

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, 2008 No. 25

I n T h i s I s s u e

Issues and Insights	2
Elementary School Report	3
Meeting the Challenge	4
Leadership Line	5
More Photos of Award Winners	6
New Members	8
Research Brief—Evaluations	11
NNPS Calendar	12

18 Programs Win Partnership Awards for Leadership and Outreach to Families

Seven schools, eight districts, two state departments of education, and one organization received NNPS Partnership Awards in 2008. An interesting pattern emerged this year. All of the school award winners were located in award-winning districts.

The districts and schools showing this pattern of “nested excellence” were: **Chino Valley Unified School District**, CA and **El Rancho Elementary School**; **Naperville Community Unit School District 203**, IL, with **Highlands Elementary School** and **Kennedy Junior High School**; **Pasco School District**, WA with **Maya Angelou Elementary School**, **Mark Twain Elementary School**, and **Robert Frost Elementary School**; **Saint Paul Public Schools**, MN and **L’Etoile du Nord French Immersion School**. Joyce Epstein, Director of NNPS, explained: “We are learning that when district leaders encourage, guide, and assist their schools, more schools’ Action Teams for Partnerships plan and implement excellent programs of family and community involvement. This is evident in our research studies as well as in practice.”

Four more Partnership District Award winners were **Howard County Public School System**, MD, **Los Angeles Unified School District – Local District 4**, CA, **Lowndes County School District**, GA; and **Virginia Beach City Public Schools**, VA.

Schools reported specific activities they are conducting to meet the challenge of reaching all families and to involve families in supporting students’ academic

and behavioral success. Districts described actions they are taking to establish a culture of partnerships throughout the district and how they directly assist schools’ Action Teams for Partnerships to build capacity for conducting effective programs

(Continued on page 9)

MetLife Foundation Supports NNPS and Partnership Programs

MetLife Foundation awarded the Center on School, Family, and Community Partnerships a grant for 08-09 to increase the number and quality of programs of family and community partnerships in districts and schools across the country. In making the award, Sibyl Jacobson, President and CEO of MetLife Foundation noted, “NNPS has connected research and effective practice in ways that educators recognize, value, and use.” The grant will strengthen NNPS research-based tools and training, help more districts and schools implement programs of family and community involvement, and support new directions for leadership on partnerships.

Improve Information and Training

Support from MetLife Foundation will enable NNPS to continue and expand major communications and connections with districts, schools, states, and organizations. This includes *Type 2, Promising Partnership Practices 2009*, Part-

(Continued on page 9)

Issues and Insights

Joyce L. Epstein
Director

Low Income or High Income: Involve All Families

A reporter called a few weeks ago to discuss her observation that only affluent parents were involved in the local schools, even in schools that served mainly families with low incomes. “Why is this happening?” she asked.

This pattern of involvement – inequitable and selective – reflects the “old way” of engaging families. That is, parents who are comfortable at school get involved and others stay away. It still is true that some parents feel unwelcome in their children’s schools, are excluded from volunteering, receive messages in language(s) they cannot understand, are uncomfortable talking with teachers, or face other difficulties. These patterns are unlike the involvement we see in schools in NNPS.

Involve Diverse Families

Over 70% of more than 1200 schools in NNPS receive Title I funds and serve economically disadvantaged populations. Most schools are attended by students from racially, ethnically, and linguistically diverse families, speaking an average of 4.5 languages at home. Yet, all elementary, middle, and high schools in NNPS are working to involve all families in their children’s education, regardless of family income, parents’ education, or language spoken at home. And they are making progress.

How do they do this? In NNPS, schools form an Action Team for Partnerships, linked to the School Improvement Team, so that there is an official committee to organize family and community involvement. The ATP writes an Action Plan for Partnerships linked to the School Improvement Plan so that all families are involved in ways that help students meet important goals. The plan includes activities for the six types of involvement – *parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community* – so that more parents are able to get involved

in different ways and in different locations. Because many parents (71% across income levels) are employed, we can no longer measure involvement only by “bodies in the school building.” This means that reporters must look deeper and further at family involvement than in the past.

Link Involvement to Student Success

How do NNPS schools involve families with low incomes and diverse backgrounds? As one example, **Crespatown Elementary School** in Allegany County, MD, conducted Math Day to show parents how math is being taught in school and for students and parents to enjoy math activities together in every classroom. Over 100 families participated in Math Olympic-measuring, math games, computer lab activities, and “sand baby” where students estimated how much sand-in-a-bag matched their birth weight (provided by their parents). The school made its AYP target last year and was a National Blue Ribbon Award winner (see p. 3)

Using a different design, **Bryan Elementary School** in Hampton City Public Schools, VA, organized Bryan Reads Together for which students, parents, and community members read and discussed the same two children’s books. The activity included some volunteers at school and many parents at home with their children. Over 500 students and parents enjoyed reading aloud to each other, discussing questions, and celebrating reading. The school made its AYP target in language arts.

The reporter was calling about a district and schools where involvement activities were unplanned, unevaluated, and exclusive. Districts and schools in NNPS know that they must plan and implement productive partnerships with all families – low or high income, and diverse backgrounds – to help all students succeed in school. ♦

Students' Health and Safety: Partnerships Promote Fitness and Wellness

All schools in NNPS write One-Year Action Plans for Partnerships that outline and schedule family and community involvement activities that contribute to four goals. Two pages of the plan focus on academic goals (e.g., improve students' skills or attitudes in reading, math, or other school subject). One page focuses on family and community involvement to bolster a nonacademic goal (e.g., improve student behavior or attendance). The fourth page of a plan strengthens the school's climate of good partnerships. Many elementary schools in NNPS are selecting *health and safety* as a nonacademic goal that can be attained best when school, family, and community work together with students. Health and safety involvement activities – one-time events or repeated over time – engage parents and others in the community in exciting and productive ways.

Improve Student Health

Some schools conduct large-scale events to promote nutrition and exercise. The Action Team for Partnerships (ATP) at **Starr King Elementary School** in Long Beach, California, collaborated with the PTO, teachers, and students on the Nutrition Advisory Council, and 12 community organizations to plan and conduct the third annual Family Fitness Fair. Over 250 parents and 150 students attended the event to learn about the importance of healthy eating and physical activity. Families participated in activities such as “Ask the Doctor,” yoga, dance, and basketball. A healthy snack booth, obstacle course, and “Run a Mile for a Prize” race attracted participants. Each family's “passport” was stamped at each activity and entered into a lottery for chances to win raffle prizes, including tickets to a Los Angeles Dodgers

baseball game. The ATP's collaboration with many organizations and the goal-oriented focus made the Family Fitness Fair a success at Starr King Elementary.

Some NNPS schools conducted year-long health initiatives in 2008. **Lincoln Elementary School** in Wausau, Wisconsin, implemented three six-week Fitness Challenges for students and families. One of Wausau's district goals is to promote and support a culture of wellness throughout the school community. Lincoln's ATP encouraged all students to participate in 60 minutes of physical activity, five days a week. At the end of each six-week challenge, Lincoln hosted an assembly to recognize all participants. Some raffle winners received donated items, including a bicycle, sports equipment, and gift cards. All participants earned a free one-day pass for their entire family to the local YMCA. The Fitness Challenges not only encouraged students' exercise, but also promoted family time for children and parents to share activities such as biking, hiking, and other activities.

Increase Safety at School

One way to promote and increase safety for students is to have parent volunteers serve as in-school monitors and mentors. Cumberland, Maryland's **John Humbird Elementary School** instituted a program called Watch DOGS (Dads of Great Students) to increase student safety. Forty-five fathers and father-figures donated their time and watchful eyes for students in school. There was a Watch DOG every day for several months of the school year. Each volunteer wore a T-shirt that said, “I'm a Watch DOG and a dad of a great student.” Students also received a shirt that read, “My Dad's a Watch DOG.”

Fathers spent approximately one-third of their volunteer time in their children's classrooms and the remaining two-thirds helping in other classes, the playground, or the cafeteria.

These examples represent a few of many ways that elementary, middle, and high schools are engaging family and community partners to improve student health and safety. For more examples, visit the NNPS website at www.partnershipschools.org. Click on Success Stories and follow the links to the creative and useful activities reported by members of NNPS in the annual collections of *Promising Partnership Practices*. ♦

Darcy J. Hutchins
dhutchins@csos.jhu.edu

Five NNPS Schools Receive National Blue Ribbon Awards

Five schools in NNPS were recognized with 2008 National Blue Ribbon Awards by the U. S. Department of Education. The schools (members of NNPS for 1 to 10 years) are: **Ala Wai Elementary School** in Honolulu, HA; **Cecil Elementary School** in Baltimore, MD; **Crespatown Elementary School** in Crespatown, MD; **Hickory Elementary School** in Bel Air, MD; and **Kennedy Junior High School** in Lisle, IL. A sixth Blue Ribbon awardee, **Hagan Elementary School**, in Williston, ND, recently joined NNPS.

The schools, located in rural, urban, and suburban locations, serve large numbers of families with low income or sizable groups of minority students. Blue Ribbon Awards recognize schools for closing achievement gaps between diverse groups of students and for high percentages of students at or above proficient levels of achievement in reading and math on state tests.

(Continued on page 11)

Meeting the Challenge

Steven B. Sheldon
Director of Research

Create Pathways through High School: Partnerships Help Students Graduate

Earning a high school diploma is an essential first step toward a successful and stable future. Too many students are not achieving this important goal. According to a recent report, in 2005 the average graduation rate was 74.4% for students who enrolled as high school freshmen four years earlier¹. By 2006, students from low-income families were four times more likely than their more affluent peers to drop out before earning a high school diploma. Changing these trends will require schools to draw on all available resources, including school, family, and community partnerships.

High schools in NNPS are working with family and community partners to create pathways leading students *through*, not just to, high school graduation. A focus on life after high school can help students reduce drop out rates and improve graduation rates.

Increase Career Awareness

Pulaski High School in Milwaukee, WI, conducted a well-designed *Life After High School College and Career Fair*. The school invited a wide range of people in careers that students might choose. About 70 representatives from local businesses, non-profits, colleges and universities, and the military services sponsored booths and presented students with information on many options available to them after high school. Also, educators recognized that many students were not earning diplomas because they did not focus on this goal until the 12th grade. This time, over 550 students in 10th, 11th, and 12th grade and 180 individuals from the community attended the college and career fair. The high school believes that students, parents, and community partners can help students construct a vision of what they might do after high school and the steps they need to take to reach their goals.

Connect with Businesses

At **Bridgeton High School** in Bridgeton, NJ, students are preparing for

careers by making PowerPoint presentations and speaking with local business leaders. *The Business Partnership Breakfast*, organized by the school's Action Team for Partnerships, enabled students to showcase their projects and accomplishments in marketing, entrepreneurship, computer design, and engineering. This activity not only connected students to 20 local business leaders, but also generated more school-community partnership activities for other students at the high school. A local bank owner, for example, offered to speak to the school's finance class and provided several students with opportunities for internships².

It is important for Action Teams for Partnerships and other teachers at high schools to assess whether and how well they are including all students in career fairs and activities to plan for their futures. A team at **Tallwood High School** in Virginia Beach, VA, realized that it needed to do more to help special education students plan their careers after high school. The school's Vocational/Work Experience Program started by working with an established business partner – a fast food restaurant – to create a training program where students with special needs and their parents learned what employers are looking for when hiring new staff, how to prepare a resume, and how to conduct an interview. Teachers also established an internship and mentoring program at the restaurant chain for students with special needs to gain work experience.

Plan for the Future

These three high schools are among many in NNPS that are helping students follow paths to plan their futures. Three features of these examples stand out:

- The high schools helped students start to think about life after high school early on.
- Community partners provided students with experiences in business-like situations.
- Family and community involvement

(Continued on page 9)

Leadership Line

The Power of Hope and the Need for Change: How District Leaders Help Schools Improve their Partnership Programs

Talk across the country – regardless of political preferences – has been about the power of hope and the need for change. Many schools are eager for changes that produce active and successful students and families who are hopeful about their children's futures. NNPS is learning that district leaders are important change agents for transforming schools, engaging parents, and increasing student success. District leaders for partnerships are making a difference by guiding and encouraging school principals, teachers, and families to work together on school-based Action Teams for Partnerships (ATPs) to enrich and enliven school programs focused on academic growth for all children.

It is not a coincidence that all of the NNPS 2008 Partnership School Award winners are located in districts that also won NNPS 2008 Partnership District Awards (see p. 1 of this issue). The “nested” support system of district leaders who assist their schools makes it more likely that policies for parental involvement are implemented in all schools and that all families are informed and engaged in improving schools and student learning.

In *Promising Partnership Practices 2008*, twenty districts described useful and adaptable activities that strengthen leadership at the district level and that assist schools with their work on partnerships. Leaders reported ways to work with colleagues across departments, find resources to help schools improve partnerships, and strengthen relationships with many stakeholders who care about education in their communities. Here are a few examples.

Conduct District-Level Partnership Activities

St. Paul Public School District in Minnesota partnered with the public library, Mayor's Office, and United Way to help get children ready for kindergarten. As part of the Blast Off to Kindergarten program, a team of district and city officials developed and distributed about 5,000 information-filled backpacks to families whose children were scheduled to enter kindergarten in the fall.

Partnership leaders from **Naperville Community Unit District 203** in Illinois helped budding entrepre-

St. Paul Public School District



Row 1: Joe Munnich (NNPS Key Contact), Betty Gerlach, and Abdisalam Adam.

Row 2: Bee Lee, Mary Guerra, Elizabeth Hoodecheck, Yusef Mgeni, Donald Sysyn, Pablo Matamoros, and Pierre Cejudo.

neurs envision their futures at a conference with business partners. The district's Business Partnership Forum on Entrepreneurship brought 65 high school students and 55 small business owners together to discuss finance, marketing, and how to turn a business plan into a reality.

A refresher course on the social graces helped employees of **Virginia**

(Continued on page 10)

Naperville Community School District 203



Row 1: Chuck Freundt, Dr. Alan Leis (Superintendent), Patrick Gaskin, Kitty Murphy, and Kitty Ryan. Row 2: Kathy Meyers, Erin Anderson, Theresa Tinker, Jessica Jozwiak, Nanette Awe, Nina Menis (NNPS Key Contact), Peggy Kulling, Yvonne Janvrin, Jeannie Matula, Julie Kassen, and Dr. Melanie Raczkiwicz.

Virginia Beach City Public Schools



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

NOTE: Photos are of Partnership District Award Winners.

2008 PARTNERSHIP SCHOOL AWARD WINNERS

El Rancho Elementary School



Row 1: Jennifer, Christopher Terry, Em Feller, Kelly Erin Blacher (Co-Chair Action Team), Dr. Grace Park (Incoming Principal), and Pam Chavez.
Row 2: Robert M. Whale (Former Principal), Carol Garman, Tina Layton, Mildred Dumeng, Mike Martinez - Co-Chair Action Team, and Joel Williams.
Not pictured: Robert Marquez, Ruben Zepeda, and Ken Hamilton.

L'Etoile du Nord French Immersion School



Row 1: Simon Burgess (student), Lequyen Tran, Dr. Fatima Lawson (Principal), Patrick Garvey, and Kathleen Reagan.
Row 2: Aleli Balagtas, Christi Schmitt (Chair), Linus Beni, Edie McDonald, and Heidi Ricks.

Maya Angelou Elementary School



Row 1: Ashley Chubb (Key Contact to NNPS), Kerry Koelzer, JoAnn Perry, and Flor Mendoza.
Row 2: Mark Gocus, Kristi Thien, Janice Mathews, Jamie Zerby, and Billie Fort.
Not pictured: LeAnn Numamaker (Principal)

Highlands Elementary School



Row 1: Susan Stuckey (Principal), Lynn Gissler (NNPS Key Contact), Leslie Cameli (NNPS Key Contact), Kris Bykerk, Mary Krawczyk
Row 2: Amy Vander Veen, Debbie Whang, Kim Channell, Kelly Brown, Kate Shaw, Judy Kernkamp, Laura Cialoni, Marcia Van Dyke, Tisha Allison, Bonnie Crement, Amy Connelly
Row 3: Beth Ebervien, Becky Horwath, Diane Baker, Brian Hunger, Jennifer Madson, Tony Kresl, Jane Wernette, Jeanne Coyne

Mark Twain Elementary School



Joe Sanford, Co-Chair/Teacher, Nancy Ketterling, Paraeducator, Norma Espindola, Co-Chair/Counselor, Jody Hughes (Principal), Misty Saucedo, Parent, and Luis Saucedo, Parent.

Robert Frost Elementary School



Row 1: Maria Sandoval, Sami Savage, Bertha Rodriguez, and MaryAnn Parra.
Row 2: Sharon Minor, Wendi Manthei (Vice-Principal), Stacey Wilkinson, and Carla Lobos (Principal).
Row 3: Angelica Sotelo, Tatyana Polyukh, Vida Zuljevic, Laura Rudeen (ATP Chair), Alicia Barber, and Angie Meiners (ATP Chair).

Kennedy Junior High School



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

2008 PARTNERSHIP DISTRICT, STATE, and ORGANIZATION AWARD WINNERS

Chino Valley Unified School District



Row 1: Catby Kelley, Shawna Petit-Dinkins, Laurel Mullally, Vicki Broberg, Bonnie Cardinale, Stacey Heston, and Bob Whale.
Row 2: Mike Bement, Nancy Harms (Associate Superintendent), Ruben Zepeda, Heather Williams, Germaine Kinsey, Beverly Beemer, Wayne Joseph, Stephen Gasca, John Lynde, Brenda Walker, Dan Galindo, Patty Quiroz, Kelly Blacher, Stephanie Johnston, Andrea Baker, Sharon Gray, Carol Garman (NNPS Key contact).

Howard County Public School System



Tiana Seldon-Parent Liaison, Andrea Wilborn- Parent Liaison, Fannie Avery-Parent Liaison, Diane Martin, Director- Department of Student, Family and Community Services, Sydney Cousin-Superintendent, Jean Lewis-Family and Community Outreach Specialist (NNPS Key Contact), Kerry Foy- Parent Liaison, Maritza Mercedes- Parent Liaison, Mary Williams-Program Assistant, Maureen Gomez.-Parent Liaison, Carla Du Pree -Parent Liaison, Elisa Roberson-Parent Liaison, Deborah West-Parent Liaison.

Local District 4, Los Angeles Unified School District (LAUSD)



Row 1: Virginia Lampson, Maria Gonzalez, Parent/Community Facilitators; Richard A. Alonzo, Superintendent; William A. Masis, Coordinator (Key Contact to NNPS); Angie Cardenas, Frida Samayoa, Parent/Community Facilitators.
Row 2: Byron Maltez, Administrator of Instruction; Phil Naimo, Director, Secondary Support Services; Dr. Luis Valentino, Elaine Kinoshita, Maureen Diekmann, Directors, Elementary Support Services; Dr. Rosa Maria Hernandez, Director, High School Support Services; Annie Webb, Director, Middle School Support Services; Edmundo Rodriguez, Director, Pilot Schools Network; James Kodani, Director, High School Support Services.

California Department of Education



Row 1: Rosie Thomas, Administrator, CDE Title I Programs and Partnerships Office; Maria Quezada, Director, PIRCI; Carol Dickson, CDE Title I Programs and Partnerships Office (Key Contact to NNPS); Carrie Rose, School-Home Connections; and Bea Fernandez, San Diego Unified School District.
Row 2: Fred Balcolm, CDE Accountability and Improvement Division; Deb Sigmund, Deputy Supt.; Jeana Preston, California Parent Center; Sallie Wilson, P-16 Office; Gloria Guzman-Walker, CDE Adult Education; Jose Ortega, Administrator, CDE P-16 Office; Mariaelena Huizar, California Alliance for School, Family, and Community Partnerships, Geni Boyer, Director, PIRC2; Marcela Parra, West Regional Equity Network; and Marin Trujillo, West Contra Costa Unified SD.

Francis Marion University Center of Excellence



Brenda Hill, Markey Bee (NNPS Key Contact), Stephanie Graves, Cynthia Bellinger, Tammy Pawloski (Director), Gretchen Huggins, Ellen Bateman, and Myra Hendley.

Wisconsin Department of Public Instruction



Row 1: CLP Director Jane Grinde (Key Contact to NNPS), Elizabeth Burmaster (State Superintendent), Betsy Prueter, and Richard Grobschmidt.
Row 2: Jill Camber Davidson, Patricia Bober, Neldine Nichols, Ruth Anne Landsverk (Key Contact to NNPS), Barb Ebben, Jill Haglund, and Steve Kretzmann.

Our Growing Network

New Members in NNPS since February 15, 2008

SCHOOLS (149 new members) ★ Alternative Education/Cesar Chavez/Harriet Tubman/Thurgood Marshall (Compton, CA) ★ Amistad Elementary School (Kennewick, WA) ★ Anamoose Drake School (Anamoose, ND) ★ Anna K. Davie Elementary (Rome, GA) ★ Appleton Area School District (Appleton, WI) ★ Ardella B. Tibby Elementary (Compton, CA) ★ Arnaudville Elementary School (Arnaudville, LA) ★ Barnett Shoals Elementary School (Athens, GA) ★ Barrow Elementary School (Athens, GA) ★ Bayard Middle School (Wilmington, DE) ★ Beaumont Honors Academy (Knoxville, TN) ★ Belle Morris Elementary (Knoxville, TN) ★ Bennett Middle School (Salisbury, MD) ★ Bunche Middle School (Compton, CA) ★ Burlington City Office of Early Childhood (Burlington City, NJ) ★ Carolina Elementary School (Hartsville, SC) ★ Centennial High School (Compton, CA) ★ Central High School (Knoxville, TN) ★ Central Middle School (Eunice, LA) ★ Chancellor South (Irvington, NJ) ★ Charles W. Bursch Elementary (Compton, CA) ★ Chase Street Elementary (Athens, GA) ★ Cramer Elementary School (Camden, NJ) ★ Creswell Elementary School (Opelousas, LA) ★ Custer Elementary School (Mandan, ND) ★ Diamond Springs Elementary (Virginia Beach, VA) ★ Dillon High School (Dillon, SC) ★ Dodgeville Elementary School (Dodgeville, WI) ★ Dominguez High School (Compton, CA) ★ Dr. John H. Winslow Elementary School (Vineland, NJ) ★ Dr. Ronald E. McNair (Compton, CA) ★ Edgar Elementary School (Edgar, WI) ★ Edgeley School District (Edgeley, ND) ★ Edison Elementary (Kennewick, WA) ★ Enterprise Middle School (Compton, CA) ★ Fair Garden Preschool (Knoxville, TN) ★ Farragut Intermediate School (Knoxville, TN) ★ First Colonial High School (Virginia Beach, VA) ★ Forest Street Elementary School (Orange, NJ) ★ Fort Lincoln Elementary (Mandan, ND) ★ Fowler Drive Elementary School (Athens, GA) ★ Frank E. Woodruff Elementary School (Bellflower, CA) ★ Franklin S. Whaley Middle School (Compton, CA) ★ Gaines Elementary School (Athens, GA) ★ Gibbs High School (Corryton, TN) ★ Gresham Middle School (Knoxville, TN) ★ Grove Elementary School (Wisconsin Rapids, WI) ★ Hagan Elementary School (Williston, ND) ★ Harbor City Elementary School (Harbor City, CA) ★ Hart County High School (Hartwell, GA) ★ Hart County Middle School (Hartwell, GA) ★ Hesperian Elementary School (San Lorenzo, CA) ★ Highland Elementary School (Eunice, LA) ★ Highlands Middle School (Kennewick, WA) ★ Holston Middle School (Knoxville, TN) ★ Hubbs Center for Lifelong Learning - Saint Paul Adult Learning (St Paul, MI) ★ Huntington Middle School (Warner Robins, GA) ★ Kelseyville Elementary School (Kelseyville, CA) ★ Krotz Springs Elementary (Krotz Springs, LA) ★ Lac du Flambeau Public School (Lac du Flambeau, WI) ★ Lake City Elementary School (Lake City, SC) ★ Lanning Square School (Camden, NJ) ★ Lanning Square School (Camden, NJ) ★ Lawtell Elementary (Opelousas, LA) ★ Lewis and Clark Elementary (Williston, ND) ★ Lincoln Elementary School (Oshkosh, WI) ★ Linden Elementary School (Columbus, OH) ★ Linwood Elementary School (Warner Robins, GA) ★ Longfellow Elementary (Compton, CA) ★ Mardela Middle and High School (Mardela Springs, MD) ★ Martin Luther King Jr. Elementary School (Hartford, CT) ★ Mary M. Hooker (Hartford, CT) ★ Matapeake Elementary School (Stevensville, MD) ★ McKinley Elementary (Compton, CA) ★ Melbourne A. Gauer Elementary School (Anaheim, CA) ★ Mooreland Heights Elementary School (Knoxville, TN) ★ Morrow Elementary School (Morrow, LA) ★ Mother Teresa Catholic Elementary School (St Catharines, Ontario) ★ New York Avenue School (Atlantic City, NJ) ★ North Central High School (Lebeau, LA) ★ North Community High School (Minneapolis, MN) ★ North Elementary School (Opelousas, LA) ★ Northeast Elementary School (Opelousas, LA) ★ Northside Elementary School (Warner Robins, GA) ★ Northwest Middle School (Knoxville, TN) ★ Oak View Middle School (Andover, MN) ★ Oakland Mills Middle School (Columbia, MD) ★ Oglethorpe Avenue Elementary School (Athens, GA) ★ Opelousas Junior High School (Opelousas, LA) ★ Open Campus (Virginia Beach, VA) ★ Our Lady of Mt. Carmel Catholic School (Niagara Falls, Ontario) ★ Pacific High School (Brooklyn, NY) ★ Palmetto Elementary School (Palmetto, LA) ★ Palmetto Middle School (Mullins, SC) ★ Park Middle School (Kennewick, WA) ★ Park View Elementary School (Glen Ellyn, IL) ★ Park Vista Elementary (Opelousas, LA) ★ Parkwood Elementary (Warner Robins, GA) ★ Paterson Public School #3 (Paterson, NJ) ★ Perry High School (Perry, GA) ★ Perry Middle School (Perry, GA) ★ Pittsville Elementary/Middle School (Pittsville, MD) ★ Pond Gap Elementary (Knoxville, TN) ★ Port Barre Elementary (Port Barre, LA) ★ PS #7 (Paterson, NJ) ★ Richard Elementary (Williston, ND) ★ Ridgeway elementary School (Ridgeway, WI) ★ Riverside Elementary School (DeGraff, OH) ★ Robert F. Kennedy Elementary School (Compton, CA) ★ Roosevelt Elementary School (Compton, CA) ★ Roosevelt Elementary School (Mandan, ND) ★ Roosevelt Middle School (Compton, CA) ★ Russel Elementary School (Warner Robins, GA) ★ Salisbury Middle School (Salisbury, MD) ★ Sam E. Hill Family and Community Service Center (Knoxville, TN) ★ San Pedro High School (San Pedro, CA) ★ SAND (Hartford, CT) ★ Shirley Hills Elementary School (Warner Robins, GA) ★ Simpson-Waverly Classical Magnet School (Hartford, CT) ★ South Street Elementary (Opelousas, LA) ★ Southwest Elementary (Opelousas, LA) ★ St John's Elementary (Darlington, SC) ★ St. Christopher Catholic School (St Catharines, Ontario) ★ St. James Catholic School (St Catharines, Ontario) ★ St. Joseph's Catholic School (Williston, ND) ★ St. Thomas More Catholic Elementary School (Niagara Falls, Ontario) ★ Sunset Elementary School (Sunset, LA) ★ Theodore Lester Elementary School (Florence, SC) ★ Three Oaks Elementary School (Virginia Beach, VA) ★ Timothy Road Elementary School (Athens, GA) ★ Toltecacalli Academy (Tucson, AZ) ★ US Wiggins School (Camden, NJ) ★ Vine Middle Performing Arts and Sciences Magnet School (Knoxville, TN) ★ Virginia Beach Central Academy (Virginia Beach, VA) ★ W. J. Clinton (Compton, CA) ★ Waihee Elementary School (Wailuku, HI) ★ Walton Middle School (Compton, CA) ★ Warner Robins Middle School (Warner Robins, GA) ★ Washington Elementary (Washington, LA) ★ Washington High School (Princess Anne, MD) ★ Wausau Pre-Kindergarten (Wausau, WI) ★ West Middle School (Hartford, CT) ★ Whitehead Road Elementary School (Athens, GA) ★ Whittle Springs Middle School (Knoxville, TN) ★ Wicomico Middle School (Salisbury, MD) ★ Wilkinson Elementary School (Williston, ND) ★ Woodrow Wilson Middle School (Middletown, CT) ★ Woodstock Elementary School (Virginia Beach, VA) ★

DISTRICT (27 new members) ★ Bellflower Unified School District (Bellflower, CA) ★ Bridgeport School District (Bridgeport, CT) ★ Choice Schools Associates (Grand Rapids, MI) ★ Christina School District (Bear, DE) ★ Community Consolidated School District #89 (Glen Ellyn, IL) ★ Compton Unified School District (Compton, CA) ★ Corsicana ISD (Corsicana, TX) ★ Durham District School Board (Whitby, Ontario) ★ Eugene School District 4J (Eugene, OR) ★ Granville County Schools (Oxford, NC) ★ Hartford Public Schools (Hartford, CT) ★ Hemet Unified School District (Hemet, CA) ★ Keansburg Public Schools (Keansburg, NJ) ★ Knox County School System (Knoxville, TN) ★ Passaic County Technical Institute (Wayne, NJ) ★ Pennsbury School District (Fallsington, PA) ★ Prince George's County Public Schools (Landover, MD) ★ Sacramento City Unified School Districts (Sacramento, CA) ★ San Bernardino City Unified School District (San Bernardino, CA) ★ Solen Public School District #3 (Solen, ND) ★ St. Landry Parish School Board - Title I Parent Involvement (Opelousas, LA) ★ Washington Elementary School District (Glendale, AZ) ★ Wausau School District (Wausau, WI) ★ Wickliffe City Schools (Wickliffe, OH) ★ Wicomico County Schools (Salisbury, MD) ★ Willingboro Public Schools (Willingboro, NJ) ★ Windham School District (Willimantic, CT) ★

ORGANIZATION/UNIVERSITY PARTNERS (16 new members) ★ California PIRC (Modesto, CA) ★ Center for Partnerships to Improve Education (Charleston, SC) ★ Choice Schools Associates (Grand Rapids, MI) ★ Educational Service Unit #13 (Scottsbluff, NE) ★ Gloucester Department of Community Education (Gloucester, VA) ★ Knox County Council PTA (Knoxville, TN) ★ Louisiana State PIRC (Shreveport, LA) ★ Milwaukee Public Library (Milwaukee, WI) ★ New Visions for Public Schools (New York, NY) ★ NYS Idea Partnership Family School Collaboration (Lackawanna, NY) ★ Oklahoma PIRC (Oklahoma City, OK) ★ Parent and Community Resources (Wichita, KS) ★ Parent Information Center of Delaware (Wilmington, DE) ★ San Diego County Title I Parents Association (San Diego, CA) ★ Seattle Council PTSA (Seattle, WA) ★

Current Active Membership in the National Network of Partnership Schools as of September 20th, 2008

Schools: 1293 Districts: 175 States: 21 Organizations: 82

Partnership Awards

(Continued from page 1)

of family and community involvement linked to school improvement goals.

The winning states were **California Department of Education** and **Wisconsin Department of Public Instruction**, and the organization winner was **Francis Marion University Center of Excellence**, Florence, SC. States and organizations provided details on broad leadership activities, policy development, and how they encourage districts and schools to improve their partnership programs.

All programs received an award plaque and one free registration to an NNPS professional development conference. Ten programs also received cash prizes of \$500 for sustained work and progress. See pictures of the award winners on pp. 6-7 and throughout this issue, and read about their programs at www.partnershipschoools.org in Success Stories.

Award applications are judged on one submission to *Promising Partnership Practices*, a detailed description of

another activity, and attachments that provide evidence of NNPS's *essential elements* of good programs: *leadership, teamwork, written action plans, implementation of plans, adequate funding, evaluation, support from colleagues, funding, and networking*. All members in NNPS for two years or more are encouraged to examine the award applications on the website, organize plans, implement excellent activities, and submit an application in June for the 2009 Partnership Awards. ♦

MetLife Foundation Supports NNPS Programs

(Continued from page 1)

nership Awards, Leadership Development Conference, District Leadership Institute, NNPS website, web conferences, and other benefits and services. NNPS Facilitators offer these and other professional development tools, trainings, and on-call consultations to all members.

Invest in New Paths to Partnership

MetLife Foundation also will support new projects to advance partnerships in schools, districts, states, and organizations, including colleges and universities.

Improve the homework process. *The MetLife Survey of the American Teacher: The Homework Experience* (2007) found that a large majority of teachers (83%), parents (81%), and students (77%) reported that homework was of value for students' success in school. But many students and parents also complained that some homework was "busywork," and many teachers suggested needed improvements in homework. With MetLife Foundation's support, NNPS will develop new approaches for district

curriculum leaders and teachers to improve the homework process and to implement Teachers Involve Parents in Schoolwork (TIPS) interactive homework. The grant also will help NNPS create modules and materials on homework for preservice and advanced college courses for future teachers and administrators.

Increase leadership for partnerships. NNPS will identify new leaders for partnerships in various organizations and plan professional development approaches for these designated leaders to scale up partnership programs with their constituents. The goal is to enable appropriate organizations to guide clusters of districts and their schools to implement and sustain goal-linked programs of family and community involvement that contribute to student success in school.

"MetLife Foundation's longstanding interests in improving schools and expanding partnerships match the goals of our Center and NNPS," said director Joyce Epstein. "We know this will be an exciting and productive venture." ♦

Meet the Challenge

(Continued from page 4)

strengthened the quality of the activities and the meaning for students.

All high schools should plan goal-linked partnership activities for postsecondary planning. Activities that increase students' and parents' understanding of high school requirements, career awareness, and options for college or technical training can help more students graduate from high school on time and take confident steps toward young adulthood. ♦

Read more about these and other high school activities for family and community involvement in *Promising Partnership Practices 2008* at www.partnershipschoools.org in Success Stories. Also, visit the new Everyone Graduates Center at Johns Hopkins University at www.every1graduates.org and learn more about helping students prepare for college, careers, and civic life, along with information on family and community involvement to reach this goal.

1) Laird, J., Cataldi, E.F., KewalRamani, A., and Chapman, C. (2008). *Dropout and Completion Rates in the United States: 2006* (NCES 2008-053). Washington, D.C. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

2) Also see Naperville's *Business Partnership Forum on Entrepreneurship* in the Leadership Line column (p. 5) for more about helping students gain business experiences.

The Power of Hope and the Need for Change: How District Leaders Help Schools Improve their Partnership Programs

Beach City Public Schools communicate better with parents, including those who may feel unwelcome at school. The district's First Impression Training gave more than 500 district employees ideas and reminders about telephone and e-mail etiquette, as well as tips for working with distressed parents who have concerns about their children.

In **Lowndes County School District** in Valdosta, Georgia, parents were invited to Lunch & Learn sessions at their workplaces as part of the district's Helping Your Child Succeed initiative. Last year, at least fifty parents gained a better understanding of how important they are to their children's educational success and how to stay involved, even when their children go to middle and high school.

Lowndes County School District



Left to Right: Greg Justice, LaVerne Rome (NNPS Key Contact), and Diana McAlroy.

In the **Tacoma Public School District**, more than 150 businesses in Washington opened their doors to middle school students to prove that math is important. Show Me the Math encouraged students to visit different businesses in their community to see how mathematics is used outside the classroom in real-world situations.

Facilitate Schools' ATPs to Improve School-Based Partnership Programs

District leaders in NNPS are expected to assist all elementary, middle, and high school to strengthen their own program, plans, and goal-linked practices so that all families remain involved in their children's education every year. Here are a few examples.

New chairs and co-chairs of schools' Action Teams for Partnerships in **Pasco School District** in Washington received a primer on effective team leadership last August during the annual, summer ATP Chair Retreat. Pasco's leaders also helped schools improve their plans and practices of partnership by providing One Year Plan Support for ATPs. This included a short outline of the elements of a solid One-Year Action Plan for Partnerships.

In **St. Charles Parish** in Louisiana, where 8 schools are NNPS members, district leaders for partnerships helped school teams focus on Connecting Parent Involvement to

School Improvement and school goals for student achievement. They provided data and creative activities for team members to take other people's perspectives to improve communications with families.

Naperville School District's leaders for partnerships conducted a Parent/Principal Networking Session Focus on Diversity. The goal was to consider how to close achievement gaps between groups of minority and majority students. Based on data, schools' partnership teams spent time thinking and planning ways to communicate better with African American and Hispanic parents about how to support their children's success.

District leaders are helping to change partnership programs and practices for the better. Read more about these and other leadership activities on the NNPS website www.partnershipschools.org in Success Stories and the collections of *Promising Partnership Practices*. ♦

Marsha D. Greenfeld
mgreenfeld@csos.jhu.edu

Pasco School District



Row 1: Jessica Wallace (NNPS Key Contact), Liz Flynn (Executive Director of Student Achievement), and Lorraine Landon (NNPS Key Contact).
Row 2: Dr. Dennis Maguire (Associate Superintendent), Bill Leggett (School Board President), Saul Martinez (School Board Member), Sergio Jara (School Board Student Representative), Sherry Lancon (School Board Member), Saundra Hill (Superintendent), John Hergert (School Board Member), and Pete Felsted (School Board Member).

NOTE: Photos are of Partnership District Award Winners.

Evaluations Improve Partnership Programs and More Involvement Produces Results

Every year, districts, schools, states, and organizations in NNPS must complete an UPDATE survey to assess the quality of their partnership programs. Why is it important to evaluate progress?

Dr. Steve Sheldon, Director of Research at NNPS, conducted a study of 470 schools that completed UPDATE surveys in 2006 and 2007 to see if and how evaluations affected the partnership program development and results for students. The schools in the study were highly diverse, including elementary (76%) and secondary schools (24%) in large urban (39%), small city (21%), suburban (24%) and rural (17%) areas, serving white (44%), African American (12%), Latino (12%), Asian (5%), and other groups of students.

Evaluations Affect Program Quality

Analyses showed that conducting evaluations is a strong predictor of the quality of schools' partnership programs. After statistically controlling for prior program quality, school characteristics, and level of support from the principal and district leaders, schools that conducted stronger evaluations had higher quality programs of family and community involvement.

This study also confirmed that principals play important roles in strengthening partnership programs. Longitudinal data permitted analyses of the impact of a change in principals on the quality of schools' partnership programs. The initially negative effects of principal turnover disappeared if the new principal strongly supported family and community involvement. This tells us that new leaders who value

partnerships can keep their schools moving forward in implementing and evaluating family and community involvement.

Quality Affects Family Responses and Student Attendance

Other analyses indicated that high-quality programs affected parent involvement at school, and that this was associated with higher levels of student attendance from one year to the next. After controlling for school and partnership program characteristics, schools with stronger partnership programs had greater percentages of families involved, which resulted in higher rates of student attendance over time.

Implications for NNPS

The results of this study support NNPS requirements for district and schools to use UPDATE each year to assess program strengths and needed improvements. The study shows that the better the program, the better the results for students.

In addition, the study reinforces NNPS directives to plan and implement goal-linked partnerships. Good partnerships helped schools in this study improve attendance in a relatively short period. With time, practices to involve families with students in reading, math, science, writing, and other subjects should contribute to student success in those subjects.

From: Sheldon, S. B. (In press). Using evaluation to prove and improve the quality of partnership programs in schools. In Rollande Deslandes (Ed.) *International perspectives on contexts, communities and evaluated innovative practices: family-school-community partnerships*. New York: Routledge.

Blue Ribbon Awards

(Continued from page 3)

Partnerships Link to Student Success

As members of NNPS, the schools involved families and the community in many ways. Leaders from two of the schools noted how family and community involvement contributed to the qualities recognized by the Blue Ribbon Awards. Don Perry, Principal of **Kennedy Junior High School** (a 2008 NNPS Partnership School Award winner, see pp. 5-6), explained that "there are constant communications between the school and home. Almost 100% of our parents use Talk203, Blackboard, and I-Parent to interact with the school." Involvement activities support the goals in our School Improvement Plan. Lisa Kolick, a parent and co-chair of the SFCP team agreed, "Mr. Perry... understands that parental and community involvement makes for better student outcomes."

At **Cecil Elementary School**, Cynthia Long, Chair of the ATP, with support from Principal Roxanne Forr, reflected, "Our Family Learning Nights, where attendance is always great, contribute a lot to our students' success. Last year we conducted four – Reading, Math, Science, and Family Fun Nights. Parents saw that learning can be fun and how to support their children's education. A homework workshop with parents also helped more children complete homework. Teachers on our ATP lead committees and solicit support from staff and parents to implement the planned involvement activities."

All five Blue Ribbon schools, like many others in NNPS, are showing that high student achievement is the result of everyone's efforts – teachers, parents, administrators, and the students, themselves. ♦

Brenda G. Thomas
bthomas@csos.jhu.edu



National Network of Partnership Schools
Johns Hopkins University
3003 North Charles Street, Suite 200
Baltimore, Maryland 21218
tel: 410-516-8800 fax: 410-516-8890
e-mail: nnps@csos.jhu.edu
website: www.partnershipschools.org

Director: Joyce L. Epstein
Director of Research: Steven B. Sheldon
Senior Program Facilitators:
Marsha D. Greenfeld, Darcy J. Hutchins
Maryland Director of Program Development:
Brenda G. Thomas (with Maryland PIRC)
Senior Advisor: Mavis G. Sanders
Network Coordinator: Jenn Ganss
Website Developer & Type 2: Christine Marsh

Type 2 is a semi-annual publication of the National Network of Partnership Schools. It is distributed to members at no charge and may be copied for Action Teams for Partnerships, district or state staffs, and others. Research and development are supported, in part, by grants from MetLife Foundation and NICHD to the Center on School, Family, and Community Partnerships at Johns Hopkins University. The opinions expressed do not necessarily reflect the policies of the funding organizations. © 2008

COMING SOON NEW and IMPROVED

School, Family, and Community Partnerships: Your Handbook for Action, Third Edition

Includes a CD Rom with:

- Planning and evaluation forms
- PowerPoint Presentation for the NNPS One-Day Team Training Workshop
- Spanish translations of workshop materials
- And more

Watch for a special offer
for NNPS members from
CORWIN PRESS

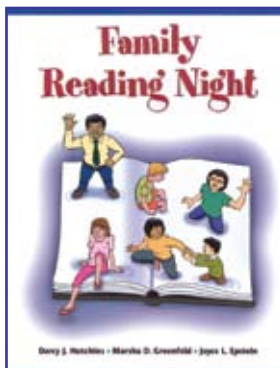
Partnership Calendar

2008

- November 4-5** Leadership Development Conference in Baltimore for new and experienced leaders in schools, districts, states, and organizations.
- December 4** 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.

2009

- January** Members will receive the NNPS Annual Report, summarizing data from schools and districts on the 2008 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 09-10 school year. Date TBA in e-brief.
- March** Spring issue of Type 2.
- March/April** Invitation for NNPS members to contribute to *Promising Partnership Practices 2009*. Due May 15.
- Eligible members will be invited to apply for NNPS Partnership Awards for 2009. Due June 30.
- March 19-20** 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.
- April** Members will receive 2009 UPDATE in the mail. Due June 30 to renew NNPS membership for the 09-10 school year.
- May 15** Promising partnership practices submissions due for review for the 2009 collection.
- June 30** 2009 UPDATE due to NNPS to renew membership for 09-10. NNPS will waive annual membership fees for all members who return UPDATE.
- June 30** Partnership Award Applications due.
- October 27-28** Leadership Development Conference in Baltimore for school, district, state, and organization leaders.



A "best seller" by Hutchins, Greenfeld, and Epstein

2008 (126 pages) \$29.95
Order from the publisher:
Eye on Education

www.eyoneducation.com

NNPS members enter code online:
FAM1-7063-1 for a 10% discount and
free shipping, total \$26.95.