

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

<p>TYPE 1 PARENTING</p> <p>Help all families establish home environments to support children as students.</p>
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • Suggestions for home conditions that support learning at each grade level. • Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level. • Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.) • 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.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Provide information to <i>all</i> families who want it or who need it, not just to the few who can attend workshops or meetings at the school building. • 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.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read any where, any time, in varied forms.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Awareness of family supervision; respect for parents. • Positive personal qualities, habits, beliefs, and values, as taught by family. • Balance between time spent on chores, on other activities, and on homework. • Good or improved attendance. • Awareness of importance of school.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school. • Awareness of own and others' challenges in parents. • Feeling of support from school and other parents.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Understanding families' background, cultures, concerns, goals, needs, and views of their children. • Respect for families' strengths and efforts. • Understanding of student diversity. • Awareness of own skills to share information on child development.

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<p>TYPE 2 COMMUNICATING</p>
<p>Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.</p>
<p>Sample Practices</p>
<ul style="list-style-type: none"> • Conferences with every parent at least once a year, with follow-ups as needed. • 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. • Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. • Clear information on choosing schools or courses, programs, and activities within schools. • Clear information on all school policies, programs, reforms, and transitions.
<p>Challenges</p>
<ul style="list-style-type: none"> • Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint 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, and so on). • Establish clear two-way channels for communications from home to school and from school to home.
<p>Redefinitions</p>
<ul style="list-style-type: none"> • <i>"Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.</i>
<p>Results for Students</p>
<ul style="list-style-type: none"> • Awareness of own progress and of actions needed to maintain or improve grades. • Understanding of school policies on behavior, attendance, and other areas of student conduct. • Informed decisions about courses and programs. • Awareness of own role in partnerships, serving as courier and communicator.
<p>Results for Parents</p>
<ul style="list-style-type: none"> • Understanding school programs and policies. • Monitoring and awareness of child's progress. • Responding effectively to students' problems. • Interactions with teachers and ease of communication with school and teachers.
<p>Results for Teachers</p>
<ul style="list-style-type: none"> • Increased diversity and use of communications with families and awareness of own ability to communicate clearly • Appreciation for and use of parent network for communications. • Increased ability to elicit and understand family views on children's programs and progress.

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TYPE 3 VOLUNTEERING Recruit and organize parent help and support.
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • School and classroom volunteer program 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.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Recruit volunteers widely so that <i>all</i> 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.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Skill in communicating with adults. • Increased learning of skills that receive tutoring or targeted attention from volunteers. • Awareness of many skills, talents, occupations, and contributions of parent and other volunteers.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Understanding teacher's job, increased comfort in school, and carry-over of school activities at home. • Self-confidence about ability to work in school and with children or to take steps to improve own education. • Awareness that families are welcome and valued at school. • Gains in specific skills of volunteer work.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • 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. • Greater individual attention to students, with help from volunteers.

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<p>TYPE 4 LEARNING AT HOME</p> <p>Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.</p>
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • 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 assessments. • 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. • Family math, science, and reading activities at school. • Summer learning packets or activities. • Family participation in setting student goals each year and in planning for college or work.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives <i>students</i> responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork. • Coordinate family linked homework activities, if students have several teachers. • Involve families and their children in all-important curriculum-related decisions.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.</i> • <i>"Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Gains in skills, abilities, and test scores linked to homework and classwork. • Homework completion. • Positive attitude toward schoolwork. • View of parents as more similar to teacher and of home as more similar to school. • Self-concept of ability as learner.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Know how to support, encourage, and help student at home each year. • Discussions of school, classwork, and homework. • Understanding of instructional program each year and of what child is learning in each subject. • Appreciation of teaching skills. • Awareness of child as a learner.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Better design of homework assignments. • Respect for family time. • Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning. • Satisfaction with family involvement and support.

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<p>TYPE 5 DECISION MAKING Include parents in school decisions, developing parent leaders and representatives.</p>
<p>Sample Practices</p> <ul style="list-style-type: none"> • Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation. • 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.
<p>Challenges</p> <ul style="list-style-type: none"> • Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. • Offer training 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.
<p>Redefinitions</p> <ul style="list-style-type: none"> • <i>"Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.</i> • <i>Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.</i>
<p>Results for Students</p> <ul style="list-style-type: none"> • Awareness of representation of families in school decisions. • Understanding that student rights are protected. • Specific benefits linked to policies enacted by parent organizations and experienced by students.
<p>Results for Parents</p> <ul style="list-style-type: none"> • Input into policies that affect child's education. • Feeling of ownership of school. • Awareness of parents' voices in school decisions. • Shared experiences and connections with other families. • Awareness of school, district, and state policies.
<p>Results for Teachers</p> <ul style="list-style-type: none"> • Awareness of parent perspectives as a factor in policy development and decisions. • View of equal status of family representatives on committees and in leadership roles.

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<p>TYPE 6</p> <p>COLLABORATING WITH COMMUNITY</p> <p>Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</p>
<p>Sample Practices</p> <ul style="list-style-type: none"> • Information for students and families on community health, cultural, 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 (e.g., recycling, art, music, drama, and other activities for seniors or others). • Participation of alumni in school programs for students.
<p>Challenges</p> <ul style="list-style-type: none"> • 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.
<p>Redefinitions</p> <ul style="list-style-type: none"> • <i>"Community" to mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development.</i> • <i>"Community" rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools.</i> • <i>"Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.</i>
<p>Results for Students</p> <ul style="list-style-type: none"> • Increased skills and talents through enriched curricular and extracurricular experiences. • Awareness of careers and of options for future education and work. • Specific benefits linked to programs, services, resources, and opportunities that connect students with community.
<p>Results for Parents</p> <ul style="list-style-type: none"> • Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services • Interactions with other families in community activities. • Awareness of school's role in the community and of community's contributions to the school.
<p>Results for Teachers</p> <ul style="list-style-type: none"> • Awareness of community resources to enrich curriculum and instruction. • Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practices. • Knowledgeable, helpful referrals of children and families to needed services.