

The Parent Educator

A Newsletter for Parent Educators Throughout the State of Arkansas

Epstein's Six Types of Involvement in Schools

The framework of six types of involvement helps educators develop more comprehensive programs of school-family-community partnerships. Each type of involvement includes many different practices of partnership. Each type has particular challenges that must be met in order to involve all families, and each type requires redefinitions of some basic principles of involvement. Finally, each type leads to different results for students, families, and teachers.

Although all schools may use the framework of six types of involvement as a guide, each school must *choose* practices that will help achieve important goals and meet the needs of its students and families.

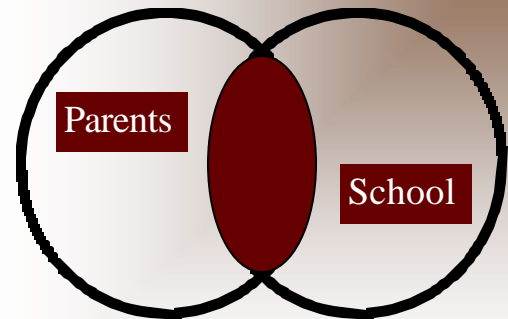
TYPE 1--PARENTING: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

TYPE 2--COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

TYPE 3--VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

TYPE 4--LEARNING AT HOME: Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

TYPE 5--DECISION MAKING: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.



TYPE 6--COLLABORATING WITH THE COMMUNITY:

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

Joyce Epstein in her book ***School, Family, and Community Partnerships***, published by Corwin Press, provides a summary to help us understand the importance of the six types of involvement. On page 4 and 5 is a sample of her ideas. Additional information may be found in her book.

Continue on page 4

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Center for Effective Parenting,
Springdale
614 E. Emma, Suite 113,
Springdale, AR 72764
(479)751-6166
FAX (479)751-1110

Center for Effective Parenting
Little Rock
800 Marshall Street, Slot 512-4,
Little Rock, AR 72202

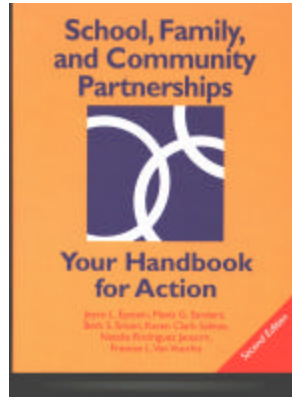
Dr. Nicholas Long: Director
LongNicholas@uams.edu

Editor: Marti Genge
email:
pagesofparenting@aol.com

Editorial Advisory Board
Nicholas Long, Ph.D.
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Mark Edwards, Ph.D.



Book Spotlight



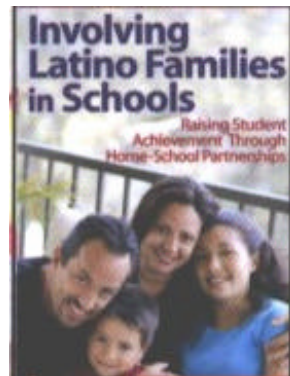
This research-based framework of six types of involvement guides state and district leaders, school principals, teachers, parents, and community partners to form Action Teams for Partnerships-dynamic groups that plan, implement, evaluate, and continually improve family and community involvement for students success. The National PTA's Standards For Parent/Family Involvement Program is based on these six key points.

Author Joyce Epstein ISBN#0761976663 price **\$34.95**



Based on interviews with local PTA leaders, teachers, principals and experts from across the country, this innovative resource is based on the six standards that make up the National PTA's National Standards for Parent/Family Involvement Programs: *Communicating, Parenting, Student Learning, Volunteering, School Decision Making and Advocacy, and Collaborating with the Community. Author National PTA ISBN#187963970X price **\$18.95**

Also The National Standards for Parent/Family Involvement Programs pamphlet-\$2.00



While research has shown that parental involvement plays a key role in academic achievement, most schools have failed to modify their parent involvement programs to address social and cultural realities of Latino families. Gaitan provides tools and strategies for including Latino parents in developing sustained academic improvement.

Author: Concha Delgado Gaitan
ISBN#0761931384 price **\$27.95**



School of Excellence Certification

National PTA believes excellent schools are created through the dedication of superintendents, principals, teachers, parents, and community members who are passionate about student success. The Parent Involvement Schools of Excellence Certification recognizes schools whose parent involvement programs are based on the National Standards for Parent/Family Involvement Programs. The standards, already endorsed by nearly 100 health and education organizations, were created around the six types of parent involvement identified by Joyce L. Epstein, Ph.D. at Johns Hopkins University. National PTA's Schools of Excellence Certification establishes the gold standard for parent involvement practices by providing a framework for schools to evaluate themselves.

This certification is designed to help schools in the nation assess their parent involvement practices, make improvements where needed, and earn one of two distinctions:

- ◆ Certification of Excellence, for schools that have outstanding parent involvement practices in place.
- ◆ Recognition of Commitment, for schools that are committed to pursuing excellence in parent involvement.

All schools wishing to participate in the program must form a team to complete the assessment.

Required team members are:

The principal,

A teacher (currently teaching at the school),

A community member (e.g., representatives from area businesses, community organizations, senior citizens, etc.),

Parents (Schools with fewer than 500 students must have three parents on the team. Schools with more than 500 students must include at least five parents.) Parents should not be school staff and must have children currently enrolled,

and a *Student* (only required for middle/junior high and high schools.)

APPLICATION PROCESS

Step 1

Go to

<http://www.pta.org/parentinvolvement/certification>

National PTA's Schools of Excellence Certification establishes the gold standard for parent involvement practices

Register as a School online and complete all the information asked for on the registration form. Print out a copy of the registration page, and then hit the "Register" button to enter your school's information into the national database. After registering, you will receive an 11-digit log-in code and will be able to access a version of the assessment that you can print, make copies of, and distribute to your team. The team can use it to discuss and evaluate current parent/family involvement practices in your school and come to a consensus on the answers to each question. Think about the parent involvement practices used throughout the school year, and respond as accurately as possible to each item on the assessment. Responses to these questions will help your school community identify those areas where your school excels and those areas where it needs improvement.

Step 2. Take the Online Assessment and Submit your Application

Once your team has reached agreement on the ratings, select a representative to log back on to the website. Your representative should click on the "Already Registered" button, enter the 11-digit code received

when you registered previously, and officially complete the assessment online for your school. As you are completing the assessment online print a copy to submit with your application materials.

Taking the Online Assessment

You are encouraged to complete the assessment online in one sitting. If your team representative needs to quit or experiences technical problems before the assessment is completed, the program will save the last page completed. You can re-access the assessment at a later time. This information will be automatically added to your school's record in the database.

Submit your application

After completing the assessment, a school may apply for Certification of Excellence in parent involvement. This distinction indicates that your school has demonstrated a commitment to excellence in parent involvement by working to develop a quality parent involvement program based on the National Standards.

Supporting Documentation

Schools applying for this distinction must also send supporting documentation to National PTA as described on the application. Signatures of all team members are required, including the principal. Your application will be processed and reviewed once it arrives at National PTA. Your application will be judged based on: the required team, a complete application, the quality of your parent involvement program based on your score and the supporting documentation.

Schools that do not receive certification will receive Recognition of Commitment in parent involvement. This distinction indicates that your school is committed to pursuing excellence in parent involvement.

The fee for applying is:

PTA members \$100 anytime within 4-6 weeks of applying.

Non-PTA members-\$175

Go to the web site www.pta.org and find out more information on recognizing your

Epstein's Involvement

Reprinted with permission from the book *School, Family and Community Partnerships* by J.L. Epstein - Corwin Press,

Keys	Sample	Challenges	Redefinitions
Type 1 Parenting	Workshops, videotapes, computerized phone messages on parenting and child development at each age and grade level.	Provide information to all families who want it or who need it, not only to the few who attend workshops or meetings at the school building.	"Workshop" is not only held at the school building; that meeting to be held at convenient times and
Type 2 Communicating	Conferences with every parent at least once a year with follow-ups as needed. Language translators to assist families as needed.	Make all memos, notices, and other print and nonprint communications clear and understandable for ALL families. Obtain ideas from families to improve the design and content	"Communications" from school to home to school and
Type 3 Volunteering	Annual survey to identify interests, talents, and availability of volunteers. Parent room or family center for volunteer work, meetings, and resources for families	Recruit widely, provide training, and create flexible schedules for volunteers so that all families know that their time and talents are welcomed and valued.	"Volunteer" not only those who support children's learning
Type 4 Learning At Home	Information for families on required skills in all subjects at each grade. Information on homework policies and how to monitor and discuss schoolwork at home	Design and implement interactive homework for which students take responsibility to discuss important classwork and ideas with their families.	"Homework" not only students do alone, activities that studied with others at home
Type 5 Decision Making	Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation	Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. Offer training for parent leaders to develop leadership skills.	"Decision making" partnership to share toward shared improvement and student power struggle.
Type 6 Collaborating With The Community	Information for students and families on community health, cultural, recreational, social support, and other programs or services	Solve problems of turf, responsibilities, funds, and goals. Inform all families and students about community programs and services, and ensure equal opportunities for services and participation.	"Community" include children in the who are interested quality of education

ement Summary

site: www.partnershipschools.org and the National Network of Partnership Schools – John Hopkins University-Baltimore, MD

	Results for Students	Results for Parents	Results for Teachers/School
ing on a topic also the content eard, or read at ations.	Balance time spent on chores, homework, and other activities. Regular attendance Awareness of importance of school	Self-confidence about parenting as children proceed through school. Knowledge of child and adolescent development	Understanding of families' goals and concerns for children Respect for families' strengths and efforts
hool pro- " are not only so from e community.	Awareness of own progress in subjects. Knowledge of actions needed to maintain or improve grades. Awareness of own role.	High rating of quality of the school. Support for child's progress and re- sponses to correct problems. Ease of interactions with school and teachers.	Ability to communicate clearly. Use of network of parents to com- municate with all families.
s those who , but also goals and , any time.	Skills that are tutored or taught by volunteers. Skills in communicating with adults.	Understanding of the teacher's job. Self-confidence about ability to work in school and with children. Enrollment in programs to improve own education.	Readiness to involve all families in new ways, not only as volunteers. More individual attention to stu- dents because of help from volunteers.
ns work that interactive e and discuss	Skills, abilities, and test scores linked to classwork; homework completion. View of parent as more similar to teacher.	Discussions with child about school, classwork, homework, and future plans. Understanding curriculum, what child is learning, and how to help.	Respect of family time and satisfac- tion with family involvement and support. Recognition that single-parent, dual- income, and low-income can assist.
a process of and take ac- r school im- pess, not a	Awareness that families' views are represented in school deci- sions. Specific benefits linked to policies enacted by parent organizations.	Awareness of and input to policies that affect children's education. Shared experiences and connections with other families.	Awareness of families' perspectives in policies and school decisions. Acceptance of equality of family rep- resentatives on school committees.
only families , but also all fected by the	Knowledge, skills, and talents from enriched curricular and ex- tracurricular experiences and ex- plorations of careers. Self-confidence and feeling val- ued by community.	Knowledge and use of local resources to increase skills and talents or to ob- tain needed services for family. Interactions with other families, and contributions to community.	Knowledge and use of community resources for improving curriculum and instruction. Strategies to enable students to learn about and contribute to the commu- nity. ■

Spotlight on Parent Centers

This issue we are spotlighting the parent center at Fort Smith Public Schools with Delores G Richardson, Parent Coordinator .

What is your background that led you into parenting education?

When I was hired as parent coordinator I was also a single parent. I knew that if I was struggling with helping my own children, then I knew that there were others in the same shape. I felt that any and everything that would help parents to assist their children, with their educational needs, was necessary.

Can you give us a brief description of your parent center and how long you have been established.

The parent center is located in Parker Center, formerly the Parker Elementary School. I have a very comfortable atmosphere so that when parents come in that they feel relaxed and at home. The Center is well stocked with educational materials in math, reading and language arts. Parents come to the center and receive these various items to use at home with their children. I have been a part of Fort Smith Public Schools for 27 years and the Parent Coordinator for 18 of those years.

What are your roles as a parent educator?

As Parent Coordinator I am responsible for having educational materials available for the parents to use at home with their children. I have a district wide wiener roast in October, where families are fed and each child receives a new book. In December we have a Christmas Open House from 8a.m. to 8p.m. Each child receives a bag filled with educational items donated by the businesses of Fort Smith. In the spring we have a summer give-away which has the same concept as the Christmas

Open House. We have monthly parent meetings along with different topics of discussion. We have a fall and spring Parent Academy. Upon completion of the academy parents receive certificates of participation. Each month free educational activities are sent home with each kindergarten student in the Title 1 schools.

In what parenting series/curriculum have you been trained?

I have been trained in Mega Skills, Parents on Board, Strengthening the Partnership Between Home and School, Common Sense Parenting, Lee Canter Parenting Programs, and several others.

Do you have any new idea's you've implemented that work with the parents in your parent center?

We have implemented monthly parent meetings with various topics. It is my goal that all parents be given the same opportunity to be a part of their child's education regardless of ethnic background or economic status.

What organizations do you belong to?

I belong to the Arkansas Parent Coordinators Association of which I am currently President, National Coalition of Title 1 Chapter 1 Parents, and the Region VI Steering Committee for the National Coalition of Title 1 Chapter 1 Parents.

What do you think the future holds in parenting education?

I feel the future of parent education should be based on the needs of the families and not necessarily their economic status or culture. As long as parent educators are REAL with families I believe we will succeed.



50 more ideas continued from last issue

The evidence is now beyond dispute. When parents are involved in their children's education at home their children do better in school.

Henderson and Berla

51. Help develop, visit, or offer services to your school's study/tutor center.
52. Participate in fairs and fests for math, science, history, and so forth.
53. Respond to school surveys on your interests, talents, and skills.
54. Let school staff know your availability to volunteer (days, times, and how often).
55. Supervise and coordinate evening and weekend volunteer activities at school.
56. Assist your child's teacher in the classroom or on field trips when you are able.
57. Work with school staff and teachers to develop volunteer activities you can do from home.
58. Assist school staff and educators in creating a warm and welcoming atmosphere for parents.
59. Help provide child care and/or transportation for volunteering parents.
60. Help develop creative ways to use volunteers at school.
61. Actively help school staff recruit parents and community members as volunteers.
62. Attend training and orientation on how to be an effective volunteer.
63. Learn and uphold school discipline, confidentiality, and other policies as a volunteer.
64. Plan a regular time each week to talk with school staff and educators with whom you are working.
65. Help develop volunteer job descriptions and evaluations.
66. Participate in organizing and planning ways to recognize and appreciate volunteers.
67. Respond to school surveys/questionnaires on how effective volunteer programs are.
68. Help develop and distribute a volunteer directory to parents, school staff, and

teachers.

69. Provide volunteer consulting services to school staff or educators in your areas of expertise.
70. Learn of school and district policies and practices that affect children.
71. Voice your support or concerns on any issue that will affect your family.
72. Be involved in decisions on student placement and course and textbook selections.
73. Participate in meetings to determine special educational needs and services.
74. Attend workshops on problem solving, conflict resolution, public speaking, and so forth.
75. Serve on school advisory councils or committees on curriculum, discipline, and so forth.

50 More Ways For Parents To Be Involved In Their Child's Education

76. Serve on a site-based school management team with teachers and the principal.
77. Encourage and support older children in serving in student leadership positions.
78. Help your school create a student's rights and responsibilities guide for families.
79. Attend PTA, school board, and/or town meetings and speak to issues of concern.
80. Learn representatives' backgrounds and participate in school board elections.
81. Work with teachers and school administrators to develop a parent involvement policy.
82. Write, call, or travel to state capitals

- to support or oppose proposed legislation.
83. Participate in petition drives or letter-writing campaigns to Congress on legislation.
84. Give testimony at public hearings in support of or opposition to education legislation.
85. Vote in local, state, and federal elections for public officials who support education.
86. Help your school develop a directory of social and community services.
87. Find out information on community resources and organizations and use them.
88. Help develop and/or distribute a community newsletter to local agencies and businesses.
89. Help coordinate and participate in an event to raise money for a local charity.
90. Talk with employers about holding parent meetings or parenting workshops on-site.
91. Advocate for flexible work schedules and leave time to attend school functions.
92. Encourage employers and local businesses to make donations and support school programs.
93. Help organize and/or participate in community health fairs.
94. Help recruit community members (seniors, business people) to volunteer at school.
95. Become active in community groups such as YMCA and Boy and Girl Scouts.
96. Serve on local community advisory councils and committees.
97. Work with local authorities and public officials to sponsor community events.
98. Help organize and/or participate in a community "clean up" or "beautification" project.
99. Encourage and help facilitate your child's participation in community service.
100. Be a role model, be active in community service yourself or together with your child.

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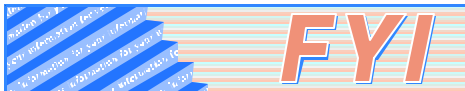
Harvey & Bernice Jones Center for Families
P.O. Box 2035
922 E. Emma
Springdale, AR 72765-2035



The Parent Educator
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www.parenting-ed.org



— Important Web Sites —

Websites for Parent Educators

Center for the Improvement of Early Reading and Achievement
www.ciera.org

U.S. Department of Education Publications
www.ed.gov

National PTA
www.pta.org

Public Broadcasting Service
www.pbs.org

CNN's Interactive Learning Resources for Teaching
www.literacynet.org

National Institute for Literacy
www.nifl.gov

New York University Child Study Center
www.AboutOurKids.org

National Network of Partnership Schools
www.partnershipschools.org

Time for Kids-Parents-Teachers
www.timeforteachers.com

Family Literacy Special Collection
www.literacy.kent.edu/midwest/familylit/index.html

National Mental Health and Education Center
www.naspcenter.org

National Education Association
www.new.org

National Educational Service
www.nesonline.com

Center for Effective Parenting
www.parenting-ed.org

What's Coming In The Next Issue

Parent Involvement In The Schools Continued. . .

