



Migrant Education Regional Office

Framework

of

Parent Involvement

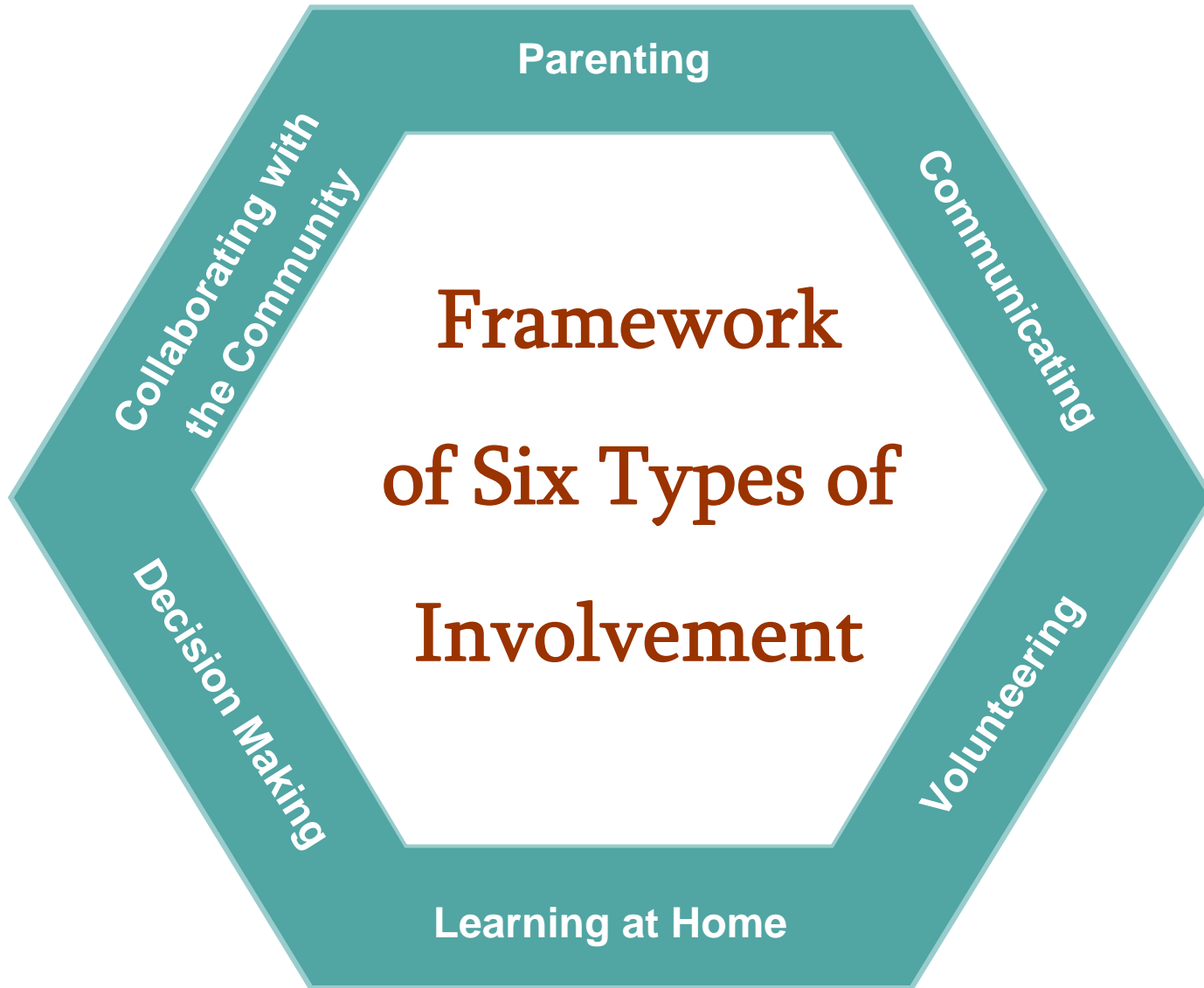
Joyce Epstein's identified framework serves as the basis for this presentation. *(National Standards for Parent / Family Involvement Programs, National PTA. National Network of Partnership Schools. Johns Hopkins University)*

Dalia Candanoza

Parent Services Coordinator

Migrant Education Regional Office

<http://www.esd105.wednet.edu/MERO>



Reprinted with permission: Epstein, J.L., Coates, L., Salinas, K.C., Sanders, M.G. & Simon, B.S. (1997). *School, Family, and Community Partnerships: Your Handbook for Action*. Thousand Oaks, CA. Corwin Press.



Type 1 PARENTING

Basic Responsibilities of Parents

Challenges

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.

What the research says:

Parenting has the most influence on a child's decision to stay in school.

Parents' high expectations for their children's success and attention from the family at home significantly contribute to the likelihood that a child will remain in school and attain an occupational goal.

Lawrence Schiamberg and Chong-Hee-chun. Fourteen-year study of low-income rural youth. Michigan State University.

Benefits of Involvement

FOR STUDENTS

- ◆ Awareness of family supervision.
- ◆ Respect for parents.
- ◆ Positive personal qualities, habits, beliefs, and values taught by family.
- ◆ Balance between time spent on chores, homework, and other activities.
- ◆ Regular attendance.

FOR PARENTS

- ◆ Self-confident about parenting.
- ◆ Knowledge of child and adolescent development.
- ◆ Adjustments in home environment as children proceed through school.
- ◆ Awareness of own and others' challenges in parenting.
- ◆ Feeling of support from school and other parents.

FOR TEACHERS

- ◆ Understanding of families' backgrounds, cultural concerns, goals, needs, and views of their own children.
- ◆ Respect for families' strengths and efforts.
- ◆ Understanding of own skills to share information on child development.



Type 2 COMMUNICATION Basic Obligations of Schools to Inform Parents

Challenges:

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

What the research says:

Communicating has a strong influence on student achievement.

Appropriate communication with parents through conferences, phone calls, workshops, school meetings, notes or newsletters, and home visits can:

- a) increase parents' ability to construct a healthy home learning environment for children;¹
- b) help teachers develop better instructional strategies for use in classroom lessons, and;
- c) have a positive effect on students' academic achievement.²

¹Yap, Kim Onn. "Improving Chapter I Through Parents: A Family Goal Program." Paper Presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., 1987.

²Erbe, Brigitte. "Parent Participation in the Chicago Public Schools." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, 1991. Evans, Ian M. et al. "Experimental Evaluation of a Preventative Home-School Partnership Program for At-Risk Elementary-Aged Children." Paper presented at the Biennial Meeting of the Society for Research in Child Development.

Benefits of Involvement

FOR STUDENTS

- ◆ Awareness of own progress in subjects and skills.
- ◆ Knowledge of actions needed to maintain or improve grades.
- ◆ Informed decisions about courses and programs.
- ◆ Awareness of own role as courier and communicator in school-family partnerships.

FOR PARENTS

- ◆ Understanding of school programs and policies.
- ◆ Monitoring and awareness of child's progress in subjects and skills.
- ◆ Responses to student problems.
- ◆ Ease of interactions and communications with school and teachers.
- ◆ High rating of school quality.

FOR TEACHERS

- ◆ Diversity of communications with families.
- ◆ Ability to communicate clearly.
- ◆ Use of network of parents to communicate with all families.
- ◆ Ability to understand family views and elicit help with children's progress.



Type 3 VOLUNTEERING Involvement at the School-For the School



Challenges:

Recruit and train parents on different ways to volunteer.
Encourage involvement of families as volunteers and audiences at
the school or in other locations to support students and school
programs.

What the research says:

Volunteering has a direct effect on schools and districts.

Parents develop more positive attitudes about schools and school staff, help gather support in the community, become more active in community affairs, and seek education for themselves.

Teachers devote more time to teaching, experiment, and develop student-oriented approaches.

Rhoda McShane Becher. "Parent Involvement: A review of Research and Principles of Successful Practice." National Institute of Education, Washington, D.C., 1984.

Type 3

Benefits of Involvement

FOR STUDENTS

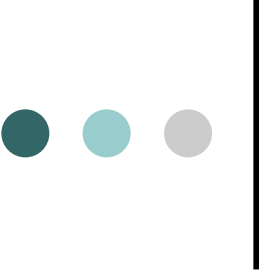
- ◆ Skills in communicating with adults.
- ◆ Skills that are tutored or taught by volunteers.
- ◆ Awareness of many skills, talents, occupations and contributions of parents and other volunteers.

FOR PARENTS

- ◆ Understanding of teacher's job.
- ◆ Self-confidence about ability to work in school and with children.
- ◆ Awareness that families are welcome and valued at school.
- ◆ Specific skills of volunteer work.
- ◆ Use of school activities at home.
- ◆ Enrollment in programs to improve own education.

FOR TEACHERS

- ◆ Organization, training, and use of volunteers.
- ◆ Readiness to involve families in new ways, including those who do not volunteer at school.
- ◆ Awareness of parents' talents and interests in school and children.
- ◆ Individual attention to students because of help from volunteers.



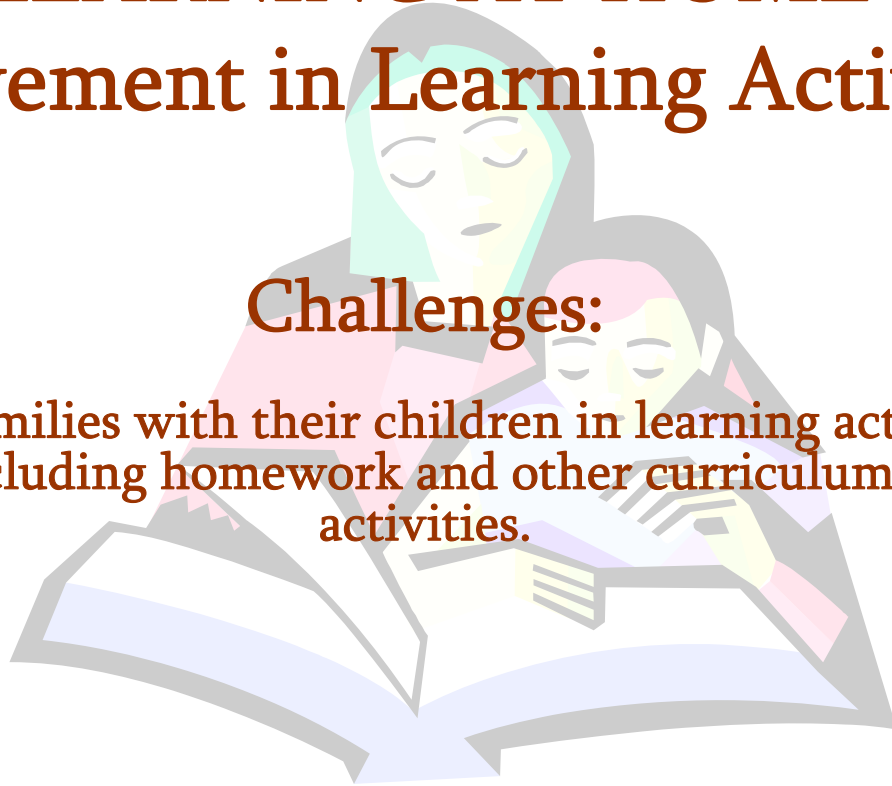
Type 4

LEARNING AT HOME

Involvement in Learning Activities

Challenges:

Involve families with their children in learning activities at home, including homework and other curriculum-related activities.



What the research says:

Learning at home most positively affects student achievement.

Parent/child home learning activities that are linked to the school curriculum are the most effective strategy for increasing student achievement.

School, Family, and Community Partnerships by J.L. et. al., © 1997 Corwin Press, Inc.

Type 4

Benefits of Involvement

FOR STUDENTS

- ◆ Skills, abilities, and test scores linked to homework and class work.
- ◆ Homework completion. Positive attitude about homework and school.
- ◆ View of parent as more similar to teacher and of home as more similar to school.
- ◆ Self-confident in ability as learner.

FOR PARENTS

- ◆ Knowledge of how to support, encourage, and help student at home each year.
- ◆ Discussions of school, class work, homework, and future plans.
- ◆ Understanding of instructional program and what child is learning in each subject.
- ◆ Appreciation of teacher's skills.
- ◆ Awareness of child as learner.

FOR TEACHER

- ◆ Varied designs of homework including interactive assignments.
- ◆ Respect for family time.
- ◆ Recognition of helpfulness of all families (traditional and non-traditional) in motivating and reinforcing student learning.
- ◆ Satisfaction with family involvement and support.



Type 5

DECISION MAKING

Participation and Leadership



Challenges:

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.

What the research says:

Decision-making in the governance and organization of schools result in lasting gains in student achievement.

There is a significant relationship between parent involvement, especially influence in decision-making, and good parent/teacher relations and parent satisfaction. Further findings show a positive connection between student achievement and parent satisfaction with the school.

Joan L. Herman and Jennie P. Yeh, Some Effects of Parent Involvement in Schools. Graduate School of Education, University of California at Los Angeles.

Type 5

Benefits of Involvement

FOR STUDENTS

- ◆ Awareness of representation of families in school decisions.
- ◆ Understanding that student rights are protected.
- ◆ Specific benefits linked to policies enacted by parent organization.

FOR PARENTS

- ◆ Input into policies that affect children's education.
- ◆ Feeling of ownership of school.
- ◆ Awareness of parents' voice in school decisions.
- ◆ Shared experiences and connections with other families.
- ◆ Awareness of school, district, and state policies.

FOR TEACHERS

- ◆ Awareness of perspectives of families in policy development and school decisions.
- ◆ Acceptance of equality of family representatives in school committees and in leadership roles.



Type 6

COLLABORATING WITH THE COMMUNITY

Involvement in Governance and Advocacy



Challenges

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups.

What the research says:

Collaboration through regular and frequent interaction between the home, school and community improves school effectiveness and student achievement, especially in the secondary level.

Effective programs to engage families and community embrace a philosophy of partnership. The responsibility of children's educational development is a collaborative enterprise among parents, school staff, and community members.

Henderson, A. & Mapp, K. 2002. A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, Texas. Southwest Educational Development Laboratory: 51.

Type 6

Benefits of Involvement

FOR STUDENTS

- ◆ Skills and talents from enriched curricular and extracurricular experiences.
- ◆ Knowledge and exploration of careers and options for future education and work.
- ◆ Self-confidence, feeling valued by, and belonging to, the community.

FOR PARENTS

- ◆ Knowledge and use of community resources to enrich curriculum and instruction.
- ◆ Interactions with other families in community activities.
- ◆ Awareness of community's contributions to the school.
- ◆ Participation in activities to strengthen the community.

FOR TEACHERS

- ◆ Knowledge and use of community resources to enrich curriculum and instruction.
- ◆ Skill in working with mentors, business partners, community volunteers, and others to assist students and teaching practice.
- ◆ Knowledge of referral processes for families and children with needs for specific services.