


**PARTNERSHIPS
THEN and NOW**

Developing Programs of
Family and Community Engagement
for Student Success in School

2015 SPTC LECTURE
Glasgow, Scotland
March 3, 2015

Joyce L. Epstein, Ph.D., Director
© Center on School, Family, and Community Partnerships

 NATIONAL NETWORK OF
Partnership Schools
JOHNS HOPKINS UNIVERSITY
Working Together for Student Success

**How Can Educators and Parents
STRENGTHEN and SUSTAIN
HEALTHY SCHOOLS?**

What do we mean by a HEALTHY SCHOOL?

1. We mean a safe and nurturing PLACE.

- A welcoming school environment for ALL
- A Partnership School
- A "family-like" school and "school-like" families
- An EXCELLENT school that students, teachers, parents, and others WANT to attend and support
- Other ideas...?

What do we mean by a Healthy School?

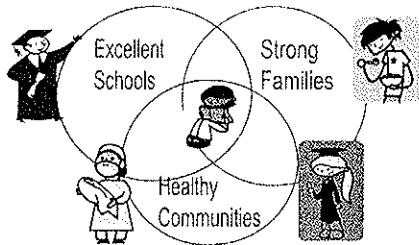
2. We mean a place that produces positive RESULTS and helps students develop to their full potential.

Academic Results	Intellectual Development Curricular and Other Achievements Commitment to Role of Student High Graduation/Low Dropout Rates College or Career Plans and Actions
Physical Health	Good Nutrition, Exercise Prevention of Alcohol, Tobacco, and Drug Use/Abuse Good Attendance
Emotional Growth	Positive Attitudes about School Self Concept, Behavior, Good Relationships with Peers, Friends, Family, Teachers Appreciation of Others

OTHER RESULTS FOR STUDENTS?

Everyone wants
**EXCELLENT and SUCCESSFUL
 SCHOOLS and STUDENTS.**

How will we reach these goals?



What is important to know about school, family, and community partnerships?

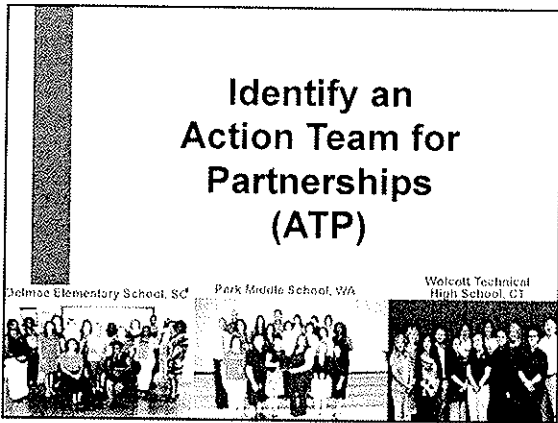
Not only THAT partnerships contribute to good schools and successful students
But also WHAT is needed in an excellent partnership program?
and... HOW to organize and sustain high-quality and effective programs of family and community involvement.

We must think in new ways about leadership for partnerships at all policy levels.

DEFINITION

THEN	NOW
Parent involvement	School, family, and community partnerships

RESPONSIBILITY	
<u>THEN</u>	<u>NOW</u>
Up to parents	Part of school and classroom organization
Organized by one person or just a few	Organized by Action Team for Partnerships

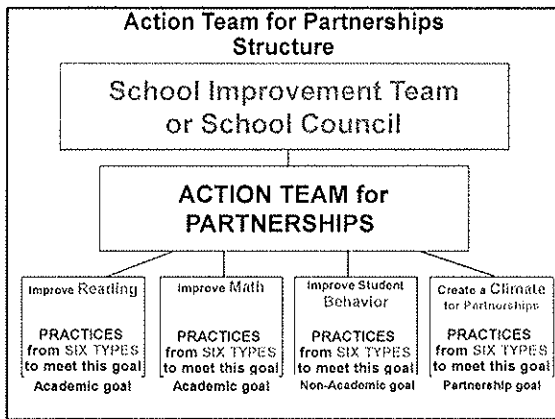


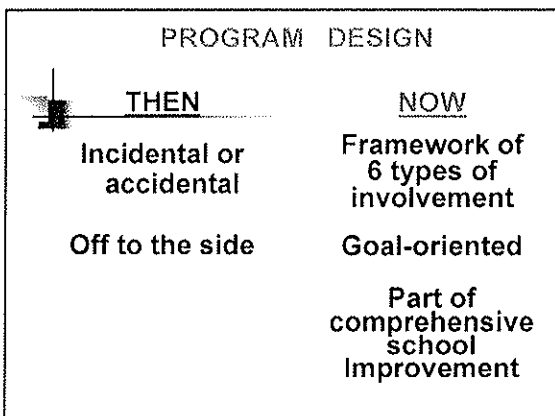
- Action Team Structure**
- ✓ 2-3 teachers
 - ✓ 2-3 parents/family members
 - ✓ Principal
 - ✓ Others (nurse, counselor, secretary, parent liaison, community partners, representative of parent organization)
 - ✓ 1-2 students at high school level

What does an Action Team for Partnerships do?

ATP MEMBERS work together to . . .







- Review school goals. **Select 2 academic goals; 1 non-academic goal; and 1 goal for a welcoming school climate.**
- Write a One-Year Action Plan for Partnerships to involve families and the community in ways that contribute to the selected goals for student learning and development.
- Implement and evaluate the quality of the activities – outreach to families, responses, and results.
- Continually improve partnership plans, program, and practices.





**Use the
Framework of
Six Types of
Involvement**

Keys to School, Family, and Community Partnerships
EPSTEIN'S FRAMEWORK OF SIX TYPES OF INVOLVEMENT

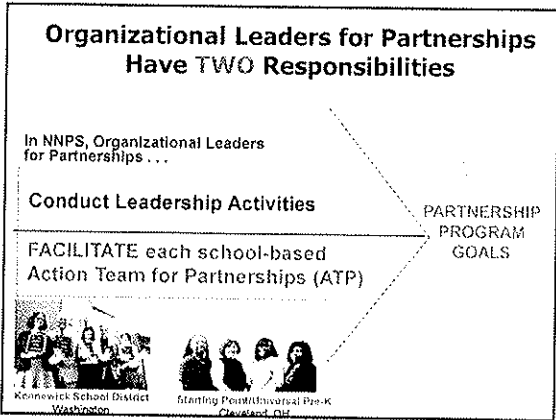
-  **Type 1** **PARENTING**
Understand child development. Educators know families.
-  **Type 2** **COMMUNICATING**
Two-way. On school programs and children's progress.
-  **Type 3** **VOLUNTEERING**
At school, in class, at home, and as audiences.
-  **Type 4** **LEARNING AT HOME**
Connections on homework, course choices, other talents.
-  **Type 5** **DECISION MAKING**
All major groups represented on school committees.
-  **Type 6** **COLLABORATING WITH COMMUNITY**
Resources and volunteers from many groups, agencies.

**Solve
Challenges to
Involve ALL
Families**

CHALLENGES	
<u>THEN</u>	<u>NOW</u>
"Barriers" Diverse family structures, racial, economic, linguistic, cultural backgrounds Mobile, migratory, or homeless families. Deficit model and treatment programs	"Realities" Solutions sought Solutions found Solutions shared Strengths model and prevention programs

IMPLEMENTATION	
<u>THEN</u>	<u>NOW</u>
PreK-K Separate groups of parents Isolated activities	All grade levels All groups in an integrated program, Special Ed., Gifted Ed., parent org. after-school, others Sense of community

IMPLEMENTATION	
<u>THEN</u>	<u>NOW</u>
School by school decisions	Multi-level leaders: School, Region, Organizations, And Ministry Meet requirements for official policies on family involvement "Nested" networks




Reach Results for Student Success

RESULTS	
THEN	NOW
 Parent outcomes	Student achievement and success in school
Public relations	Link practices to results for all students, parents, teachers, and community
Focus on a few parent leaders	

**Write an Annual
Action Plan
for Partnerships**

**Linked to Goals for
Student Success**

ELEMENTARY SCHOOL EXAMPLE
for a One-Year Action Plan
to **IMPROVE READING ACHIEVEMENT**



TYPE 1 Workshops for parents on various ways to read aloud with young children.

TYPE 2 Parent-teacher-student conferences on reading goals and on reading progress. Use school website to announce these conferences and to give ideas for supporting reading at home.

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.

TYPE 5 Action Team or Parent Organization conducts book swaps, book fairs, and sponsors other reading activities.

TYPE 6 Donations from business partners of books for classrooms, for the school library, or for children to take home.

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

Apply the Six Types of Involvement to improve other student outcomes.

Evaluate Results

EVALUATION	
<u>THEN</u>	<u>NOW</u>
Minimal or Optional	Essential
For "compliance" or "inspection"	Evaluate quality, results, and progress of programs and practices
Focus on parents	Focus on student achievement and success in school

NETWORKING	
<u>THEN</u>	<u>NOW</u>
Success stories shared locally, if at all	Success stories shared nationally and internationally to benefit all
	"Networking" to improve programs

EQUITY ISSUES	
<u>THEN</u>	<u>NOW</u>
Labels for HAVE and HAVE NOTs,	ACTION to involve all families
DO and DO NOTs	Fulfill national or local policies to communicate in languages parents understand
"Blame game"	
Finger-pointing	

BUDGETS for PARTNERSHIPS



THEN

\$\$
Not well allocated

Fragmented
spending

NOW

\$\$
For goal-linked
activities in
schools' annual
plans to engage
all families

Capacity building
and program
development

PRINCIPAL LEADERSHIP Definition All Grade Levels
ACTION TEAM
ANNUAL ACTION PLAN Framework- 6 Types
LINK to SCH GOALS RESULTS for STUDENTS Budgeting
EQUALITY-- Engage ALL Families
EVALUATION Networking Organizational LEADERSHIP

PAIR-SHARE ACTIVITY

Tell your "elbow" partner:

WHICH CHANGE from THEN to NOW
is most important for improving
school-based programs of
family and community involvement?

LET'S REVIEW



Which components are needed in all SCHOOL programs of partnership?

- Establish an Action Team for Partnerships (ATP).
- Write an Action Plan for Partnerships each year linked to school improvement goals.
- Use the Framework of Six Types of Involvement so that parents become involved in varied ways.
- Allocate a budget for planned activities.
- Allocate time for monthly meetings of the ATP.
- Evaluate and improve the partnership program each year.

Organization leaders for partnerships may guide schools in this work.





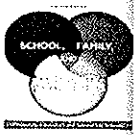
A network can help!

NNPS is the "home base" for schools, districts, organizations, and states. It offers:




- Research-based tools, training, publications, and on-going studies.
- On-going technical assistance by NNPS Facilitators by phone, e-mail, monthly e-briefs, website, newsletters, annual conferences.
- Coordinated planning and evaluation tools.
- Networking opportunities to share best practices with hundreds of schools, districts, states, and organizations across the country.

How will YOUR network work?

NNPS PUBLICATIONS

<p>From Corwin Press 3rd EDITION, 2009</p> 	<p>From Corwin Press 2009</p> 	<p>From Taylor & Francis 2012</p> 
<p>From Taylor & Francis 2nd Edition, 2015</p> 	<p>From Westview Press, 2011 TEXTBOOK, 2nd EDITION</p> 	

MORE NNPS PUBLICATIONS

<p>FROM NNPS 2014 (NEW)</p> 	<p>FROM NNPS 2013</p>  <p>SAMPLERS Research and Involvement Activities</p> <p>READING, MATH SCIENCE, WRITING ARTS, HEALTH, ATTENDANCE, BEHAVIOR, HOMEWORK, TRANSITIONS, FATHERS COLLEGE and CAREERS, PRESCHOOLS, MIDDLE SCHOOLS, HIGH SCHOOLS</p>	<p>FROM NNPS TIPS</p>  <p>Interactive Homework Elem Math K-5 Middle Grades Language Arts 6-8 Science 6-8</p> <p>See TIPS RESOURCES on the NNPS website</p>
--	--	--

Q & A?

What questions do you have about . . .

- . . . using research-based approaches to strengthen programs of school, family, and community partnerships?
- . . . how organization leaders can “scale up” partnership programs in many schools?
- . . . other questions?



NATIONAL NETWORK OF
Partnership Schools
JOHNS HOPKINS UNIVERSITY

For more information
visit NNPS at
www.partnershipschools.org

Dr. Joyce Epstein, Director
Center on School, Family, and Community Partnerships
Johns Hopkins University,
Baltimore, Maryland
jepstein@jhu.edu

© Epstein, J. L. (2015). Baltimore, MD: National Network of Partnership Schools (NNPS)
at Johns Hopkins University.
