

Epstein's Model for Parental 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.
- *Volunteering.* Improve recruitment, training, activities, and schedules 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.
- *Learning at Home.* Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks.
- *Decision-Making.* Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent 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. Enable all to contribute service to the community.

Taken from *School, Family, and Community Partnerships: Your Handbook for Action* (2nd edition), Joyce L. Epstein, M.G. Sanders, B.S. Simon, K.C. Salinas, N.R. Jansorn, and F.L. Voorhis, Corwin, Thousand Oaks, CA, 2002.