



SUMMARY TYPE 1–PARENTING

Information and activities that assist families with responsibilities for

- Housing, health, nutrition, clothing, safety.
- Understanding child and adolescent development.
- Home conditions that support children as students at all grade levels.

And assist schools in

- Understanding family backgrounds, cultures, and goals for their children.

CHALLENGES

Provide information to all families who want it and need it, not just to the few who attend workshops or meetings at the school building.

Enable families to share information with schools about their backgrounds, cultures, children's talents, goals, and needs.

REDEFINITIONS

“Workshops” are not only meetings on topics held at the school building but also the content of the meetings to be viewed, heard, or read at convenient times and varied locations by those who could not attend.

RESULTS FOR STUDENTS

- Balanced time spent on chores, homework, and other activities
- Regular attendance
- Awareness of family supervision and importance of school

RESULTS FOR PARENTS

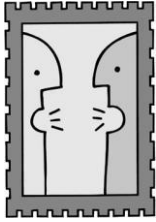
- Self-confidence about parenting as children proceed through school
- Knowledge of child and adolescent development

RESULTS FOR TEACHERS AND ADMINISTRATORS

- Understanding of families' goals and concerns for children
- Respect for families' strengths and efforts

For presentations, see the *Handbook* CD for usable slides on the types, challenges, redefinitions, and results for Type 1.

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SUMMARY TYPE 2–COMMUNICATING

SCHOOL-TO-HOME COMMUNICATIONS

- Memos, notices, report cards, conferences, newsletters, phone calls, e-mails, Web sites
- Information on school programs, state tests, report cards, and children’s progress
- Information about choosing or changing schools, courses, programs, or activities

HOME-TO-SCHOOL COMMUNICATIONS

- Two-way channels of communication for questions, suggestions, and interactions

CHALLENGES

Make all memos and other print and nonprint communications clear and understandable for ALL families.

Obtain ideas from families to improve the design and content of communications, such as newsletters, report cards, and conference schedules.

REDEFINITIONS

Communications about school programs and student progress go not only from school to home but also from home to school and within the community.

RESULTS FOR STUDENTS

- Awareness of own progress in subjects and skills
- Knowledge of actions needed to maintain or improve grades
- Awareness of own role as courier and communicator in partnerships

RESULTS FOR PARENTS

- Understanding of school programs and policies
- Support for child’s progress and responses to solve problems
- Ease of interactions and communications with school and teachers
- High rating of school quality

RESULTS FOR TEACHERS AND ADMINISTRATORS

- Ability to communicate clearly
- Use of parents’ networks to communicate with all families

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SUMMARY TYPE 3–VOLUNTEERING

INVOLVEMENT AT AND FOR THE SCHOOL

- IN schools or classrooms: Assist administrators, teachers, and students as aides, tutors, coaches, lecturers, chaperones, boosters, and mentors, and assist in other ways.
- FOR schools or classrooms: Assist school programs and student activities from any location at any time.
- AS AUDIENCES: Attend assemblies, performances, sports events, recognition and award ceremonies, celebrations, and other student activities.

CHALLENGES

Recruit widely, provide training, and create flexible schedules for volunteers so that all families know that their time and talents are welcomed and valued.

REDEFINITIONS

“Volunteer” not only means someone who comes to school during the school day but also anyone who supports school goals and children's learning and development in any way, at any place, and at any time.

RESULTS FOR STUDENTS

- Skills that are tutored or taught by volunteers
- Skills in communicating with adults

RESULTS FOR PARENTS

- Understanding of the teacher's job
- Self confidence about ability to work in school and with children
- Enrollment in programs to improve own education

RESULTS FOR TEACHERS AND ADMINISTRATORS

- Readiness to involve all families in new ways, not only as volunteers
- More individual attention to students because of help from volunteers

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SUMMARY TYPE 4—LEARNING AT HOME

INVOLVEMENT IN ACADEMIC ACTIVITIES

- Ways to help at home with homework
- Required skills to pass each subject
- Curriculum-related decisions by and for the student
- Development of student's other skills and talents

CHALLENGES

Design and implement interactive homework on a regular schedule that guides students to demonstrate skills and discuss ideas with their families.

Involve families with their children in important curriculum-related decisions in a timely way.

REDEFINITIONS

“Homework” not only means work that students do alone but also interactive activities that students share and discuss with others at home and in the community to link schoolwork to real-life experiences. “Help” at home means how families encourage, listen, praise, guide, monitor, and discuss schoolwork with their children, not whether or how they “teach” school subjects.

RESULTS FOR STUDENTS

- Skills, abilities, and test scores linked to classwork
- Homework completion
- View of parent as more similar to teacher and home as similar to school
- Self-confidence in ability as learner and positive attitude about school

RESULTS FOR PARENTS

- Discussions with child about school, classwork, homework, and future plans
- Understanding of curriculum, what child is learning, and how to help each year
- Appreciation of teacher's work and skills

RESULTS FOR TEACHERS AND ADMINISTRATORS

- Respect for family time
- Satisfaction with family involvement and support
- Recognition that single-parent, dual-income, and low-income families and families of all racial and ethnic backgrounds can motivate their children and reinforce student learning.

For presentations, see the *Handbook* CD for usable slides on the types, challenges, redefinitions, and results for Type 4.

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SUMMARY

TYPE 5–DECISION MAKING

PARENT PARTICIPATION AND SHARED LEADERSHIP ON

- School Council or School Improvement Team
- Action Team for Partnerships (ATP), a committee of the School Council
- PTA/PTO membership, participation, leadership, representation
- Title I advisory and other committees
- Independent advisory and advocacy groups

CHALLENGES

Include parent leaders from all racial, ethnic, socioeconomic, and other groups on advisory councils, teams, and committees.

Offer training for parent leaders to develop leadership skills and to represent other parents.

Include student representatives in high schools along with parents on committees.

REDEFINITIONS

“Decision making” in schools means a process of partnership-sharing views, solving problems, and taking action toward shared goals for excellent education and student success—not a power struggle of conflicting ideas.

“Parent leader” means a representative who shares information with and obtains ideas from other families, not just a parent who attends school meetings.

RESULTS FOR STUDENTS

- Awareness that families' views are represented in school decisions
- Specific benefits linked to policies enacted by parent organizations and committees

RESULTS FOR PARENTS

- Awareness of and input to policies that affect children's education
- Development of participation and leadership skills in responsibilities for activities and in representation of other parents.

RESULTS FOR TEACHERS AND ADMINISTRATORS

- Awareness of families' perspectives in policies and school decisions
- Recognition of equality of family representatives on school committees

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SUMMARY TYPE 6—COLLABORATING WITH THE COMMUNITY

- **COMMUNITY CONTRIBUTES TO SCHOOLS, STUDENTS, AND FAMILIES**
Business partners, cultural organizations, health services, recreation centers, senior citizens, faith-based programs, governmental agencies, and other groups
- **SCHOOLS, STUDENTS, AND FAMILIES CONTRIBUTE TO COMMUNITY**
Service learning and special projects to share talents and solve local problems

CHALLENGES

Prevent or solve problems among partners of turf, goals, responsibilities, and funds.

Inform all families and students about community programs and services, and ensure equal opportunities for participation and for services.

REDEFINITIONS

Community includes not only families with children in the schools but also others who are interested in and affected by the quality of students' education.

Communities are rated not only on economic qualities but also on the strengths and talents of people and organizations who may support students, families, and schools.

RESULTS FOR STUDENTS

- Knowledge, skills, and talents from enriched curricular and extracurricular experiences and explorations of careers
- Self-confidence and feeling valued by and belonging to the community

RESULTS FOR PARENTS

- Knowledge and use of local resources to increase skills and to obtain needed family services
- Participation with others to strengthen the community and to build a sense of community

RESULTS FOR TEACHERS AND ADMINISTRATORS

- Knowledge and use of community resources to enrich the curriculum, instruction, and students' experiences
- Knowledge of referral processes for families and children with needs for special services

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