

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

<b>TYPE 1</b> <b>PARENTING</b> Help all families establish home environments to support children as students.
<b>Sample Practices</b>
<ul style="list-style-type: none"> <li>• Suggestions for home conditions that support learning at each grade level.</li> <li>• Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level.</li> <li>• Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.)</li> <li>• Family support programs to assist families with health, nutrition, and other services.</li> <li>• 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.</li> </ul>
<b>Challenges</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Enable families to share information with schools about culture, background, children's talents and needs.</li> <li>• Make sure that all information for and from families is clear, usable, and linked to children's success in school.</li> </ul>
<b>Redefinitions</b>
<ul style="list-style-type: none"> <li>• <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 anywhere, any time, in varied forms.</i></li> </ul>
<b>Results for Students</b>
<ul style="list-style-type: none"> <li>• Awareness of family supervision; respect for parents.</li> <li>• Positive personal qualities, habits, beliefs, and values, as taught by family.</li> <li>• Balance between time spent on chores, on other activities, and on homework.</li> <li>• Good or improved attendance.</li> <li>• Awareness of importance of school.</li> </ul>
<b>Results for Parents</b>
<ul style="list-style-type: none"> <li>• Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school.</li> <li>• Awareness of own and others' challenges in parents.</li> <li>• Feeling of support from school and other parents.</li> </ul>
<b>Results for Teachers</b>
<ul style="list-style-type: none"> <li>• Understanding families' background, cultures, concerns, goals, needs, and views of their children.</li> <li>• Respect for families' strengths and efforts.</li> <li>• Understanding of student diversity.</li> <li>• Awareness of own skills to share information on child development.</li> </ul>

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

<b>TYPE 2</b> <b>COMMUNICATING</b>
Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
<p style="text-align: center;"><b>Sample Practices</b></p> <ul style="list-style-type: none"> <li>• Conferences with every parent at least once a year, with follow-ups as needed.</li> <li>• Language translators to assist families as needed.</li> <li>• Weekly or monthly folders of student work sent home for review and comments.</li> <li>• Parent/student pickup of report card, with conferences on improving grades.</li> <li>• Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.</li> <li>• Clear information on choosing schools or courses, programs, and activities within schools.</li> <li>• Clear information on all school policies, programs, reforms, and transitions.</li> </ul>
<p style="text-align: center;"><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications.</li> <li>• Consider parents who do not speak English well, do not read well, or need large type.</li> <li>• Review the quality of major communications (newsletters, report cards, conference schedules, and so on).</li> <li>• Establish clear two-way channels for communications from home to school and from school to home.</li> </ul>
<p style="text-align: center;"><b>Redefinitions</b></p> <ul style="list-style-type: none"> <li>• <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></li> </ul>
<p style="text-align: center;"><b>Results for Students</b></p> <ul style="list-style-type: none"> <li>• Awareness of own progress and of actions needed to maintain or improve grades.</li> <li>• Understanding of school policies on behavior, attendance, and other areas of student conduct.</li> <li>• Informed decisions about courses and programs.</li> <li>• Awareness of own role in partnerships, serving as courier and communicator.</li> </ul>
<p style="text-align: center;"><b>Results for Parents</b></p> <ul style="list-style-type: none"> <li>• Understanding school programs and policies.</li> <li>• Monitoring and awareness of child's progress.</li> <li>• Responding effectively to students' problems.</li> <li>• Interactions with teachers and ease of communication with school and teachers.</li> </ul>
<p style="text-align: center;"><b>Results for Teachers</b></p> <ul style="list-style-type: none"> <li>• Increased diversity and use of communications with families and awareness of own ability to communicate clearly</li> <li>• Appreciation for and use of parent network for communications.</li> <li>• Increased ability to elicit and understand family views on children's programs and progress.</li> </ul>

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

<b>TYPE 3</b> <b>VOLUNTEERING</b> Recruit and organize parent help and support.
<p style="text-align: center;"><b>Sample Practices</b></p> <ul style="list-style-type: none"> <li>• School and classroom volunteer program to help teachers, administrators, students, and other parents.</li> <li>• Parent room or family center for volunteer work, meetings, resources for families.</li> <li>• Annual postcard survey to identify all available talents, times, and locations of volunteers.</li> <li>• Class parent, telephone tree, or other structures to provide all families with needed information.</li> <li>• Parent patrols or other activities to aid safety and operation of school programs.</li> </ul>
<p style="text-align: center;"><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Recruit volunteers widely so that <i>all</i> families know that their time and talents are welcome.</li> <li>• Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate.</li> <li>• Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.</li> </ul>
<p style="text-align: center;"><b>Redefinitions</b></p> <ul style="list-style-type: none"> <li>• <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></li> </ul>
<p style="text-align: center;"><b>Results for Students</b></p> <ul style="list-style-type: none"> <li>• Skill in communicating with adults.</li> <li>• Increased learning of skills that receive tutoring or targeted attention from volunteers.</li> <li>• Awareness of many skills, talents, occupations, and contributions of parent and other volunteers.</li> </ul>
<p style="text-align: center;"><b>Results for Parents</b></p> <ul style="list-style-type: none"> <li>• Understanding teacher's job, increased comfort in school, and carry-over of school activities at home.</li> <li>• Self-confidence about ability to work in school and with children or to take steps to improve own education.</li> <li>• Awareness that families are welcome and valued at school.</li> <li>• Gains in specific skills of volunteer work.</li> </ul>
<p style="text-align: center;"><b>Results for Teachers</b></p> <ul style="list-style-type: none"> <li>• Readiness to involve families in new ways, including those who do not volunteer at school.</li> <li>• Awareness of parents' talents and interests in school and children.</li> <li>• Greater individual attention to students, with help from volunteers.</li> </ul>

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

<b>TYPE 4</b> <b>LEARNING AT HOME</b> Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
<p style="text-align: center;"><b>Sample Practices</b></p> <ul style="list-style-type: none"> <li>• Information for families on skills required for students in all subjects at each grade.</li> <li>• Information on homework policies and how to monitor and discuss schoolwork at home.</li> <li>• Information on how to assist students to improve skills on various class and school assessments.</li> <li>• Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class.</li> <li>• Calendars with activities for parents and students at home.</li> <li>• Family math, science, and reading activities at school.</li> <li>• Summer learning packets or activities.</li> <li>• Family participation in setting student goals each year and in planning for college or work.</li> </ul>
<p style="text-align: center;"><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Coordinate family linked homework activities, if students have several teachers.</li> <li>• Involve families and their children in all-important curriculum-related decisions.</li> </ul>
<p style="text-align: center;"><b>Redefinitions</b></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>"Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.</i></li> </ul>
<p style="text-align: center;"><b>Results for Students</b></p> <ul style="list-style-type: none"> <li>• Gains in skills, abilities, and test scores linked to homework and classwork.</li> <li>• Homework completion.</li> <li>• Positive attitude toward schoolwork.</li> <li>• View of parents as more similar to teacher and of home as more similar to school.</li> <li>• Self-concept of ability as learner.</li> </ul>
<p style="text-align: center;"><b>Results for Parents</b></p> <ul style="list-style-type: none"> <li>• Know how to support, encourage, and help student at home each year.</li> <li>• Discussions of school, classwork, and homework.</li> <li>• Understanding of instructional program each year and of what child is learning in each subject.</li> <li>• Appreciation of teaching skills.</li> <li>• Awareness of child as a learner.</li> </ul>
<p style="text-align: center;"><b>Results for Teachers</b></p> <ul style="list-style-type: none"> <li>• Better design of homework assignments.</li> <li>• Respect for family time.</li> <li>• Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning.</li> <li>• Satisfaction with family involvement and support.</li> </ul>

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

<b>TYPE 5</b> <b>DECISION MAKING</b> Include parents in school decisions, developing parent leaders and representatives.
<b>Sample Practices</b>
<ul style="list-style-type: none"> <li>• Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation.</li> <li>• Independent advocacy groups to lobby and work for school reform and improvements.</li> <li>• District-level councils and committees for family and community involvement.</li> <li>• Information on school or local elections for school representatives.</li> <li>• Networks to link all families with parent representatives.</li> </ul>
<b>Challenges</b>
<ul style="list-style-type: none"> <li>• Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school.</li> <li>• Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents.</li> <li>• Include students (along with parents) in decision-making groups.</li> </ul>
<b>Redefinitions</b>
<ul style="list-style-type: none"> <li>• <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></li> <li>• <i>Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.</i></li> </ul>
<b>Results for Students</b>
<ul style="list-style-type: none"> <li>• Awareness of representation of families in school decisions.</li> <li>• Understanding that student rights are protected.</li> <li>• Specific benefits linked to policies enacted by parent organizations and experienced by students.</li> </ul>
<b>Results for Parents</b>
<ul style="list-style-type: none"> <li>• Input into policies that affect child's education.</li> <li>• Feeling of ownership of school.</li> <li>• Awareness of parents' voices in school decisions.</li> <li>• Shared experiences and connections with other families.</li> <li>• Awareness of school, district, and state policies.</li> </ul>
<b>Results for Teachers</b>
<ul style="list-style-type: none"> <li>• Awareness of parent perspectives as a factor in policy development and decisions.</li> <li>• View of equal status of family representatives on committees and in leadership roles.</li> </ul>

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

<b>TYPE 6</b> <b>COLLABORATING WITH COMMUNITY</b> Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
<b>Sample Practices</b>
<ul style="list-style-type: none"> <li>• Information for students and families on community health, cultural, recreational, social support, and other programs or services</li> <li>• Information on community activities that link to learning skills and talents, including summer programs for students.</li> <li>• Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses.</li> <li>• Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others).</li> <li>• Participation of alumni in school programs for students.</li> </ul>
<b>Challenges</b>
<ul style="list-style-type: none"> <li>• Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities.</li> <li>• Inform families of community programs for students, such as mentoring, tutoring, business partnerships.</li> <li>• Assure equity of opportunities for students and families to participate in community programs or to obtain services.</li> <li>• Match community contributions with school goals, integrate child and family services with education.</li> </ul>
<b>Redefinitions</b>
<ul style="list-style-type: none"> <li>• <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></li> <li>• <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></li> <li>• <i>"Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.</i></li> </ul>
<b>Results for Students</b>
<ul style="list-style-type: none"> <li>• Increased skills and talents through enriched curricular and extracurricular experiences.</li> <li>• Awareness of careers and of options for future education and work.</li> <li>• Specific benefits linked to programs, services, resources, and opportunities that connect students with community.</li> </ul>
<b>Results for Parents</b>
<ul style="list-style-type: none"> <li>• Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services</li> <li>• Interactions with other families in community activities.</li> <li>• Awareness of school's role in the community and of community's contributions to the school.</li> </ul>
<b>Results for Teachers</b>
<ul style="list-style-type: none"> <li>• Awareness of community resources to enrich curriculum and instruction.</li> <li>• Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practices.</li> <li>• Knowledgeable, helpful referrals of children and families to needed services.</li> </ul>