

type2

Fall, 1997 No. 3 National Network of Partnership-2000 Schools

Network Grows to Over 800 Members

NOTE: This is a printer-friendly version of *Type 2*, downloadable from the National Network of Partnership Schools web site (www.partnershipschools.org). Some formatting has been changed from the original newsletter (e.g., graphics/photos may not appear). For hard copies of *Type 2*, please e-mail the Network staff at nnps@csos.jhu.edu or call 410-516-8800.



PARTNERSHIPSCHOOLS

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The National Network of Partnership-2000 Schools at Johns Hopkins University has nearly tripled its membership. The Network welcomed the first 234 schools, 35 districts, and 7 states as "lead" members in the Fall 1996 issue of *Type 2*. Now, for the 1997-98 school year there are over 750 schools, 60 districts, and 8 states in the Network. The schools and districts are located in 29 states, the District of Columbia, Department of Defense Schools, and Canada.

The growth in membership is encouraging. It indicates that many schools, districts, and states are ready to make commitments and take actions to match policy statements about the importance of family and community involvement. All member-sites are working to develop their leadership and programs of school, family, and community partnerships.

The key words are "commitment" and "action." By joining the National Network of Partnership-2000 Schools, state and district members agree to increase the number and quality of their programs, identify important purposes for partnerships, and communicate annually with the Network staff. School members agree to use an Action Team approach and the framework of six types of involvement

to build their partnership programs. The Center on School, Family, and Community Partnerships provides handbooks, newsletters, assistance, and training for school, district, and state leaders to build their skills and their programs.

The growth in membership required **new Network staff**. We welcome Laurel A. Clark to the Center on School, Family, and Community Partnerships at Johns Hopkins University. She will serve as Network Coordinator to assist with dissemination and information services.

The National Network of Partnership-2000 Schools will continue to welcome new schools, districts, and states that are ready to develop permanent programs of school, family, and community partnerships.

Members Report Info on Funding Partnerships

Many schools, districts, and states are eager to learn how to fund staff salaries and program costs for school, family, and community partnerships. Although there are no membership fees to join the Network, members must agree to support their staff and programs financially. In the 1996-97

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**PLEASE MAKE COPIES OF TYPE 2 FOR ALL MEMBERS
OF YOUR ACTION TEAM, LEADERSHIP OR IMPROVEMENT TEAM,
AND OTHER INTERESTED PARTNERS!**

Issues and Insights

The Certainty of Change in Schools

Joyce L. Epstein, Director

Schools change. Teachers, principals, superintendents, and professional staff move, are promoted, or retire. All schools enroll new students and their families every year. Indeed, the most constant feature of schools is change.

What changes have your school, district, or state faced this fall that affect your program of school, family, and community partnerships? Here are a few critical questions about Action Teams, and steps to take to ensure that your program make progress in 1997-98:

Members: Are all members of the Action Team back for the new school year? Remember that there should be at least 2-3 teachers, 2-3 parents, and the principal on your Action Team, with 1-2 students added at the high school level. New members are needed to replace those who leave.

Leadership: Who are the team leaders this year? Identify the Action Team Chairperson and the leaders of committees for each type of involvement and specific activities. Consider having co-chairs share leadership positions to facilitate smooth transitions from year to year.

Schedules: When and how often are meetings scheduled? Schedule meetings monthly or every other month for the full Action Team, and other meetings, as needed, for committees to plan and implement activities. Remember: Not too many meetings, but enough to monitor work and solve problems.

Orientation: Are all members of the Action Team familiar with the One-Year Action Plan for partnerships for 1997-98? Each fall, use one meeting of the full Action Team to review, discuss, and if

necessary, amend projects, schedules, and responsibilities so that activities proceed according to plan.

Communication: Do all important groups at school (or in the district or state education agency) know about the 1997-98 action plan for partnerships, how to have input, and how to participate? How does your Action Team report its work and progress to the school improvement team, faculty, and parent association? to state and district leaders? to the public? Consider using school, district, and state department of education newsletters, local cable TV, community newspapers, and radio to present information about your partnership program and activities.

One goal of the National Network of Partnership-2000 Schools is to help schools, districts, and states establish *permanent* programs of school, family, and community partnerships. To do this, we all must meet the challenges that result from change. These include filling vacancies on Action Teams, reviewing activities in a One-Year Action Plan, identifying schedules and responsibilities, and communicating with all partners about planned activities and how they can participate. When these challenges are met, successful programs of school, family, and community partnerships are as inevitable as school change.

NOTE: The Network's handbook will assist you with the questions above. At the school level, see: Action Team Structure and Members, ABCs of Action Team Leadership, Who are the Members of Your Action Team?, information on the six types of involvement, One-Year Action Plans (Forms A and B), and Checklist: Are You Ready? At the district and state levels also see: What Do Facilitators Do? and District and State Leadership Roles.

District Record

Project in Mt. Pleasant, Michigan Helps Parents Understand Goals for Student Learning

The Parent Friendly Outcomes Project was submitted to the Network's Sharing Best Practices by District Key Contact Gail Mitchell of Mt. Pleasant Public Schools, Michigan. The goal of the project is to create informational brochures that explain in parent-friendly language the learning objectives for each grade level. With this information, more parents should be able to support their children as learners. The Parent Friendly Outcomes Project was designed to help four Title I schools improve their partnership activities for Type 2—Communicating and Type 4—Learning at Home.

During the summer of 1996, teachers and administrators were invited to join grade level teams. Parent groups were also informed of the project. Each team included at least two classroom teachers, one parent, and one Title I teacher or administra-

tor. The participating schools allocated money from their parent involvement funds to pay the 29 team members for their time.

Grade level teams reviewed all learning outcomes to determine if they were written in language understandable to most parents. Teams reached consensus on one of three decisions:

- the outcome was understandable to most parents as written
- the outcome needed alternative wording that would not change the original intent—suggest new wording
- the outcome was not understandable, but alternative wording might change the intent—keep original wording

All teachers and administrators were required to review and initial the suggested wording so that the integrity

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Manual is Published as New Handbook

The manual for the National Network of Partnership-2000 Schools is now available as an easy-to-use book: *School, Family, and Community Partnerships: Your Handbook For Action*, published by Corwin Press. The new handbook includes all of the information and tools in the original

School, Family, and Community Partnerships



Your Handbook for Action

Joyce L. Epstein, Lucretia Coates,
Karen Clark Salinas,
Mavis G. Sanders, and Beth S. Simon

manual. The book's binding permits Network members and other educators to photocopy planning forms and to create transparencies and handouts for presentations.

New members will continue to receive one free copy of the handbook when they join the Network. Additional copies may be obtained from: Corwin Press
2455 Teller Road
Thousand Oaks, CA 91320-2218
tel: 805-499-8071
fax: 805-499-9774
e-mail:
order@corwin.sagepub.com.

National Network of Partnership-2000 Schools

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Members Report Information on Funding Partnerships

(Continued from page 1)

UPDATE—the annual report to the National Network of Partnership-2000 Schools—members shared information on the levels, sources, and adequacy of funds for this program.

Reports indicate that members are tapping many sources including federal funds such as Title I or Goals 2000, local funds such as state or district grants, and funds from foundations or other organizations. The av-

erage budget for school programs is about \$4000; for districts the average budget for staff and program costs is about \$85,000; and for states the average budget for staff, training programs, and grants to districts and schools is about \$230,000.

When these averages are translated to per pupil expenditures, the cost is under \$10 per student to keep all families and communities involved in their children's education at school and at home. In addition, these pro-

grams often generate funds and in-kind contributions that far exceed the annual investments.

The National Network serves as a catalyst for schools, districts, and states to invest in their staff and programs to improve and maintain programs of school, family, and community partnerships. The chart below shows how Network members are supporting their efforts.

Funding for Schools, Districts, and States in the National Network of Partnership-2000 Schools

	SCHOOLS	DISTRICTS	STATES
Levels of Funding	Range: under \$100 - \$70,000 Median = \$2,000 Average = \$4,065	Range: under \$100 - \$1.2 million Median = \$8,000 Average = \$85,013	Range: \$105,000 - \$350,000 Median = \$240,000 Average = \$229,000
Major Sources of Funding	Bilingual Education Drug Prevention Even Start General funds Goals 2000 Principal's discretionary funds PTA/PTO Special Education State Compensatory Education Title I Title VI Title VII	Bilingual Education Drug Prevention Even Start General funds Goals 2000 School Board Special Education State Compensatory Education Superintendent's discretionary funds Title I Title VI	Drug Prevention Even Start General funds Goals 2000 Special Education Title I Title VI
Other Sources of Funding (State abbreviations listed in parentheses.)	American Legion Partnership Center for the Revitalization of Urban Education (MI) Commonwealth of Massachusetts Corporate sponsors Danforth Foundation Donations from community Eastern Michigan Univ. Grants (MI) FAST grants (WI) Grants from school districts Healthy Start Home and School funds (IL) Parents as Partners Funds (MN) Partners in Education (WV) School fund raising activities Volunteer (in-kind funds) Wisconsin DPI State grants Other local programs and in-kind donations	CESA (WI) Community Education funds Department of Defense Schools Department of Human Services (WI) District funds Family Preservation grant (WI) Lake County Blue Print 2000 funds (FL) Learning Readiness funds (MN) Maryland State grants Massachusetts Department of Education Massachusetts State Chapter 636 grant Private businesses in communities Rockefeller Foundation School board funds (FL) State Academic Mentoring grants (CA) State Compensatory Education (MD) State DESEG grants (MA) State of Michigan grants Wisconsin DPI State grants United Way	Community Education funds Federal Claud Pepper Act (CT) Goals 2000 Parent Resource Center Martha Holden Jennings Foundation (OH) State funds Teacher Inservice funds (UT)

Source: 1996-97 UPDATE. "How Schools, Districts, and States Fund Programs of School, Family, and Community Partnerships," Joyce L. Epstein and Laurel A. Clark. Research Brief, Center on School, Family, and Community Partnerships/CRESPAR, Johns Hopkins University, October, 1997.

State Line

Kentucky Moves Ahead with Partnership Programs

Kentucky and seven other states—Alaska, Connecticut, Illinois, Maryland, Ohio, Wisconsin and Utah—are state members of the National Network of Partnership-2000 Schools. As state members, they demonstrate their commitment to school-family-community partnerships. Through a variety of strategies and activities, Kentucky provides excellent examples of how state leadership activities can strengthen district and school programs of partnership.

Kentucky joined the Network in 1996. When the state's Key Contact relocated, she was replaced by Frieda Collins in February 1997. As Kentucky's Community and Family Engagement Consultant, Ms. Collins assists districts in helping schools develop, implement, and evaluate policies and programs that involve families and communities. Ms. Collins draws upon her previous experiences with school-family-community partnerships as the coordinator of community tutorial programs in Virginia and work with Parent Teacher Associations (PTAs) in Virginia and Kentucky.

Leadership Activities

Working closely with others in the State Department of Education, Ms. Collins has planned a number of initiatives for the 1997-98 school year. During September and October, she collaborated with service learning coordinators to link Service Learning and Partnership-2000 programs. She also conducted training workshops for Key Contacts from four schools and two districts that indicated on grant applications a

strong interest in improving their partnership programs. The Key Contacts, with Ms. Collins' assistance, are responsible for training school teams composed of administrators, teachers, and other school and family representatives to plan, implement, and evaluate their programs of partnership.

Ms. Collins is planning to work with other groups and organizations to help schools and districts improve school-family-community partnerships. One such group is the Kentucky Coalition of School Volunteer Organizations (KCSVO), which assists schools and districts in developing and maintaining school volunteer programs. Other organizations are the Kentucky Congress of Parents and Teachers, the state's chapter of the national PTA, and the Prichard Committee for Academic Excellence, an independent advocacy organization for educational improvement in Kentucky. Under the leadership of Frieda Collins, Kentucky is continuing to work as a member of the National Network of Partnership-2000 Schools with energy, enthusiasm, and commitment.

Other State News

In May, 1997, Maryland adopted a state goal for family involvement. Passed unanimously by the State Board of Education, the adoption of an official state goal ensures that progress on school, family, and community partnerships by districts and schools will be measured and reported annually.

Focus on Results

Each year, the National Network of Partnership-2000 Schools selects a topic to explore with schools, districts, and states in a cross-site study called Focus on Results.

1996-97 School Year: Focus on Student Attendance. About 20 schools joined the first cross-site study to examine how family and community partnerships affect attendance. Final data are coming in, and a report will be written later this year.

Data from the participating schools indicate that elementary, middle, high, and special education schools all find the following practices "very helpful" for increasing student attendance:

- Calling home when students are absent, particularly personal phone calls (e.g., by teachers, counselors, secretaries, parent volunteers/attendance monitors, bilingual office aides, school nurses, and others).
- Giving every family the name and phone number of one person at school to call with questions about attendance, lateness, or other school policies, or other issues.
- Setting school-wide and classroom incentives for good attendance, with announcements of excellent attendance over the intercom, and information to families about awards to students for improved attendance.
- Making home visits to discuss attendance with families of chronically absent students.

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Meeting the challenge

Beyond Workshops: Providing Information to Families Who Cannot Attend

Mavis G. Sanders

The 1997-98 school year brings with it many new challenges and opportunities to meet these challenges. By meeting the challenges for each of Epstein's six types of involvement, schools are able to refine and improve their school-family-community partnership programs. The challenges encourage schools to go beyond traditional practices in order to be responsive to all families, including those of minority linguistic or cultural backgrounds, those who live far from the school, work outside the home, or who have young children or elderly family members at home.

One key challenge that faces all schools is to provide information from workshops, school meetings, and other activities to all families, not just those who can attend these functions. Families care about their children and need to know about their children's schools and educational programs. However, not all families can attend school activities and events to obtain this information. Indeed, most families cannot—often due to competing responsibilities, limited time, and other factors.

It is important that these parents not be labeled uncaring, nor left uninformed about key issues that face their children and the school. Partnership-2000 Schools throughout the country are working to ensure that this does not happen by using a variety of methods to provide all families with important information.

Strategies to Share Information

Many schools include summaries of workshops and meetings in their school newsletters. Others keep summaries of

meetings and events in parent rooms or on centrally located school bulletin boards. Some schools offer audio or videotapes of school workshops for parents to borrow and review when convenient. Other schools have sign boards located outside the school with information that parents can read as they pass by. Still others summarize events on phone message systems.

Phoning Families in Baltimore

For example, one middle school in Baltimore, Maryland is proud of its computerized phone system which permits important information to be communicated efficiently to all families. The school's parent liaison, who also is a member of the Action Team for School, Family, and Community Partnerships explains, "We can feed school information to the system, and it will automatically call every parent in the school and provide that information." The Action Team Chairperson adds that the phone system dials parents until it gets an answer, something that would take hours for office personnel to do. Among its many benefits, the phone system was invaluable when the school needed to provide families with information about immunizing their children.

The practices described above are just a few of the innovative ways that schools can ensure that all families are informed about workshops they miss, their children's educational needs, and school programs and activities. Is your school meeting the challenge of providing information to all families? If not, the 1997-98 school year provides a great opportunity to do so.

NEW MEMBERS GRAPHIC HERE

Research Brief

High School Parents Respond to Partnership Programs

Survey data from 423 parents at six high schools in Maryland were analyzed to explore the effects of the schools' programs of partnership on parents' attitudes toward school, and on parents' involvement in their teens' education. The analyses indicate that:

- Families' ratings of their teens' high schools are positively influenced by the schools' programs of partnership.
- Different types of partnership practices conducted by the schools result in different parental involvement behaviors.

For example, parental involvement **at home** is positively influenced by

school programs that emphasize and assist with Type 1—Parenting and Type 4—Learning at Home.

By contrast, parental involvement **at school** is positively influenced by school programs that organize Type 3—Volunteering and Type 5—Decision Making.

These findings remain significant after taking into account student and family background characteristics, such as student race, gender, and academic performance, and parent education and work status.

The analyses suggest that high schools that develop partnership programs including practices for differ-

ent types of involvement, are likely to improve parental attitudes toward the school, and encourage greater family involvement at school and with their teens at home. Some families will be actively involved in the education of their adolescents without the schools' cooperation, support, and encouragement. However, the study shows that with high schools' leadership and assistance, more families, including families with less formal education, will become involved in their adolescents' learning and school success.

From: Mavis G. Sanders, Joyce L. Epstein, and Lori Connors-Tadros. (Forthcoming). *Family Partnerships With High Schools: Parents' Perspectives*. Center Report. Baltimore: Center for Research on the Education of Students Placed at Risk, Johns Hopkins University.

End-of-Year Celebrations Provide Time to Share and Plan



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End-of-Year Celebration and Planning Workshops enable Action Teams for School, Family, and Community Partnerships to share ideas, discuss challenges and solutions, and write their next One-Year Action Plans. Three groups of thirty schools in the Southeast, Northwest, and Southern Areas of Baltimore, Maryland came together in April, May, and June, respectively, to present their work, gather ideas, and complete their Action Plans for 1997-98. Posters from Arundel, George Washington, and Bay Brook Elementary Schools in the Southern Area (above, left) display activities for the six types of involvement. Members of Action Teams from several schools (above, right) visit with each other during a break from school presentations and panel discussions by principals, teachers, and parents.

NOTE to DISTRICT and STATE MEMBERS of the Network: It is not too early to select a date for your Spring 1998 End-of-Year Celebration and Planning Workshop to bring together your schools' Action Teams for School, Family, and Community Partnerships. That is the time to share practices, discuss issues, and prepare One-Year Action Plans for 1998-99 before the end of the current school year.

School Report

Lake County School Reports Partnerships on *Good Morning America*

Skeen Elementary School in Leesburg, Florida—a Lake County School District Partnership-2000 School—was featured on *Good Morning America* in its 1997 back-to-school series on August 25. The show learned about Skeen's work in the National Network of Partnership-2000 Schools from a *Wall Street Journal* article on homework. Sandra Aiken, a segment producer for *GMA* stated, "We were looking for schools with a different take on education in America today. Skeen with its loyal band of volunteer parents and its 'interactive' homework program seemed like a match." *GMA* followed one parent volunteer home with her second grader to show the mother and son interacting on homework.

The Key Contact for Partnership-2000 Schools in Lake County is Diana H. Brown, at the Effective Teaching Center—a collaborative program of the district school board and the American Federation of Teachers (AFT) Educational Research and Dissemination Program. Currently, seven Lake County schools are members of the Network, and all are working with Diana Brown to create excellent programs of school, family, and community

Other District News

Newark Public School System (NJ), a new district member in the National Network of Partnership-2000 Schools, is awarding \$5000 initial incentive grants through the Geraldine A. Dodge Foundation to the first fifteen schools in Newark to join the Network. The program is under the direction of Dr. Beverly Hall, Superintendent, and Catherine Branco, District Key Contact.

Focus on Results

(Continued from page 5)

Schools at all levels were working to improve and maintain students' good attendance by taking a multi-faceted approach, not relying on just one strategy or technology. They also combined information about the importance of student attendance for all families with targeted attention to families of chronically absent students. Personal attention from school staff and parents was rated as more effective than computerized messages or contacts by outside agents.

Not all participants reached their attendance goal for 1996-97, but all were reflective about their activities and about their plans to continue improving attendance.

1997-98 School Year: Focus on Math Achievement. This year, Focus on Results will examine student math achievement. We will focus on questions such as: Which practices of school-family-community partnerships are likely to help students improve math report card grades and math achievement test scores? How are schools meeting challenges to inform and involve all families and communities in students' math activities? How do schools, districts, and states assess whether or how family and community involvement affect math achievement?

Schools, districts, and states will receive an invitation to join the 1997-98 Focus on Results in November. If **math achievement** is one of your goals, we encourage you to join this evaluation activity.

District Record

Parent Friendly Outcomes Project

(Continued from page 3)

of the instructional outcomes was maintained. The district Curriculum Director also reviewed the outcomes. Grade level brochures explaining learning outcomes in parent-friendly language were produced and distributed at parent-teacher conferences in the fall.

Parents and Teachers Benefit

Ms. Mitchell reports that the response from parents has been very positive. She states, "a typical comment from parents has been 'I didn't know it was all written down what my child should know. I thought it was whatever was in the book.'" Teachers like the brochures as an easy way to give parents a yearly overview during conference time. Ms. Mitchell also notes that the district has received requests for information about the project from other districts in Michigan

An unexpected result from the Parent Friendly Outcomes Project was that teachers identified learning outcomes that were not taught at the agreed upon grade levels or were confusing in other ways. Ms. Mitchell reports that the district will address these issues with the district Curriculum Director and the Professional Study Committee. Also in the future, the project will be expanded to include more curriculum areas and grade levels.

Summary of a report from Gail Mitchell, Mt. Pleasant Public Schools, MI contributed to the 1996-97 Sharing Best Practices of the National Network of Partnership-2000 Schools at Johns Hopkins University.

Research Brief

TIPS Interactive Homework Increases Students' Writing Skills

Does the Teachers Involve Parents in Schoolwork (TIPS) Language Arts Interactive Homework process influence middle school students' writing skills, language arts report card grades, and completion of homework? To answer these questions, 683 students in grades 6 and 8 in two schools in Baltimore, Maryland completed writing samples in the fall, winter, and spring of the school year. Also, surveys were administered to 218 parents to measure their attitudes about TIPS and participation with their children in TIPS homework activities.

The analyses account for family socioeconomic status, grade level, attendance, fall report card grades,

and fall writing sample scores, to identify the effects of TIPS on students' skills in the winter and spring, and on student and family attitudes at the end of the school year.

- As expected, students with higher writing scores in the fall, had higher scores in the winter and spring.
- The more assignments students completed, the higher their language arts report card grades.
- The more parents participated, the better they liked TIPS interactive homework, and the higher their students' writing scores in the

winter and spring.

The study documents the feasibility and effectiveness of the TIPS Language Arts Interactive Homework process in the middle grades.

From: Joyce L. Epstein, Beth S. Simon, and Karen Clark Salinas. Effects of Teachers Involve Parents in Schoolwork (TIPS) Language Arts Interactive Homework in the Middle Grades. *Research Bulletin*, #18, September, 1997, (Phi Delta Kappa, CEDR, Bloomington IN).

Note: For a summary of TIPS manuals and prototype materials for the elementary and middle grades check your handbook, contact the Center, or see TIPS on the Network's website: www.csos.jhu.edu/p2000.



As of November 17, 1997, our address is:

National Network of
Partnership-2000 Schools
Johns Hopkins University
3003 North Charles Street, Suite 200
Baltimore, MD 21218

Phone and fax numbers stay the same.

Double Check for Districts

Has your district taken these steps for the 1997-98 school year?

- _____ Completed a district-level One-Year Action Plan for 1997-98 including a schedule for training workshops, meetings with school teams, discussions among schools in quarterly cluster meetings, end-of-year workshops, and other district-level leadership activities?
- _____ Conducted a "kick off" activity to communicate the district's leadership in school, family, and community partnerships?
- _____ Set a time in the Superintendent's monthly meetings with principals to highlight information and good practices of school, family, and community partnerships that are conducted in schools?
- _____ Discussed with all principals ways to support the plans and activities of their Action Teams for School, Family and Community Partnerships?

IF YOU HAVE NOT DONE THESE THINGS YET, check your Partnership-2000 Schools Manual for guidelines and explanations. Or, e-mail p2000@csos.jhu.edu and we will answer your questions.

More From Schools

What Members are Saying About How Work on Partnerships is Changing Their Programs

The 1996-97 UPDATE: Annual Progress Report to the National Network of Partnership-2000 Schools asked members: **What has changed at your school as a result of your partnership program?** The following are a few of the many responses. See the Network website: www.csos.jhu.edu/p2000 for other comments from schools, districts, and states.

Attitudes and skills in developing programs of partnership have changed.

- Our attitude toward parent involvement—we now see it as a positive, necessary part of our jobs. (Howe Elementary School, WI)
- We have synthesized and organized things we were already doing. (Lyme Consolidated School, CT)
- Utilizing district networking to see what's working in other schools (Washington Junior High School, IL)
- Teachers feel parents are more supportive, student behavior has improved, (and we have) more parent involvement at all levels. (Mark Hopkins Elementary School, CA)
- Our school focused on the importance of linking parent involvement to academic achievement. (Rollins School, MA)
- We have increased the number of parents with leadership roles. (Meadow Glens, IL)
- It has been exciting . . . establishing school and community partnerships as a major focus of our school improvement efforts and culture. (St. Leonard School, MD)
- There is assistance and training provided by the district for our Action Team members. (Fruit Ridge Elementary School, CA)
- Our Action Team has a sense of purpose. (Royal Oaks Elementary School, WI)

Specific practices of partnership have been added or improved.

- More interactive homework activities for students, and an interactive school newsletter (Eli Whitney School, CT)
- Increased parent volunteer hours (Thurmont Middle School, MD and Thurgood Marshall Alternative/Sarah Jones Continuation School, CA)
- More community participation in volunteer programs (Webb Elementary School, MI)
- We have been able to better determine . . . what times are more convenient for parent participation. (Thomas Jefferson Elementary School, CA)
- Added "new parent" coffees and kindergarten picnic just prior to the first day of school (Naper Elementary School, IL)
- Communications to and from home have improved with VIP envelopes. (Northside Elementary School, MN)
- Provided information to parents at the community library (Brillion High School, WI)

MANY THANKS to all schools, districts, and states who returned the 1996-97 UPDATE: Annual Progress Report to the National Network of Partnership-2000 Schools, and to all who added comments and suggestions. The next UPDATE will be mailed April, 1998 to all current members of the Network.

National Network of Partnership-2000 Schools CALENDAR for 1997-98

November:	Invitation to members to join the cross-site study, Focus on Results 1997-98: <i>School-Family-Community Partnerships for Improving Math Achievement</i> . Initial data collection.
January:	Invitation to members to contribute information on their best practices at the school, district, and state levels.
March 13-14, 1998:	Optional Training Workshop for new members who want initial training to prepare for the 1998-99 school year.
April:	UPDATE: Annual Report to the National Network of Partnership-2000 Schools. (Required of all members who join by 12/97.)
April:	Next issue of <i>Type 2</i> .
May:	Final data collection for Focus on Results 1997-98.
June 26-27, 1998:	Optional Training Workshop for new members who want initial training to prepare for the 1998-99 school year.

CLIP OR PHOTOCOPY THIS SECTION AND SEND IN YOUR IDEAS.

The staff of the National Network of Partnership-2000 Schools wants to hear from school, district, and state members. Tells us . . .

Your Name _____ Position _____

School, district, or state name _____

Suggestions for future issues of *TYPE 2* _____

Do you have a NEWS SENTENCE for the next issue of *Type 2* about an important activity, improvement, or measured result in your program of school, family, and community partnerships? (Please tell who, what, when, where, and why.)

If you wish, write a news paragraph on a separate page and send it along. Related clear, bright photos are welcome too. Return your ideas or photos to: Karen Salinas, National Network of Partnership-2000 Schools, Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218; or fax: 410-516-8890. Thank you!