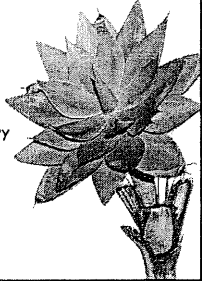


# School-Family-Community Partnerships: School Counselors' Roles

Presented by  
Julia A. Bryan, Ph.D.  
Assistant Professor  
College of William and Mary  
jabrya@wm.edu



---

---

---

---

---

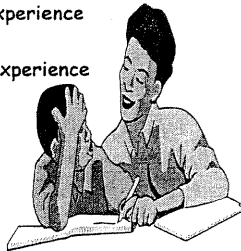
---

---

---

## Background Information

- Educational Experience
- Professional Experience
- Personal Life



---

---

---

---

---

---

---

---

## Agenda

- Definition of Partnerships
- Types of Partnerships
- Rationale for Partnerships
  - Benefits
  - Educational Resilience
- Encouragers and Discouragers to Partnership Involvement
- The School Counselor's Role
- Strategies for Building Partnerships

---

---

---

---

---

---

---

---

"...schools can become islands of hope in otherwise devastated neighborhoods. When schools and communities work together to give poor children the supports typically enjoyed by children in middle-class neighborhoods, they help children avoid a culture of failure"

(Schorr, 1997, p.289).

---

---

---

---

---

---

---

---

"Students will need more than just good teachers and smaller class sizes to meet the challenges of tomorrow. For students to get the most out of school, we need to promote a partnership between parents, community leaders, and teachers... Only through partnerships can our schools keep improving and stay on the right track"

(Susan Castillo, 2003, Oregon Superintendent of Public Instruction).

---

---

---

---

---

---

---

---

"Overcoming the continued academic underperformance of students of color requires a systemic approach - one that combines simultaneous interventions by families, teachers and administration, and the larger society."

(The National Study Group for the Affirmative Development of Academic Ability, 2004)

---

---

---

---

---

---

---

---

**Research**

- Numerous research since 1980
- Joyce Epstein
- Focus on Teachers and Parents
- Recent Research on School Counselors
- Desire to Incorporate School Counselor Involvement in Conversation

---

---

---

---

---

---

---

---

**QUESTION 1:**

**How Do You Define  
School-Family-  
Community  
Partnerships?**

---

---

---

---

---

---

---

---

**SFC Partnerships**

Collaborative initiatives involving school personnel, families, and community members and organizations as mutual and equal partners in planning, coordinating, and implementing programs and activities at home, at school, and in the community to help children succeed.

---

---

---

---

---

---

---

---

**Types of Partnerships -  
Joyce Epstein's Typology**

- **Parenting** (e.g., parent support group, parent education workshops)
- **Communicating** (e.g., home visits, parent newsletter in Spanish, classroom telephone tree)
- **Volunteering** (e.g., parent corner, family center, mentoring and tutoring programs)
- **Learning at Home** (e.g., parent workshop, home visits)
- **Governance and Decision-making** (e.g., advisory committees)
- **Collaborating with Community** (e.g., school-business partnerships, community-career partnerships)

---

---

---

---

---

---

---

---

**QUESTION 2a:**

**What Types of Partnerships Are You Currently Involved In?**

---

---

---

---

---

---

---

---

**QUESTION 2b:**

**What Roles Do You Play in These Partnerships?**

**(OR How Are You Involved In These Partnerships?)**

---

---

---

---

---

---

---

---

### Benefits of Partnerships

- ✓Integral to solving children's problems which are systemic
- ✓Increase educational outcomes for children
- ✓Build educational resilience
- ✓Build social capital
- ✓Empower families

---

---

---

---

---

---

---

---

### Educational Resilience

The ability of children to succeed academically despite risk factors and challenging life circumstances that make it difficult for them to succeed.

---

---

---

---

---

---

---

---

### Protective Factors that Foster Resilience

- Caring and supportive adults
- Meaningful participation in school and the community
- After-school and weekend enrichment programs
- High expectations
- Strong self-efficacy

*Partnerships provide all of these ...*

---

---

---

---

---

---

---

---

**QUESTION 3a:**

What are the personal and school-related things that **encourage** you to be involved in school-family-community partnerships?

---

---

---

---

---

---

---

---

**QUESTION 3b:**

What are the personal and school-related things that **hinder** you from getting involved in school-family-community partnerships?

---

---

---

---

---

---

---

---

**Bryan & Holcomb-McCoy (2006)**

- Collaborative School Climate
- Role Perceptions
- Confidence in Ability to Build Partnerships
- Attitudes About Partnerships

---

---

---

---

---

---

---

---

**Bryan (2006)**

- Collaborative School Climate
- Role Perceptions
- Confidence in Ability to Build Partnerships
- Lack of Time
- Hours of Training

---

---

---

---

---

---

---

---

**Barriers ...**

- Negative attitudes and beliefs
  - Deficit views
  - Blame
  - Fears, suspicion, stereotypes
- Lack of teacher and principal support
- Limited collaboration skills
- Lack of community resources
- Lack of funding
- Incongruent principal-counselor role perceptions

---

---

---

---

---

---

---

---

**"The school counselor provides proactive leadership, which engages *all stakeholders* in the delivery of activities and services to help students achieve success in school."**

ASCA National Model (2003)

---

---

---

---

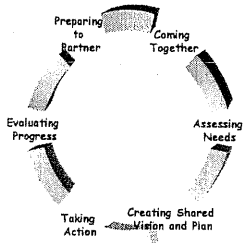
---

---

---

---

### Stages of Partnership Building



---

---

---

---

---

---

---

---

### QUESTION 4:

What are some things that make you comfortable or uncomfortable with building school-family-community partnerships?

---

---

---

---

---

---

---

---

### Steps to Partnership Building

- Prepare to Partner
  - Confront Our Own Attitudes
  - Get to Know the Community
  - Win Trust
  - Obtain Principal and Staff Buy-in
- Come Together
  - Invite Partners to the Table
  - Use an Empowerment Perspective
- Assess the Needs
- Arrive at a Shared Vision and Action Plan
- Take Action
- Evaluate Progress

---

---

---

---

---

---

---

---



### Where Do We Begin?

- Start with our attitudes...
- Some children and families live with *barriers* to academic success
- Social and cultural *gaps* exist between schools and some families
- *Valuable resources* are located in *all* communities
- *Most* parents and families care about their children's education

---

---

---

---

---

---

---

---

### Getting to know the community...

"Communities can only be built by focusing on the strengths and capacities of the citizens who call that community home. Those who have escaped the lures of deficiency, therefore, have been drawing up a new map... an "Assets Map"...

(Kretzman, 1997)

---

---

---

---

---

---

---

---

### Getting to know the community...

- Get to know parents as individuals
- Get to know the community
  - Interviews, survey, focus groups
  - An accurate assessment views the community from multiple perspectives
- Locate PARENTS AND OTHER PARTNERS with spheres of influence, "point" persons who can help you
- Understand cultural norms

---

---

---

---

---

---

---

---

### Winning trust...

- Welcome parents and students
- Communicate early and often
- Highlight successes
- Show respect for all families
- Demonstrate that you care
- Treat parents and family members as individuals
- Listen to family members' views and concerns and take them seriously

---

---

---

---

---

---

---

---

"Dialogue, as the encounter of those addressed to the common task of learning and acting, is broken if the parties (or one of them) lack humility. **How can I dialogue if I always project ignorance onto others and never perceive my own?**"  
(Freire, 1970, p.71)

---

---

---

---

---

---

---

---

### Obtaining buy-in from principal, teachers, and other counselors ...

- Educate about the importance of partnerships
- Use of data/stories to show how partnerships support learning and make school more relevant.
- Make everyone part of the solution.

---

---

---

---

---

---

---

---

**Inviting partners to the table ...**

- Invitations from teachers and counselors are crucial
- Parent and community involvement must be made inclusive and culturally relevant
- Must be a willingness to think outside the box to involve parents and community members in non-traditional ways
- Give up "expert" role!

---

---

---

---

---

---

---

---

**Needs assessment ...**

- Ask families what they need
- Ask culturally diverse families what their needs are
  - Respond to parent & student needs
  - Include bilingual partners who can translate
- Listen to the voices of family members and community members
  - Focus groups, student groups
  - Survey parents, community leaders, students, etc.

---

---

---

---

---

---

---

---

**QUESTION 5:**

**What strategies have you used to build school-family-community partnerships in your school?**

---

---

---

---

---

---

---

---