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**Title/Título:** Developing and sustaining comprehensive programs of school, family, and community partnerships

Desarrollo y sostenimiento de programas sobre la colaboración entre centro educativo, familia y comunidad

**Topic:** Parents-teachers mutual obligations and different dimensions of partnerships

Obligaciones mutuas entre padres y profesores y educadores, y las distintas dimensiones en que se establecen sus relaciones

**Presentation time/Día de presentación:** Plenary Round Table. Thursday 15, 6:00-7:30 p.m. Conference Room, Ground Floor

Mesa Redonda Plenaria. Jueves 15, 6:00-7:30 p.m. Sala de Cámara, Planta Baja

### **Abstract**

Researchers at the National Network of Partnership Schools at Johns Hopkins University conducted a series of studies over the past five years that identified 8 “essential elements,” which help improve the quality and results of programs of family and community involvement. These are: *leadership, teamwork, action plans, implementation and facilitation of plans, funding, collegial support, evaluation, and networking*. Districts and schools that organize programs with these components had higher-quality programs, greater outreach to parents, and more parents involved than other did comparable districts and schools. For example, schools with Action Teams for Partnerships were more likely to write action plans, form committees, adjust for changes in principals, evaluate practices, reach more families, and improve their programs over time (Sheldon, 2003, in press; Van Voorhis & Sheldon, in press). District leaders with experience on partnerships were more likely to write annual leadership plans, identify a budget, train school teams, help schools share best practices, evaluate progress, and actively facilitate their schools. These leaders reported that their schools were making progress in developing partnership programs (Epstein, Williams, & Jansorn, 2004). The research team also studied the results of family involvement for students using several longitudinal data sources. At the elementary, middle, and high school levels, results indicated that family involvement contributed to higher math, science, and reading/writing achievement, better attendance, fewer behavior problems, more homework completed, more course credits earned, lower dropout rates, and other indicators of success in school (see references by Catsambis, Epstein, Sanders, Sheldon, Simon, and Van Voorhis). Using the results of their studies, NNPS researchers and program specialists develop training workshops, tools, and materials to guide schools, districts, and states to develop and sustain goal-oriented and effective programs of school, family, and community partnerships. The conference handout will include details on these studies and a full list of references.