School, Family, and Community Partnerships

Excerpts from
The Knowledge Loom: Educators Sharing and Learning Together
Web site
(http://knowledgeloom.org)

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The Knowledge Loom: Educators Sharing and Learning Together

http://knowledgeloom.org

The attached document is a user–generated download of selected content found on The Knowledge Loom Web site.   Content on The Knowledge Loom is always being updated and changed. **Check online for the most current information.**

What is The Knowledge Loom?

The Knowledge Loom is an online professional development resource featuring specially organized spotlights on high–priority education issues, including:

- a list of promising practices (including an explanation of each practice and a summary of the research or theories that support the practice)
- stories about the practices in action in actual education settings
- lists of related resources found on other web sites.

The site is designed to help educators facilitate decision–making, planning, and benchmarking for improved teaching and learning through collaborative activities.

Are there other resources on The Knowledge Loom?

In addition to printable content, the site features interactive tools that allow users to share information and knowledge, read what panels of practitioners have to say about selected topics, ask questions of content experts, and print custom documents like this one. A companion guidebook, *Using The Knowledge Loom: Ideas and Tools for Collaborative Professional Development* (http://knowledgeloom.org/guidebook), can be downloaded. It offers activities and graphic organizers to support collaborative inquiry about what works in teaching and learning in support of school improvement.

What spotlight topics are currently available?

- Adolescent Literacy in the Content Areas
- Culturally Responsive Teaching
- Elementary Literacy
- Good Models of Teaching with Technology
- Leadership Principles in Technology
- Middle School Mathematics
- Principal as Instructional Leader
- Redesigning High Schools to Personalize Learning
- School, Family, and Community Partnerships
- Successful Professional Development
- Teaching for Artistic Behavior: Choice–Based Art

Overview of Spotlight: School, Family, and Community Partnerships

This overview provides an outline of all content components of this spotlight that are published on The Knowledge Loom Web site. The creator of this document may have printed only selected content from this spotlight. View complete content online (http://knowledgeloom.org/).

Children move between two influential environments that build attitudes and readiness for learning: the home and the school. Family involvement research clearly demonstrates that children thrive academically when the family and the school agree that they are stronger together than apart. Schools and homes that share philosophies, resources, goals, information, and the hard work of teaching give children the stability, consistency, and encouragement they need for academic success.

Family involvement has proven to work regardless of the educational context, the age of the child, or the family's situation and experiences. From preschool to high school, family involvement accelerates learning, although it takes on different forms. Organizations with strong ties to urban America believe that family involvement can help low income and minority children transcend the educational barriers. Major initiatives such as Head Start, Even Start, and the Comprehensive School Reform Demonstration program require family involvement as a core element, as crucial to academic success as an effective curriculum.

Several family involvement strategies have directly resulted in lower absenteeism, more positive attitudes about school, and improved homework completion. These strategies include stimulating literacy and learning activities at home, communicating high expectations to children about their academic success, and supervising homework. These and many other family involvement strategies ensure that specific tasks are completed while reinforcing relationships between school staff members and families.

As in any relationship, family–school partnerships depend on the willingness and readiness of each partner to collaborate. However, in this "equal" partnership, the responsibility lies more heavily with schools to build the tone and the context within which productive home/school interactions can occur. Schools must meet families more than half way with philosophies and policies that acknowledge the power of family involvement, activities that systematically infuse parents' perspectives and skills into school life, and ongoing evaluation to assess and improve the family program. Two primary roles of the school include giving parents access to information and skills to support their children's education, and recognizing the rights of parents –– and their fundamental competence –– to share in decision–making.

The following five principles of effective family–school partnerships were drawn from research, expert recommendations, and the reflections of school practitioners.

Practices

Each practice includes an explanation, a summary of each story that exemplifies the practice, a research summary (review of the literature), a reference list of the literature, and a short list of related Web resources (URLs and full annotations provided online or in the Related Web Resources section if it has been printed).

- **Policies** – Written family/school policies establish the expectation and authority for school leaders to comprehensively address family involvement. While building–level policies

provide specific guidance for activities, state– and district–level family involvement policies provide leverage for change at the local level.

- **Leadership** – Effective school administrators continually reflect on and adapt their approaches to leadership in terms of their own roles and the leadership roles of others, including parents.
- **Communication** – Clear lines of communication build relationships between schools and families. Frequent, thoughtful, and diverse methods of communicating provide the strongest signals of genuine collaboration.
- **The Community** – Schools cannot succeed as independent "islands" within their communities. Agencies, organizations, and individuals in the community can offer powerful support in the setting of school goals and program implementation.
- **Evaluation** – Periodic reflection on the progress of family and community involvement helps to assure that the partnerships are serving the needs and utilizing the most valuable strengths of each partner.

Stories

The Stories correspond to the summaries printed as part of each practice published on The Knowledge Loom. These are detailed examples of how the practices look in action in educational settings.

Adlai Stevenson High School
Charter Oak Academy of Global Studies
Eastridge Community Elementary School
Michael E. DeBakey High School for Health Professions (DHSHP)

Related Web Resources: 66

This is an annotated list of resources found on other Web sites that relate to the spotlight topic on The Knowledge Loom.

RMC Research Corporation

Practices

This section presents the Knowledge Loom practices for the spotlight you selected.

Each practice includes an explanation, a summary of each story that exemplifies the practice, a research summary (review of the literature), a reference list of the literature, and a short list of related Web resources (URLs and full annotations provided online or in the Related Web Resources section of this document).

For an overview of additional content presented on The Knowledge Loom Web site that may not have been selected for this print document, see the Overview of Spotlight located earlier in the document.

Policies – Written family/school policies establish the expectation and authority for school leaders to comprehensively address family involvement. While building–level policies provide specific guidance for activities, state– and district–level family involvement policies provide leverage for change at the local level.

School communities rely on policies to guide their actions and inform their decisions. Specific policies regarding family involvement should be written to spell out the expectation that schools will institute, embrace, and support for programs and activities that engage families in their children's education. Other critical policies (e.g. policies related to curriculum development, assessment, school climate) should be reviewed to integrate the parent perspective. Policies should reflect the attitude, mission, and philosophy of the school and its community. They should be developed collaboratively with parents to be certain they represent the concerns of families and foster family "ownership."

Questions to Think About:

- How does the school's mission statement demonstrate a commitment to family partnerships?
- What family involvement policies currently exist? What policies should be developed?
- What other policies exist that should be reviewed and revised with family input?
- How are parents, teachers, and community members involved in writing the policies?
- How is information gathered from a wide range of parents to guide policy development (surveys, interviews, etc.)?
- How are parents involved in school leadership teams or councils? How could their roles be strengthened and improved? How are parents who typically don't participate involved?
- Are family partnership policies resulting in higher achievement and a stronger school community? How is this assessed?
- How do school policies reinforce state and district family involvement policies?

Research Summary

Research Summary

Schools can no longer operate in isolation as they work to guarantee educational success for all students and contribute to the well–being of families and communities. Stakeholders from state education agencies, district offices, local school boards, schools, and the community are all responsible for working together so all children can succeed. This public investment in student learning is returned to the taxpayer multiple times through healthy, productive workers (Council of Chief State School Officers, 1998a; U.S. Department of Education, 1994). Recent changes to policies and programs in social services, health care, economic and youth development, and education present a new climate and new opportunities to develop school–community partnerships (Council of Chief State School Officers, 1998b).

Common problems hamper effective partnerships, such as: including workgroups that are too large or too small; selecting the "obvious" choices and the "usual suspects" for the team; selecting participants

from top−down, rather than from the bottom−up; failure to clarify expected levels of participation; and "reinventing the wheel" rather than building on past successes (Blick, 1998).

There is guidance for stakeholders. Guidance comes in the forms of "lessons−learned," standards for involvement, etc. based on experiences and effective results (National PTA, 1997; U.S. Department of Education, 1996; Partnership for Family Involvement in Education, 1997; Dianda &McLaren, 1996). The most important policy that increases and retains the involvement of culturally diverse families is using staff who have the skills to outreach to families with diverse needs, making it easier for all parents to participate in partnerships, according to research (Inger, 1992; Cavarretta, 1998). Effective partnerships do not look the same, can be formed in all kinds of schools from preschool through high school, and have written policies at both the district and school level backed up with district support (Davies, 1996).

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Related Web Resources

Family Support America (25)
National Association for the Education of Young Children (26)
National Coalition for Parent Involvement in Education (27)
National Institute for Literacy – Policy &Legislation (13)
Online Resources for Parent/Family Involvement (33)
Parent and Family Involvement (31)
Title I as a Tool for Parent Involvement (6)

Leadership – Effective school administrators continually reflect on and adapt their approaches to leadership in terms of their own roles and the leadership roles of others, including parents.

School leadership has moved well beyond the authoritative model where the principal makes the decisions. Effective administrators understand that leadership must be shared among staff members and parents in order to take advantage of critical expertise and perspectives, and to build a genuine sense of collaboration. Administrators should make way for new, non–traditional leaders from families and the community and model the highest standards of effective partnerships. The principal provides an invaluable service to the school community by assuring that adequate funding exists to support programs, space and equipment needs are met, the teaching and specialty staffs receive regular training and development, and the community is invited to play meaningful and appropriate roles in the school.

Questions to Think About:

- What is the principal's philosophy of leadership and what impact does it have on the school?
- What is the principal's view of how parents should be involved in the school and in their children's education?
- How and when does the principal talk about family partnerships? Does he or she support teachers in discussing family partnerships regularly (e.g., at grade level meetings)? Does the principal place expectations on teachers in that regard?
- Does the school's budget include a line item supporting family involvement?
- Does the school have a staff member dedicated to coordinating family involvement?
- Are parents and community members involved in the planning, implementation, and evaluation of partnership activities?
- Are parents and community members included at curriculum meetings, professional development workshops, and staff retreats?

Story Summaries

Eastridge Community Elementary School

Eastridge Community Elementary School was recognized as an U.S. Department of Education Blue Ribbon School in 1998–1999. This story is gleaned from its successful application to the Blue Ribbon Schools Program.

- Leadership team meets bi–monthly with principal to set goals and address issues.
- Principal practices open–door policy and advocates "Managing by Walking Around."
- Principal clearly identifies the school's role as a community resource.
- Parent–teacher conferences are scheduled around parents' schedules.

Dr. Robert Villarreal, principal of Eastridge Community Elementary School, sets the tone for identifying parental needs and concerns during Back to School Night. He clearly articulates the school's role as a community resource. He also identifies all the individuals on staff and encourages social interaction and the development of personal relationships between teachers and parents.

The principal encourages faculty members to assume leadership in the management of the school. The "flat" organizational model of the school maximizes collegiality, open communication, collaborative problem solving, and implementation of innovative practices.

Eastridge stakeholders analyze, review, and make recommendations for school priorities based on community surveys, parental involvement, staff development, assessment data, budget priorities, scheduling needs, and effective year–round practices. The Eastridge administration and faculty actively solicit parental involvement in a number of ways, including mentoring, tutoring, coaching, and helping to reduce teacher–pupil ratios. A survey distributed in 1998 indicated that 96% of Eastridge family members embraced a relationship where they were involved in their child's success at school.

Research Summary

Research Summary

Strong leaders know that effectively engaging parents and families in the education of their children may be the most powerful component in successful school reform (National PTA, 1997; U.S. Department of Education, 1996; Dianda &McLaren, 1996). In a recent interview, U.S. Secretary of Education Richard Riley stated that since the community looks at principals as leaders, they must demonstrate that leadership if the school is to become a center for the community (NAESP, 2000).

The most effective management strategies of good leadership combine both top–down and bottom–up approaches to develop a collective vision and common sense of purpose for educational improvement (Senge, 1994; Annenberg, 1999; Bolman &Deal, 1991). A productive leader knows the benefit of bringing the school, family and community into balance and knows that the coordination of a shared vision engages all three spheres to enhance students' development, learning and success.

An effective leader considers families as full partners in planning and implementation. Melaville &Blank (1993) and Dauber &Epstein (1989) contend that one key to involving **all** parents is to create an atmosphere in which teachers, administrators and families are all seen as valuing parental involvement. Schools that are friendly and welcoming to family members have an easier time creating successful partnership programs (Davies, 2000).

Morrison (1994) found that a mixture of informal and formal activities works well. Parents can become engaged through social and recreational activities and, once engaged, are more likely to become involved in their child's education. It is also essential for schools to provide supports, such as childcare and transportation.

School leaders can provide or support in–service training for teachers and acknowledge and reward them when they use parent involvement. In one study, teachers who conducted several workshops for parents were more likely to request parental help with learning activities at home (Epstein, 1987). The researchers believe that a link exists between the investment of the teacher's and administrator's time in conducting workshops and the ensuing use of parents as partners in their children's education (Epstein, 1987).

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Related Web Resources

Communities in Action (29)
Parent and Family Involvement (31)
Parent Leadership Training Institute (19)

The Community – Schools cannot succeed as independent "islands" within their communities. Agencies, organizations, and individuals in the community can offer powerful support in the setting of school goals and program implementation.

Truly successful schools extend invitations to the community to participate and keep the community fully informed on school activities, progress, and performance. Participation can involve the sharing of experience from other contexts (commercial, service agency work), the exchange of ideas and information, connections to critical financial and material resources, valuable perspectives that can inform school mission and goals, and the reinforcement of the critical notion that the school and community are working toward common objectives.

Keeping the community fully informed about what is happening at the school leads to a sense of openness and honesty, illustrates the achievements of the school and the challenges which lie ahead, and builds support for annual budgets and new initiatives. A primary reason for schools to invest in creating community partnerships is to build the capacity of others to support the school and to nurture potential leaders.

Questions to Think About:

- What partners has the school invited "to the table" to participate in essential school matters? Who is missing?
- How does the school support community partners as they commit to supporting the school? How do each of the partners contribute? How do they benefit in return?
- What technical support is needed to sustain partnerships (a meeting convenor, regular e–mail updates, conference calls, etc.)?
- How are non–traditional, or harder to reach, groups from the community contacted and involved?
- Who are the nay–sayers in the community who could become better informed about the school and invited to participate?
- How are the energies of different partners assessed? Are these partners being used to their best, and most efficient, advantage?

Story Summaries

Charter Oak Academy of Global Studies

- Increase in fourth grade students meeting the state goal on portions of the Connecticut Mastery Test between 1993 and 1998: 35% to 52% in reading, 30% to 54% in writing, and 46% to 66 % in mathematics.
- Minority population of over 51% in 1998–1999.
- Over 26% of students with a non–English home language.

In this diverse school, where over one–fourth of the students are learning English as a second language and have parents who also have difficulty with English, the Family Resource Center (FRC)

has been an important means of creating an inclusive community. In addition to the language barrier, many families experience challenges with after–school care situations. Since 1992, the Family Resource Center has incorporated families into the school community by working in conjunction with local community agencies, organizations, and individuals to provide services and activities to address each family's particular challenges and needs.

In collaboration with West Hartford Adult Education, the FRC at Charter Oak developed an ESOL class for families in response to the needs of West Hartford's newest residents. Called "Family FUNdamentals", this two hour Wednesday evening class teaches English within the context of the school and the community. All family members are welcome to attend and participate in the low–key learning. Team taught by the FRC Parent Educator and a certified Adult Education teacher, the class studies school forms (including the school menu, emergency forms, permission slips for school trips, and report cards), visits the public library and applies for library cards, learns to use computers and voice mail, hears firsthand about community services from a police officer and a firefighter, attends a PTA meeting, discusses parenting issues, and learns about American holidays.

Michael E. DeBakey High School for Health Professions (DHSHP)

Michael E. DeBakey High School for Health Professions was recognized as a U.S. Department of Education Blue Ribbon School in 1997–1998. This story is gleaned from its successful application to the Blue Ribbon Schools Program.

- 80% of parents visit the school each year.
- Close partnership with the Baylor College of Medicine.
- A DeBakey Community Advisory Committee and a Baylor Advisory Committee provide a communication link between school staff members, parents, and the surrounding community.
- Assessment surveys are regularly distributed to students, recent graduates, alumni, community and parents.

The DeBakey Community Advisory Committee, composed of medical professionals, parents, educators, and community leaders, serves as a community voice on behalf of the school and acts as an additional communication link between parents, the community, and the school district's central office. Two presidents of neighboring civic associations and two pastors of nearby churches have been invited to sit on the Committee.

Students participate with a number of community–based service and professional organizations in service–learning projects and career–development activities. The Houston Hispanic Forum, National Aeronautics Space Administration, American Red Cross, B'nai Brith, M.D. Anderson Hospital, Baylor College of Medicine, Rice University, and many other organizations provide opportunities for formal and informal mentoring and career support for students.

DeBakey has set as a goal to have 70% of all parents attend Parent Forums, the Baylor School of Medicine Open House, and the DeBakey Open House. To accomplish this goal, the school has outlined specific objectives and plans to evaluate success by reviewing attendance rosters and survey responses. The school sends out two parent newsletters at the end of each grading period, and the Information Hotline is regularly updated. Informational flyers are sent home to parents every Friday.

Research Summary

Research Summary

Since the publication of **A Nation at Risk** fifteen years ago, more and more communities are acting upon their concerns about public education. It takes a broad group of professionals, agencies, businesses, and families working together to change our educational system so children can succeed.

Public or community engagement in education has many facets and characteristics (Annenberg, 1998; Zetlin, 1998; Wang, Haertel, &Walberg, 1998). Knowing the community resources, key contacts, and profile of students and families contributes to identifying the community assets and collaborative "next steps" in planning for school−community engagement to improve student achievement (Comer, Ben−Avie, Haynes, &Joyner, 1999; Samuels, Ahsan, &Garcia, 1995).

The popular proverb, "it takes a village to raise a child" brings to mind the myriad issues about school and community relationships. How to restructure school reform initiatives so that the community understands the importance and value of its role as a partner remains a subject of great debate (Annenberg, 1998/99; Boyd, 1998; Smrekar &Mawhinney, 1999). In addition to understanding and planning how students spend time outside the school day (The David and Lucile Packard Foundation, 1999; Hatch, 1998; Clark, 1990), communities are bringing community resources inside the school, so that children are ready to learn and their families receive the services needed to support their children's learning (Dryfoos, 1994).

The quality of schools directly impacts the economic health of a community. It becomes increasingly evident that, when employers facilitate the involvement of working parents and employees in schools, all participants benefit (Partnership for Family Involvement in Education, 1999; Thompson, 1995). When students connect learning to the world of work, such as service learning, students learn about good citizenship and participate in hands−on, problem−solving applications of curriculum (Kinsley, 1995; The Center for Human Resources, 1999).

According to Sanders (2000), "As William Yeats said, 'Education is not the filling of a pail, but the lighting of a fire.' Fulfilling community−service requirements fills our students' pails. Service Learning can ignite their fires." Education Commission of the States founded Compact for Learning and Citizenship and is committed to linking school−based services and service learning to the K−12 curriculum. For more information, see http://www.ccsso.org.

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Related Web Resources

Connecting Parents to Miami Dade's Public Schools (10)
Defining Community Education (38)
Family Support America (25)
Institute for Responsive Education (37)
National Coalition for Parent Involvement in Education (27)
Parent and Family Involvement (31)
Parent Involvement: Strategies and Resources (16)
Parent Leadership Training Institute (19)
School Support for Foster Families (12)

Communication – Clear lines of communication build relationships between schools and families. Frequent, thoughtful, and diverse methods of communicating provide the strongest signals of genuine collaboration.

Clear lines of communication build relationships between schools and families. Frequent, thoughtful, and diverse methods of communicating provide the strongest signals of genuine collaboration.

Homes and schools hold critical information about children that must be shared. Families need to know what their children are learning and how to best support that learning at home. Teachers need to know about children's personalities, learning styles, and developmental history.

Families and schools should establish an expectation that communication will occur frequently and take many forms, including face–to–face meetings, regular written communications, and special methods of contact when events warrant it. In addition to building pathways of information about children and their learning, schools should pay special attention to communicating clear and thorough information about the basics, such as school events, day–to–day logistics (e.g., child pick up routines, the daily schedule, homework expectations), and how parents can access community support to support their parenting.

Questions to Think About:

- How does the school communicate with parents? What is the rationale behind each method of communication? What are the gaps?
- How well do classroom teachers know their students' families?
- How specifically does the school communicate with parents about learning and academics?
- How are parents involved in decisions about their child's learning?
- How are parents greeted when they come into the school? How quickly do they receive answers to their questions?
- How are parents involved in suggesting and supporting home/school communications?
- How would the community, parents, and staff each describe the culture of the school?

Story Summaries

Charter Oak Academy of Global Studies

- Increase in fourth grade students meeting the state goal on portions of the Connecticut Mastery Test between 1993 and 1998: 35% to 52% in reading, 30% to 54% in writing, and 46% to 66 % in mathematics.
- Minority population of over 51% in 1998–1999.
- Over 26% of students with a non–English home language.

Charter Oak Academy works in collaboration with the Family Resource Center (FRC) to provide services and support for the highly diverse student body and their families. With input from the school staff, students, and families, the Family Resource Center examines the needs of the population and designs, with assistance from other community organizations, a wide variety of programs to meet those needs. Being school–based, the FRC serves as a positive connection between families with

diverse languages and the school staff.

The FRC successfully communicates to families with diverse languages the importance of supporting their children's learning. Additionally, to increase communication with the families, the FRC provides: a monthly roster of after−school enrichment classes to decrease the number of children returning to an empty home after school; a library of books for parents on topics such as child development; self−enrichment classes for parents on topics such as CPR and school readiness; playgroups for parents and children not yet of school age; and other youth−development programs for parents and children. The FRC's after−school activities provide critical support for families and contribute to improved student success. The FRC has successfully drawn families into the school community, while building strong relationships between the school and its families.

Research Summary

Research Summary

Close communications between school staff and families benefit students, families, and schools, regardless of the socio−economic status of the family (Henderson &Berla, 1997). Specific types of family involvement, such as stimulating literacy and learning activities at home, communicating high expectations for academic success, and providing homework supervision, result in improved homework completion, less absenteeism, more positive attitudes about school, and higher student achievement (Epstein, Coates, Salinas, Sanders, &Simon, 1997; Lee &Croninger, 1994; Henderson &Berla, 1997).

Communications between the home and school need to take into consideration the culture, language, and diverse needs and strengths of families, building a shared responsibility to support their children's education (Workman, 1997; Blackfelner &Ranallo, 1998; Rioux &Berla, 1993; Boutte, Keepler, Tyler, &Terry, 1992; Versteeg, 1993). Family−school relationships promote student achievement from the early years through high school (Taylor, 1999; Roderick &Stone, 1998). An urgent message to parents is to ask about the new academic standards, assessments, and expectations for promotion and graduation (Henderson, Lewis, Boundy, Weckstein, &Searcy, 1999).

Parents become more involved in schools and rate schools higher when teachers and school administrators implement specific, planned strategies that engage families in student learning (Maynard &Howley, 1994; U.S. Department of Education, 1996). School efforts to promote family and community engagement will succeed only if teachers and school administrators are adequately prepared to support these efforts (National PTA, 2000; Epstein, et al., 1997; Shartrand, Weiss, Kreider, &Lopez, 1997). Building school, family, and community partnerships requires careful consideration of the quality of the communication strategies (U.S. Department of Education, 1994; Patrikakou, Weissberg &Rubenstein, n.d.).

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Related Web Resources

Connecting Parents to Miami Dade's Public Schools (10)
Family Support America (25)
National Coalition for Parent Involvement in Education (27)
National Network of Partnership Schools (32)
Online Resources for Parent/Family Involvement (33)
Parent and Family Involvement (31)
Parent Information Resource Centers (36)
Parent Involvement and the Education of Limited English Proficient Students (34)
Parent Leadership Training Institute (19)
Parent Power: A Positive Link to School Success (14)
Parent–Teacher Conferences: Suggestions for Parents (8)
School Support for Foster Families (12)

Evaluation – Periodic reflection on the progress of family and community involvement helps to assure that the partnerships are serving the needs and utilizing the most valuable strengths of each partner.

In a comprehensive and systematic way, the school should revisit goals, assess progress, and make course adjustments in its family and community involvement programs. Evaluation efforts might focus on the satisfaction of the partners in terms of their roles, accomplishments resulting from family and community involvement (especially those relating directly to student achievement), lessons learned, and new elements to add.

Evaluation methods should be broad–based (including both qualitative and quantitative methods such as interviews, focus groups, and surveys), collecting information from the key players, as well as parents and community members in general. While basic information can be helpful, such as the number of parents who attend meetings, it is also important to look deeply into important issues, such as how leadership has emerged and what strategies have worked to develop leadership. Careful consideration should be given to how the original vision of family/community involvement has changed, what the new expectations are, and how programs and policies will support new directions.

Questions to Think About:

- What kind of evaluation is conducted to assess the effectiveness of the family and community involvement program?
- How thorough is the evaluation and what components could be added?
- How are the lessons of evaluation used?
- How are parents and community members involved in the evaluation design and implementation? How are they involved in the interpretation of results and the development of recommendations for change?
- Specifically, how do these changes relate to student achievement?

Story Summaries

Adlai Stevenson High School

Adlai Stevenson High School was recognized as an U.S. Department of Education Blue Ribbon School in 1986–87, 1990–91, and again in 1997–98. This story is gleaned from its successful application to the Blue Ribbon Schools Program in 1997–98.

- In a random phone survey of 15% of freshman parents, 97% of parents reported that their overall impression of the school was either "extremely favorable" or "favorable".
- The Stevenson School–Community Foundation has raised over $250,000 since 1994.
- The 1996–1997 drop–out rate was less that 1% and the daily attendance rate was nearly 96%.
- Of the 694 students who graduated in 1996, 94% were enrolled in a community college or 4–year college or university as of September 1997.

The primary means that Stevenson High School uses to focus resources on vision and goals is its attention to results. As Peter Drucker observes, "In most organizations, what gets monitored gets

done." Each year Stevenson's leadership team presents a series of reports to the Board of Education that addresses progress toward the school's vision and evidence of student achievement and satisfaction. The school conducts a telephone survey of a random sample of students one year and five years after they have graduated to determine their levels of success and their perceptions of the preparation they received in high school. One question drives the analysis of this data: "What can we do to improve the results we are achieving?" This constant focus on results and improving performance has helped to identify Stevenson as a model school.

The school has strengthened its link to the community with the creation of a School–Community Foundation, a Business Advisory Committee, and a major initiative to give students greater opportunities to explore careers. Stevenson has used a task force structure consisting of community members, School Board members, administrators, staff, and students as a strategy for fostering involvement of stakeholders in the decision–making process and evaluation of its practices. The school's commitment to continuous improvement and results orientation requires the ongoing collection and analysis of data.

Research Summary

Research Summary

Continual reflection, self assessment, and revision of goals and activities are critical processes of effective partnerships. Evaluation studies link the relationship of family engagement to their children's educational success regardless of the socio–economic status of the family (Henderson &Berla, 1997; Keith, Keith, Troutman, Bickley, Trivette, &Singh, 1993; Chavkin, 1993; Thorkildsen &Stein, 1998).

Additional studies look at how parents stimulate and influence their children's cognitive and social development (Bempechat, 1992) and the effects of homework in the middle grades (Epstein, Herrick, &Coates, 1996). The Center on Families, Communities, Schools, and Children's Learning, Johns Hopkins and Boston University, has developed a framework for evaluating school, family, community partnerships (Epstein, 1995).

A report summarizing the findings from a survey conducted for the National Center for Education Statistics Reports also supports the benefits of family involvement in their children's learning, but identifies various barriers to engagement such as language, cultural differences, safety concerns, and lack of parental education to help with homework (National Center for Education Statistics, 1998). Various survey instruments are used to assist local education agencies in gathering reliable information about the relationship of parent involvement, student behavior, and staff attitudes (Dusewicz &Beyer, 1990; see also the Center on School, Family, and Community Partnerships' web site at http://www.csos.jhu.edu/p2000/center.htm and the web site of the National PTA at http://www.pta.org).

Schools are effectively addressing the needs of system change and how school–community relationships impact and support sustained school reform efforts (Wagner, 1993; Harvard University Graduate School of Education, 1999). The challenge is understanding how to integrate the systems, both within and outside of school, in support of education. Continuous evaluation of the component parts and the whole is essential as a guide to the process of implementing and refining school reform initiatives (Cicchinelli &Baker, 1999; Council of Chief State School Officers, 1995).

Many studies about the relationships of school, family, and community engagement to student success lack controls necessary for researchers to conclude that student performance is directly impacted (Baker &Soden, 1998). Thus, new research with rigorous, multiple methods and improved data is needed to describe the intermediate outcomes based on the overlapping spheres of influence that lead to and are essential ingredients of improved achievement for all students (Epstein &Sanders, 2000).

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Related Web Resources

Family Support America (25)
Parent and Family Involvement (31)
Partnership Planner (42)
The Evaluation Exchange (40)

Stories

This section presents Knowledge Loom stories about classrooms, schools, or districts that exemplify one or more of the practices in the spotlight.

Each story contains a full feature article and a set of facts about how the practice was put into action. Each story lists the practices it exemplifies and the name of the content provider.

For an overview of additional content presented on The Knowledge Loom Web site that may not have been selected for this print document, see the Spotlight Map located earlier in the documentt.

Eastridge Community Elementary School

Eastridge Community Elementary School

Aurora, CO

School Type: Public

Level: Elementary

School Setting: Urban

School Design: CSRD/Other Non−Traditional

Content Presented By:

RMC Research
Corporation

Eastridge Community Elementary School was recognized as an U.S. Department of Education Blue Ribbon School in 1998−1999. This story is gleaned from its successful application to the Blue Ribbon Schools Program.

At Eastridge Community Elementary School, the school's mission is grounded in the concept of the "Helping Relationship," which "considers others before one's self and requires a servant's heart...that awakens the spirit of adventure and...thirst for knowledge in the heart of every child in our collective care." There is a strong sense of connectedness, responsibility, and collective purpose felt throughout the school and community.

The community that Eastridge serves has changed in 40 years from a predominately middle and upper class community of single−family homes to a more socially and ethnically diverse community that includes a large number of multi−family dwellings as well as government subsidized low−cost housing units. The student population is extremely diverse academically, culturally, economically, and socially. The student population has also more than doubled, necessitating the transition in 1994 to a year−round, four−track calendar.

Parental involvement is at the heart of the "Helping Relationship," and Eastridge actively solicits the engagement of families. The principal sets the tone for identifying parental needs and concerns via a video presented at Back−to−School Night. He clearly articulates the school's role as a community resource, and strongly encourages families to participate in their children's learning.

Eastridge seeks to empower parents to extend learning at home by providing parent education nights, regarding such topics as proficiency implementation, ideas for writing at home, and effective home literacy practices. The Eastridge Curriculum Guide is available for parents to familiarize themselves with the skills and objectives taught in each subject at each grade. Children are often given assignments that require parental involvement (for example, discussing certain issues with parents). Eastridge maintains an "open−door" policy so that parents feel welcome to visit, ask questions, make suggestions, and share concerns with the administration and faculty.

To extend the "Helping Relationship" to Eastridge families and help them become more involved, a parent liaison position was created. The liaison is directly responsible for organizing and coordinating school efforts to support families in need and coordinate connections with social agencies and businesses. The "Monday Listening Center," in which senior volunteers actively listen to children's needs and contribute to strengthening inter−generational connections, was implemented by the

liaison. Senior volunteers have become integral in helping the school achieve its goals and priorities. They serve in a variety of ways, including mentoring, tutoring, coaching, and helping to reduce teacher–pupil ratios.

The Eastridge faculty is organized into independent and interdependent teams of teachers. This "flat" organizational model maximizes collegiality and collaborative problem solving. A leadership team consisting of representatives from each school team meets bi–monthly with the principal to collectively set goals and develop school–wide initiatives. Throughout this process, "it is the expectation that the 'Helping Relationship' is integral to [any] decision, student achievement is a priority, parental involvement has been solicited, sufficient monetary support is provided, and the faculty has consensus about the final product."

Demographics

The student enrollment of Eastridge Community Elementary School was 738 in the 1998–1999 academic year.

Student Racial/Ethnic Composition:

> 20% African American
> 8.5% Hispanic
> 6.5% Asian
> 1% American Indian
> 64% White

Limited English proficient students: 9%
Number of languages: 14
Qualify for free/reduced lunch: 35%

In 1997–98 Eastridge had a mobility rate of 34%.

Background

The urban community that Eastridge serves has changed in 40 years from a predominately middle and upper class community of single–family homes to a more socially and ethnically diverse community that includes a large number of multi–family dwellings, as well as government subsidized, low–cost housing units.

The student population is extremely diverse academically, culturally, economically, and socially. The student population has also more than doubled, necessitating the transition in 1994 to a year–round, four–track calendar.

Design &Implementation

Eastridge welcomes and supports family involvement in a number of ways:

- Registration fees are covered for parenting involvement workshops.
- Book bags for home are provided so that parents without home libraries are able to read each night with their children.
- Library cards are issued to parents.

- Two–way communication is ensured through Friday folders sent home each week with pertinent information regarding student academic and behavioral performance and requiring parents to sign and react.
- Parent–teacher conferences are scheduled in the evening and on Saturdays to accommodate parents' schedules.
- Teachers provide parents with their personal home phone numbers so that they may be accessed outside school hours for questions and concerns.
- Translators are provided when necessary for language minority families.
- The Eastridge Curriculum Guide is available for parents to familiarize themselves with the skills and objectives taught in each subject at each grade.

Results

Replication Details

Costs and Funding

Contact Information

Dr. Robert Villarreal, Principal
Eastridge Community Elementary School
11777 East Wesley Avenue
Aurora, CO 80014
Telephone: (303) 755–0598

Rating Criteria

Because Eastridge Community Elementary School was recognized as a Blue Ribbon School in 1998–1999, its story about effective strategies and practices in school, family, and community partnerships is highlighted in this spotlight of the Knowledge Loom.

Since 1982, the U. S. Department of Education's Blue Ribbon Schools Program has celebrated many of America's most successful schools. The Blue Ribbon Schools Program promotes and supports the improvement of education in America by:

- Identifying and recognizing schools that are models of excellence and demonstrate a strong commitment to educational excellence for all students;
- Making research–based, self–assessment criteria available to schools looking for ways to reflect and improve on what they are doing; and
- Encouraging schools, both within and among themselves, to share information about best practices based on a shared understanding of the standards that demonstrate educational success.

Information about the Blue Ribbons Schools Program is available online at http://www.ed.gov/offices/OERI/BlueRibbonSchools/, by telephone at 1–202–219–2149, or through e–mail to blue_ribbon@ed.gov

This story exemplifies the following practices:
Leadership – Effective school administrators continually reflect on and adapt their approaches to leadership in terms of their own roles and the leadership roles of others, including parents.

Adlai Stevenson High School

Adlai E. Stevenson High School

Lincolnshire, IL

School Type: Public

Level: High

School Setting: Suburban

School Design: CSRD/Other Non−Traditional

Content Presented By:

RMC Research
Corporation

Demographics

A grand total of 3289 students attended Stevenson High School in the 1997−98 school year.

Student Racial/Ethnic Composition:

2% African American
3% Hispanic
10% Asian or Pacific Islander
1% NativeAmerican
84% White

Limited English proficient students: 3%
Number of languages: 37
Qualify for free/reduced lunch: 1% (*)

(*)Because high school students rarely report qualifications for free and reduced lunch, this percentage is likely to be inaccurate.

Background

In the early 1980's, the community expressed its displeasure with this large suburban Chicago school by rejecting a referendum to enlarge it. At the same time, representatives of another population center began a drive to detach themselves from the school. However, by the late 1980's and early 1990's, remarkable changes had occurred.

In 1995, Stevenson moved from a single school structure to a school−within−a−school or "house" concept. In many ways the school operates as three schools of 1,100 students. Students are randomly assigned to one of the three houses, each with its own faculty, counselors, deans, and social worker, where they pursue the school−wide core curriculum while being able to attend any course that is not available in their own house. A collaborative culture nurtured by family and community partnerships and by staff development and planning has been a key component of the school's transformation.

Design &Implementation

Stevenson's vision relies on a consensus–building process as well as a strategic plan that specifies priorities and benchmarks. Approximately every six years a task force of community members, school board members, administrators, staff, and students is convened to review the vision statement and strategic plan and identify necessary revisions. The administrative team is responsible for advancing that vision and implementing the strategic plan. The principal plays a pivotal role in the process and acts as the agent for communication throughout the organization. "He is not expected to function as a problem solver as much as a problem definer, the person who raises the questions that give direction to others." The principal asks that every teacher fulfill the functions of a leader–to have a sense of what must be accomplished, to inspire and motivate, to pursue goals with tenacity, and to accept responsibility for results.

Results

Replication Details

Costs and Funding

Contact Information

Mr. Dan Galloway, Principal
Adlai E. Stevenson High School
One Stevenson Drive
Lincolnshire, IL 60069
Telephone: (847) 634–4000

Rating Criteria

Because Adlai Stevenson High School was recognized as a Blue Ribbon School in 1986–87, 1990–91, and again in 1997–98, its story about effective strategies and practices in school, family, and community partnerships is highlighted in this spotlight of the Knowledge Loom.

Since 1982, the U. S. Department of Education's Blue Ribbon Schools Program has celebrated many of America's most successful schools. The Blue Ribbon Schools Program promotes and supports the improvement of education in America by:

- Identifying and recognizing schools that are models of excellence and demonstrate a strong commitment to educational excellence for all students;
- Making research–based, self–assessment criteria available to schools looking for ways to reflect and improve on what they are doing; and
- Encouraging schools, both within and among themselves, to share information about best practices based on a shared understanding of the standards that demonstrate educational success.

Iinformation about the Blue Ribbons Schools Program is available online at http://www.ed.gov/offices/OERI/BlueRibbonSchools/, by telephone at 1–202–219–2149, or through e–mail to blue_ribbon@ed.gov

This story exemplifies the following practices:
Evaluation – Periodic reflection on the progress of family and community involvement helps to assure that the partnerships are serving the needs and utilizing the most valuable strengths of each

partner.

Michael E. DeBakey High School for Health Professions (DHSHP)

DeBakey High School for Health Professions (DHSHP)

Houston, TX

School Type: Public   **School Setting:** Urban

Level: High   **School Design:** Magnet

Content Presented By:

RMC Research Corporation

Michael E. DeBakey High School for Health Professions was recognized as an U.S. Department of Education Blue Ribbon School in 1997–1998. This story is gleaned from its successful application to the Blue Ribbon Schools Program.

The Michael E. DeBakey High School for Health Professions (DHSHP) was established in 1972 by the Houston Independent School District and Baylor College of Medicine to address a critical shortage of health care providers. The school was envisioned as an institution that would provide learning opportunities for inner–city youth, particularly minority students, and prepare them for careers in the health professions.

Today, DeBakey is a magnet school that attracts students from throughout the Houston school district. Each year, nearly nine hundred students apply for admission to only two hundred available places. DHSHP's students receive the best of both worlds: a strong academic education augmented by "real–world" exposure to the day–to–day activities of health care providers in the Texas Medical Center. DHSHP's close proximity to the Center contributes to the success of its greatest asset, its health science program.

One of the primary goals of DHSHP is to create an environment in which students of different cultural, ethnic, and socioeconomic backgrounds work together toward a common goal of careers in health. The students have a clear sense of their career goals and what is needed to achieve them, as well as a realistic expectation of these careers as a result of their work–based experiences. There are constant opportunities at DHSHP for students to relate what they are learning to "real–world" applications and integrate work–based and school–based learning in a thoughtful, substantive way.

There is an active service component fostered by these career–related experiences. For example, students at DHSHP have launched a "Teens for Transplants" campaign in which they present informational puppet shows in area schools to raise public awareness about the need for organ donors. DHSHP students provide thousands of hours of service each year to numerous Texas Medical Center institutions.

Every student at DHSHP has a junior preceptorship and a senior preceptorship with worksite rotations every other day. Careers that students explore include optometry, dentistry, veterinary medicine, plastic surgery, pediatrics, and anesthesiology. Students who are interested in careers other than health can do their preceptorships in finance offices, legal services, chaplain's offices, or other services

affiliated with the Medical Center.

The preceptorship coordinator collaborates with worksite mentors to design the students' overall goals and their weekly objectives. Every Friday during their internships, students meet to "process" what has happened to them that week. Students keep a journal throughout their 12–week preceptorships, recording weekly goals, reactions, and experiences. Every three weeks, teachers complete progress reports, which document students' performance, and every six weeks students receive report cards and review their four–year plans.

The school sends out two parent newsletters at the end of each grading period. DeBakey's school calendar includes two Parent Involvement Days. On these days, teachers meet with parents to assess each student's Growth Improvement Plan. To make students' career plans seem more concrete and attainable, DHSHP and Baylor College of Medicine co–host an annual open house in the Texas Medical Center which features a tour of Baylor's medical school.

Students at DHSHP participate with a number of community–based service and professional organizations in service–learning projects and career–development activities. The Houston Hispanic Forum, National Aeronautics Space Administration, American Red Cross, B'nai Brith, M.D. Anderson Hospital, Baylor College of Medicine, Rice University, and many other organizations provide opportunities for formal and informal mentoring and career support for students. Alliances with organizations and professional schools in the Texas Medical Center form the basis of the support network for student achievement, providing access to their facilities for DHSHP's students and staff members in a wide variety of ways.

A DHSHP Community Advisory Committee, composed of medical professionals, parents, educators, and community leaders, serves as a community voice on behalf of the school and acts as an additional communication link between parents, the community, and the Houston school district. The Advisory Committee advises the principal on school issues and, when appropriate, takes action by exercising political influence and by seeking additional funding resources.

DeBakey has set as a goal to have 70% of all parents attend Parent Forums, the Baylor School of Medicine Open House, and the DeBakey Open House. To accomplish this goal, the school has outlined specific objectives and plans to evaluate success by reviewing attendance rosters and survey responses. The school sends out two parent newsletters at the end of each grading period and the Information Hotline is regularly updated. Informational flyers are sent home to parents every Friday. DHSHP has an open–door policy, which invites parents to visit the campus at any time. As a result, over 80% of DHSHP parents visit the school each year.

Demographics

With an enrollment of 752 in the 1997–1998 academic year, the Michael E. DeBakey High School for Health Professions (DHSHP) serves a diverse range of students.

Student Racial/Ethnic Composition:

> 39% African American
> 25% Hispanic
> 23% Asian or Pacific Islander
> 0.1% Native American
> 13% White

Number of languages: 30
Qualify for free/reduced lunch: 19%

Background

Located in an urban area, DHSHP was established in 1972 by the Houston Independent School District and Baylor College of Medicine to address a critical shortage of health care providers. The school was envisioned as an institution that would provide learning opportunities for inner–city youth, particularly minority students, and prepare them for careers in the health professions.

Today, DeBakey is a magnet school that attracts students from throughout the Houston school district. Each year, nearly nine hundred students apply for admission to only two hundred available places. DHSHP's students receive the best of both worlds: a strong academic education augmented by "real–world" exposure to the day–to–day activities of health care providers in the Texas Medical Center. DHSHP's close proximity to the Center contributes to the success of its greatest asset, its health science program.

Design &Implementation

One of the primary goals of DHSHP is to create an environment in which students of different cultural, ethnic, and socioeconomic backgrounds work together toward a common goal of careers in health. The students have a clear sense of their career goals and what is needed to achieve them, as well as a realistic expectation of these careers as a result of their work–based experiences. There are constant opportunities at DHSHP for students to relate what they are learning to "real–world" applications and integrate work–based and school–based learning in a thoughtful, substantive way.

There is an active service component fostered by these career–related experiences. For example, students at DHSHP have launched a "Teens for Transplants" campaign in which they present informational puppet shows in area schools to raise public awareness about the need for organ donors. DHSHP students provide thousands of hours of service each year to numerous Texas Medical Center institutions.

Every student at DHSHP has a junior preceptorship and a senior preceptorship with worksite rotations every other day. Careers that students explore include optometry, dentistry, veterinary medicine, plastic surgery, pediatrics, and anesthesiology. Students who are interested in careers other than health can do their preceptorships in finance offices, legal services, chaplain's offices, or other services affiliated with the Medical Center. The preceptorship coordinator collaborates with worksite mentors to design the students' overall goals and their weekly objectives. Every Friday during their internships, students meet to "process" what has happened to them that week. Students keep a journal throughout their 12–week preceptorships, recording weekly goals, reactions, and experiences. Every three weeks, teachers complete progress reports, which document students' performance, and every six weeks students receive report cards and review their four–year plans.

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Results

Replication Details

Costs and Funding

Contact Information

Ms. Charlesetta Deason Collins, Principal
Michael E. DeBakey High School for Health Professions
3100 Shenandoah
Houston, TX 77021
Telephone: (713) 741–2410

Rating Criteria

Because Michael E. DeBakey High School for Health Professions was recognized as a Blue Ribbon School in 1997–1998, its story about effective strategies and practices in school, family, and community partnerships is highlighted in this spotlight of the Knowledge Loom.

Since 1982, the U. S. Department of Education's Blue Ribbon Schools Program has celebrated many of America's most successful schools. The Blue Ribbon Schools Program promotes and supports the improvement of education in America by:

  • Identifying and recognizing schools that are models of excellence and demonstrate a strong commitment to educational excellence for all students;
  • Making research–based, self–assessment criteria available to schools looking for ways to reflect and improve on what they are doing; and
  • Encouraging schools, both within and among themselves, to share information about best practices based on a shared understanding of the standards that demonstrate educational success.

Iinformation about the Blue Ribbons Schools Program is available online at http://www.ed.gov/offices/OERI/BlueRibbonSchools/, by telephone at 1–202–219–2149, or through e–mail to blue_ribbon@ed.gov

This story exemplifies the following practices:
The Community – Schools cannot succeed as independent "islands" within their communities. Agencies, organizations, and individuals in the community can offer powerful support in the setting of school goals and program implementation.

Charter Oak Academy of Global Studies

Charter Oak Academy of Global Studies

West Hartford, CT

School Type: Public   **School Setting:** Urban

Level: Elementary   **School Design:** Magnet

Content Presented By:

RMC Research Corporation

Demographics

Charter Oak Academy of Global Studies is a racially, ethnically, and economically diverse school with a student population of 308 during the 1998–1999 school year.

Student Racial/Ethnic Composition:

> 9% Asian American
> 19% African American
> 25% Hispanic
> 45% White

Limited English proficient students: 26%
Number of languages: at least 12
Qualify for free/reduced lunch: 33%

Background

Charter Oak School converted to Charter Oak Academy of Global Studies, a magnet school in the West Hartford School District, in September of 1998. It is now a "school of choice" with a global studies theme that provides rich opportunities for students to study theirs and others' cultures. The Family Resource Center (FRC) has operated at Charter Oak since 1992.

Charter Oak is a school where over one–fourth of the students speak English as a second language and in the school hallways more than a dozen languages can be heard. Often when families arrive in West Hartford from another country, they are overwhelmed by the forms that must be filled out, the communication that must read, and the nuances of American culture. After–school care is also a challenge for many of the families who attend Charter Oak School. In order to attract all families into the school community, the school works in conjunction with the FRC to meet these and other diverse needs.

Design &Implementation

The Family Resource Center (FRC) at Charter Oak Academy is a particularly important means of creating an inclusive community within the diversity of the school setting. It offers services and

activities to ensure that families use their own strengths to help their children succeed in school. Activities include:

- "Family FUNdamentals," which provide an introduction to the school culture for families who speak another language;
- "People Empowering People" (PEP), which encourages and assists parents in becoming actively involved in their community;
- And playgroups for children from birth to school–age to provide families with opportunities to become involved in school activities before the child begins school.

Results

Fourth grade results of the Connecticut Mastery Test:

- **Reading:** Between the fall of 1993 and the fall of 1998, the percentage of students meeting the state goal on the DRP or non–fiction reading sections of the test rose from 35% to 52%.
- **Writing:** Between the fall of 1993 and the fall of 1998, the percentage of students meeting the state goal on the writing portions of the test rose from 30% to 54%.
- **Mathematics:** Between the fall of 1993 and the fall of 1998, the percentage of students meeting the state goal on the mathematics portions of the test rose from 46% to 66%.

Fifth grade results of the Connecticut Mastery Test:

- **Reading:** Between the fall of 1995 and the fall of 1998, the percentage of students meeting the state goal on the DRP or non–fiction reading sections of the test rose from 47% to 58%.
- **Writing:** Between the fall of 1994 and the fall of 1998, the percentage of students meeting the state goal on the writing portions of the test rose from 20% to 55%.
- **Mathematics:** Between the fall of 1994 and the fall of 1998, the percentage of students meeting the state goal on the mathematics portions of the test rose from 24% to 44%.

Replication Details

Costs and Funding

No information on costs and funding is available at this time.

Contact Information

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Rating Criteria

Charter Oak Academy is included in this spotlight due to its national recognition by The Yale University Bush Center in Child Development and Social Policy as a National Demonstration Site for Schools of the 21st Century.

A limited number of schools/Family Resource Centers (FRCs) with fully implemented 21st Century/FRC models are selected every two years as National Demonstration Sites on the basis of their high quality programs. These sites then serve as models to educators interested in implementing the School of the 21st Century. Selections for National Demonstration Sites are based on a competitive application process. Charter Oak was recognized with this prestigious award from 1995–1999.

This story exemplifies the following practices:
The Community – Schools cannot succeed as independent "islands" within their communities. Agencies, organizations, and individuals in the community can offer powerful support in the setting of school goals and program implementation.
Communication – Clear lines of communication build relationships between schools and families. Frequent, thoughtful, and diverse methods of communicating provide the strongest signals of genuine collaboration.

Related Web Resources

This is an annotated list of resources found on other Web sites that relate to this spotlight topic on The Knowledge Loom. We encourage you to access them from the links provided on The Knowledge Loom. To do this, go to the Web address noted in the header. Then click on the Related Resources link.

For an overview of additional content presented on The Knowledge Loom Web site that may not have been selected for this print document, see the Spotlight Overview located earlier in the document.

1) Parent and Community Involvement in Rural Schools
http://www.ael.org/eric/digests/edorc973.htm

Researchers and educators have long agreed that when parents get involved in education, children try harder and achieve more at school (e.g., Epstein, 1995). Parents who help and encourage their children to learn at home and to develop positive attitudes toward school, contribute to the personal growth and academic success of their children. This site offers insight and guidelines in terms of both the opportunities and challenges posed by the conditions of rural life. It aims to help educators ensure the success of students in rural communities by encouraging parent involvement.

2) Critical Issue: Constructing School Partnerships with Families and Community Groups
http://www.ncrel.org/ncrel/ncrel/ncrel/ncrel/sdrs/areas/issues/envrnmnt/famncomm/pa400.htm

Sometimes educators are content to let parents and families take the initiative in becoming involved in their children's education. But for a real partnership to occur, educators must look at ways in which the school can initiate this involvement. In such a partnership, the school and the home share responsibility for children's learning; the relationship is based on mutual respect and acknowledgment of the assets and expertise of each member. As an extension of this partnership, schools can emphasize a broad base of community involvement. When schools develop and implement strategies for promoting effective school–family–community partnerships, the result is improved learning for all students and strengthened schools, families, and communities.

3) A Call to Commitment: Fathers' Involvement in Children's Learning
http://www.ed.gov/pubs/parents/fathers/

"Fathers' Involvement in Children's Learning," a publication from the Departments of Education &Health &Human Services, explores the role fathers play in their children's education. It includes research findings, examples, tips, &resources.

4) The Community that Did!
http://www.computerlearning.org/articles/CommDid.htm

When different community groups work together toward an educational goal, the results often extend beyond the original intent. This essay from Computer Learning details the history of community involvement as individuals and organizations worked toward the establishment of a Technology Center to serve the needs of teachers. The goal was achieved, but better yet, as the different groups interacted, they saw how they could help each other in other ways. The Technology Center has recently evolved into a program at a local university.

5) Promising Practices in Afterschool
http://www.afterschool.org

This Web site, managed by the Academy for Educational Development's Center for Youth Development and Policy Research, contains a searchable database of information about effective afterschool programs.

6) Title I as a Tool for Parent Involvement
http://cleweb.org/issues/title1/tool.htm

This site describes the policies under Title I, which require that assistance is provided to parents to help them understand the National Education Goals and the standards and assessments to be used to

determine the progress of their children.

7) ASPIRA Nationally Sponsored Programs
http://www.aspira.org/prog_nat.html

The ASPIRA Association, Inc. is committed to the education and leadership development of Puerto Rican and other Latino youth. This site provides information on the organization's initiatives for youth leadership and community service, educational access and careers, and community mobilization for educational excellence.

8) Parent–Teacher Conferences: Suggestions for Parents
http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED433965

The digest by Ann–Marie Clark outlines ways to improve parent–teacher communication and suggestions for parents about participating more effectively in conferences that deal with children's behavior and learning.

9) Building a Power Base for Better Education
http://www.latimes.com/news/education

A grassroots movement is underway to show how a school's disparate constituencies––parents, teachers, principals, and support staff––can band together to solve problems. Their name captures their mission: Alliance Schools. The aim is to give all parties, especially parents, in Los Angeles County, a say in how to improve a school, from controlling dangerous traffic on nearby streets to deciding how to spend the budget. The movement's organizing tools––house meetings, seminars and retreats––are designed to galvanize people around common concerns and prepare them to be active in civic affairs.

10) Connecting Parents to Miami Dade's Public Schools
http://www.educationfund.org/publications.html

Washington Mutual and The Education Fund have teamed up with the Miami–Dade County Public Schools to create an easy–to–read parent resource guide in English, Spanish, and Creole. The guide is helpful to any district interested in involving parents in understanding the role they play in the achievement of their children, especially those for whom English is not the native language or for whom the American public school system is unfamiliar.

11) Efforts by Public K–8 Schools to Involve Parents in Children's Education: Do School and Parent Reports Agree?
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001076

Research over the last two decades has demonstrated that children whose parents are involved in their education are more likely to have outcomes such as improved academic performance, better school attendance, higher aspirations, reduced dropout rates, and increased graduation rates. This report for Education Statistics Quarterly by Xianglei Chen examines the level of agreement between parent and school views of how schools involve parents in their children's education and how parents respond to the opportunities for involvement that schools provide. Specifically, this report addresses two major questions: Do children's parents acknowledge the efforts that schools reportedly are making? Do schools report the same level of parent participation in school programs as parents do?

12) School Support for Foster Families

http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED434189

This article from ERIC Digests by Wendy Schwartz discusses factors that influence the ability of foster children to achieve academically and offers some strategies that schools can employ to improve their educational success and emotional well being.

13) National Institute for Literacy – Policy &Legislation
http://www.nifl.gov/nifl/policy_legislation.html

The National Institute for Literacy (NIFL) is an independent federal agency whose purpose is to support the development of high–quality regional, state, and national literacy services so that all Americans who lack basic literacy skills receive access to services to build literacy skills. NIFL's Web site contains literacy–specific information in the areas of news and events, programs and services, policy and legislation, publications, and other resources.

14) Parent Power: A Positive Link to School Success
http://www.ncela.gwu.edu/pubs/jeilms/vol16/jeilms1611.htm

This article is a summary of the ways parents have been involved in the Clark County (Nevada) School District. It evaluates a specific program with respect to the methods, importance, and problems in communication with immigrant parents.

15) School–to–Work: Making a Difference in Education
http://www.tc.columbia.edu/iee/STWrelease.HTM

Report (published 2001) from Teachers College, Columbia University shows that business/education partnerships, such as school–to–work initiatives, impact student performance. The report cites research indicating that initiatives such as job shadowing do make a difference. Full report available in pdf format.

16) Parent Involvement: Strategies and Resources
http://glef.org/FMPro?–db=learnlivekeywords1.fp531htmlree==Parent%20Involvement20orderdand research summary on the George Lucas web site about how parent involvement in a child's education can lead to increased learning and improved teacher morale. The article links to organizations that support partner involvement and concrete ideas from successful programs and activities.17) Family and Community Involvement
http://www.naesp.org/comm/p0900.htm

The National Association for Elementary School Principals (NAESP) presents selected articles from **Principal** magazine that focus on parent and community involvement.

18) IDRA Newsletter
http://www.idra.org/Newslttr/2000/Jun/Aurelio.htm

The Parents and Community issue of the International Development and Research Association (IDRA) –– a large Texas based newsletter published 10 times annually.

19) Parent Leadership Training Institute
http://ctprevention.com/act/plti.html

The Parent Leadership Training Institute (PLTI) offers parents a curriculum that teaches them how to

act as advocates for children and change agents in their community and at the local, regional, and state levels. Users need to check information in links to local groups to get specifics on the work of the organization.

20) Teachers' Guide to Parent and Family Involvement
http://www.pta.org/programs/tchrsgde.htm

The National PTA works to increase parent and family involvement in schools. It provides this handy online guide to help teachers and parents work more effectively together. Topics include: how parents and teachers make a difference, building partnerships, making parent–teacher conferences work, things parents wish teachers would do, things teachers wish parents would do, strategies for teaching elementary students, and strategies for teaching secondary students.

21) National PTA Standards for Parent/Family Involvement Programs
http://www.pta.org/programs/invstand.htm

The National Standards for Parent/Family Involvement Programs are guidelines for leaders of institutions with programs serving parents and families. The site includes a listing of Six Standards along with resources, challenges and opportunities.

22) Family Involvement and Beyond: School–Based Child and Family Support Programs
http://www.nwrel.org/cfc/publications/familyinvolvement.html

This site explores how schools and families can move beyond the "finger–pointing stage" and forge partnerships to promote the optimal development of all children. Extensive site profiles of four Northwest schools provide real–life examples and ideas from successful school–based programs.

23) Continuity in Early Childhood: A Framework for Home, School and Community Linkages
http://www.nwrel.org/cfc/publications/ContinuityFramework.html

This document serves as a guide to support the work of home, school, and community partners to improve continuity and transition in early childhood. Aiming to help smooth bumps for children and families, this document draws upon community with the goal of creating continuity in care, education, health, and social services.

24) Center for Law and Education
http://cleweb.org

The Web site for the Center for Law and Education (CLE) provides information on the organization, current federal legislation and national issues, educational rights of students with disabilities, the National Title I and School Reform Project, the High School Reform Project, the Community Action for Public Schools (CAPS) initiative, and CLE resources and publications. The "CLE resources and publications" link contains items that can be ordered through the organization. Summaries are provided for the resources, which range from research publications that support the importance of parent involvement to guides for educators and parents about addressing policy issues, rights of students and parents, professional development tools, and parent education.

25) Family Support America
http://www.familysupportamerica.org

Family Support America, formerly Family Resource Coalition of America, is a nationally recognized

movement to strengthen and support families. The site includes news, networking, programs, a learning center, and additional offerings for members.

26) National Association for the Education of Young Children
http://www.naeyc.org/default.htm

The National Association for the Education of Young Children (NAEYC) Web site provides information on federal and state policy and legislation, advocacy resources, research on early childhood education, resources and publications for early childhood professional preparation and training, and resources for parents.

27) National Coalition for Parent Involvement in Education
http://www.ncpie.org

The National Coalition for Parent Involvement in Education (NCPIE) advocates home, school, and community involvement and interaction in order to enhance the education of all children. The NCPIE site offers resources that emphasize the importance of family school partnerships.

28) Developing Family/School Partnerships
http://www.ncpie.org/ncpieguidelines.html

These guidelines, entitled "Developing Family/School Partnerships: Guidelines for Schools and School Districts", include specific information on what to include in written policies for family/school partnerships. The document also recommends specific ways teachers, parents, administrators, and community leaders can work together to strengthen relationships between schools and parents.

29) Communities in Action
http://www.ctprevention.com/act/index−2.html

Communities in Action (ACT), based in Connecticut, is focused on collaborative community education, advocacy, and action. Their Web site offers information on their current initiatives, including the Parent Leadership Training Institute (PLTI).

30) Parental Involvement/Public Engagement
http://www.aasa.org/issues_and_insights/parents_public/

This section of the American Association of School Administrators (AASA) Web site contains links to an area that focuses upon leadership strategies in the 21st Century and on home−school partnerships that promote academic and personal growth of all children.

31) Parent and Family Involvement
http://www.ncrel.org/sdrs/areas/pa0cont.htm

The North Central Regional Educational Laboratory (NCREL) hosts the site "Parent and Family Involvement." This site is useful for educators seeking additional ideas on how to lead an effort to construct school partnerships, support ways parents and families can become involved in schools, and create a school climate and structures to support parent and family involvement.

32) National Network of Partnership Schools
http://www.csos.jhu.edu/p2000/default.htm

The National Network of Partnership Schools is a membership organization of schools, school districts, and states that are committed to creating and sustaining successful family–school–community partnerships. Its Web site provides the opportunity for members to network and Web visitors to find information on the organization.

33) Online Resources for Parent/Family Involvement
http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED432775

This ERIC Digest article by Karen Ngeow identifies five goals for parent involvement and lists appropriate online resources that should help parents attain the goals.

34) Parent Involvement and the Education of Limited English Proficient Students
http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED279205

This ERIC Digest article lists parent–school activities, aspects specific to limited English proficient (LEP) parents and students, and strategies to increase LEP parent participation.

35) National Parent Information Network
http://www.npin.org/about.html

The National Parent Information Network site contains information on how parents can support their child's learning and is designed for parents and those who work with parents. The organization's mission is to provide access to research–based information about the process of parenting and about family involvement in education. The National Parent Information Network (NPIN) is administered by the National Library of Education in the U.S. Department of Education and designed and maintained by the ERIC Clearinghouse on Urban Education at Teachers College, Columbia University (NY) and the ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois at Urbana–Champaign.

36) Parent Information Resource Centers
http://www.ed.gov/Programs/bastmp/PRC.htm

A Parent Information Resource Center (PIRC) exists in each state to provide parents and educators with the information, resources, and services they need to support parent involvement in learning and strengthen the partnership between parents and educators in meeting the educational needs of children.

37) Institute for Responsive Education
http://www.resp–ed.org

The Institute for Responsive Education (IRE) promotes family and community involvement in education as a means to achieve school improvement, especially education equity. The organization works to establish effective family–school–community partnerships through demonstration projects and ongoing research, in addition to technical assistance, training, policy development, and advocacy.

38) Defining Community Education
http://www.ncea.com/reading_room/defining_commed.htm

The National Community Education Association (NCEA) promotes parent and community involvement in education, the formation of community partnerships to address community needs, and the expansion of lifelong learning for all community residents at the national, state, and local levels.

"The Reading Room" offers information on the philosophy of community education and community schools, links to resources of interest to those involved in community education, and articles about the topic.

39) Harvard Family Research Project
http://www.gse.harvard.edu/~hfrp/

The Harvard Family Research Project aims to increase the effectiveness of organizations and communities in promoting child development and achievement. Its Web site contains current information about research and evaluation in relation to family–school–community partnerships and family involvement, models of high quality partnerships, solutions for sustained partnerships, and other resources.

40) The Evaluation Exchange
http://www.gse.harvard.edu/hfrp/eval.html

The Evaluation Exchange is an online forum for the exchange of ideas, lessons, and practices related to the evaluation of family support and community development programs. It is particularly useful for those considering an assessment or revision of current activities.

41) Evaluating for Success
http://www.mcrel.org/products/school–improve/csrd–eval.asp

Evaluating for Success: An Evaluation Guide for Schools and Districts can be found in the School Improvement portion of the McREL Web site and may be helpful for educators and others involved in evaluating their partnerships. Although not specifically targeted to partnership evaluation, it can be useful for those thinking about evaluation design.

42) Partnership Planner
http://www.csos.jhu.edu/p2000/planner.htm#SPRING, SUMMER, AND FALL

An outline of the Partnership Planner is provided by the National Network of Partnership Schools. This outline is designed to help those involved in a school, family, community partnership (teachers, parents, administrators, and possibly other community members, school staff members, and students) to think about the time frame for planning, implementing, and evaluating their efforts. Guidance is provided about whom to include in the planning process. Lists of activities integral to the process are also included.

43) Community Toolbox
http://ctb.lsi.ukans.edu/

The Community Toolbox provides resources to help communities work together effectively. Included are models for change, tools to use, and assessment and evaluative techniques. The information is available in both English and Spanish.

44) Video for Spanish–Speaking Families
http://www.ed.gov/pubs/edpubs.html

Spanish–speaking families, as well as the schools and organizations serving them, may obtain a videotape featuring tips on parent involvement in education, ready–to–learn issues, reading and math, and preparing young people for college. "Vamos juntos a la escuela" ("Let's Go to School Together")

was produced by the Department of Education for use in parent meetings or in the home. The 15–minute tape can be used in presentations to groups of Spanish–speaking families by schools, colleges, community–based organizations, faith–based organizations, and others. Maria Elena Salinas, news anchor for the Univision Spanish–language television network, provides the narration. The tape is packaged in a kit with print materials in Spanish. (To find out how to order, type "Vamos juntos a la escuela" in the search box. The video is free.)

45) Early Childhood Summit
http://books.nap.edu/books/0309068363/html/1.html

At the Early Childhood Summit in Washington, D.C. last month, the US Secretary of Education Riley challenged educators to work with parents and policymakers to expand learning opportunities for 2– to 5–year–olds. The summit, "Eager to Learn: Educating Our Preschoolers," was based on a forthcoming National Research Council (NRC) report that makes 19 recommendations on pre–school education. Secretary Riley endorsed those recommendations, including the call for all teachers who work with preschool children to have a bachelor's degree with specialized knowledge in working with preschool children. He also advocated for the expansion of FAMLA and for universal pre–K. The Secretary's speech is at http://www.ed.gov/Speeches/06–2000/000623a.html

46) America Goes Back to School: Steps to Building Local Partnerships
http://www.ed.gov/Family/agbts/steps_part.html

Citizens of a community need to work together to build better schools. When community members "buy–in" or feel ownership of their schools, good things happen. In this resource suggestions are given for how community members can work together, access needs, survey resources, share information, seek out experienced collaborators, set goals, and decide upon measures of success.

47) America Goes Back to School: Worksheet for Planning Local Partnerships
http://www.ed.gov/Family/agbts/plan_worksheet.html

Planning is important as members of a community begin to work together to establish better schools. This resource offers a sample worksheet to get this planning started. Links are provided to additional school/community partnership information.

48) America Goes Back to School Program Sample Media Materials and Tips
http://www.ed.gov/Family/agbts/tips.html

Part of the America Goes Back to School Program, these tips and materials are provided to help communities and schools spread the word about partnerships. The idea is to get everyone involved in education. A sample press kit and ideas for press conferences are included in the resources, which provide easy–to–use solutions for informing citizens about the need for them to partner with their local schools.

49) Welcome to the Parents' Center
http://www.dfes.gov.uk/parentsgateway/index.shtml

On this English site, parents learn about schools, curricula, and administration. They find out what their children should have accomplished at different grade levels. It's an "everything you need to know" place for parents created to help them know what is going on and should be going on in their children's schools.

50) Strong Families Strong Schools: Making Federal Policies and Programs Supportive
http://eric−web.tc.columbia.edu/families/strong/federal.html#Family%20Involvement%20Partnership

Federal Policies have been designed to help parents play an important role in schools by encouragin parental involvement in their children's education and in their local schools. Goals 2000−Educate America Act, the Family Involvement Partnership, Title I, and other programs are examples of this effort. A number of government agencies in addition to the Department of Education highlight the importance of family involvement in education.

51) Families and Teachers as Partners
http://npin.org/library/1998/n00088/n00088.html

When teachers and parents are in a partnership designed to enhance the education of children, learning improves. Getting parents involved in students' education and school is important, but can also be difficult. This resource, provided by the National Institute on Early Childhood, Development and Education, includes ideas for both teachers and parents.

52) Five Types of Parental Involvement
http://npin.org/library/pre1998/n00318/n00318.html

A "Checklist for Effective Parent−School Partnership" is provided by the Center on Families, Communities, Schools, and Children's Learning of Johns Hopkins University. Ideas on parenting, communicating, volunteering, learning at home, and representing other parents are part of the checklist. By going through the checklist, parents can determine if their children's schools are making efforts to team with parents to improve students' education.

53) Family Involvement
http://www.ed.gov/parents/academic/help/partnership.html

The Partnership for Family Involvement in Education is committed to increasing family participation in children's learning through a variety of activities and efforts, such as before− and after−school programs, tutoring and mentoring initiatives, and donations of facilities and technologies.

54) Achieving the Goals, Goal 8: Parental Involvement and Participation, 1997
http://www.ed.gov/pubs/AchGoal8/

In 1994, the United States Congress put parental involvement on the national education agenda by including it in a revised list of National Education Goals. Research supports the conclusion that parental involvement is essential to sustaining education reform. Educators and policy makers know that when parents are involved in children's learning, children do better in school and schools improve. Each book in the series provides a compendium of education programs across the federal government, providing education reformers and the general public with a useful tool for seeking funding for activities related to achieving the National Education Goals. The programs listed in the books might also provide ideas for education reformers looking for additional partnership opportunities by serving as a reference tool for education−related activities in their states, counties, and communities.

55) Family Involvement in Children's Education: Successful Local Approaches
http://www.ed.gov/pubs/FamInvolve/

This Idea Book is intended to assist educators, parents, and policy makers as they develop and nurture

school–family partnerships. The Idea Book identifies and describes successful strategies used by 20 local Title I programs that have overcome barriers to parent involvement. These district and school programs enhance parent–school communications and help parents support their children's academic work at school and at home. Some of the programs involve parents in school planning and governance activities, and as volunteers. Some also provide coordinated essential non–educational services for families to support their children's academic development. Telephone interviews with staff and parents as well as focus group interviews with parents provide the detailed illustrations of specific strategies for overcoming barriers to parent involvement included here.

56) SEDL Publications
http://www.sedl.org/pubs/library.html

The Southwest Educational Development Laboratory (SEDL) is a non–profit dedicated to providing practice–based research to parents, teachers, communities, and state and local education agencies to improve the education system for all children. The SEDL Publications and Resources site offers links to articles on rural school improvement.

57) Reaching All Families, Creating Family–Friendly Schools, August 1996.
http://www.ed.gov/pubs/ReachFam/

This booklet presents accumulated knowledge and fresh ideas on school outreach strategies. With them, schools can reach out to all families and help involve them in their children's education. Some of the strategies are widely used, such as the fall open house and parent–teacher conferences. Others, like parent resource centers and positive phone calls, are much less common. Within each strategy, suggestions for action are made. These are based on broad experience, which can help even seasoned teachers, principals, and district officials do a better job of making their schools family–friendly.

58) Fostering Home–School Cooperation: Involving Language Minority Families as Partners in Eductation
http://www.ncela.gwu.edu/pubs/pigs/pig6.htm

This monograph has been designed to provide useful information about parent involvement in general, and practical strategies for developing partnerships with language minority parents in particular. A framework is presented for fostering cooperation between home and school, given the special factors that should be considered as non–native English speaking families become more familiar with their new communities. The authors share the experiences and approaches of the Arlington (Virginia) Public Schools, at both the district and school levels, and describe the ongoing efforts to develop and nurture cooperative links between schools and the families they serve.

59) Strong Families, Strong Schools
http://eric–web.tc.columbia.edu/families/strong/

Although most studies have focused on younger children, the benefits of involvement can extend far beyond the preschool and elementary school years (Henderson 1987). For high school youth, parents can monitor homework and encourage participation in wholesome extracurricular activities, provide a sense of proportion to TV–watching and playing video games, talk often to teachers, become active in parent–teacher associations, and help their children develop plans for careers and further education.

60) Parent Involvement: Literature Review and Database of Promising Practices
http://www.ncrel.org/sdrs/pidata/pi0over.htm

In late 1995 a team from the North Central Regional Educational Laboratory (NCREL) embarked on a search for information about successful parent involvement programs. There were to be two objectives to this search: to create a literature review of research in parent involvement strategies; and to identify promising programs that utilized those strategies. The goal was to complete a literature review which would identify those strategies that seemed to be the most helpful in improving parent involvement. The researchers hoped to assist schools with limited time and limited resources by encouraging their investment in the strategies that would yield the greatest improvement.

61) Hand in Hand: How Nine Urban Schools Work with Families and Community Schools
http://eric–Web.tc.columbia.edu/families/Hand/

In the following pages, nine schools describe in their own words how they are developing pro–family systems of integrated social services. In other words, how, in their efforts to support students' academic progress, they are finding ways to help stabilize students' families and attend to students' progress. The following reports were written to provide support for educators, parents, and community representatives who are working to integrate social services in their schools. To encourage collegial networking, each report includes a contact name and phone number.

62) Model Strategies in Bilingual Education: Family Literacy and Parent Involvement
http://www.ncela.gwu.edu/pubs/ed/familylit/index.htm

This report offers administrators and teachers examples of many strategies used to work with parents of students with limited English proficiency (LEP). The report profiles nine exemplary sites, selected with the assistance of a panel of experts, which exhibit a wide range of parent involvement and family literacy programs. Five describe bilingual projects, including four that teach Spanish speakers and one that serves Navajo families, while four describe projects serving mixed–language groups.

63) Critical Issue: Creating the School Climate and Structures to Support Parent and Family Involvement
http://www.ncrel.org/ncrel/ncrel/ncrel/ncrel/sdrs/areas/issues/envrnmnt/famncomm/pa300.htm

Evidence shows a strong connection between parent and family involvement in schools and children's academic achievement, attendance, attitude, and continued education (Henderson &Berla, 1994; Hickman, 1996). But families may not become involved if they do not feel that the school climate––the social and educational atmosphere of a school––is one that makes families feel welcomed, respected, trusted, heard, and needed. This site offers insight into the processes that facilitate family involvement in education.

64) Community–Based Learning: A Foundation for Meaningful Educational Reform
http://www.nwrel.org/scpd/sirs/10/t008.html

This topical synthesis summarizes what we have learned over the past 20 years about various community–based learning programs and describes how community–based learning can serve as an important contribution to education reform in the future. The paper first defines what we mean by community–based learning and discusses it as a philosophy, program, set of strategies, and expected outcomes. Next, the site describes the advantages of having multiple outcomes for community–based learning that include a youth development perspective and reviews the barriers that have faced this form of learning. The research regarding community–based learning is discussed, followed by its contribution to educational reform. Finally, it states some conclusions and recommendations for future directions.

65) Studies in Education Reform: Parent and Community Involvement in Education
http://www.ed.gov/pubs/SER/ParentComm/index.html

The educational partnerships described in Goals 2000: Educate America Act, plus the growing
number of state initiatives and mandates related to parent, family, and community involvement,
provide a climate of increased attention to the meaningful involvement of parents and the community
in education at the state and local levels. In order to document and analyze useful practices for
educational reform, this study looks at more than 25 years of research in parent and community
involvement, and the outcomes of state and local initiatives and mandates.

66) A Compact for Learning: An Action Handbook for Family–School–Community Partnerships
http://www.ed.gov/pubs/Compact/

This Partners' Activity Guide can help stimulate thinking and discussion about how we can work
together to improve our schools. It was designed for schools, communities, and partners who are
participating in the "America Goes Back to School" effort.

Content Providers

This is an annotated list of organizations that provided content for this topic on The Knowledge Loom.

1) RMC Research Corporation

For more than 25 years, RMC Research Corporation has worked with agencies, institutions, schools, foundations, and corporations whose missions involve learning. A private professional service business with offices in New Hampshire, Colorado, Virginia, and Oregon, RMC Research delivers technical assistance, conducts research, and develops, evaluates, and disseminates quality programs. The people of RMC Research are committed to the growth and success of their clients and the power of constructive action through learning.