



Epstein's Six Types of Parent Involvement

Dr. Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs.

Epstein's Framework of Six Types of Involvement

- 1. Parenting:** Help all families establish home environments to support children as students.
 - 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 elementary, middle, and high school.
- 2. Communicating:** Design effective forms of school-to-home *and* home-to-school communications about school programs and children's progress.
 - Conferences with every parent at least once a year.
 - Language translators to assist families as needed.
 - Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
- 3. Volunteering:** Recruit and organize parent help and support.
 - School/classroom volunteer program to help teachers, administrators, students, and other parents.
 - Parent room or family center for volunteer work, meetings, and resources for families.
 - Annual postcard survey to identify all available talents, times, and locations of volunteers.
- 4. Learning at home:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
 - 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.

- Family participation in setting student goals each year and in planning for college or work.
- 5. Decision making:** Include parents in school decisions, developing parent leaders and representatives.
- Active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation.
 - Independent advocacy groups to lobby for school reform and improvements.
 - Networks to link all families with parent representatives.
- 6. Collaborating with the community:** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
- Information for students and families on community health, cultural, recreational, social support, and other programs/services.
 - Information on community activities that link to learning skills and talents, including summer programs for students.

Following are National Standards for Parent/Family Involvement created by Dr. Epstein, and the national PTA.

National Standards for Parent/Family Involvement Programs

- Standard I:** Communicating - Communication between home and school is regular, two-way, and meaningful.
- Standard II:** Parenting - Parenting skills are promoted and supported.
- Standard III:** Student Learning - Parents play an integral role in assisting student learning.
- Standard IV:** Volunteering - Parents are welcome in the school, and their support and assistance are sought.
- Standard V:** School Decision Making and Advocacy—Parents are full partners in the decisions that affect children and families.
- Standard VI:** Collaborating with Community—Community resources are used to strengthen schools, families, and student learning.

Sources: Michigan Department of Education, National Network of Partnership Schools, PTA.