Family, School, and Community Partnering
Research to Practice: Doing What Works!

Coordinating Student Learning, In and Out of School
• Students spend more than 70% of their waking hours outside of school. (Callendar & Hansen, 2004)

Supporting Student Achievement at Home and in the Community
• Specific home, community, and “out-of-school, coordinated” actions which improve student achievement are as follows: (1) frequent family discussions about school; (2) families encouraging their children regarding schoolwork; (3) providing resources to help with schoolwork; (4) supervision of homework, TV viewing, after-school activities. (Marzano, 2003)

Reaching Out to Every Family for Every Student
• The more parents perceive teachers as valuing their contributions, keeping them informed, and providing them with suggestions, the higher parental engagement in their children’s learning. (Patrikakou & Weissberg, 2000)

• School-initiated, specific parental involvement programs - such as shared reading, homework checking, and teemed two-way communication - are significantly and positively related to academic achievement for students at all levels. (Jeynes, 2012)

Finding Solutions
• Educator and family challenges in partnering together for student success are similar; they need explicit role expectations for sharing responsibility, self-confidence, skills, workable logistics, authentic invitations, and mutually respectful relationships. (Hoover-Dempsey, Whitaker & Ice, 2010)

• When students struggle in school, the most effective interventions are those where families and school personnel work together to implement plans and strategies, utilizing ongoing two-way information exchanges. (Cox, 2005)