

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, 2012 No. 33

In This Issue

Issues and Insights	2
Leadership Line	3
Meeting the Challenge	4
Elementary School Report	5
Photos of Award Winners	6
New Members	8
Research Brief:	
Multicultural Partnerships	8
Middle and High School Report	9
NNPS Calendar	12

Partnership Awards Recognize 22 Programs for Leadership, Planning, and Progress

Twenty-two programs—12 schools, 6 districts, 3 organizations, and 1 state department of education—earned NNPS 2012 Partnership Awards. Located in 8 states and in diverse communities, the award winning programs used NNPS structures and processes, and tailored their tools and practices for their own communities, families, students, and school goals. This mix—research-based approaches and customized implementations—is a winning combination for excellent and sustainable programs of school, family, and community partnerships.

In their award applications, schools described specific strategies to increase family and community involvement and to engage more and different families and the community to improve results for students. Leaders for partnerships in districts, states and organizations provided evidence of their leadership skills and how they facilitate schools' partnership programs.

Shared Leadership for Successful Programs

Some districts and organizations were multi-year award winners and some had schools that also earned 2012 Partnership Awards. NNPS research shows that schools that are in districts with expert Leaders for Partnerships have higher quality partnership programs than do schools that are left to work on their own. This year, awards were earned by **Naperville Community School District 203**, in Illinois, and three of its schools **Ann Reid**

Early Childhood Center, Highlands Elementary School, and Naperville North High School. This district continued to “grow” its partnership programs at the district level and at the preschool,

(Continued on page 11)

MetLife Foundation Advances NNPS Agenda

MetLife Foundation awarded a new grant to support NNPS initiatives in 2012-13. This ensures that members of NNPS will benefit from on-going professional development from NNPS Facilitators. The grant will contribute to the next edition of *Promising Partnership Practices 2013*, *Type 2* newsletters, monthly *E-briefs*, professional development conferences, and NNPS Partnership Awards. NNPS also will extend its series of *Samplers* to provide summaries of research and activities for engaging families and the community with students on three new topics: school tests and assessments, summer learning activities, and engaging grandparents.

The grant to NNPS supports the completion of a new TIPS curriculum—*TIPS Math in the Middle Grades*. Over 75 interactive homework activities for grades 6. 7. 8 were developed with math teachers in Calcasieu Parish, Louisiana. This year, NNPS will review and report on how the new materials address Common Core Math requirements across the country. Then, *TIPS Math in the Middle Grades* will

(Continued on page 10)

Issues and Insights

Joyce L. Epstein
Director

What's New at NNPS? MEMBERS ONLY Section of the Website

Members should have special privileges. Starting January 2013, NNPS will initiate a **MEMBERS ONLY** section of the website to give active members of NNPS free access to over 1200 activities in all books of *Promising Partnership Practices* from 1998 to 2012. Members also will have free access to all NNPS *Samplers*—the useful series of research-based and goal-focused partnership activities implemented by NNPS members over the years.

A new access code for **Members Only** will be provided in each new edition of *Promising Partnership Practices*, which is sent in print form to active members. The Key Contact to NNPS at each site may share the access code with their colleagues as a benefit of membership. **The access code for the 2012-13 school year is on page ii of Promising Partnership Practices 2012. It will be activated in January 2013.**

Who is an *active member*?

Active members in NNPS evaluate their programs' progress and renew membership each year. NNPS matches the renewal fee of \$200 to continue to provide professional development to support the work of active members. NNPS assists members to assess progress using the UPDATE survey—a rigorous, yet convenient assessment tool. NNPS also reports back to its members the results of the data collected from across the country, and provides *customized* reports to districts and organizations that have 8 schools or more in NNPS so they can monitor their own schools' progress. In this way, active members gain a picture of the nature and extent of partnerships across the country and in their own locations. This is a “win-win” situation—members invest in evaluating progress and improve their programs each year, and NNPS invests in helping each site continually improve its knowledge, skills, and partnerships.

What will be available to prospective members and to the public?

Sections of the website that explain the NNPS approach, share research and evaluation reports, introduce the TIPS interactive homework process, outline NNPS publications and products, and invite new members to JOIN NNPS will remain open to everyone at www.partnershipschoools.org. This general information helps NNPS invite new schools, districts, states, and organizations to join the network.

What will be available to active Members Only?

**** All books of *Promising Partnership Practices* from 1998 to the present.** This hallmark of NNPS includes over 1200 excellent ideas for Action Teams for Partnerships (ATPs) to adopt or adapt in their own elementary, middle, and high schools and for district, state, and organization leaders to extend their leadership skills and strategies to help schools' ATPs improve their partnership programs. A new collection of activities implemented by NNPS members for NNPS members is published each year and will be added to the Members Only section.

**** All current and future NNPS *Samplers*.** *Samplers* include a one-page review of research on selected topics and 10 ideas for family and community involvement linked to goals for student success. Active members of NNPS will be able to use the Members Only section of the website to explore the *Samplers* on family and community involvement for student success in *Reading, Math, Science, Attendance, Behavior, Planning for College and Careers*; and for improving *Preschool, Middle School, and High School Partnership Program Development*. Six more *Samplers* will be added this year on *Homework, Writing, the Arts, Health and Safety, Involving Fathers*, and *Successful Transitions to New Schools*. Three more are scheduled in 2013.

(Continued on page 12)

District Leaders' Actions Help School Teams Improve Their Plans and Practices

District-level leadership increases the success of schools' Action Teams for Partnership (ATPs). Studies show that when district leaders guide school-based ATPs, the quality of the schools' programs is higher (Epstein, Galindo, & Sheldon, 2011). UPDATE data from 2011 indicate that elementary, middle, and high schools in NNPS that are "nested" in districts that also are members of NNPS report stronger support for their partnership programs than do schools whose districts are not members of NNPS (Hutchins & Sheldon, 2012). The schools in NNPS districts report that their district leaders for partnerships provide technical assistance to the ATPs, meet with principals to discuss partnership programs, help schools evaluate their partnership programs, and offer other support more than do non-member districts.

NNPS asks district leaders for partnerships to fulfill two responsibilities. First, they should conduct district-level activities that affect their offices and district policy for partnership program development. Second, they should facilitate each school's ATP to work effectively with its students' families.

Both kinds of leadership—at the district level and with the schools—benefit from six leadership strategies (Epstein et al., 2009). Strong leaders: **Create Awareness, Align Program & Policy, Guide Learning & Program Development, Share Knowledge, Celebrate Milestones, and Document Progress & Evaluate Outcomes.** Below are a few examples from *Promising Partnership Practices 2012* of how districts in NNPS are implementing these strategies.

Create Awareness—Publicize Planned Activities.

Schools' ATPs are more likely to sustain their partnership programs if they have whole-staff buy-in and support. **Pasco School District** in Washington used a *Road Map to ATP Success* to help everyone—families, teachers, community members, and other schools—stay informed about their own school's plan, practices, and progress of family and community engagement. District Leaders for Partnerships provided a template and incentives to encourage all schools to design a visual road map to display the schedule of all family and community engagement activities in their One-Year Action Plans for Partnerships.

The district created a road map, too, based on the Yellow Brick Road to display the schedule of all district meetings, involvement activities, NNPS deadlines, and opportunities for networking. ATPs designed and displayed their maps so that everyone who visited their schools would "see" the partnership activities planned and completed.

Guide Learning and Program Development—Ensure Two-Way Communications of District Leaders and School Teams.

Seattle Public Schools in Washington increased two-way communications with the *FEAT Connections Newsletter*. The newsletter connected district leaders for partnerships with school-based Family Engagement Action Teams (FEATs). In addition to messages from the district leaders, the schools contributed articles on their best practices and photos of family

and community activities. Seattle's district leaders also conducted face-to-face meetings with schools' action teams to ensure that each FEAT has its partnership program components in place. Regular, two-way communications between districts and schools are critical for successful, sustainable partnership programs.

Align Programs and Policy and Guide Learning and Program Development—Include Arts Education in Every School.

By obtaining grants for art education, **Cuyahoga County's Universal Pre-Kindergarten Program**, coordinated by **Starting Point and Invest in Children** in Cleveland, Ohio, helped 27 preschools include the arts in their plans for family and community engagement. At a general Open House Night for all schools, parents and children were welcomed back to school and were taken on a free field trip to local art museums. Then, each school planned a public art project to add to their One-Year Action Plan for Partnerships. School projects included a children's art show, a themed mural for the school, mosaics, ceramics, quilts and other artistic works.

Celebrate Milestones and Share Knowledge

Schools in the **Bridgeport School District** in Connecticut used the *Team Spirit Celebration* to share best practices with other schools, parents, and the community. Last year, 33 schools set up displays of their most promising practices and brought 150 copies of an information sheet on the

(Continued on page 10)

Meeting the Challenge

Steven B. Sheldon
Director of Research

Beyond Access—Part 1: Help Families Use the Computers They Have

Progress in computer and Internet technology over the past ten years has been remarkable. Computers, mobile phones, fax machines, cameras, and scanners have become smaller, faster, and more accessible. Ten years ago, access to a computer was a major challenge that educators had to consider before using technology to reach out to families. Today, a significant majority of families have access to the Internet. According to one report by the Pew Research Center, 87% of families with teenagers 12-17 years old reported that they used the Internet¹. Not surprisingly, middle-to-upper income families and families with more formal education have higher rates of access.

Although all schools still must be cognizant of the fact that not all families have easy access to computers or the Internet, educators need to attend to new challenges that have emerged as access to computer technology has become more widespread. This has implications for your Action Team for Partnerships (ATP).

New Challenges for Educators' Outreach to Families

Make friends with computers. One important challenge that your ATP should consider is that many adults are not knowledgeable or comfortable about using their home computers or the Internet to access information from the school. **Parkway Elementary School** in Virginia Beach conducted *Technology 4 Parents*—a series of four computer classes.

The sessions helped parents understand the basic functions of the computer; gain basic skills in word processing and Internet surfing; set up and use a search engine and e-mail accounts; plan Internet safety guidelines and rules for adults and children; and gather information about useful websites including the district's Parent Portal. To increase participation, the partnership team and teachers offered the classes in the morn-

ing and evening, and provided childcare to families with very young children.

Learn about technology in the classroom. Parents want to know more about how new technologies are used by teachers in their children's classrooms. Regardless of whether they use the Internet at home, many students are using computers, the Internet, and other technologies in class. The **Little Rock School District in Arkansas** hosted *Stay Connected and Online with Technology*—a series of workshops to show parents how new technologies are used to increase student learning.

Among the topics, attendees learned how teachers use Smart Boards, Smart Responders, and iPads with students. At each session, attendees saw their questions posted on a Smart Board and they used Smart Responders to provide feedback to the presenters. Also, each attendee received a flash drive with information about family engagement and Internet resources that would help them support their children's learning.

Help ensure Internet safety at home. In some families, computers are available but children are not allowed to use them because parents are unsure how to create a safe on-line environment. **T. H. Watkins Elementary School** in Lake Charles, Louisiana confronted this challenge at *Tech Talk Night*.

Families learned how Internet resources like Blackboard, Twitter, and e-mail can be used to communicate with the school; how to improve Internet safety for their children; and how new technologies are being used at school and in classrooms. For the last topic, students demonstrated for their families how they were using computers to master academic skills. It is imperative that parents know what their children do and whom they "meet" on the Internet. Parents need information to set rules for their children in safe and lawful use of the Internet. One

(Continued on page 11)

Conduct Creative Communications for More Effective Connections with Families

Communications are key to the success of every program of school, family, and community partnerships. Schools in NNPS (and schools everywhere) tend to do well in sending messages from school to home. It is harder—but necessary—for schools to organize two-way connections that encourage communications from home to school. Two-way connections show that parents and teachers care about each other's views, reactions, and questions. Only then, can real partnership relationships develop.

Two-way communications require good structures that are easy to use. A common and simple strategy is the two-way newsletter that provides information for families, asks questions, and enables families to respond with comments, share ideas, or ask questions. Suggestion boxes and e-lists are, respectively, low-tech and high-tech ways to foster two-way connections between home and school. The following are a few of many ideas in *Promising Partnership Practices 2012* for creative and effective ways to strengthen positive two-way communications.

- At **Amistad Elementary School** in Kennewick, Washington, *Communication Note Pads* promoted two-way connections of teachers and parents. Teachers used salmon-colored notes to communicate with parents. These were translated, as needed, to the parents' home language before they were sent home. Parents used pink notes to communicate with teachers. These were translated to English, as needed, for teachers to read. Students were the go-betweens and also wrote notes of their own about the school day.

- At the **Ann Reid Early Childhood Center** in Naperville, Illinois, pre-kindergarten students transition to 14 different elementary schools in the district. To enable parents to learn about the school their child will attend, ask questions about school programs, learn about special services for children with special needs, and experience a typical kindergarten day, Ann Reid's ATP and teachers organized *Kindergarten Connect*.

Two-way connections show that parents and teachers care about each other's views, reactions, and questions.

The parents met in 14 classrooms for discussions in English and in Spanish with educators from their child's next school. The mix of presentations and conversations ensured two-way communications between educators and parents before the transition to kindergarten.

- At **St. John Elementary School** in Lake Charles, Louisiana, *Student-Led Conferences* give students important responsibilities for conducting periodic discussions with their parents. Prepared by their teachers, students learned to conduct the parent-teacher-student conference on their academic goals, progress, and needs or hopes for the next part of the school year. These 3-way communications, which gave students a voice and a role to play

in their education were even better than 2-way connections!

- The partnership team at **Frasch Elementary School** in Sulphur, Louisiana designed *Hispanic Heritage Night* to solve a perceived disconnect between the Spanish Immersion faculty, students, and families and those in other programs at the school. Many parents had not met each other or the teachers in the different school programs. Several Spanish teachers from Spain, Mexico, and Venezuela were new to the school.

To bring people together, students studied countries where Spanish was spoken and displayed their reports and exhibits. The *Hispanic Heritage Night* created networking opportunities for all members of this school's community to connect and converse. The students' projects also encouraged 3-way conversations among teachers, students, and parents.

Written notes, preparations for transitions to new schools, connections of groups in different school programs, and student-led conferences all are ways to increase two-way and three-way communications of educators, parents, and students.

Read about these and other Type 2-Communicating activities in *Promising Partnership Practices* at www.partnershipschoools.org in the section Success Stories.

Marsha D. Greenfeld
mgreenfeld@jhu.edu

Meet the Teams! 2012 PARTNERSHIP SCHOOL AWARD WINNERS

Amistad Elementary School, Kennewick, WA



Delmae Elementary School, Florence, SC



Dolby Elementary School, Lake Charles, LA



Eastgate Elementary School, Kennewick, WA



Edison Elementary School, Kennewick, WA



Edwin Markham Elementary, Pasco, WA



James McGee Elementary School, Pasco, WA



Mark Twain Elementary School, Pasco, WA



Naperville North High School, Naperville, IL



Timrod Elementary School, Florence, SC



Read summaries of these programs at www.partnershipschools.org in Success Stories.

2012 PARTNERSHIP DISTRICT, ORGANIZATION, AND STATE AWARD WINNERS

Connecticut Technical High School System, CT



Kennewick School District, Kennewick, WA



Little Rock School District, Little Rock, AR



Naperville Community School District 203, IL



Pasco School District, Pasco, WA



Seattle Public Schools, Seattle, WA



FMU Center of Excellence, Florence, SC



Starting Point/Invest in Children, Cleveland, OH



Riverside County Office of Education



Ohio Department of Education



We also congratulate Ann Reid Early Childhood Center and Highlands Elementary School, both in Naperville, IL (photos missing)

Our Growing Network

New Members in NNPS since April 15, 2012

SCHOOLS (31 new members) ★ Alfred S. Forrest Elementary School (Hampton, VA) ★ Booker Elementary School (Hampton, VA) ★ Christopher Kraft Elementary School (Hampton, VA) ★ Concord International Elementary School (Seattle, WA) ★ Coon Rapids Middle School (Coon Rapids, MN) ★ Dearborn Park Elementary School (Seattle, WA) ★ Forrest K. White Middle School (Lake Charles, LA) ★ Hawthorne Elementary School (Seattle, WA) ★ Highland Park Elementary (Seattle, WA) ★ Hunter B. Andrews PreK-8 School (Hampton, VA) ★ John F. Kennedy School (Winooski, VT) ★ LeBlanc Middle School (Sulphur, LA) ★ Maple Elementary School (Seattle, WA) ★ Maplewood Middle School (Sulphur, LA) ★ Martin Luther King Jr. Elementary (Seattle, WA) ★ Moss Bluff Elementary (Lake Charles, LA) ★ Phillips Elementary School (Hampton, VA) ★ Ponema School (Ponemah, MN) ★ Red Lake Early Childhood Center (Red Lake, MN) ★ Red Lake Elementary School (Red Lake, MN) ★ Red Lake High School and RLHS - ALC (Red Lake, MN) ★ Red Lake Middle School (Red Lake, MN) ★ Sand Point Elementary (Seattle, WA) ★ Seattle World School (Seattle, WA) ★ T. T. Knight Middle School (Hampton, VA) ★ The Armistead Gardens School (Baltimore, MD) ★ Timber Ridge School (Arlington Heights, IL) ★ Vinton Middle School (Vinton, LA) ★ West Seattle Elementary (Seattle, WA) ★ Winooski High School (Winooski, VT) ★ Winooski Middle School (Winooski, VT) ★

DISTRICTS (2 new members) ★ Bloomfield School District (Bloomfield, CT) ★ Red Lake Public Schools (Red Lake, MN) ★

ORGANIZATIONS/UNIVERSITY PARTNERS (2 new members) ★ Northwest Suburban Special Education Organization (Mount Prospect, IL) ★ White Center Community Development Association (Seattle, WA) ★

Current Active Membership in the National Network of Partnership Schools (NNPS) as of October 15, 2012
Schools: 796 Districts: 91 States: 12 Organizations: 41

Research Brief

Studies Confirm the Need for School Programs to Engage Families with Diverse Backgrounds

Schools, today, serve students of many races, ethnicities, cultures, religions, economic conditions, geographies, and other diversities. The new NNPS book, *Multicultural Partnerships Involve All Families* (Hutchins, et al., 2012) features 18 activities to help schools increase the involvement of parents with different backgrounds to promote more successful students. Chapter 1 includes a summary of research on immigrant families and on schools' outreach to engage all families in their children's education.¹ Here are few conclusions from the chapter.

Studies of immigrant families confirm that:

- There are important differences within groups that prohibit educators from stereotyping any cultural group of students or families.
- Immigrant families bring important knowledge from their home countries that can enrich the school curriculum, increase students' self-confidence, and help educators and parents understand each other.

Studies of the effects of schools' outreach to involve diverse families report

that:

- All schools serve students and families with diverse backgrounds and characteristics.
- Teachers and principals know that good teaching is not enough to ensure student learning and development. They know that they must involve all families in their children's education, but many teachers are unsure how to do this effectively and efficiently.
- Educators and researchers have

(Continued on page 10)

Middle and High Schools

Middle and High Schools Have Good Reasons for Family and Community Engagement

Promising Partnership Practices 2012 includes 21 activities from middle and high schools that are working to improve their outreach to families and connections with community partners that will benefit secondary students. NNPS has been studying partnerships in the middle and high school grades. The following activities illustrate three reasons (among many) that secondary schools engage parents and community partners in their teens' education: inform parents about state tests, prepare students for college and careers, and build connections that make reading meaningful and fun.

Help Families Understand State Achievement Tests

Lake Tayler Middle School in Norfolk, Virginia, organized the *Standards of Learning (SOL) Family Reading Night* to enable parents to support students' preparations for the state reading test. Parents and students read together, received books donated by a publishing company, and engaged in literary games based on state reading standards. These included making inferences, drawing conclusions, summarizing, and using computer-based activities.

By focusing on reading (instead of all subjects in *SOL*) and by scheduling the gathering from 3-5 p.m. (instead of later in the evening), more students and parents attended. The school's Reading Coach explained that at the *SOL Family Reading Night*, teachers brought "... fun and engaging activities they had used in their classrooms to share with families, so that parents could see how their children were learning." Parents, then, were more knowledgeable about the state tests and more students were prepared to take them.

At **Edison Middle School** in Janesville, Wisconsin, parents learned about the Wisconsin Knowledge and Concepts Evaluation at *WKCE Night*. The Action Team for Partnerships (ATP) and teachers provided information on which tests are administered, how test scores are reported to parents, and how the scores are used by educators. Teachers of different subjects provided ideas to help parents and students focus on "the test." They provided sample test-related skills and positive and enjoyable activities that students and families could conduct at home.

Partner with the Community on Postsecondary Education

Northridge High School in Layton, Utah, wanted all 1,680 of its students to know the value of education for achieving their college and career goals. They invited about 60 guest speakers from a wide variety of careers in the community to speak at the *College and Career Readiness Conference*. These included a graphic artist, computer game designer, registered nurse, lawyer, cartoonist, mortician, meteorologist, and many others.

Every student participated—most dressed in business attire—to learn about the importance of education for preparing for their futures. Each student attended three 25-minute sessions where the guest speakers discussed their career paths and answered students' questions. Teachers guided students to prepare good questions prior to the conference and debriefed students after the conference. This innovative investment in information empowered students—starting in grade 9—with knowledge about options for post-high school careers and pathways.

Build Intergenerational Links About Reading for Pleasure

The *One Book, One School Book Club and Senior Center* project at **Upper Merion Area High School (UMAHS)** in King of Prussia, Pennsylvania paired its reading program with a local senior center's book club. The goal was for readers of all ages to meet, share views, and discuss literature. For one month, everyone in the UMAHS community—administrators, teachers, students, and others (including some custodians, cafeteria staff, and parents)—read the same book: *The Hunger Games* by Suzanne Collins.

All school activities stopped for fifteen minutes for common reading time. In their classes, students examined issues and ideas raised in the book. A local book store partnered with the school to enable students and parents to purchase the book at a reduced price. Others donated copies of the book for students in need and to give to the Senior Center's Book Club.

Students met with the senior citizens to share reactions to the book and to each other. The students forged unique intergenerational connections by meeting senior citizens they would not have known, and the seniors commented on the level of maturity and intellect that the students demonstrated.

For more ideas about partnership activities in middle and high schools, see Chapter 6 in the *NNPS Handbook for Action* and explore collections of *Promising Partnership Practices* at www.partnershipschoools.org in the section Success Stories.

Brenda G. Thomas
bthomas@jhu.edu

Research Brief

(Continued from page 8)

designed and tested structures, processes, and activities at all school levels to engage all families in ways that benefit students.

Recommendations

Across studies conducted over decades, researchers tended to list the same five major recommendations to increase the involvement of diverse families at school and at home. The recommendations also reflect NNPS guidelines for good partnership programs.

1. **Welcome all families.** Parents need to know that educators value and respect the work they do to care for and guide their children.
2. **Communicate in languages that parents understand.** This starts with clear English in messages and meetings with parents. This may require translators and interpreters to communicate with parents who speak their native tongue.
3. **Provide parents with useful and timely information** about school and district policies, programs for their children, and students' progress. Also, provide a contact person for parents to call if they have questions.
4. **Organize an intentional, well-planned partnership program** to engage all families in their children's education at school and/or at home in ways that help all students do their best in school.
5. **Incorporate student backgrounds and family cultures into the classroom curricula** and in the school's program of family and community involvement. Teachers may use family and community "funds of knowledge" and resources to enrich the curriculum and boost students' learning.

MetLife Foundation Grant

(Continued from page 1)

be disseminated nationally. The 12-13 grant also will enable NNPS researchers to test, complete, and disseminate modules for professors of education to add the homework process to their courses for preservice teachers and future principals.

MetLife Foundation has a long-standing interest in improving programs of family and community engagement. This is a recurring topic on the annual *MetLife Survey of the American Teacher*. In 2011, one of the *Survey's* provocative findings was that teachers and parents in more collaborative schools (e.g., with high parental engagement) were happier and more optimistic about their students' futures than those in less collaborative schools. This has implications for teachers' and parents' expectations for students' success in school.

NNPS recognizes MetLife Foundation as an important partner for improving leadership, programs, and practices of school, family, and community partnerships.

By enacting these recommendations, any school can increase the participation of families who were not previously engaged in their children's education, create a sense of community, and respond to unique needs of families with diverse economic, racial, ethnic, and linguistic backgrounds.

¹ See Chapter 1 in Hutchins, et al. (2012) for references to over 50 studies on multicultural partnerships. Also see a discussion of challenges and strategies for engaging diverse families in Galindo & Pucino, 2012.

References

Galindo, C. & Pucino, A. (2012). Family diversity and school-family relationships. In Banks, J. (Ed.), *Encyclopedia of diversity in education* (pp. 885-889). New York: Sage

Leadership Line

(Continued from page 3)

activity so that others could replicate or adapt it.

These are a few of more than a dozen actions by district leaders for partnerships that aim to facilitate the work of schools' ATPs. Read details of all activities for the six district leadership strategies in *Promising Partnership Practices* at www.partnershipschools.org in the section Success Stories.

Epstein, J. L., et al. (2009). *School, family, and community partnerships: Your handbook for action* (3rd Ed.). Thousand Oaks, CA: Corwin Press.

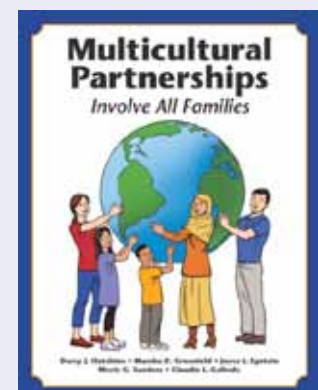
Epstein, J. L., Galindo, C., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. *Educational Administration Quarterly*, 47, 462-495.

Hutchins, D. J. & Sheldon, S. B. (2012). Summary 2011 School Data: Special Report. Baltimore, MD: National Network of Partnership Schools (NNPS) at Johns Hopkins University.

Darcy J. Hutchins, Ph.D.
dhutchins@jhu.edu

Publications.

Hutchins, D. J., Greenfeld, M. D., Epstein, J. L., Sanders, M. G., & Galindo, C. (2012). *Multicultural partnerships: Involve all families*. New York: Eye on Education.



Partnership Awards

(Continued from page 1)

elementary, and secondary levels, even with changes in the Superintendent and Key Contact to NNPS.

Kennewick School District in Washington earned a Partnership District Award along with **Amistad, Eastgate, and Edison Elementary Schools**. **Pasco School District** in Washington and three schools **Edwin Markham, James McGee, and Mark Twain Elementary Schools** earned awards. **Francis Marion University's Center of Excellence (COE)** earned a Partnership Organization Award for its responsive training and support to improve schools' partnership programs in South Carolina. Two schools in the COE project, **Delmae and Timrod Elementary Schools**, earned school awards. Also, a Partnership School Award was earned by **Dolby Elementary School**, which is guided by the leader for partnerships in **Calcasieu Parish, Louisiana**—a district winner in 2011. This pattern confirms NNPS studies showing benefits of “nested”

partnership program development by districts and their schools.

Other Award Winners

Partnership District Awards were earned by **Connecticut Technical High School System, Little Rock School District, and Seattle Public Schools**. Two more organizations earned Partnership Organization Awards: **Starting Point/Invest in Children** in Cleveland and **Riverside County Office of Education** in California. NNPS expects that schools guided by these leaders will make excellent progress, and, over time, will qualify for Partnership School Awards. Finally, **Ohio Department of Education**—earned a Partnership State Award in 2012 for improving meetings with Title I parent coordinators to help them strengthen meetings and messages about family and community engagement in their own districts.

The 2012 Partnership Award winners reported many excellent and innovative approaches to help families and children make successful transitions

to new schools; improve the school climate; promote equity in the engagement of diverse families; get information to parents who could not attend a workshop or event at school; and focus on improving student success in reading, math, science, social studies, and other subjects such as health, safety, art, music, P.E., technology, philanthropy, and graduation rates. One noteworthy pattern this year linked family involvement activities to state standards in reading, math, and science so that interactions at home would contribute to students' classroom learning and success.

All of the award winners' applications showed how leadership, teamwork, written plans, implemented actions, funding, evaluation, support from colleagues, and networking with NNPS affected the quality of their work on partnerships. See photos of this year's honorees on pages 6-7 of this issue of *Type 2*. Read inspiring highlights about This Year's Winners at www.partnershipschools.org in the section Success Stories. NNPS Awards are supported, in part, by a grant from MetLife Foundation.

Meeting the Challenge: Help Families Use the Computers They Have

(Continued from page 4)

good source of information on this is at Kids Health: http://kidshealth.org/parent/positive/family/net_safety.html

These examples from *Promising Partnership Practices 2011* and *2012* are a few of many ways that NNPS members are addressing new challenges to partnerships that have evolved as computers, the Internet, and other technologies become more common in our schools and lives. Families need support to understand how to use computers to support children's learning at home (Type 4 involvement),

how computers can facilitate two-way communications with teachers, counselors, and administrators (Type 2 involvement), and how to ensure a safe Internet environment for children to play and learn at home (Type 1 involvement).

As your school expands the use of computers and other new technologies to improve student learning and achievement, your ATP must address new challenges to enable parents to keep up with these advancements.

Note: In Part 2 on this topic in the next issue of *Type 2*, I will summarize data from the 2012 UPDATE surveys on how your schools and districts are using technology to connect with

families and community partners.

¹Lenhart, A., et al. (2011). *Teens' parents and their technology profile*. Retrieved October 15, 2012 from the Pew Internet & American Life Project at <http://www.pewinternet.org/Infographics/2011/Teens-Kindness-and-Cruelty-on-Social-Network-Sites.aspx>.

SAVE THE DATE
NNPS PROFESSIONAL
DEVELOPMENT

District Leaders
WEB CONFERENCE
January 29, 2013

School Teams
WEB CONFERENCE
February 6, 2013

See November E-Brief
for information



National Network of Partnership Schools
Johns Hopkins University
2701 North Charles Street, Suite 300
Baltimore, Maryland 21218
tel: 410-516-8800 fax: 410-516-8890
e-mail: nnps@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,
and Brenda G. Thomas
Senior Advisor: Mavis G. Sanders
Network Coordinator: Jenn Ganss
Website Developer & *Type 2*: Liz Gubernatis

Type 2 is a semi-annual publication of the National Network of Partnership Schools. It is distributed via e-mail 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 a grant from MetLife Foundation 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 organization. © 2012

Partnership Calendar

2013

- January 29** **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.
- January** Members will receive the **NNPS Annual Report**, summarizing data from schools and districts on the 2012 UPDATE surveys.
- February 6** **Web conference** for schools' Action Teams for Partnerships (ATPs) in the start-up phase of program development for ideas on "Writing Goal-Oriented Action Plans" for 13-14 school year. Registration information will be available in E-brief and at www.partnershipschools.org.
- March 21-22** **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' ATPs and to establish district-level leadership on partnerships. Organization leaders who guide schools' ATPs also may attend.
- March** **Spring Issue** of *Type 2*. Sent by E-Alert and available online at www.partnershipschools.org.
- March/April** Invitation for NNPS members to contribute to *Promising Partnership Practices 2013*. Due May 1.
Eligible members will be invited to apply for **NNPS Partnership Awards** for 2013. Due June 30.
- April** Members will receive 2013 UPDATE in the mail and via e-mail. Due June 30.
- May 1** *Promising Partnership Practices* **submissions due** for review for the 2013 collection.
- June 30** **2013 UPDATE due** with \$200 fee to renew membership in NNPS for the 13-14 school year.
2013 Partnership Award Applications due.
- October 24-25** **Leadership Development Conference** in Baltimore for new and experienced school, district, state, and organization leaders.

NNPS gratefully acknowledges support from

MetLife Foundation

Issues and Insights: MEMBERS ONLY Section of the Website

(Continued from page 2)

These publications will be introduced on the website with a sample activity and may be purchased in print form from NNPS by prospective members and the public. Only *active members* who renew NNPS membership each year will have full and free access to this information in the Members Only section of the website.

Why have a Members Only section of the website?

Membership *should* have its privileges! NNPS values its members and wants its members to value NNPS resources. By making it free and easy to use all books of *Promising Partnership Practices* and all *Samplers*, NNPS hopes to encourage members to keep improving their programs to engage all families and community partners in ways that increase student success in school.

SAVE THE DATE

NNPS professional
development in Baltimore.
**DISTRICT LEADERSHIP
INSTITUTE**
March 21-22, 2013
**LEADERSHIP
DEVELOPMENT
CONFERENCE**
October 24-25, 2013