

WELCOME!

This event will start shortly. In the meantime,
visit us at OhioFamiliesEngage.osu.edu

Joyce Epstein

*Excellent and Equitable Programs of
Family and Community Engagement:*

Lessons Learned on Design and Structure

September 20, 2024

1-3 p.m.

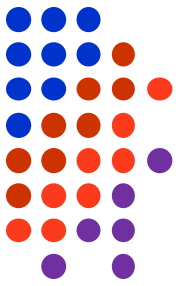
Ohio Family Engagement

— LEADERSHIP SUMMIT —

Family Engagement

BY DESIGN

Excellent and Equitable Programs of Family and Community Engagement: Lessons Learned on Design and Structure

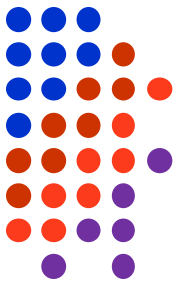


Ohio Family Engagement Leadership Summit
September 20, 2024
1-3 p.m.

Joyce L. Epstein, Ph.D., Co-Director
Center on School, Family, and Community Partnerships



YOUR Questions for ME and MY Questions for YOU!



As you listen, write your questions:

- What was not clear?
- What else do you want to know?

My questions for you:

- What is one AHA! moment that you did not think about before?
- What showed the importance of DESIGN for an effective and equitable program of family and community engagement?
- How can YOU use this information in YOUR location?

Why is it important to engage families and the community in children's education?

Research confirms:

Students do better in school if their parents are actively involved in their education—regardless of family income, background characteristics, or student's level of achievement.

This **SOCIAL FACT** hides **2 unacceptable inequalities**:

- **Some parents** are engaged and other parents are not.
- **Some students** benefit from parental engagement and other students do not.

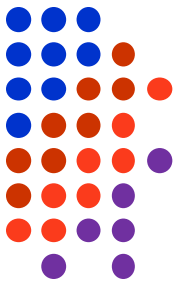
These findings point to the need for **policies** and **practices** to produce greater **EQUALITY** of family engagement and results for students.

A Brief History of NNPS at JHU

- 1981 - Basic research on “parent involvement.”**
- 1987 - Field work with 8 schools in one urban district.**
- 1996 - Start of the National Network of Partnership Schools (NNPS).**
- 2021 - 25th anniversary as a network!**
NNPS worked with over 5000 schools and hundreds of districts across the country.
- 2024 - Refocused NNPS to strengthen District and Organization Leadership for Partnerships.**
Our studies show—year after year—that strong district leaders can guide **all schools** to engage **all families** in their children’s education.

In This Session . . .

We will discuss **7 lessons learned** for leaders to implement excellent and equitable partnership programs **IN *all* schools, WITH *all* families, FOR the success of *all* students.**

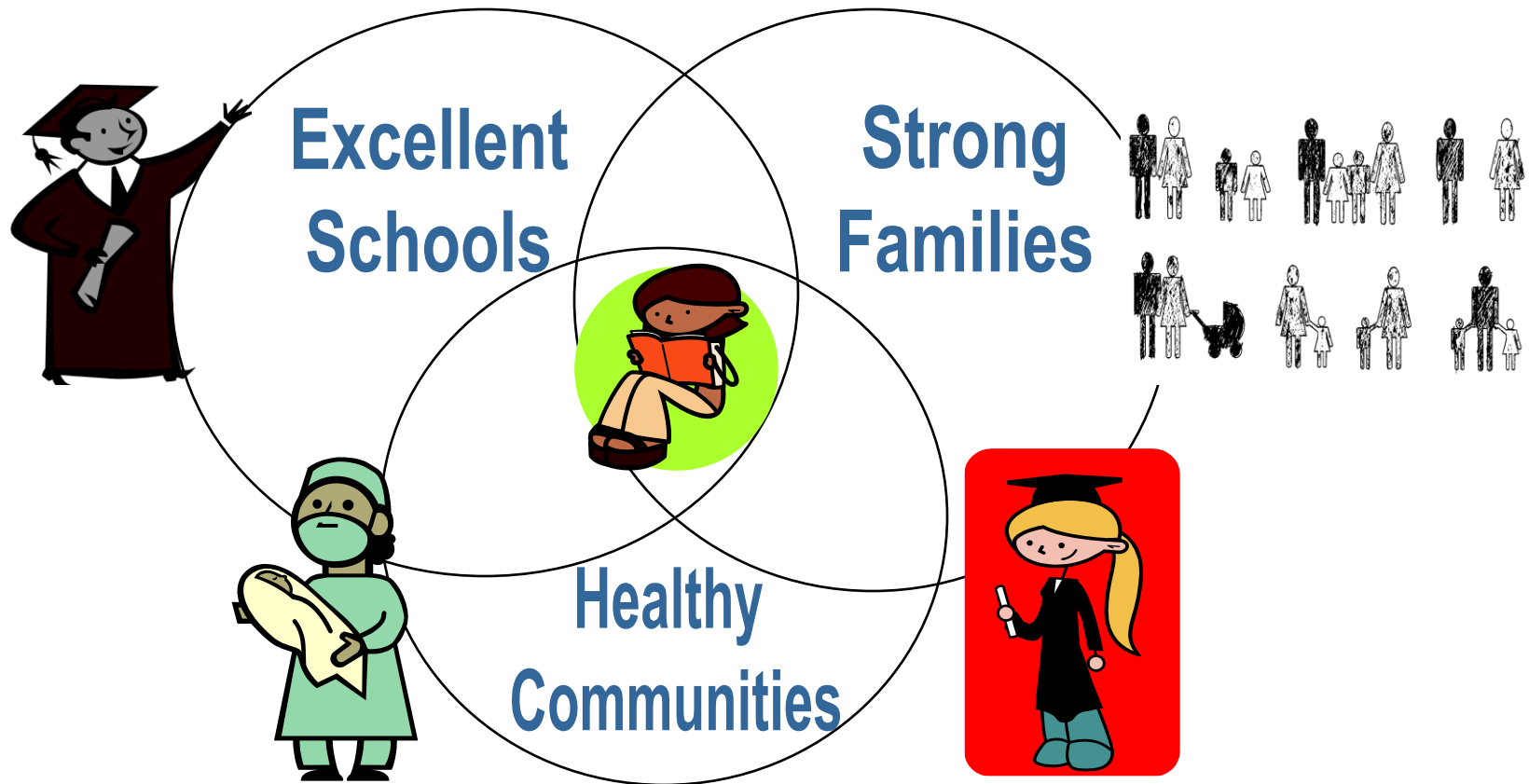


LESSON 1. “**School, family, and community partnerships**” is a better term than “parent involvement” for research and for school programs.

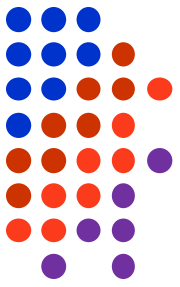
The word **partnerships** recognizes that parents, educators, and community partners **share responsibility** for students’ learning and development.

Everyone wants EXCELLENT and SUCCESSFUL SCHOOLS and STUDENTS. How will we reach these goals?

Theoretical Model: Overlapping Spheres of Influence



LESSON 2. “School, family, and community partnerships” is a multidimensional concept.



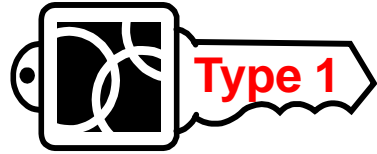
We developed a **framework of six types of involvement**. The types are separable with distinct **activities, challenges, and results**.

Parents may be engaged in different ways and different places.

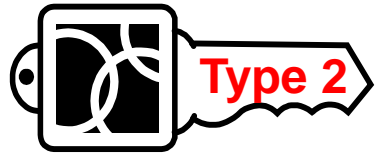
This requires good **DESIGN**. For example, all six types may engage parents with their child in ways that support children’s reading, math, or other subjects or school behaviors.

“KEYS” to Strong, Inclusive, Goal-linked Partnerships

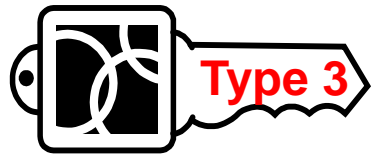
EPSTEIN’S FRAMEWORK OF SIX TYPES OF INVOLVEMENT



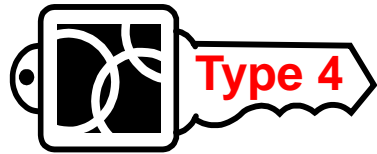
PARENTING
Understand child development. Educators know families.



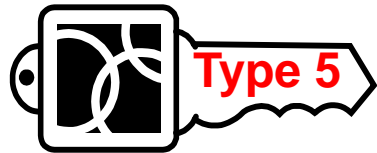
COMMUNICATING
Two-way. On school programs and children’s progress.



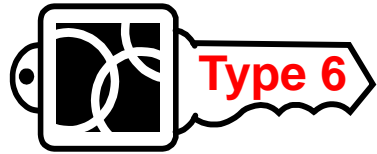
VOLUNTEERING
At school, in class, at home, and as audiences.



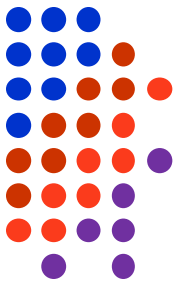
LEARNING AT HOME
Connections on homework, course choices, other talents.



DECISION MAKING
All major groups represented on school committees.



COLLABORATING WITH COMMUNITY
Resources and volunteers from many groups, agencies.



Lesson 3. A program of school, family, and community partnerships is an essential component of school and classroom organization.

Like reading. Like Math. Like testing/assessments.

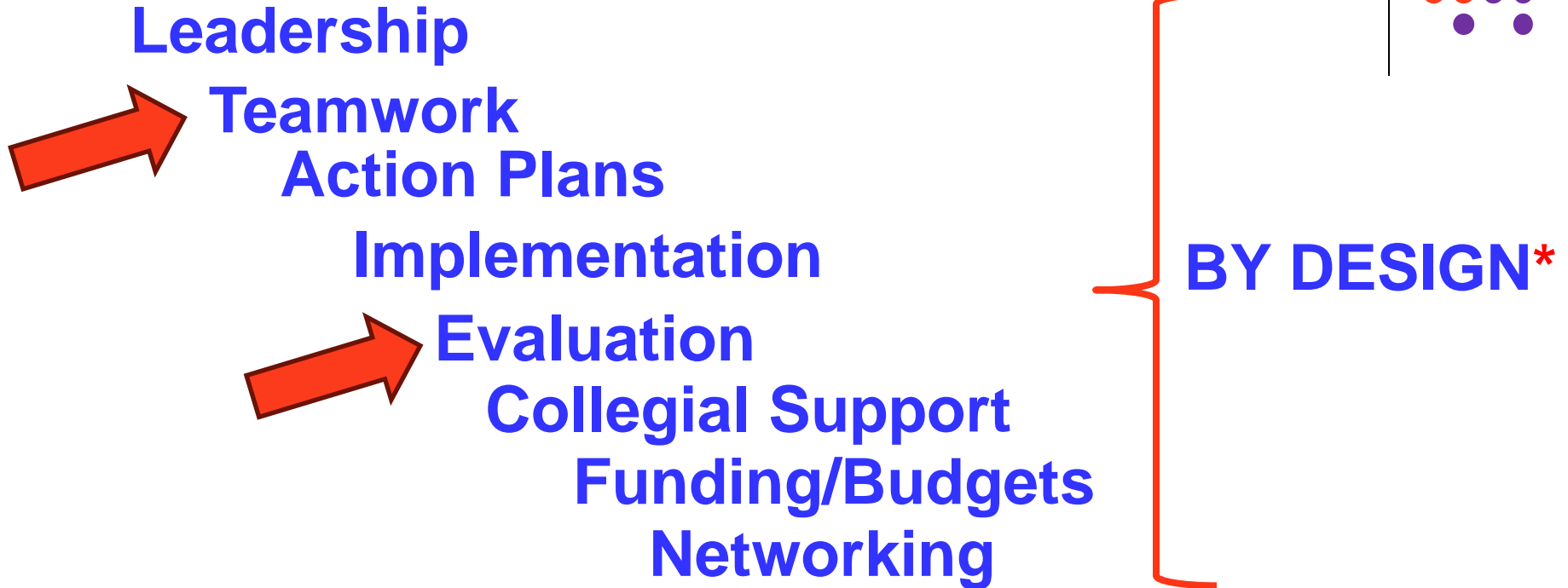
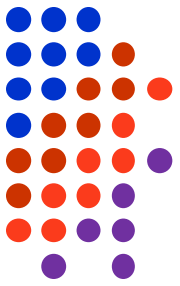
In studies and fieldwork, we identified

8 essential elements

that improve the quality of partnership programs to:

- Create a welcoming school.**
- Increase student success in school.**

Eight Essential Elements for Partnership Program Development



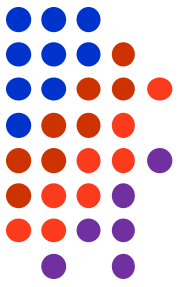
For example, **DISTRICT LEADERS FOR PARTNERSHIPS** guide school-based **TEAMS** to develop goal-linked programs of family and community engagement.

All elements must be **EVALUATED** to improve over time.

* Step-by-step guidelines for DESIGN in Epstein, et al., (2019)

Action Team for Partnerships (ATP)

is a committee in each school focused on engaging ALL parents in their children's education

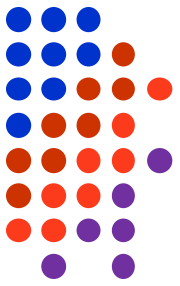


ATP includes at least:

- ✓ 2-3 teachers
- ✓ 2-3 parents/family members
- ✓ Principal
- ✓ Others (e.g., nurse, counselor, parent liaison, community partners, PTA or PTO representative)
- ✓ 1-2 students in high school



Hawthorne Elementary School, 2023
Seattle, WA



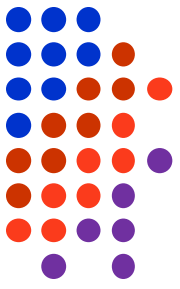
Lesson 4. Programs of school, family, and community partnerships must focus on **STUDENT learning and development.**

Effective partnership programs are **goal-linked** —**by DESIGN**—to increase **STUDENT** success in school.

**Reading, Writing
Math, Science, History, or
other academic subjects**

**Attendance, Health,
Family and Community Cultures,
and other attitudes and
behaviors**

**Art, Music, Technology,
and other enrichment
outcomes**



Lesson 5. Programs of school, family, and community partnerships **require multi-level leadership.**

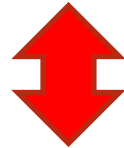
Leaders in DISTRICTS, ORGANIZATIONS, and STATES are “key” for guiding all schools to organize, implement, evaluate, and continually improve their programs of family and community engagement.

We created a **Leadership Ladder to help leaders share responsibilities to guide schools to develop their partnership programs.**

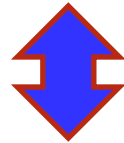
How does a LEADERSHIP LADDER Promote Successful Partnership Programs?

WHOSE RESPONSIBILITY IS IT?

**STATE and REGION
Leaders for Partnerships**



DISTRICT Leaders for Partnerships



SCHOOL Action Teams for Partnerships



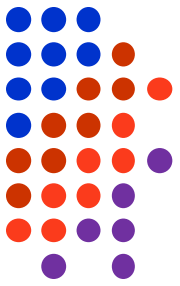
**Engage all FAMILIES and COMMUNITY
partners in goal-linked activities**



More successful STUDENTS.



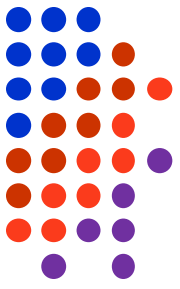
Lesson 6. All programs of school, family, and community partnerships are about **EQUITY**.



Just about ALL parents want to be involved in their child's education—regardless of income, race, ethnicity, education, language spoken at home, or other background variables.

District and organization leaders help ALL schools strengthen their partnership programs to engage ALL families.

ALL means ALL.



Lesson 7. Research on school, family, and community partnerships must continue to improve.

In research, we always must:

- ** **Ask the NEXT, NEW QUESTION.**
- ** **Apply the most appropriate and rigorous methods to address the research questions.**
- ** **Emphasize longitudinal data (quantitative OR qualitative) to study INTERIM and ULTIMATE OUTCOMES.**

LET'S REVIEW . . .

At the **DISTRICT** or **ORGANIZATION** level:

A **designated leader** becomes an expert on partnership program development and **guides all schools to DESIGN, implement, and continually improve** their partnership programs.



At the **SCHOOL** level, each school:

- **Forms an Action Team for Partnerships**
- **Writes a *One-Year Action Plan for Partnerships* using the Framework of Six Types of Involvement**
- **Evaluates activities and progress**
- **Improves quality and progress from year to year**

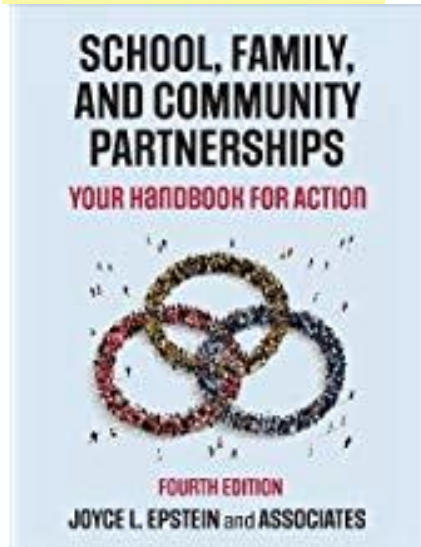
A Network of Networks!

What does NNPS at Johns Hopkins do to guide Leaders for Partnerships to develop strong partnership programs?

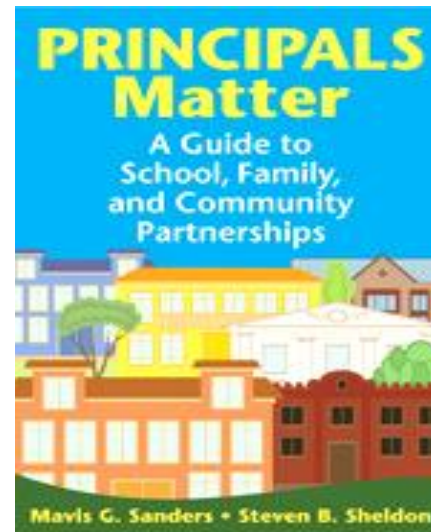
- **Research-based tools, training, resources, and references.**
- **On-going “on-call” technical assistance by phone, email, quarterly *Leadership Line*, and helpful website.**
- **Coordinated planning and evaluation tools to meet Title I requirements for family involvement.**
- **Networking opportunities to share best practices and solve emerging challenges with other leaders for partnerships across the country.**

NNPS PUBLICATIONS

From Corwin Press
4th Edition 2019



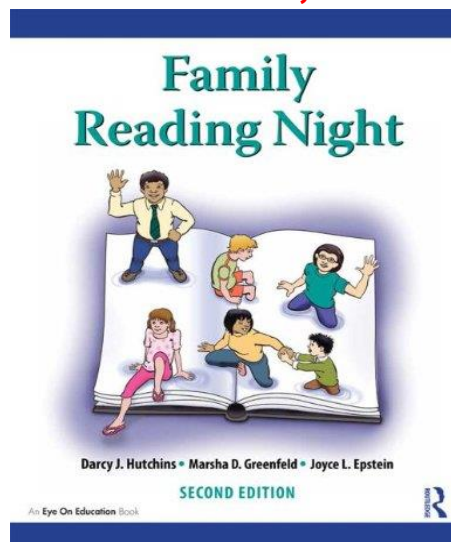
From Corwin Press
2009



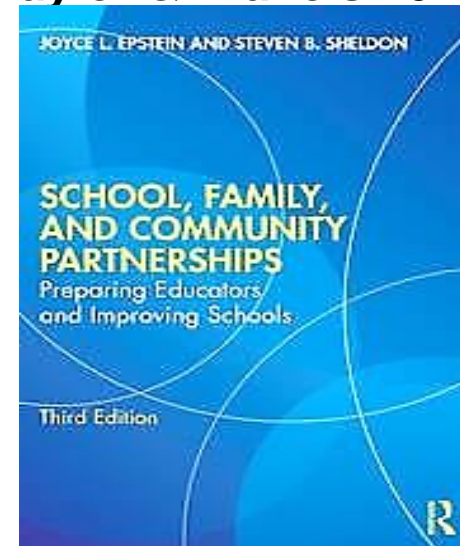
From Taylor and Francis
2012



From Taylor and Francis
2nd Edition, 2015



TEXT, 3rd EDITION
Taylor & Francis 2023



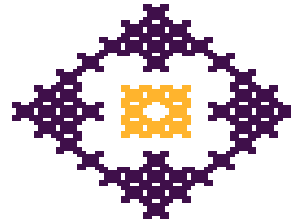
MORE NNPS PUBLICATIONS

FROM NNPS 2023
E-Book



10+ years' books
on the web. Over 800
good activities

FROM NNPS
(18 Booklets)



SAMPLERS

Summary of Research
& Sample Engagement
Activities

READING, MATH
SCIENCE, WRITING
ARTS, HEALTH,
ATTENDANCE, BEHAVIOR,
HOMEWORK,
TRANSITIONS, FATHERS
COLLEGE and CAREERS,
PRESCHOOLS,
MIDDLE SCHOOLS,
HIGH SCHOOLS
GRANDPARENTS,
SUMMER LEARNING,
TESTS & ASSESSMENTS

FROM NNPS

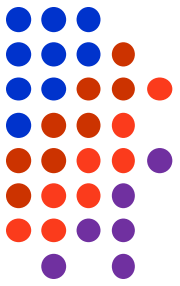


Interactive
Homework

Elem Literacy K-3
Math K-5
Middle Grades
Language Arts 6-8
Science 6-8
Math 6-8

See TIPS RESOURCES
on the
NNPS website

Q & A? Share ideas. Unmute mic.



Your QUESTIONS for ME.

- What was not clear?
- What else do you want to know?

My QUESTIONS for YOU.

- What is one “aha!” moment—something you did not think about before?
- What showed the importance of DESIGN for effective and equitable programs of family and community engagement?
- How will YOU use this information in YOUR location?

**** NOTE:** YOUR District, Organization, or State may become an **NNPS Professional Development Partner**. Just complete the *Preliminary Agreement* on the NNPS website:

www.partnershipschools.org

Selected References

- Epstein, J. L., et al. (2019). *School, family, and community partnerships: Your handbook for action. Fourth edition.* Thousand Oaks, CA: Corwin Press.
- Epstein, J. L., & Boone, B. J. (2022). Statewide leadership for partnerships. *Phi Delta Kappan*, 103(7), 8-13.
- Epstein, J. L., & Sheldon, S. B. (2016). Necessary but not sufficient: The role of policy for advancing programs of school, family, and community partnerships. *Russell Sage Foundation Journal of the Social Sciences* 2 (5), 202–219.
- Epstein, J. L., & Sheldon, S. B. (2023). *School, family, and community partnerships: Preparing educators and improving schools. 3rd edition.* New York: Taylor & Francis.
- Epstein, J. L., Sheldon, S. B., & Zhao, Z. (2023). How Do Connections with the Community Strengthen Programs of School, Family, and Community Partnerships? Baltimore, MD: NNPS at Johns Hopkins University.

Read Stories from the Field in NNPS online books of *Promising Partnership Practices* on the NNPS website, www.partnershipschoools.org in the section *Success Stories*.



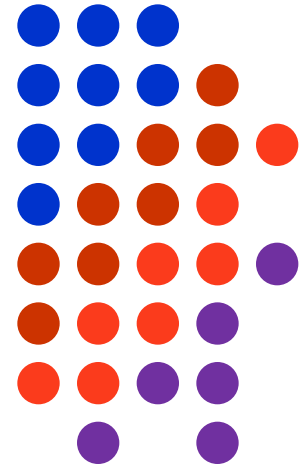
For more information

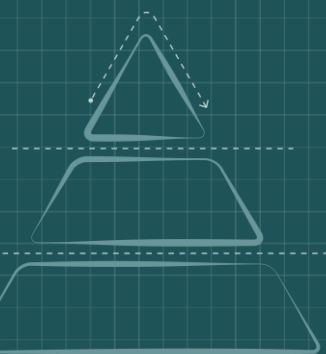
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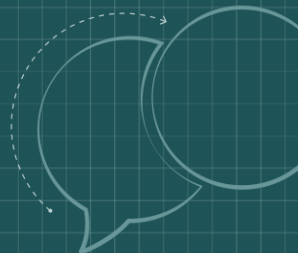
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Family Engagement
BY DESIGN



THANK YOU FOR WATCHING!
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Ohio Statewide
**Family
Engagement
Center**

—at The Ohio State University—



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