

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!*

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New Grant Will Assist Districts and Schools Serving Children of Military Families

NNPS has a grant from the Department of Defense Military Child in Transition and Deployment State Liaison Office, in collaboration with the Bloomberg School of Public Health at Johns Hopkins University (JHSPH). The Military Child Initiative (MCI), headed by Dr. Robert Blum at JHSPH, includes components to improve educational programs and school climate, with a special focus on children from military families.

Many children of military families are separated from a parent due to deployment and face frequent changes in schools due to parents' reassignments, and base closings. Other students who move frequently and who have one parent at home face similar challenges. MCI aims to reduce the risks of these vulnerable students and increase knowledge, develop tools, and provide services to enhance students' school connectedness and increase family and community involvement.

Technical Assistance

NNPS will lead the Technical Assistance component of MCI to help districts and schools that serve children of military families improve their partnership programs. NNPS will train district leaders and assist schools to implement partnerships that ensure a welcoming school climate and improve achievement and other student outcomes. NNPS Director Dr. Joyce Epstein will oversee this component, and Senior Program Facilitator Cecelia Martin will provide direct

assistance to districts and schools that elect to join NNPS through MCI.

An Education Liaison and other partners from the collaborating military base will join the district leadership team and the school Action Team for Partnerships. In addition to NNPS's regular benefits and services, MCI districts will receive one NNPS on-site training workshop supported by the grant. NNPS expects at least 24 districts, their schools, and collaborating bases to request Technical Assistance on family and community involvement by the end of 2007.

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New Facilitators and Researcher Will Assist NNPS Members

NNPS staff grows and changes as a result of new and continuing grants and personal decisions about career paths. In fall 2005, we welcome three colleagues, identify new responsibilities, and bid farewell to a former facilitator.

New Facilitators

Marsha D. Greenfeld and Darcy J. Hutchins are Senior Program Facilitators who provide professional development to help districts and schools develop and sustain comprehensive partnership programs that positively impact student success. Ms. Greenfeld taught for many years in the Baltimore City Public School System (BCPSS) and worked for Communities In Schools and the D.C. Public Schools. In Baltimore, she also served as a district-

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Issues and Insights

Joyce L. Epstein
Director

NNPS: A Research-Based Approach to School, Family, and Community Partnerships

Prospective members often ask: “Is NNPS a research-based model?” The term is important for all school improvement programs and for the No Child Left Behind requirements for parental involvement. Just as educators want research-based curricular and instructional approaches, they also want family and community involvement programs to be based on solid knowledge and tested tools.

The answer is simple and clear: Yes! NNPS is research-based. NNPS’s framework of six types of involvement, emphasis on teamwork, planning forms, evaluation tools, and other strategies and materials are based on the results of research conducted over twenty years by NNPS and other researchers. And, we continue to conduct studies to learn more about partnerships and to develop and improve tools that will be useful in practice.

Guidelines for Scientific Research

NNPS research follows the guidelines for scientific studies of the National Research Council (NRC).^{1,2} Our studies, conducted with the support of grants awarded after proposals were carefully reviewed, pose significant questions, are theoretically grounded, use methodologies appropriate for the questions, and develop valid and reliable measures for analyses. The conclusions and resulting tools for use by educators reflect findings that have been replicated and confirmed across several studies—never just one.

With NRC, NNPS recognizes that multiple methods should be used to fully explore important topics in education, including school, family, and community partnerships. Most NNPS studies use longitudinal data to chart progress, accounting for prior conditions and starting points. In many studies, quantitative analyses are conducted to explore increasingly complex explanatory models, and to use statistical techniques to compare otherwise similar

schools, districts, students, or parents to isolate the effects of variables that influence the quality of partnership programs or that affect student outcomes. Some qualitative studies delve deeply into the processes that affect program quality, which cannot be identified in survey data. For example:

- Several studies indicated that schools with strong Action Teams for Partnerships that met regularly, evaluated their efforts, and obtained support from their districts had higher quality partnership programs that improved over time (see the Research Brief on p. 5).
- Other studies showed that district leaders for partnerships who directly assisted their schools and used more NNPS tools for program planning and evaluation improved their leadership on partnerships and reported that their schools made more progress with family and community involvement.
- Studies of student outcomes with longitudinal data indicated that, in elementary, middle, and high schools, family involvement had positive effects on achievement in math, reading, and science, attendance, behavior, homework completion, course credits earned, parent-child discussions about postsecondary education plans, and other indicators of success in school. These studies showed that it is never too late to organize effective, goal-linked programs to inform and involve families in their children’s education.

The results of these and other studies influence NNPS training and tools for district leaders and school teams.

NNPS research is published in peer-reviewed, scientific journals and books for researchers and often prepared for publication in practical journals to share information that will be useful in policy and practice. Studies are summarized and referenced in the Research Briefs column in each issue of *Type 2*.

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Military Child Initiative

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MCI districts and schools will give special attention to issues facing children from military families, such as welcoming new students and families who enroll mid-year, working with families with one parent at home, partnering with families when a parent is injured, and collaborating with military bases to identify resources to strengthen school programs. Examples of activities that meet these challenges will be shared with all members of NNPS in *Type 2* and in collections of *Promising Partnership Practices*.

Other MCI Components

MCI districts and schools will benefit from other components of MCI. Key project leaders at JHSPH include Dr. Robert Blum, an expert in students' school connectedness, and Dr. Clea McNeely, who will conduct needs assessments to determine the concerns of military families, children, and their teachers, and identify promising interventions that may benefit students, families, and schools. Dr. Phil Leaf at JHSPH will focus on improving student behavior and school climate. Dr. Lynne Michael Blum, a consultant to the project, will develop an online database of best practices and resources to help schools. She also will offer a web-based course to help teachers and administrators understand military families and their children's learning and development at different grade levels. The course will include a module on school, family, and community partnerships.

Districts and schools that serve large numbers of students from military families who seek assistance in strengthening school, family, and community partnerships should contact Cecelia Martin at cmartin@csos.jhu.edu for more information. ■

Leadership Line

New NNPS Inventory Helps District Leaders

"We continue to believe that NNPS is essential for districts to create systemic change in the ways parent involvement increases student success," Linda Ariyasu, Local District 4, LAUSD

NNPS guides district leaders to create systemic change by taking responsibility for district-level leadership on partnerships and direct facilitation of schools to support their programs of partnerships. Studies show that this dual focus on district leadership and facilitation improves the sustainability of school, family, and community partnerships so that student success increases over time.

Case in point: Analyses of *UPDATE* data show that district leaders that provide more support report that their schools implement more of the NCLB parent involvement requirements. More specifically, when a district has an organized program of partnerships and has district leaders who help schools involve families, the schools conduct more outreach activities to families. Better outreach to families on well-designed, goal-linked activities leads to improved student performance on standardized tests and increased student attendance. District leadership and facilitation proves to be a win-win situation for districts, schools, families, and their students.

How do you begin to put this research into practice? NNPS has a new tool to help called *Lead and Succeed: A District Inventory of Leadership and Facilitation Strategies*. The *Inventory* includes six common program development objectives and over 50 corresponding strategies to consider. The six objectives are listed below with sample leadership and facilitation practices for each.

Create awareness. Actively pro-

mote the partnership program to all key stakeholders, including teachers, administrators, families, and community groups.

Leadership: Convene a one-on-one meeting with the district superintendent to discuss the goals for the partnership program.

Facilitation: Meet individually with each school principal at the start of the school year to clarify the work of the district facilitator(s) and how the principal will support the program in their school.

Align program and policy. With support from district leadership, integrate the partnership program with district policies, requirements, and procedures.

Leadership: Write a district leadership plan for partnerships that includes district-level actions and direct assistance to schools—use this inventory as a resource.

Facilitation: Ensure that each school's policy on family involvement reflects the NNPS components.

Guide learning and program development. Organize and conduct professional development activities to assist schools in developing their partnership programs.

Leadership: Convene regularly scheduled cluster meetings for schools' ATP Chairs or Co-Chairs to share experiences.

Facilitation: Conduct a training workshop for all participating schools that includes how to link the Action Plan for Partnerships with the School Improvement Plan.

Share knowledge. Foster ongoing communication throughout the district to build knowledge about programs of school, family, and community partnerships.

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Meeting the Challenge

Steven B. Sheldon
Director of Research

Using Family and Community Partnerships to Improve Student Health and Safety

Many children of the 21st century must contend with health issues such as childhood obesity and increasing violence in their neighborhoods. Changes in lifestyles and society's civility require new solutions to help children become healthy and productive adults. Schools represent a major source of initiatives that focus on the well-being of the whole child. NNPS schools are finding ways to involve families and communities to improve their students' health and safety.

Encouraging a Healthy Lifestyle

At the **Dr. Lydia T. Wright School of Excellence** in Buffalo, NY, the school collaborated with the National Football League's Buffalo Bills and several health organizations to cap off a year-long healthy living initiative. The school hosted a Family Sports Night where students and their families participated in football and other fitness activities, ate healthy snacks, and had blood pressure and body mass index measured. The event allowed family members to learn the importance of exercising and nutritious eating while having fun with school staff and sports heroes.

Bennett Park Montessori Center, also in Buffalo, hosted a day-long event for students and their families to promote the resources of community members and organizations connected to health-related fields. The Health and Wellness Fair welcomed about 75 professionals from health-related agencies, community organizations, nutrition-based groups, and other holistic and medical fields. The organizations created hands-on, interactive displays, making learning fun for students and their families. All participants snacked on nutritious foods and beverages donated to the fair.

Helping to Ensure Student Safety

In addition to addressing students' health, schools are also teaming up with family and

community partners to provide children a safe means to return home from school. At **Lincoln Elementary School** in Wausau, WI, the Action Team for Partnerships (ATP) developed the Walking School Bus for students who attend after-school programs. Students meet at the front office "bus stop" before walking home with two adults, one at the front of the "bus" and one at the back, along a predetermined route. The adults carry a backpack of emergency supplies such as flashlights, emergency phone numbers, and during the winter months, hats and gloves, as they walk students to their homes. The police are notified of the "bus routes" to help ensure the safety of the children and adult "drivers."

In Cleveland, at **Robert Fulton Elementary School**, the ATP worked with the community to set up "safe haven points." Located in community churches and businesses, the safe havens agreed to serve as a place where students could go if they felt threatened or unsafe on their way to or from school. ATP members created maps identifying the community partners and hosted an event for students and their families to visit the safe havens and meet the community partners. At this event, police fingerprinted and photographed students for emergency identification purposes.

Planning for Student Well-Being

Many NNPS members set student health and safety as a non-academic partnership goal in their One-Year Action Plan for Partnerships. The activities shared in this column represent a few of the ways schools work to reach this goal. If your school or district is interested in learning more about these or other health and safety partnership practices, visit www.partnershipschoools.org, click on "In the Spotlight," and choose the 2005 and 2004 collections of *Promising Partnership Practices*. ■

Research Brief

Factors Affecting Implementation of NCLB Family Involvement Requirements

Passage of the No Child Left Behind (NCLB) Act set off plenty of debate, with most of the discussions focusing on testing standards and requirements, teacher quality, and school choice. Title I, Section 1118, the provision of NCLB that calls for greater family involvement, receives less attention; however, it offers another important tool in the effort to improve student achievement.

Many explanations for variations in parent involvement focus on parents' race, income, and personal beliefs. But, these factors are difficult or impossible to affect. Past studies have shown that a strong, schoolwide approach to school, family, and community partnerships can increase parent involvement. NNPS conducted a study to identify the factors that affect how well a school meets NCLB family involvement requirements.

In 2003 and 2004, NNPS used *UPDATE* to survey over 450 elementary and secondary schools, located in urban, suburban, and rural areas. To determine the schools' implementation of family involvement activities, thirteen items from the questionnaire were examined, chosen based on their correspondence to the family involvement requirements specified by NCLB. After taking into consideration school level and locale,

NNPS looked at the effects on NCLB implementation of Action Team for Partnerships (ATP) meeting frequency and structure, principal turnover and support for partnerships, and district support for partnerships.

Action Teams for Partnerships

Schools whose ATPs met more frequently (monthly) tended to conduct NCLB parent involvement requirements more than those who met less often. With other factors taken into

account, schools with ATPs organized into subcommittees tended to follow more of the NCLB guidelines, suggesting

that ATPs organized in this way tend to create a better organization for partnerships.

Principal Turnover and Support

Schools with higher rates of principal turnover tended to implement fewer NCLB parent involvement requirements, and, not surprisingly, tended to have less principal support for partnerships. Longitudinal analyses showed that once previous NCLB implementation is taken into consideration, principal turnover did not have a significant effect, suggesting that strong and stable partnership programs can overcome changes in school leadership.

District Support for Partnerships

Schools were more likely to implement NCLB requirements for family involvement if they reported stronger support for partnership programs from their district leaders. This suggests that systemic support by district leaders is important for increasing the quality of school partnership programs.

This study revealed the importance of strong ATPs that meet regularly, principal support, and district leadership on school, family, and community partnerships. Because of the wide variety of schools surveyed, implementation of the NNPS model very likely provides a way for all schools to comply with the family involvement requirements of NCLB. ■

Sheldon, S. B. (2005, August) This paper was presented at the Sociology of Education Section No Child Left Behind Conference at the annual meeting of the American Sociological Association, Philadelphia. My appreciation goes to Joseph Brownstein for his assistance in preparing this research brief.

District support for partnerships leads to greater NCLB implementation in schools..

Congratulations!

The following NNPS members received one free registration to a future NNPS conference in the 2005 *UPDATE* Raffle:

- Iowa Maple Elementary School, Cleveland, OH
- Woburn Public Schools, Woburn, MA
- Parent Information Center, Concord, NH
- Missouri Department of Elementary and Secondary Education

Good things happen when you return *UPDATE* by the June 30th deadline.

Q Are you receiving E-Brief—NNPS's monthly communication with all members?

A If not, please e-mail nnps@csos.jhu.edu with your name and the name of your school, district, state or organization.

Elementary School Report

Video Helps Parents Support Reading at Home

Lights! Camera! Action! The Hawthorn Hills Site Council took creative steps to help inform parents about the importance of reading and how to encourage their children to pick up a book at home.

Knowing that reading at home positively impacts school performance, the Site Council brainstormed ways to get the message out to all parents. They decided on a parent-friendly video with helpful hints for parents to support their pre-readers, as well as their more experienced readers. Each family received a copy of the video at parent-teacher conferences.

Making the Video

After securing \$17,000 in grant money from the local chapter of Altrusa International and the Kiwanis Club of Greater Wausau, the Site Council hired a local production company. Working closely with the district's public relations department, production began with information gathering, interviews, and a first draft of a script. Teachers, district literacy trainers, and parents all provided input into script revisions.

Local families and teachers, chosen to represent the diversity of the school's population, starred in the video. Filming took place during the summer months at families' homes and several public locations, including Hawthorn Hills Elementary School.

Providing Helpful Tips to Parents

Parent groups and teachers previewed a rough cut of the video and contributed feedback. One suggestion the Site Council implemented was including a booklet of helpful tips with each video. The booklet, divided into sections for younger and older readers, offered parents suggestions for open-

ended questions and conversation starters for any book. The tips were written in Hmong and Spanish, as well as English. "The parents seemed very appreciative of receiving the video and accompanying brochure. They thought the suggestions for discussion prompts would be very helpful," commented teacher Lynn Strehlon.

Translating into Two Languages

While originally intended for the families of Hawthorn Hills students, the video, entitled *Partners in Reading Success*, will be produced for each family in the Wausau School District through extra grant money from the district. In addition, the video was translated into Hmong and Spanish for families who speak English as a second language, and will be distributed at evening presentations at each elementary school. In the future, the video will be shared with new families.

Ordering the Video

"This video provides all parents with easy strategies they can use at home to help improve their children's reading skills. Everyone will benefit from the suggestions the video provides," said Karen Salinas, editor of *Promising Partnership Practices 2005*. The Wausau School District has graciously agreed to make DVD copies of *Partners in Reading Success* available to NNPS members until December 31, 2005. Members can order the DVD in three languages—English, Hmong, and Spanish—for \$30. The DVD is packaged in a library case with the booklet that includes strategies for beginning and intermediate readers. All orders will be filled by the end of February 2006. For ordering information, e-mail nnps@csos.jhu.edu. ■

District Leadership

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Leadership: Write a regularly featured column on partnership programs for the district newsletter.

Facilitation: Host a mid-year meeting for schools to share best practices and solutions to challenges.

Celebrate milestones. Recognize school and district successes in partnership programs and practices and disseminate the successes widely.

Leadership: Send letters to principals thanking them for their support for partnerships.

Facilitation: Host an end-of-year celebration for all schools' Action Teams for Partnerships.

Document Progress and Evaluate Outcomes. Collect information to document activities and to assess progress in meeting district program goals, and assist each ATP to document and evaluate progress in implementing their Action Plans for Partnerships.

Leadership: Complete the District UPDATE survey that is required to maintain district membership.

Facilitation: Collect schools' Action Plans for Partnerships each year and use them to check schools' progress regularly.

To create systemic change on parent involvement, NNPS districts must ensure that they have an organized office for partnerships and that district leaders from that office directly assist schools in building their capacity and programs of school, family, and community partnerships. The dual focus of district leadership and facilitation will make partnerships linked to student success a well-established school improvement strategy. ■

NNPS members can download the complete *Inventory* by visiting www.partnershipschoools.org, clicking on Districts and States, and then choosing the District Inventory button.

Middle and High School Report

Three Ways to Involve Families in Middle School

As students enter the middle grades, they seek greater independence. Parents try to help their children expand their horizons, but they may lack confidence in their ability to assist with the increasingly difficult schoolwork and social issues. Research shows that parent involvement decreases as students start middle school. The pressures preteens face, however, are ones that parents can address if they are given assistance from educators. NNPS middle schools show how to involve parents to help their children reach their full potential.

Parent Organization Meetings

PTA/PTO meetings are one way to involve middle grades families, but attendance often falls short of what organizers would like. The principal of **William H. Farquhar Middle School** in Olney, MD, worked with the Action Team for Partnerships (ATP) to increase meeting attendance by planning PTA meetings at three locations in the community—basically bringing the PTA to the parents. The well-attended meetings began with a pizza dinner, followed by a 20-minute PowerPoint presentation by the principal. After the presentation about the middle school curriculum and how it connects to course choices in high school, parents split into groups to share ideas about how to help students balance schoolwork and outside activities, discuss a student's progress with the teacher and the student, and set boundaries for middle school students.

Parent Volunteers

At **Kickemuit Middle School** in Warren, RI, a language barrier between the school and a large number of Portuguese-speaking families con-

tributed to a lack of involvement. To increase school-family partnerships, the ATP used questionnaires to determine what teachers needed volunteers to do and what family members could provide. The Parent Survey, distributed in English and Portuguese, asked parents to indicate their interests, talents, and availability. The ATP used the surveys to create a computer database of parent volunteers. A parent volunteer coordinator accessed the database to identify and contact a room parent for each homeroom. The room parents managed teacher and parent volunteer requests.

Parents and School Improvement

Washington Junior High School in Naperville, IL, involved families in academics by including parents on the School Improvement Team. Three parents joined teachers to learn about the classroom assessment process with monthly readings and discussions. The readings led team members to examine trends, strategies, and current practices in testing as they applied to their school. Based on their discussions, teachers and parents made testing recommendations to the principal.

Even though research shows that parent involvement decreases over time, the need for it does not. By making an extra effort when students reach the middle grades, schools can help parents maintain their involvement in their children's education. For more information about these promising practices or other ways to involve families during the middle grades, visit www.partnershipschools.org, click on In the Spotlight, and choose the 2005 collection of *Promising Partnership Practices*. ■

81

Percent of teachers in elementary and secondary schools who strongly agree that effective teachers must be able to work with parents according to 2004-05 MetLife Survey of American Teachers

Research-Based Model

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NNPS: A Research-Based Approach

NNPS offers the strongest research-based guidelines, tools, and materials available to help schools, districts, states, and organizations develop and sustain goal-oriented programs of family and community involvement. Of course, NNPS members must do their part to apply the guidelines. Together, research-based approaches and thoughtful practice create excellent programs of partnerships. ■

Summary of Research: For a short summary of over 30 studies conducted by NNPS researchers visit www.partnershipschools.org. Click on the Research Summary alert on the home page.

References

- Shavelson, R. J. & Towne, L., Eds. (2002). *Scientific research in education*. Washington, DC: National Academies Press.
- Towne, L., Wise, L. L., & Winters, T. M., Eds. (2004). *Advancing scientific research in education*. Washington, DC: National Academies Press.

Our Growing Network

New Members in NNPS since February 2005

SCHOOLS (278 new members) ★ Academy for College and Career Exploration #427 (Baltimore, MD) ★ AGAPE (St. Paul, MN) ★ Alexander Hamilton Elementary School (Baltimore, MD) ★ Alexandria New Elementary (Los Angeles, CA) ★ Alternative Learning Center #488 (Baltimore, MD) ★ Antelope Elementary (Clearfield, UT) ★ Arundel Elementary/Middle School #164 (Baltimore, MD) ★ Asbury Park High School (Asbury Park, NJ) ★ Asbury Park Middle School (Asbury Park, NJ) ★ Baltimore Freedom Academy #423 (Baltimore, MD) ★ Baltimore Polytechnic Institute #401 (Baltimore, MD) ★ Bangs Avenue Elementary School (Asbury Park, NJ) ★ Barclay School #54 (Baltimore, MD) ★ Bay Brook Elementary School (Baltimore, MD) ★ Bayside Elementary School (Stevensville, MD) ★ Bayside Middle School (Virginia Beach, VA) ★ Beach Middle School (Virginia Beach, VA) ★ Belmont Elementary (Lincoln, NE) ★ Belmont Elementary School #217 (Baltimore, MD) ★ Benjamin Franklin High School (Philadelphia, PA) ★ Benjamin Franklin Middle School #239 (Baltimore, MD) ★ Bettie F. Williams Elementary School (Virginia Beach, VA) ★ Birdneck Elementary (Virginia Beach, VA) ★ Booker T. Washington Middle School (Baltimore, MD) ★ Boston Renaissance Charter School (Boston, MA) ★ Bradley Elementary School (Asbury Park, NJ) ★ Brandon Middle School (Virginia Beach, VA) ★ Brookhaven Elementary School (Rockville, MD) ★ Bushnell Way Elementary School (Los Angeles, CA) ★ Callaway Elementary School #251 (Baltimore, MD) ★ Cannon Road Elementary School (Silver Spring, MD) ★ Canton Middle School (Baltimore, MD) ★ Captain Arthur Roth (Cleveland, OH) ★ Casa Loma Elementary School (Bakersfield, CA) ★ Cecil Elementary School (Baltimore, MD) ★ Central Primary School (Arkadelphia, AR) ★ Charles Carroll Barrister #34 (Baltimore, MD) ★ Chiquapin Middle School #46 (Baltimore, MD) ★ Clopper Mill Elementary School (Germantown, MD) ★ Coldstream Park Elementary/Middle School (Baltimore, MD) ★ College Heights Elementary School (Bakersfield, CA) ★ College Park Elementary School (Virginia Beach, VA) ★ Commodore John Rodgers Elementary (Baltimore, MD) ★ Como Park Senior High (St. Paul, MN) ★ Corporate Landing Middle School (Virginia Beach, VA) ★ Cresthaven Elementary School (Silver Springs, MD) ★ Crestview Elementary (Layton, UT) ★ Crisfield Academy (Crisfield, MD) ★ Crisfield High School (Crisfield, MD) ★ Curran Middle School (Bakersfield, CA) ★ David Turnham Center (Dale, IN) ★ Deerfield Elementary School (Edgewood, MD) ★ Dickey Hill Elementary/Middle School #201 (Baltimore, MD) ★ Diggs-Johnson Middle School (Baltimore, MD) ★ Digital Harbor High School #416 (Baltimore, MD) ★ Dr. Bernard Harris, Sr. Elem #250 (Baltimore, MD) ★ Dr. Carter G. Woodson Elementary/Middle School (Baltimore, MD) ★ Dr. Lillie M. Jackson Alternative Elementary #288 (Baltimore, MD) ★ Dr. Martin Luther King, Jr. Elementary #254 (Baltimore, MD) ★ Dr. Rayner Browne Elementary School #25 (Baltimore, MD) ★ Dr. Roland N. Patterson, Sr. Academy #82 (Baltimore, MD) ★ East Allegheny Middle/High School (North Versailles, PA) ★ Easterling Primary School (Marion, SC) ★ Edgecombe Circle Elementary #62 (Baltimore, MD) ★ Edgewood Elementary #67 (Baltimore, MD) ★ Edgewood Elementary School (Edgewood, MD) ★ Edgewood Middle School (Edgewood, MD) ★ Edwin Markham Elementary (Pasco, WA) ★ Ellen Ochoa Middle School (Pasco, WA) ★ Elmer A. Henderson Elementary School (Baltimore, MD) ★ Emerson Elementary (Pasco, WA) ★ Eutaw-Marshburn Elementary School (Baltimore, MD) ★ Ewell Primary-Elementary-Middle School (Ewell, MD) ★ Fairmount #425 (Baltimore, MD) ★ Fallstaff Elementary School (Baltimore, MD) ★ Federal Hill Preparatory #45 (Baltimore, MD) ★ Forest Park High School #406 (Baltimore, MD) ★ Fort Worthington Elementary School (Baltimore, MD) ★ Francis M. Wood High School #178 (Baltimore, MD) ★ Frank W. Cox High School (Virginia Beach, VA) ★ Frank West Elementary School (Bakersfield, CA) ★ Franklin Square Elementary (Baltimore, MD) ★ Franklin Towne Charter High School (Philadelphia, PA) ★ Frederick Elementary School (Baltimore, MD) ★ Fredrick Douglass High School #450 (Baltimore, MD) ★ Fremont Elementary (Sunset, UT) ★ Fulton Elementary School (Chicago, IL) ★ Furley Elementary School #206 (Baltimore, MD) ★ Gardenville Elementary School #211 (Baltimore, MD) ★ Garrett Heights Elementary (Baltimore, MD) ★ Garrett Park Elementary School (Garrett Park, MD) ★ Garrison Middle School #42 (Baltimore, MD) ★ General Wolfe Elementary #23 (Baltimore, MD) ★ George W.F. McMechen High School #177 (Baltimore, MD) ★ Glenmount School #235 (Baltimore, MD) ★ Glenwood Elementary School (Virginia Beach, VA) ★ Govans Elementary School #213 (Baltimore, MD) ★ Green Run Elementary (Virginia Beach, VA) ★ Greenwood Elementary School (Princess Anne, MD) ★ Grove Park Elementary School (Baltimore, MD) ★ Guilford Elementary/Middle School #214 (Baltimore, MD) ★ Gwynns Falls Elementary School (Baltimore, MD) ★ Hall's Cross Roads Elementary School (Aberdeen, MD) ★ Hamilton Elementary/Middle #236 (Baltimore, MD) ★ Hamilton Middle School #41 (Baltimore, MD) ★ Hampden Elementary School #55 (Baltimore, MD) ★ Harbor City High School #473 (Baltimore, MD) ★ Harford Heights Intermediate School #37 (Baltimore, MD) ★ Harford Heights Primary School #36 (Baltimore, MD) ★ Harlem Park Elementary (Baltimore, MD) ★ Harlem Park Middle School #78 (Baltimore, MD) ★ Harriet Tubman Elementary #138 (Baltimore, MD) ★ Hazelwood Elementary/Middle School #210 (Baltimore, MD) ★ Heavenrich Elementary (Saginaw, MI) ★ Hermitage Elementary School (Virginia Beach, VA) ★ Highland Park Senior High (St. Paul, MN) ★ Highlandtown Elementary #212 (Baltimore, MD) ★ Highlandtown Elementary School #237 (Baltimore, MD) ★ Highlandtown Middle School #43 (Baltimore, MD) ★ Hill Field Elementary (Clearfield, UT) ★ Holland Elementary (Virginia Beach, VA) ★ Hollywood Primary Center (Los Angeles, CA) ★ Holt Elementary School (Clearfield, UT) ★ Hoover High School (Fresno, CA) ★ Hopkins Hill Elementary School (Coventry, RI) ★ Hunt Elementary School (Jackson, MI) ★ Isaac Stevens Middle School (Pasco, WA) ★ J. Erik Jonsson Community School (Dallas, TX) ★ Jackson Elementary School (Janesville, WI) ★ James McGee Elementary School (Pasco, WA) ★ James McHenry Elementary #10 (Baltimore, MD) ★ James Mosher Elementary School (Baltimore, MD) ★ Jefferson Elementary School (Janesville, WI) ★ John B. Dey Elementary (Virginia Beach, VA) ★ John McLaughlin Middle School (Pasco, WA) ★ John Ruhrah Elementary School #228 (Baltimore, MD) ★ Johnkin Middle School (Marion, SC) ★ Johnston Square Elementary (Baltimore, MD) ★ Joppatowne Elementary (Joppa, MD) ★ Kempsville High School (Virginia Beach, VA) ★ Kensington-Parkwood Elementary School (Kensington, MD) ★ Lafayette Elementary School #202 (Baltimore, MD) ★ Lakeland Elementary Middle School #12 (Baltimore, MD) ★ Lakewood Elementary School #86 (Baltimore, MD) ★ Lancaster High School (Lancaster, CA) ★ Landstown Elementary School (Virginia Beach, VA) ★ Landstown Middle School (Virginia Beach, VA) ★ Langston Hughes Elementary School #5 (Baltimore, MD) ★ Larimore Elementary School (St. Louis, MO) ★ Larkspur Middle School (Virginia Beach, VA) ★ Laurence Paquin #457 (Baltimore, MD) ★ Layton Elementary School (Layton, UT) ★ Leo G. Pauly Elementary School (Bakersfield, CA) ★ L'Etoile du Nord French Immersion Schools (St. Paul, MN) ★ Lexington Avenue Primary Center (Los Angeles, CA) ★ Liberty Elementary (Baltimore, MD) ★ Lockerman Bundy Elementary School (Baltimore, MD) ★ Lombard Middle School #57 (Baltimore, MD) ★ Longfellow Elementary School (Pasco, WA) ★ Longfellow Elementary School (Bakersfield, CA) ★ Lyndhurst Elementary School #88 (Baltimore, MD) ★ Lynnhaven Elementary (Virginia Beach, VA) ★ Lynnhaven Middle School (Virginia Beach, VA) ★ Magnolia Elementary (Joppa, MD) ★ Magnolia Middle School (Joppa, MD) ★ Maree Garnet Farring Elementary #203 (Baltimore, MD) ★ Marion High School (Marion, SC) ★ Marion Intermediate School (Marion, SC) ★ Marion Sarah Peyton Elementary School (Marion, MD) ★ Maritime Industries Academy #431 (Baltimore, MD) ★ Mark Twain Elementary (Pasco, WA) ★ Mary E. Rodman Elementary (Baltimore, MD) ★

Our Growing Network

New Members in NNPS since February 2005

Maryvale Elementary School (Mobile, AL) ★ Matthew A. Henson Elementary School (Baltimore, MD) ★ Maya Angelou Elementary School (Pasco, WA) ★ McKinley Elementary School (Adrian, MI) ★ Medical Arts Academy #429 (Baltimore, MD) ★ Mergenthaler Senior High School #410 (Baltimore, MD) ★ Morrell Park Elementary/Middle School #220 (Baltimore, MD) ★ Mount Royal Elementary/Middle #66 (Baltimore, MD) ★ Mount Washington Elementary School #221 (Baltimore, MD) ★ National Academy Foundation High School #421 (Baltimore, MD) ★ Negaunee Middle School (Negaunee, MI) ★ New Castle Elementary (Virginia Beach, VA) ★ New Horizons High School (Pasco, WA) ★ Newtown Road Elementary School (Virginia Beach, VA) ★ North Bend Elementary School (Baltimore, MD) ★ Northeast Middle School #49 (Baltimore, MD) ★ Northwestern High School #401 (Baltimore, MD) ★ Northwood Elementary School #242 (Baltimore, MD) ★ Oakville Elementary (Mechanicsville, MD) ★ Oklahoma Road Middle School (Sykesville, MD) ★ Old Donation Center (Virginia Beach, VA) ★ Olympic Primary Center (Los Angeles, CA) ★ Parkway Elementary (Virginia Beach, VA) ★ Pasco High School (Pasco, WA) ★ Patapsco Elementary/Middle School (Baltimore, MD) ★ Patterson Park Public Charter School (Baltimore, MD) ★ Paul Lawrence Dunbar High School #414 (Baltimore, MD) ★ Paul Robeson High School Achievement Academy (Chicago, IL) ★ Pembroke Elementary School (Virginia Beach, VA) ★ Pershing Elementary (Lincoln, NE) ★ Pierceton Elementary School (Pierceton, IN) ★ Pimlico Elementary School #223 (Baltimore, MD) ★ Pimlico Middle School (Baltimore, MD) ★ Pitts Ashburton Elementary/Middle #58 (Baltimore, MD) ★ Plaza Elementary (Virginia Beach, VA) ★ Plaza Middle School (Virginia Beach, VA) ★ Point O' View (Virginia Beach, VA) ★ Queen Anne's County High School (Centreville, MD) ★ Ramona New Elementary School (Los Angeles, CA) ★ Randallstown High School (Randallstown, MD) ★ Reginald F. Lewis High School #419 (Baltimore, MD) ★ Riley Elementary (Lincoln, NE) ★ Robert Frost Elementary (Pasco, WA) ★ Robert Poole Middle School #56 (Baltimore, MD) ★ Robert W. Coleman Elementary Schools (Baltimore, MD) ★ Rognel Heights Elementary/Middle #89 (Baltimore, MD) ★ Roland Park Elementary/Middle School (Baltimore, MD) ★ Rosemont Elementary School (Virginia Beach, VA) ★ Rosemount Forest Elementary School (Virginia Beach, VA) ★ Rowena Chess Elementary (Pasco, WA) ★ Ruth Livingston Elementary School (Pasco, WA) ★ Salem Middle School (Virginia Beach, VA) ★ Samuel Coleridge Taylor Elementary (Baltimore, MD) ★ Samuel F. B. Morse Elementary #98 (Baltimore, MD) ★ Sarah M. Roach Elementary School (Baltimore, MD) ★ School #426 at The Lake Clifton Campus (Baltimore, MD) ★ Screven County Elementary (Sylvania, GA) ★ Seatack Elementary School (Virginia Beach, VA) ★ Sharp-Leadenhall Elementary School (Baltimore, MD) ★ Shelton Park Elementary School (Virginia Beach, VA) ★ Sheridan Elementary (Lincoln, NE) ★ Sinclair Lane Elementary School #248 (Baltimore, MD) ★ Somerset Intermediate School (Westover, MD) ★ South Lake Elementary School (Gaithersburg, MD) ★ Southeast Middle #255 (Baltimore, MD) ★ Southside Academy #181 (Baltimore, MD) ★ Southwestern High School #412 (Baltimore, MD) ★ Steuart Hill Academic Academy (Baltimore, MD) ★ Tallwood High School (Virginia Beach, VA) ★ Tench Tilghman Elementary #13 (Baltimore, MD) ★ Thalia Elementary School (Virginia Beach, VA) ★ The Arts Industry Academy #430 (Baltimore, MD) ★ The Baltimore Talent Development High School (Baltimore, MD) ★ The New Calverton Middle School #75 (Baltimore, MD) ★ The Stadium School #15 (Baltimore, MD) ★ Thomas G. Hayes Elementary School (Baltimore, MD) ★ Thomas Jefferson Elementary School #232 (Baltimore, MD) ★ Thurgood Marshall Elementary School (Asbury Park, NJ) ★ Thurgood Marshall High School #424 (Baltimore, MD) ★ Trantwood Elementary School (Virginia Beach, VA) ★ Varennes Elementary School (Anderson, SC) ★ Violetville Elementary Middle School (Baltimore, MD) ★ Virgie Robinson Elementary (Pasco, WA) ★ W.E.B. DuBois High School #418 (Baltimore, MD) ★ W.T. Cooke Elementary (Virginia Beach, VA) ★ Walbrook High School #411 (Baltimore, MD) ★ Washington Elementary (Bountiful, UT) ★ Washington Middle School (Bakersfield, CA) ★ Waverly Elementary Middle School (Baltimore, MD) ★ Weller Road Elementary School (Silver Spring, MD) ★ West Baltimore Middle School #80 (Baltimore, MD) ★ Westfield Elementary School (Westfield, WI) ★ Westport Academy School #225 (Baltimore, MD) ★ Westside Elementary #24 (Baltimore, MD) ★ White Oaks Elementary (Virginia Beach, VA) ★ Whittier Elementary School (Pasco, WA) ★ William H. Lemmel Middle School #79 (Baltimore, MD) ★ William Paca Elementary School (Baltimore, MD) ★ William Paca/Old Post Road Elementary (Abingdon, MD) ★ William S. James Elementary (Abington, MD) ★ William H. Farquhar Middle School (Olney, MD) ★ Windsor Oaks Elementary (Virginia Beach, VA) ★ Winston Middle School #209 (Baltimore, MD) ★ Woodbourne Day School #372 (Baltimore, MD) ★ Woodhome Elementary Middle School (Baltimore, MD) ★ Yorkwood Elementary #219 (Baltimore, MD) ★

DISTRICT (29 new members) ★ Bakersfield City School District (Bakersfield, CA) ★ BCPSS-Elementary School Area 2 (Baltimore, MD) ★ BCPSS-Elementary School Area 3 (Baltimore, MD) ★ BCPSS-Elementary School Area 4 (Baltimore, MD) ★ BCPSS-High School Area (Baltimore, MD) ★ BCPSS-Middle School Area (Baltimore, MD) ★ Caddo Parish Public Schools (Shreveport, LA) ★ Calcasieu Parish Schools (Lake Charles, LA) ★ Coventry Public Schools (Coventry, RI) ★ East Baton Rouge Schools (Baton Rouge, LA) ★ Glendale Unified School District (Glendale, CA) ★ Greenbrier County Schools (Lewisburg, WV) ★ Guilford County Schools (Greensboro, NC) ★ Hart Public Schools (Hart, MI) ★ Lincoln Parish Schools (Ruston, LA) ★ Meigs County (Decatur, TN) ★ Omaha Public Schools (Omaha, NE) ★ Ouachita Parish Title I Schools (Monroe, LA) ★ Pasco School District No. 1 (Pasco, WA) ★ Ponca City Public Schools (Ponca City, OK) ★ San Juan School District-Utah (Blanding, UT) ★ School District of the City of Saginaw (Saginaw, MI) ★ Victoria Independent School District (Victoria, TX) ★ Virginia Beach City Public Schools (Virginia Beach, VA) ★ Warren County Schools (Warrenton, NC) ★ William S. Hart Union High School District (Santa Clarita, CA) ★ Winn Parish Schools (Winnfield, LA) ★ Woburn Public Schools (Woburn, MA) ★

ORGANIZATION/UNIVERSITY PARTNERS (6 new members) ★ Indiana Center for Family, School & Community Partnerships (Indianapolis, IN) ★ Parents Plus, Inc. Milwaukee Office (Milwaukee, WI) ★ Performance Learning Systems (Clermont, FL) ★ Southern California Comprehensive Assistance Centers' Family Involvement Network (Downey, CA) ★ The New Jersey Institute For School, Family, and Community Partnerships (Glassboro, NJ) ★ University of Wisconsin-Extension (Madison, WI) ★

STATES (1 new member) ★ Pennsylvania Department of Education (Harrisburg, PA) ★

Current Active Membership in the National Network of Partnership Schools as of September 7, 2005

Schools: 1087 Districts: 127 States: 16 Organizations: 67



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New Staff Join NNPS

Continued from page 1

level facilitator for school, family, and community partnerships. Ms. Hutchins was a first-grade teacher in BCPSS. She developed and implemented successful family literacy workshops.

New Focus

Cecelia S. Martin, Senior Program Facilitator, assists schools, districts, states, and organizations to strengthen and sustain goal-oriented partnership programs. She is taking responsibility for the technical assistance activities for districts and schools that serve children whose families are in the military in connection with the MCI (see story on page 1).

This summer, we said goodbye to NNPS facilitator Natalie R. Jansorn,

who moved to a new position in another department at Johns Hopkins University. We thank Natalie for her many excellent contributions to NNPS and wish her the very best of luck.

Postdoctoral Fellow

Dr. Claudia L. Galindo will conduct longitudinal studies of the effects of district support on the quality of

school partnership programs using *UPDATE* data. Coming from Peru and Penn State University, Dr. Galindo has conducted international research on school quality and student achievement, with special attention to Hispanic students' education.

To see all NNPS staff, visit www.partnershipschools.org, and click on Meet the Staff. ■

Partnership Calendar

2005

- November 16:** Web conference for district leaders on program development and direct facilitation of schools. Telephone line and Internet connection required. Registration information available at www.partnershipschools.org in mid-October.
- November 30:** Members will receive the *NNPS Annual Report*, summarizing data on schools and districts from *2005 UPDATE*, in the mail.

2006

- February:** Invitation to school, district, organization, and state members to apply for the *NNPS Partnership Awards* for the 2005-06 school year for excellence in programs of partnership.
- March:** Spring issue of *Type 2*.
- March:** Invitation to NNPS members to contribute to *Promising Partnership Practices 2006*.
- April 1:** Members will receive 2006 *UPDATE* in the mail. Due June 30 to renew NNPS membership for the 2006-07 school year.
- May 8:** Promising partnership practices due for the 2006 collection.
- June 7-8:** District Leadership Institute in Baltimore for district leaders in the start-up phase of program development. The Institute prepares leaders to provide direct assistance to schools' Action Teams and to establish a district-wide partnership network.
- June 30:** 2006 *UPDATE* due to NNPS to renew membership for the 2006-07 school year. NNPS will waive annual membership fees for all members who return *UPDATE*. Members who return *UPDATE* by the deadline will be entered into a raffle for free registration to an NNPS conference.
- June 30:** Applications due for *Partnership School Awards*, *Partnership District Awards*, *Partnership Organization Awards*, and *Partnership State Awards* for the 2005-06 school year.
- October 5-6:** Leadership Development Conference in Baltimore for school, district, state, and organization leaders who are organizing partnership programs in the 2006-07 school year, and for experienced members on advanced topics for partnerships.