

WHAT HAVE WE LEARNED **About School, Family, and Community Partnerships?** **HOW CAN WE “THINK NEW”** **to Improve Research, Policy, and Practice?**

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1. **School, family, and community partnerships** is a better term than *parental involvement* to recognize that parents, educators, and others in the community **share responsibility for students' learning and development.**
2. School, family, and community partnerships is a **multidimensional** concept.
3. A **program of school, family, and community partnerships** is an **essential component of school and classroom organization.**
4. Programs of school, family, and community partnerships require **multi-level leadership.**
5. Programs of school, family, and community partnerships must **include a focus on increasing student learning and development.**
6. **All programs of school, family, and community partnerships** are about **equity.**
7. **Methods of research on school, family, and community partnerships** must **continue to improve.**

This list is drawn from the following publication:

Epstein, J. L. & Sheldon, S. B. (in press). Moving forward: Ideas for research on school, family, and community partnerships. Chapter 7 in Clifton F. Conrad & Ronald Serlin (Eds.) *SAGE Handbook for research in education: Engaging ideas and enriching inquiry*. Thousand Oaks, CA: Sage Publications

Related References

Epstein, J. L. (in press). Attainable goals? The spirit and letter of the *No Child Left Behind Act* on parental involvement. *Sociology of Education*.

Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L., (2002). *School, family, and community partnerships: Your handbook for action, second edition*. Thousand Oaks, CA: Corwin.

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