A 14-Year Content Analysis of School-Family Partnership Publications in Counseling: Trends, Gaps, and Future Directions

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Abstract

This content analysis examined 55 articles on school-family-community partnerships published in counseling journals between 2010 and 2024, identifying trends in publication type, methodology, and population focus. Most articles (54.54%) were conceptual, with *Professional School Counseling* leading in publication volume. Limited empirical research and a lack of focus on diverse populations were noted, with only 18.18% addressing racial minorities (primarily Latino and African American) and 5.45% focusing on rural communities. Four primary strategies for strengthening partnerships emerged: Inclusivity, Leadership and Empowerment, Equity-Focused, and Consistent Communication—each aligning with the school counselor's roles in fostering collaborative, equitable partnerships. Recommendations emphasize a need for empirical validation of these strategies, especially for underrepresented populations, and training to enhance counselor self-efficacy and cultural competence. This study highlights opportunities to advance evidence-based practices in school-family partnerships within the counseling field.

Keywords: partnership, school, family, content analysis, counseling journals

Educational inequality remains a persistent challenge in the United States, affecting students across various socioeconomic backgrounds and racial groups (Duncan et al., 2017; Potter & Morris, 2017; Reardon, 2011; Ziol-Guest & Lee, 2016). To address these disparities, collaborative strategies that involve schools, families, and communities have been increasingly recognized as crucial. School-family-community partnerships (SFCPs) represent a multifaceted approach to fostering student success through joint efforts. A key component of SFCPs is parental involvement, which has been shown to significantly impact student achievement and overall educational outcomes (Jeynes, 2011).

Despite their potential, SFCPs and their effectiveness in mitigating educational inequalities have not been systematically reviewed in the context of school counseling literature.

In recent years, there has been growing interest in understanding how SFCPs can contribute to narrowing achievement gaps and promoting equity in education. However, within counseling-related fields, the body of literature on SFCPs remains limited. Key questions remain about the scope of research conducted on these partnerships, the methodologies employed, the populations and focus areas addressed, and, importantly, the strategies implemented to support student outcomes. As such, there is a need for further exploration of effective, evidence-based strategies that can strengthen SFCPs and enhance their impact on student success.

Given the complex nature of educational inequalities and the critical role school counselors play in addressing these disparities, there is a need to delve into how SFCPs have been studied, particularly within counseling journals. This exploration can shed light on how these partnerships are being utilized, the challenges and successes encountered, and the potential directions for future research and practice. By examining the current landscape of SFCP literature, we can better understand how these partnerships function as a strategy for promoting equity and supporting diverse student populations.

Literature Review

School-family-community partnerships (SFCPs), which includes parental involvement, has been studied for decades (Mu et al., 2023). It tremendously impacts student achievement, including academic, personal/social, and career development (Hill & Craft, 2003; Lee & Bowen, 2006; Smith et al., 2020; Wilder, 2013). Parental involvement is an effective strategy to ensure students' success, including academic achievement and social competence (Hill & Craft, 2003). Parental involvement can also increase social capital and networks, which can be used to leverage resources to help students be successful (Hill & Taylor, 2004; Lee & Bowen, 2006). A meta-synthesis of nine meta-

analyses has examined the effects of parental involvement on students' academic achievement (Wilder, 2013). The generalizable findings across the studies were also examined (Wilder, 2013). The findings revealed a positive relationship between parental involvement and academic achievement, regardless of the definition of parental involvement or measure of achievement. This positive relationship between parental involvement and academic achievement is consistent across grade levels and ethnic groups (Wilder, 2013).

In addition to the abundance of research on parental involvement and SFCPs, family factors (e.g., family support and parental involvement) are also considered as developmental assets that can be helpful for young people's academic, personal/social, and career development and success (Search Institute, n.d.). Developmental assets are 40 research-based positive experiences and qualities that have been shown to positively affect young students' development. Developmental assets include external assets (e.g., family support, parent involvement in schooling, family boundaries, and creative activities) and internal assets (achievement motivation, bonding to school, planning, and decision-making; Search Institute, n.d.). In addition to developmental assets research emphasizing family factors, the American School Counselor Association (ASCA, 2022) has developed a position statement to emphasize the importance of SFCPs and discuss the role of school counselors. School counselors have been called to create, lead, and facilitate SFCPs and all collaborative relationships. The tremendous positive impacts of SFCPs have also been discussed in other scholarship in school leadership (Auerbach, 2010; Epstein et al., 2011), education (LaRocque et al., 2011), and psychology (Power et al., 2012).

Although the concepts of school-family-community partnerships (SFCPs) and parental involvement—often regarded as a foundational element of SFCPs—have garnered attention across many disciplines, the extensive research on parental involvement, distinct from comprehensive SFCPs, makes it challenging for school counselors to identify best practices for effectively partnering

with families and communities. Understanding how parental involvement specifically supports broader SFCP goals would help counselors identify effective strategies. This research paper systematically evaluated school-family-community partnership articles within the counseling field. By narrowing our scope to counseling journals, we aim to identify strategies and ideas that are most relevant and actionable for school counselors, offering targeted insights that can guide practice and inform future research within the counseling profession.

Purposes of the Study

The purpose of this investigation was to examine the studies on school-family-community partnerships (SFCPs) in counseling-related journals from 2010 to 2024. In this content analysis study, we included parental involvement as part of the search since parental involvement is an important component of the school-family-community partnership (Jeynes, 2011). The following research questions guided this study:

1. How much school-family-community partnership literature has been published in counseling journals in 2010-2024?

2. What methodological orientations have been utilized in studying the school-family-community partnership in 2010-2024?

3. What were the foci of the journal articles (i.e., specific populations, focused areas, approaches/interventions, and geographic locations) regarding school-family-community partnership in 2010-2024?

4. What were the specific strategies for improving school-family-community partnerships in the literature from 2010 to 2024?

Method

Research Team

Our research team includes two educators: a counselor educator from a Council for Accreditation of Counseling and Related Educational Programs (CACREP)-accredited counseling program and an educator in Health Promotion Sciences. We both identify school counseling as one of our specialty areas, are familiar with the contemporary literature on school-family partnership, and have experience teaching school counseling-related courses. At the onset of launching this study, we discussed the assumptions and biases we had about school-family partnership. Specifically, we deemed the collaboration of school and family to be integral to students' academic, career, and social/emotional development, but found a paucity of relevant literature in counseling journals. Of the journal articles we read concerning school-family partnerships, we sensed a lack of empirical studies, with most being conceptual in nature. To reflect the true representation of literature and bracket our assumptions and biases, we maintained ongoing conversations about whether and how any identified publication patterns may be consistent with or stand in contrast to our original thoughts. In addition, we independently screened the articles to be included and then independently coded all of them to triangulate our findings.

Procedures

Inclusion Criteria

Given the focus of the present study on school-family partnership in counseling journals, we independently reviewed a total of 25 journals, including (a) two school counseling journals: the *Professional School Counseling* (PSC)—the flagship journal of ASCA, and the *Journal of School Counseling* (JSC); (b) the American Counseling Association (ACA) journals and member divisions journals ($n =$ 21); and (c) *The Professional Counselor* (TPC)—the official journal of the National Board for Certified Counselors (NBCC) and the *Journal of Counselor Leadership and Advocacy* (JCLA)—the official

publication of Chi Sigma Iota (CSI). Since this content analysis targeted publications in counseling journals, articles published by counseling professionals in non-counseling journals were not included.

For each journal, we used the following key terms to search in the article abstract: *family (parent*)-school-community (school-family) partnership*, *family (parent*)-school (school-family) collaboration*, *home-school partnership*, and *parental involvement.* The specific inclusion criteria included: (a) the article was published in one of the identified journals; (b) the article was published between January 2010 and October 2024; and (c) the purpose of the article was to address school-family partnership or collaboration. We focused on both "partnership" and "collaboration" because both terms are relevant. According to Bryan and Henry (2012), the definition of a school-family partnership is "collaborative initiatives and relationship among school personnel, family members…Partners collaborate in planning, coordinating, and implementing programs and activities at home, at school…that build strengths and resilience in children to enhance their academic, personal, social, and college-career outcomes" (pp.408-409). The decision to review articles starting from 2010 to 2024 was based on the researchers' intent to capture more contemporary trends and practices, reflecting shifts in educational policies and the growing emphasis on school-family-community partnerships in the past decade. Since examining and analyzing school-family partnership topics is also a new research area, researchers determined that it would be helpful to look at counseling-related journals first before including other disciplines. After independently screening articles within the 25 journals, we compared the discrepancies in the identified articles, facilitated ongoing discussions regarding the inclusion criteria, and eventually agreed upon 55 articles to be included for the content analysis.

Coding Protocol

After reviewing the 55 articles for the first round, we independently developed broad categories and operational definitions for the codebook through emergent coding (Stemler, 2000). Next, we discussed these categories and then decided on a tentative codebook with seven dimensions: methodology (conceptual, quantitative, qualitative, mixed methods, and other); focus on a specific population (immigrants, minority-racial, minority-SES, minority-sexual orientation, minority-disability, minority-language, military family, other, and not specify); approach or intervention (intervention, theory/model/framework); focused area (academic, career/college, bullying, other, and not specify); location (general location, rural, urban, and other); and strategies for improving SFCPs.

Inter-coder Reliability

In order to consolidate our tentative codebook, coding the first 47 articles involved two stages. First, we used the tentative codebook to code 10 randomly selected articles. We then had extensive discussions concerning coding discrepancies, which helped further refine our codebook by adding more operational definitions and examples. Second, we independently coded the rest of the 37 articles by using the updated, consolidated codebook. We first used the traditional method to calculate our agreement rate, which involved adding up the number of cases that were coded the same way by both of us and then dividing by the total number of cases (Stemler, 2000). And these agreement rates were $r_1 = .8298$, $r_2 = .6809$, $r_3 = .9362$, $r_4 = .8085$, and $r_5 = .8511$ for methodology, focused or specific population, approach or intervention, focused area, and location, respectively. However, this agreement rate does not take out the percentage of agreement between coders that occurs simply based on chance (Cohen, 1960). Thus, we used Cohen's Kappa (Cohen, 1960) to report our inter-coder reliability instead as the proportion of agreement between coders after accounting for chance. Accordingly, our inter-coder reliabilities based on kappa statistics were $\varkappa_1$

$=.7125$, $\kappa_2 = .5588$, $\kappa_3 = .8821$, $\kappa_4 = .5607$, and $\kappa_5 = .5699$ for methodology, focused or specific

population, approach or intervention, focused area, and location respectively. According to Landis

and Koch's (1977) benchmarks for interpreting kappa, a kappa statistic between .81-1.00 suggested

an "Almost Perfect" agreement, a kappa statistic between .61 and .80 indicated a "Substantial"

agreement, and a kappa statistic between .41-.60 signified a "Moderate" agreement. As such, our

inter-coder reliability was "Almost Perfect" for approach or intervention, "Substantial" for

methodology, and "Moderate" for the remaining dimensions. The coding of articles from 2020 to

2024, including the coding for the "strategies" section, was conducted solely by the first author, with

no second reviewer involved, to establish inter-coder reliability. The coding process involved

categorizing the articles based on predefined criteria and themes related to school-family-community

partnerships. While this approach allowed for a focused analysis, it is essential to acknowledge that

the absence of a second coder may introduce potential bias and affect the reliability of the findings.

Future research would benefit from including a second coder to enhance inter-coder reliability and

validate the coding process. Despite this limitation, the results presented here provide valuable

insights into the topic.

Results

The following results are based on a review of all the ACA journals and member divisions

journals, PSC, JSC, TPC, and JCLA published between 2010-2024. The researchers focused on the

recent decade to analyze the trend in partnership studies.

Published Literature on School-Family-Community Partnership

After searching and screening through 25 counseling journals, the authors identified 55

articles (see Table 1). Almost half of the articles concerning SFCPs were published in the *Professional

School Counseling* journal ($n = 26$; 47.27 %). The second leading journal publishing SFCPs-related

articles was the *Journal of School Counseling* ($n = 10$; 18.18 %). *The Family Journal* ranked third, with a

total of eight articles (14.55%). This was followed by The *Journal for Social Action in Counseling &*

Psychology (JSACP), which published three papers (5.45%). The *Journal of Counseling and Development*

(JCD) and *Journal for Specialists in Group Work* each contributed two articles (3.64%). The remaining

7.28% of articles were covered by the *Journal of LGBT Issues in Counseling* ($n = 1$, 1.82%), *Journal of*

Multicultural Counseling and Development (JMCD; $n = 1$, 1.82%), *Journal of Counselor Leadership and*

Advocacy (JCLA; $n = 1$, 1.82%), and *Journal of Child and Adolescent Counseling* ($n = 1$, 1.82%).

Table 1
Counseling Journals for School-Family-Community Partnership, 2010-2024

Journal Name	n	%
Professional School Counseling (PSC)	26	47.27
Journal of School Counseling (JSC)	10	18.18
The Family Journal (TFJ)	8	14.55
Journal for Social Action in Counseling & Psychology (JSACP)	3	5.45
Journal of Counseling and Development (JCD)	2	3.64
Journal for Specialists in Group Work	2	3.64
Journal of LGBT Issues in Counseling	1	1.82
Journal of Multicultural Counseling and Development (JMCD)	1	1.82
Journal of Counselor Leadership and Advocacy (JCLA)	1	1.82
Journal of Child and Adolescent Counseling	1	1.82

Note. A total of 25 counseling journals were included for articles search. Only journals with at least one identified article were listed above.

Methodological Orientations

Of the 55 articles on SFCPs, more than half of the articles were conceptual ($n = 30$, 54.54%;

see Table 2). The numbers of qualitative and quantitative articles were 10 and 13, respectively.

Articles with a qualitative inquiry ($n = 10$, 18.18%) employed various methods, including

transnational ethnography, case study, grounded theory, multiple case study design, and community

dialogues. Regarding quantitative studies, thirteen articles (23.64%) adopted quantitative

methodology, including survey study and the studies analyzing national data. In addition to

conceptual and empirical studies, two articles were categorized as "other," accounting for 3.64% of

the total articles. These two articles were action research (Betters-Bubon & Schultz, 2017) and

program evaluation (Arriero & Griffin, 2018).

Table 2
Methodology for the Articles on School-Family-Community Partnership, 2010-2024

Types	*n*	%
Methodology		
Conceptual	30	54.54
Quantitative	13	23.64
Qualitative	10	18.18
Other	2	3.64

Type of Articles

Population

In this content analysis study, the authors examined several areas regarding types of articles,

including population, focused area, the primary approach, and location (see Table 3).

Regarding population, the researchers examined the type of population that the article focused on.

What was the main population that would benefit from SFCPs? Of the 55 articles, 26 (47.27%) did

not mention a specific population when discussing partnership. Ten articles (18.18%) focused on

racial minorities, including students who were African American, Latino, from marginalized

populations, and people of color. Four articles (7.27%) were concerned with socioeconomic status,

with a focus on low-income families. Two articles (3.64%) focused on sexual minorities (e.g.,

LGBTQ students and their families). Three articles (5.45%) discussed immigrants and their families

(e.g., Latino immigrants' families) and two articles (3.64%) specifically discussed military families. A

total of eight articles (14.55%) were categorized as "other" since these articles mentioned more than

one identity (e.g., low-income and racially/ethnically diverse students and families).

Table 3
Article Types on School-Family Partnership, 2010-2024

Types	n	%
Population		
Racial minority	10	18.18
SES minority	4	7.27
Sexual minority	2	3.64
Immigrants	3	5.45
Military family	2	3.64
Other	8	14.55
Not specified	26	47.27
Focused Area		
Academic	8	14.55
Bullying	4	7.27
Career/College	5	9.09
Other	32	58.18
Not specified	6	10.91
Approach		
Intervention	7	12.73
Theory/Model/Framework	30	54.55
Other	18	32.73
Location		
Urban	9	16.36
Rural	3	5.45
Other	4	7.27
General location	39	70.91

Focused Area

For focused areas, the researchers were able to identify a total of five categories, including academic, career/college readiness, bullying, other, and not specified. Of the 55 articles, eight articles (14.55 %) addressed academic performance, discussing how partnerships can benefit students' academic performance. The career/college readiness category included five articles (9.09%), while the bullying category had four articles (7.27%). More than half of the articles ($n = 32$, 58.18%) were categorized as "other." In this category, articles mentioning more than one domain would be included in the "other" category. Some domains that were only been mentioned once were also included in the "other" category, such as behavioral aggression, attention problems, and quality

of life. Six articles (10.91%) did not mention any specific domains that would benefit through

SFCPs.

Approach

Of the 55 articles, more than half ($n = 30$, 54.55%; see Table 3) discussed partnership-related

theories, models, or frameworks. Seven articles (12.73%) focused on interventions. These

interventions concerned forming partnerships and involved conversations with all the stakeholders,

and include Teaching and Reaching Every Area (TAREA), which is designed to enhance Latino

student achievement (Betters-Bubon & Schultz, 2017); a family discussion group program aimed at

supporting families of young children exhibiting disruptive behaviors (Amatea et al., 2010);

community dialogues to foster collaboration (Cook et al., 2017); a faith-based school-family-

community partnership program (Henry et al., 2017); Eagle Parent University, which assists parents

in supporting their children's post-high school endeavors (Gilfillan et al., 2021); the Just Love

partnership program (Henry & Bryan, 2021); and Parent Turn, a program that engages parents in

their children's career decision-making processes (Oomen, 2021).The rest of the articles ($n = 18$,

32.73%) were categorized as "other," which includes survey studies, content analysis, and interview

studies to explore students' perspectives.

Location

One of the areas that the authors were interested in knowing was the type of location each

article focused on. These include urban, rural, general location, and "other." The "other" category

indicated that the article mentioned more than one location (e.g., urban, suburban, and rural). Of the

55 articles, nine articles (16.36%; see Table 3) focused on urban areas while three articles (5.45%)

focused on rural areas. Another four articles (7.27%) mentioned more than one location, so they

were categorized as "other." More than half of the articles ($n = 39$, 70.91 %) did not mention

specific locations while addressing school-family-community partnership issues.

Strategies

The strategies identified in the literature encompass diverse practices that fall into four core categories—Inclusivity**,** Leadership and Empowerment**,** Equity-Focused**,** and Consistent Communication—each representing effective behaviors essential for building SFCPs (see Table 4). Of the 55 articles analyzed, Leadership and Empowerment strategies were the most prevalent, discussed in 43.64% (*n* = 24) of articles. These strategies highlight the role of school counselors as facilitators who mobilize resources, actively engage families, and empower parents to take on leadership roles within school partnerships. Examples include structured programs like the Empowered Youth Programs (Bailey & Bradbury-Bailey, 2010), which empower African American parents to actively participate in their children's educational journeys.

Inclusivity strategies were addressed in 25.45% (*n* = 14) of the articles. These approaches emphasize shifting perspectives, particularly by addressing school personnel's attitudes toward parent involvement, to foster environments that value diverse family structures and cultural backgrounds as essential to students' development. Meanwhile, Equity-Focused strategies, discussed in 16.36% (*n* = 9) of the articles, aim to meet the unique needs of marginalized groups, such as African American or Hispanic families, by eliminating barriers to resources and promoting equal access to educational opportunities. These practices ensure that partnerships are responsive to systemic inequities and include underrepresented populations.

Table 4
Strategies for Improving School-Family-Community Partnership, 2010-2024

Types	*n*	%
Strategies for Improving Partnership		
Leadership & Empowerment	24	43.64
Inclusivity	14	25.45
Equity-Focused	9	16.36
Consistent Communication	8	14.55

Finally, Consistent Communication practices were discussed in 14.55% ($n = 8$) of the articles. These practices include establishing reliable and accessible channels for ongoing updates and dialogue between families and schools. This approach keeps families informed and actively involved in the school community, regardless of their background. In this study, we analyzed SFCPs strategies using these four lenses, identifying specific, actionable behaviors that counselors can adopt to strengthen partnerships with families. Additional detailed strategies and examples can be found in Appendix A, offering a practical guide for implementing these practices across diverse school contexts.

Discussion

This content analysis revealed several trends. First, the majority of the articles were conceptual works. Although some articles used qualitative and quantitative research designs, many focused on subjective perspectives (e.g., school counselors', students' and parents' perspectives on partnership-related issues). With an emphasized trend of evidence-based practices in school counseling, the need for evidence-based practices or best practices of partnership is growing. Evidence-based practice is defined as strategies, interventions, and working methods that have research evidence of efficacy (National Center for Education Evaluation and Regional Assistance, 2003). School counselors have an ethical obligation to use evidence-based practices to ensure students' positive outcomes (Barrio Minton et al., 2014; Patel et al., 2013). In general, evidence-based practice involves a three steps process, including using and examining data to identify needs, determining interventions or practices that are supported by the research to address the needs previously identified, and lastly, evaluating whether or not the implemented interventions or practices were effective (Dimmitt et al., 2007). With evidence-based practices, school counselors will know what to prioritize—promote what really works and identify strategies to support students and their families. In addition, by having a best practice for SFCPs, school counselors can provide

enriched opportunities, support, and resources so that students can increase their resilience and overcome adversity (Bryan et al., 2020). However, with the results of the current content analysis, the researchers have found that evidence-based practices and best practices are needed for addressing partnership-related issues. Without evidence-based practices, school counselors are left with limited directions on how to enhance or initiate school-family partnerships.

Second, the majority of the articles did not have specific foci (e.g., ethnic groups, geographic locations) when discussing partnership. About 18.18% of the articles have a specific focus on racial minorities, mostly either Latino or African American. Some articles mentioned minority and marginalized families, but did not specify the demographic background of the minority and/or marginalized families. It is essential to acknowledge the differences among minorities, especially in partnership and parental involvement (Fan et al., 2011; Sy & Schulenberg, 2005). Fan et al. (2011) have pointed out the differential effects of parental involvement across ethnic groups. They have found that parental advising and parent-school communication positively correlated with Hispanic students' intrinsic motivation toward English and academic self-efficacy in English, but had a negative correlation with Asian American students' mathematics intrinsic motivation and mathematic self-efficacy (Fan et al., 2011).

In addition to ethnic groups, geographic differences can also impact partnership-related issues. This content analysis revealed that almost 70% of the included articles did not address geographical differences while discussing partnership issues, and only three articles focused on rural areas. Rural areas have shown unique conditions that influence the availability and delivery of coordinated family-school services (Semke & Sheridan, 2011). The services for families in rural areas also tend to be unavailable, inaccessible, or unacceptable (DeLeon et al., 2003). Therefore, exploring ways to build partnerships and enhance parental involvement in rural areas effectively are needed.

Lastly, the findings from this analysis offer a comprehensive framework that delineates the roles and responsibilities of school counselors within SFCPs, aligning with the ASCA National Model's core competencies of leadership, advocacy, collaboration, and systemic change (ASCA, 2019). The four identified strategies—Inclusivity, Leadership and Empowerment, Equity-Focused, and Consistent Communication—not only represent effective practices but also outline a guiding approach for school counselors seeking to foster strong, collaborative partnerships with families. The Leadership and Empowerment strategies, which emerged as the most commonly discussed, underscore the counselor's role as a proactive facilitator who engages and mobilizes families. By guiding structured initiatives like community partnership programs, counselors actively empower parents to become leaders in supporting student success (Kim et al., 2017). This highlights a shift in school counseling from mere support roles to leadership positions where counselors advocate for and shape effective school-family engagement.

Inclusivity strategies further define the counselor's role in cultivating an environment that values all family backgrounds, encouraging school personnel to view parents as partners and cultural resources. This role is crucial, as school counselors are often best positioned to advocate for inclusive policies recognizing and respecting diversity (Reese, 2021), strengthening trust and involvement among families who might otherwise feel marginalized.

Equity-focused strategies provide school counselors with a framework to address the systemic barriers disproportionately affecting marginalized families. This aligned well with the literature that school counselors are uniquely positioned to promote resilience through equity-focused SFCPs (Bryan et al., 2020). By promoting equitable access to resources and opportunities, counselors are positioned as advocates for social justice within their schools (Shell, 2021). This role requires counselors to actively identify and dismantle inequities, ensuring that all families, regardless of background, can fully participate in their child's educational journey.

Finally, Consistent Communication underscores counselors' need to maintain an open and ongoing dialogue with families. This communication keeps families informed and builds sustained engagement, reinforcing the counselor's role as a bridge between the school and home environments (Cronin et al., 2018). Reliable communication channels ensure that families feel connected to the school, fostering long-term partnerships.

These findings highlight that school counselors have a multidimensional role in enhancing SFCPs, one that extends beyond traditional counseling practices to include leadership, advocacy, and systemic change. These strategies provide school counselors with a structured yet adaptable approach, encouraging them to leverage their unique skills and positions within the school system to foster relationships that promote student resilience, family empowerment, and educational equity.

Future Research

Based on the results of this content analysis, the researchers suggest several directions for future research. First, future research should focus on evidence-based practices in partnership. One can apply quantitative and qualitative research designs to examine the effectiveness of partnership practices. Second, exploring ethnic groups' perspectives and experiences on partnership will provide valuable information to school counselors who are working with diverse populations. Since the majority of the articles that discussed minorities focused on Latino and African Americans, an exploration of Asian Americans (Eastern culture) or other minorities will also be important. In addition to ethnic groups, we encourage researchers to examine the effective partnership practices in rural areas since rural areas have unique conditions that might influence SFCPs. Finally, future research could build on the strategies framework identified in this study by empirically testing the effectiveness of using the strategies of inclusivity, leadership and empowerment, equity-focused, and consistent communication across various school settings. This approach would further clarify how counselors can optimally establish, strengthen, and sustain these partnerships.

Limitations

This study is not exempted from limitations. First, we limited our articles search within school counseling journals, ACA journals and member divisions journals, TPC, and JCLA. Many journals outside the counseling field have articles exploring SFCPs (e.g., *School Psychology Quarterly, School Psychology Review, Journal of Teacher Education*). Although these journals did not address SFCPs from the school counseling perspective, they might also provide valuable knowledge regarding partnership and can have implications for the school counseling field. Also, we limited our search to the last 14 years (2010-2024) due to the researchers' specific interest. With this limited time frame, we might not be able to see the whole picture of the partnership research in the counseling journals.

Implications

School-family-community partnerships are central to school counselors' roles (ASCA, 2022). This content analysis suggests two primary implications: (1) a need for collaboration between school counselors and counselor educators to establish evidence-based partnership practices, and (2) a focus on enhancing self-efficacy and cultural competence in counselor training. First, while this study identified diverse partnership strategies, the results showed that 54.54% of articles were conceptual, highlighting a lack of empirical testing for practices like Inclusion, Leadership and empowerment, Equity-Focused, and Consistent Communication. School counselor educators should partner with practitioners to validate these strategies, providing data-driven guidance on effective partnership-building (Griffith & Greenspan, 2017).

Second, with only 18.18% of articles focusing on racial minorities and 5.45% on rural areas, the results reveal limited attention to diverse populations and settings. Expanding research to underrepresented groups, such as Asian American families and rural communities, would inform culturally responsive and geographically relevant partnership practices. Incorporating leadership and empowerment training activities into counselor education could also boost counselors' confidence

and skills in engaging diverse families. Finally, the theme of consistent communication appeared in only 14.55% of articles, underscoring an overlooked area. Training programs should emphasize communication skills, equipping counselors to establish ongoing, accessible channels that support family involvement. These implications directly address observed gaps in research focus and practical training needs, highlighting opportunities to better equip counselors for inclusive, effective school-family-community partnerships.

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Appendix A: Strategies for improving school-family partnership

Journal	
PSC	**Bryan, J. A., & Griffin, D. (2010).** Facilitate a collaborative school climate; influence principal expectations; respond to time constraints; build role perceptions and self-efficacy through partnership-related training.
	Bailey & Bradbury-Bailey, (2010). Utilize Empowered Youth Program (African American Adolescent).
	Dotson-Blake, K. P. (2010). Encourage parents to serve as active leaders; develop partnerships with the conscious awareness that nontraditional methods of engagement can increase community and family investment in the school and improve the academic achievement of students; plan partnership activities that meet identified community needs with infused curricula and academic focus.
	Epstein, J. L., & Van Voorhis, F. L. (2010). Utilize National Network of Partnership Schools activities.
	Griffin, D., & Farris, A. (2010). Utilize Community Asset Mapping.
	Griffin, D., & Steen, S. (2010). Frequent communication through Family Resource Center; school district–wide initiative for parental volunteering; guidance interventions (e.g., classroom guidance, group work, and school-wide programs) with parents; action team or advisory council that can include parents.
	Holcomb-McCoy, (2010). Build a personal and cultural connection between the school and parents; put parents at ease in the school environment; make parents feel welcomed and wanted.
	Moore-Thomas & Day-Vines, (2010). Utilize African American Communities Partnership Programs/Strategies: Harlem Children's Zone, An Achievable Dream, Black Achiever Program, Year Up, Youth Together.
	Steen & Noguera, (2010). System-wide changes: early childhood and preschool programs, after-school and summer enrichment programs, parent education programs, and school-based or school-linked health services. School counselor: (a) engage families and community members in their children's education, (b) partner to provide high-quality P-12 enrichment and out-of-school programs, and (c)collaborate to connect children to health services.
	Suárez-Orozco, C. et al. (2010). Reach out and involve immigrant families in school affairs; communication from the school will ideally be initiated by positive circumstances; parent-focused services; culturally sensitive forms of communication; collaborate with parents; connect families to other resources.
	Walker, J. M. et al. (2010). Address attitudes of school personnel toward parents and parent involvement; develop a welcoming staff; increase personnel's socio-cultural awareness and sensitivity; foster sensitivity to nontraditional caregivers; help teachers learn about their students through contact with families; assign interactive homework; use homework to increase effective forms of parent involvement and classroom instruction; communicate the importance of parent involvement; prepare parents to perceive and respond appropriately to teacher invitations to involvement; facilitate parent-teacher-administrator dialogues; make parents feel important and comfortable in the school; use parents as educators in the school; offer parents resources and ideas to enhance their parenting skills; invite new parents to visit the school; organize student-family activities; address barriers to parent attendance; create school-family-community linkages
	Bower, H. A., & Griffin, D. (2011). Utilize weekly reports, frequent phone call, multiple home learning activities, individual conference with parents

Gonzalez, L. M. et al. (2013). Invite individual Latino parents or small groups to meet with them; build Latino parent advisory council; invite immigrant families to Latino Family Night at the beginning of the school year.
Cole, R. F. (2016). Build rapport with students and utilizing culturally competent counseling techniques in their trustworthy relationships with students; actively engage in outreach to the veteran parent, offer encouragement and support for their involvement in the child's schooling; provide parent training for veterans, equip them with the skills to create a healthy family atmosphere in the midst of the current stressful time of transition; connect veteran families with resources related to a family's emotional wellbeing, such as the Veterans' Families United Foundation, Veterans Crisis Line, and the National Resource Directory; engage in community-wide educational programs to support and advocate for veteran family support.
Betters-Bubon, J. J., & Schultz, J. W. (2017). Utilize Teaching and Reaching Every Area (TAREA): Replace judgment with wonder; consider your commitment; engage in collaboration; utilize reciprocal communication; get involved.
Bryan, J. A. et al. (2017). Develop a systemic collaboration mindset and adopt a collaborative approach to run school counseling programs; build self-efficacy related specifically to developing partnerships; encourage and advocate for a collaborative school climate and principal expectations that are conducive to engagement in partnerships.
Kim, J. et al. (2017). Engage parents in consciousness-raising; facilitate parents' competence and skill development; connect parents to their communities through parent and social networks; facilitate parents as leaders through organizing groups in the school and in the community.
Arriero, E., & Griffin, D. (2018). Utilize Community Asset Mapping.
Harris, P. N. et al. (2018). Enhance self-efficacy regarding partnership via trainings; develop multicultural knowledge; expose to cultural immersion experiences; attend multicultural-related conferences and workshops to facilitate more partnerships with families of color.
Banks, C. S. et al (2020). Involve parents in school anti-bullying interventions; encourage meaningful engagement between parents and school staff on the development of academic programs.
Bryan, J. et al. (2020). Promote training related to school–family–community partnerships based on equity principles; recognize the equity issues and power differentials that exist in school–family–community partnerships; attend workshops and professional development geared toward creating school–family– community partnerships to learn strategies for developing equity-focused partnerships in urban communities; work with school staff and PLTs to decrease school barriers that impact parent and family involvement in urban areas.
Gilfillan et al. (2021). Use the Eagle Parent University (EPU) program focuses on equipping parents with skills and knowledge about college planning, financial aid, and application processes.
Griffin et al. (2021). Use an equity-focused partnership process model to address systemic barriers and racism affecting Black male students, create strength-based environments, and encourage gathering data on educational disparities and progress to adjust programs to serve Black students better.
Henry & Bryan (2021). Use a strengths-based approach to create "asset-rich" environments that support student resilience and involve families.

	Su et al. (2021). Collaborate and build relationships with families to effectively address cyberbullying, provide guidance to both students and parents on responsible internet use and the permanence of online actions; underscores the importance of consistent outreach to parents, sharing information about the school's cyberbullying policies, and providing resources that inform parents about digital safety and monitoring strategies.
	Warren & Locklear (2021). Build trust and relationships; engage in community-building efforts; create culturally responsive spaces; facilitate parental involvement through consultations, helping parents understand the role of parental involvement in academic success and guiding parents to maintain realistic and supportive expectations; collaborate with teachers and staff to promote cultural sensitivity and understanding of American Indian students' unique challenges.
JSC	**Amatea, E. S. et al. (2010).** Adopt a less blaming, more collaborative approach to consulting with parents; build rapport with the parents.
	Grothaus, T., & Cole, R. (2010). Examine school personnel biases about low income families and challenge colleagues to change their views and practices; hold professional development seminars on equity and equality, and provide teachers, administrators, staff members and families with communication and advocacy techniques; encourage parents and guardians to become leaders in the school and community and to take on an active role in their children's education.
	Gibbons, M. M. et al. (2010). Shared power, mutual agreement, and the focus on others.
	Lamanna, J. et al. (2010). Align home and school anti-bullying efforts by engaging parents through a series of sessions focused on understanding, discussing, and reinforcing anti-bullying messages and strategies
	Cole, R. F. (2012). Build relationship, empower families through education, offer spousal support, connect to community resources.
	Kolbert, J. B. et al. (2014). Use Epstein's Parent Involvement Model as a framework for engaging parents in anti-bullying initiatives
	Joe, J. R., & Harris, P. N. (2016). Counselor educators consider the value of exploring family lifespan development with students, and promote an awareness of the family system, integrating family counseling into the program.
	McCarthy, S., & Watson, D. (2018). Provide a new typology for school counselors to structure their roles in partnership.
	Cronin, S. et al. (2018). Use technology as a tool to enhance school-family-community partnerships, offering specific methods like text messaging, Google Sites, and apps to maintain regular communication and engagement with parents.
	Beck, M. J., & Wikoff, H. D. (2019). Be mindful of the cultural norms; become familiar with and expand knowledge of the LGBT community; challenge own understanding of family structures; help community leaders develop a diverse panel of stakeholders; invite LGBT families and school leaders to participate and help foster dialogue about ways to provide inclusive community resources; support the visibility of LGBT families through community gatherings; organize a diverse book club and engage community members in thought-provoking dialogue on ways to increase partnerships with LGBT families; work with other helping professionals increase knowledge and awareness of ways to address the specific needs of LGBT families.
TFJ	**Paylo, M. J. (2011).** Promote family systems training in school counseling curriculum.
	Stinchfield, T. A., & Zyromski, B. (2010). Utilize multidisciplinary approach.
	Ziomek-Daigle, J. (2010). Utilize "graduation team".

	Amatea, E. S. et al. (2013). Cultivate positive dispositions toward families, model inclusive communication, integrate practical learning experiences with future teachers, develop skills for collaborative problem solving, build cultural competence and awareness of family diversity.
	Ziomek-Daigle, J., & Cavin, J. (2015). Use Positive Behavior Support (PBS) frameworks to improve partnerships: train and consult for parents and teachers, use Functional Behavioral Assessment (FBA), use collaborative goal-setting, data collection and progress monitoring, and use consistent behavioral strategies across settings.
	Messina, K. C. et al. (2015). Use a solution-focused approach of exception-seeking to find competencies within family and student and use solution-focused approach to keep conversations positive.
	Rayburn, A. D. et al. (2016). The importance of flexibility, listening, and responding to all participants' concerns assisted them in reducing sources of anxiety in their family system and in the larger system of interconnectedness with the school system.
	Martin, D. M. (2017). Utilize a family systems perspective.
JCD	**Bryan, J., & Henry, L. (2012).** Incorporate democratic collaboration, empowerment, social justice, and a strength focus; require school counselors to have a strong sense of self-efficacy, and understand and embrace their professional roles and identity as leader and collaborator in the school.
	Williams, J. M., & Bryan, J. (2013). Help families strengthen student achievement; help school personnel to redefine their vision of family involvement, identify diverse forms of involvement, and provide different outlets for family participation; providing parent information and opportunities for building family networks; facilitate supportive school-based relationships and culturally relevant caring in schools; and promote strengths-focused school–family–community partnerships.
JLIC	**Beck, M. J. et al. (2018).** Utilize interdisciplinary collaboration.
JMCD	**Henry, L. M. et al. (2017).** Respect parents' cultures and religions; monitor parents' wishes concerning their children's involvement in the partnership program; school counselors are encouraged to partner with a diversity of other community stakeholders in order to provide multiple programs and opportunities for students.
JSACP	**Griffin, D., & Stern, S. (2011).** Utilize multicultural-social justice approach.
	Mellin, E. A. et al. (2015). Use social capital theory to guide practice related to collaboration among schools, families, and communities.
	Cook, A. L. et al. (2017). Use open communication (two-way conversation)-community dialogues.
JCLA	**Kim, J. et al. (2017).** Implement programs that target and encourage parents' postsecondary expectations, STEM engagement, and participation in schools; develop strategies focused on the importance of parents' expectations for college early; developing a partnership leadership team and working with the team to involve parents in the school in activities that focus on academic achievement and college knowledge; reach out to and find ways to engage those parents from low-income backgrounds; create welcoming school climates for parents in the school; develop systemic collaboration leadership strategies to connect with families.
JSGW	**Nelson et al. (2020).** Empower students through community support; highlight a leadership approach that values shared responsibility and empowerment within the community; focus on resilience and academic motivation.

	Oomen (2021). Use an intervention called "Parents Turn" to involve parents and their children in career development activities; use group-based, interactive activities that allow parents and children to learn together; incorporate resources from the broader school community to provide diverse perspectives on career paths and promote a supportive network for families.
JCAC	**Tuttle et al. (2022).** Use Relational Cultural Theory to form trust-based relationships with Latinx parents; encourage mutual empathy and empowerment to create inclusive partnership; conduct ongoing needs assessments and regular feedback from Latinx families.

Note: PSC = Professional School Counseling; JSC = Journal of School Counseling; TFJ = The Family Journal; JCD = Journal of Counseling and Development; JLIC = Journal of LGBT Issues in Counseling; JMCD = Journal of Multicultural Counseling and Development; JSACP = Journal for Social Action in Counseling & Psychology; JCLA = Journal of Counselor Leadership and Advocacy; JSGW = Journal for Specialists in Group Work; JCAC = Journal of Child and Adolescent Counseling