

# 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, 2007 No. 23

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## NNPS Partnership Awards Recognize 19 Excellent Programs in 2007

Seven schools, seven districts, two organizations, and three state departments of education won 2007 Partnership Awards from the National Network of Partnership Schools (NNPS) at Johns Hopkins University. This is the largest number of winners since the start of the awards program in 2000. The response may be due to the new awards applications, which emphasize best practices, and a sign of members' growing confidence in the quality of their work on partnerships.

School winners were Highlands Elementary School and Kennedy Junior High School in Naperville IL; Phalen Lake Elementary, St. Paul, MN; Robert Frost and Whittier Elementary Schools in Pasco WA; Roberts Elementary Schools, Wayne, PA; and Spooner Elementary School, Spooner, WI. These schools documented involvement activities that reach out to involve all families and that involve families and community partners in ways that increase student success in school.

District winners were Hampton City Schools, VA; Local Districts 4 and 8 in Los Angeles Unified School District (LAUSD), CA; Naperville Community Unit School District 203, IL; Pasco School District, WA; Saint Paul Public Schools, MN; and Virginia Beach City Public Schools, VA. Organization winners were the California PARENT Center at the June Burnett Institute, San Diego, CA and Strategic Learning Initiatives, Chicago, IL. Districts and organizations demonstrated how they are meeting NNPS's dual requirements for conducting leadership activities and for facilitating the

work of individual schools' Action Teams for Partnerships (ATPs) in developing their site-based programs of family and community involvement.

*(Continued on page 8)*

## 100 Promising Practices in New Collection

- Learn about effective involvement activities to improve your partnership program.
- See what parents say about excellent involvement activities.
- Read what teachers and administrators say about interactions with parents in well-planned partnership activities.

One hundred activities are presented by members of NNPS for members of NNPS in the new edition of Promising Partnership Practices 2007. The practices focus on involving families and the community to help students improve reading, math, science, other subjects, behavior, postsecondary planning, health and safety, multicultural awareness, climate of partnerships, and district and state leadership strategies. Four tables of contents enable readers to strengthen their programs with activities listed by school improvement goal, type of involvement, school level, and contributor.

Over 150 schools, districts, states, and organizations in NNPS submitted their best practices for review – more than in past years. Although all excellent activi-

*(Continued on page 12)*

# Issues and Insights

Joyce L. Epstein  
Director

## Stop Blaming Parents! Start Building Partnerships!

Some people want to blame parents when their children fail in school. Whether it is a column by Bill Cosby in the *Detroit News* (6-13-04) or his speech in Los Angeles (10-28-06), an editorial in the *San Diego Union Tribune* (8-19-07), or other commentaries, blaming parents, alone, for their students' academic and behavioral problems is old and easy thinking. In the same spirit, *Time* magazine pointed fingers at the "over-involved" parents (2-13-05). Labeled "helicopter" parents, these parents are said to "hover" and do too much to guide their children.

NNPS has learned that the "partnership approach" is better than the "blame game" for helping students succeed in school. Both uninvolved and too-involved parents become more productively involved when educators in schools and districts develop, strengthen, and sustain well-planned, goal-linked programs of school, family, and community partnerships.

When children enter school, all parents need good, on-going information about how to help students at each grade level – through high school—on homework, with peers, with plans for college and careers, and on other indicators of success in school. Solutions to school failure, behavioral problems, chronic absence, dropping out of school, and other serious problems require the attention and efforts of teachers, parents, community partners, and students.

Research shows that when schools have effective Action Teams for Partnerships and have written One-Year Action Plans for Partnerships linked to school improvement goals, more parents become involved in ways that help children succeed in school, including parents who are, typically, uninvolved. And, when district leaders for partnerships facilitate the work of elementary, middle, and high schools, more schools address NCLB requirements to involve all parents in positive ways, including schools that did not do so before (Epstein, 2007; Sheldon, 2007).

Why do speakers and writers continue to point fingers at parents? Everyone knows

that parents have a major responsibility to guide their children at every grade level. What some forget is that schools have responsibilities, too, to help all parents (1) understand child and adolescent development; (2) conduct two-way communications; (3) volunteer in or out of school; (4) help at home with homework and curricular choices; (5) become involved in school decisions; and (6) access community programs and services. NNPS members will recognize the six types of involvement that help schools establish full partnership programs to involve all families.

In the "old days," parental involvement was left up to parents. Now, we know that this was neither equitable nor productive involvement. It is not possible for every parent in America to figure out how best to be involved with their child in every subject at every grade level. It is time for schools, districts, and state departments of education to use tested research-based approaches to strengthen and sustain partnership programs that involve all families and boost the success of all students (Epstein, et al., 2002).

### Evidence in Research and Practice

NNPS research reveals the merits of this new direction. Visit the NNPS website, [www.partnershipschoools.org](http://www.partnershipschoools.org) and see the section on Research and Evaluation for summaries and references. And, members of NNPS are demonstrating the merits of partnership programs in diverse communities. Read their stories on the website in the section Success Stories. The only good finger-pointing is to point to exemplary programs and practices across the country.

Blaming parents, alone, is neither fair nor justified. Organizing research-based partnership programs to enable parents to support their children's learning and development is a better strategy for promoting student success.

## Elementary School Report

### Picture This: Family and Community Involvement in the Arts

The arts make student learning visible. The visual and performing arts may captivate even the most disengaged youngsters by stimulating creativity, curiosity, imagination, and self expression. Research studies point to strong relationships between learning in the arts and increasing students' cognitive skills in other subjects, including reading, writing, and mathematics.

With shrinking budgets and growing emphases on achievement tests, the arts have suffered in many schools and classrooms across the country. Yet, the arts are natural partners with all subjects and offer exciting ways to involve families and the community with students to promote learning, positive attitudes, and success in school. Some schools are reinstating the arts during the school day and in after-school programs.

#### Visual Arts

In the new edition of *Promising Partnership Practices 2007*, **Discovery School #67** in Buffalo, New York, describes Art Extravaganza to showcase children's art work in the styles of Picasso, Monet, O'Keefe, Warhol, and other artists. Pre-K to 7th grade students learned about great masters in art and then emulated the artists' styles in their own work. Parent

participation was important as parents mounted, labeled, and displayed the art work from more than 500 students.

At the **L'Etoile du Nord French Immersion School** in St. Paul, Minnesota, art triumphed over money in the program, Art in the Classroom. When the small school could not hire an art teacher due to a limited budget, educators found ways to weave art into the curriculum. They set up an Arts Committee, partnered with the **Minnesota Institute of Art** and the **Walker Modern Art Center**, and trained 20 parent volunteers to conduct art lessons in French or English. Every classroom, K-6, had two lessons for students to observe, discuss, and do art. Some also took field trips to the museum and center.

#### Performing Arts

**Bullard TALENT K-8 School** in Fresno, CA, focused on the performing arts with a middle grades musical. The annual event is a collaboration by students, parents, and community partners, and is enjoyed by over 4000 students at all grade levels, by families, the community, and other schools in Fresno. The production proceeds with casting, rehearsals, costume development, and other tasks for students, volunteers, and donors. Students not only gain dramatic skills, but also

learn discipline, perseverance, and respect for others.

In last year's *Promising Partnership Practices 2006*, there are other examples. The After-School Enrichment Program at **Frederick Law Olmsted School #64/56** in Buffalo, New York, provided students with creative activities, such as dance, crafts, yoga, and cooking. Likewise, **Spooner Elementary School** in Spooner, Wisconsin conducted a High Five After-School Program where students took part in drama and crafts. And, at **Machen Elementary School** in Hampton, Virginia, Many Stars are Born involved more than 100 students in a drama production and all other students in backstage and support roles, along with parents and community partners.

Not a luxury, the arts are vitally important in schools. These and other NNPS members are showing that the visual and performing arts can enliven and extend student learning in innovative and interdisciplinary ways.

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#### NOTE:

Also see NNPS's TIPS Volunteers in Social Studies and Art program for the middle grades to organize. Parent and community volunteers for art appreciation. On the NNPS website, click on the TIPS section to find Social Studies and Art.

## 2007 Partnership Award Winners

### Roberts Elementary School



Row 1: Lorraine Cavitt, Rose Clemente, Karen Cedrone and Kelly Fox. Row 2: Anne Bohen (Principal), Robert Krutsick, Karen Kulp, Dr. Steve Levine, Marie Kauffman, Maggie Caverly, Shannon Lotz, Donna Page and Helen Snyder.

### Spooner Elementary School



Row 1: Dawn Wacek, Theresa Undem, Karen Collins (NNPS Key Contact), Jody Peck, Elisa Lindau, Noreen Barnes, and Nancy Bitney. Row 2: Diann Parker, Stacey Wucherpennig, Patty Cummings-Reinert, Ann Schroeder, Jane Eaton (Principal), and Ryan Predni.

# Meeting the Challenge

Steven B. Sheldon  
Director of Research

## Conduct Effective Family Reading Nights

How can you involve families with limited English language skills, who are unfamiliar with schools and curricula, who are employed during the day, or who are otherwise “hard to reach?” One strategy that many schools use to involve families – including those who were not engaged before – is to conduct a Family Reading Night. These events, when well-designed and well-implemented, can help support excellent teaching and provide opportunities for students to improve their literacy skills with support from family members.

Schools implement family reading nights to address different goals, including celebrating students’ work, providing information to parents, and helping parents gain confidence in engaging in reading activities with their children. In their upcoming book, *Family Reading Night* (Eye on Education, 2007), Darcy Hutchins, Marsha Greenfeld, and Joyce Epstein describe how to conduct well-organized family reading nights. The chapters are based on monthly literacy themes. Each one includes a whole group activity, activities for the primary and intermediate grades, and ideas to connect school, and home, and the community.

### Themes for Reading Nights

Ten themes are featured that schools may choose throughout the year, coordinated with units of work and reading genres. They include: Reading Olympics, Biographies, Scary Stories, Funny Reading, Celebrations and Traditions, Dr. Seuss, Poetry, Summer Reading, and more.

At the Reading Olympics Family Night, for example, families create a family flag and participate in a series of events that reinforce literacy skills. The night ends with a closing ceremony, where students and their families are awarded medals for their participation in events. On Biography Family Reading Night, students and families read about the contributions of famous people in science, sports, and other fields. Activities include “Who am I?” in which families guess who the student read about. Also, students and families design a cereal box that features

a person whose biography they read, and they discuss how the student is similar to or different from that person. Teachers may ask students to connect home and school by interviewing a family member or community mentor and writing their biography.

### NNPS Schools’ Reading Nights

In NNPS, many schools’ Action Teams for Partnerships shared their designs for family reading nights in *Promising Partnership Practices 2007*. For example, **Rains Century Elementary School** in Mullins, South Carolina, featured local stars in Celebrity Reading Night. Local news anchors, college basketball players, disk jockeys, judges, pastors, and others read books aloud to students while parents attend workshops on reading at home.

At **Riverview Elementary West Side School of Excellence** in Saint Paul, Minnesota, the Family Literacy Night Kickoff guided students through interesting activities in stations that encouraged “Reading Anytime...Anywhere.” Liaisons from Hmong and Latino communities served as interpreters to help non-English speaking families throughout the evening. Parents gained read-aloud and discussion skills to use at home. Dinner, crafts, and sing-alongs enriched the experience for students and families. See other ideas for involving families with students in reading and literacy on the NNPS website, [www.partnership-schools.org](http://www.partnership-schools.org). Click on Success Stories and Promising Partnership Practices.

### MEET THIS CHALLENGE! with New NNPS Book!

#### FAMILY READING NIGHT

Darcy J. Hutchins, Marsha D. Greenfeld,  
and Joyce L. Epstein

150 pages, \$29.95, **Eye on Education**,  
2007 (available November 30) 10% Discount (\$26.95)  
and Free Shipping for NNPS Members Advance

Order at: [www.eyeoneducation.com](http://www.eyeoneducation.com)  
NNPS members enter code: FAM1-7063-1



## Middle and High School Report

### Type 6 – Collaborating with the Community Helps Strengthen Secondary Programs

Family involvement is a challenge, but continues to be important for the success of students in middle and high schools. Secondary school administrators and Action Teams for Partnerships (ATP) are discovering thrifty and effective ways to support teenagers and their parents, as they plan and implement goal-linked partnership programs using the framework of Six Types of Involvement.

All six types of involvement are important at all school levels, but in middle and high schools Type 6–Collaborating with the Community can play a vital role in strengthening partnership programs. Good connections with the community can enrich the curriculum, assist families with services, extend students’ learning with “real-life” opportunities, and enable students to contribute to the community.

Two activities in *Promising Partnership Practices 2007* illustrate useful and innovative connections with the community at the middle and high school levels.

#### Community Enriches Curriculum

It is important for teens and their parents to connect classroom learn-

ing with genuine outcomes. **Walton Middle School** in Compton, California, conducts Community Partner/Side by Side – a multi-faceted program of community tutors, mentors, field trips, and more. One component, Career Night, on the third Wednesday of each month, involves students and parents with doctors, firefighters, policemen, and others to discuss details of their careers and the educational requirements for their jobs. The activity enables parents and students to explore many career options and reinforces the connection of classwork with students’ future plans.

#### Students Serve the Community

The Volunteer Tax Assistance Program at **Northridge High School** in Layton, Utah is a unique activity that involves students, parents, and the community in meaningful ways. Nearly thirty accounting students and a teacher were trained by Volunteer Income Tax Assistance (VITA), a federally-sponsored initiative, to assist community members in understanding and preparing their tax returns during the tax season. The experience allowed students to integrate class-

room knowledge to real-life activities and to transfer students’ skills to assist more than 200 older and low-income people in the community.

#### Monitor Participation and Results

Middle and high schools can begin to assess the impact of community partnerships by documenting the number of students, parents, and partners who attend special events and who participate in service learning programs. Students’ reflections about their experiences may illuminate the value of community connections for student learning. The opportunities and interactions may help improve students’ on attendance, behavior, and attitudes about school.

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#### NOTES

See these and other involvement activities in middle and high schools in the *Promising Partnership Practices 2007*, at [www.partnershipschoools.org](http://www.partnershipschoools.org) in the section Success Stories.

To learn more about the structure and purposes of Type 6 collaborations, see: Sanders, M. G. (2005). *Building school-community partnerships: Collaborating for student success*. Thousand Oaks, CA: Corwin Press.

#### 2007 PARTNERSHIP AWARD WINNERS (Continued)

##### Robert Frost Elementary School



Row 1: Emma Perez, Mary Ann Parra, Carla Lobos (Principal), and Josette Mendoza. Row 2: Tatyana Polyukh, Bertha Rodriguez, Sami Savage, Laura Rudeen (NNPS Key Contact), and Angie Meiners. Row 3: Angelica Sotelo, Sue Dahl, Vida Zuljevic, and Karen Lamberton. Row 4: Phillip Warnick, Sharon Minor, and Bethany Olson.

##### Kennedy Jr. High School



Jibian Atiq, Wally Loague, Kate Barr, Lisa Trychta (co-chair), Jessica Jozwiak (co-chair), Don Perry (Principal), Linda Cusak, and Lisa Kolick (NNPS Key Contact).

## Highlands Elementary School



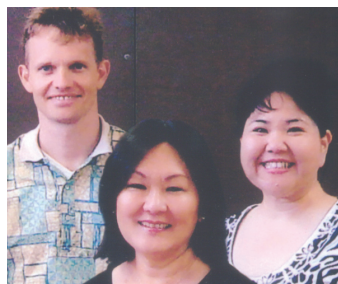
Row 1: Leslie Cameli (NNPS Key Contact), Deb Whang, Amy VanderVeen, Susan Stuckey (Principal), Janet Anderson, Sheryl Robinson, Amy Connolly, and Susie Fischer. Row 2: Lynn Gissler (NNPS Key Contact), Stephanie Birch, Claire Dunnett, Jennifer Madson, Cheryl Fortman, Celeste Akre, Lisa Wisinski, Brian Kessler, Christine O'Neil, Sue Kouri, and Connie Eilers.

## Whittier Elementary School



Row 1: Issa Stone, Candelaria Torres, Ines Capetillo, and Christy McEachen (NNPS Key Contact). Row 2: Kiyomi Savage, Megan Nelson, Valerie Aragon (Principal), Maria Ramirez, Sylvina Barrera, Garbiela Perez, and Chris Hernandez.

## Hawaii State Department of Education



Andreas Wiegand, Amy Ng, and Leila Hayashida (NNPS Key Contact).

## California PARENT CENTER of the June Burnett Institute



Row 1: Ellen Yaffa, Jeana Preston (NNPS Key Contact), and Bea Fernandez. Row 2: Yee Khun, Beth Sondak, John Wedemeyer (Executive Director/NNPS Key Contact), Maria Moore-Flagg, and Tony Herrera.

## Phalen Lake Elementary School



Row 1: Chue Yang, Mayly Xiong, Thao Lor Lee (NNPS Key Contact), Catherine Rich (Principal), and Nancy Knutson. Row 2: Annie Gibson, Mary Sellers, Ray Schwabe, Shelly Torres, Jonathan Goss, Sharon Thieman, Jesse Engebretson, Carolyn Cone (NNPS Key Contact), Neftali Ramirez, Holly Johnston, Ann Rasmussen, and April Bellovich.

## California State Department of Education



Row 1: Howie DeLane, Rosie Thomas and Virginia Reynolds. Row 2: Carol Dickson (NNPS Key Contact), Lucy Keola, and Angela McGuire.

## Maryland State Department of Education



Maureen Moran, JoAnne Carter, Barbara Scherr (NNPS Key Contact), Ann Chafin, Nancy Grasmick (Superintendent), and Maria Lamb.

## Strategic Learning Initiatives



Row 1: Cris Whitehead (NNPS Key Contact), Stephanie Ward, and Mary Canbola (NNPS Key Contact). Row 2: Maria Gutierrez, Mayra Hernandez, Francisca Gonzalez, and Bridgette Staniel.



## Hampton City Schools



Row 1: Dr. Mildred Sexton, Cbanda Epps (NNPS Key Contact), Helema Vandivier, Stephanie Taylor, and Stacy Dabney. Row 2: Jerri Bailey, Dr. Patrick Russo (Superintendent) William Shackelford, and Becky Betz. Row 3: Angela Rabie, Tamera Crosby, and Adrienne Woods. Row 4: David Washington, Lakitta Hicks-White, and James Hill. Row 5: Betsy Taylor, and Wanda Adams.

## LAUSD, Local District 8



Denise Edwards, Victoria Cerpa, Dr. Juanita Coleman-Merritt (NNPS Key Contact), Linda Del Cueto (Superintendent), Norma Lomento, Ofelia Archberd and Alberta Roacho.

## Pasco School District



Row 1: Deidra McCollum (NNPS Key Contact), Liz Flynn, Lorraine Landon (NNPS Key Contact), and Sandra Hill (Superintendent). Row 2: Saul Martinez, Pete Felsted, William Leggett, Dustin Cardenas, Sherry Lancon, and John Hergert.

## LAUSD, Local District 4



Row 1: Byron Maltez, Phil Naimo, Dr. Rosa Maria Hernandez, Richard A. Alonzo (Superintendent), William A. Masis (NNPS Key Contact), and Annie Webb. Row 2: Maureen Diekmann, Jasmin Medel, James Kodani, Virginia Lampson, Maria Gonzalez, Gabino Akvarado, Angelina Cardenas, Jorge Luna, Rocio Arriaga, and Elaine Kinoshita.

## Naperville Community School District 203



Row 1: Kari Dunlap, Kitty Murphy, Dr. Melanie Raczkievicz, and Jodi Wirt. Row 2: Dr. Alan Leis (Superintendent), Nina Menis (NNPS Key Contact), Patti McIntire, Dr. Mike Scorzo, Sandy Shamburek, Erin Anderson, and Patrick Gaskin.

## St. Paul Public Schools



Row 1: Bee Lee, Pablo Matamoros, Dana Abrams, and Betty Gerlach. Row 2: Kate Bonestroo, Joe Munnich (NNPS Key Contact), Abdisalam Adam, and Donald Sysyn.

## Virginia Beach City Public Schools



Melissa T. McQuarrie (NNPS Key Contact) and Karen L. Clevinger (NNPS Key Contact).

### Latino Parents' Involvement: Effects on Students' Math Achievement in Kindergarten

In the U.S. educational system, many Latinos are educationally disadvantaged. Compared to non-Hispanic White students, Hispanic students enter kindergarten with lower math and reading skills. Among Hispanic subgroups, Mexican, Puerto Rican, and Central American students' disadvantages persist at least through third grade.

Dr. Claudia Galindo, Postdoctoral Research Scientist with NNPS, used a national database (Early Childhood Longitudinal Study-Kindergarten or ECLS-K) to study whether parental involvement and family-school partnerships helped reduce Latino students' educational disadvantages in kindergarten. She analyzed Hispanic parents' patterns of parental involvement and family and school partnerships and their effects on math learning for 14,297 students, including 2,858 Latino students. Variables included: parental involvement at school, parental involvement in educational activities at home, parents' educational expectations for their children, and parents' perception of school outreach efforts.

#### Patterns of Parents' Involvement and Family-School Partnerships

Galindo found important differences among racial/ethnic groups. On average, Latino parents had higher educational expectations for their children and more positive perceptions of school outreach than did White parents, but lower levels of involvement in educational activities at home and at school.

Also, there were statistically significant differences among Hispanic subgroups. Cuban parents and South American parents had the highest educational expectations for their children, more positive perceptions

of school outreach, and the highest levels of involvement. By contrast, Central American parents had the lowest ratings on these indicators.

#### Influence of Involvement on Math Achievement

All parental involvement variables, except educational activities at home, were related to students' math scores. Students had higher math test scores if their parents reported more positive school outreach efforts, higher levels of involvement at school, and higher educational expectations.

The lack of association between involvement at home and math achievement could be due to the nature of the measures in the ECLS-K data base. The measures were reading-related (i.e., read books to child, look at picture books outside of school, and child reads or pretend to reads). The survey did not refer to math-related involvement activities at home. As Epstein (2001) showed in previous studies, positive effects on student learning are most likely to result from subject-specific and content-related involvement activities. Thus, future studies should include family involvement activities in math for questions about math outcomes.

#### Linking Results to Practice

Using a national sample, Galindo's study identifies the importance of parental involvement, in general, on achievement even in kindergarten. Second, it points out important variations in patterns of parents' perceptions and involvement across racial and ethnic groups and among Hispanic subgroups. Third, because school outreach and parental responses seem to enhance student learning in math, it suggests that educators involve families with students

on math activities at home to reinforce math teaching, taking into account the needs of different groups of Latino students and families.

From: Galindo, C. L. (2007). Latino Students' Parental Involvement and Family and School Partnerships: *Effects on Math Achievement in Kindergarten*. Paper presented at the annual meeting of the American Educational Association, Chicago.

### 2007 Award Winners

(Continued from page 1)

Leaders for partnerships in the California, Hawaii, and Maryland State Departments of Education won Partnership State Awards. They provided evidence of how their work is improving state policies and how they are encouraging districts and schools to develop their partnership programs.

Members of NNPS use research-based structures to organize their work at the school, district, and state levels, but must tailor their plans and activities to meet specific goals and policies in their own locations. According to Joyce Epstein, Director of NNPS, "This mix of common structures and customized actions in each location produces stronger and more sustainable partnership programs."

The winning programs received an award plaque and one free registration to a future NNPS professional development conference. Ten programs – five schools and five districts – also received a cash prize of \$500 to recognize sustained progress in program development. Meet these programs on pp 6-7 of this issue. Read their stories on the NNPS website, [www.partnershipschoools.org](http://www.partnershipschoools.org), in the section Success Stories and see many of their activities in *Promising Partnership Practices 2007*.



# Our Growing Network

New Members in NNPS since February 1, 2007

**SCHOOLS (205 new members)** ★ Achievable Dream Academy (Newport News, VA) ★ Alfred S. Forrest Elementary School (Hampton, VA) ★ Alicia Cortez Elementary (Chino, CA) ★ Altizer Elementary (Huntington, WV) ★ Anna Borba Fundamental (Chino, CA) ★ Austell Primary (K-1) School (Austell, GA) ★ B.T. Washington Magnet Elementary (Little Rock, AR) ★ Bale Elementary School (Little Rock, AR) ★ Barnwell Middle School (St. Charles, MO) ★ Barron Fundamental School (Hampton, VA) ★ Becky-David Elementary (St. Charles, MO) ★ Belmont Hills Elementary School (Smyrna, GA) ★ Bielefield School (Middletown, CT) ★ Bollman Bridge Elementary (Jessup, MD) ★ Bolton School (Cleveland, OH) ★ Brady Elementary (Little Rock, AR) ★ Bret Harte Elementary School (Long Beach, CA) ★ Brown Elementary School (Smyrna, GA) ★ Brumby Intermediate School (Marietta, GA) ★ Brumby Primary School (Marietta, GA) ★ Bryan Middle School (St. Charles, MO) ★ Bryant Intermediate (Mableton, GA) ★ Campbell Middle School (Smyrna, GA) ★ Carver Elementary (Newport News, VA) ★ Castlio Elementary (Florissant, MO) ★ Centerville Elementary (Centerville, GA) ★ Central City Elementary (Huntington, WV) ★ Central Elementary (St. Charles, MO) ★ Cherry Street School (Bridgeton, NJ) ★ Chicot Primary School (Little Rock, AR) ★ Columbia Middle School (Peoria, IL) ★ Commodore Macdonough School (Middletown, CT) ★ Compton Elementary School (Powder Springs, GA) ★ Cox Landing Elementary (Lesage, WV) ★ Denbigh Early Childhood Center (Newport News, VA) ★ Denbigh High School (Newport News, VA) ★ Doris Dickson Elementary (Chino, CA) ★ Dr. Geraldyn O. Foster Early Childhood Center (Bridgeton, NJ) ★ Dunbar Magnet Middle School (Little Rock, AR) ★ E.J. Marshall Elementary (Chino, CA) ★ Eagle Rock Junior High School (Idaho Falls, ID) ★ Early Childhood Family Education Center-Hackmann Road (St. Charles, MO) ★ Early Childhood Family Education Center-Meadows Parkway (St. Charles, MO) ★ ECHOES Academy & Adult Education Programs (Bridgeton, NJ) ★ Edgemont Gardens Elementary (Idaho Falls, ID) ★ Edward Hand Middle School (Lancaster, PA) ★ El Rancho Elementary School (Chino, CA) ★ Enslow Middle School (Huntington, WV) ★ Ewa Beach Elementary School (Ewa Beach, HI) ★ Excel (Bridgeton, NJ) ★ Fairmont Elementary School (St. Peters, MO) ★ Farm Hill School (Middletown, CT) ★ Floyd Middle School (Mableton, GA) ★ Forest Heights Middle School (Little Rock, AR) ★ Francis Asbury Elementary School (Hampton, VA) ★ Francis Howell Central High School (St. Charles, MO) ★ Francis Howell High School (St. Charles, MO) ★ Francis Howell Middle School (St. Charles, MO) ★ Francis Howell North High School (St. Charles, MO) ★ Francis Howell Union High School (St. Charles, MO) ★ General Stanford Elementary (Ft. Eustis, VA) ★ George J. McIntosh Elementary (Newport News, VA) ★ George Ross Elementary School (Lancaster, PA) ★ Getwell Elementary School (Memphis, TN) ★ Geyer Springs Elementary School (Little Rock, AR) ★ Glen Oak Primary School (Peoria, IL) ★ Green Acres Elementary School (Smyrna, GA) ★ Griffin Middle (Smyrna, GA) ★ Guyandotte Elementary (Huntington, WV) ★ H.C. Burton Elementary (Kaysville, UT) ★ Harvest Ridge Elementary (St. Charles, MO) ★ Henderson Elementary School (St. Charles, MO) ★ Henderson Health Sciences Magnet Middle School (Little Rock, AR) ★ Heritage Landing Alternative School (St. Peters, MO) ★ Hiddenwood Elementary (Newport News, VA) ★ Highlawn Elementary (Huntington, WV) ★ Hollenbeck Middle School (St. Charles, MO) ★ Homeland Security Academy#434 (Baltimore, MD) ★ Horace H. Epes Elementary (Newport News, VA) ★ Idaho Falls High School (Idaho Falls, ID) ★ Independence Elementary School (St. Charles, MO) ★ Indian Avenue School (Bridgeton, NJ) ★ Irving Primary School (Peoria, IL) ★ John Marshall Elementary (Newport News, VA) ★ John Weldon Elementary (Dardenne Prairie, MO) ★ Joseph H. Saunders Elementary (Newport News, VA) ★ Keigwin Middle School (Middletown, CT) ★ Kingman Primary School (Peoria, IL) ★ Kings Grant Elementary School (Virginia Beach, VA) ★ L.F. Palmer (Newport News, VA) ★ Lee Hall Early Childhood Center (Newport News, VA) ★ Lee Hall Elementary (Newport News, VA) ★ Lehua Elementary School (Pearl City, HI) ★ Leo J. Muir Elementary (Bountiful, UT) ★ Leonardtown Elementary (Leonardtown, MD) ★ Levi Dickey Elementary (Ontario, CA) ★ Levi Elementary (Memphis, TN) ★ Liberty Elementary School (Ontario, CA) ★ Linden Park Elementary School (Idaho Falls, ID) ★ Lindley Middle School (Mableton, GA) ★ Longfellow Elementary School (Idaho Falls, ID) ★ Los Serranos Elementary School (Chino Hills, CA) ★ Louis Agassiz School (Cleveland, OH) ★ Mabelvale Elementary (Mabelvale, AR) ★ Mableton Elementary School (Mableton, GA) ★ Magnolia Junior High School (Chino, CA) ★ Magruder Early Childhood Center (Newport News, VA) ★ Magruder Elementary (Newport News, VA) ★ Maili Elementary (Waianae, HI) ★ Manual High School (Peoria, IL) ★ Martin Luther King Elementary (Little Rock, AR) ★ McDermott (Little Rock, AR) ★ Meadowcliff Elementary School (Little Rock, AR) ★ Middletown High School (Middletown, CT) ★ Milford Elementary (Marietta, GA) ★ Nanakuli Elementary School (Waianae, HI) ★ Newman Elementary School (Chino, CA) ★ Newsome Park Elementary (Newport News, VA) ★ Oakland Mills High School (Columbia, MD) ★ Otter Creek Elementary (Little Rock, AR) ★ Pahoa Elementary School (Pahoa, HI) ★ Parkside Elementary (Clinton, UT) ★ Patrick Henry School (Cleveland, OH) ★ Payton Elementary (Huntington, WV) ★ Pelion Elementary School (Aelion, SC) ★ Philips Elementary School (Hampton, VA) ★ Phillips Elementary School (Hampton, VA) ★ Poquonock Elementary School (Windsor, CT) ★ Powers Ferry Elementary School (Marietta, GA) ★ Quarter Mile Lane School (Bridgeton, NJ) ★ Ramona Junior High (Chino, CA) ★ Richard Gird Elementary (Chino, CA) ★ Riverside Intermediate (2-5) School (Mableton, GA) ★ Riverside Primary (K-1) School (Mableton, GA) ★ Roosevelt Magnet School (Peoria, IL) ★ Saeger Middle School (St. Charles, MO) ★ Sage Park Middle School (Windsor, CT) ★ Salt Rock Elementary (Salt Rock, WV) ★ Sanders Intermediate School (Austell, GA) ★ Sanders Primary School (Austell, GA) ★ Sedalia Park Elementary (Marietta, GA) ★ Sedgfield Elementary (Newport News, VA) ★ Sky View Elementary School (Mableton, GA) ★ South Morrison Elementary (Newport News, VA) ★ South-West Middle School (Huntington, WV) ★ Spencer School (Middletown, CT) ★ Spring Hill Elementary (Huntington, WV) ★ Sterling Middle School (Peoria, IL) ★ Strawbridge Elementary (Virginia Beach, VA) ★ T. Ryland Sanford Elementary (Newport News, VA) ★ Taylorview Junior High School (Idaho Falls, ID) ★ Terry Elementary School (Little Rock, AR) ★ The Lawrence School (Middletown, CT) ★ Theresa Bunker Elementary (Idaho Falls, ID) ★ Tremont Montessori (Cleveland, OH) ★ Van Buren Moody School (Middletown, CT) ★ Waialua Elementary School (Waialua, HI) ★ Walnut Avenue Elementary School (Chino, CA) ★ Warren Elementary (St. Peters, MO) ★ Watkins Early Childhood Center (Newport News, VA) ★ Wesley School (Middletown, CT) ★ West Avenue Elementary School (Bridgeton, NJ) ★ Western Hills Elementary School (Little Rock, AR) ★ Westview High School (Idaho Falls, ID) ★ Wilbert Snow Elementary School (Middletown, CT) ★ Willis A. Jenkins Elementary (Newport News, VA) ★ Woodcrest Jr. High (Ontario, CA) ★

(Continued on page 10)

# New Members

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(Continued from page 9)

**FRESNO UNIFIED SCHOOL DISTRICT, CA SCHOOLS (97 new members)** ★ Academy For New Americans ★ Addicott Elementary School ★ Ahwahnee M.S. ★ Ann Leavenworth Elementary School ★ Ayer Elementary School ★ Aynesworth Elementary School ★ Baird Middle School ★ Bakmaw Elementary School ★ Balderas ★ Birney School ★ Bullard High School ★ Bullard Talent K-8 School ★ Burroughs Elementary ★ Calwa ★ Cambridge ★ Carver Middle School ★ Centennial Elementary School ★ Cesar E. Chavez Adult School ★ Chester Rowell Elementary School ★ Columbia Elementary School ★ Computech Middle School ★ Cooper Middle School ★ Dailey Elementary ★ Del Mar Elementary ★ Design Science High School ★ DeWolf Continuation High School ★ Dorothy Starr Elementary School ★ Duncan Polytechnical High School ★ Easterby Elementary School ★ Eaton ★ Edison High School ★ Edison-Bethune Charter Academy ★ Elizabeth Terronez Middle School ★ Ericson Elementary School ★ Ernie Pyle Elementary ★ Ewing Elementary School ★ Figarden Elementary School ★ Frank W. Thomas ★ Fremont Elementary School ★ Fresno High School ★ Ft. Miller Middle School ★ Fulton School ★ Gibson Elementary ★ Greenberg Elementary ★ Hamilton K-8 Magnet ★ Heaton Elementary ★ Hidalgo ★ Holland Elementary ★ Homan ★ Hoover High School ★ J.C. Forkner ★ J.E. Young Academic Center ★ Jackson Elementary ★ James M. Malloch ★ Jane Addams Elementary ★ Jefferson Elementary School ★ John Muir Elementary School ★ King ★ Kings Canyon ★ Kirk Elementary School ★ Kratt Elementary ★ Lane Elementary ★ Lawless ★ Lincoln Elementary ★ Lowell Elementary ★ Manchester GATE Elementary School ★ Mayfair ★ McCardle ★ McLane ★ Norseman School ★ Phoenix Academy Elementary School ★ Powers-Ginsburg ★ Rata High School ★ Robinson Elementary ★ Roeding Elementary School ★ Roosevelt High ★ Scandinavian Middle School ★ Sequoia Middle School ★ Slater Elementary School ★ Storey ★ Sunnyside High School ★ Sunset Elementary Charter School ★ Susan B. Anthony School ★ Tehipite Middle School ★ Tenaya ★ Tioga Middle School ★ Turner Elementary School ★ Viking ★ Vinland Elementary School ★ Wawona Middle School ★ Webster Elementary School ★ Winchell Elementary School ★ Wishon ★ Wolters Elementary ★ Woodrow Wilson Elementary School ★ Yokomi Elementary ★ Yosemite Middle School ★

**DISTRICTS (30 new members)** ★ Bridgeton Public Schools (Bridgeton, NJ) ★ Cache County School District (North Logan, UT) ★ Central District (Aiea, HI) ★ Clarke County School District (Athens, GA) ★ Cobb County School District (Smyrna, GA) ★ Connecticut Technical High School System (Middle Town, CT) ★ Francis Howell School District (St. Charles, MO) ★ Granite School District (Salt Lake City, UT) ★ Hilo/Laupahoehoe/Waiakea Complex Area (Hilo, HI) ★ Jordan School District (Sandy, UT) ★ Lamar County School System (Barnesville, GA) ★ LAUSD-District 6 (Commerce, CA) ★ Little Rock School District (Little Rock, AR) ★ Logan City School District (Logan, UT) ★ London District Catholic School Board (London, Ontario, CA) ★ Matanuska Susitna Borough School District (Palmer, AK) ★ Mesa Public Schools (Mesa, AZ) ★ Monroe County Schools (Union, WV) ★ Newport News Public Schools (Newport News, VA) ★ Ogden City Schools (Ogden, UT) ★ Paradise Valley Unified School District #69 (Phoenix, AZ) ★ Pomona Unified School District (Pomona, CA) ★ Sarasota County Public Schools (Sarasota, FL) ★ School District of Lancaster (Lancaster, PA) ★ School District of Rhinelander (Rhinelander, WI) ★ Tacoma Public School District (Tacoma, WA) ★ The School District of Lee County (Fort Myers, FL) ★ Wake County Public School System (Raleigh, NC) ★ Washington County School District (St. George, UT) ★ West Hawaii Complex (Kailua-Kona, HI) ★

**ORGANIZATION/UNIVERSITY PARTNERS (14 new members)** ★ Arizona State PIRC-Chandler Education Foundation (Chandler, AZ) ★ Center For Family Supportive Schools & Communities (Bellingham, WA) ★ CESA #9 (Tomahawk, WI) ★ Cuyahoga County Universal Pre-Kindergarten (Cleveland, OH) ★ Fresno County Office of Education (Fresno, CA) ★ Janeville School District Homeless Education Program (Janesville, WI) ★ North Dakota Parent Assistance and Supportive Schools (Minot, ND) ★ Parent Partnership Council (Rochester, NY) ★ Parents as Essential Partners, MD PIRC (Bethesda, MD) ★ Parents Reaching Out (Albuquerque, NM) ★ Resource Training & Solutions (St. Cloud, MN) ★ Tennessee Voices for Children (Nashville, TN) ★ Utah PTA (Salt Lake City, UT) ★ West Regional Equity Network (Tucson, AZ) ★

**STATES (2 new members)** ★ North Dakota State Title I Office ★ Washington Office of Superintendent of Public Instruction ★

## Membership in the National Network of Partnership Schools (NNPS) as of August 31, 2007

**Schools: 1208    Districts: 157    States: 21    Organizations: 59**

### NOTICE! NEW DISTRICT LEADERS FOR PARTNERSHIPS!

Plan to attend NNPS's **DISTRICT LEADERSHIP INSTITUTE** in Baltimore, **April 17-18, 2008.**

This intensive 2-day workshop will help new district leaders assist schools' Action Teams for Partnerships, write district-level plans for partnerships for 08-09, and learn strategies for leadership on partnerships with NNPS and other district leaders. Also for organizations (e.g., PIRCs) that guide district leaders.

**Register at [www.partnershipschools.org](http://www.partnershipschools.org).**

## Leadership Line

### District Leadership on Partnerships: Connect and Communicate

Effective communication is a key ingredient in the recipe for partnership program success. However, communicating important information to all appropriate recipients can be a daunting task for NNPS district-level leaders. District leaders for partnerships in NNPS shared ideas about successful communication strategies in the new edition of *Promising Partnership Practices 2007*.

#### Communicating with ATPs

In the ATP Connection, a monthly newsletter, Lorraine Landon and Deidra McCollum, School & Family Coordinators for **Pasco School District** in Pasco, Washington, communicate with over 230 ATP members in 16 schools and with more than 20 district and school board members. Each issue of ATP Connection – in English and Spanish – informs constituents of upcoming events at each school and NNPS news from the national level. Each issue also highlights a different school in the district for outstanding school-family-community partnership efforts and includes a “Top 10 List” of ideas on how to conduct effective partnership activities.

**Fort Worth Independent School District** (FWISD) in Texas initiated its program with a first cohort of 10 partnership schools. To communicate with all ATPs about NNPS, Dave Guzman, Fort Worth’s Director of Parent Engagement, developed a series of short, clear partnership handbooks. One of them outlines information about the NNPS framework, research-based approaches, and benefits. The Epstein Model Training Guide aims to help new Fort Worth ATPs bring the NNPS model to life in practice. Other booklets help the schools organize volunteers and share best practices.

#### Communicating with Parents

Parents and other family members are important stakeholders in comprehensive school-family-community partnership programs. The **Virginia Beach City Public Schools** face an important challenge because a large number of families in the military move in and out of the area. Melissa McQuarrie, Director of Community Relations, designed a Military Welcome Packet to ease the transition for families who are new to the district. The packet includes a welcome letter from the superintendent, school registration information, curriculum details, military base locations, and medical and other resources. Many families have commented that the Military Welcome Packet alleviated some of the challenges associated with relocating and enrolling their children in a new school system.

**Fort Worth Independent School District** communicates with all parents through a quarterly newsletter. Written in English and Spanish, the newsletter contains a note from Mr. Guzman, the district’s leader for partnerships, along with dates of important district and school events, and other useful information such as Tips for Successful Parent-Teacher Conferences. To save on the costs of copying and mailing the newsletters to thousands of families, FWISD partners with 1st Hour Communication, an organization that assists large districts in distributing newsletters to parents.

Regardless of the size, location, and economic situation of a school district, all NNPS district Key Contacts must communicate with district colleagues, schools’ Action Teams for Partnerships (ATPs), parents, and others to create awareness and share knowledge about the district’s work on school-

family-community partnerships. These examples are a few of many ideas from district leaders that may help others in NNPS strengthen their partnership programs.

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#### NOTES

See these and other district leadership activities to improve partnership programs in the annual collections of Promising Partnership Practices on the NNPS website, [www.partnershipschools.org](http://www.partnershipschools.org) in the section Success Stories.

For more information about 1st Hour Communication, visit their website at [www.1sthour.com](http://www.1sthour.com)

#### NNPS in Numbers

# 63.8%

Percent of schools reporting 75% - 100% of families attended Back to School Night or Open House Night in the 06-07 school year.

Source: 2007 School UPDATE  
Survey 638 schools (to date)

# 260,623+

Number of families assisted by actions of district leaders who help their schools improve partnership programs.

Source: 2007 District UPDATE  
Survey 63 district leaders (to date)





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## Partnership Calendar

### 2007

**November 8** Web conference for district leaders on program development and direct facilitation of schools. Registration information will be available in e-brief and at [www.partnershipschools.org](http://www.partnershipschools.org) in mid-October.

### 2008

**January** Members will receive the NNPS Annual Report, summarizing data from schools and districts on the 2007 UPDATE surveys.

Web conference for schools' Action Teams for Partnerships (ATP) in the start-up phase of program development for ideas on "Writing Goal-Oriented Action Plans" for 07-08 school year. Date TBA in e-brief.

**March** Spring issue of Type 2.

**March/April** Invitation NNPS members to contribute to *Promising Partnership Practices 2008*. Due May 15.

Eligible members will be invited to apply for NNPS Partnership Awards for 2008. Due June 30.

**April** Members will receive 2008 UPDATE in the mail. Due June 30 to renew NNPS membership for the 08-09 school year.

**April 17-18** District Leadership Institute in Baltimore for district leaders for partnerships in the "start-up phase" of program development. DLI prepares leaders to provide direct assistance to schools' Action Teams and to establish district-wide leadership on partnerships.

**May 15** Promising partnership practices submissions due for the 2008 collection.

**June 30** 2007 UPDATE due to NNPS to renew membership for 08-09. NNPS will waive annual membership fees for all members who return UPDATE.

**June 30** Partnership Awards Applications due.

**November 4-5** Leadership Development Conference in Baltimore for school, district, state, and organization leaders.

Order additional copies of *Promising Partnership Practices 2007* (\$16.95) at [www.partnershipschools.org](http://www.partnershipschools.org).

Click on Publications and Products.  
Print the order form. All editions of *Promising Partnership Practices* are on website in the section Success Stories.

### 100 Promising Practices in New Collection (Continued from page 1)

ties could not be included, the collection shows that schools' Action Teams for Partnerships, and district, organization, and state leaders are working creatively and effectively to involve diverse families in ways that support student success in school. Copies of *Promising Partnership Practices 2007* were sent to all members of NNPS who returned the 2007 UPDATE survey, indicating their active status for 07-08. (Copies will be sent to other members when their UPDATE survey is submitted.)