



PARTNERSHIPS THEN and NOW

NEW DIRECTIONS

**for Programs of Family and Community Involvement
for Student Success**

Virginia Educational Facility Planners (VEFP)

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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**
- **A school facility that is designed to support family and community involvement activities**
- **An EXCELLENT school that students, educators, parents, & 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,**
Positive Self Concept, Behavior,
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?



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?

HOW can school **facilities** be **designed and equipped** to support family and community involvement?

and... **HOW** can **every** district and school **organize and sustain** **high-quality programs** of family and community involvement?

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

Reprinted with permission: Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, Family, and Community Partnerships: Your Handbook for Action (Second Edition)*. Thousand Oaks, CA: Corwin Press.

PROGRAM DESIGN



THEN

**Incidental or
accidental**

Off to the side

NOW

**Framework of
6 types of
involvement**

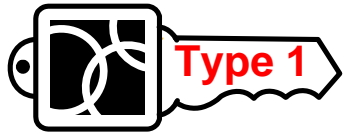
Goal-oriented

**Part of
comprehensive
school
Improvement**

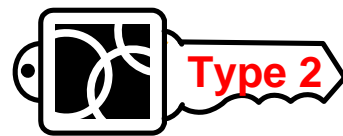
Framework of Six Types of Involvement

THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

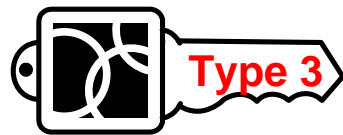
EPSTEIN'S SIX TYPES OF INVOLVEMENT



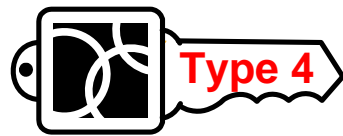
PARENTING: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.



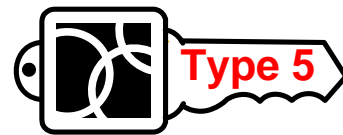
COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



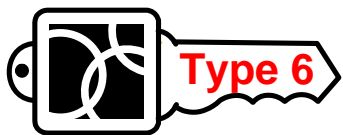
VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.



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.

Solve Challenges to Involve ALL Families

CHALLENGES



THEN

“Barriers”

Diverse family 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

Mainly mothers

NOW

**Mothers, fathers,
grandparents,
foster parents,
other family,
community groups,
business partners,
volunteers,
mentors, and
others**

IMPLEMENTATION



THEN

**School by
school
decisions**

NOW

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

**Meet requirements
for official policies
on family
involvement**

“Nested” networks

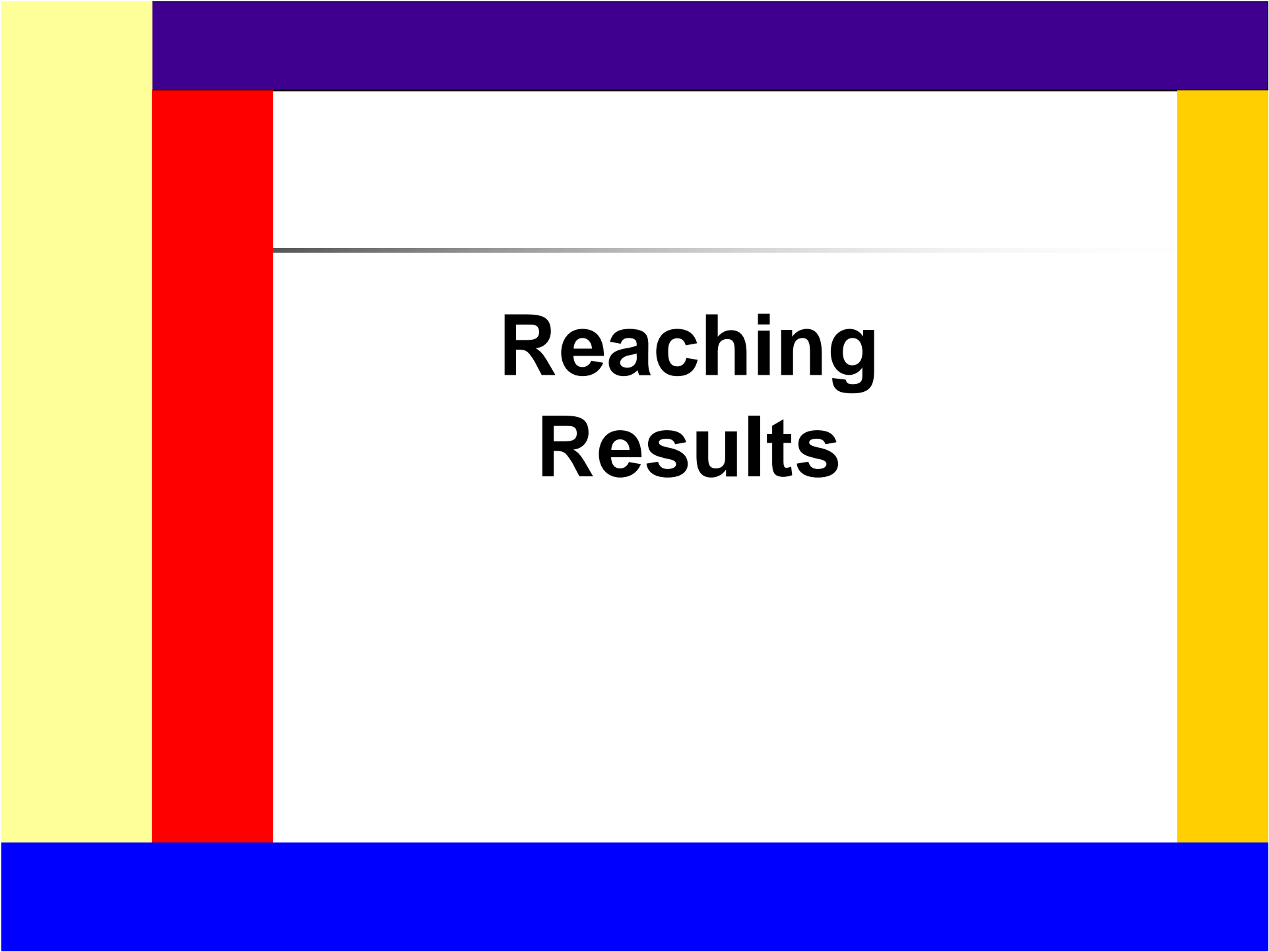
District Program of Partnership

A District Leader for Partnerships conducts. . .

DISTRICT-LEVEL ACTIVITIES

DIRECT FACILITATION of SCHOOLS

**PARTNERSHIP
PROGRAM
GOALS**



Reaching Results

RESULTS



THEN

**Parent
outcomes**

Public relations

**Focus on a few
parent leaders**

NOW

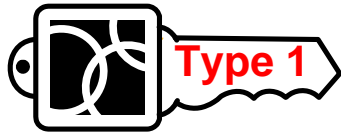
**Student
achievement and
success in school**

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

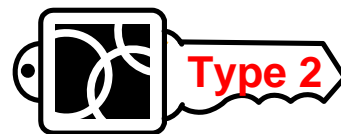
**Evaluate quality,
results, and
progress**

“We shape our school buildings; then the schools shape our partnership programs.” (Adapted from Winston Churchill)

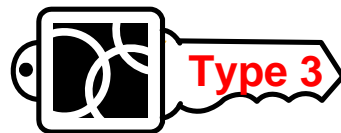
Examples: How facilities support the SIX TYPES OF INVOLVEMENT



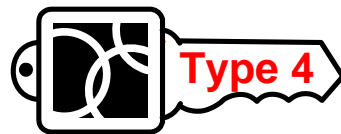
PARENTING: School entrance; Landscaping
Parent room/Family center
Media center section on parenting/child development



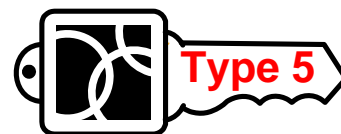
COMMUNICATING: Bulletin boards/Signage (inside and out)
Furniture for parent-teacher conferences
Principal's office/main office/waiting areas



VOLUNTEERING: Reading-Buddy School-Hub
Parent room/Family center for volunteer activities
Sports fields, theaters (inside/outside) for audiences



LEARNING AT HOME: Space and custodial arrangements for
Family Reading Night and other workshops
Technologies- e.g., homework hot line



DECISION MAKING: Meeting rooms and custodial agreements
for School Improvement Team, Action Team
for Partnerships, PTA/PTO, other committees



COLLABORATING WITH COMMUNITY:
Before- and after-school programs
Full-service school designs (e.g., health services,
family literacy, job training, etc.)



When a building is "**more than a school,**"

educators attend to:

- Structure (e.g., egg crate? open space? innovative design?)
- Innovative spaces/technologies for teaching and learning
- **Signage**
- **Language(s)**
- Furniture appropriate for all partners in education
- Meeting space, work space, waiting areas for educators, parents, community, and students
- References and resources for parents in media center
- **Space for celebrations/accomplishments**
- **Access for handicapped students and visitors**
- **Ease of access, communication, interaction of educators, parents, and community partners**
- Aesthetics – color, design, form and function -- inside and out
- Landscaping



LET'S DISCUSS . . .

WHICH CHANGE from **THEN** to **NOW**
do **YOU** think is **most important** for:

**A. Improving PROGRAMS of
family and community involvement?**

**B. Improving SCHOOL FACILITIES to
support partnership programs?**

and WHY?

**RESOURCES ARE
AVAILABLE!**

What should members expect from NNPS?

- Research-based tools, training, publications, and on-going studies
- On-going, on-call **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
- Assistance with **annual evaluations** of quality and progress
- **Networking opportunities** to share best practices with over 1000 schools, 140 districts, 20 states, and 60 organizations



Q & A

What questions do you have about . . .

- . . . using research-based approaches to improve partnership programs?**
- . . . how facilities, materials, and arrangements improve family and community involvement?**
- . . . how YOUR district and school(s) can work with NNPS to improve partnership programs?**
- . . . Other questions?**



NATIONAL NETWORK OF
Partnership Schools
JOHNS HOPKINS UNIVERSITY

**For more information and
membership forms,
visit NNPS at
www.partnershipschools.org**

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More information on how school buildings support programs of school, family, and community partnerships

Epstein, J. L. et al. (2009). *School, family, and community partnerships: Your handbook for action, third edition*. Thousand Oaks CA: Corwin Press.

Ohio Department of Education. *Family Friendly Partnership Schools. A Virtual Tour*. <http://www.ode.state.oh.us>.
Use the search function for Family Friendly Partnership Schools.

IN: Honigsfeld, A. & Cohan, A. (ed.) (2010). *Breaking the mold of school instruction and organization. Part V. Building and Facility Design*. Lanham, MD. Rowman and Littlefield.

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**Malone, M., A. *Liberating learning and its environment*. (Chapter 27, pp. 199-206).