



## 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 teamed 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)