

type2

Spring, 2000 No. 8

National Network of Partnership Schools

Network Invites Schools, Districts, and States to Apply for 1999-2000 Partnership Awards

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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Schools, districts, and states with EXCELLENT and PERMANENT programs of school, family, and community partnerships are invited to apply for the National Network's 1999-2000 Partnership Awards. The new awards will recognize schools, districts, and states that have been in the Network for at least two years, demonstrate high quality plans and practices, and make continuous improvement in their partnership programs from year to year.

The Partnership Awards program is not a competition. All programs will be recognized that reach high standards on six criteria: Teamwork, Leadership, Plans for Action, Implementation/Facilitation, Evaluation, and Network Connections. A letter of recommendation also is required. The criteria are based on the National Network's research on effective components of partnership programs and suggestions from Network members who attended the State and District Leadership Meeting in November, 1999.

Recipients of the *Partnership School Awards*, *Partnership District Awards*, and *Partnership State Awards* will be announced in August. The programs that are honored will receive an award banner or plaque, and be publicized in the Network's newsletter and web site, and in local and national education media. Applications were mailed

to all members in February, and are due by June 30. Extra copies are available on request, or visit the Network's web site at www.csos.jhu.edu/p2000 and click on "In the Spotlight" for Partnership Awards applications.

Singapore Prepares Schools to Improve School, Family, and Community Partnerships

Over 1000 school leaders, heads of departments, and parents from 352 schools in Singapore attended one-day training workshops at the Nanyang Polytechnic School in September, 1999, conducted by Dr. Joyce Epstein, director of the National Network of Partnership Schools. The workshops guided education leaders to increase their understanding of school, family, and community partnerships, develop action teams, and plan partnership programs linked to school improvement goals for the 2000 school year. Meetings also were conducted with the Minister of Education, an advisory council—COMPASS (Community and Parents in Support of

(Continued on page 5)

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

Issues and Insights

Celebrate Good Work!

Joyce L. Epstein, Director

Sometimes educators, parents, and students get so caught up with end-of-year tests and assessments, that they forget to celebrate progress on school, family, and community partnerships. Yet, good partnerships, along with excellent teaching, contribute to increased test scores and to other indicators of student success. So, it is important to celebrate progress and share good ideas to ensure that productive partnership programs are maintained from year to year.

Conduct a District-wide Celebration Workshop

Districts should bring together schools' Action Teams for Partnerships toward the end of each school year to recognize and share good work. For example, Baltimore City Public School "Areas" (clusters of over twenty schools) have held these celebrations every year since 1988. Schools set up displays of their best partnership practices for others to adopt or adapt. Panels of principals, Action Team chairs, parents, and community partners discuss challenges and solutions for excellent partnerships. Baltimore's Area Facilitators select motivating themes and schedule their celebrations for one-half to one day, and provide lunch or dinner. Buffalo City School District leaders are planning to bring schools together this June to share good work and to plan ahead. All districts in the Network are encouraged to recognize their schools' good work on partnerships and to help schools improve their next One-Year Action Plans. (See pp. 60-66 in the Network's *School, Family, and Community Partnerships: Your Handbook for Action* for ideas and sample agendas for end-of-year celebrations.)

Convene a Statewide Conference

States may celebrate progress at statewide or regional conferences each year. Wisconsin has conducted several successful summer conferences where experienced Action Teams and district leaders share their work, and where new

teams and leaders learn to plan their partnership programs. At these meetings, Wisconsin's leaders also disseminate information about state funding for partnerships, and "scale up" the number of schools and districts in the Wisconsin and National Networks. Maryland also has conducted spring conferences that spotlight good work on partnerships. All states are encouraged to conduct annual activities to help schools and districts improve their partnership programs and to celebrate good work.

Share Good Work at School

Every school's Action Team for Partnerships should summarize its work and progress at the end of each year for the School Improvement Team or Council, faculty and staff, and parent organization. At these meetings, the next One-Year Action Plan should be presented for input and ideas. Progress and plans also should be summarized in the school newsletter or the local press. Then, everyone can learn about the school's on-going partnership program, and which activities they might help with during the next school year. The principal, Action Team chairperson, and other school leaders should write "thank you" notes or conduct other activities to acknowledge volunteers and all members of teams, councils, and committees who contributed to the school's success throughout the year.

Over the years, I have attended many end-of-year celebrations in districts, states, and schools. They are truly inspirational events! Educators and parents have so few opportunities to spotlight excellent, collaborative efforts and to reflect on needed next steps. Members of the Network are encouraged to plan end-of-year celebrations that acknowledge good work, even as they continue to improve their programs.

State Line

Washington State is Growing Its State Network of Partnership Schools

Washington's Office of the Superintendent of Public Instruction (OSPI) is organizing a State Network of Partnership Schools with several partners to set an agenda for school, family, and community partnerships for the state. The leadership team includes representatives from the Washington State School Directors' Association (WSSDA); Washington Education Association (WEA); Washington Association of School Administrators (WASA); Association of Washington School Principals (AWSP); Washington State PTA; the regional Education Service Districts (ESD); and other professional and advocacy organizations involved in promoting school, family, and community partnerships.

The leadership team meets monthly. In August, 1999, the team set a vision and mission for the State Network, and developed a One-Year Action Plan to create an organizational

structure for their work on partnerships. Action subcommittees were formed to carry out the following goals:

1) Promote the importance of school, family, and community partnerships in schools throughout the state; (2) Provide training to schools and districts on school, family, and community partnership strategies; and (3) Identify regional expertise to provide training and assistance to districts and schools in the state.

Leadership Plans

This work on partnerships is strongly supported by State Superintendent, Dr. Terry Bergeson. She noted that, over time, "...we will include action steps for inservice education, training workshops, communications, recognition, research, and evaluation."

To increase awareness of the State Network, the leadership team created a diagram of its mission,

vision, and priorities for display at statewide conferences, institutes, and symposia. In 2000, the leaders plan to implement the goals for training and assistance, and encourage more schools to become members of the State Network and National Network of Partnership Schools at Johns Hopkins University.

Leadership Actions

Washington's leadership team has already taken some important steps to increase and improve partnerships.

- WSSDA published *Tool Kit for School-Family-Community Partnerships*—a loose-leaf binder that includes many activities for the six types of family and community involvement.
- Washington leaders participated in the National Network's State and District Leadership Meeting in November to share ideas with other states and learn more about improving programs of partnership.
- The Puget Sound ESD's School, Family, and Community Partnerships office conducts an annual Family Involvement Institute and statewide videoconferences to help teams plan and implement their work on partnerships.

Washington State is off to a great start. It is fertile ground for growing programs of partnership!

For more information on Washington's activities, contact Chris McElroy, OSPI, Program Administrator, Readiness to Learn/Partnerships for Learning, cmcelroy@ospi.wednet.edu; or Elizabeth Frausto, Director, School, Family, and Community Partnerships, Puget Sound Educational Service District, 206-439-3636; efrausto@psed.wednet.edu.

National Network of Partnership Schools

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Meeting the Challenge

District Facilitators Build the Capacity of School Action Teams for Partnerships

Mavis G. Sanders, Assistant Director

UPDATE data from schools in the National Network of Partnership Schools have consistently shown that one of the key ingredients for an excellent program of school, family, and community partnership is a well-functioning Action Team. This is true for elementary, middle, and high schools, urban and rural schools, and large and small schools. Schools that join the National Network with their district/area/cluster are fortunate to have a Facilitator for School, Family, and Community Partnerships who provides training and on-going facilitation to ensure that school-based Action Teams have the necessary skills and information to implement comprehensive programs of partnership that improve each year.

At the National Network's State and District Leadership Meeting in November 1999, district key contacts discussed how they build the capacity of their schools' Action Teams for Partnership (ATPs) through training and on-going facilitation. Most district key contacts to the Network indicated that they conducted Action Team training workshops either alone or with a district team. NOTE: Agendas, descriptions, and handouts for team-training workshops are in Chapter 3 of the Network's manual, *School, Family, and Community Partnerships: Your Handbook for Action*. A revised one-day workshop agenda can be requested from the Network or found on the Network's web site at www.csos.jhu.edu/p2000. Click on "Partnership Program" and follow the link to "Planning and Evaluation."

Team Development Topics

Essential topics that should be covered in an Action Team training workshop are (a) the framework for six types of involvement; (b) challenges to the six types of involvement; (c) linking partnership practices to results; (d) Action Team functions and structures; and (e) completing a One-Year Action Plan for

partnerships.

In addition to conducting training workshops, many district/area/cluster leaders also reported that they conduct workshops on special topics related to partnerships, such as developing interactive homework and involving fathers in their children's learning. These additional workshops complement the "basic training" provided to school ATPs, and further increase the quality of the school's partnership program from year to year.

On-going Guidance

District-level Facilitators for Partnerships also are responsible for providing on-going assistance to school Action Teams. Facilitators help ATPs (a) complete activities outlined in their One-Year Action Plans for partnerships; (b) communicate with their school community; (c) identify funding sources for partnership activities; (d) conduct evaluations of their partnership programs and activities; (e) replace members at the end of the school year; and (f) write One-Year Action Plans for partnerships for the new school year. (See *What Do Facilitators Do?*, p. 146 in the *Handbook*.)

When district/area/cluster Facilitators for Partnerships provide school ATPs with training and on-going facilitation, they implement a unique aspect of the National Network's approach to partnership program development. They provide direct assistance that builds the capacity of each school to work with its families and communities to promote students' academic success. If you are a district-level key contact to the National Network and have not yet begun to build the capacity of your schools' ATPs through training and on-going facilitation, what better time to start than the new millennium!

Singapore Works with Schools to Improve Partnerships

(Continued from page 1)

Schools), and other agencies and groups that are interested in improving family and community involvement to increase student well-being and success in school.

The workshops were organized by Mrs. Tan-Kek Lee Yong, Deputy Director of the Pastoral Care and Career Guidance Branch (PCCG) of the Ministry of Education. She was assisted by a talented group of Guidance Officers who work with about 20 schools each, and who will facilitate the schools' efforts to improve partnerships. They include: Ms. Carol Yeo, Ms. Joyce Ng, Mrs. Rosie Wee, Mrs. Chue Mei Lin, Ms. Lily Yip, and Mrs. Agatha Chen. Some schools will begin their work on partnerships in the 2000 school year, and other schools will be assisted in future years.

Interests and concerns about parental involvement in Singapore are very

similar to those in the U. S. For example, one secondary school conducted student-led parent-teacher-student conferences, and other schools plan to implement this approach. Many schools were interested in the Network's TIPS interactive homework process that guides student-parent conversations about schoolwork.

Epstein noted, "Singapore's schools have set goals for improving student achievement and success across the primary, secondary, and postsecondary levels, including improving skills in English, mother-tongue, and many other subjects. The country is rich in its diversity of families and in its strong sense of community. With its talented leaders in the PCCG and the high interest of its schools in improving involvement, Singapore should be able to develop its network for School-Home-Community Collaboration and become an active affiliate of the National Network of Partnership Schools."

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Singapore's leaders meet at dinner to plan how to work with schools. From left to right: Mrs. Tan-Kek Lee Yong, Dr. Joyce Epstein, Ms. Carol Yeo, Ms. Joyce Ng, Mrs. Rosie Wee, Ms. Chue Mei Ling, Ms. Lily Yip. Absent: Mrs. Agatha Chen.

Members Invited to Link to NNPS Web Site

Does your school, district, state department of education, organization, or university have a web site? Would you like to create a reciprocal link with the National Network of Partnership Schools web site? If you answered "YES!" to these questions, contact Beth Simon (bsimon@csos.jhu.edu) or visit www.csos.jhu.edu/p2000. Click on "Links" and follow the directions listed.

State and District Leaders Convene

The second annual State and District Leadership Meeting of the National Network of Partnership Schools was held in November, 1999. The sessions during the day addressed topics to help state, district, and organization/university partners strengthen their partnership programs.

Forty-two sites (listed alphabetically) were represented by nearly 100 leaders.

Alaska Department of Education & Early Development; Alexandria City Public Schools (VA); Anoka Hennepin School District (MN); Ball Charter Schools (AZ); Baltimore City Public School System; Baltimore County Public Schools; Broward County Board of Education (FL); Buffalo City School District (NY); Cleveland Summit on Education; Community School District 10 (Bronx, NY); Community School District 15 (Brooklyn, NY); Frances Polytechnic/North Hollywood Cluster, Los Angeles Unified School District; Garland Independent School District (TX); Grand Blanc Community Schools (MI); Howard County Public Schools (MD); Illinois State Board of Education; Lincoln Family of Schools Cluster, Los Angeles Unified School District; Literacy, Inc. (NY); Long Beach Unified School District (CA); Los Angeles Annenberg Metropolitan Project; Los Angeles County Office of Education; Maryland State Department of Education; Minneapolis Public Schools; Missouri Department of Elementary and Secondary Education; Naperville Community Unit School District 203 (IL); NEA of Alaska; Newark Public Schools (NJ); Northern Trails Area Education Agency (IA); Ohio Department of Education; Parent Educator Partnership Program (IA); Pittsburg Unified School District (CA); Puget Sound Educational Service District (WA); Rochester City School District (NY); Rush-Henrietta Central School District (NY); Saint Paul Public Schools; School District of Palm Beach County (FL); South-Western City Schools (OH); University of California-Davis; Utah Family Information and Resource Center; Utah PTA; Washington Office of Superintendent for Public Instruction; and Ypsilanti Public Schools (MI).

The next State and District Leadership Meeting will be held October 25-26, 2000 in Baltimore. Registration information will be sent in July.

WELCOME!

**Our Growing Network: New Members in the
National Network of Partnership Schools since October, 1999**

SCHOOLS (85 new members) ★ A. Davis Ford Elementary (Spring, TX) ★ Agnes Y. Humphrey PS27 (Brooklyn, NY) ★ Aniwa Elementary School (Aniwa, WI) ★ Antelope Valley Alternative Education Center (Lancaster, CA) ★ Atlantic West Elementary (Margate, FL) ★ Bataan Memorial Elementary School (Port Clinton, OH) ★ Beaver Technology Center (Garland, TX) ★ Belmond-Lemma Community Schools (Klemme, IA) ★ Black Mountain Family Center (Black Mountain, NC) ★ Brooklyn New School (Brooklyn, NY) ★ CAL Community School (Coulter, IA) ★ Caldwell Elementary (Garland, TX) ★ Cedar Falls Elementary School (Menomonie, WI) ★ Challenger Center School (Lancaster, CA) ★ Charles N. Fortes Magnet Academy (Providence, RI) ★ Club Hill Elementary (Garland, TX) ★ Early Childhood Learning Academy PS1A (Brooklyn, NY) ★ Ella Hickman Elementary School (Garland, TX) ★ Forest City Community Schools (Forest City, IA) ★ Galtier Magnet School (Saint Paul, MN) ★ Garner-Hayfield Community School District (Garner, IA) ★ Golden Meadows Elementary (Garland, TX) ★ Grant Elementary School (Sheboygan, WI) ★ Hampton-Dumont Community Schools (Hampton, IA) ★ Harborside Middle School (Milford, CT) ★ Heather Glen Elementary (Garland, TX) ★ Henry Bristow School PS39K (Brooklyn, NY) ★ Heritage Hill Elementary School (Cincinnati, OH) ★ High Desert PAU (Palmdale, CA) ★ Hope School (Hamilton, OH) ★ Huy El School (Columbus, OH) ★ Ivymount Upper School (Rockville, MD) ★ Jefferson Elementary (Charles City, IA) ★ John Adams Middle School (Mason City, IA) ★ John F. Kennedy School (Milford, CT) ★ Joseph A. Foran High School (Milford, CT) ★ Keeley Elementary (Rowlett, TX) ★ Kimberlin Academy for Excellence (Garland, TX) ★ Lake Forest Elementary (Pembroke Park, FL) ★ Lake Mills Community School (Lake Mills, IA) ★ Lancaster Community Education Center (Lancaster, CA) ★ Lauderhill Paul Turner (Fort Lauderdale, FL) ★ Live Oaks School (Milford, CT) ★ Mary Ingles Elementary (Tad, WV) ★ Mathewson School (Milford, CT) ★ McNab Elementary (Pompano Beach, FL) ★ Meadows School (Milford, CT) ★ Meservey-Thorton (Thorton, IA) ★ Necedah Elementary School (Necedah, WI) ★ North Iowa Community School District (Buffalo Center, IA) ★ Northwestern Middle School (Poplar, WI) ★ Northwood Elementary School (North Canton, OH) ★ Orange Avenue School (Milford, CT) ★ Pardeeville Elementary School (Pardeeville, WI) ★ Portsmouth West Elementary School (West Portsmouth, OH) ★ PS 295 (Brooklyn, NY) ★ Public School 1 (Brooklyn, NY) ★ Public School 24 (Brooklyn, NY) ★ Public School 94 (Brooklyn, NY) ★ Quail Hollow Elementary (Wesley Chapel, FL) ★ Radcliff Heights Upper Elementary School (Dayton, OH) ★ Rockwell-Swaledale Central School District (Rockwell, IA) ★ Rudd-Rockford-Marble Rock Community School (Rockford, IA) ★ Running Brook Elementary School (Columbia, MD) ★ Rush-Henrietta Senior High School (Henrietta, NY) ★ Sandpiper Elementary School (Sunrise, FL) ★ Sewell Elementary (Sachse, TX) ★ Sheffield-Chapin Community Schools (Sheffield, IA) ★ Shugart Elementary (Garland, TX) ★ South Mountain Elementary School (Wausau, WI) ★ Southdown Elementary School (Houma, LA) ★ Stephen Foster Elementary (Fort Lauderdale, FL) ★ Swansfield Elementary School (Columbia, MD) ★ Talbott Springs Elementary School (Columbia, MD) ★ The Carroll School PS58 (Brooklyn, NY) ★ The Patrick F. Daly School PS15 (Brooklyn, NY) ★ The Sunset Park School PS 169 (Brooklyn, NY) ★ Tropical Elementary (Plantation, FL) ★ Watson Technology Center for Math & Science (Garland, TX) ★ Webster Hill Elementary School (West Hartford, CT) ★ West Hancock Community Schools (Kanawha, IA) ★ West Hollywood Elementary (Hollywood, FL) ★ West Shore Middle School (Milford, CT) ★ William Daylor High School (Sacramento, CA) ★ Woodlawn Elementary School (Cincinnati, OH) ★ **DISTRICTS (11 new members)** ★ Community School District 15 (NY) ★ Conroe Independent School District (TX) ★ Independence Public School (WI) ★ Longview Independent School District (TX) ★ Metropolitan Regional Career and Technical Center (RI) ★ Minneapolis Public Schools (MN) ★ New Orleans Public Schools (LA) ★ Northwood School District (WI) ★ Plainfield Public Schools (NJ) ★ School District of Bayfield (WI) ★ School District of Hartford - Jt#1 (WI) ★ **STATES (1 new member)** ★ Louisiana Department of Education ★ **University/Organization Partners (15 new members)** ★ Children's Home Society of Washington (WA) ★ Dallas Association for Parent Education (DAPE) (TX) ★ Helping Hand (NC) ★ Muskingum Valley Educational Service Center (OH) ★ North Central RPDC (OH) ★ Parent Educator Partnership Program (IA) ★ Parents Plus of Wisconsin ★ Region 1 Education Service Center (LA) ★ Region 18 Education Service Center (TX) ★ Region VI Education Service Center (LA) ★ Region XIII Education Service Center (TX) ★ School Improvement Council Assistance, University of South Carolina ★ Texas A & M University-Kingsville ★ University of North Texas, Center for Parent Education ★ Utah Family Resource and Information Center ★

Current Membership as of February 15, 2000
1136 Schools 139 Districts 13 States

School Report

Connections Day Picnic Starts the School Year

Park Avenue Elementary School in Danbury, Connecticut kicked off its school year with its first Connections Day Picnic on August 30, 1999. This exciting event brought together students, families, teachers, and community members to celebrate the start of the new school year and a federal grant to develop their partnership program. Flyers about the Connections Day Picnic were sent to parents in Spanish, Portuguese, and English, and translators were available to encourage all families to attend.

The activities were collaboratively arranged by Principal, Beverly White; Parent Outreach Coordinator, Joanna León; school social worker, Joyce Burns; the faculty; staff; PTA; local businesses; and others. Business partners donated food, beverages, decorations, and gift certificates for a raffle. PTA members made over 400 "Park Avenue School Connections Day" buttons for the more than 150 families who attended.

A community agency, ESCAPE to the Arts, provided the materials and expertise for an art workshop. Students and family members painted self-portraits on squares of fabric. Teachers, students, and community members enjoyed guessing which portrait belonged to whom. The painted squares are being sewn together in four sections by the sewing guild of the Danbury Senior Center. The school's family quilt, "The Faces of Park Avenue," will be dedicated at Park Avenue's 50th Birthday Celebration in June, and will be hung in a place of honor in the building.

Parents and students enjoyed a hot dog roast on the playground. Students greeted classmates they had not seen all summer, and took pride in giving their parents a tour of the

building. A lot of first-day jitters and confusion were alleviated because students had a chance to find their classrooms and meet their teachers before the official opening of school.

The kick-off picnic sent a strong message of welcome to the families of all students. This was extended with a "Welcome to Park Avenue" bulletin board in the school's main hallway. It says "Welcome" in the six languages of Park Avenue's families—English, Portuguese, Spanish, Khmer, Polish, and Urdu—and is surrounded by photos of students, faculty, staff, and families enjoying various school events.

Submitted by Joanna León, Parent Outreach Coordinator. Park Avenue Elementary School is implementing the National Network of Partnership Schools' Comprehensive School Reform (CSR) model focused on school improvement goals with Action Teams in Reading, Writing, Math, Behavior, and Fun Connections.

Raise Your Hand If You Know a Great Teacher!

Disney Learning Partnership seeks nominations of creative teachers for its American Teacher Awards (ATA) program. Each year 36 teachers are honored who inspire creativity and the joy of learning in their students. The awards demonstrate the respect that is due to excellent teachers in different subject specialties at the elementary, middle, and high school levels.

You may nominate a great teacher by calling, toll free, 1-877-ATA-TEACH, or submit your nomination online at disneylearning.org. Nominations are due March 31. All nominees will receive the American Teacher Awards application by mid-April for submission by June 2. Applications will be reviewed by a team of experts and past award winners. The 36 honorees will be recognized in a ceremony televised in December, 2000 on the Disney Channel.

Questions and Answers

What Can Be Done to Develop Partnership Programs During the Summer?

During the summer vacation months, activities may be conducted to prepare for successful partnerships for the upcoming school year. For example:

- Special-topics projects may be scheduled during the summer. Teachers and district leaders may work together to develop Teachers Involve Parents in Schoolwork (TIPS) interactive homework assignments that will be ready for use in the fall. (Visit www.csos.jhu.edu/p2000, and click on "Publications" for more information about TIPS.)
- Kick-off activities may be planned during the summer. A welcome-back-to-school activity before school opens requires preparation and advertising during the summer.
- Welcome back letters may be sent to families before school starts. Letters from the principal and Action Team chairperson may be sent in families' home languages to let parents know that the school welcomes all parents as partners in children's education. A summary of partnership activities and opportunities for volunteers may be included.

Louisiana Joins National Network

Louisiana has shown that thirteen is a lucky number by becoming the thirteenth state department of education to join the National Network of Partnership Schools. Key Contact, Pamela Wall, and her colleagues began their leadership efforts on school, family, and community partnerships at the state's School Improvement Conference: Reaching for Results, in New Orleans in December.

With support from Superintendent Cecil J. Picard, Louisiana's leaders will work with the Regional Service Centers around the state to assist districts and schools in developing strong programs of school, family, and community partnerships. The state expects to increase the number of districts and schools that become members of the Louisiana Network and the National Network of Partnership Schools. Schools will be guided to implement programs that link family and community involvement to school improvement

PHOTO HERE

From left to right: Rose J. Hudson, Assistant Superintendent—Office of School and Community Support; Glenny Lee Buquest, President—Louisiana State Board of Elementary and Secondary Education; and Cecil J. Picard, State Superintendent of Education.

Invite YOUR State and School District to Join the National Network

The National Network of Partnership Schools invites state departments of education and school districts (LEAs, and areas or clusters in larger districts) to join the agenda of helping schools to improve school, family, and community partnerships. Thirteen states presently are working with the Network: Alaska, California, Connecticut, Illinois, Kentucky, Louisiana, Maryland, Missouri, Ohio, Texas, Utah, Washington, and Wisconsin. Over 130 school systems located in about 30 states are members of the National Network. Now is the time to invite YOUR state and district to join.

Districts in states that also are members of the National Network report on *UPDATE* that their states offer stronger support, more grants, and more technical assistance for partnerships. When states stand behind their policies on partnerships with supportive actions such as grants, conferences, dissemination of ideas, and recognition of good work, districts and schools do better in developing their programs of partnership. States, districts, and schools in the Network are demonstrating that they can use a research-based framework, implement essential structures and processes to organize partnership programs, and tailor their plans for partnerships to address their own goals for student success.

If YOUR state or school district is not yet a member of the National Network of Partnership Schools, contact the Network with the name and contact information of the appropriate leader, and the Network will send an invitation, information, and membership form.

Web Site Survey: The Challenges of Workshops

The National Network introduced a Quarterly Quick Survey that asks web site visitors for their views on various partnership activities. The most recent Quick Survey asked visitors about conducting workshops for families, a popular Type 1—Parenting activity. It also asked how schools are meeting an important Type 1 challenge—getting the information from the workshop to those who cannot come. According to the Quick Survey respondents:

- Workshops for parents are held on various topics, including student safety, drug/alcohol abuse prevention, adult education, and—most commonly—parenting skills.
- Relatively few parents attend a workshop—usually fewer than 10% of a school's families. Poor turnout at prior workshops was one reason that some schools say they do not currently host workshops for parents.
- Activities are being conducted to meet the challenge of getting information to those who cannot come. Some schools summarize the workshop content in a school newsletter or on a special flyer; create video or audio tapes that families may borrow; record main points on a voice mail message that parents can call; or post the workshop content on the school's web site. Respondents report reaching the most families with summaries of workshops in the newsletters or flyers.

Next Quick Survey

Visit www.csos.jhu.edu/p2000 and click on "Quick Survey" to tell us about your end-of-year activities to celebrate progress in your partnership programs.

National PTA Aims to Help Schools Build Partnerships

By Ginny Markell,
National PTA President

The National PTA represents more than 6.5 million parents and educators who are committed to improving education for children. We know that children learn best when families and schools collaborate for student success.

In 1997, the PTA issued its *National Standards for Parent/Family Involvement Programs*. The standards are based on Dr. Joyce Epstein's framework of six types of involvement that is used by the National Network of Partnership Schools, and on other research on parental involvement.

Now, the PTA is introducing a new volume, *Building Successful Partnerships*, which offers field-tested strategies for overcoming barriers, reaching out to key participants, developing effective parent involvement, and improving student success. It should be useful to school administrators, teachers, parent involvement professionals, Title I coordinators, Action Team chairs or co-chairs, and leaders of PTAs and other parent organizations. The book (available for \$18.95) is published by the National Educational Service in Bloomington, IN. A preview of the book may be viewed at www.nesonline.com, or call 800-733-6786 for information.

The National PTA is working to make parent involvement the foundation upon which all other education reform efforts are based. PTA leaders will be trained in bringing this message to schools and communities

District Record

Team Leaders of Baltimore Area Schools Start the Year with a Good Breakfast

The facilitator of the Southwest Area of Baltimore City Public Schools wanted to build on the momentum of summer Action Team training, so she planned a special event for Action Team chairs to start the school year. Having been a school Action Team chair and now a district-level Facilitator, Marsha Greenfeld knew how important the ability and the enthusiasm of the Action Team chair was to the success of a school, family, and community partnership program.

Breakfast is Served

With the support of her Area Executive Officer (AEO), Ms. Greenfeld planned a breakfast meeting for all Action Team chairs in her Area. She chose a comfortable setting outside of a school so that there would not be conflicts with cafeteria schedules or other distractions. Ms. Greenfeld arranged for "The Omelet Man"—a local caterer—to prepare omelets-to-order for all attendees.

Presentations are Made

Ms. Greenfeld prepared the content of the meeting by inviting a few speakers from outside of her Area to discuss the strengths of the National Network of Partnership Schools, the six types of involvement, designing an effective Action Team, and implementing a One-Year Action Plan for partnerships. One presenter was Jackie Griswold, Action Team Chairperson from Curtis Bay Elementary, who shared her ideas and successes. "Griswold was able to reassure the new chairs that progress comes in small, incremental steps. She did an excellent job mapping out an effective path that all Action Teams could

follow," said Ms. Greenfeld. After the speakers' presentations, the new chairs asked questions. "The questions gave me insights into how I can best help my schools," Ms. Greenfeld noted.

Information is Provided

Ms. Greenfeld also supplied helpful materials for Action Team chairs. Many of the handouts came from *School, Family, and Community Partnerships: Your Handbook for Action*, including Who are the Members of Your Action Team? and Action Team Structures. A brochure also was included which described the Southwest Area's school, family, and community partnership program, and listed the names and phone numbers of all Action Team chairs in the Area.

"This activity presented me with a powerful springboard from which I could dive into my work. The new Action Team chairs experienced a sense of relief and showed renewed confidence in their leadership. They had a stronger vision of their responsibilities at their schools," stated Ms. Greenfeld. She also scheduled initial conferences with chairpersons that she had not been able to contact. "The success of this activity was well worth the price of \$6.99 per person for The Omelet Man. This activity helped me begin my relationships with the new Action Team chairs in a positive and motivating way, and to bring them a great deal of information in an efficient manner," noted Ms. Greenfeld.

For more information see: "An 'Eggciting' Beginning," Promising Partnership Practices—1998, National Network of Partnership Schools at Johns Hopkins University.

Focus on Results Will Explore Connections of Involvement and Reading Achievement

Forty-nine schools volunteered to participate in the Network's Focus on Results 1999-2000 cross-site study. This year the topic is how school-family-community partnerships help improve reading achievement. Participants submitted information about their activities to involve families and communities in reading-related activities, last year's reading test scores for students, and their school's goals for reading improvement this year. In the fall, all participants will complete an end-of-year report about their involvement activities and this year's reading test scores. Six districts and two states also volunteered to collaborate by encouraging their schools to participate in Focus on Results.

School participants include:

Adams Elementary, Ft. Wayne, IN; Anderson Elementary, Wichita, KS; Antwerp Elementary School, Antwerp, OH; Arminta Elementary, North Hollywood, CA; Armstrong School, St. James, MN; Atlantic West Elementary School, Margate, FL; Cantena Elementary, Los Angeles, CA; Centennial Elementary School, Wapakoneta, OH; Cheat Lake Middle, Morgantown, WV; Crary Middle School, Waterford, MI; Cresaptown Elementary, Cresaptown, MD; Curtis Bay Elementary, Baltimore, MD; D'Youville Porter #3, Buffalo, NY; East Elementary, Fairborn, OH; Eutaw Marshburn Elementary #11, Baltimore, MD; Forest Hills Parkway Elementary, Cleveland, OH; Frost Elementary School, Frostburg, MD; Garrett Primary, Lufkin, TX; George Elementary School, Ypsilanti, MI; Glenwood Elementary School, Ypsilanti, MI; Hamilton Elementary School, LaCrosse, WI; Hamilton Middle School #41, Baltimore, MD; Hancock-

Hamline

University Collaborative Magnet School, St. Paul, MN; Hawthorn Hills Elementary School, Wausau, WI; Jefferson Elementary, LaCrosse, WI; Jefferson School, Stevens Point, WI; June V. Cormany Learning Center, Chillioothe, OH; Kohler Public School, Kohler, WI; Lake Forest Elementary, Hollywood, FL; Loreto Elementary, Los Angeles, CA; Lorraine Academy, School 72, Buffalo, NY; Nightengale Middle School, Los Angeles, CA; North Adams Elementary, Seaman, OH; Northside Elementary, St. James, MN; Oak View Elementary, Oak Hill, OH; Osan Middle/High School, DODDS/Korea; Pleasant Grove Elementary, Zainesville, OH; Portola Middle School, Orange, CA; Ridge Elementary School, Bellevue, OH; Russellville Elementary, Russellville, OH; Solano Elementary, Los Angeles, CA; South Mountain, Wausau, WI; Stonehurst Avenue School, Sun Valley, CA; Sudlersville Elementary, Sudlersville, MD; Tropical Elementary, Plantation, FL; Washington Elementary, Oconto, WI; Webster Magnet Elementary, St. Paul, MN; West Shore Middle School, Milford, CT; and Westlake Elementary School, New Carlisle, OH.

Districts and states taking leadership roles in Focus on Results are: DODDS/Korea; Illinois State Board of Education; Johnston County School, Smithfield, NC; Lincoln Family of Schools Cluster, Los Angeles Unified School District; Ohio Department of Education, Columbus, OH; Frances Polytechnic/North Hollywood Cluster, LA Unified School District; Saint Paul Public Schools, Saint Paul, MN; and West Carrollton Schools, West Carrollton, OH.

Spotlight Your Best Partnership Practices

One of the Network's goals is to help schools, districts, and states learn from one another about particularly effective and creative approaches to partnerships. One way this is accomplished is in the annual collection, *Promising Partnership Practices*. Members of the Network are invited to submit a detailed description of a successful activity by June 30, 2000 for inclusion in this year's publication.

Promising partnership practices may focus on the six types of involvement and specific school improvement goals at the school level, and on district and state leadership activities. The Network hopes to learn more about school-level activities that are successful in Title I schools, middle and high schools, schools working on Type 5-Decision Making, and about linking partnerships to specific school improvement goals. States and districts are encouraged to share activities that improve policies and that facilitate the work of all schools.

Promising Partnership Practices-2000 will be mailed to all members in August as a benefit of membership. The 1998 and 1999 collections are available on the Network's web site (www.csos.jhu.edu/p2000, click on "In the Spotlight"). This year, some of the most promising activities also will be posted on Disney Learning Partnership's web site, www.disneylearning.org.

Share the Celebration!

Members are invited to send the Network a clear photo and caption from your end-of-year celebration for possible inclusion in *Type 2*.

Research Brief

Baltimore School Connects with the Community: Lessons Learned

This paper reports data from an in-depth case study of community collaborations that are a part of the program of school, family, and community partnerships at Calvin Rodwell Elementary School in Baltimore, Maryland. Calvin Rodwell is a member of the National Network of Partnership Schools. The school was selected for the study based on the Network's criteria for an excellent school, family, and community partnership program; the recommendation of Marsha Powell-Johnson, the Area Facilitator for School, Family, and Community Partnerships who assists over 20 schools to develop their partnership programs; and the school's reported community connections. Data used for school selection were, in part, obtained from the school's One-Year Action Plan for partnerships and a telephone interview with the chair of the Action Team.

The case study was conducted between June and December, 1999. It included semi-structured interviews with ten of the school's community partners who represented businesses, senior citizen organizations, churches, educational institutions, private foundations, and health care institutions; semi-structured interviews with the principal and co-chairs of the Action Team for Partnerships; focus group interviews with parents and students; and observations of activities sponsored or supported by the school's community partners.

Factors Influencing Community Connections

The study's findings reveal a great deal about factors that influence successful community involvement in schools' programs of partnership. General themes that emerged from

analysis of the data include the importance of (a) the school's commitment to improving educational outcomes for its students; (b) the principal's support and vision for community involvement; (c) the school's receptivity and openness to community involvement; and (d) the school's flexibility in negotiating the level and kinds of community involvement with potential partners.

High Commitment

Community businesses and organizations reported that Calvin Rodwell's visible commitment to creating a challenging and supportive learning environment for its students was the primary characteristic that attracted them to the school and kept them involved.

Principal's Support

The principal's support also was identified as being very important for a successful school-community collaboration. As one community partner stated, "I've gone into some schools and have been totally turned off by the administration. And if I'm turned off, what's my interest in helping that school?"

Welcoming Attitude

Community partners also reported that a school's receptivity to community involvement is very important. One community partner described the reception that she received at Calvin Rodwell in the following way, "I was wondering how I would be received and it's been wonderful. The kids, they hug me, they love me, and I love them."

Two-way Communications

Finally, community businesses and organizations emphasized the impor-

tance of open, two-way communication between schools and potential partners in order to determine the most suitable kinds of involvement, and to clarify the roles and responsibilities of each partner.

All respondents in the study agreed that Calvin Rodwell's community partnerships have resulted in a number of benefits for the school, students, families, and the larger community. As a result of its community partnerships, the school has computers that students love to use; classrooms and a library full of books; an incentive program for honor roll students; an after-school program; financial support for partnership activities and events; community speakers for parent workshops; and relationships with community businesses, organizations, and individuals that bring the school and its community partners a great deal of satisfaction.

From: Mavis G. Sanders and Adia Harvey (2000). *Developing comprehensive programs of school, family and community partnerships: The community perspective*. Paper to be presented at the annual meeting of the American Educational Research Association, New Orleans in April.

New Researcher Joins JHU Staff

The National Network of Partnership Schools welcomes Dr. Steven B. Sheldon, Postdoctoral Research Scientist, to its staff at Johns Hopkins University. Dr. Sheldon will be contributing to the Network's *Focus on Results* and *UPDATE* surveys, reports, and related products. He also will be completing publications on his previous study of the effects of parents' beliefs, friendships, and social networks on their involvement in their children's education at home and at school.

New Measure of Quality and Progress

Network members may request a free copy of *Measure of School, Family, and Community Partnerships*, developed by researchers from the National Network and the Northwest Regional Education Lab (NWREL). The new measure enables schools' Action Teams for Partnerships to rate the frequency and quality of activities that they implement for the six types of involvement. It also assesses how well schools are meeting important challenges to develop excellent partnership programs. The new measure may be used annually to chart progress, and is a good alternative to the popular *Starting Points* inventory in the *Handbook* that Action Teams use to help plan their initial programs.

Salinas, K. C., Epstein, J. L., Sanders, M. G., Davis, D., & Douglas, I. (1999). *Measure of School, Family, and Community Partnerships*. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University and Portland, OR: Northwest Regional Educational Laboratory.

National Network of Partnership Schools Calendar for 2000

April 3:	NNPS will mail <i>UPDATE 2000</i> to members who joined the Network by 12/99. Due May 31 to RENEW Network membership for the 2000-01 school year.
April 6-7:	Leadership Training Workshop in Baltimore for new members who registered for initial training to prepare for the 2000-01 school year.
April 8:	TIPS Interactive Homework Workshop at Johns Hopkins University for members who registered to develop and implement Teachers Involve Parents in Schoolwork (TIPS) for the 2000-01 school year.
May 31:	<i>UPDATE 2000</i> must be returned to the National Network to renew membership for the 2000-01 school year.
June 30:	Promising partnership practices from members due for the Network's annual collection.
June 30:	Applications due for <i>Partnership School Awards</i> , <i>Partnership District Awards</i> , and <i>Partnership State Awards</i> for the 1999-2000 school year.
August:	<i>Promising Partnership Practices-2000</i> mailed to all members.
September:	Final data collection for Focus on Results 1999-2000: Reading Achievement.
October:	Fall issue of <i>Type 2</i> .
October 25-26:	State and District Leadership Meeting in Baltimore. Information will be sent July, 2000.
December:	Invitation to members to join the cross-site study, Focus on Results 2000-01: School, Family, and Community

It's a MUST! *UPDATE* due May 31 from ALL Members*

All states, districts, and schools in the National Network of Partnership Schools MUST renew their membership each year by returning the *UPDATE* survey. *UPDATE* asks for current names of key contacts, addresses, phone and fax numbers, and other information for on-going communications with the Network. *UPDATE* also documents progress made, challenges faced, and questions that need to be addressed. Here's how it works:

WE mail *UPDATE* in April, and include a National Network pen and a stamped envelope for EASY mailing.

MEMBERS return *UPDATE* promptly, by May 31, 2000.

WE continue to provide *Type 2*, *Promising Partnership Practices*, information on research, invitations to leadership development meetings, and other guidelines, tools, and benefits AT NO COST to members.

It's a great deal all around! Return *UPDATE* by May 31 to continue your partnership with the National Network.

*All schools, districts, and states who joined the National Network before December 31, 1999 must RENEW membership by returning *UPDATE 2000*. Members joining after December 31, 1999 will receive *UPDATE* in April, 2001.

