GOAL-ORIENTED PARTNERSHIP PROGRAMS FOR STUDENT SUCCESS

May 14, 2010
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Questions:

- What is your name?
- What program are you in and how long have you been in that program?
- How is this topic relevant to your long-term goals?
A BLAST FROM THE PAST
WARM-UP ACTIVITY
SESSION OBJECTIVES

Participants will:

- Understand the components of a comprehensive school-family-community partnership program.
- Understand Maryland’s school and student demographics
- Learn about exemplary programs and strategies to engage parents
- Brainstorm ideas for schools to implement that support any/all of the 7 components of coordinated school health to promote healthy student behavior and student achievement.
Research shows that:

- Students with involved parents, no matter what their income or background, are more likely to do better in school, stay in school longer, and like school more.

- Partnership programs can increase student achievement, attendance, improve behavior, and promote better social skills.

- When partnership practices are carefully linked to school goals, they involve families in ways that directly assist students’ learning and success.
Teachers and administrators are initially resistant to increasing family involvement.

Teachers and administrators need inservice, preservice, and advanced education on partnerships.

Schools must reach out in order to involve all families.

Teachers who use practices of partnership are more likely to report that all parents can help their children.

Programs will be most useful to schools and to families if they are customized, comprehensive, and continually improved to help meet important goals for students.
Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools

September 30, 2009, MSDE-DAA 02/10
TOP 5 LANGUAGES: SY 2008-2009

- Español  Spanish
- Français  French
- 中国人  Chinese
- 한국  Korean
- việt  Vietnamese
MARYLAND STUDENTS
SY 2008-09

Number of students on IEPs
- Total enrollment: 841,671
- Special Ed Students: 110,671
- Percent: 13.1%

Maryland Special Education/Early Intervention Services Census Data & Related Tables, October 31, 2008

Number of Suspensions: 153,110
(includes attendance, dangerous substances, weapons, attacks/ threats/ fighting, arson/fire/explosives, sex offenses, disrespect/ insubordination, other)

Number of Students Suspended
- Total: 75,544
- Special Ed Students: 14,685

Maryland Public School Suspensions by School and Major Offense Category, Combined In-School and Out-of School Suspensions, 2008-2009
School Year 2008-09

- Immunizations - 179
- Personal Health – 1,158
OVERLAPPING SPHERES OF INFLUENCE OF FAMILY, SCHOOL, AND COMMUNITY ON CHILDREN’S LEARNING

**Theoretical Model**

**Force B**  
Experience, Philosophy, Practices of Family

**Force C**  
Experience, Philosophy, Practices of School

**Force D**  
Experience, Philosophy, Practices of Community

**Force A**  
Time/Age/Grade Level
THE KEYS TO SUCCESSFUL
SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

EPSTEIN’S SIX TYPES OF INVOLVEMENT

**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 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-related activities and decisions.

**Type 5**

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

**Type 6**

**COLLABORATING WITH COMMUNITY:** Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.
**Type 1 Parenting**

**Basic Responsibilities of Families**

- Housing, health, nutrition, clothing, safety
- Parenting skills for all age levels
- Home conditions that support children as students at all grade levels
- Information and activities to help schools understand children and families
TYPE 2 COMMUNICATING

Basic Responsibilities of Schools

SCHOOL-TO-HOME

- Memos, notices, report cards, conferences, newsletters, phone calls, computerized messages, e-mail, websites

HOME-TO-SCHOOL

- Two-way channels of communication for questions and interactions
**Type 3 Volunteering**

**Volunteers**
- *In* school or classroom
- *For* school or classroom

**Audiences**
- Attend assemblies, performances, sports events, recognition, and award ceremonies, celebrations, and other events
How have you seen types 1-3 in action?

- Parenting
- Communicating
- Volunteering
LEARNING AT HOME
INvolvement in Academic Activities

INFORMATION FOR FAMILIES ON...

- How to help at home with homework
- Required skills to pass each subject
- Curriculum-related decisions
- Other skills and talents
Advisory groups
- School-Based Management Team
- Action Team for Partnerships
- PTA/PTO
- Other school or district committees
- Independent school advisory groups
Community contributes to the school, students, and families:

- Business partners
- Cultural and recreational groups
- Health services
- Service and volunteer groups
- Senior citizen organizations
- Faith organizations
- Government and military agencies
- Other groups and programs

School, students, and families contribute to the community
Goal-Oriented Partnership Program

School-Based Management Team
School Improvement Plan

ACTION TEAM for SCHOOL, FAMILY, and COMMUNITY PARTNERSHIPS

Academic Goal 1
Draw from the six types of involvement to meet this goal.

Academic Goal 2
Draw from the six types of involvement to meet this goal.

Non-Academic Goal 3
Draw from the six types of involvement to meet this goal.

Partnership Goal 4
Draw from the six types of involvement to meet this goal.

COORDINATED SCHOOL HEALTH PROGRAM
What’s happening in our schools?
Strategies that support coordinated school health

- Outreach at the Mall
  Montgomery and Anne Arundel County

- Weekly Parent Chit-Chat
  Baltimore City (Patapsco Elementary/Middle School)

- Telling Stories
  PIRC/ throughout the state

- Hispanic Education Forum
  Anne Arundel County

- Sailing Through the System
  Frederick County

- Conquista
  Montgomery County

- International Parent Leadership Program
  Howard County
PARTNERSHIP PRACTICES THAT SUPPORT AND PROMOTE SCHOOL HEALTH

Read your assigned Component

Be prepared to:

1. briefly discuss the component for the group.

2. brainstorm a strategy that could be implemented to promote healthy student behavior and academic success.

3. identify partners that can support strategy.

4. describe how this strategy could be used in your future work.
How does the family and community component fit with the other components taught in this course?

What questions do you still have about school, family, and community partnership programs?
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