



# **PARTNERSHIPS THEN and NOW**

**NEW DIRECTIONS**

**Research-Based Programs of  
Family and Community Involvement for Student Success**

**Transforming ESEA:  
Helping Public Schools Improve:  
A Public Discussion, Washington DC**

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**Joyce L. Epstein, Ph.D., Director**

**© Center on School, Family, and Community Partnerships**



# 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 Achievement****S**  
**Commitment to Role of Student**  
**High Graduation/Low Dropout Rates**

**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?**

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

How will we reach these goals?



## SECTION 1118, PART (e)

(e) Explains the requirement to BUILD CAPACITY for INVOLVEMENT

(e) says that each school **must**:

- **Ensure the effective involvement of parents**
- **Support “a partnership” among the school, parents, and community to improve student academic achievement**

**NCLB** states **THAT** partnership programs are needed.

**NNPS** shows **HOW** to develop these programs at the state, district, and school levels.

# DEFINITION



THEN

**Parent  
involvement**

NOW

**School, family,  
and community  
partnerships**

# RESPONSIBILITY



THEN

**Up to parents**

**Organized by  
one person or  
just a few**

NOW

**Part of school  
and classroom  
organization**

**Organized by  
Action Team for  
Partnerships**

# Action Team Structure

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

**EXAMPLE**

**School Improvement Team  
or School Council**

**ACTION TEAM for  
PARTNERSHIPS**

**Improve Reading**

**PRACTICES  
from SIX TYPES  
to meet this goal**

**Academic goal**

**Improve Math**

**PRACTICES  
from SIX TYPES  
to meet this goal**

**Academic goal**

**Improve Student  
Behavior**

**PRACTICES  
from SIX TYPES  
to meet this goal**

**Non-Academic goal**

**Create a Climate  
for Partnerships**

**PRACTICES  
from SIX TYPES  
to meet this goal**

**Partnership goal**

# PROGRAM DESIGN



THEN

**Incidental or  
accidental**

**Off to the side**

NOW

**Framework of  
6 types of  
involvement**

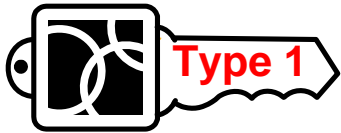
**Goal-oriented**

**Part of  
comprehensive  
school  
Improvement**

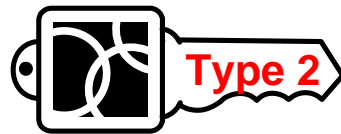
# Framework of Six Types of Involvement

# THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

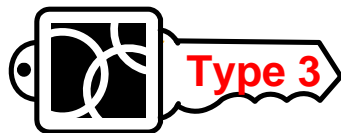
## EPSTEIN'S SIX TYPES OF INVOLVEMENT



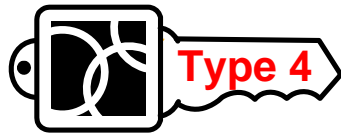
**PARENTING:** Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.



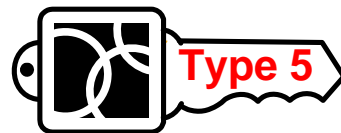
**COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



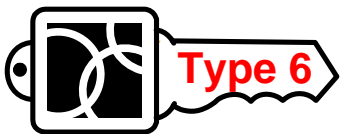
**VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.



**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.

**NCLB gives these examples  
of involvement activities**

**The examples match the  
NNPS Framework  
of Six Types of Involvement**

- Conduct workshops for parents** on student attendance, family literacy, other topics → **Type 1 - Parenting**
- Communicate with all families** in clear language, par-tch conferences reports on children's progress → **Type 2 - Communicating**
- Organize volunteers** opportunities to volunteer, observe in classrooms (other audiences) → **Type 3 – Volunteering**
- Help student **improve homework completion to increase achievement** → **Type 4 - Learning at Home**
- Involve parents in decisions** writing plan, reviewing policy → **Type 5 - Decision Making**
- Involve businesses and community partners** → **Type 6 - Collaborating with the Community**
- And more ...** → **See other examples**

# **Solve Challenges to Involve ALL Families**

# CHALLENGES



## THEN

### “Barriers”

Diverse family structures,  
socioeconomic backgrounds,  
languages, cultures.

Mobile, migratory, or  
homeless families.

**Deficit model** and  
**treatment** programs

## NOW

### “Realities”

Solutions sought  
Solutions found  
Solutions shared

**Strengths model**  
and **prevention**  
programs

# IMPLEMENTATION



THEN

**Pre-K, K, or  
elementary**

NOW

**All grade levels  
through high  
school**

# IMPLEMENTATION



THEN

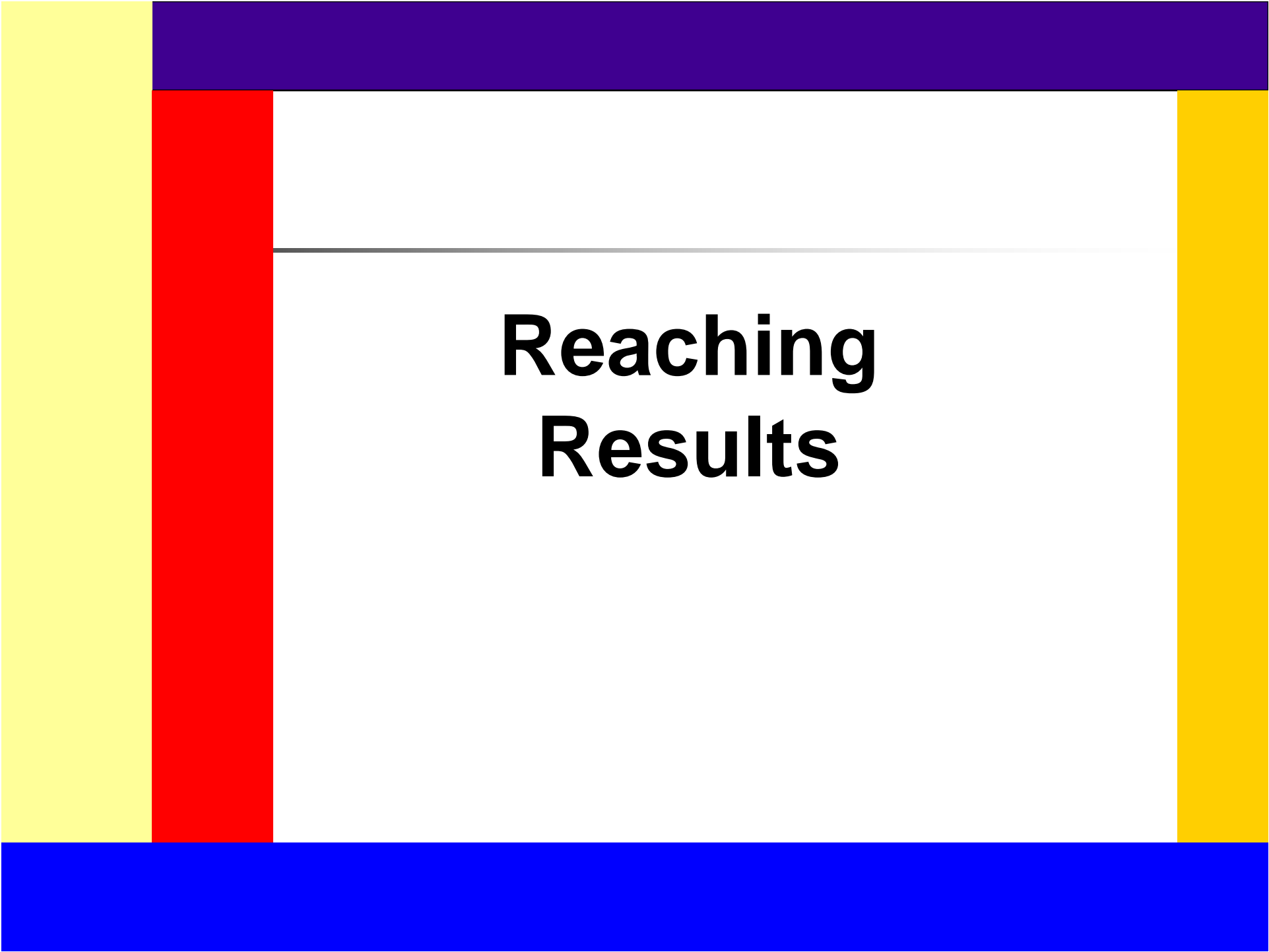
**School by  
school  
decisions**

NOW

**Multi-level leaders:  
School, District  
State, and Federal**

**Multi-Level  
responsibilities in  
NCLB, Section 1118**

**“Nested” networks**



# Reaching Results

# RESULTS



THEN

**Parent  
outcomes**

**Public relations**

**Focus on a few  
parent leaders**

NOW

**Student  
achievement and  
success in school**

**Link practices to  
results for all  
students, parents,  
teachers, and  
community**



**Write an Annual  
Action Plan  
for Partnerships**

**Linked to Goals for  
Student Success**



**Evaluate  
Programs,  
Practices,  
and Results**

# EQUITY ISSUES



THEN

Labels for  
**HAVEs** and  
**HAVE NOTs,**

**DOs** and  
**DO NOTs**

“Blame game”

Finger-pointing

NOW

**ACTION** to  
**involve all**  
**families**

**NCLB** guidelines  
to communicate  
in languages  
parents  
understand

# BUDGETS for PARTNERSHIPS



THEN

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Not well allocated

Sometimes  
NOT allocated

Fragmented  
spending

NOW

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

Capacity building  
(NCLB) for  
program  
development

**RESOURCES ARE  
AVAILABLE!**

## **What should members expect from NNPS?**

- **Research-based tools, training, publications, and on-going studies**
- **On-going technical assistance from NNPS Facilitators by phone, e-mail, website; monthly e-briefs, newsletters**
- **Coordinated planning and evaluation tools to meet NCLB requirements (Sec. 1118) and to monitor the quality and progress of family involvement**
- **Networking opportunities to share best practices with over 1100 schools, 150 districts, 21 states, and 60 organizations**



## Q & A

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**Frame your questions about . . .**

- . . . using research-based approaches to strengthen programs of school, family, and community partnerships?**
- . . . how schools, districts, states, and organizations work with NNPS to improve school-based partnership programs?**
- . . . Other questions?**



NATIONAL NETWORK OF  
**Partnership Schools**  
JOHNS HOPKINS UNIVERSITY

**For more information and  
membership forms,  
visit NNPS at  
[www.partnershipschools.org](http://www.partnershipschools.org)**

**Dr. Joyce Epstein, Director  
Center on School, Family, and Community Partnerships  
Johns Hopkins University  
3003 N. Charles Street, Suite 200  
Baltimore, MD 21218  
410-516-8807  
[nnps@csos.jhu.edu](mailto:nnps@csos.jhu.edu)**