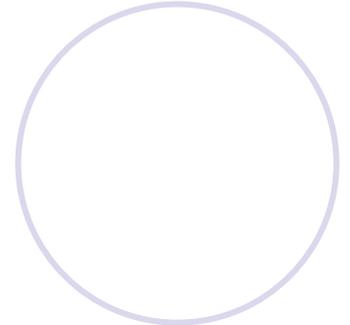
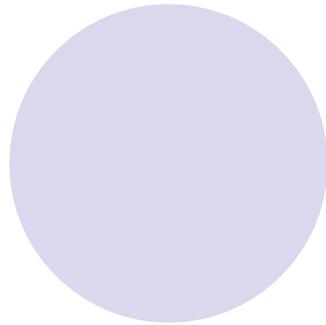
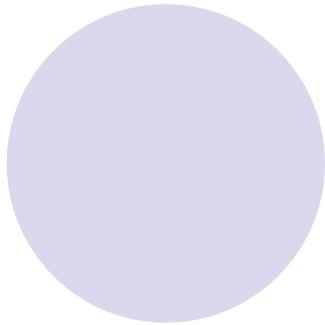


# Fundamentals of Family Involvement

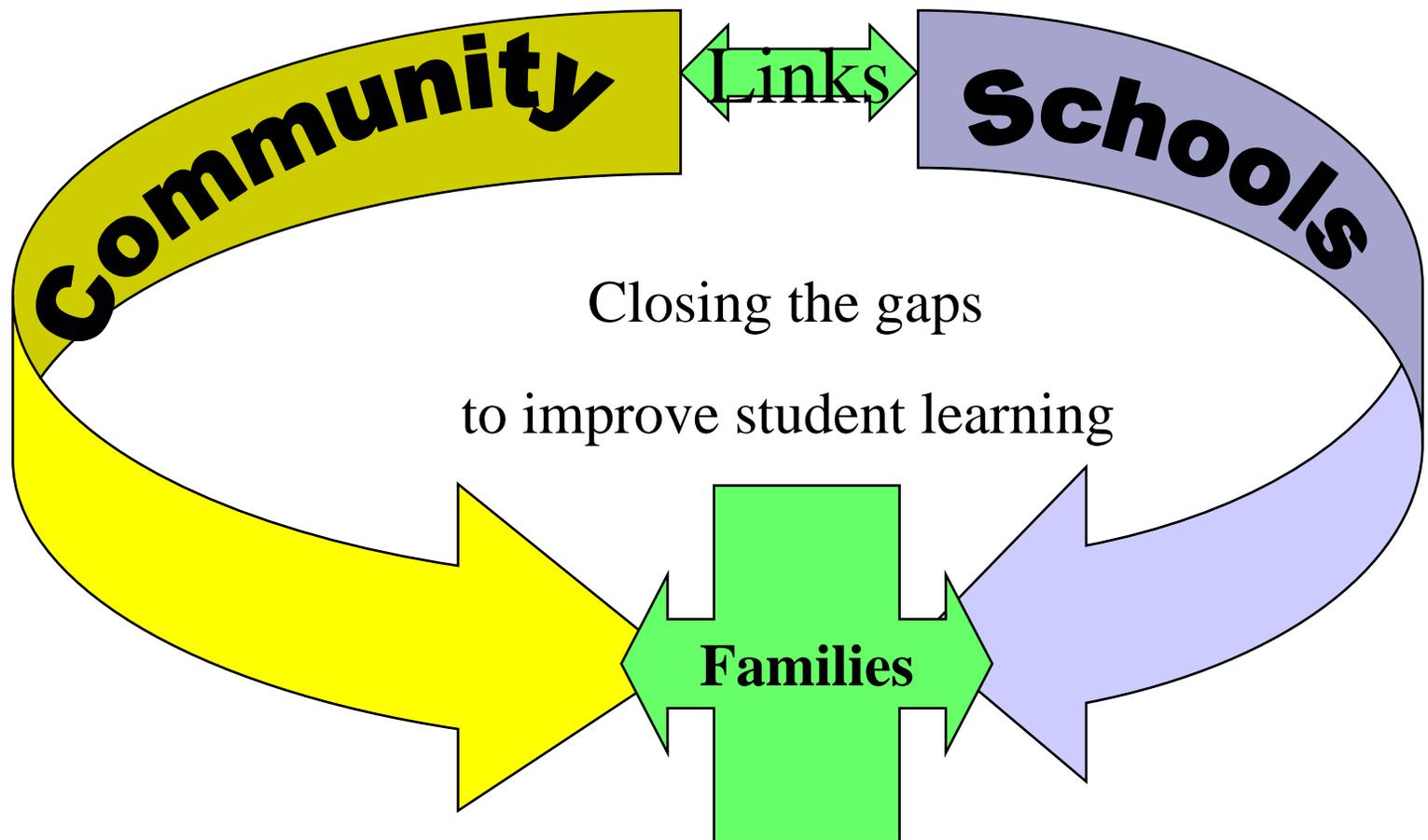




# Goals of the Workshop

- Understand the framework of the six types of partnerships
- Recognize your school's starting points
- Learn how to meet specific challenges to conduct a high-quality program
- Know that difference practices lead to specific school goals and results
- Understand the structure and members of an Action Team for Partnerships
- *Develop a One-Year Action Plan*

# Why create and maintain effective family-school-community-partnerships?





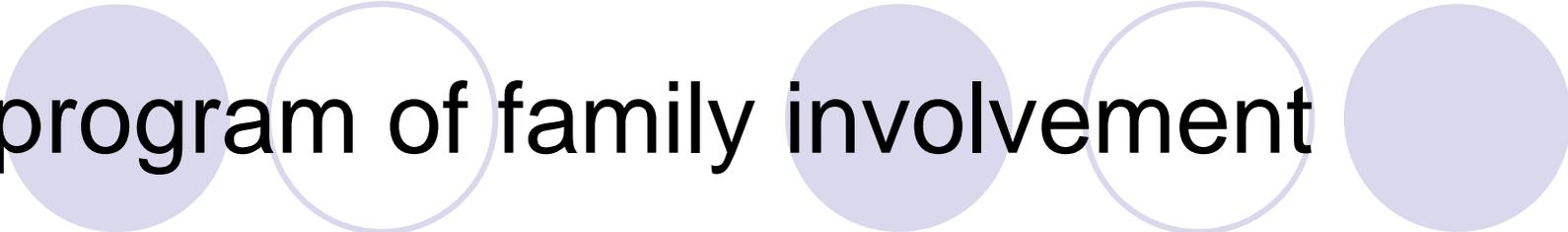
# What does the research say?

- Family involvement helps student achievement
- Trust and strong relationships build good family involvement
- Partnerships will look and feel different for each school



# Involved families help students:

- regardless of family income and background, earn higher grades and test scores and enroll in higher-level programs
- be promoted, pass their classes, and earn credits
- attend school regularly
- have better social skills, better behavior, and adapt well to school
- graduate and go on to post-secondary education.



# A program of family involvement

- Especially benefits children from disadvantaged families
- Helps schools increase the performance of all children in the school
- Provides the support enabling families from all backgrounds to be involved
- Is important Pre-K through Grade 12
- Increases teacher morale, performance



# To engage diverse families

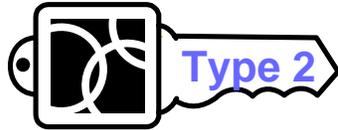
- Focus on building trust and collaborative family-school relationships
- Recognize, respect, and address families' needs
- Share power and responsibility with parents

# THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

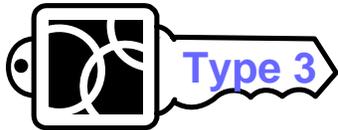
## EPSTEIN'S SIX TYPES OF INVOLVEMENT



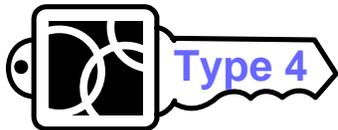
**PARENTING:** Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.



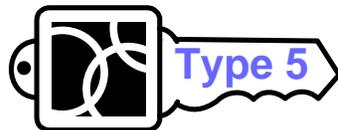
**COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



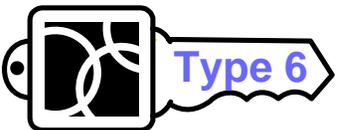
**VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.



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

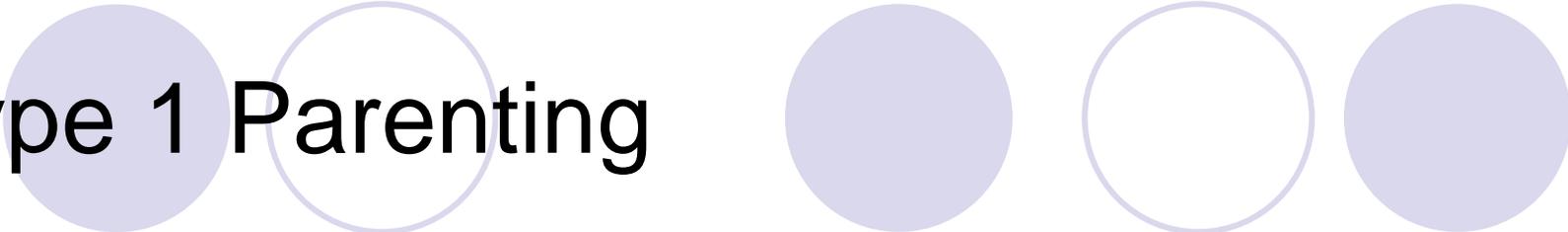


**DECISION MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.



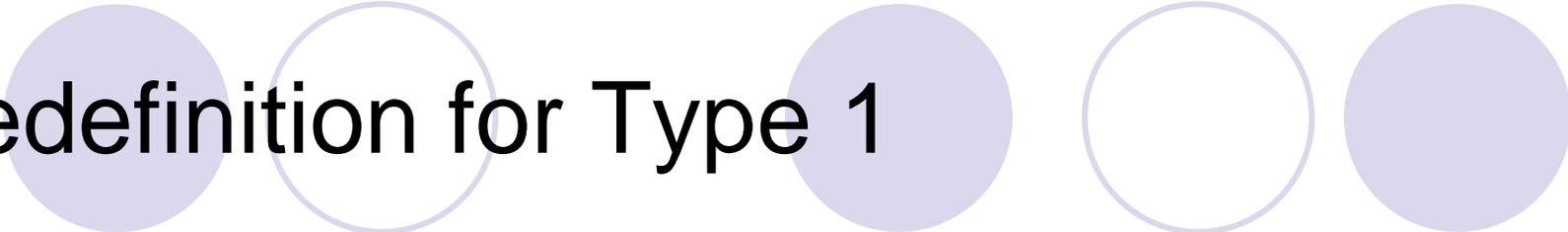
**COLLABORATING WITH COMMUNITY:** Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

# Type 1 Parenting



- Assist families with parenting and child-rearing skills and with understanding child and adolescent development
- Encourage families to set home conditions that support students at each grade level
- Assist schools in understanding families

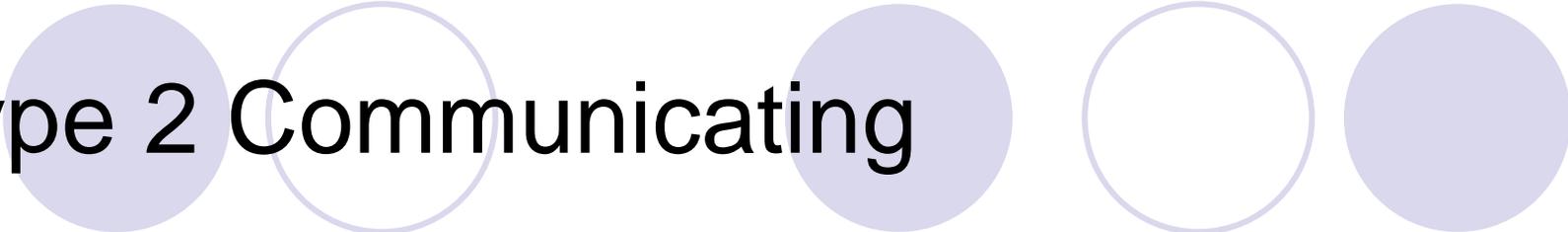
# Redefinition for Type 1



- “Workshop”

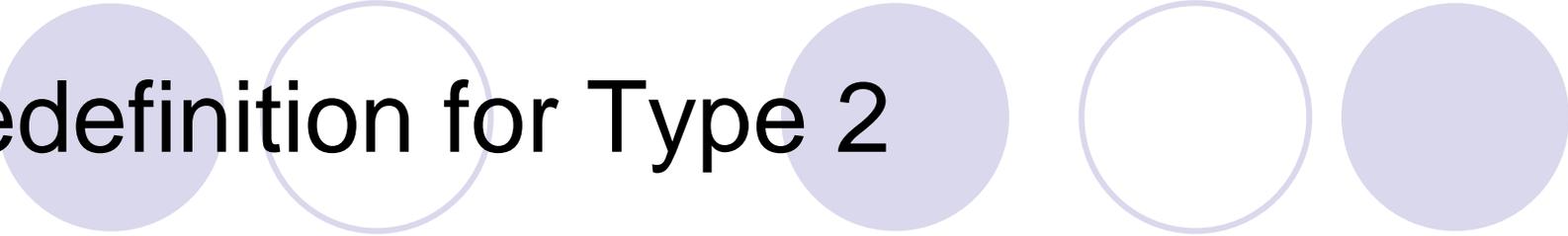
- Not only a *meeting* on a topic at the school building at a particular time, but also the *content* of a topic to be viewed, heard, or read at a convenient time and location

# Type 2 Communicating



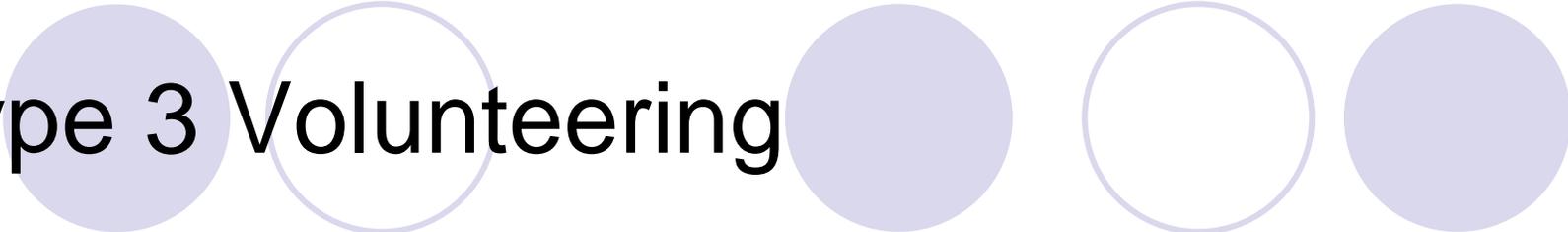
- Communicate with families about school programs and student progress
- Establish effective school-to-home and home-to-school communications

# Redefinition for Type 2



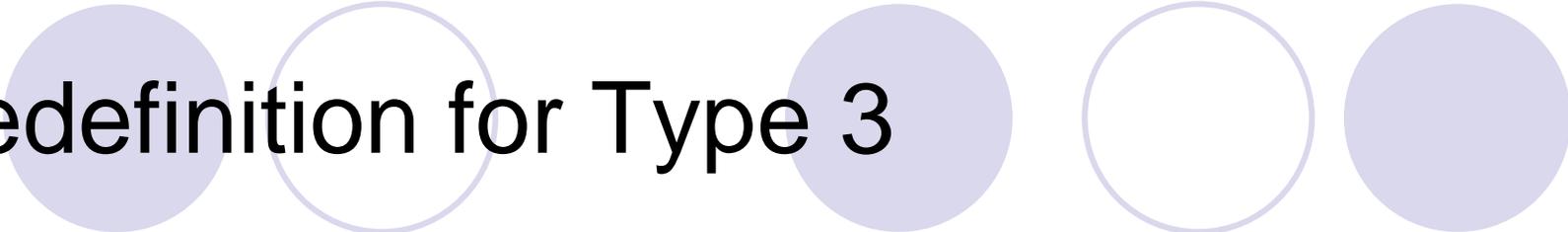
- “Communications about school programs and student progress”
  - Not only from school to home, but also include two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community

# Type 3 Volunteering



- Improve recruitment, training, schedules, and work to involve all families as volunteers or audiences
- Create opportunities both at the school and at other locations to reach more families
- Encourage parents to support student and school programs

# Redefinition for Type 3



- “Volunteer”

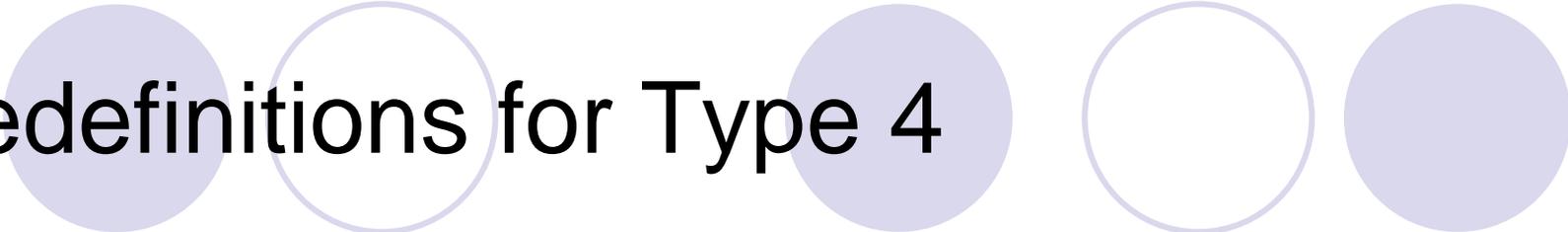
- Not only those who come to school during the day, but also those who support school goals and children’s learning in any way, at any place or time

# Type 4 Learning at Home



- Involve families with their children in learning activities at home
- Learning at home may include homework and other curriculum-related activities and decisions

# Redefinitions for Type 4



- “Homework”

- Not only work students do alone, but interactive activities linking school work to real life

- “Help at home”

- How families encourage, listen, react, praise, guide, monitor, and discuss school work, not just how they “teach” subjects

# Type 5 Decision Making



- Include families as participants in school decisions, governance, and advocacy
- Mediums may include PTA/PTO, school councils, committees, action teams, and other parent organizations

# Redefinitions for Decision Making

- “Decision Making”

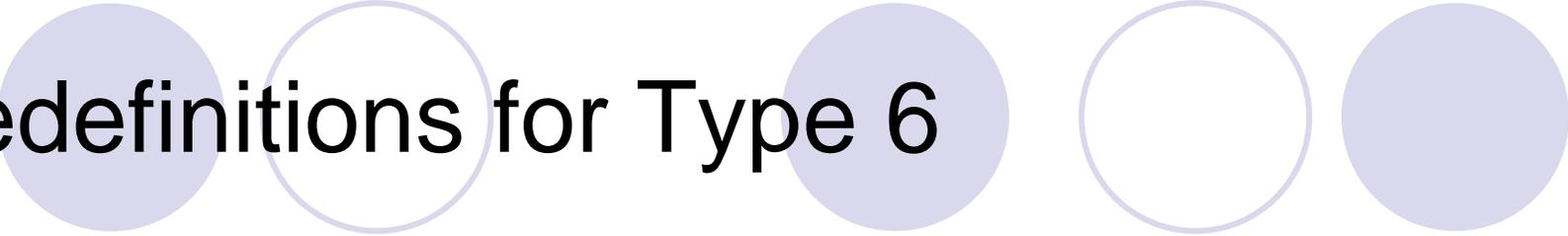
- A process of partnership—sharing views, solving problems, and taking action toward shared goals

- “Parent Leader”

- Representative who shares information with and obtains ideas from other families and community members

# Type 6 Collaborating with Community

- Collaborate resources and services for students, families, and the school
- Use businesses, agencies, and other groups
- Provide services to the community



# Redefinitions for Type 6

- Community”

- Rated by socioeconomic qualities and by assets that support families, schools, and students
- Includes all who are affected by the quality of education
- Not only the neighborhoods where students’ homes and schools are, but all locations that influence student learning and development

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

## SCHOOL IMPROVEMENT TEAM

### ACTION TEAM for SCHOOL, FAMILY, and COMMUNITY PARTNERSHIPS

#### Academic Goal 1

Draw from the six types of involvement to meet this goal.

#### Academic Goal 2

Draw from the six types of involvement to meet this goal.

#### Non-Academic Goal 3

Draw from the six types of involvement to meet this goal.

#### Partnership Goal 4

Draw from the six types of involvement to meet this goal.

# 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 and community partners to provide students with extra help and enrichment activities in math

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

# ELEMENTARY SCHOOL EXAMPLES

for a One-Year Action Plan

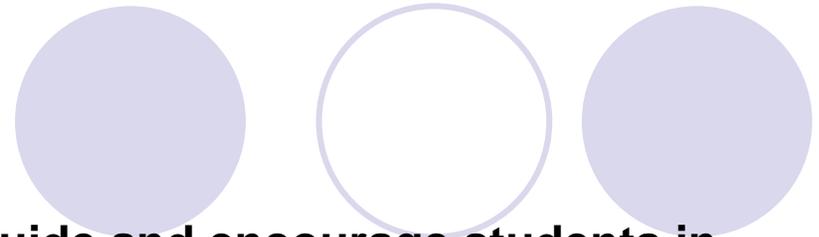
to **IMPROVE STUDENT BEHAVIOR**

- TYPE 1** Parent-to-parent group meetings on student behavior, age-appropriate discipline, and related topics
- TYPE 2** Student-of-the-month assembly, bulletin board, and luncheon with family partners to recognize students for good or improved behavior, character, and citizenship
- TYPE 3** Volunteers for school patrols in hallways, in the cafeteria, on the playground, or in other locations to increase or maintain students' good behavior
- TYPE 4** Monthly interactive homework assignments for students to talk with parents or other family partners about selected character traits, values, and behaviors
- TYPE 5** PTA/PTO sponsored speaker series for parents on student development, with mental health, medical, or other specialists
- TYPE 6** Community connections with students on problem-solving and conflict resolution skills to reduce bullying and other problem behaviors

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

# MIDDLE SCHOOL EXAMPLES

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



- TYPE 1** Parent workshops on how to guide and encourage students in reading for pleasure at home
- TYPE 2** A page of the school newsletter with information on the school's reading and language arts program, suggestions on prompting students to read aloud at home, and questions to discuss with students about things they read
- TYPE 3** Family members serving as volunteer literacy tutors, reading buddies, or library aides during the school day or in after-school programs
- TYPE 4** Interactive homework in reading and writing for students to share their ideas and work with a family partner
- TYPE 5** PTA/PTO-supported fundraiser for books, magazines, and other reading materials for the school media center
- TYPE 6** Donations from local businesses to be used as incentives for a campaign to encourage students to read many books

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

# HIGH SCHOOL EXAMPLES

for a One-Year Action Plan

to Reach Results for **POSTSECONDARY PLANNING**

- TYPE 1** Workshops for parents and students on course credits and requirements for high school graduation, college financial aid, college entry tests, and career planning
- TYPE 2** Series of videotapes for families to borrow to learn about high school requirements and postsecondary planning
- TYPE 3** Field trips for students and parents to local colleges and universities
- TYPE 4** Interactive homework that requires students to discuss their academic goals and career plans with a family partner and to outline strategies for reaching these goals
- TYPE 5** A postsecondary planning committee of parents, teachers, and students to implement a series of activities on college awareness and career options from 9<sup>th</sup> to 12<sup>th</sup> grade
- TYPE 6** College club for linking students and families with alumni to foster knowledge and actions on postsecondary opportunities

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

# MIDDLE AND HIGH SCHOOL EXAMPLES

for a One-Year Action Plan

to **CREATE A CLIMATE OF PARTNERSHIPS**

- TYPE 1** Parent support groups to discuss parenting approaches and school issues with other families
- TYPE 2** “Good news” postcards, phone calls, and other two-way communications (e.g., e-mail, voice mail, websites) to connect teachers and families about student progress and success
- TYPE 3** Volunteers for safe schools to greet, assist, or deter visitors
- TYPE 4** Quarterly interactive homework assignments for students to review report card grades with family partners and to discuss academic and behavior goals for the next grading period
- TYPE 5** PTA/PTO-sponsored “Showcase the School Day” with booths and displays on school programs, student clubs, academic departments, the parent association, and partnership activities
- TYPE 6** Periodic community forums for educators, students, parents, and citizens to discuss school improvement topics, family and community support for education, and other important issues

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

# Steps to Success

- ✓ Create an Action Team for Partnerships (ATP)
- ✓ Obtain funds and official support
- ✓ Provide training to all ATP members
- ✓ Identify starting points
- ✓ Develop a Three-Year Outline and Vision
- ✓ Write a One-Year Action Plan
- ✓ Enlist others to help conduct activities
- ✓ Evaluate implementation and results
- ✓ Celebrate and report progress to all participants
- ✓ Continue working toward a comprehensive, ongoing, goal-oriented program of partnerships



# National Network of Partnership Schools

- **[www.partnershipschools.org](http://www.partnershipschools.org)**

## Member Benefits:

- Handbook on program development
- *Type 2* newsletter, *Promising Practices*
- Technical assistance by phone and e-mail
- Workshops, participate in partnership research and development