

# Programs of School, Family, and Community Partnerships for Native Children's Success in School

## Commission on Native Children

May 12, 2023

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



# Hello! I am happy to join you today.

O'-Si-Yo'- Cherokee

Halito- Choctaw

Hau- Dakota and Lakota

Sioux

Buzhu- Objiva Chippewa

Apaa- Yupik Eskimo

Ya'at'eeh- Dene Navajo

quw''aadzi Rio Grand

Keresan

cama-i/waqaa (hi) – Yup'ic

hè --Lenape

Ma-da-way- Comanche

Keshhi- Zuni

Shap kaij- Pima

Hawé- Quapaw

ʔedlanet'e- Dene

way' – Salish

Hęř's cē – Muskogean

Ba'ax ka wa'alik?- Mayan

Nya:wëh sgë:nö'- Seneca

Cσʔ (Tanisi), ·◁ʀʔ (Waachiyaa)-

Cree

Kùhaʔahat– Caddo

maiku – Ute

Aho- Ponca

Behne- Shoshoni

Marúawe- Comanche

\*haku- Chumash

Ahó (m>m)- Omaha

Weyt-kp- Shuswap

Haho – Winnebago

héébee (man speaking)

tous (woman speaking, or

man to woman)- Arapaho

Gwe'- Míkmawísimk (Míkmaq)

Bhozo – Potawatomi

Da'anzho- Apache

# 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 engaged, regardless of family background or students' level of achievement.

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

- **Some parents** are engaged in their children's education and other parents are not.
- **Some students** benefit from parental engagement and other students do not.

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

# Why is it important to have LEADERS for Partnership Program Development?

## Research shows:

When **district** or **organization leaders** provide training and on-going technical assistance to school-based Action Teams for Partnerships, **their schools**:

- Have higher quality partnership programs.
- Address more challenges to involve all families, including those who are typically “hard to reach.”

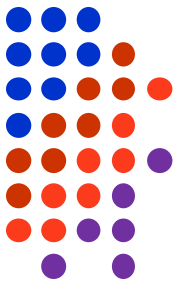
## **A brief history and overview of our project at JHU:**

- 1981 - Basic research on “parent involvement.”**
- 1987 - Field studies with 8 schools in one urban district.**
- 1996 - Formed National Network of Partnership Schools (NNPS). Over time, worked with over 5000 schools and hundreds of districts and organizations.**
- 2023 – This year, more than 500 schools, districts, and organizations across the country are active partners. NNPS is an open network.**

**NNPS provides on-going guidance for leaders on research-based tools and approaches to organize, implement, evaluate and continually improve their programs of school, family, and community partnerships.**

# 7 LESSONS LEARNED

to implement effective and equitable programs of school, family, and community partnerships.



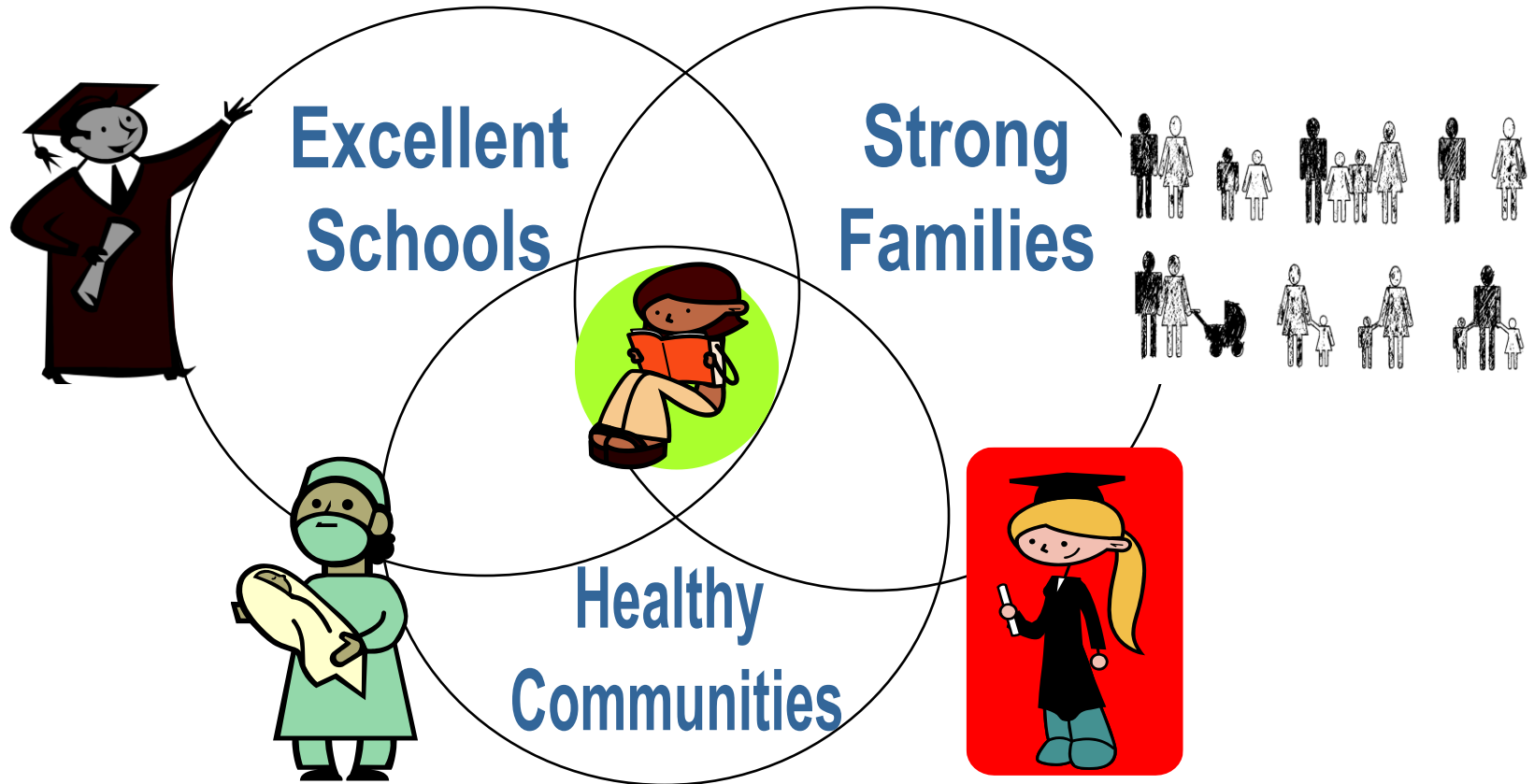
1. **“School, family, and community partnerships” is a better term than “parent involvement” for this field of study and to improve school programs.**

**The vocabulary of partnerships recognizes that parents, families, educators, and community partners have roles to play in students’ learning and development.**

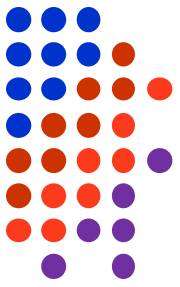
**They share responsibility for student success in school and in life.**

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

***Theoretical Model: Overlapping Spheres of Influence***



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



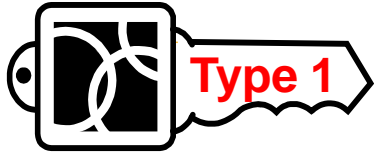
We developed a **framework of six types of involvement**. The types are separable with distinct activities, challenges, and results.

In practice, parents may be engaged in different ways and different places to support student learning and development.

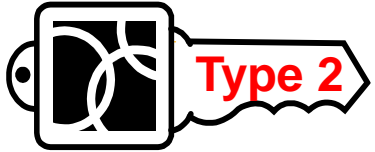


# Keys to School, Family, and Community Partnerships

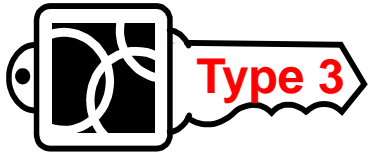
## EPSTEIN'S FRAMEWORK OF SIX TYPES OF INVOLVEMENT



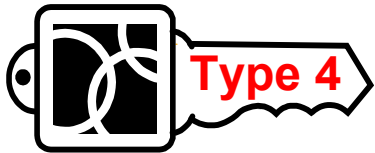
**PARENTING**  
Understand child development. Educators know families.



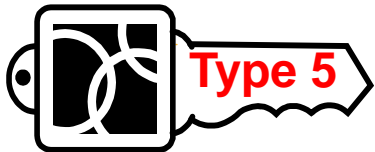
**COMMUNICATING**  
Two-way. On school programs and children's progress.



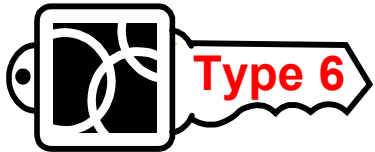
**VOLUNTEERING**  
At school, in class, at home, and as audiences.



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

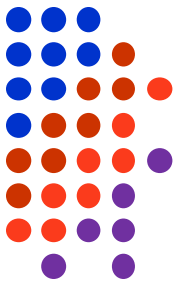


**DECISION MAKING**  
All major groups represented on school committees.



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

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

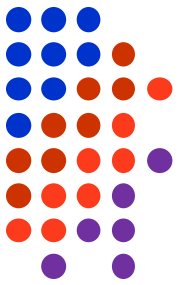


**In studies and fieldwork, we identified**

**8 essential elements**

**for high-quality partnership programs to ensure a welcoming school for all partners and to increase student success.**

# 8 Essential Elements for Partnership Program Development

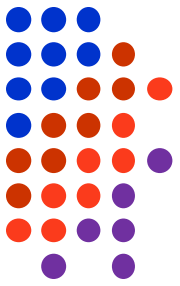


**Leadership**  
**Teamwork**  
**Action Plans**  
**Implementation**  
**Evaluation**  
**Adequate Funds**  
**Collegial Support**  
**Networking**

For example, **Teamwork** is a key structure that must be organized in each school and facilitated by an expert leader to develop and sustain a strong partnership program.

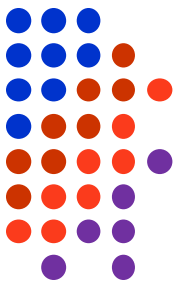
# Action Team for Partnerships (ATP)

is a committee to engage ALL parents  
in their children's education



## ATP Structure in Each School

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



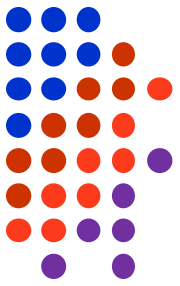
## 4. Programs of school, family, and community partnerships must focus on **STUDENT** learning and development.

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

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

**Attendance, Health,  
Family and Community Culture(s),  
and other attitudes and behaviors**

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



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

**We found that a Leadership Ladder helps leaders at all policy levels distribute responsibilities to guide schools to develop and continually improve site-based / place-based programs of family and community engagement.**

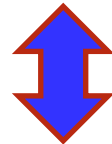
# How does a LEADERSHIP LADDER Promote Successful Partnership Programs?

**WHOSE RESPONSIBILITY IS IT?**

**BIE Leader for Partnerships**



**RESOURCE CENTER, TRIBAL, or DISTRICT  
Leaders for Partnerships**



**SCHOOL Action Teams for Partnerships**

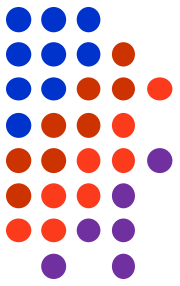


**Engage all FAMILIES and COMMUNITY  
partners in goal-linked activities**



**More successful STUDENTS.**



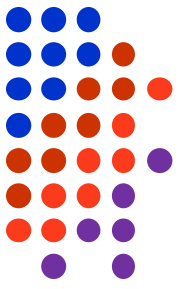


## 6. All programs of school, family, and community partnerships are about EQUITY.

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

Strong, expert leaders help all schools strengthen their partnership programs to involve ALL families. All means *all*.





## **7. Methods of 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 question.**
- \* Emphasize longitudinal data (quantitative OR qualitative) to study interim and ultimate outcomes.**

**A network can help!**

**NNPS assists with . . .**

- **Research-based tools, training, publications.**
- **On-going technical assistance. on-call facilitators by phone, e-mail, monthly e-briefs, website, newsletters.**
- **Networking opportunities** to share best practices with hundreds of schools, districts, states, and organizations across the country.

# Look Back/Look Ahead . . .

## **2008: National Caucus on Native American Education.**

**Reported a study showing the strongest correlation of student achievement was their schools' emphases on family and community engagement.**

**Recommended to INVESTIGATE ways to involve families.  
Also see 2014 BIE *Blueprint for Reform*.**

## **2020: The Condition of Native American Students**

**Reported IN/NA education is “distressing.” IN/NA students faced higher poverty, higher dropout, less access to technology, lower achievement, and lower college entry than other groups of students.**

**Recommended actions were broad and vague.**

## **2024: YOUR COMMISSION REPORT**

**Your report can do more and better to advance this agenda.**

**Identify leadership positions and research-based structures and processes that will enable all schools to engage all families in ways that support the success of all students—PreK-12.**

## 4 Major Recommendations for the Commission

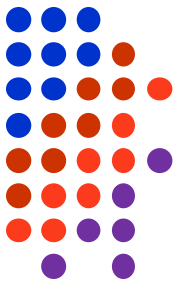
1. Move from **SHOULD** or **COULD** to **WILL** engage all families in their children's education. Identify the structures and processes that will help fulfill BIE strategic plans for school improvement.
2. Implement a workable **Leadership Ladder** to distribute responsibilities among expert leaders to guide high-quality partnership programs in all schools.

**For example: BIE Leaders for Partnerships→**

- guide Regional Center Leaders for Partnerships to→
- facilitate their AI/NA schools' Action Teams for Partnerships on site-based partnership programs to→
- engage all of students' families and promote positive results for student learning and development.

3. Provide initial training in research-based approaches and on-going support for BIE, Resource Center, and school leaders and teams.
4. Guide schools to evaluate progress and improve the quality of their programs from year to year.

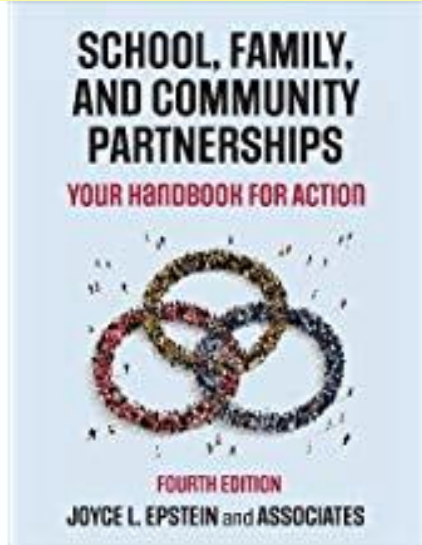
**Your report can make a difference!**



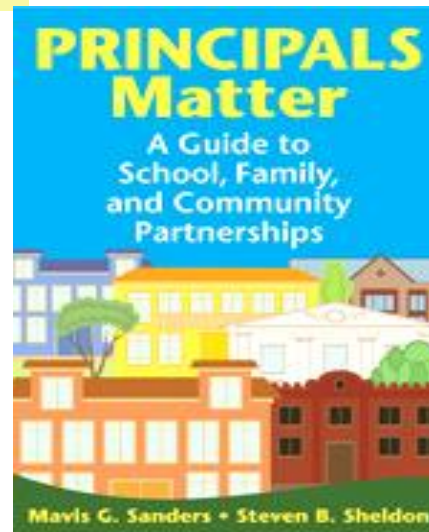
**Q & A?**

# NNPS PUBLICATIONS

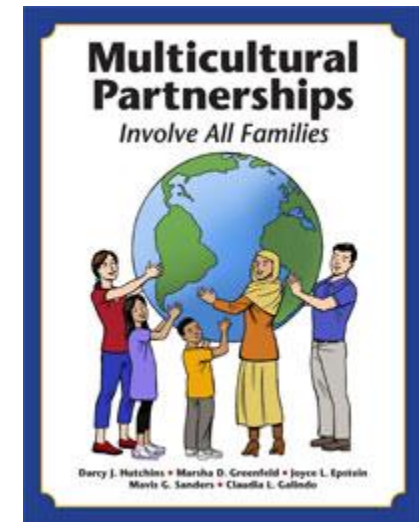
From Corwin Press  
4<sup>th</sup> Edition and CD 2019



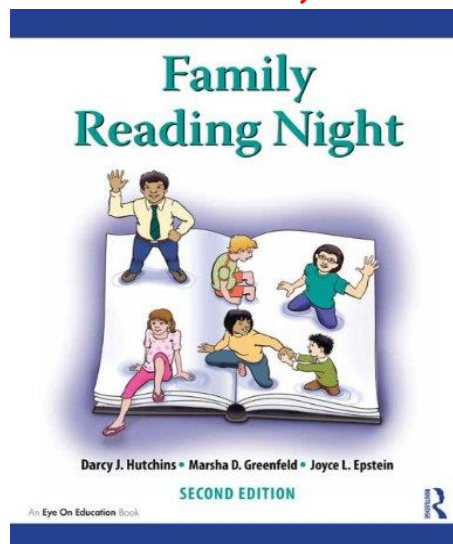
From Corwin Press  
2009



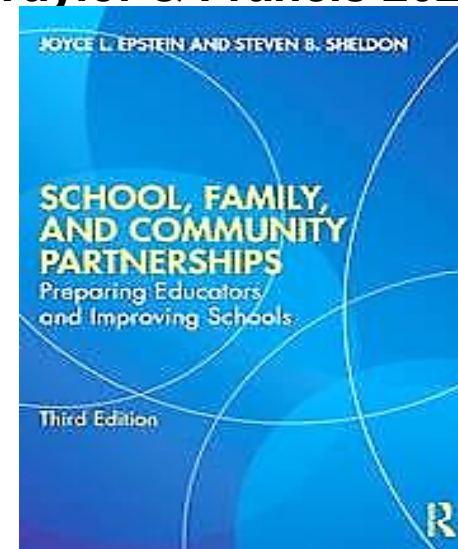
From Taylor and Francis  
2012



From Taylor and Francis  
2<sup>nd</sup> Edition, 2015



TEXT, 3rd EDITION  
Taylor & Francis 2023



# MORE NNPS PUBLICATIONS

**FROM NNPS 2022  
E-Book**

**PROMISING  
PARTNERSHIP PRACTICES**



An annual collection from the members of the  
**National Network of Partnership Schools**

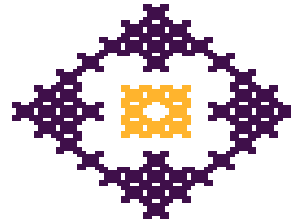
Johns Hopkins University

**2022**

Edited by

Brenda G. Thomas, Joyce L. Epstein, Briana S. Bostic, and Rachel V. Chappell

**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**

## Selected References

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**For more information**

**Center on School, Family, and Community Partnerships**  
**[www.partnershipschools.org](http://www.partnershipschools.org)**

**Joyce L. Epstein, Ph.D., Co-Director**

**[jepstein@jhu.edu](mailto:jepstein@jhu.edu)**

