

# 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!

Fall, 2002 No. 13

## In This Issue

Issues and Insights	2
Meeting the Challenge	4
Middle & High School Report	5
Research Brief	5
Partnership Award Winners	6
Elementary School Report	8
District Record	9
New Members	10
State Line	11
NNPS Calendar	12

## 2002 Partnership Award Winners Honored for Excellent Progress

The National Network of Partnership Schools at Johns Hopkins University presented Partnership Awards in 2002 to one state, six districts, two organizations, and four schools for excellence and progress in sustaining comprehensive programs of school, family, and community partnerships. The 2002 award winners provided detailed descriptions and evidence of well-designed programs that include “essential elements” of teamwork, leadership, plans for action, implementation, evaluation, and networking. In addition to an attractive banner or plaque, the award winners received one free registration to attend NNPS’ fall or spring National Leadership Development Conference, and national recognition for their work in the education media and on the NNPS website.

“The winners show that schools, districts, states, and organizations serving urban, suburban, and rural communities can use the Network’s research-based approaches to develop outstanding programs over time, even when principals, superintendents, and key contacts for partnerships change,” explained Dr. Joyce Epstein, Director of the National Network of Partnership Schools. “All at NNPS are very proud of the 2002 winners.”

Members of NNPS should review the expectations for excellent, award winning programs, craft their programs to meet these standards, and

apply for the 2003 awards next spring. See the 2002 award winners and award application at [www.partnershipschools.org](http://www.partnershipschools.org). Click on “In the Spotlight” and “Partnership Award Winners” and “Partnership Award Criteria.”

### Partnership State Award

Maryland State Department of Education, *Maria Schaeffer, Family, School, and Community Involvement Specialist*; *Nancy S. Grasmick, State Superintendent of Schools*

(Continued on page 3)

## Second Edition of *Handbook for Action* Available for NNPS

A new and improved *School, Family, and Community Partnerships: Your Handbook for Action, Second Edition*, was published this summer by Corwin Press. As a special offer, members of NNPS are offered a 25% discount by Corwin Press to replace the old handbook with the new edition.

The *Second Edition*, nearly 400 pages, includes new tools and information to help members:

- Present better workshops
- Evaluate teamwork
- Assess progress
- Coordinate action plans with end-of-year evaluations
- Plan better team meetings
- And more

(Continued on page 3)

Joyce L. Epstein  
Director

## NCLB and NNPS: No Child *and* No Family Left Behind

No Child Left Behind (NCLB) of 2001, the reauthorized Elementary and Secondary Education Act, provides federal funds to states, districts, and schools to increase the quality of all schools and the success of all students. This includes Title I (over \$10 billion) and many other programs.

NCLB requires all states to administer annual standardized reading and math tests for students in grades 3-8 and once in high school by the 2005-06 school year, and to add science tests at each school level by 2006-07. Schools are expected to help all students make adequate yearly progress in learning, as defined by each state.

NCLB also has important requirements for involving all families in their children's education, starting this school year. *States, districts, and schools in the National Network of Partnership Schools should lead the way in meeting the recommendations in NCLB for parent and community involvement.*

Plans for Partnerships to Help Students Title I of NCLB (Section 1118) requires schools, districts, and states to develop policies on partnerships and to conduct programs and practices for NNPS' six types of involvement. At least 1% of Title I awards to districts of over \$500,000 must be designated for parental involvement and, now, 95% of that must be targeted for school-based partnership programs. NNPS tools can help members *lead the way* by planning, implementing, and continually improving partnership programs that focus family involvement on school improvement goals to improve students' skills, attendance, and behavior. For example, NNPS' *One-Year Action Plan* exceeds the requirement for a school-parent compact by specifying goals, schedules, and responsibilities for implementing involvement activities.

### Annual Reports of Test Scores and School Progress

Parents must receive reports of their own child's test scores and school, district, and

state reports for school-by-school comparisons of test scores for all students and by racial/ethnic subgroups; proficiency levels; graduation rates; and teachers' professional qualifications. NNPS members should *lead the way* by presenting easy-to-read reports via print, website, e-mail, and other formats. These "school report cards" also may include attendance rates, disciplinary actions, class size, progress on partnerships, and other important information for parents and the public.

### Choosing Better Schools

Schools that do not make adequate yearly progress for two years must permit parents to select a more successful school for their children in the same district and provide students with transportation to the new school. NNPS members should *lead the way* by providing clear information to eligible families and by developing equitable processes of school choice.

### Selecting Supplementary Services

School districts must enable parents of failing students in failing schools after three years to choose approved service providers for tutoring, enrichment, after-school, and summer programs. NNPS districts and schools should *lead the way* by designing and conducting communications so that parents of eligible students can choose the best supplementary services to help their children attain the skills they need.

### Improving Schools

If NNPS schools are identified as needing improvement, corrective action, or restructuring, NNPS members should *lead the way* by engaging educators, parents, and others to work together to improve failing schools. This includes maintaining a well-functioning Action Team for Partnerships with a well-planned program of family and community involvement to help students increase their skills, scores, and other indicators of success.

(Continued on page 3)

## Partnership Award Winners for 2001-02 School Year

(Continued from page 1)

### Partnership District Awards

Buffalo Public Schools, Buffalo, NY,  
*Judith Roberson, Kathy Critharis, and  
Cristy Rivera, Coordinators; Marion  
Cañedo, Superintendent*

Canton City Schools, Canton, OH,  
*Suzanne Katusin, Family Involvement  
Coordinator; Diane Talarico,  
Superintendent*

Howard County Public School Sys-  
tem, Ellicott City, MD, *Jean W. Lewis,  
Family and Community Outreach  
Specialist; John O'Rourke, Superintendent*

Local District B, Los Angeles Unified  
School District (LAUSD), *Charlotte  
Castagnola, Facilitator, Parent Activities;  
Judy I. Burton, Superintendent*

Local District F, Los Angeles Unified  
School District (LAUSD), *Linda  
Ariyasu, School Family Facilitator;  
Richard A. Alonzo, Superintendent*

Naperville Community Unit School  
District 203, Naperville, IL, *Mary Ann  
Bobosky, Director of Planning and  
Community Relations; Donald E. Weber,  
Superintendent*

Partnership Organization Awards  
Families In Schools, Los Angeles, CA,  
*Ruth M. Yoon, Executive Director*  
(For work with Districts B and F in  
LAUSD and other schools and  
districts.)

Literacy, Inc. (LINC), *Vera Weintraub,  
Executive Director; Sheila Sussman,  
Consultant for School, Family, and  
Community Partnerships*  
(For work with District 10 in Bronx,  
NY and other schools and districts.)

### Partnership School Awards

Follow Through Urban Learning  
Laboratory, Buffalo, NY,  
*Donna Kellum, Action Team Chair;  
Kathleen V. Franklin, Principal*  
(Buffalo Public Schools)

Highlands Elementary School, Naperville, IL, *Jane Wernette, Action Team  
Chair; Susan Stuckey, Principal*  
(Naperville Community Unit  
School District 203)

Madison Junior High School, Naperville, IL, *Catherine Redford, Action Team  
Chair; Erin Anderson, Principal*  
(Naperville Community Unit  
School District 203)

Park Avenue School, Danbury, CT,  
*Gwen Gallagher, Action Team Chair;  
Beverly White, Principal*  
(Danbury Public Schools)

## No Family Left Behind

(Continued from page 2)

### Summary

In addition to Title I, other sections of NCLB require good communications with preschool, homeless, migratory, rural, and other families with special circumstances. In all cases, NNPS members should *lead the way* by identifying targeted funds to conduct connections to help *schools* understand families' goals for students and to help *families* understand the schools and participate in their children's education.

The National Network of Partnership Schools at Johns Hopkins will continue to share research-based information to help members leave no family behind in the partnerships required by NCLB.

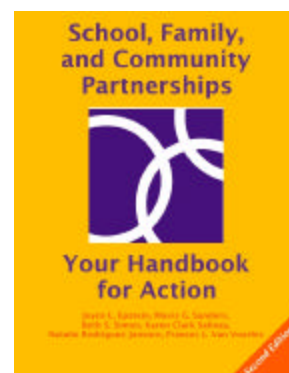
## New NNPS Handbook

(Continued from page 1)

New research summaries are included to help readers:

- Understand school, family, and community partnerships
- Develop goal-oriented partnership programs
- Involve the community in school, family, and community partnerships
- Organize more effective Action Teams for Partnerships
- Strengthen partnership programs in middle and high schools
- Implement interactive homework for students to show and share with their families
- Organize successful volunteers in the middle grades
- Conduct state and district leadership activities to help schools develop partnership programs
- And more

To order the new edition, contact Corwin Press at [www.corwinpress.com](http://www.corwinpress.com) or [order@corwinpress.com](mailto:order@corwinpress.com). NNPS members receive a 25% discount by using code DSAML when ordering. The discount is good until December 31, 2002.



Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, Family, and Community Partnerships: Your Handbook for Action, Second Edition*. Thousand Oaks, CA: Corwin Press.

# Meeting the Challenge

Steven B. Sheldon  
Associate Research  
Scientist

## Involving Families and Communities to Help Improve Standardized Test Scores

Over the past several years, standardized state tests have consumed a great deal of educators' and policy makers' attention. President Bush, by signing the *No Child Left Behind Act*, has ensured that these tests will receive increasing attention. Students will soon take annual standardized achievement tests from grades 3 through 8. Performance on these exams will have consequences for students, families, schools, and communities.

Students' scores on mandated standardized tests should provide informative feedback on children's learning, as well as serve as one indicator of a school's success or failure to teach its students. More often than not, student achievement test performance is used as the sole indicator of school quality. The result is that schools are under great pressure to improve achievement test scores. Many school members of the National Network of Partnership Schools (NNPS) have recognized the importance of including families and the community as resources to improve student performance on state mandated standardized tests.

### Selected Member Activities<sup>1</sup>

In Wichita, KS, Lincoln Elementary School conducted an eight-night series of informational meetings to help families of second-graders understand what students are asked to accomplish on state assessments. Families who attended these meetings received portfolios with practice reading tests and resources, writing prompts and writing samples, and practice math tests and problems. Providing families the information and materials needed to support their children's learning helped the school reach an over 90% passing rate on the state's reading, writing, and math tests.

In Cleveland, OH, James Ford Rhodes High School drew upon community ties and resources to help its students pass the required proficiency exams. The school organized a one-on-one after-school tutoring program for its ninth grade students.

Organizers asked education majors at a local university, retired educators, grandparents, and Rhodes High School alumni to volunteer as tutors. Connecting students with these community members seemed successful, as evidenced by increases in the percentage of students who passed the state's reading, writing, and math proficiency exams.

### Research-Based Evidence

NNPS Focus on Results studies support efforts such as these, and suggests that activities that encourage parents to help their children learn math skills at home can be an effective means to improve student performance on standardized math tests. Specifically, analyses showed that if schools provide families with math games and resources to use at home, or assign homework that requires student-parent interactions about math concepts, student performance on standardized math achievement tests improved.<sup>2</sup>

Other NNPS research analyzed data from Baltimore City elementary schools and found an important connection between partnership program characteristics and standardized achievement test scores. After controlling for student mobility, poverty level, and school size, analyses showed that schools doing more to overcome the challenges of school, family, and community partnerships had a greater percentage of students scoring satisfactory or above in almost all subjects of the state's standardized achievement tests.<sup>3</sup>

The high stakes attached to student performance on mandated standardized achievement tests have forced most schools to consider every resource available to encourage student achievement. Activities from all six types of involvement can be implemented to help students perform well in different subjects. Informational meetings can help family members understand the exams; community members and organiza-

(Continued on page 9)



## Middle and High School Report

### Network Members Strive to Make the World a Better Place

September 11, 2002 marked the first anniversary of the terrorist attacks on the United States. The surreal events of airplanes crashing and exploding into civilian buildings and thousands of people dead in a massive heap of rubble, left an indelible mark on our psyches. As a nation we experienced anger, fear, anxiety, sadness, and an utter lack of control. You may have asked, "What has this world come to?" As a teacher or parent you may have thought, "I don't want my children to grow up in a world like this." We were left awe-struck and confronted with what is truly important in life. Many of us reached out to family and friends with greater appreciation. As a nation we became a community overnight, offering our thoughts and prayers, and generously giving to those in need.

My family was personally affected. We lost my brother-in-law, Christopher Wodenshek. My sister Anne was left with their five small children ages two to nine. It has been a difficult year, but as a family we have

shared in my sister's burden. Her family has been redefined. The children no longer have a father, but their aunts, uncles, grandparents, and friends have modeled the resiliency of family. The teachers of my school-age nieces and nephews have understood their trauma while trying to maintain the normalcy of school life.

I came to the National Network of Partnership Schools (NNPS) in February 2002, after living with my sister and her children for four months. I needed to work at a place that reflected my values. The framework of six types of involvement developed by Dr. Joyce Epstein is a powerful model that I believe could make a difference in children and parents' lives by helping them become partners with schools and communities. More than ever, we all need to take responsibility for raising our nation's children.

All NNPS members strive to implement activities that improve the lives of children. *Promising Partnership Practices—2002* demonstrates the

generosity and dedication of teachers, administrators, parents, students, and community members working together to improve their schools, strengthen families and communities, and increase student success. For example, The Quilting Project in Galena, MD helps middle school students make quilts for sick children. A parent-student reading activity at the Baltimore City Detention Center School #370 brings partnership and the pleasure of reading to incarcerated youth. A school beautification project at Madison Junior High School in Naperville, IL improved the front entrance of the school to decrease vandalism and to create a welcoming area for students, staff, families, and community members.

Over 90 activities in *Promising Partnership Practices—2002* communicate hope, alleviate some of our anxieties, and motivate us to take actions that will make our children's world a better place. Collectively in partnership, we do make a difference.

By Katharine M. Gerne  
Middle and High School Facilitator

## Research Brief

### UPDATE Data Point to Factors for High Quality Partnership Programs

At the end of each school year, members of the National Network of Partnership Schools complete UPDATE surveys to report progress and challenges. Last spring, NNPS researchers presented results of analyses of 2001 data at the annual meeting of the American Educational Research Association.<sup>1</sup> Here, we summarize conclusions from two papers on factors that promote high quality school, district, and state partnership programs.

How Do Schools Develop High Quality Partnership Programs?

Analyses of UPDATE data from 577 schools in 2001 revealed three factors that help schools sustain high quality programs of partnerships.

- **Action Team structure matters.** Schools have higher quality partnership programs over time if the Action Team for Partnerships organizes committees based on the six types of involvement or on

school improvement goals. Committees increase the number of leaders and activities and the scope of schools' partnership programs.

- **Well-organized programs overcome disruptions when leaders change.** Changing principals or other leaders may stall progress. However, schools with well-organized Action Teams, well-implemented action plans, adequate funding, and strong

(Continued on page 8)

# Partnership Award Winners 2001-2002

## Follow Through Urban Learning Laboratory



Lillian Tyson, Donna Kellum (NNPS Key Contact), Crystal Kirkland, Norman Hall, Kathleen Franklin (Principal), Lula McMillon, and Sylvia Williamson.

## Madison Junior High School



Row 1: Mary Smedegart, Catherine Redford, Anne Swiderick and Molly Rivera-Mello. Row 2: Sally Pentecost (Retiring Principal), Erin Anderson (Principal) and Jamie Shahidepour (NNPS Key Contact).

## Buffalo Public Schools



Christy Rivera (NNPS Key Contact), Kathy Critharis (NNPS Key Contact), Judy Roberson (NNPS Key Contact), Rita Eisenbeis, Marion Canedo (Superintendent), and Allison Turley.

## Highlands Elementary School



Row 1: Maria Vasich, Amy Vanderveen, Anna Fattore, Ann Vitek, Jeanne Coyne and Robin Moss. Row 2: Jim Polites, Becky Fox, Eric Nelson, Debbie Whang, Judy Yon, Elaine Cosantino, Christine Johnson, Jane Wernette (NNPS Key Contact), Lisa Trychta (NNPS Key Contact), Jessica Jozwiak (NNPS Key Contact), Barb Svarz, Mary Ellen Labahn and Kim McCue. Row 3: Nancy Malesky, Tatia Beckwith, Kathy Damianides, Nancy Grandner, Jenny Patzelt, Susan Stuckey (Principal), Diane White, Sue Jorstad, Lynn Weiss, Sarah Gold and Mary Kay Henry.

## Park Avenue School



Row 1: P. Dalton, S. Blanchard, and B. White (Principal). Row 2: P. Molloy, J. Saplio, N. Fearn, K. Ehli (Co-Chair), L. Rothlein, and M. Owens. (Photo of school's Action Team for Reading. See NNPS website for photos of Action Teams for Math, Writing, Behavior, and Good Partnerships.)

## Canton City Schools



Row 1: Darleen Moss, and Nadine McIlwain. Row 2: James Irvin, Dianne Talarico (Superintendent), Suzanne Katusin (NNPS Key Contact), Deidre K. Stokes-Davis, Patricia Milam, Alice Sloneker, and Cindy Mayle.



## Howard County Public School System



Row 1: James Griffiths, Dr. Kimberly Statham (Chief Academic Officer), Jean West Lewis (NNPS Key Contact), John O'Rourke (Superintendent), Andrea Wilborn, and Pat Kelly. Row 2: Ivy Nelson, Carole MacPhee, Lynne Newsome, Tammi McLean, and Deborah West.

## Naperville Community Unit School District 203



Row 1: Denise Mitchell, Dean Reschke, Jane Wernette (Co-Chair), Don Weber (Superintendent), Gretchen Zelinski (Co-Chair), Sheila Verkamp, Jack Buller, and Meda Peterson. Row 2: Catherine Redford, Joyce Speer, Phyllis Kimmel, Mark Pasztor, Jackie Romberg, Patti Mau, Pat Larson, and Ann Vitek. Not Pictured: Dr. Mary Ann Bobosky (NNPS Key Contact), Karen Currier, Maureen Dvorak, Lenore Johnson, Nina Menis, Bessma Shammass, and Ross Truemper.

## Families In Schools



Lucille Ignacio, Stan Pham, Ruth Yoon (NNPS Key Contact), Kelsey Tanaka, Omar Ariza, Mark Sullano, and Mary Louise Silva. Not Pictured: Denise Quigley

## Local School District B, LAUSD



Row 1: Beatrice Gutierrez, Laura Gonzalez, Sandra Ramirez, and Delia Lara. Row 2: Ana Aranda, Charlotte Castagnola (NNPS Key Contact), Rhonda Bradley, Rebeca Rodriguez, and Judy Burton (Superintendent).

## Local School District F, LAUSD



Row 1: Virginia Lampson, Richard A. Alonzo (Superintendent), and Linda Ariyasu (NNPS Key Contact). Row 2: Mary Kurzeka, Elaine Kinoshita, Diane Ramirez, Eve Sherman, and Maria Gonzalez.

## Literacy, Inc.



Row 1: Mimi Lieber (Founder), Irma Zardoya (Superintendent, Community School District 10), Kim Suttell (NNPS Key Contact), and Joan Prince. Row 2: Ronn Jordan, Debora Mulrain, Lisa Holmes, Deborah Dessauere, and Miguel Melendez. Not Pictured: Sheila Sussman (NNPS Key Contact), Ruby Whidbee, and Cheryl Green.

## Maryland State Department of Education



Carol Ann Baglin, Stephanie Shauck, Deborah Metzger, Linda Bazerjian, Richard Steinke, Valerie Ashton-Holmes, Nancy Grasmick (State Superintendent), Maria Teresa Schaeffer (NNPS Key Contact), and Barbara Scherr. Not Pictured: JoAnne Carter, Sarah Hall, and Darla Strouse.

Photo Layout: Kenyatta J. Williams



## Elementary School Report

### Centennial Elementary School Helps Fight Cancer

In previous years, the staff of Centennial Elementary School in Wapakoneta, OH participated in the American Cancer Society's Relay for Life—a 21-hour walk to raise money for cancer research. The team wanted to include students and families to help raise funds for and awareness of cancer, so they initiated the Mini-Relay/Field Day to Fight Cancer.

A group of staff members met in January to plan the Mini-Relay/Field Day that would include all students (K-2) and staff. In April, the school guidance counselor spoke at an opening ceremony about cancer and its effects, and representatives from the Relay for Life committee expressed the importance of and their appreciation for the school's service to the community. Two weeks before the Mini-Relay/Field Day, all students and staff members received envelopes to collect donations for the American Cancer Society. A donations thermometer in the school's main hallway recorded progress towards the goal of \$2,500.

On the day of the Mini-Relay/Field Day, all students, staff members, and many parents walked thirty minutes around a ¼ mile course set up behind the school. (An indoor course was set up in case of inclement weather.) For every completed lap, each walker collected a clothespin and attached it to his/her clothing. At the end of 30 minutes, each class counted their clothespins to record the total number of laps walked. Second grade pen pals from nearby Coldwater Elementary School joined in the fun to walk for cancer. A total of five hundred seventy walkers walked 3,486 laps—an average of 1½ miles per

person. Quite an accomplishment for 5 to 7 year olds!

With the help of all students and staff and community sponsors, organizations, businesses, and the Centennial Parent Teacher Organization, the school raised \$7,901.84 for the Auglaize County Unit of the American Cancer Society. Special guests State Representative Derrick Seaver and Co-Chairs of the Relay for Life Committee Laura Kelley and Theresa Fisher participated in the closing ceremony.

At the official Auglaize County Relay for Life, held later in May, all students were invited to walk the first lap as a school team of students, their families, and staff members. As follow up, an evaluation form was sent home so that students and staff members could share their comments about this community activity. Students and staff members received a letter showing the measured results of the Mini Relay/Field Day Fight for Cancer. Relay participants wrote thank-you notes to sponsoring community organizations, and the local newspaper featured a story.

Students benefited from the Mini-Relay/Field Day by learning about cancer and the American Cancer Society. They gained a sense of community and pride knowing they helped find a cure for cancer. This Type 6 activity was a great way to collaborate with and for the community.

By Karen Clark Salinas  
Elementary School Facilitator

Adapted from: *Promising Partnership Practices—2002*, National Network of Partnership Schools at Johns Hopkins University.

### High Quality Partnerships

(Continued from page 5)

- support from educators and families, can sustain and improve the quality of their partnership programs. These schools may even strengthen their programs if new leaders add their ideas and support.
- **Experience counts.** Schools that are members of NNPS longer reported higher quality partnership programs from one year to the next. On average, schools that continue to work on partnerships improve their plans, practices, evaluations, and program quality.

#### How Do Districts Develop High Quality Partnership Programs?<sup>3</sup>

The school districts in NNPS vary greatly. Located in 31 states, Canada, and DoDDS, districts range in size from 1 school to over 900 schools. The state departments of education in NNPS are in all regions of the country, from Maryland with 24 districts to California and Texas with over 1000 school districts.

Data from 79 districts in 2001 indicate that large and small, poor and affluent school districts can develop high quality partnership programs over time if the district leaders:

- Organize district plans, policies, and procedures for partnerships;
- Help individual schools establish and sustain their own programs of partnership;
- Evaluate district and school programs;
- Develop and sustain a high level of collegial support for partnerships;
- Use NNPS tools and participate in national networking activities.

These essential elements are not perfected in one year, but a good start helps districts sustain and improve their programs over time.

(Continued on page 11)



## District Record

### Goal-Oriented Leadership Builds Goal-Oriented Partnership Programs

On September 25, 2002, the Rio Grande Cluster of Albuquerque Public Schools held its first “blender” meal where new and veteran members of Action Teams for Partnerships (ATPs) transformed from individual constituents to cohesive teams. Together, mini-groups of veterans and “newbies” prepared appetizers, the entrée, side dishes, desserts, and drinks. The participants blended their knowledge of family and community involvement while they blended food ingredients to prepare their part of the meal. At the end of the meal, cluster facilitators asked the mini-groups to share what they had learned. Valle Vista Elementary School presented tips and resources on Type 1-Parenting and Type 2-Communicating. The blender meal kicked off a yearlong series of leadership meetings held by cluster facilitators to provide ongoing support to ATPs in Rio Grande schools. A growing number of districts in the National Network of Partnership Schools is instituting purposeful, regularly scheduled leadership meetings to help ATP leaders guide their teams to set and achieve goals and to sustain effective partnership programs.

**Leadership Meetings With Vision**  
Successful leadership meetings help produce a results-oriented plan for the school year. Facilitators, often with input from ATP leaders, principals, and district administrators, design a series of leadership meetings around a mission. Orleans Parish Public Schools in Louisiana designed its monthly leader-

ship meetings for the ATP chairpersons and principals of twenty-one high-priority schools. Their mission was to enable these leaders to collaborate, strategize, and network in an effort to build partnership programs linked to school improvement plans. In Holy Family Catholic Regional Division No. 37 in Alberta, Canada, the district facilitator designed a series of meetings to strengthen the leadership skills of all ATP chairpersons. There the vision focused on the belief that strong leaders would create strong teams. Whether the focus is on leadership skills, program implementation, or promising partnership practices, the critical factor is for the series of meetings to have a clear purpose that will help participants reach their team goals.

#### Responsive Meeting Schedules

A second ingredient for successful leadership meetings is responsiveness. How often should the meetings take place? For how long? Where? The answers to these questions depend on knowing the target group of participants. The twenty-one schools in Orleans Parish were new to the partnership model so the district facilitators coordinated monthly leadership meetings of about two to three hours each. Castle Complex Schools in Hawaii convened their Parent Leader Group meetings quarterly in the evenings to accommodate leaders' schedules. The facilitators in both sites maintained consistent, enthusiastic participation from

attendees by following a set schedule of meetings that accounted for factors such as busy schedules, driving distances, and other obligations.

Ongoing goal-oriented leadership meetings are an effective strategy for proactive district facilitators to support school ATPs to reach their goals. For more information on leadership meetings, visit [www.partnershipschools.org](http://www.partnershipschools.org) and click on “In the Spotlight” and “Promising Partnership Practices—2002.”

*By Natalie Rodriguez Jansorn  
State and District Facilitator*

### Improve Student Test Scores

*(Continued from page 4)*

tions can help tutor students to increase their achievement on tests; and coursework can be structured so that family members help students practice and discuss important academic skills. Comprehensive school, family, and community partnership programs can help schools meet the challenge of improving students' scores on standardized tests.

<sup>1</sup> Read more about these and other examples in NNPS' *Promising Partnership Practices—2002*.

<sup>2</sup> Research paper. Sheldon, S. B. & Epstein, J. L. (2002) *Involvement Counts: Family and Community Partnerships and Math Achievement*. Baltimore: Center for Research on the Education of Students Placed At-Risk. Submitted for publication.

<sup>3</sup> Research paper. Sheldon, S. B. (2002). *Linking School-Family-Community Partnerships in Urban Elementary Schools to Student Achievement on State Tests*. Baltimore: Center for Research on the Education of Students Placed At-Risk. Submitted for publication.

**Just released by NNPS: *Promising Partnership Practices—2002***  
**All editions of *Promising Partnership Practices* may be downloaded from**  
**[www.partnershipschools.org](http://www.partnershipschools.org). Click on “In the Spotlight.”**

# Our Growing Network

New Members in NNPS since February 2002

**SCHOOLS (76 new members)** ★ A. A. Songy Kindergarten Center (Luling, LA) ★ AC Kiefer Educational Center (Wausau, WI) ★ Adams Spanish Immersion (St. Paul, MN) ★ Albert Cammon Middle School (St. Rose, LA) ★ Alisal Elementary School (Pleasanton, CA) ★ Allemands Elementary School (Des Allemands, LA) ★ Amos P. Godby High School (Tallahassee, FL) ★ Andrew Jackson Elementary (San Diego, CA) ★ Andrew S. Douglas Community Academy (Milwaukee, WI) ★ Asbury Park Middle School (Asbury Park, NJ) ★ Baker (San Diego, CA) ★ Balboa Elementary (San Diego, CA) ★ Bessemer City Central Elementary School (Bessemer City, NC) ★ Bessemer City Primary School (Bessemer City, NC) ★ Brainerd High School (Chattanooga, TN) ★ Bridge View (St. Paul, MN) ★ Bridgeport Elementary School (Valencia, CA) ★ Briggs Elementary School (Florence, SC) ★ Carver Elementary School (Florence, SC) ★ Carver Elementary School (Hahnville, LA) ★ Cesar Chavez Elementary (San Diego, CA) ★ Cleveland Learning Center-Halle (Cleveland, OH) ★ Cleveland Quality Middle School (St. Paul, MN) ★ Decherd Elementary School (Decherd, TN) ★ Delmae Heights Elementary (Florence, SC) ★ Destrehan High School (Destrehan, LA) ★ Donlon Elementary School (Pleasanton, CA) ★ DuBois Central Catholic Middle School (DuBois, PA) ★ E. J. Landry Middle School (Hahnville, LA) ★ Edison Elementary School (San Diego, CA) ★ Ethel Schoeffner Elementary School (Destrehan, LA) ★ Even Start Family Literacy Program (Madison, WI) ★ Fairlands Elementary School (Pleasanton, CA) ★ Garfield School (Cleveland, OH) ★ Hahnville High School (Boutte, LA) ★ Hamilton International Middle School (Seattle, WA) ★ Harry Hurst Middle School (Destrehan, LA) ★ Hearst Elementary School (Pleasanton, CA) ★ J. B. Martian Middle School (Paradis, LA) ★ Keshena Primary School (Keshena, WI) ★ Kimbrough Elementary (San Diego, CA) ★ Lakewood Elementary School (Luling, LA) ★ Lexington High School (Lexington, SC) ★ Lingerfeldt Elementary (Gastonia, NC) ★ Logan Elementary (San Diego, CA) ★ Louis Agassiz Elementary School (Cleveland, OH) ★ Luling Elementary School (Luling, LA) ★ Lydiksen Elementary (Pleasanton, CA) ★ Marion Intermediate School (Marion, SC) ★ Marion Sterling Elementary School (Cleveland, OH) ★ Martin Luther King, Jr. (San Diego, CA) ★ Max S. Hayes Vocational High School (Cleveland, OH) ★ Midway Elementary School (Lexington, SC) ★ Mimosa Park Elementary School (Luling, LA) ★ Mohr Elementary (Pleasanton, CA) ★ Netherwood Knoll Elementary School (Oregon, WI) ★ New Sarpy Elementary School (Destrehan, LA) ★ New Sarpy Kindergarten Center (Destrehan, LA) ★ Norco 4-6 Elementary School (Norco, LA) ★ Norco K-3 Elementary School (Norco, LA) ★ North Hampton School (North Hampton, NH) ★ P.S. 32-The Magnet School of Applied Learning and Exploration (Brooklyn, NY) ★ Panorama Elementary (St. George, UT) ★ Pineland Grade School (Friendship, WI) ★ Pleasant Ridge Elementary School (Gastonia, NC) ★ R. J. Vial Elementary School (Paradis, LA) ★ Ramapo High School (Spring Valley, NY) ★ Sandstone Elementary (St. George, UT) ★ Shadowlawn Elementary School (Naples, FL) ★ Sherman Elementary (San Diego, CA) ★ St. Rose Primary School (St. Rose, LA) ★ Valley View (Pleasanton, CA) ★ Vintage Hills Elementary School (Pleasanton, CA) ★ Walnut Grove Elementary School (Pleasanton, CA) ★ Washington Elementary School (Washington, UT) ★ Winchester Elementary School (Winchester, NH) ★

**DISTRICTS (5 new members)** ★ Albuquerque Public Schools (Albuquerque, NM) ★ Chippewa Falls Area Unified School District (Chippewa Falls, WI) ★ Hemet Unified School District (Hemet, CA) ★ Washington County School District (St. George, UT) ★ Waterloo School District (Waterloo, WI) ★

**ORGANIZATION/UNIVERSITY PARTNERS (9 new members)** ★ Louisiana Tech University Teachers' Institute (Ruston, LA) ★ New York Urban League (Brooklyn, NY) ★ Parents Reaching Out To Help, Inc. (Albuquerque, NM) ★ Public Education Foundation (Chattanooga, TN) ★ Ready At Five Partnership (Baltimore, MD) ★ RI Parent Information Network (Pawtucket, RI) ★ Rio Grande Educational Collaborative, INC. (Albuquerque, NM) ★ The Family Works of the Family Services Agency (Gaithersburg, MD) ★ The J Connection, Inc. Southwest Florida CTC (Lehigh Acres, FL) ★

---

Current Active\* Membership in the National Network of Partnership Schools as of September 1, 2002

Schools: 791

Districts: 84

States: 16

Organizations: 50

\*Active members include all schools, districts, states, and organizations that returned the required 2002 *UPDATE* survey to renew membership and all new members since February 2002.

## State Line

### Maryland's Family Involvement Policy Moves Into Action in Schools Statewide

With strong backing from the State Superintendent of Schools Nancy Grasmick, Maryland adopted a state policy on family involvement in October 2001. According to Grasmick, "Making parents and families a true part of the educational process is a far more powerful education reform strategy than any other." In the 2002-03 school year, the policy is expected to serve as the cornerstone for schools statewide to develop effective programs of school, family, and community partnerships.

The policy encourages schools and local school systems to implement long-term, comprehensive programs using the six types of involvement to build on the strengths of families and communities as schools work to reach the goal of academic success for all children. The policy begins by recognizing that family involvement is integral to schools: "The State Board believes that schools must create an environment that is conducive to learning and supports strong comprehensive family involvement programs." The policy explains in simple terms the strategies that the Maryland State Department of Education (MSDE) will implement in order to lead the development of school, family, and community partnerships.

#### Disseminating the Policy

To ensure that the policy becomes known by the public, MSDE has launched a media campaign. Initially, MSDE sent a press release to the media announcing the policy. Then, they produced a poster and brochure to share the policy in easy-to-read formats. The poster hangs in the front halls of schools. The brochure has been widely distributed at public

events and conferences. At the start of the 2002-03 school year, a flyer entitled "Education: A Family Affair" was widely disseminated to announce that Maryland adopted a family involvement policy. This new flyer began to bridge the policy on paper with the action steps that are expected of all stakeholders.

#### Implementing the Policy

A ten-member subcommittee of the state's Family Focus Council headed by Maria Shaeffer, MSDE's Key Contact to NNPS, has been working to expand the policy into action steps. This subcommittee is comprised of representatives from the state department of education, public libraries, state PTA, federal department of education, and non-profit organizations. Collaboratively the group has set goals based on the six types of involvement; developed strategies for all stakeholders to reach those goals; and compiled effective activities to support family and community involvement in all schools. The final product will be a user-friendly document disseminated through the PTA and the local school systems' family involvement coordinators. A training component based on the document's guidelines will support schools in structuring their partnership programs to align with the policy.

The evolution of policy to action steps has taken time, and should provide a sound foundation for statewide school, family, and community partnership program development for the 2002-03 school year and beyond.

By Natalie Rodriguez Jansorn  
State and District Facilitator

## High Quality Partnerships

(Continued from page 8)

### Summary

Schools, districts, and states in NNPS are becoming increasingly diverse, but there are some common factors that promote high quality partnership programs in all locations. Programs improve with teamwork, written plans and implemented activities, support from colleagues, adequate funding, tools and guidance from sources like NNPS, and persistence. NNPS is working to help all members develop these essential components of high quality partnership programs.

<sup>1</sup> These research papers were supplemented by reports from NNPS members Jane Grinde, Wisconsin Department of Public Instruction; Charlotte Castagnola, District B, LAUSD; and Linda Fine, Magnet Middle School, Stamford, CT on their work on partnerships.

<sup>2</sup> From: Van Voorhis, F. L. & Sheldon, S. B. (2002). *Five-year study: Developing quality partnership programs in schools*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans (April).

<sup>3</sup> From: Epstein, J. L., Williams, K. J., and Lewis, K. C. (2002). *Five-year study: Key components of effects of partnership programs in states and school districts*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans (April).

### Naperville Featured in Working Mother Magazine

Naperville, IL, District 203, an NNPS Partnership District Award winner, was featured in the August issue of *Working Mother* magazine for work on school, family, and community partnerships. Dr. Mary Ann Bobosky, district coordinator, Maplewood Elementary, Mill Elementary, Jefferson Junior High, Kennedy Junior High, and Naperville North High School are featured for developing teams and programs that produce "smart partnerships, shared responsibility, and trust." ([www.workingmother.com/wegotgame.shtml](http://www.workingmother.com/wegotgame.shtml))



## Partnership Calendar

**National Network of Partnership Schools**  
**Johns Hopkins University**  
**3003 North Charles Street, Suite 200**  
**Baltimore, Maryland 21218**  
**tel: 410-516-8818 fax: 410-516-8890**  
**e-mail: nnps@csos.jhu.edu**  
**website: www.partnershipschools.org**

Director: Joyce L. Epstein  
 Communications Director and Editor:  
 Karen Clark Salinas  
 State and District Facilitator:  
 Natalie Rodriguez Jansorn  
 Middle and High School Facilitator:  
 Katharine M. Gerne  
 TIPS Coordinator: Frances L. Van Voorhis  
 Associate Research Scientist: Steven B. Sheldon  
 Network Coordinator: Kenyatta J. Williams  
 Postdoctoral Fellow: Karla C. Lewis  
 Senior Advisor: Mavis G. Sanders

*Type 2* is a semi-annual publication of the National Network of Partnership Schools. It is distributed to members at no charge and may be copied for Action Teams, district or state staffs, and others. This work is supported by grants from Disney Learning Partnership to the Center on School, Family, and Community Partnerships at Johns Hopkins University. Research for the National Network is supported by a grant from the U.S. Department of Education, OERI, to the Center for Research on the Education of Students Placed at Risk (CRESPAR). The opinions expressed do not necessarily reflect the policies of the funding organizations.

### 2002

**November:** Invitation to members to join the cross-site study, Focus on Results 2002-03: School, Family, and Community Partnerships to Improve Reading/Language Arts Achievement. Initial data collection.

### 2003

**February:** Invitation to school, district, and state members to apply for the Network's *Partnership Awards 2002-03* for excellence and permanence in their programs of partnership.

**March:** Spring issue of *Type 2*

**March:** Invitation to school, district, and state members to contribute to the Network's *Promising Partnership Practices—2003*.

**March 13-14:** Leadership Development Conference in Baltimore for new school, district, state, and organization members who want initial training to prepare for the 2002-03 school year, and for experienced members on advanced topics for leadership and program development.

**April 1:** Members will receive 2003 *UPDATE* in the mail. Due June 30 to renew Network membership for the 2003-04 school year.

**May 16:** Promising partnership practices from members due for the 2003 collection.

**June 30:** 2003 *UPDATE* must be returned to the National Network to renew membership for the 2003-04 school year. NNPS will waive annual membership fees for all members who return *UPDATE*.

**July 11:** Applications due for *Partnership School Awards*, *Partnership District Awards*, *Partnership Organization Awards*, and *Partnership State Awards* for the 2002-03 school year.

## NNPS Communicates with Members Monthly by E-Brief

NNPS is working to help your team develop and sustain excellent partnership programs. Starting in August, NNPS Key Contacts who provided the National Network with e-mail addresses received an elementary, middle and high, or district, state, and organization E-Brief. The E-Brief is intended to:

1. Offer timely information to support your efforts to build comprehensive school, family, and community partnership programs;
2. Update you on available research, tools, materials, services, and training opportunities from the National Network of Partnership Schools; and
3. Provide you with a vehicle to exchange ideas with, ask questions of, and share resources with other NNPS members and the NNPS staff.

If you have not received an E-Brief this fall and would like to for the rest of the school year—either by e-mail or fax, please contact the appropriate NNPS facilitator listed below. NNPS Facilitators are happy to answer any questions you have.

Elementary Schools	→	Karen Salinas	410-516-8818	ksalinas@csos.jhu.edu
Middle and High Schools	→	Kate Gerne	410-516-6793	kgerne@csos.jhu.edu
States, Districts, and Organizations	→	Natalie Jansorn	410-516-8893	njansorn@csos.jhu.edu