs are failing to train future teachers in how to effectively engage families and establish trusted relationships. [A recent NAFSCE survey](#) of 1,552 educators and family engagement professionals called attention to the detrimental effect of this lack of training. In the survey, just 43% of early-childhood and K-12 educators agreed with the statement, "I was properly prepared and trained to engage families in their children's learning during my training and preparation program."

To help overcome this systemic obstacle to evidence-based, high-impact family and community engagement, NAFSCE and its partners chose seven state teams, representing California, Colorado, Hawaii, Maryland, North Dakota, South Carolina, and Wisconsin from a competitive pool of applicants to serve on the [Family Engagement Consortium of Pre-Service Educator Preparation](#). The

Consortium brings together representatives from state education agencies, select teaching colleges, and leading educational organizations to consider promising new approaches to preparing future educators for family engagement. NAFSCE is now inviting the chairs or heads of departments that oversee educator preparation programs to [complete a survey](#) that will expand the Consortium's understanding of how educators are currently prepared for family engagement.

“As school systems continue to adjust their reopening plans, the role of families as partners is conspicuous by its absence. Particularly in this new environment, without an intentional, culturally-responsive approach to engaging all families as educational partners, children are at a disadvantage to achieve. Too often, low-income and underserved families don't have access or opportunity to become engaged in their child's education. It's often misunderstood as a parent's lack of desire. What needs to shift is educators' understanding, skills, and dispositions to leverage family strengths. With the exceptional commitment of our state teams and partners, we're going to work to address that,” said Vito Borrello, Executive Director of NAFSCE.

“At the NEA, we believe partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success. Preparing aspiring educators to create and sustain these partnerships is necessary so that teachers have the knowledge and skills to engage with partners in a meaningful way. We look forward to sharing this important work with our members” said NEA President Becky Pringle.

“Family Engagement is more than an education issue; it is a civil rights issue. Engaging and empowering all families in their child's education, regardless of their race, ethnicity or income, is proven to help children reach their full potential. Supporting educators in their efforts towards meaningful family engagement is essential to advancing equity in our communities,” said Felicia DeHaney, Director of Program and Strategy at the W.K. Kellogg Foundation.

More information about the Family Engagement Pre-Service Educator Preparation Initiative is available here: <https://nafsce.org/page/edprep>.

About NAFSCE

The National Association for Family, School, and Community Engagement (NAFSCE) was founded in 2014 as the first membership association focused solely on advancing family, school, and community engagement. Its mission is to advance high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement. NAFSCE is based in Alexandria, VA. For more information, visit www.nafsce.org.

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