

type 2

Communicating to improve partnerships for student success



NATIONAL NETWORK OF
Partnership Schools
JOHNS HOPKINS UNIVERSITY

Please make copies of Type 2 for all members of your Action Team, Leadership Team, Improvement Team, and other interested partners!

Spring, 2002 No. 12

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NNPS Will Waive Annual Renewal Fees for Members Who Return UPDATE

UPDATE is the one communication that all members are expected to return to NNPS each year. The short survey asks members to update names and addresses of Key Contacts, report progress, and identify challenges. UPDATE also serves as an evaluation tool to help members review their own work, reflect on changes needed, and write their new One-Year Action Plans for the next school year.

Of course, it is important for NNPS to have up-to-date records so that mail and e-mail are sent to the correct Key Contacts. It also is essential for this research-based, knowledge-building network to learn of progress and challenges in order to help members continually improve their programs.

Two changes in UPDATE were instituted in 2002. First, all members—even new members—will be sent an UPDATE survey to provide contact information and program status. Second, NNPS will waive the annual renewal fee of \$100 for schools and \$200 for districts, states, and organizations if UPDATE is returned. Members who do not return UPDATE will be billed for annual renewal fees. By waiving annual fees for returning UPDATE, NNPS reinforces its philosophy that researchers and educators are partners in learning what works in school, family, and community partnerships.

All members who return UPDATE to renew membership will continue to receive *Type 2*, the annual

collection of *Promising Partnership Practices* research opportunities, invitations to workshops, e-briefs and other communications, and unlimited consultation by phone, e-mail, and website throughout the 2002-2003 school year.

2002 UPDATE will be mailed to all Network members in early April and must be returned by June 30. This is an easy way to renew membership in NNPS and to continue to strengthen school, family, and community partnerships in the 2002-2003 school year.

Expanded Fall Conference for New and Experienced Members

Based on members' requests, the National Network of Partnership Schools will include sessions for new and experienced school, district, state, and organization members at the fall Leadership Development Conference. The expanded NNPS meeting is scheduled for October 1 and 2, 2002, in Baltimore.

New members may come to be certified in training school Action Teams for Partnerships. School leaders will learn how to guide their own school's team. District, state, and organization leaders will be shown how to conduct one-day team training workshops to help school teams plan their partnership programs.

The conference will include choices of special topics to help all members advance their skills to strengthen the quality of their partnership programs, and

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Joyce L. Epstein
Director

When Leaders Change: Will Your Partnership Program Continue?

Leaders change. Constantly. Inevitably. Educators are promoted, retire, move, or change positions. Families move and change schools with their children. In the National Network of Partnership Schools, over one-third of key leaders in schools, districts, and states have changed over the past three years. What does this mean for your program of partnerships?

Plan for Change

At the NNPS Leadership Development Workshop last fall, about seventy members discussed how to prepare for change to ensure successful transitions and continuous progress in partnership programs. Members agreed that, in addition to providing information, it is important to capture new leaders' imagination and support for school, family, and community partnerships. The following actions were recommended:

- Prepare a packet—not too overwhelming—with summaries of events and data for the new leader to see how well-planned partnerships increase family and community involvement, and affect student achievement and behavior.
- Have a face-to-face meeting to discuss the strengths and challenges of the program; how good partnerships fit the new leader's goals; and how the new leader may want to strengthen and improve partnerships.
- Arrange for the new leader to meet an Action Team for Partnerships to learn about its work at the school level. Make sure families are represented.
- Show the NNPS video; provide a copy of the *Handbook* and the poster of six types of involvement; and share a sample One-Year Action Plan to orient the new leader to how school teams plan goal-oriented partnerships.
- Continue to share information and ideas about partnerships with the new leader on a regular schedule.
- Provide training on program development each summer or fall to all new

members of school Action Teams for Partnerships and new leaders. Encourage new leaders to attend the NNPS fall or spring Leadership Development Conference to meet other leaders and gain ideas of how partnerships can help meet school, district, or state goals for student success.

NNPS Key Contacts may take new positions. It was strongly recommended at the fall workshop that they organize records, files, materials, publications, and contact information to make it easy for a new Key Contact to take over. This may make the difference between a program that progresses and one that falters or fails.

Welcome Change

Sometimes change is good for partnerships. In the National Network, some school leaders and assistants became directors of district programs, and others were promoted to lead state offices of family and community involvement, thereby helping many schools develop partnership programs. Last year, most of the winners of NNPS Partnership School Awards had welcomed and integrated new principals on their Action Teams for Partnerships and sustained progress on partnerships. Two Partnership District Award winners were improving their programs of partnership with new leaders.

Most leaders change during the summer. Now is a good time for Action Team chairpersons to check if new team members will be needed for the 2002-03 school year. District and state leaders should be alert to new colleagues, principals, supervisors, or superintendents who will need to be oriented about the on-going work on school, family, and community partnerships.

Finally, members recommended giving new leaders the phone number and e-mail and website addresses of the National Network. NNPS is a ready resource to ensure that research-based programs of school, family, and community partnerships progress, even when leaders change.

District Record

Shine a Spotlight on Good Partnership Practices

Recently, a district leader asked “How do I keep my schools’ Action Teams for Partnerships (ATPs) motivated?” One way to inspire ATPs is to encourage widespread sharing of their successful partnership practices. Recognition for a job well done motivates ATP members to keep working together to help students and families. Sharing promising partnership practices also prevents each ATP from “reinventing the wheel.”

Districts Collect Best Practices

For the past several years, leaders in Naperville Community Unit School District 203 in Illinois have helped schools share successful practices within the district and with the National Network of Partnership Schools (NNPS). The district’s Core Leadership Team developed a simple one-page questionnaire to guide schools’ reporting of their best practices. The completed questionnaires were compiled and distributed to all schools for additional ideas to choose for their next One-Year Action Plans.

Buffalo City School District in New York and Winnipeg School Division No. 1 in Canada also produce annual collections of their schools’ best partnership practices to share within the district and with the National Network. NNPS selected several of the most promising practices from Naperville’s, Buffalo’s, and Winnipeg’s 2001 collections to include in *Promising Partnership Practices 2001*, and to post on the Network’s website.

The leadership team in Buffalo honors each school whose practice is selected for the NNPS collection with a framed certificate of congratulations. They also send a “congratulations” card to the person who submitted the best practice.

Mary Ann Bobosky, in Naperville, gathers schools’ best practices as part of the District Parent Involvement End-of-Year Celebration. (See “Fuel Your Mind” in *Promising Partnership Practices 2001* for more information.)

Create Your District’s Collection of Best Practices for 2002

How can your district collect promising partnership practices to recognize your schools’ good work? NNPS created a two-page questionnaire to ease the reporting of best practices this year. All members received a questionnaire, which also is posted on the website at www.partnershipschools.org. Click on “In the “Spotlight.” You can use the NNPS questionnaire or adapt it for your district. Ask schools to select one best practice that they would like to share. Collect the completed questionnaires via mail or e-mail, or at site visits, cluster meetings, or end-of-year celebrations. Organize the practices by the six types of involvement. Compile, print, and distribute the booklets to all of the schools in the district. Be sure to send a copy to NNPS by May 17 for consideration for the Network’s 2002 collection.

As a district leader, you accomplish several goals by collecting best practices from your schools and sharing them with NNPS. Schools’ ATPs receive recognition for their successes. ATPs gain useful ideas that have a track record in other schools. Your district and its schools contribute ideas for school, family, and community partnership practices nationwide. For more information about district collections of best practices, contact Karen Salinas at 410-516-8818 or ksalinas@csos.jhu.edu.

How to Plan a TIPS Homework Program

Many members of NNPS would like to provide students with TIPS interactive homework assignments that guide students to share their work with a family partner. If this is part of your One-Year Action Plan for 2002-2003, it is time to assemble a TIPS Development Committee to work this summer to design or expand your TIPS program.

Start a TIPS program

The size of a TIPS Development Committee depends on the scope of your TIPS program. For each grade level and subject that will use TIPS, identify at least two teachers. The teachers work together to select or design TIPS homework assignments. The main tasks of the TIPS Development Committee are to:

- Review the curriculum objectives for the selected grade level and subject.
- Identify weekly or bi-monthly topics for TIPS interactive assignments.
- Review existing TIPS prototypes available for purchase from NNPS. Many assignments may match the school’s curriculum objectives or require only slight modifications.
- Make a summer work plan to develop a set of TIPS assignments for the 2002-2003 school year. About 35 activities are needed for weekly TIPS homework assignments. With a full set of TIPS activities ready at the beginning of the year, more teachers will be able to use the TIPS process in their classrooms. The *TIPS Manual for Teachers* explains in greater detail how to develop a TIPS interactive homework program and activities.

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Meeting the Challenge

Steven B. Sheldon
Associate Research
Scientist

Use Technology to Increase Communications, But Ensure Equity in Family Involvement

Schools' Action Teams for Partnerships encounter many challenges in communicating with all families; receiving input about school policies from diverse families; and helping families learn about educational activities they can do with their children at home. One resource that many educators are exploring to help meet these challenges is the Internet.

Creating New Opportunities

Internet technology helps schools address several obstacles to communicating with families. *MySchoolOnline.com*, *teacher.scholastic.com*, and *schoolnotes.com* help educators create web pages so that visitors can see school newsletters, lunch menus, and homework assignments, and gain ideas for learning activities to do at home. Parents and schools do not need to depend solely on students to bring home important information if it is also posted on a website. Districts also can develop websites to provide schools' performances on state and standardized tests, school calendars, and other important information.

In addition to facilitating communication, Internet technology also can encourage greater participation by families in school decision-making. Teachers, administrators, the PTA, and other groups can send and receive e-mail. This means that families can ask questions, offer ideas, and vote on school initiatives. E-mail addresses of district administrators and committees can be provided in e-mail messages, allowing families to communicate with district leaders in an efficient, non-threatening way. These opportunities enable more families to voice their opinions without the constraints of time, location, or fear of speaking in a group.

Facing New Challenges

The new opportunities provided by the Internet and computers also raise new challenges for schools' partnership programs. School and district leaders must be

conscientious about maintaining channels of communication with families who *do not* have access to computers, do not have Internet service, or who have limited computer skills. That means that electronic newsletters and e-mail communications cannot be the only way families receive information from the school or are offered opportunities to participate in decisions. Instead, as Tropical Elementary School in Plantation, FL recognized, the new technologies must be used as one additional tool along with existing practices (e.g., phone, print materials, parent representatives) to communicate with all families. Schools and districts also must develop strategies to respond to and incorporate the information from the increasing number of e-mail messages they receive from families.

Schools can help families and the community by opening their computer labs for use after school and in the evening, as Ranch View Elementary School in Naperville, IL did by hosting Open Tech Lab Nights. Prairie Elementary School, also in Naperville, invited the local police department to co-host an Internet Safety Night. The program helped parents learn how to ensure that their children surf the net safely. The school also hosted an evening to teach family members some basic computer and word processing skills.

Computers and Internet technology are rapidly changing our lives in many ways. As part of this evolution, schools are beginning to find new ways to communicate with families. With these changes come new challenges. Many families do not have access to computers or to the Internet. Schools, therefore, cannot abandon or diminish "traditional" ways of connecting with students' families. Moreover, making computers available to family members, and helping them learn how to use computers and the Internet will increase the benefits of this new technology.

Visit the NNPS Bulletin Board at www.partnershipschools.org to Share Questions and Ideas

Bulletin Board

[my profile](#) | [search](#) | [faq](#) | [forum home](#)

Welcome! Select a topic below to join a discussion about school, family, and community partnerships.

Forum



School, Family, and Community Partnerships

Discuss partnership program development, challenges, and promising partnership practices.



TIPS Interactive Homework

Talk about the Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework process that asks students to engage in regular conversations about schoolwork with their parents or other family partners.



District and State Leadership

State and district leaders can use this forum to discuss school, family, and community partnership program issues.



Middle and High Schools

Middle and high schools present unique opportunities for school, family, and community partnership programs. This is a forum to discuss program issues at this level.



Our school came up with a way to communicate with students' families who speak TWELVE different languages. I'll tell you all about it!

Volunteers help our high school in many ways, but some teenagers don't want their parents at school. What can we do?



Visit the National Network of Partnership Schools' Bulletin Board to discuss school, family, and community partnerships. Share ideas and questions with Network members and others who are interested in building excellent partnership programs and practices to reach school goals. Here's how:

- 1) Go to www.partnershipschools.org
- 2) Click on "**Bulletin Board**"
- 3) Click to enter one of **four forums—General Topics on Partnerships; District and State Leadership; Middle and High Schools; or Interactive Homework.**
- 4) Click on **NEW TOPIC** to post a message **or**, after reviewing posted messages, click on **POST REPLY** to add your comments to an existing topic. You'll be prompted with a simple form that asks for your name and your message.
- 5) Then, click on "**Add New Topic**" or "**Add Reply.**"

Visit often to read responses to a your questions or messages, or participate in discussions. When you visit, glance at the light bulb next to each forum. If there have been new posts since your last visit, the light bulbs will glow yellow.

Elementary School Report

Books-to-Go Increases Interest in Reading and Student Personal Libraries

At the Early Childhood Center #90 in Buffalo, NY, the Reading Action Team created Books-to-Go to increase students' reading skills. The purpose was:

- To increase parent awareness of the reading skills needed at each grade level;
- To improve student reading skills and test scores;
- To increase student interest in reading; and
- To increase the number of books that students have at home.

One of the teachers on the Reading Action Team started the Books-to-Go book cart with a donation of twenty dollars. Other members of the team collected gently used books and monetary donations for new books. After establishing the cart, volunteer staff visited each classroom once a week so that students could buy books. All books were priced at fifty cents, regardless of the original purchase price. The Reading Action Team added a second cart so that one cart serves grades pre-k and kindergarten, and one cart serves grades 1 and 2. The two carts carry diverse selections to match children's interests and reading abilities.

The Reading Action Team sent a letter to teachers explaining

Books-to-Go and requesting that they mention the program in their communications with parents. Parents also received a letter informing them about the developmental learning needs of early childhood, particularly the importance of reading to children and having quality, level-appropriate books at home for children.

Funds Support the Program

All proceeds from the book sales benefit the Books-to-Go program. The Reading Action Team continues to seek sources of donations. In the past, Books-to-Go has received donations from Lancaster High School's Students Against Drunk Driving (SADD) and the Student Union. "We have been so fortunate with the donations to our Books-to-Go program," said Jean Polino, principal.

Students and Families Respond

Children and parents have increased their interest in books because of Books-to-Go. Children often choose to spend their ice cream money on books. As many as 150 books have been bought and taken home by children in one week. Because of the great demand, the team had to limit purchases to two books per child per week. Records show that in the past two years, Books-to-Go has enriched students' homes with over 5,000 books! Collaboration between the school and the community can help provide books to students at any grade level and increase positive feelings about reading.

Adapted from: Promising Partnership Practices—2001, National Network of Partnership Schools at Johns Hopkins University.

NNPS Opens Applications for Partnership Awards To Recognize Excellent Programs in 2002

Does your school, district, state, or organization have an EXCELLENT program of school, family, and community partnerships? Is your program becoming a PERMANENT part of your plans and practices? The National Network of Partnership Schools invites members with excellent partnership programs to apply for a PARTNERSHIP AWARD for the 2001-2002 school year. Applications are sent to all Network members, and may be downloaded from the NNPS website, www.partnershipschools.org, by clicking on In the Spotlight.

New School Members in the National Network of Partnership Schools Since September 2001

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School 33 Bilingual Center (Buffalo, NY) ★ School for Applied Technology (Miami, FL) ★ Schrieber Elementary (Canton, OH) ★ Sedita Academy School #38 (Buffalo, NY) ★ Shadowlawn Elementary School (Miami, FL) ★ South Lincoln Elementary (Fayetteville, TN) ★ Southampton Middle (Bel Air, MD) ★ Southside Elementary School (Miami, FL) ★ Stettin Elementary School (Wausau, WI) ★ Sweetwater Elementary School (Miami, FL) ★ The English Center (Miami, FL) ★ Theatre Arts Production Co.-TAPCO (Bronx, NY) ★ Timken Senior High School (Canton, OH) ★ Tropical Elementary School (Miami, FL) ★ Tyner Academy (Chattanooga, TN) ★ W.J. Bryan Elementary School (North Miami, FL) ★ Washington Elementary School (Canton, OH) ★ Washington Irving Elementary-IPS # 14 (Indianapolis, IN) ★ Waterfront Elementary School (Buffalo, NY) ★ Wausau West High School (Wausau, WI) ★ Westwego Elementary (Westwego, LA) ★ White City School (White City, Saskatchewan Canada) ★ Wilbur Wright Middle School (Cleveland, OH) ★ William Penn High School (York, PA) ★ William T. Tilden Middle School (Philadelphia, PA) ★ Wilson Middle School (St. Paul, MN) ★ WM. R. Harper (Cleveland, OH) ★ Woodhill Elementary School (Gastonia, NC) ★ Woodland West Elementary (Harvey, LA) ★ Woodlands Elementary (Ponca City, OK) ★ Woodville Elementary School (Tallahassee, FL) ★ Worley Elementary (Canton, OH) ★ Wright Elementary School (Beloit, WI) ★

Middle and High School Report

Building Partnerships to Welcome Middle and High School Families

Responsive. Informative. Resourceful. Focused. And fun. These are some of the words to describe the partnership practices of Collinwood Middle and High School in Cleveland, OH. The Collinwood Action Team for Partnerships demonstrated what research has shown: that caring communities can be built. In particular, two of the school's partnership practices have helped create a welcoming, family-friendly environment. The activities foster relationships between school staff and families, inform families of school programs and policies, and guide families in supporting their sons and daughters to succeed in school.

Ice Cream for All

The 2000-01 school year kicked off with a "Get-To-Know-You" ice cream social—a common practice in elementary schools, but one most secondary schools disregard. Collinwood began the year with the social event to help ease students' transitions and to establish early positive communications between staff and families. The Action Team for Partnerships organized the activity in response to parents' requests for more fun and informative gatherings. (The 2001-02 ice cream social was cancelled due to 9/11, but will resume next school year.)

In addition to ice cream, parents got the scoop on the educational plans and activities for the upcoming school year. Attendees received folders loaded with information such as tutoring opportunities, student required reading lists, and volunteer questionnaires. For families who could not attend the event, a live interview of the principal was broadcast from the school on the 5 o'clock evening news.

The Action Team tapped many resources in order to ensure that the ice cream social was affordable and sustainable. They obtained donations and in-kind services from the school district and from a community organization to offset costs. The school's business partner, G.E. Lighting Corporation, paid for postage to mail flyers home, and donated light bulbs and door prizes. Action Team committee members divided the prep work, and students were hosts, organizers, and performers.

Report Cards and More

Continuing to focus on building partnerships with families, Collinwood transformed its report card pick-up nights into welcoming, informative events that supported families throughout the school year. Symbolic of the school's outreach, a huge WELCOME PARENTS banner greeted parents as they entered the registration area. Once inside, parents visited information tables staffed by guidance counselors, the attendance liaison, and Action Team members. Parents received homeroom information, student class schedules, assistance with scheduling parent-teacher conferences, information on the new state attendance mandates, guidance

on partnership program opportunities, and much more. Refreshments added even more of a welcoming touch.

Each of the three report card pick-up nights focused on a different theme: an English/Language Arts standards workshop; a community fair focused on energy programs; a health fair complete with blood pressure checks and other health screenings; and a Family Art Walk. As an additional resource, parents could participate in a workshop on hands-on math, science, and technology offered by Quality Education for Minorities, supported by a grant from the National Science Foundation. Most importantly, staff and families engaged in two-way communications about students' academic progress.

The promising partnership practices at Collinwood Middle and High School show that a sustainable program can be achieved when an Action Team collaboratively develops and implements practices in its comprehensive One-Year Action Plan for Partnerships. For more information, visit the Middle and High School section of the NNPS website at www.partnershipschools.org.

Adapted from: *Promising Partnership Practices—2001*, National Network of Partnership Schools at Johns Hopkins University.



Jr. ROTC student volunteer guides her parents at a Collinwood Report Card Pick-up Night.

State Line

Utah Leaders Facilitate Partnership Programs Statewide by Working with Six Satellite Centers

In 2001, the Utah Family Center serviced 4,000 families directly and 29,000 families indirectly. The staff conducted home visits, parenting and educational workshops, multilingual lending libraries, pre-kindergarten developmental information sessions, and other activities. To reach so many families, the Utah Family Center works closely with six satellite centers, located strategically in both urban and rural areas throughout Utah.

The main Utah Family Center in Salt Lake City and the satellite centers ground their work in the NNPS research-based approach. According to a report by Utah leaders, “All efforts have been made to use the Epstein model to organize the administrative hub activities as well as the local satellite centers. Maintaining a parallel structure between the state and local centers is key to the Center’s successes in responding to the needs of families and communities.”

Main Center

At the main Utah Family Center, an executive committee of leaders from the state office of education, the state PTA, state education associations, the health department, the business community, and the Utah Family Center

steers the direction of the statewide school, family, and community partnership program.

Satellite Centers

Similarly, each satellite center has a leadership team that brings together local counterparts such as principals or superintendents, PTA presidents, ethnic minority leaders, Head Start directors, Title I staff, faith-based organizations, health department officials, and other community and business leaders. The executive committee and the satellite center leadership teams have the same mission of uniting stakeholders to help schools and families develop partnership programs that support goals for students.

Good Communication

Strong two-way communication techniques have played a major role in ensuring that all of the geographically dispersed centers effectively implement practices aligned with the goals of the Utah Family Center. The leaders in the satellite centers and the administrative hub communicate regularly via e-mail, phone, and bimonthly mailings. The teams participate in conference calls five times a year to exchange information, set goals, and report progress.

Notably, the Utah Family Center directors visit each satellite center once or twice a year—even traveling into canyons to visit the satellite center on the Navajo Reservation in Monument Valley, San Juan County.

Training and Evaluation

Utah’s successful facilitation also depends on sound training and evaluation. At the beginning of each school year, the staff of all satellite teams and the administrative hub convene to gather inspiration and to focus on achieving the coming year’s goals. At mid-year, they assemble again to evaluate progress. Training programs, team guides, and other materials support sustainable program development.

Utah’s leaders continually strengthen their statewide partnership program, from rural canyons to urban centers, by committing to a research-based approach and by consistently using effective facilitation strategies to build leadership at all levels.

The Utah Family Center is a collaborative effort of the Utah PTA and the Utah State Office of Education, and is funded by a grant from the U.S. Department of Education to establish Parent Information Resource Centers (PIRCs). For more information about the Utah Family Center, contact Joyce Muhlestein at 801-266-6166.

NNPS Fall 2002 Leadership Development Conference for New and Experienced Members

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assist states, districts and organizations to improve how they facilitate the work of many schools. Sessions will help leaders learn to reach out to multicultural families and English language learners; design partnerships to meet specific goals for student learning; improve partnerships in middle and

high schools; increase collegial support for partnership programs; and sustain program quality even when leaders change. A full-day training workshop also will be offered to help members develop and implement a TIPS interactive homework program for positive teacher-child-parent connections on schoolwork.

Plan Now to Attend Fall Meeting

Registration materials for the NNPS Fall Leadership Development Conference will be mailed to all members and posted on the NNPS website in April to help members obtain travel support for professional development at the fall conference, October 1-2.

Research Brief

Focus on Results: Partnerships Help Reduce Student Discipline Problems

Despite the attention given to dramatic incidents of school violence, many studies show that schools are very safe for students. Nonetheless, classroom disruptions, bullying, and truancy are common at many schools. The time teachers and administrators spend disciplining students' misbehaviors may reduce other students' opportunities to learn. It is important, then, to reduce problems and disruptions caused by poor behavior. The National Network of Partnership Schools conducted a "Focus on Results" study to learn whether school, family, and community partnerships help improve student behavior at school.

Forty-seven schools participated in two rounds of data collection. The schools were located in urban, suburban, and rural communities. Most were elementary schools (73%), and about two-thirds of the schools

received some Title I funding. Information was collected on the quality of their partnership programs, their use of family and community involvement practices, and rates of student disciplinary actions.

The Importance of Program Improvement

Analyses showed that, regardless of prior levels of disciplinary actions, schools that improved the quality of their partnership programs from one year to the next reported lower levels of students involved in school disciplinary actions. Specifically, schools that improved their partnership programs reported that lower percentages of students were sent to the principal, received detention, and received in-school suspensions. These findings suggest that schools' overall efforts to improve relationships with families and the community may help improve students' behavior in school.

The Use of Partnership Practices

The number of involvement activities that focused on improving student behavior was related to the percentages of students involved in disciplinary actions from one year to the next. Specifically, schools that implemented more activities to help parents understand the schools' expectations for student behavior and schools that implemented more activities for family and community volunteers at the school to monitor students' behavior reported lower percentages of students being sent to the principal, receiving detention, and receiving in-school suspensions. Schools that implemented more communication activities with families reported lower percentages of students receiving in-school suspensions. Finally, after accounting for prior levels of disciplinary actions, schools that used more practices to involve families in school decisions about student behavior reported lower percentages of students receiving detention from one year to the next.

These findings provide encouraging evidence that the development of quality school, family, and community partnership programs, and the implementation of partnership activities targeted at improving behavior can help reduce the need for disciplinary actions with students. By implementing family and community involvement activities to support good student behavior, teachers and administrators may be able to focus more time and effort on student learning and less on behavior management.

From: Sheldon, S. B. & Epstein, J. L. (2001). *Improving Student Behavior and Discipline with Family and Community Involvement*. Johns Hopkins University: Baltimore, MD. Center for Research on the Education of Students Placed At Risk (CRESPAR).

New "End-of-Year Evaluation" Available for Schools to Assess Partnership Programs

All schools' Action Teams for Partnerships (ATPs) are asked to discuss the progress they made this year before writing a new One-Year Action Plan for the 2002-2003 school year. To guide this discussion, there is an End-Of-Year Evaluation in the Network's *Handbook* on pp. 137-143. This tool is best suited for Action Teams that use the NNPS One-Year Action Plan, Form A, which focuses on how to strengthen activities for the six types of involvement.

A new End-of-Year Evaluation tool was developed for schools that use the One-Year Action Plan, Form B, which focuses on school

improvement goals. The assessment guides ATPs to reflect on and discuss the quality of the school's partnership program, overall, and to rate, for each school improvement goal, the quality of action team support, other support, implementation, and results for each activity in the One-Year Action Plan for partnerships.

To obtain a copy of this tool, members may contact the Network. Call Kenyatta Williams at 410-516-2318, or e-mail kwilliams@csos.jhu.edu with your fax number or full mailing address, and ask for the End-of-Year Evaluation, Form B. NNPS will fax or mail a copy of the form to you.

TIPS Development

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- Orient other teachers who want to implement the TIPS assignments.

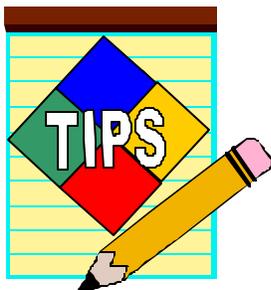
Improve or Expand a TIPS Program

A TIPS Development Committee also is needed to improve the TIPS program from year to year. Spring and summer are critical times to review student and family feedback on the TIPS activities assigned during the year; improve weak assignments and develop new ones; train more teachers to use TIPS; and consider ways to grade assignments and evaluate effects of the TIPS program. Some schools may be ready to design TIPS for more grade levels or different subjects.

Funds to Support the Work of the TIPS Development Committee

Federal, state, district, and school funds are available to improve the curriculum, which includes improving homework. Funds may support teachers' time during the summer to design, adapt, and organize TIPS interactive homework assignments for the next school year.

For more information on TIPS training workshops, TIPS manuals, and prototype homework activities, contact Dr. Frances Van Voorhis, TIPS Coordinator, at francesv@csos.jhu.edu or 410-516-8061, or visit www.partnershipschool.org and click on "TIPS-Teachers Involve Parents in Schoolwork."



Members Participate in Focus on Results-Math

Eighty schools volunteered to participate in Focus on Results for the 2001-2002 school year. The study looks at whether school, family, and community partnership activities promote student achievement in math. The following schools submitted baseline information and will provide end-of-year reports.

From **CALIFORNIA**: Burbank Blvd. Elementary School, N. Hollywood; Vinedale School, Sun Valley; Vena Avenue Elementary School, Arleta; Victory Blvd. Elementary, N. Hollywood; Strathern Street School, N. Hollywood; Stonehurst Avenue, Sun Valley; Roscoe Elementary School, Sun Valley; Richard E. Byrd Middle School, Sun Valley; North Hollywood High School, N. Hollywood; Lewis High School, Sun Valley; John Francis Polytechnic High School, Sun Valley; Glenwood Elementary, Van Nuys; Fernangeles Elementary School, Sun Valley; Fair Avenue Elementary, N. Hollywood; Canterbury Avenue Elem/Magnet, Arleta; Arminta Street Elementary, N. Hollywood; Camellia Elementary School, N. Hollywood; **CONNECTICUT**: Tashua School, Trumbull; Park Avenue School, Danbury; Oliver Ellsworth School, Windsor; Nathan Hale School, Meriden; Magnet Middle School, Stamford; Harborside Middle School, Milford; **FLORIDA**: Seminole Middle School, Plantation; Pine Lake Elementary School, Miami; Miami Norland Senior High School, Miami; Deerfield Beach High School, Deerfield Beach; Emerson Elementary School, Miami; Southside Elementary School, Miami; Crestview Elementary School, Miami; W. J. Bryan Elementary School, Miami; North Miami Senior High School, Miami; North Dade Center for Modern Languages, Miami; **ILLINOIS**: Highlands Elementary School, Naperville; **LOUISIANA**: P. Tureaud Elementary School, New Orleans; Florian Elementary School, Florian; Sylvania F. Williams Elementary, New Orleans; Southdown Elementary, Houma; **MARYLAND**: Stevensville Middle School, Stevensville; Laurence G. Paguin Middle/High School, Baltimore; Cresaptown Elementary, Cresaptown; Baltimore City College High School, Baltimore; **MICHIGAN**: West Middle School, Ypsi-

lanti; Carstens Elementary School, Detroit; Chapelle Elementary Community School, Ypsilanti; **MINNESOTA**: Northside Elementary School, St. James; Roosevelt Elementary, St. Paul; Longfellow Humanities Magnet, St. Paul; Highwood Hills, St. Paul; Kenny Community School, Minneapolis; Hancock/Hamline University Collaborative Magnet, St. Paul; Como Park Elementary School, St. Paul; **MISSOURI**: Hubble Elementary, Marshfield; Clarence Accelerated School, Clarence; Marion Elementary, St. Louis; Conn-West Elementary School, Grandview; Trautwein Accelerated School, St. Louis; Willard South Accelerated School, Springfield; **N. CAROLINA**: Woodhill Elementary School, Gastonia; **NEW YORK**: The Sunset Park School - P.S. 169, Brooklyn; P.S. 152, New York; Herman Badillo Bilingual Academy #76, Buffalo; **OHIO**: Centennial Elementary, Wapakoneta; Fairmount Park Elementary School, Canton; Fulton Elementary School, Swanton; Boulevard Elementary School, Shaker Heights; Hamden Elementary School, Hamden; Lathrop Elementary, Canton; Miles Afrocentric/Multicultural School, Cleveland; Hilliard Memorial Middle School, Hilliard; James Ford Rhodes High School, Cleveland; John W. Raper, Cleveland; Clara E. Westropp, Cleveland; Archibald McGregor Elementary, Canton; **PENNSYLVANIA**: E. H. Vare Middle School, Philadelphia; **S. CAROLINA**: Chester Middle School, Chester; **TEXAS**: Hickman Elementary, Garland; **WISCONSIN**: Lac du Flambeau Public School, Lac du Flambeau; Hawthorn Hills Elementary, Wausau.

NNPS would also like to thank the following state offices and school districts for encouraging their schools to participate in Focus on Results.

STATES: Gary Greene, Illinois State Department of Education; Ruth Anne Landsverk, Wisconsin Department of Public Instruction; Maria Shaffer, Maryland State Department of Education. **DISTRICTS**: Miami-Dade County Public Schools, FL; LAUSD/District B, CA; Harford County Public School, MD; West Carrollton City School District, OH; Baltimore City Public School, MD; Families in Schools, CA; Naperville Community Unit School District 203, IL.



Partnership Calendar

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National Network Announces New Staff Positions

NNPS congratulates **Natalie Rodriguez Jansorn** on her promotion to State and District Facilitator. Natalie, formerly Middle and High School Facilitator, will assist state, district, and organization members of the Network to strengthen their own leadership and programs of partnership, and their outreach and assistance to schools. See Natalie's column featuring state and district in each issue of *Type 2*. State, district, and organization members may contact Natalie at 410-516-8893 or njansorn@csos.jhu.edu.

2002

- April 1:** All Members of the National Network of Partnership Schools will receive *2002 UPDATE* in the mail.
- May 17:** Promising partnership practices from members due for consideration for the 2002 collection.
- June 30:** *2002 UPDATE* must be returned to the National Network to renew membership for the 2002-03 school year. NNPS will waive the annual renewal fee for all members who return *UPDATE*.
- June 30:** Applications due for *Partnership School Awards*, *Partnership District Awards*, and *Partnership State Awards* for the 2001-02 school year.
- August:** *Promising Partnership Practices—2002* mailed to all members.
- September:** Final data collection for Focus on Results 2001-02: Math Achievement.
- October 1-2:** Leadership Development Conference in Baltimore for new school, district, state, and organization members who want initial training for the 2002-03 school year, and for experienced members on advanced topics for leadership and program development.
- October:** Fall issue of *Type 2* mailed to all members.
- November:** Invitation to members to join the cross-site study, Focus on Results 2002-03: School, Family, and Community Partnerships to Improve Language Arts Achievement. Initial data collection.

NNPS welcomes **Katharine M. Gerne**, Middle and High School Facilitator. Katharine (Kate) will assist middle and high schools in the National Network of Partnership Schools to organize, implement, and improve their partnership programs. She also will work closely with several Talent Development Middle and High Schools to identify special challenges to family and community involvement. See Katharine's column on middle and high schools in each issue of *Type 2*. Middle and high school members may contact Kate at

410-516-6793 or kgerne@csos.jhu.edu to discuss ways to improve their programs of partnership.

NNPS welcomes **Dr. Karla Lewis**, a Spencer Foundation Post-doctoral Fellow, who conducted research on the work of instructional aides, including their connections with families. Karla is working with NNPS on various research and development projects. She may be reached at 410-516-6117 or klewis@csos.jhu.edu.