

# Parent, Family, Community Involvement in Education

*Parents, families, educators and communities—there’s no better partnership to assure that all students pre-K- to high school—have the support and resources they need to succeed in school and in life.*

—NEA President Dennis Van Roekel

**policybrief**  
It takes a village to raise a child is a popular proverb with a clear message: the whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and family members play in a child’s education, the broader community too has a responsibility to assure high-quality education for all students.

In the past, parent involvement was characterized by volunteers, mostly mothers, assisting in the classroom, chaperoning students, and fundraising. Today, the old model has been replaced with a much more inclusive approach: school-family-community partnerships now include mothers and fathers, stepparents, grandparents, foster parents, other relatives and caregivers, business leaders and community groups—all participating in goal-oriented activities, at all grade levels, linked to student achievement and school success.

## The research is clear, consistent, and convincing

Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. Researchers cite parent-family-community involvement as a key to addressing the school dropout crisis<sup>1</sup> and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students.<sup>2</sup> The evidence holds true for students at both the elementary and secondary level, regardless of the parent’s education, family income, or background—and the research shows parent involvement affects minority students’ academic achievement across all races.<sup>3</sup>

Supporting teaching and learning requires addressing students’ social service needs, as well as their academic ones, and this broad-based support is essential to closing achievement gaps. The positive impact of connecting community resources with student needs is well documented.<sup>4</sup> In fact, community support of the educational process is considered one of the characteristics common to high-performing schools.<sup>5</sup>

## How do parents, families, and communities get involved?

Parent, family, and community involvement means different things to different people. A research-based framework,<sup>6</sup> developed by Joyce Epstein of Johns Hopkins University, describes six types of involvement—parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community—that offer a broad range of school, family, and community activities that can engage all parties and help meet student needs. Successful school-parent-community partnerships are not stand-alone projects or add-on programs but are well integrated with the school’s overall mission and goals. Research and fieldwork show that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success.

## States press for more partnerships

Data compiled in 2005<sup>7</sup> show that 17 states have directed all districts or schools to implement parental involvement policies. Seven states—Alaska, California, Indiana, Minnesota, Nevada, South Carolina, and Texas—have obligated schools or districts to develop policies linking parent-community partnerships to school improvement plans, and in Delaware, schools applying for school improvement grants must include parental involvement strategies in grant applications. In addition, many states promote parental involvement in early literacy, school safety, and dropout prevention

programs, as well as in initiatives addressing the needs of at-risk youth and English Language Learners. Some state policies echo the provisions of Section 1118 of the Elementary and Secondary Education Act (ESEA) that direct schools and districts receiving Title I funds to use a portion of those funds to involve parents, educators, and the community in the shared responsibility of improving their students' academic achievement.

Although the research unequivocally affirms the positive and long-lasting effects of parent, family, and community involvement on student learning, this data is often overlooked in local, state, and national discussions about raising student achievement and closing achievement gaps. Education reform efforts that focus solely on classrooms and schools are leaving out critical factors essential for long-term success. What happens before and after school can be as important as what happens during the school day. Even the most promising reforms can be "reversed by family, negated by neighborhoods, and might well be subverted or minimized by what happens to children outside of school."<sup>8</sup> While education is clearly an asset to the individual, it also benefits families and serves the common good. Education is a core value of our democratic society, and it is in everyone's self-interest to insure that all children receive a quality education. Our democracy, as well as our economy, depends on an educated citizenry and skilled workforce.

Too many policymakers, community leaders, and even parents still view schools and student learning as the sole responsibility of educators. While educators take their professional responsibilities seriously, they also recognize that they cannot do it alone. They need and depend on the support from parents and community members.

One dynamic too often observed is that parent involvement in education tends to decline as their children go up in grade, with a dramatic drop once students reach middle school.<sup>9</sup> In fact, the lack of parental involvement is viewed by teachers, administrators, the public, and even parents of school-age children, as the single biggest problem facing our nation's schools.<sup>10</sup>

To promote student growth and school success at every grade and age, well thought out parent-community-school partnerships, linked to school improvement goals, are needed in every community.

### Epstein's Framework on Involvement

- **Parenting.** Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.
- **Communicating.** Communicate with families about school programs and student progress. Create two-way communication channels between school and home that are effective and reliable.
- **Volunteering.** Improve recruitment and training to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school. Provide meaningful work and flexible scheduling.
- **Learning at Home.** Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.
- **Decision Making.** Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations.
- **Collaborating with the Community.** Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities.

### What hinders involvement?

Parents see lots of roadblocks to getting involved in their child's education.<sup>11</sup> Some point to their own demanding schedules and say they don't have extra time to volunteer or even attend school activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that's due to language or cultural differences or their own past experiences with school. Some say they lack the know-how and resources to help their child, or they express frustration with school bureaucracies or policies they find impossible to understand or change.

Some parents complain that they rarely hear from the school unless there is a problem with their child's behavior or performance. Others say the information provided by the school is not comprehensible either because of educational jargon or because the parent or family member does not read or understand English.

Some families criticize school personnel for not understanding the plight of single parents, grandparents, foster parents, or other caregivers. Others say they lack transpor-

tation to attend school events or have no child care for younger siblings. While some schools have made great strides in engaging parents and others in the educational process, there is still much more that can be done.

### How can we engage more stakeholders?

Here are some specific ways that schools can engage more parents, families, and communities in education:

- Survey educators and families to determine needs, interests, and ideas about partnering.
- Develop and pass family-friendly policies and laws [i.e., leaves of absence for parents/caregivers to participate in school or education-related activities; flexible scheduling to encourage participation by diverse families].
- Provide professional development on family and community engagement for school faculties.
- Offer training for parents and community stakeholders on effective communications and partnering skills.
- Provide better information on school and school district policies and procedures.
- Ensure timely access to information, using effective communications tools that address various family structures and are translated into languages that parents/families understand.
- Hire and train school-community liaisons who know the communities' history, language, and cultural background to contact parents and coordinate activities.
- Collaborate with higher education institutions to infuse parent, family, and community involvement in education into teacher and administrator preparation programs.
- Develop an outreach strategy to inform families, businesses, and the community about school and family involvement opportunities, policies, and programs.
- Regularly evaluate the effectiveness of family involvement programs and activities.

There are a number of parent-family-community-school partnerships that have documented their results:

The **National Network of Partnership Schools (NNPS)** recognizes schools, districts, states, and organizations that demonstrate excellence and continual progress in

developing and sustaining comprehensive, goal-oriented programs of school, family, and community partnerships. Some 600 NNPS Partnership Award winners have been recognized since 1998 for programs and practices that improve family and community involvement resulting in increased student achievement and other indicators of success in school.<sup>12</sup>

The **Parent-Teacher Home Visit Project** is a partnership between the Sacramento City Teachers Association, a faith-based community organizing group, and the school district. Since 1998, teams of educators and parents have visited students and their families at home, built trusting relationships, and shared instructional tools. Evaluations of the project report increased parental involvement, improved parent/teacher relationships, and improved academic achievement.<sup>13</sup>

The **Chicago Parent Centers** model has been cited as evidence that parent participation has a major impact on children's academic success and social development, and that it is a sure strategy for reducing the dropout rate. Each year that parents took part in the program increased the chances—by 16 percent—that their child would complete high school. For students whose parents were involved for the whole six years of the project, more than 80 percent graduated from high school, compared with 38 percent of students whose parents did not participate.<sup>14</sup>

Since 1987, more than 375,000 immigrant parents in California have increased their knowledge and skills to support their children's academic achievement and enrollment in higher education by participating in the **Parent Institute for Quality Education (PIQE)** program. Since then, PIQE programs have expanded to other cities in Arizona, Texas, and Minnesota. A recent study documented that children of Hispanic parents who completed the San Diego PIQE program achieved a 93 percent high school graduation rate and 79.2 percent student enrollment in college or university.<sup>15</sup>

### Call to Action

NEA believes that significantly more emphasis must be placed on the important roles that parents, families, and communities can and must play in raising student performance and closing achievement gaps. The Association has long advocated policies to assist and encourage parents, families, and communities to become actively engaged in their public schools and become an integral part of school improvement efforts.

While some states and school districts have enacted laws and policies to encourage parent-community-school partnerships, more enforcement is needed. At the same time, promising, locally developed practices should be rewarded, sustained, and expanded.

### References

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- <sup>2</sup> Barton, Paul E. 2003. Parsing the Achievement Gap: Baselines for Tracking Progress. Princeton, NJ: Policy Information Report, Educational Testing Service.
- <sup>3</sup> Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education & Urban Society* 35(2): 202-218.
- <sup>4</sup> Communities in Schools. 2007. "National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary Education Act." Alexandria, VA.
- <sup>5</sup> Henderson, Anne T. and K.L. Mapp. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory.
- <sup>6</sup> Epstein, J. L. and K. Salinas. 1992. School and Family Partnerships Encyclopedia of Education Research, 6th edition, New York: Macmillan.
- <sup>7</sup> Zinth, K. 2005. *Parental Involvement in Education*. State Notes, Education Commission of the States. Denver. See [www.ecs.org](http://www.ecs.org).
- <sup>8</sup> Berliner, D. C. 2005. Our impoverished view of educational reform. New York: *Teachers College Record*, [www.tcrecord.org](http://www.tcrecord.org).
- <sup>9</sup> Henderson, A., K. Mapp, V. Johnson, and D. Davies. 2007. *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York: The New Press.
- <sup>10</sup> Education Testing Service. 2007. *Standards, Accountability and Flexibility: Americans Speak on No Child Left Behind Reauthorization*. Princeton, NJ.
- <sup>11</sup> Wanat, C. 1992. Meeting the needs of single-parent children: School and parent views differ, *NASSP Bulletin*, 76(543): 43-48.
- <sup>12</sup> National Network of Partnership Schools, "Promising Partnership Practices," 1998-2007, [www.csos.jhu.edu/p2000/Awards/index.htm](http://www.csos.jhu.edu/p2000/Awards/index.htm).
- <sup>13</sup> Parent-Teacher Home Visit Project, [www.pthvp.org](http://www.pthvp.org).
- <sup>14</sup> Reynolds, Arthur and M. Clements. 2005. Parental Involvement and Children's School Success. In *School-Family Partnerships: Promoting the Social, Emotional, and Academic Growth of Children*, edited by E. Patrikakou et al. New York: Teachers College Press.
- <sup>15</sup> Vidano, G. and M. Sahafi. 2004. Parent Institute for Quality Education Organizational Special Report on PIQE's Performance Evaluation.

### Resources

**NEA/PTA Parent Guides.** A series of 10 parent guides were developed to give parents and caregivers some tips to help their children with a variety of subjects and school transition experiences.

[www.nea.org/parents/parent-guides.html](http://www.nea.org/parents/parent-guides.html)

**Taking A Closer Look: A Guide to Online Resources on Family Involvement.** Family Involvement Network of Educators (FINE), Harvard Family Research Project (HFRP), 2005

[www.finenetwork.org](http://www.finenetwork.org)

**Communities in Schools** has connected community resources with schools to help students succeed in school and in life. During its 30-year history, the organization has coordinated the delivery of resources into schools in a way that is responsive, cost-efficient and results-oriented.

[www.cisnet.org](http://www.cisnet.org)

**Center on School, Family, and Community Partnerships** (John Hopkins University) conducts and disseminates research, programs, and policy analyses that produce new and useful knowledge and practices that help parents, educators, and members of communities work together to improve schools, strengthen families, and enhance student learning and development.

[www.csos.jhu.edu](http://www.csos.jhu.edu)

**Parent Involvement Schools of Excellence Certification Program.** The National PTA, in partnership with national school principals' associations, recognizes, through a nationally accredited method, parent and family involvement in education and showcases schools that are implementing outstanding parent-community-school partnerships.

[www.pta.org](http://www.pta.org)

