Maximizing Parent Involvement: Revisiting Joyce Epstein's Model for School, Family, and Community Partnerships

Mason County Schools

August 2, 2011

Chad M. Holt-WVDE Title I School Improvement Coordinator
Kenny Moles-WVDE Title I School Improvement Coordinator

Chad M. Holt-WVDE Title I School Improvement Coordinator

Kenny Moles-WVDE Title I School Improvement Coordinator

Warm up

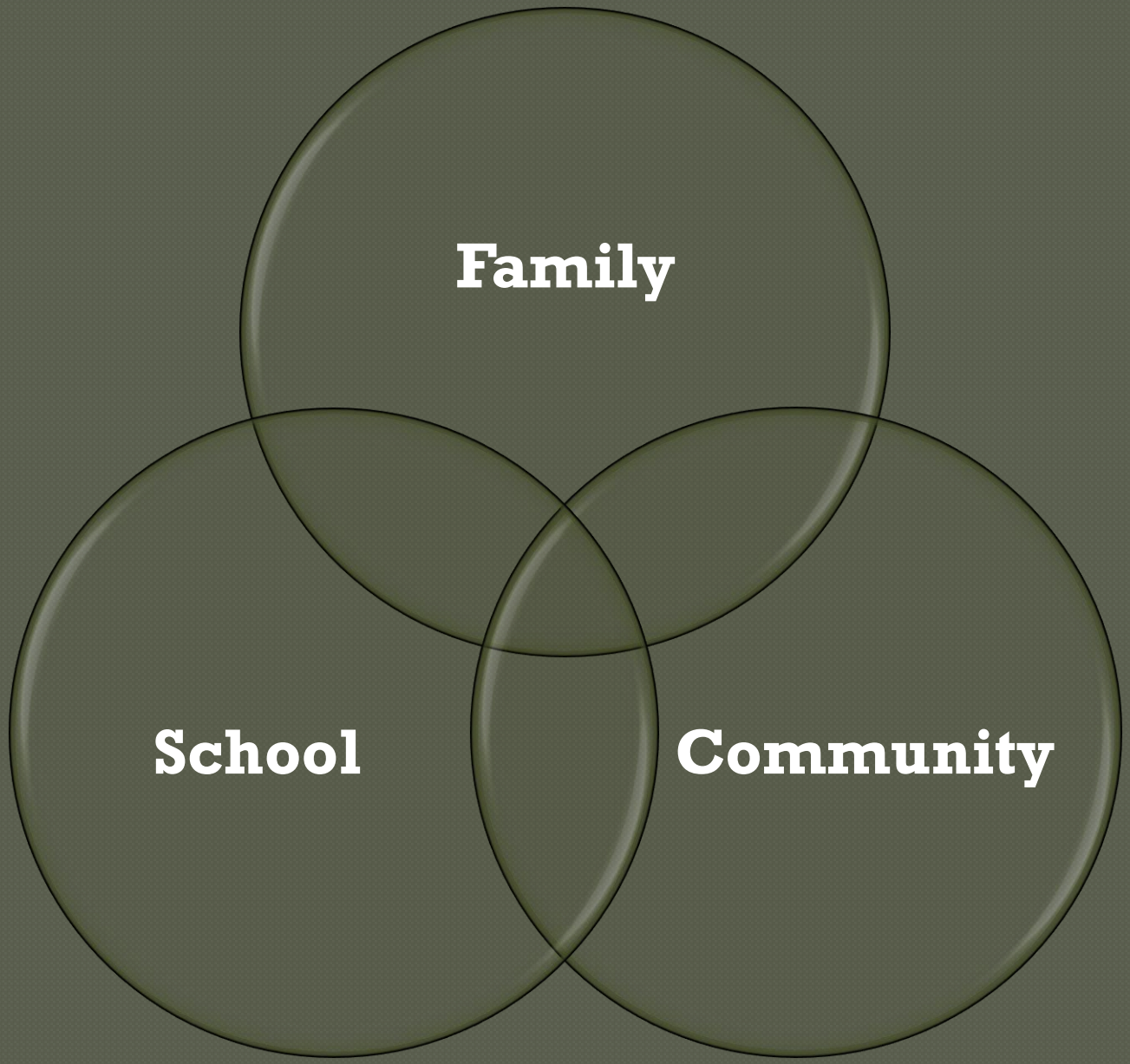
You have 5 minutes to work independently

Find a partner

You have 2 minutes to work with a partner. Don't share your answers with other pairs.

Groupwork

You have 1 minute to team up into groups of at least four to complete the activity.


Family
School
Community

Parent Involvement

WHAT DO WE KNOW from U.S. and International Studies of Family and Community Involvement?

- Parents vary in how much they presently are involved.
- Parents are concerned about their children's success in school.
- Students need multiple sources of support to succeed in school and in life.
- Schools must reach out in order to involve all families.
- Some teachers and administrators are initially resistant to increasing family involvement.
- Teachers and administrators in schools and districts need inservice, preservice, and advanced education on partnerships.
- Subject-specific practices involve families in ways that directly assist students' learning and success.
- Partnership programs are most effective if they are research-based, customized for each community, evaluated, and continually improved to help meet important goals for students.

What the Research Says

- Just about all families care about their children, want them to succeed, and are eager to obtain better information from schools and communities so as to remain good partners in their children's education.

- Just about all teachers and administrators would like to involve families, but many do not know how to go about building positive and productive programs and are consequently fearful about trying.

What the Research Says

- Partnerships tend to decline across the grades…
- Affluent communities currently have more positive family involvement…
- Schools in more economically depressed communities make more contacts with families about the problems and difficulties their children are having…
- Single parents who are employed outside the home, parents who live far from the school, and fathers are less involved…

Example of Parent Involvement

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.

Results of Research

For STUDENTS

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

Results of Research

For PARENTS

- Stronger sense of support from school and other parents
- More awareness of student progress and effective responses to problems
- Increased self confidence about guiding student through school
- Appreciation of teachers' work and skills
- Increased feeling of ownership of school

Results of Research

For TEACHERS

- Increased respect for families' strengths and efforts
- Increased understanding of families goals for their children
- Greater readiness to involve all families in new ways
- Use of community resources to enrich students' experiences
- Increased satisfaction with teaching

Mason County Survey Spring 2010

DATA

Mason County District Survey Spring 2010

Mason County Schools mailed a Parent Survey out to all parents in Spring 2010. The survey contained a self-addressed stamp envelope allowing parents to return the survey without cost. Three hundred twenty five elementary surveys and two hundred forty seven secondary surveys were returned for a total of 572 surveys county-wide.

Elementary Results

	Percent Agree	Percent Disagree
Academic Excellence	82%	18%
School Resources	87%	13%
Life Skills Training	84%	16%
School Environment	91%	9%
Parent-School Communication	78%	22%
Parent Involvement	86%	14%

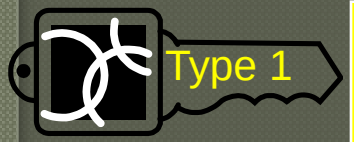
Secondary Results

	Percent Agree	Percent Disagree
Academic Excellence	75%	25%
School Resources	79%	21%
Life Skills Training	68%	32%
School Environment	76%	24%
Parent-School Communication	57%	43%
Parent Involvement	65%	35%

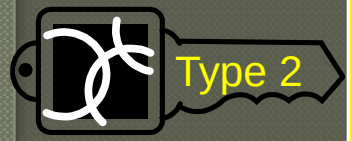
Epstein's Six Types of Involvement

1. Parenting
2. Communicating
3. Volunteering
4. Learning at Home
5. Decision Making
6. Collaborating with the Community

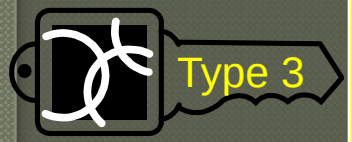
THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS EPSTEIN'S SIX TYPES OF INVOLVEMENT



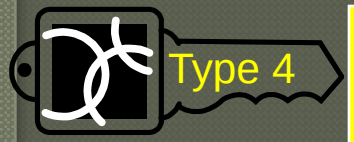
PARENTING: Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.



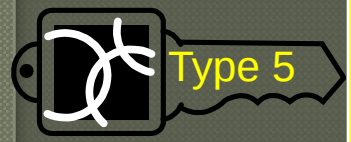
COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



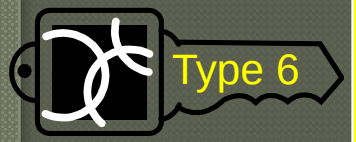
VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.



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

Jumping Hurdles

Part Two

PAIR-SHARE ACTIVITY

JUMPING HURDLES

All schools face challenges in developing programs of school, family, and community partnerships. With teamwork, every school can solve challenges to involve more families.

With a partner near you, share ONE example of . . .

A SUCCESSFUL ACTIVITY FOR FAMILY OR COMMUNITY INVOLVEMENT in your school or a school you know

_____

A CHALLENGE THAT AROSE in implementing the activity

_____

A SOLUTION TO THE CHALLENGE

_____

A "NEXT STEP" to improve the activity even more

_____

Which TYPE OF INVOLVEMENT was this activity? ____

Break

Timer

PI Webinar Link 1

Skip to 8:15

PI Webinar Link 2

Play until 4:51

Typology Sorting Activity

Timer

Epstein's Six Types of Involvement

1. Parenting – Basic Responsibilities of Families

Help all families establish home environments to support children as students.

Sample practices

- Suggestions for home conditions that support learning at each grade level.
- Workshops, videotapes, computerized telephone messages on parenting and child rearing at teach age and grade level.
- Parent education and other courses or training for parents
- Family support programs to assist families with health, nutrition, and other services.
- Home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.

Epstein's Six Types of Involvement

1. Parenting – Basic Responsibilities of Families

Help all families establish home environments to support children as students.

Challenges

- Provide information to all families who want it or who need it, not just to the few who can attend workshops or meetings.
- Enable families to share information with schools about culture, background, children's talents and needs.
- Make sure that all information for and from families is clear, usable, and linked to children's success in school

Epstein's Six Types of Involvement

2. Communicating

Design effective forms of school-to-home communications about school programs and children's progress.

Sample Practices

- Conferences with every parent at least once a year.
- Language translators to assist families as needed.
- Weekly or monthly folders of student work sent home for review and comments.
- Parent/student pickup of report card, with conferences on improving grades.
- Clear information on choosing schools or courses, programs, and activities within schools.
- Clear information on all school policies, programs and reforms.

Epstein's Six Types of Involvement

2. Communicating

Design effective forms of school-to-home communications about school programs and children's progress.

Challenges

- Review the readability, clarity, form and frequency of all memos, notices and other print and non-print communications.
- Consider parents who do not speak English well, do not read well, or need large type.
- Review the quality of major communications (newsletters, report cards, conference schedules)
- Establish clear two-way channels for communications from home to school and from school to home.

Epstein's Six Types of Involvement

3. Volunteering

Recruit and organize parent help and support.

Sample Practices

- School and classroom volunteer programs to help teachers, administrators, students and other parents.
- Parent room or family center for volunteer work, meetings, resources for families.
- Annual postcard survey to identify all available talents, times and locations of volunteers.
- Class parent, telephone tree, or other structures to provide all families with needed information.
- Parent patrols or other activities to aid safety and operation of school programs.

Epstein's Six Types of Involvement

3. Volunteering

Recruit and organize parent help and support.

Challenges

- Recruit volunteers widely so that all families know that their time and talents are welcome.
- Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate.
- Organize volunteer work: provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.

Epstein's Six Types of Involvement

4. Learning at Home

Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

Sample Practices

- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor and discuss schoolwork at home.
- Information on how to assist students to improve skills on various class and school assignments.
- Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class.
- Calendars with activities for parents and students at home.

Epstein's Six Types of Involvement

4. Learning at Home

Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

Challenges

- Design and organize a regular schedule of interactive homework that give students responsibility for discussing important things they are learning.
- Coordinate family linked homework activities, if students have several teachers.
- Involve families and their children in all-important curriculum-related decisions.

Epstein's Six Types of Involvement

5. Decision Making

Include parents in school decisions, developing parent leaders and representatives.

Sample Practices

- Active PTA/PTO or other parent organizations, advisory councils or committees.
- Independent advocacy groups to lobby and work for school reform and improvements.
- District-level councils and committees for family and community involvement.
- Information on school or local elections for school representatives.
- Networks to link all families with parent representatives.

Epstein's Six Types of Involvement

5. Decision Making

Include parents in school decisions, developing parent leaders and representatives.

Challenges

- Include parent leaders from all racial, ethnic, socioeconomic and other groups in the school.
- Offer trainings to enable leaders to serve as representatives of other families, with input from and return of information to all parents.
- Include students (along with parents) in decision-making groups.

Epstein's Six Types of Involvement

6. Collaborating with Community Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Sample Practices

- Information for students and families on community health, cultural, and recreational, social support and other programs or services.
- Information on community activities that link to learning skills and talents, including summer programs for students.
- Service integration through partnerships involving school, civic, counseling, cultural, health, recreation, and other agencies and organizations and businesses.
- Service to the community by students, families, and schools.
- Participation of alumni in school programs for students.

Epstein's Six Types of Involvement

6. Collaborating with Community Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Challenges

- Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities.
- Inform families of community programs for students such as mentoring, tutoring, business partnerships.
- Assure equity of opportunities for students and families to participate in community programs or to obtain services.
- Match community contributions with school goals, integrate child and family services with education.

Inventory your parent involvement

STARTING POINTS

An Inventory of Present Practices of

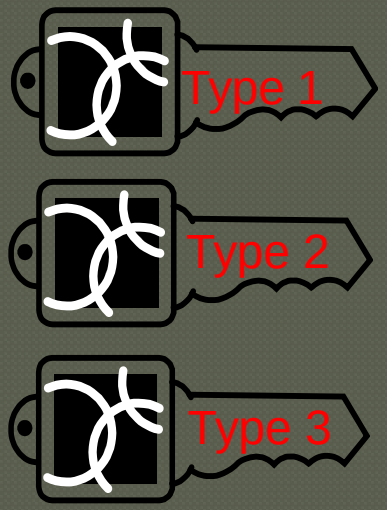
School, Family, and Community Partnerships

Your TABLE will be assigned ONE TYPE of involvement.

1. LOOK. With a partner, look down the list of activities for the TYPE of involvement that you were assigned.
2. CHECK. Check the activities conducted in your school (or schools you supervise or assist) and the grade levels that conduct each activity.
3. REFLECT: What comes to mind as you think about the activities for that TYPE of involvement?
4. CONTINUE. If you finish before time is up, select another TYPE of involvement to review.

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

Share ONE successful activity for each of these types of involvement that YOU have seen in schools.



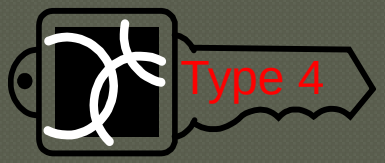
PARENTING

COMMUNICATING

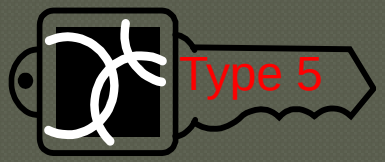
VOLUNTEERING

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

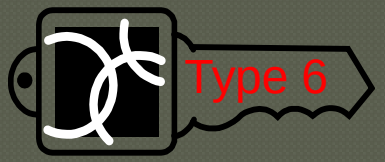
Share ONE successful activity for each of these types of involvement that YOU have seen in schools.



LEARNING AT HOME



DECISION MAKING



COLLABORATING
WITH THE COMMUNITY

Organizing Partnership Teams

- who is involved
- when do they meet
- where do they meet
- determine needs
- establish goals that are measurable
- establish accountability
- prominently display the work being done

Develop a 1 year plan with a 3 year goal in mind.

ELEMENTARY SCHOOL EXAMPLES for a One-Year Action Plan for Partnerships to IMPROVE READING ACHIEVEMENT

READING GOAL

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

TYPE 2 Parent-teacher-student conferences on reading goals and reading progress

TYPE 3 Reading-partner volunteers, guest readers of favorite stories, and other organized, ongoing read-with-me activities

TYPE 4 Family Reading Night to demonstrate reading strategies for parents and grade-specific activities to conduct with students at home

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, and sponsor other reading activities

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

…AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT

ELEMENTARY SCHOOL EXAMPLES for a One-Year Action Plan for Partnerships to IMPROVE MATH SKILLS

MATH GOAL

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 or posted on the school Web site 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 for Partnerships to IMPROVE STUDENT BEHAVIOR

BEHAVIORAL GOAL

TYPE 1 Parent-to-parent group meetings on student behavior, age-appropriate discipline, preventing bullying, 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

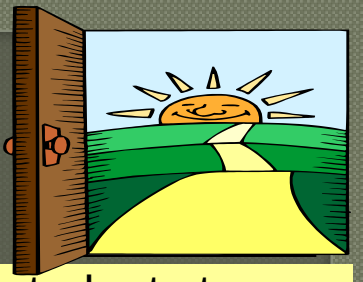
TYPE 4 Monthly interactive homework assignments for students to talk with parents or other family partners about selected character traits, values, and behaviors

TYPE 5 PTA/PTO-sponsored speaker series for parents on student development, with mental health, medical, and 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

ELEMENTARY SCHOOL EXAMPLES for a One-Year Action Plan for Partnerships to CREATE A CLIMATE OF PARTNERSHIPS



TYPE 1 Low-cost immunization shots and health examinations for students to assist parents with these school requirements

TYPE 2 Student-led parent-teacher conferences to communicate with all parents about student progress

TYPE 3 Resource directory to identify the available time and talents of parents and other volunteers to assist teachers and school staff throughout the year

TYPE 4 Information for and exchanges with parents on homework policies, how to help at home, and whom to call with questions

TYPE 5 PTA/PTO potluck dinners combined with School Improvement Team meetings to encourage more parents to participate in decision making

TYPE 6 "Salute the Arts" fair where community artists demonstrate drawing and painting, music, dance, and crafts and provide information on community-based art programs and museums

…AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT

WORK TIME. YOUR TEAM WILL DRAFT A ONE-YEAR ACTION PLAN FOR PARTNERSHIPS FOR YOUR SCHOOL.

School: XYZ Elementary School	**School Year:** 20xx-20yy

GOAL 1—ACADEMIC

OBJECTIVE 1 – Specific academic subject: **(Select ONE curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year.)**

Desired result(s) for THIS goal:	**How will you measure results?**

Organize and schedule family and community involvement activities to support THIS goal.

ACTIVITIES (2 or more, continuing or new)	TYPES (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
ADD MORE ACTIVITIES…					

NEEDED funds, supplies, or resources

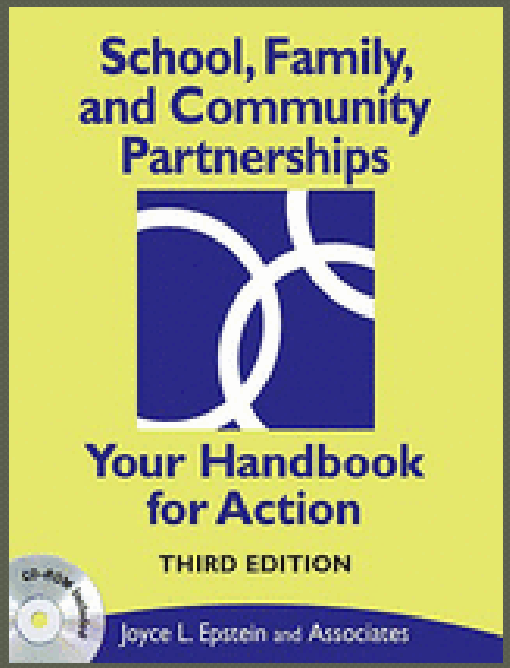
Sharing, Reflection, Closing

Suggested Resources

Joyce Epstein materials
Ruby Payne materials
National PTA website
Parent Institute website
ED Parent Involvement Guidance

Starting Points

- Complete an inventory of present practices of school-family-community partnerships
- Outline a vision of how practices of partnership will develop an improve over three years
- Prepare a detailed one-year plan
- Evaluate school, family and community partnerships program each year in order to improve practices



Epstein, Joyce, Lucretia Coates, Karen Clark Salinas, Mavis G. Sanders and Beth S. Simon. 1997.

School, Family, and Community Partnerships: Your Handbook for Action.

Thousand Oaks, California: Corwin Press, Inc.

ISBN: 0-8039-6571-0

Approximately $45.00 paperback with CD

Chad M. Holt
cholt@access.k12.wv.us
Kenny Moles
kmoles@access.k12.wv.us

AYP Review

- AYP is based on reading/language arts and mathematics achievement objectives.
  - **Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?**
-
- For accountability purposes, using the WESTEST, achievement in reading/language arts and mathematics are measured separately for determining AYP.
- District AYP is determined annually for districts.
- A district is identified for improvement status only if all grade spans, elementary, middle and high school fail to make AYP for the current year in one or more of the student groups.
- However, if at least one of the grade spans makes AYP, the district is not identified for improvement. (Elementary, middle high school)
- AYP for each grade span is calculated by considering the percent of students proficient for the grade span compared to the established AMO for that grade span. Confidence interval, minimum "n" size, "Safe Harbor" provision and uniform averaging provisions apply to this calculation.
- A district identified for improvement status is removed from that status if the district makes AYP for two consecutive years or if at least one of the district's grade spans makes AYP for two consecutive years.