
8

School-Family- Community Partnership Solutions

School counselors and other school leaders cannot work in isolation to address the multitude of needs facing students. Thus, they must invest time and energy into building mutually beneficial relationships with parents/guardians, caregivers, families, and the surrounding community. While some school counselors cite lack of time as a barrier to forming these relationships, overall school counselors endorse the efficacy of forming partnerships, especially those congruent with their perceived roles and responsibilities (Bryan & Holcomb-McCoy, 2007).

Joyce Epstein, a leader in building school-family-community partnerships, cites many reasons to develop and maintain them, including improved school climate, linking families to needed services, and helping children and adolescents succeed in life and the world of work (Epstein, 1995; Epstein & Associates, 2009). To develop and maintain school-family-community partnerships, school counselors must be strategic in engaging and partnering with others. When working with community agencies and businesses, school counselors must assess both the strengths and needs of their school and how the strengths of those around them can bolster assets and mitigate needs. Bryan and Henry (2008) endorsed two essentials to building a strengths-based partnership: (1) recognize and affirm the strengths inherent in children,

their families, and communities regardless of their background, and (2) utilize the strengths in the school, families, and community to create assets, resources, and supports that empower children (p. 150).

Thus, school counselors must first build a personal relationship with community agencies, one based on mutual trust and respect. Doing so allows for school counselors to confidently make a referral to a student, parent/guardian/caregiver, or staff member with the understanding that quality assistance will be received. Conversely, should a student, staff member, or parent/guardian/caregiver be met with a negative referral experience, the school counselor's credibility may be harmed. Making time to visit agencies; learning names of specific points of contact; knowing specifics of the programs offered, fee structures and affordable transportation, and knowing whether or not multiple languages are spoken or translators are available are all important components of working collaboratively and effectively with community partners. As such, school counselors should create community maps either in print or digital formats. These maps highlight mental health, after-school and educational programs, medical facilities, businesses and industries, and legislative offices (see Figure 8.1). At the beginning of the school year, school counselors can update their community maps with new contacts and helpful local agencies.

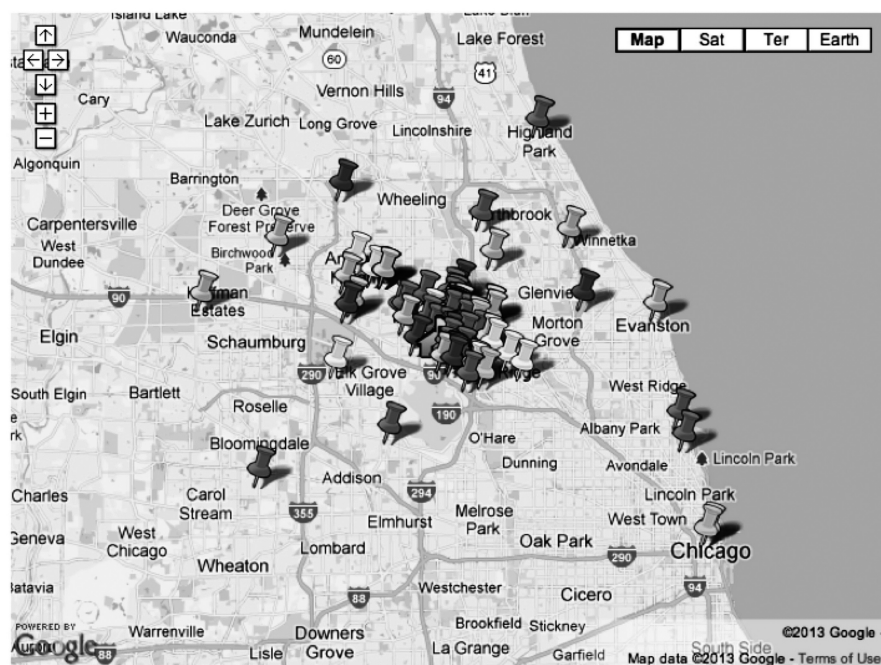
In challenging times and in a culture that is often not family friendly nor open to family diversity, with few safety nets for new parents/guardians, concerns over health, illness, and disability in families, and constant struggles in assisting younger and older generations, school-family-community partnerships are a critical source of supporting student success. School counselors also must be allies and aware of "the new normal" of family diversity and the complexity

Figure 8.1 Community Mapping

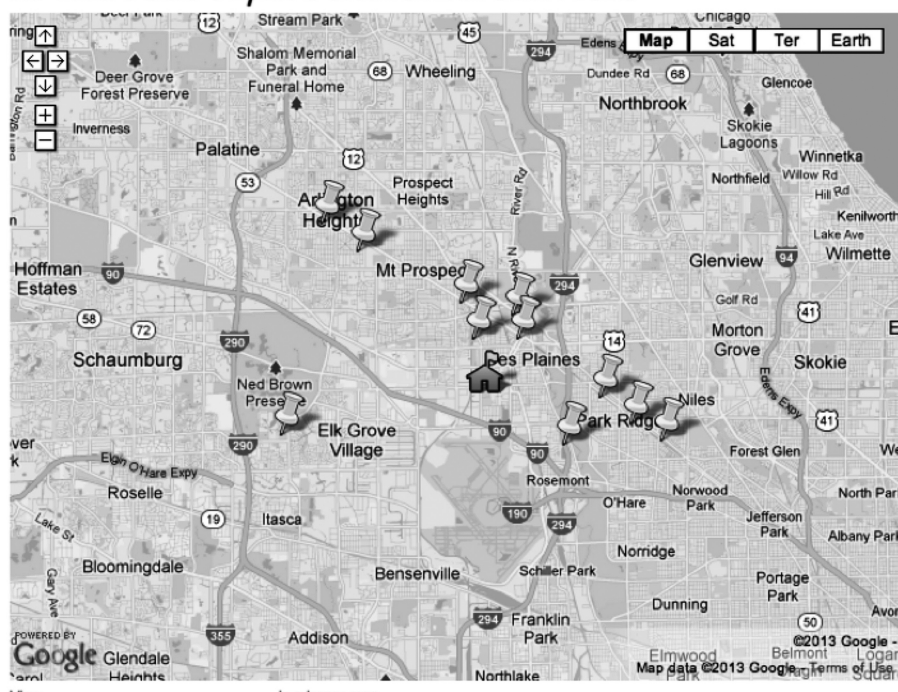
Community Mapping can be done online by using Google Maps and pairing it with a free website platform like <http://weebly.com>. As seen in the screenshots below, schools can locate agencies in distinct categories (legislative offices, after-school/educational services, religious/spiritual institutions, physical health, social/emotional health, and business and industries).

On the website, clicking on the color-coded tacks displays the agencies with contact information, brief descriptions, and links to their web pages. Because this site is online and free, it's accessible to the entire school community and can be modified and updated at any point during the academic year.

Figure 8.1



AFTER SCHOOL/EDUCATIONAL SERVICES



of *family process* or quality of relationships between family members (Solomon, 2012; Walsh, 2012). The model of a two-parent, heterosexual, married couple with one parent staying at home with children is not

the average family. However, schools are often built around the inaccurate assumption that one parent will be home or volunteer during the day or that parent/guardian working hours fit the school day. Part of the school counselor's role is to challenge *familyism* (Chen-Hayes, 2009; Holcomb-McCoy & Chen-Hayes, in press)—the idea that traditional family types are best or should receive the greatest access to resources in schools. Instead of focusing on one family type as optimal, school counselors need to affirm the diversity of families as a strength. School counselors can help students find resiliency in their own family types and build strengths in relationships with their own and other diverse family structures, family members, and multiple systems outside the family, including school staff (Solomon, 2012; Walsh, 2012).

From an extended *family life cycle* perspective (McGoldrick, Carter, & Garcia-Prieto, 2011), over the course of a family life cycle, there are normative and unexpected interruptions or stressors experienced by all family members, and school counselors can assist families to normalize the stressors. *Horizontal stressors* occur as predictable transitions over the life cycle (births, marriages, divorces, deaths) and as unexpected events (accidents, disabilities, illnesses, sudden death). *Vertical stressors* include long-standing family patterns such as legacies, myths, secrets, and patterns that influence family processes. School counselors need to have both short-term and long-term group counseling and developmental school counseling core curriculum lessons to address competencies for students dealing with family loss issues, including divorce, death, illness, and disability, as well as family diversity issues such as children of LBGTIQ parents, mixed-race families, single-parent families, adoption and foster-care families, grandparents raising grandchildren, and homeless families. Another key concept for school counselors is the family life cycle and the various stages and developmental tasks that families go through, although they are not necessarily linear (McGoldrick et al., 2011). School counselors benefit from working with students and their families with an understanding of the constant tasks and challenges for each student/family member in the family life cycle: family of origin, leaving home/single adult, dating, coupling/marriage/partnership, parenting young children, parenting adolescents, launching adolescents, and later life (McGoldrick et al., 2011).

Working with parents, guardians, and caregivers also requires special attention, particularly when working with adults who have suffered negative experiences with schools themselves. This chapter will help school counselors understand the theory behind

school-family-community partnerships and how best to create them. It offers solutions and ideas for bridging gaps and for building mutually beneficial and synergistic relationships among all parties to benefit all students. The chapter concludes with a list of digital and print resources for empowering diverse family types.

Key Words

Community: A group comprising familial, social, religious, occupational, business, and legislative entities surrounding a school; a sense of belonging to something larger or greater than oneself

Epstein's School-Family-Community-Partnership Model: There are six different types of involvement that promote collaborative relationships: (1) parenting; (2) communicating; (3) volunteering; (4) learning at home; (5) decision-making; and (6) collaboration with the community

Family: The roles and relationships of a domestic unit of people connected by birth, marriage or other legal commitments, or in spirit

Family Life Cycle: The developmental stages over time that include normative tasks whose successful resolution indicates greater likelihood of success in future stages; stages are not necessarily linear and don't necessarily apply to all persons or families

Family Process: The type and quality of roles and relationships between family members that affect family functioning

Family Resilience: Strengths-based perspective on working to build family patterns, interactions, and relationships for optimal functioning

Family System: A unit with complex interactions or processes and subsystems (parental, sibling, child) that mediate interactions between members of the system

Familyism: Prejudice multiplied by power used by persons from traditional family types to deny individual, cultural, and systemic resources based on nondominant family type (single, single-parent, same-gender, multiracial, homeless, adoptive, foster, divorced)

Horizontal and Vertical Stressors: Predictable transitions over the life cycle (births, marriages, divorces, deaths) and unexpected events (accidents, disabilities, illnesses, sudden death); vertical stressors include longstanding family patterns such as legacies, myths, secrets, and patterns that influence family processes

Partnership: Collaborative work on the part of people or institutions to meet a common goal

Key Questions and Solutions

1. How can school counselors use school-family-community partnerships to engage parents and guardians?

Epstein (1987) introduced a model of school-family-community partnerships that placed the child at the center, believing that these partnerships enhance children's success and play an integral role in shaping their future life chances (Epstein, 1995; Epstein & Associates, 2009). Through her research, Epstein formulated a theory of *overlapping spheres of influence*—home, school, and community—that intersect and have the ability to form positive results for students. Within these spheres, Epstein developed six different types of involvement to promote school-family-community partnerships: (1) parenting; (2) communicating; (3) volunteering; (4) learning at home; (5) decision making; and (6) collaborating with the community (Epstein, 1987, 1995; Epstein & Associates, 2009; Epstein & Van Voorhis, 2010).

Griffin and Van Steen (2010) applied these six types of involvement to school counselor practices and added the category of *leadership and advocacy*. They noted that much of the collaborative work school counselors do requires leadership and advocacy skills versus simple participation or coordination. Given that the ASCA National Model (American School Counselor Association, 2012), the NOSCA (2010) *Eight Essential Elements of College and Career Counseling*, and the Transforming School Counseling Initiative (House & Sears, 2002) call for these skill sets, school counselors can harness their leadership and advocacy roles into spearheading and developing collaborative programs and supporting these programs through the use of data (Griffin & Van Steen, 2010).

2. How do school counselors involve parents/guardians who have negative experiences with schools and parents/guardians who experience difficulty attending school events?

Previous negative experiences within educational settings, inconvenient times of scheduled school events, transportation, poor communication between the school and home, disparate parent-teacher expectations, and child care issues create barriers to parental involvement in schools. Thus, forming collaborative partnerships with parents has been difficult in many urban settings (Bryan, 2005; Perry, 2000). According to Bryan (2005), schools must undergo a paradigm shift whereby parents are seen as “valuable resources and assets” and

as having a “shared responsibility and equal capacity to contribute to the education of their children” (p. 222).

One way to help foster parent/guardian/caregiver ownership is to create and maintain a Parent Involvement Committee (Bryan & Henry, 2008) whereby parents/guardians/caregivers are part of a school-based committee charged with creating and implementing positive school programming. School counselors may also provide workshops for parents who are in need of education, GED, or job-placement skills. Home visits or neighborhood meetings may also be appropriate when trying to bridge the gap between school and home (Epstein, 1995). The goal is to help parents/guardians/caregivers view the school as a resource and a place of assistance, thereby reversing past experiences and breaking the cycle of acrimonious relationships between the two.

3. What types of community agencies can school counselors partner with to promote academic achievement for all students?

Given that school counselors must be partners in ensuring academic achievement for all students (ASCA, 2010, 2012), they must look beyond the walls of the school for additional supports. Oftentimes, this comes in the form of after-school programming that provides homework help to students or tutoring agencies in the surrounding area. Local libraries often have quiet study spaces and after-school programming involving reading enhancement. It is also wise for school counselors to reach out to community supports such as the Urban League that could provide one-on-one mentoring and tutoring for students in need. As cited by Epstein and Van Voorhis (2010), one high school recruited teachers, parents, and college students to provide after-school math tutoring for ninth-grade students resulting in an 18% increase in math scores. Additionally, Sheldon (2003) found that urban low-income elementary schools that have established family and community partnerships and have worked to overcome barriers to involvement and shown increased scores on state-mandated achievement tests.

4. What community agencies can school counselors partner with to promote mental, emotional, and physical wellness for all students?

School counselors know that often what impedes academic success is related to nonacademic barriers. Therefore, it is imperative that

school counselors help all students gain necessary supports in mental, emotional, and physical well-being. If a student has a persistent medical condition that goes undiagnosed or untreated, academic performance suffers. Given the shortage of school nurses in schools (often school nurses are asked to service multiple schools in one week), many students' health needs are not met. Thus, linking with local community health clinics and hospitals, dental and eye care offices, and immediate care centers is imperative. Strong connections with runaway and homeless shelters in the community are also necessary. Moreover, creating strong contacts with local utility companies (e.g., gas, electric) and housing authorities will also help serve families in need. Careful attention should be made to ensure sliding fee scales are offered and that bilingual service is provided when working with low-income students, students of color, and bilingual students.

Furthermore, students need physical outlets in which to play and practice sports and teamwork. Local park districts, YMCAs, and fitness centers may offer such programming. Given that the peak time for juvenile crime and experimentation with drugs, alcohol, and sexual behaviors (Snyder & Sickmund, 1999) is during after-school hours (3 pm–7 pm), linking students with healthy and productive after-school activities is an important initiative for school counselors.

In addition, connecting students with positive adult role models also provides a healthy alternative after school. There is much research to support the need for mentoring, especially among oppressed populations (Cunningham, 1999; Ford, 1995; Lee & Bailey, 1997). Reaching out to organizations that offer mentoring, such as Big Brothers, Big Sisters, the Urban League, 100 Black Men, and local community agencies can help meet this need.

Local businesses can also offer needed services, including legal aid, internships, employment opportunities, and donations (food, prizes, or incentives). Local grocery stores will often provide free or reduced baked goods, and pizza parlors may donate pizzas for small-group or after-school activities. School counselors should be vigilant about making connections with local businesses and parlaying their resources for the benefit of their students and families.

Given that school counselors have increasingly large and challenging caseloads, on average of 471 to 1 (ASCA, 2012), school counselors must refer serious or long-term mental and emotional/behavioral health concerns to outside mental health professionals or school-based health clinics. This means strong connections with various agencies, including those that specialize in addictions, mood disorders, abuse, and family counseling, are crucial. School

counselors should obtain releases of information to allow them to confer with these professionals to support and maintain open lines of communication regarding ongoing treatment goals.

Some community agencies harness many of the community assets to help youth in the community. Tippecanoe Youth Center, run by school counselor DuShaun Goings, does just that:

Featured Community Organization: Tippecanoe Youth Center (TYC): This program targets at-risk and low-income families throughout Tippecanoe County in Indiana to provide affordable after-school programming that includes computer programs, board games, educational video games, sports, and field trips throughout the county and state. This helps to build peer-relationship skills, appropriate social skills, and leadership skills to compete in the competitive technological world. TYC proudly joins this cause with programs like the Boys and Girls Club to provide a safe haven for youth to stay clear from drugs, alcohol, and gangs. Two premier shuttle companies, Lafayette Limo and Air Coach Express Shuttle, share the same vision. Both companies provide transportation for students throughout Tippecanoe County at no cost indefinitely. Purdue University allows TYC to hire work-study students, and Purdue pays 70% of each worker's wage. Multiple Purdue student organizations will donate time and energy to help provide mentoring for youth during TYC's after-school programming as well.

5. What community agencies can school counselors partner with to promote college and career readiness for all students?

As demonstrated above, accessing local college and university resources can be instrumental for garnering academic success, financial support, and exposure to college life. As many undergraduate education majors are looking for experiences working with children and may require service-learning or field experience hours, school counselors can work with them to form mutually beneficial partnerships. Often colleges and universities provide summer bridge programming that offers orientation activities for incoming freshmen and/or summer camps designed to feature specific programs (e.g., computer technology, engineering, journalism) for interested students. For example, Northwestern University offers academically

gifted pre-K through 12th graders a wide range of summer programming through its Center for Talent (www.ctd.northwestern.edu/summer/programs/). Schools can also apply to local community agencies, such as the Washington, DC-based College Bound Program (<http://collegebound.publishpath.com>), which provides free academic tutoring, mentoring, and enrichment programs geared toward college preparation for students in Grades 8–12.

There are a plethora of national not-for-profit and federally funded organizations that also work with underserved youth to provide access to postsecondary options. Perhaps the most known are the federally funded TRIO programs, eight programs that target low-income and first-generation college students with the goal of increased college completion rates. Another lauded national effort, the Advancement Via Individual Determination (AVID) program, “places academically average students in advanced classes and provides them with an elective class that prepares them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges” (www.avid.org). Schools may link with higher educational institutions or state or local education agencies that have received funds from the federally funded Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a six-year grant to assist low-income students access college (www2.ed.gov/programs/gearup/index.html).

By accessing research-based and proven national and local college readiness programs, school counselors can effectively link these programs to district and school improvement goals. Doing so will allow administrators to understand the value of investing time and energy to create and maintain these partnerships, resulting in increased graduation and college-going rates.

6. How can school counselors engage all parents and guardians in annual academic, career, college access, and personal/social planning with children and adolescents?

Not only must administrators understand how effective sequential academic and career planning can substantially increase students’ life chances, so too must parents/guardians/caregivers. As discussed in Chapters 6 and 7, school counselors at all levels must be vigilant about individual annual planning and creating and implementing developmental academic, career/college, and personal/social lessons that link subject matter to relevant career and

college goals. These messages must be conveyed to parents/guardians/caregivers in annual meetings that discuss the connection between academic rigor and college completion (Trusty, 2004). The College Board makes three specific recommendations: (1) parents are included in selection of children's courses; (2) districts develop methods to explain/reinforce the educational and postsecondary planning process to parents; and (3) schools assist parents in knowing what types of financial aid are available for postsecondary education (College Board, 2011b).

All parents/guardians/caregivers should know what Advanced Placement (AP) and International Baccalaureate (IB) classes are offered, why they are important, and how students can obtain extra academic support should they need it. Moreover, helping parents/caregivers understand that the most cited reason students give for dropping out is boredom (Metropolitan Life, 2002) will help to motivate and challenge them to engage in school and make connections between subject matter and real-life relevancy.

School counselors must also help parents/guardians/caregivers understand the financial aid process, the challenging FAFSA application, and scholarship opportunities. Effectively teaming with local college financial aid officers and local offices of College Board and ACT can help in creating and implementing workshops on and off school premises. Partnering with local libraries, universities, and community centers where parents/guardians/caregivers without computers can access them for free will help facilitate the college admissions and selection process.

Additionally, school counselors can ask for volunteers from the parent community (particularly alumni of the school) to discuss their current jobs and their academic preparation while addressing how they overcame barriers to their success. This can be particularly powerful if school counselors target parents/guardians/caregivers from traditionally underrepresented groups and those engaged in gender nontraditional careers (e.g., male nurses, female engineers) to help build self-efficacy among students (Savitz-Romer & Bouffard, 2012). That is, children need to have opportunities where they see other people who *look* like them be successful in careers that require advanced education. Parents can also serve as volunteer chaperones on college visits, assist other parents complete the FAFSA if they have successfully done so, and lend their unique talents (organization, technology, etc.) to the school counseling department's efforts. Actively engaging parents/guardians/caregivers to help create a college-going culture will help schools view parents as resources and

parents view the school as a partner—with the common goal of helping children achieve their college and postsecondary dreams.

7. How do school counselors determine and implement the best means of regular communication with families and community partners?

Maintaining consistent and proactive communication with parents/guardians/caregivers is essential in creating mutually beneficial partnerships. Taking advantage of technology is a helpful and inexpensive way to relay important information, deadlines, and upcoming events. Computer programs like Naviance allow school counselors to filter parent e-mails and send relevant information to them (e.g., an e-mail to all senior students' parents/guardians/caregivers). Also, school counselors should create a link to the school counseling department on the school web site. The school counseling department web page should introduce all school counselors, provide a calendar of upcoming events and counseling initiatives, and provide links to important events, registration, and resources, including college and scholarship information. Additionally, school counselors can utilize newsletter templates (on programs such as Publisher) and disseminate monthly newsletters via e-mail and their web pages. In instances where many parents/guardians/caregivers lack access to computers, hard copies of these newsletters should be made available and sent home with school report cards and distributed during orientations and parent conference nights.

School counselors have also reported success with initiatives such as "Second Cup of Coffee," where elementary school counselors have tables available during drop-off and pick-up times for children, whereby parents/guardians/caregivers can enjoy a complimentary cup of coffee and obtain information about the school counseling department as well as make a personal connection to school counselors in the building.

It is clear that school counselors cannot address the multitude of constantly evolving needs of children and their families by themselves. Thus, school counselors must actively seek allies who bring different sets of skills and strengths to assist them. Serving as a hub of reliable local community resources and supports in and outside of the school walls will not only aid students but help convince others that school counselors care about the community in which they serve and are team players in the effort to help all kids be healthy, successful, and productive world citizens.

Solution Success Stories

Story 1

A school counseling intern named Sarah was working in a Columbus, Ohio, public high school that served a large African American and low-income population. She worked closely with a young sophomore girl who often came to school unkempt, in dirty, ill-fitting clothing. Embodying the new vision for school counselors (Education Trust, 2003) and the ASCA National Model (ASCA, 2012), Sarah thought about how she might help not only her student but other students in the school who exhibited these needs. Discussing possibilities with the counseling staff, she decided to initiate the Clothing Closet to be housed in an unused storage closet in the school. Starting first within the school, she collaborated with the school nurse, who was able to solicit companies for free samples of hygienic products (including feminine hygiene, soap, deodorant, etc.) to offer to students. She then created a “spring cleaning” campaign among teachers and staff, encouraging them to donate gently used clean clothing. She then contacted a local department store and was able to obtain old clothing racks and a local dry cleaner that donated hangers. Soon, she had a fully functioning clothing closet where students could “shop” during their free period or during lunch and also obtain hygiene products. Because the school was heavily inundated with gangs, wearing the color red (a color associated with the gangs) was strictly prohibited. Prior to Clothing Closet, students were sent home if they violated this code. The Clothing Closet, however, allowed violators of the code to change their clothing and remain in school. During the spring, staff and teachers were encouraged to bring in old prom and bridesmaid dresses, along with shoes, jewelry, and purses. A prom dress campaign was a huge success, and several female students who would have struggled to pay for the expense of the prom were able to obtain clothing and accessories free of charge. Within six months, over 40 students had used the Clothing Closet. This is a prime example of how one person can broker the services of the school and local community to better serve many students’ needs and make a positive difference.

Story 2

A middle school in the South received a number of students from Louisiana after Hurricane Katrina in 2005. Most of these students arrived with their families and little else. Damaris, the counselor, worked together with the school social worker and volunteers from the PTA to turn an unused portable building on the school’s campus into a “store.” Donations were solicited from

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the community, the store was stocked, and families were invited in to shop. In the meantime, the school counselor wrote a community-based grant proposal and received \$5,000 in gift cards to give to the Katrina families for the holidays. Once the holidays arrived, the “store” was restocked and families were invited to shop again and given the gift cards. The Katrina students were invited to a special event in which they were able to “shop” for gifts for their families while the school counselor and other staff helped with wrapping.

Story 3

A middle school in New England struggled with not having enough time for school counselors to engage in counseling with families. The district entered into a school-family-community partnership agreement to hire a part-time school counselor from a nearby child, adolescent, and family counseling agency to work with students and families during the day to complement the work of the full-time school counselors. Stuart, the school/family counselor, worked with a range of issues always focused on greater academic success for students. Family issues included single parenting, divorce, parent chemical dependency, and parent joblessness. The school counseling consisted of working with students and parental, grandparental, and/or sibling subsystems of first-generation Portuguese immigrant families to increase academic success for students. One year after the interventions, marked improvement was seen in academic performance by 85% of the students who received family-centered school counseling.

Resources

Digital

Active Parenting: www.activeparenting.com

AdoptUsKids (advocating with foster/adoptive families for children in the child welfare system): www.adoptuskids.org

AFS-USA (international and intercultural learning): www.afsusa.org

AVID (Advancement Via Individual Determination): www.avid.org

Bastard Nation (open adoption record advocacy): www.bastards.org

Big Brothers Big Sisters: www.bbbs.org

Bilingual Families Connect: www.bilingualfamiliesconnect.com

Campaign for Better Care: www.nationalpartnership.org/site/PageServer?pagename=cbc_issues_landing

The Center for Effective Discipline: www.stophitting.com

Center for the Improvement of Child Caring: www.ciccparenting.org

Center on School, Family and Community Partnerships: www.csos.jhu.edu/p2000/center.htm

Children of Lesbians and Gays Everywhere (COLAGE): www.colage.org

CoAbode (single mothers house sharing): www.coabode.org

Coalition for Asian American Children and Families: www.cacf.org

Children Awaiting Parents: www.capbook.org

College Board: www.collegeboard.org

College Bound: <http://collegebound.publishpath.com>

College Preparation Checklist: <http://studentaid.ed.gov/PORTALSWebApp/students/english/checklist.jsp>

College Savings Plan Network: www.collegesavings.org/index.aspx

Council on Contemporary Families: www.contemporaryfamilies.org

FAFSA Completion Guide for LBGTIQ Families: www.finaid.org/fafsa/lgbtfafsa.phtml

FAFSA FAQs for Students and Families: <http://studentaid.ed.gov/PORTALSWebApp/students/english/faqs.jsp>

Families and Advocates Partnership for Education (FAPE) (families with youth with disabilities): www.fape.org

Families, Counselors, and Communities Working Together for Higher Education (NACAC): (English/español): www.nacacnet.org

Families and Work Institute: www.familiesandwork.org

Families Like Ours (adoption exchange for prospective LBGTIQ and non-LBGTIQ parents): www.familieslikeours.org

Family Acceptance Project (evidence-based tools to help traditional and religious families embrace rather than reject their LBGTIQ children and youth for optimal health and suicide/crisis prevention; (Chinese, English, español): www.familyproject.sfsu.edu

Family Advocacy and Support Training Project (families with children with disabilities; English, español): www.fastfamilysupport.org

Family and Community Resources for Infants, Toddlers, Children, and Adolescents with Disabilities (English, español): <http://nichcy.org/families-community>

Family Equality Council (LBGTIQ-parented family advocacy): www.familyequality.org

Family Involvement Network of Educators (strengthening family-school-community partnerships): www.hfrp.org

Family Promise (independence for homeless and low income families): www.familypromise.org

Family Violence Prevention Fund: www.endabuse.org

GEAR UP: www2.ed.gov/programs/gearup/index.html

Gottman Institute (research on couples, parenting, divorce prevention, and emotion coaching): www.gottman.com

Grandparents Raising Grandchildren: www.raisingyourgrandchildren.com

International Network of Donor Conception Organizations: www.inodco.org

Keep a Child Alive (support for families affected by HIV/AIDS): <http://keepachildalive.org>

Little People of America (resources and support for people of short stature and their families): www.lpaonline.org

Long-Distance Parenting: <http://distanceparent.org>

Loving Day Project (celebrating mixed-race, multiethnic, multiracial couples and families): www.lovingday.org

mothers2mothers (care, support, and education for pregnant women and new mothers living with HIV): www.m2m.org

My Child's Future (career development and academic/college planning suggestions for parents and guardians of K–12 students): www.mychildsfuture.org/parents/item.htm?id=0

National Adoption Foundation: www.nafadopt.org

National Alliance for Caregiving: www.caregiving.org

National Center on Family Homelessness: www.familyhomelessness.org

National Child Care Information and Technical Assistance Center: <http://nccic.acf.hhs.gov>

National Compadres Network (strengthening traditional “compadre” extended family systems supporting the positive involvement of Latinos): www.nationalcompadresnetwork.com

National Family Planning and Reproductive Health Association: www.nfprha.org

National Foster Care Coalition: www.nationalfostercare.org

National Foster Parent Association: www.nfpainc.org

National Latino Fatherhood and Family Institute (strengths-based support for Latinos in families addressing child abuse, domestic violence, gang violence, school failure, illiteracy, teen pregnancy): www.nlffi.org

National Network of Partnership Schools: www.csos.jhu.edu/p2000/

National Partnership for Women and Families: www.nationalpartnership.org

National Stepfamily Resource Center: www.stepfamilies.info

NOH8 Campaign (promoting marriage, gender, and human equality through education, advocacy, and visual protest): www.noh8campaign.com

North American Council on Adoptable Children (NACAC): (promoting permanent families for children/youth in foster care): www.nacac.org

Nurse Family Partnerships (transforming the lives of vulnerable first-time moms and their babies): www.nursefamilypartnership.org
Parent Hotline (for families in crisis): 1-800-840-6537
Parent Involvement in Career and Educational Planning and College Access With Elementary, Middle, and High School Age Students (PowerPoint slideshows): <http://acrn.ovae.org/counselors/involvingparents.htm>
Parents Anonymous (child abuse prevention): www.parentsanonymous.org
Parents, Families, and Friends of Lesbians and Gays (PFLAG): www.pflag.org
Parents' Role in Career Development for Children and Youth: www.careerkey.org/asp/career_development/parents_role.html
Parents Without Partners: www.parentswithoutpartners.org
Project Appleseed (organizing parents, grandparents and caring adults for public school improvement including Parent Pledge and Parent Involvement Day): www.projectappleseed.org/
Proud Parenting (resources for LGBTIQ parents): www.proudparenting.com/
Single Parents Network: <http://singleparentsnetwork.com>
Stop the Deportations—The DOMA Project (fighting LGBTIQ couple deportation, separation, and exile in the USA): www.stopthedeportations.com/blog/
Straight Spouse Network (support and information for heterosexual spouses/partners of LGBTIQ mates and mixed-orientation couples): www.straightspouse.org
Systematic training for effective parenting (STEP) (research-based parenting curricula, videos): www.steppublishers.com
TransFamily: www.transfamily.org
TransYouthFamilyAllies: www.imatyfa.org
Unmarried and Single Americans Week: www.sacbee.com/2011/09/12/3903260/unmarried-and-single-americans.html
WeParent (co-parenting): www.weparent.com
What's Your Parenting Style? Quiz: www.activeparenting.com
Wider Opportunities for Women (WOW) (building economic independence for America's families, women, and girls): www.wowonline.org/

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