

Center on School, Family, and Community Partnerships

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Director

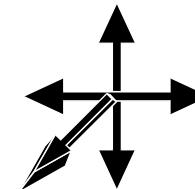
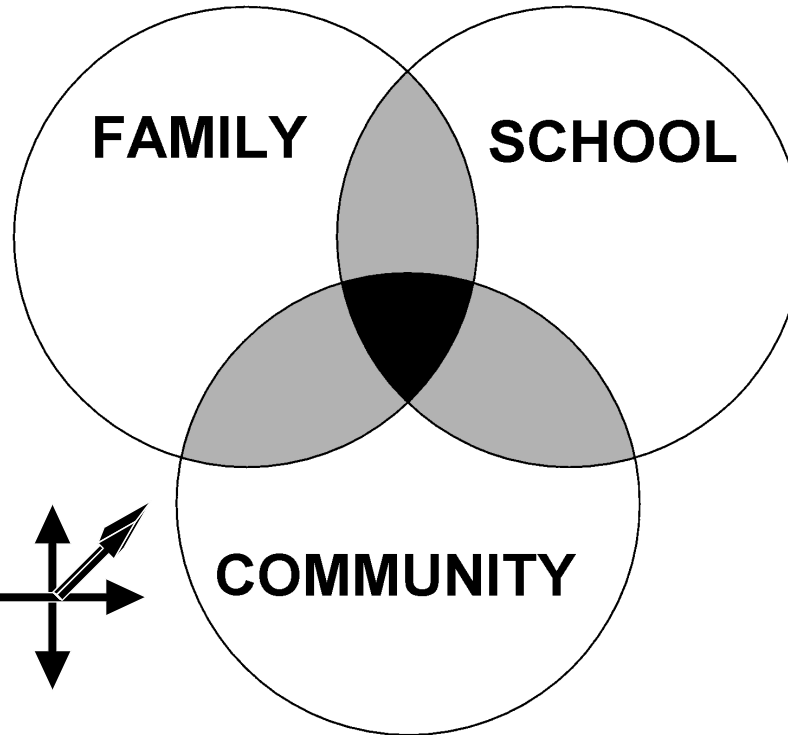
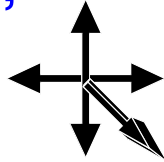


NATIONAL NETWORK OF
Partnership Schools
JOHNS HOPKINS UNIVERSITY

Theoretical Model
OVERLAPPING SPHERES OF INFLUENCE OF FAMILY, SCHOOL, AND
COMMUNITY ON CHILDREN'S LEARNING
External Structure

Force B

**Experience,
Philosophy,
Practices
of Family**

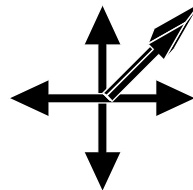


Force C

**Experience,
Philosophy,
Practices
of School**

Force D

**Experience,
Philosophy,
Practices
of Community**



Force A

Time/Age/Grade Level

**Standards
for
EXCELLENT
Partnership Programs**

“ESSENTIAL ELEMENTS”

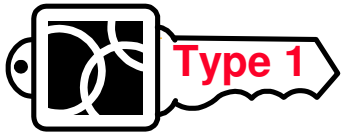
ESSENTIAL ELEMENTS FOR EXCELLENT PARTNERSHIP PROGRAMS

- **Leadership**
- **Teamwork**
- **Plans for Action**
- **Implementation and Facilitation**
- **Evaluation**
- **Funding**
- **Support**
- **Network Connections**

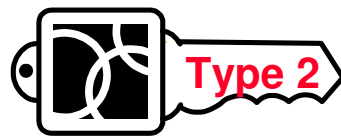
Framework of Six Types of Involvement

THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

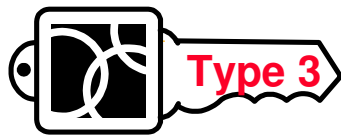
EPSTEIN'S SIX TYPES OF INVOLVEMENT



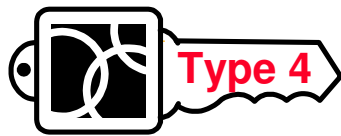
PARENTING: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.



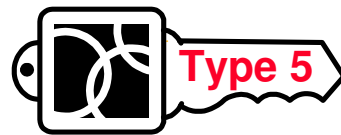
COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.



LEARNING AT HOME: Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions



DECISION MAKING: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.



COLLABORATING WITH COMMUNITY: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Meeting the Challenges



ELEMENTARY SCHOOL EXAMPLES

for a One-Year Action Plan
to **IMPROVE READING**



- TYPE 1** Workshops for parents on various **ways to read aloud** with young children
- TYPE 2** **Parent-teacher-student conferences on reading goals** at the start of the school year and on reading progress midyear
- TYPE 3** **Reading-partner volunteers, guest readers** of favorite stories, and other organized, ongoing read-with-me activities
- TYPE 4** **Weekly interactive reading homework** activities for all students to read aloud for a family partner, show links of reading and writing, go over vocabulary and spelling words, and other reading activities
- TYPE 5** **PTA/PTO support for a family room** or parent center to provide information on children's reading, and to conduct **book swaps**, make **book bags for read-at-home** programs, create **family books**, and sponsor other reading activities
- TYPE 6** **Donations of books from business partners** for classrooms, the school library, or for children to take home

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT

ELEMENTARY SCHOOL EXAMPLES

for a One-Year Action Plan
to **IMPROVE MATH SKILLS**



- TYPE 1** Workshops for parents to **explain new math standards** and tests and to demonstrate and discuss how math skills are taught to students
- TYPE 2** Articles for parents in school or class newsletters by students and math teachers on **interesting math topics and skills**
- TYPE 3** **Volunteer math tutors** to assist students who need one-on-one tutoring and extra help with specific math skills
- TYPE 4** **Weekly interactive homework** assignments for students to demonstrate mastery of a math skill for family partners and to discuss how each skill is used in everyday situations
- TYPE 5** **PTA/PTO- sponsored Family Math Night** for fun and learning
- TYPE 6** **After-school programs** funded by business/community partners to provide students with extra help and enrichment activities in math

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT

MIDDLE SCHOOL EXAMPLES

for a One-Year Action Plan
to Reach Results for **ATTENDANCE**



- TYPE 1** “Attendance Summit” for parents featuring speakers on the importance of student attendance. Speakers may include school administrators, counselors, legal experts, teachers, health service providers, students, and family members
- TYPE 2** Recognition postcards for good or improved attendance
- TYPE 3** Family members volunteering as attendance monitors
- TYPE 4** Interactive homework for students and family partners to create a poster about why good attendance is important
- TYPE 5** PTA/PTO communications for all families on school goals and requirements for student attendance and on-time arrival, and guidelines on steps to take when students return to school after illness
- TYPE 6** Agreement with local businesses to post signs that students are welcome only during nonschool hours

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT

PLANS FOR ACTION

3-Year Vision (Long-Term Goals)

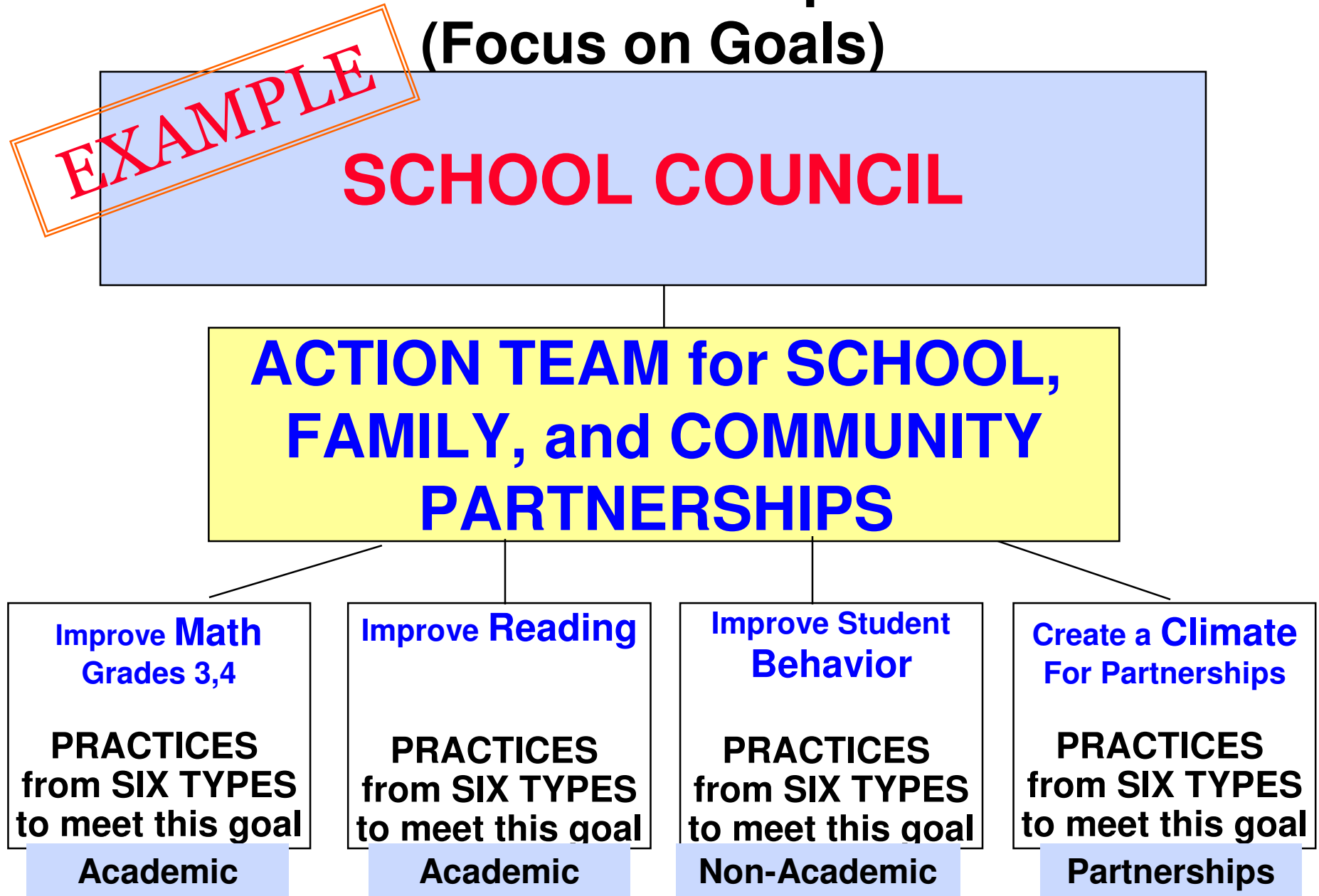
**One-Year Action Plan
for Partnerships**

**Linked to
School Improvement Plans
and School Goals**

Action Team Structure



Action Team for Partnerships: Structure G (Focus on Goals)



Members of the Action Team for Partnerships

How Many? 6-12 members

Who? 2-3 teachers or more
2-3 parents/family members or more
Representatives may include parent liaison,
PTA/PTO officer, parents with children in different grades,
families from various neighborhoods

Terms? Principal
1-2 students (in high school)
1-2 other members (nurse, counselor, community partners)
2-3 years (renewable)

Replacements made as needed
At least one member also serves on the
School Improvement Team or School Council

Leaders? Chair or Co-Chairs are team members who communicate
well with educators and families
Other ATP members serve as Chairs or Co-Chairs
of committees for each type of involvement or for
specific school goals

All features are flexible to fit school conditions and needs.

Reaching Results



Benefits of Partnerships: Results of Research

What Will School, Family, and Community Partnerships Really DO for My School?

For Students:

- ⊕ Higher grades and test scores
- ⊕ Increased enrollment in more challenging academic programs
- ⊕ More classes passed and credits earned
- ⊕ Better attendance
- ⊕ Improved behavior at home and at school
- ⊕ Better social skills and adaptation to school

Benefits of Partnerships: Results of Research

What Will School, Family, and Community Partnerships Really DO for My School?

For Parents:

- ⊕ Increased feeling of support from school and other parents
- ⊕ More interactions with other families in school and community activities
- ⊕ More effective responses to student problems
- ⊕ Increased awareness of student progress and how to help student do better
- ⊕ Increased feeling of ownership of school

Benefits of Partnerships: Results of Research

What Will School, Family, and Community Partnerships Really DO for My School?

For Teachers:

- ⊕ **Increased respect for families' strengths and efforts**
- ⊕ **Greater readiness to involve all families in new ways**
- ⊕ **Increased satisfaction with family involvement and support**

NETWORK CONNECTIONS

Share Ideas

Solve Problems

Spotlight Successes

Obtain On-Going

Professional Development



NATIONAL NETWORK OF
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www.partnershipschools.org