

# type2

Spring, 1998 No. 4

**National Network of Partnership Schools**

## DeWitt Wallace-Reader's Digest Fund Supports Expansion of Network

**NOTE:** This is a printer-friendly version of *Type 2*, downloadable from the National Network of Partnership Schools web site ([www.partnershipschools.org](http://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](mailto:nnps@csos.jhu.edu) or call 410-516-8800.



**PARTNERSHIP SCHOOLS**

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The DeWitt Wallace-Reader's Digest Fund (DWRD) awarded a three-year grant to the Center on School, Family, and Community Partnerships at Johns Hopkins University to help educators develop closer connections and stronger relationships with families and communities. The project—Creating School Communities: Linking Title I and the National Network of Partnership Schools—enables the Center to expand the National Network of Partnership Schools, which now includes 843 schools, 77 districts, and 9 states. The new project focuses primarily on Title I sites which are federally mandated to involve low-income families in their children's education.

The project at Johns Hopkins extends DWRD's ongoing efforts to help parents overcome barriers that prevent them from becoming more involved in helping their children succeed in school. "Schools need to take steps to show that they are interested in having parents as partners," said M. Christine DeVita, president of DWRD.

Many educators in schools, districts, and states need help integrating family involvement activities in categorical and other programs," says Dr. Joyce L. Epstein,

director of the Center. "The legislation passed in 1994 challenges every school that receives Title I funds to create one school community that includes all families, and to involve families in ways that help students succeed in school and school subjects."

This project will assist schools, districts, and states to attain these goals. In 1998, researchers and educators in Maryland will begin developing tools and strategies for more effective coordination of Title I and the National Network of Partnership Schools. Other Network sites will be involved in future years.

## Network Members Share Promising Practices

Each year in January, schools, districts, and states in the National Network of Partnership Schools are invited to share their best practices and most effective leadership activities. Thirty schools, 6 districts, and 2 states submitted a total of 43 practices in time for "honorable mention" in this issue of *Type 2*.

Best practices were submitted for each type of involvement for elementary, middle,

*(Continued on page 4)*

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

# Issues and Insights

## Committees Help Action Teams Make Progress with Partnerships

Joyce L. Epstein, Director

All schools in the National Network have Action Teams for School, Family, and Community Partnerships. District facilitators and state coordinators and their leadership teams guide and assist school Action Teams with their work. But, how do Action Teams make the most progress in improving partnerships? They do so with focused and efficient committees.

Committees help organize the work of Action Teams; reduce the number of meetings that everyone must attend; build the expertise and leadership of each team member; prevent the "burnout" that occurs if one person tries to run all activities; and increase the involvement of families and communities in productive ways. There are two common ways to organize committees.

### **Committees Focused on Six Types of Involvement**

In some schools, members of the Action Team for School, Family, and Community Partnerships become co-chairs or chairs for each of the six types of involvement (parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community). The co-chairs or chairs for each type of involvement develop expertise in that type, oversee activities for that type in the One-Year Action Plan, and delegate leadership and tasks to other parents, teachers, students, and community members who conduct specific activities for each type of involvement. Action Teams that create committees for each type of involvement usually use Team Structure #1 and Form A of the One-Year Action Plan in the manual, *School, Family, and Community Partnerships: Your Handbook for Action*.

### **Committees Focused on Goals**

In other schools, members of the Action Team for School, Family, and Community Partnerships become co-chairs or chairs for three or four specific school improvement goals (e.g., improving math, reading, writing, science, or other academic skills, attendance, behavior, and school, family, and community partnerships). These co-chairs or chairs organize their committees to identify and implement activities from the six types of involvement that will help reach the identified goals. Action Teams that create committees for school improvement goals usually use Team Structure #2 and Form B of the One-Year Action Plan in the *Handbook*.

### **Choose Committee Structure to Meet Needs**

These two committee structures can be adapted to fit school needs. For example, some large middle and high schools are beginning their work by implementing family and community involvement activities mainly with incoming students and their families. They expand their committees each year to inform and involve families and communities in successive grade levels until the whole school's partnership program is implemented.

Before the end of this school year and before completing the One-Year Action Plan for partnerships for the 1998-99 school year, school Action Teams, district leaders, and state coordinators should discuss and select the committee structure—focused on the six types or on school improvement goals—that will help them develop comprehensive programs of school, family, and community partnerships.

## School Report

### Project in Wichita, Kansas Encourages Parents to Read at Home With Their Children

Camp Read-A-Lot was submitted to the Network's Sharing Best Practices by school key contact Marcia Marks, Action Team Chair for Jefferson Elementary in Wichita, Kansas. The goal of Camp Read-A-Lot is to increase student reading achievement through family and community involvement. This practice incorporates Type 3-Volunteering, Type 4-Learning at Home, and Type 6-Collaborating With the Community of the six types of involvement.

Camp Read-A-Lot is designed as an activity at the school that encourages families to read together at home. It is held in the school library which is decorated with a tent, lanterns, sleeping bags, and artificial logs, all borrowed from a local Boy Scout Troop. Students and their parents bring blankets, sleeping bags, and sit-upons so they can read together on the floor. The Brownie Girl Scout Troop which

meets at the school serves trail mix to the participants as a community service project.

Children who attend are given a choice of a free book and an activity kit related to the book. Guest readers from the local professional soccer team, the Wichita Wings, talk to the students about the importance of reading and read aloud some of the books. The students enjoy getting autographs from the local heroes.

In its first year (1996-97), Camp Read-A-Lot was held during the day with all classes listening to guest readers. Now, it is held in the evening so that working parents can attend. Spanish translations of the free books also are available and are read aloud to Spanish-speaking families by a soccer player from a Spanish-

*(Continued on page 4)*

## Focus On Results: Student Math Achievement

Each year, the National Network of Partnership Schools invites members to join a cross-site study of how school-family-community partnerships link to important results for students. Twenty-eight schools volunteered to participate in the Network's 1997-98 study of how involving families and communities helps improve or maintain student math achievement. They submitted baseline data and will complete end-of-year data after June '98.

Participants are:

Arbor Hills Junior High School, Sylva, OH; Baltimore City College, Baltimore, MD; Buena Vista Elementary School, Steubenville, OH; Cohannet Middle School, Taunton, MA; Diggs-Johnson Middle School, Baltimore, MD; Donnelsville School, Donnelsville, OH; East Elementary School, Fairborn, OH; East Elementary School, Greenville, OH; Fairmount Harford High School, Baltimore, MD; Forest Park Senior High School, Baltimore, MD; Gage-Eckington Preparatory Enterprise School, Washington, DC; Garrison Middle School, Baltimore, MD; Harding Middle School, Steubenville, OH; Harry Street Elementary School, Wichita, KS; Howard Elementary School, DoDDS-Panama/Cuba District; LaMarque Middle School, LaMarque, TX; Larkmoor Elementary School, Lorain, OH; McKinley Elementary School, Steubenville, OH; McVay Elementary School, Westerville, OH; Northside Elementary School, St. James, MN; Northwoods Elementary School, Eau Claire, WI; Olympia Brown Elementary School, Racine, WI; Plum Point Elementary School, Huntingtown, MD; Portola Middle School, Orange, CA; Samuel Coleridge-Taylor Elementary School, Baltimore, MD; Stettin Elementary School, Wausau, WI; West Baltimore Middle School, Baltimore, MD; Williamston Middle School, Williamston, MI.

#### National Network of Partnership Schools

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# A Letter to All Members of the National Network of Partnership Schools

## '98 UPDATE DUE BY JUNE 30!

### Dear Members:

As you know, ALL schools, districts, and states in the National Network of Partnership Schools receive the '98 *UPDATE*. This is the only communication REQUIRED from all members who joined the Network by December 1997.

*UPDATE* produces valuable information (see Research Briefs on p. 9 and p. 10, and the story on funding partnership programs in the Fall, 1997 issue of *Type 2*). *UPDATE* tells the Network staff if you are using the *Handbook* (or manual), newsletters (*Type 2*), web site, research, and other services that the Network provides at no cost. We want to know how you are funding your program activities. We want to know the steps you are taking to make your programs of school, family, and community partnerships permanent.

By relaying information on progress and experiences, all members of this Network contribute to new research that helps others learn about effective ways to organize programs of partnership at the school, district, and state levels.

Returning *UPDATE* indicates that your school, district, or state wants to continue as a member of the National Network of Partnership Schools. We look forward to hearing from you in the '98 *UPDATE* by June 30.

Sincerely yours,

Joyce L. Epstein, Mavis G. Sanders,

Karen Clark Salinas, Beth S. Simon, and Laurel A. Clark

National Network of Partnership Schools Staff

## School Report

### Parents Reading With Their Children at Home

(Continued from page 3)

speaking country. These families were invited to Camp Read-A-Lot by an interpreter.

The budget for this project included books, activity kits, and refreshments. Title I funds helped obtain the books and activity kits at a cost of approximately \$300. The soccer

team came free of charge as a community involvement event.

Jefferson Elementary School shows that by creatively combining school, family, and community resources, children and their families can focus on student reading achievement and have fun at the same time.

## Promising Practices

(Continued from page 1)

and high schools. Some activities include multiple types of involvement. The activities will be useful to those starting new programs, and those enhancing their school-family-community partnership programs.

Six practices are currently featured *In the Spotlight* on the Network's web site. Members may visit the web site ([www.csos.jhu.edu/p2000](http://www.csos.jhu.edu/p2000)) to read about an activity to encourage parents to read at home with their children, a parent resource directory, a program to start a home library for first graders, a summer learning fair, an eighth grade transition program, and a special workshop for Action Teams. These innovative activities can be adopted or adapted at other sites.

Twenty schools, 4 districts, and 2 states were selected to receive Network travel mugs to recognize their achievements in building school-family-community partnerships in the 1997-98 school year. These awards for promising practices will be sent to recipients in May.

About 35 practices have been selected for the *National Network of Partnership Schools 1997-98 Collection of Best Practices*. Copies of the *Collection* will be mailed to all Network members and posted on the web site.

Members want to know what activities others in the Network are doing well. We appreciate the time and effort of all the school, district, and state leadership teams who submitted best practices this year.

The chart below, organized by the six types of involvement, lists the promising practices for 1997-98.

(Continued on page 11)

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## State Line

### Illinois Develops Plans for State and Local Partnership Programs

The state of Illinois joined the National Network of Partnership Schools in 1997, and used this year to develop ambitious and coordinated plans for school, family, and community partnerships. Dan Miller, Administrator of the Community and Family Partnership Division and Key Contact to the Network, is ably assisted by Laura Berkovitz, Project Coordinator for Adult Literacy. They are supported by State Superintendent Joseph Spagnolo and Associate Superintendent Diana Robinson in plans for a statewide activity on school, family, and community partnerships. The Illinois team has a vision of statewide comprehensive and effective programs of partnership.

#### Regional Offices Will Assist

Illinois supports 48 Regional Offices of Education (ROEs) that assist all schools and districts in the state. The state plans to work with its ROEs to guide and support the schools and districts with their work on partnerships. This approach will be piloted in the 1998-99 school year by one ROE that will provide training, assistance, and cross-site networking to 11 districts that are ready to join the Network. These districts will have facilitators who will assist their schools to form Action Teams and write One-Year Action Plans for partnerships to involve families and communities in ways that support school improvement goals.

In addition to organizing help for schools and districts, the Illinois

*(Continued on page 12)*

## National PTA Guides Development of Partnerships with Six-Type Framework

Lois Jean White, National PTA President

The National PTA is delighted to be working with the National Network of Partnership Schools toward our common goal of making productive parent involvement programs a priority in America's public schools. Using Dr. Joyce Epstein's research and framework, the National PTA worked with many experts in parenting, education, and school administration to develop the six National Standards for Parent/Family Involvement Programs.

The PTA guide, which was published as a result of this effort, includes examples for developing an effective school, family, and community involvement program, key indicators of success, and ways to measure whether goals have been reached. To date, more than 180,000 copies of the guide have been distributed nationwide with the help of our PTA project partners.

The six standards correspond to the framework of six types of involvement used by members of the National Network of Partnership Schools. The PTA standards and corresponding types of involvement are:

- Communicating (the Network's Type 2): Communication between home and school is regular, two-way, and meaningful
- Parenting (the Network's Type 1): Parenting skills are promoted and supported
- Student Learning (the Network's Type 4): Parents play an integral role in assisting student learning

- Volunteering (the Network's Type 3): Parents are welcome in the school, and their support and assistance are sought
- School Decision Making and Advocacy (the Network's Type 5): Parents are full partners in the decisions that affect children and families
- Collaborating with Community (the Network's Type 6): Community resources are used to strengthen schools, families, and student learning

The National PTA's work emphasizes the importance of welcoming parents and families as full partners in education. We look forward to the day when parent involvement programs are so fully integrated into all public schools that they no longer make news. The members of the National Network of Partnership Schools, along with the National PTA and many other groups, are taking us toward this goal.

Text for the National Standards for Parent and Family Involvement Programs can be found on the National PTA web site at <http://www.pta.org/programs/invstand.htm>.

## National Network Shortens Name

The National Network of Partnership Schools shortened its name. By removing reference to the year "2000" from the Network's name, we are recognizing that there is no end-date for building partnerships. It takes time to create excellent and permanent programs of partnership in all schools, districts, and states.

# Meeting the challenge

## Linking Action Teams for Partnerships and Parent Associations: A Type 5 Challenge

Mavis G. Sanders, Assistant Director

The National PTA's article in this issue of *Type 2* (p. 5) reinforces the important connection between the National Network of Partnership Schools and parent associations (e.g., PTA, PTO, PTSA, Home-School Associations) at state, district, and school levels. Traditionally, parent associations have been important vehicles for parent participation in school decision making (Type 5) and in other types of involvement. However, in some schools, especially middle and high schools, these important organizations are inactive. Many schools in the National Network are working to revitalize their parent associations to increase family input and participation in matters concerning the school and students' educational success.

### Revitalizing Parent Associations

For example, at one middle school in Baltimore, the parent liaison, who is also an Action Team member, plans to use the school's celebration for volunteers to identify parents who are interested in re-establishing a PTO. Another Baltimore middle school is working to revive its PTO through other Type 5-Decision Making activities, such as community meetings. When this school had problems with student discipline on the school bus, it held meetings in the community to discuss solutions. The Action Team chairperson hopes to "build a resource list" from participants at the community meetings. From the list, she will recruit members to re-establish a strong parent-teacher organization at the school.

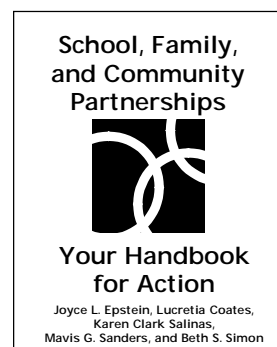
Building comprehensive, permanent programs of school, family, and community partnership takes time, and requires everyone's effort and cooperation. Several state and district members of the National Network are working in full partnership with state and local PTAs to

improve their leadership and services to schools. Further, partnering with the PTA, PTO or other parent associations has provided many schools' Action Teams the crucial support needed to create more meaningful school, family, and community connections that meet the needs of students and their families.

### Taking a Type 5 Challenge

If your Action Team has not yet linked with your school's parent association, now is the perfect time to do so in order to develop your One-year Action Plan for the 1998-99 school year. If your school does not have a strong, active parent association, your Action Team should consider taking the Type 5 challenge to establish one.

## Handbook Available from Corwin Press



All new members of the National Network receive one free copy of the *Handbook*. The new *Handbook*, like the original manual, includes information and tools needed to develop comprehensive programs of partnership. Additional copies are available for \$29.95 from Corwin Press, Thousand Oaks, CA; tel: 805-499-8071; fax: 805-499-9774; or e-mail: [order@corwin.sagepub.com](mailto:order@corwin.sagepub.com).

## **NEW MEMBERS GRAPHIC**

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## District Record

### Rush-Henrietta Supports Partnership Policy With Leadership and Action

In 1997, the Rush-Henrietta Central School District in New York issued a policy statement supporting school, family, and community partnerships:

The Board of Education believes that positive parental involvement is essential to student achievement, and . . . directs the Superintendent of Schools to develop a home-school communications program in an effort to encourage all forms of parental involvement. . .

To help enact the policy, Rush-Henrietta joined the National Network of Partnership Schools. Starting with three schools this year, the district will continue to add schools over the next two years until all nine schools in the district are members of the Network. Part-time District Facilitator for School, Family, and Community Partnerships, Kay Lyons, works with participating schools' Action Teams to develop quality programs of partnership that focus on student success.

To begin the program, Ms. Lyons and school board member James Starkweather, elementary school counselor Matt Kilgore, Parent Teacher Organization (PTO) school president Kathy Carleton, and elementary school principal E. Sue Mills attended the June 1997 training workshop at Johns Hopkins University. The workshop provided participants from Rush-Henrietta with the time and opportunity to learn more about the Network, the framework of six types of involvement, the roles and responsibilities of district and school leaders, and other topics related to partnership program development.

During the 1997-98 school year, Kay Lyons, with the support of the District Superintendent and the School Board, has been able to conduct a number of leadership activities that have strengthened Action Teams and their partnership programs. For example, she has met with schools' faculties, PTAs and PTOs, and shared-decision-making teams to provide information on the components of comprehensive partnerships.

Ms. Lyons also contributed to the National Network's 1997-98 Sharing Best Practices. She describes two district-level committees developed to foster stronger school, family, and community partnerships. One is the Space Study Committee made up of parents, administrators, teachers, school staff, and community members who study and advise on space issues and needs within the district. The group focuses on issues such as opening and closing schools, finding space for new programs and redrawing boundary lines. The other is the Budget Advisory Committee that encourages parental and community input in district budget decisions. Members of both committees are recognized in a variety of ways, including a spring appreciation dinner.

Rush-Henrietta is one of many school districts in the National Network that shows the importance of collaboration among district leaders, and support to school Action Teams for developing and improving school, family, and community partnership programs.

### Help Wanted: Display Shows Positions and Activities for Volunteers

Roth Middle School in Rush-Henrietta is joining the Network for the 1998-99 school year to develop a more comprehensive program of partnerships. One present Type 3 practice (see photo) organizes volunteers by displaying positions and specific activities. Parents can easily match their interests, talents, and time with the help that is needed at the school or in other locations.



PHOTO HERE



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## Research Briefs

### Schools Report Five Elements for Successful Partnership Programs

Data from the first 202 schools to join the National Network of Partnership Schools underscore the importance of five ingredients for successful partnership program development. They are: (1) an active and supportive Action Team for School, Family, and Community Partnerships, (2) appropriate funding, (3) time, (4) leadership, and (5) guidance.

Analyses of data collected in the '97 *UPDATE* indicate that schools with supportive Action Teams and adequate funding are more likely than other schools to have well-implemented partnership programs. These schools are more likely to: (a) write One-Year Action Plans for the upcoming school year; (b) plan partnership activities for each of the six types of involvement; (c) follow a regular schedule of Action Team meetings; and (d) evaluate program effectiveness at the end of each school year.

The most effective programs of partnership, however, are not only well-implemented, but also are linked to school improvement goals, reach all families, meet other challenges for the six types of involvement, and are a permanent part of schools' total programs of improvement. *UPDATE* data suggest that many schools in the Network are working toward this highest level of program quality. Analyses show that both time and a well-functioning and supportive Action Team are essential to the schools' progress and success.

Because Action Teams were found to be so important to schools' programs of partnership, additional analyses were conducted to determine factors influencing the degree of support provided by Action Teams. Findings indicate that schools that use the Network's manual, *School, Family, and Community Partnerships: Your Handbook for Action*, are more likely

to have well-functioning Action Teams for Partnerships than schools that do not.

#### Title I Supports Action Teams

Also, schools that receive school-wide Title I funds are more likely to have supportive Action Teams for partnerships. This finding suggests that Action Teams receiving support from Title I district-level administrators or Title I funds may be better prepared to develop their schools' partnership programs. Future school *UPDATE* surveys will allow the Network to explore the relationship between district and state leadership and Action Team performance, as well as other factors affecting program development.

From: Mavis G. Sanders (1998). *School Membership in the National Network of Partnership Schools: Programs and Progress*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

### International Studies Deepen Understanding of Partnerships

Studies from many countries reveal that family and community involvement improves schools, assists families, and increases students' chances of success. Researchers, educators, and parents in many nations are working together to develop more successful programs of partnership. In summaries of international research, we find that:

- Parents care about their children, and their children's success in school.
- Parents vary in how much they presently are involved.
- Students need multiple sources

of support to succeed in school

- Teachers and administrators are initially resistant to increasing family involvement.
- Teachers and administrators need inservice, preservice, and advanced education in order to overcome their concerns about involving families and communities in schools and in children's education.
- Schools must reach out in order to involve all families.

Researchers across countries confirm that:

- School *programs and practices* of partnership make a difference in whether, how, and which families are involved in their children's education. Federal and local policies, support, and action contribute to effective partnerships.
- Subject-specific practices involve families in ways that directly assist students' learning and success.
- Teachers who use practices of partnership are more likely to

(Continued on page 12)

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## Research Brief

### Districts and States in Network Strengthen Leadership in 1997-98

Data from the first 7 states and 26 districts in the National Network of Partnership Schools reveal that leaders are making progress in developing state-level and district-level programs of partnership, and in helping schools to improve their programs of home-school-community connections. Questions on the '97 *UPDATE* asked about use of Network services, staff, budget, and time allocations, leadership activities, ratings of program quality, levels of support for partnerships, and challenges to progress.

Analyses of data from districts reveal that (a) adequacy of funds, (b) support from colleagues, and (c) use of services provided by the National Network are positively related to the strength of district leadership, the extent of help districts give to schools, and the overall quality of districts' programs. Districts report significantly more help from their states when the state departments of education also are members of the Network, as shown in this table:

Kind of State Support Provided	% Districts in States IN the Network	% Districts in states NOT IN the Network
NO Help from state	16.7	70.0
Technical assistance	75.0	10.0
General state funds	50.0	20.0
Special grants	33.3	0
State policies	25.0	0

States reported that their biggest challenge in developing partnership programs is lack of coordination across departments or divisions within the state department of education (67%). Districts reported that their greatest obstacle to more rapid program development is lack of time (54%) to assist all schools' Action Teams with this work. It will be important to learn how these and new states and districts in the Network progress in solving these and other challenges during the 1997-98 school year.

'97 *UPDATE* data indicate that although every state and district is meeting the Network's requirements in different ways, all are using a common theory, research-based framework, and the services of the National Network of Partnership Schools to guide their work.

From: Joyce L. Epstein and Laurel A. Clark. (1998). *The National Network of Partnership Schools: State and District Leadership*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

## Network News from Schools

The Fall, 1997 issue of Type 2 included a tear-off for Network members to send a NEWS SENTENCE about an important partnership activity. Here are a few of the submissions:

**Alliance High School, Alliance OH:** Students, parents, and staff worked together February 17 at the Career Guidance Scheduling Workshop to prepare for 1998-99. This annual event on a regular school day includes many activities to help parents and students learn about course offerings, programs, college planning, and student services.

**Eli Whitney School, Enfield CT:** For National Children's Book Week, a second grade class held a Rock 'n Roll Marathon with over 25 participants taking turns in a rocking chair reading stories aloud all day. In grades 4-6, *The Wall* by Eve Bunting was read aloud, followed by student research and interactive homework to identify family and friends who were Vietnam veterans. The students developed a school "wall" to honor these individuals.

**Ardis Elementary, Ypsilanti MI:** In a main hallway, a ten-car parent involvement poster "train" identifies parents who volunteer each month. The train's engine also gives the school's web site: [www.microstore.com/ardis](http://www.microstore.com/ardis). Members of the National Network of Partnership Schools might like to visit this school on the Internet.

# Network Members Share Over 35 of Their Best Practices

(Continued from page 4)

ACTIVITY	NETWORK MEMBER
<b>Type 1-Parenting</b>	
Learn and Grow Parent Education Series	Barret Academy, Akron, OH
Kinder's Family Room	Kinder Elementary School, Miamisburg, OH
The Parent Resource Center	Max Leuchter School, Vineland, NJ
<b>Type 2-Communicating</b>	
Parent Information Folder	Arbor Hills Junior High School, Sylvania, OH
Road Runner Rally	Arbor Hills Junior High School, Sylvania, OH
Friendship Breakfast	Barrett Academy, Akron, OH
C.C.N. (Central's Current News)	Central Elementary School, Shelby, OH
Type II-Communication	Curtis Bay Elementary, Baltimore, MD
8th Grade Transition Program	Dundalk High School, Baltimore, MD
The Bottom Line is the Stanford 9	Gage-Eckington Preparatory Enterprise, Washington, DC
Back to School Picnic	Landstuhl Elementary/Middle School, Germany
Daily Notebook	Mary K. Vollmer Elementary School, West Henrietta, NY
VIP Envelopes	Northside Elementary School, St. James, MN
Year of the Family	Oakdale Elementary School, Cincinnati, OH
Homework Hotline	Valley View Parent-Teacher Co-Op School, Cleveland, OH
Chat With The Principal Over Coffee and Donuts	Williamston Elementary School, Williamston, MI
<b>Type 3-Volunteering</b>	
Moms On The Move	Howard Elementary School, Cincinnati, OH
Valentine's Round Robin Reading	Landstuhl Elementary/Middle School, Germany
Parent Resource Directory	Williamston Middle School, Williamston, MI
<b>Type 4-Learning at Home</b>	
Open Library Nights	Charles F. Kettering Elementary School, Ypsilanti, MI
Parent/Child Monthly Projects	George Washington Elementary School, Baltimore, MD
Keep Books	Henry Ford Elementary School, Ypsilanti, MI
Camp Read-A-lot	Jefferson Elementary School, Wichita, KS
Kids, Kits, and Kaboodles	Perry Center-Children's Garden, Grand Blanc, MI
<b>Type 5-Decision Making</b>	
School Improvement-Just Do It!	St. Leonard Elementary School, St. Leonard, MD
<b>Type 6-Collaborating With the Community</b>	
Abstinence Training for Teens	Albritton Junior High, Ft Bragg, NC
CARE (Children Are Ready to Learn)	Buladean Elementary School, Spruce Pine, NC
The Business of Attracting Business	Edmonson-Westside High School, Baltimore, MD
Career Week	Gardenville Elementary School, Baltimore, MD
Summer Learning Fair	Kathleen E. Goodwin School, Old Saybrook, CT
Striving for Excellence with Junior Achievement and Crestar	Mt. Washington Elementary, Baltimore, MD
Community Learning Center	Sunderland Elementary School, Sunderland, MD
<b>District-Level Leadership</b>	
An "Eggciting Beginning"	BCPS, Southwest Area, Baltimore, MD
Annual Parent Involvement Retreat	Covington Independent Public Schools, Covington, KY
Team Building	DoDDS, Okinawa District, Okinawa, Japan
Community Component	DODEA, Arlington, VA
"Up, Up and Away" Campaign	DODEA, Ft. McClellan District, Fort McClellan, AL
Accelerated Reader Program	Fort Stewart School System, Fort Stewart, GA
Budget Advisory Committee	Rush-Henrietta Central School District, Henrietta, NY
Space Study Committee	Rush-Henrietta Central School District, Henrietta, NY
<b>State-Level Leadership</b>	
Communicating about School-Family Community Partnerships	Kentucky Department of Education, Frankfort, KY
Getting By With a Little Help From Our Friends	Ohio Department of Education, Columbus, OH

# State Line

## Illinois Leaders Collaborate

(Continued from page 5)

team is strengthening its state-level leadership on partnerships. Miller explained, "We needed to get our state department of education on board. School, family, and community partnerships cannot be the responsibility of just one division, and cannot be viewed as a project."

### Part of Quality Review Process

Miller has been able to orient the seven Centers of Educational Leadership in the State Department of Education and, particularly, the division responsible for the Quality Review Process, to help colleagues see how partnership programs are central to the State's evaluation of all School Improvement Plans. Together, Miller and his state colleagues decided to make the Network's framework of six types of involvement available to all schools to help them develop the "Community of Learning" component of the School Improvement Plan that is required by the state.

Dan Miller and Laura Berkovitz have made many presentations in and beyond Illinois about their statewide plans for improving partnerships. They have "turned on" colleagues and other educators to the need for more coordinated approaches in state leadership and guidance to schools. They also are planning to include practices for adult learners, care givers, and community participants to acknowledge and support parent and community influences on student success. Other states will be interested in Illinois' progress with its exciting and ambitious state plan for school, family, and community part-

# Research Brief

## International Studies Deepen Understanding of Partnerships

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- report that all parents can help their children. They are less likely to stereotype single parents, poor parents, or those with less formal education as unable to help.
- Programs will be most useful to schools and to families if they are customized, comprehensive, and continually improved to help meet important goals for students.

International research deepens our understanding of partnerships and school improvement processes beyond what can be learned in any one country. Evidence across countries indicates that good partnerships change teachers' attitudes about parents' helpfulness, provide parents with the information they want and need to support their children's learning and development, and show students that their parents care about schoolwork and homework. Re-

search in the U. S. and many other countries is increasing knowledge about how well-planned and well-implemented programs of home-school-community partnerships can help students succeed.

From:  
Sanders, M. G. and Epstein, J. L. (1998). School-family-community partnerships and educational change: International perspectives. In A. Hargreaves, A. Lieberman, M. Fullan, and D. Hopkins (eds.) *International Handbook of Educational Change*. Hingham MA: Kluwer.

Epstein, J. L. and Sanders, M. G. (in press, Summer 1998). What we Learn from International Studies of School, Family, and Community Partnerships, and Sanders, M. G. and Epstein, J. L. (in press, Summer 1998). International Perspectives on School-Family-Community Partnerships. In *Childhood Education* (special issue on School, Family, and Community Partnerships: International Perspectives, M. Sanders and J. Epstein, guest editors, includes articles from Australia, Canada, Chile, Cyprus, Denmark, Germany, Portugal, Scotland, Spain, and the United Kingdom).

1998 CALENDAR

National Network of Partnership Schools

April:	'98 UPDATE: Annual Report to the National Network of Partnership Schools. Return required by June 30 of all members who joined the Network by 12/31/97.
May/June:	Final data collection for Focus on Results 1997-98: School-Family-Community Partnerships for Improving Math Achievement.
June 26-27:	Optional Training Workshop for new members who want initial training to prepare for the 1998-99 school year.
October:	Next issue of <i>Type 2</i> .
November:	Invitation to members to join the next optional cross-site study, Focus on Results 1998-99: School-Family-Community Partnerships to Improve Student Behavior/Discipline. Initial data collection.