



Chapter 10

# Help! Where Can You Find Useful Resources to Build Your Partnership?

This chapter is a list of annotated resources. Because of the huge abundance of material on this topic, a great deal of which is available on the Internet, we have been highly selective in the interest of space. The selected bibliography at the end of this book also lists useful resources.

This chapter is organized into three sections:

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2. Linking to Learning
3. Addressing Differences
4. Supporting Advocacy
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## III. Recommended Reading from the San Diego PALs

### I. Chapter Topics

#### 1. *Developing Relationships*

##### *Guides and Publications*

**Collaborative for Academic, Social and Emotional Learning (CASEL)** at the University of Illinois in Chicago has resources for developing relationships, including the *SEL Parent Packet: Ideas and Tools for Working with Parents and Families*. This packet contains research, examples of practice, parent handouts, tips, books, interviews, and resources. For the packet in English: [www.casel.org/downloads/parentpacketLSS.pdf](http://www.casel.org/downloads/parentpacketLSS.pdf) and Spanish: [www.casel.org/downloads/parentresourcespanish.pdf](http://www.casel.org/downloads/parentresourcespanish.pdf)

Web site: [www.casel.org](http://www.casel.org)

**Northwest Regional Educational Laboratory (NRWEL)** has published a guidebook, *Building Relationships for Student Success: School-Family-Community Partnerships and Student Achievement in the Northwest*, by Diane Dorfman and Amy Fisher (2002). The booklet includes a review of the literature, practical suggestions, and examples of practices to enlist families in their children's successful learning.

Web site: [www.nwrel.org/partnerships/cloak/booklet2.pdf](http://www.nwrel.org/partnerships/cloak/booklet2.pdf)

**Sacramento Area Congregations Together (ACT)** is a community organizing group affiliated with the PICO network. *Connecting Families and Schools: Sacramento ACT* tells the story of the ACT home visiting program to train teachers and help schools reach out to families. This case study is available from the Center for Community Change. (For more on PICO, see Section II, Topic 5: “Community Organizing.”) Go to [www.communitychange.org/issues/education/publications/downloads/actionguide\\_08.pdf](http://www.communitychange.org/issues/education/publications/downloads/actionguide_08.pdf).

### *Web-Based Resources*

**National Fatherhood Initiative** offers programs, workshops, publications, and materials to encourage men to be involved, responsible, and committed fathers.

Web site: [www.fatherhood.org](http://www.fatherhood.org)

### *Programs*

**Parents and Teachers Talking Together (PT3)** is a discussion process developed by the Prichard Committee for Academic Excellence. It includes a series of questions that participants discuss in small groups, then as one large group. The conversation begins when parents and teachers answer two questions: “What do we want for our students?” and “What do we need to do to get what we want?” These local conversations help parents and teachers work together to improve education. Results include increased focus on school initiatives, deeper involvement, ideas for projects in individual schools, and increased understanding and appreciation of each group’s perspective.

Web site: [www.prichardcommittee.org/pt3.html](http://www.prichardcommittee.org/pt3.html) or call 1-800-928-2111.

**Security Dads** is a program that gives fathers and other men a positive role to play in school as role models and peacekeepers. For more information, contact Anthony Wallace, 11041 Turfgrass Way, Indianapolis, IN 46236, phone 317-371-4094, e-mail [alaw54@ameritech.net](mailto:alaw54@ameritech.net).

Web site: [www.securitydads.com](http://www.securitydads.com)

**Tellin’ Stories Project**, of Teaching for Change in Washington, D.C., involves families as purposeful partners in the education process. Tellin’ Stories workshops use the power of story to connect people from diverse

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backgrounds, to pass on valuable information and experiences, and to organize collective action. The project has published a reader-friendly guidebook, *Between Families and Schools: Creating Meaningful Relationships*, written by D.C. parents and teachers. It includes tips, stories, and checklists based on an action research project.

Web site: [www.teachingforchange.org/DC\\_Projects/Telling\\_Stories](http://www.teachingforchange.org/DC_Projects/Telling_Stories)

## 2. *Linking to Learning*

### *Guides and Publications*

***Focus on Families! How to Build and Support Family-Centered Practices in After School***, published by the Harvard Family Research Project, provides a research base for why family engagement matters. It includes concrete program strategies for engaging families, case studies of promising family engagement efforts, and an evaluation tool for improving family engagement practices. Read the guide online or print it as a PDF at: [www.gse.harvard.edu/hfrp/projects/afterschool/resources/families](http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/families).

**PASS Project Parent Kits**, developed by SAY San Diego, are videotape and print materials in English and Spanish. They include “Developing Better Homework Habits,” “Preparing for College,” and “Understanding Academic Standards.” For ordering information, contact Ellen Yaffa, e-mail [ellen@saysandiego.org](mailto:ellen@saysandiego.org).

***Student-Led Conferences*** is a handbook on planning and implementing student-led conferences, developed by parents and teachers at Conway Middle School. It is available from the Prichard Committee for Academic Excellence in Kentucky.

Web site: [www.prichardcommittee.org/pubs/cat/student-led\\_conferences.pdf](http://www.prichardcommittee.org/pubs/cat/student-led_conferences.pdf)

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### *Useful Web sites*

**American Federation of Teachers (AFT)** provides information on topics that parents frequently ask about and ideas about how families can help their children be successful in school—from improving homework time to selecting rigorous courses. The magazine *The American Teacher*

includes articles on parent-relevant topics, such as “Does K-5 Homework Mean Higher Test Scores?” A recent AFT publication is *What Parents Can Do at Home to Help Their Children Meet High Standards*.

Web site: [www.aft.org](http://www.aft.org)

**Education Trust** works for high academic achievement of all students, pre-K through college, and for closing achievement gaps that separate low-income students and students of color from other youth. This national organization has several resources that link parent involvement to student learning.

Web site: [www2.edtrust.org](http://www2.edtrust.org). Click on the Parent and Community tab for more information about these resources.

**Florida Partnership for Family Involvement in Education** at the University of South Florida offers a wealth of family-friendly tip sheets and handouts on engaging families in improving achievement on its Web site. The site also has ideas for workshops and other professional development on engaging families.

Web site: [www.floridapartnership.usf.edu/resources.html](http://www.floridapartnership.usf.edu/resources.html)

**National Network of Partnership Schools** at Johns Hopkins University offers an online collection of Promising Partnership Practices, which document family and community partnerships that support children’s learning from preschool through high school.

Web site: [www.csos.jhu.edu/p2000/PPP/2005/index.htm](http://www.csos.jhu.edu/p2000/PPP/2005/index.htm)

**National PTA** and its state affiliates have many resources for schools and parents. National PTA has produced a set of standards for family-community-school partnership, which schools and parent groups can use to assess their own efforts. The PTA Web site has materials for parents on how to help their children learn.

Web site: [www.pta.org](http://www.pta.org). Click on the Parent Resources tab.

### *Programs*

**TIPS**, Teachers Involving Parents in Schoolwork, is a program developed by Joyce Epstein, teachers, and colleagues at the National Network of Partnership Schools (NNPS) at Johns Hopkins University. TIPS fea-

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tures homework assignments that require students to talk to someone at home about something interesting that they are learning in class. TIPS homework creates a three-way partnership among students, families, and teachers. The Web site lists several resources for TIPS, including training tools and a CD with hundreds of ideas for interactive homework assignments at the elementary, middle, or high school levels.

Web site: [www.csos.jhu.edu/P2000/tips/tipsresources.htm](http://www.csos.jhu.edu/P2000/tips/tipsresources.htm)

**Title I, No Child Left Behind.** For a complete review of the parent involvement requirements in Title I of the NCLB law, see *No Child Left Behind: What's in It for Parents* (Lexington, KY: Prichard Committee, 2003) by Anne Henderson. It is available from the Center for Parent Leadership in Kentucky.

Web site: [www.centerforparentleadership.org/publications.html](http://www.centerforparentleadership.org/publications.html)

**Understanding All Kinds of Minds** fosters an alliance between parents (and other caregivers), educators, and children to support a child's success in school and at home. Online support about learning issues is offered to the public through a parent tool kit located on the Web site. The tool kit provides a better understanding of learning processes, interactive insights into difficulties, video clips, and strategies to foster success in developing proficiency in math, reading, and writing.

Web site: [www.allkindsofminds.org](http://www.allkindsofminds.org). Click on the Parents tab.

### 3. Addressing Differences

#### *Guides and Publications*

***Culturally Responsive Parent Involvement: Concrete Understandings and Basic Strategies***, by Sabrina Hope King and A. Lin Goodwin, is available from the American Association of Colleges of Teacher Education. This fifteen-page booklet offers basic operating assumptions and a set of concrete strategies for educators. Go to [www.aacte.org/Publications/kinggoodwin.pdf](http://www.aacte.org/Publications/kinggoodwin.pdf).

***Diversity: School, Family, and Community Connections*** is a review of sixty-four research studies that covers three aspects of diversity: race or ethnicity, culture (including language), and socioeconomic status. The

report explores barriers to involvement for minority and low-income families, strategies that have been used to address those barriers, and recommendations for local education leaders to address specific needs. Go to [www.sedl.org/connections/research-syntheses.html](http://www.sedl.org/connections/research-syntheses.html).

**Family Involvement Network of Educators (FINE)** carries back issues of its electronic newsletters, many of which address issues of diversity. For example, go to [www.gse.harvard.edu/hfrp/projects/fine/announcements/04jun.html](http://www.gse.harvard.edu/hfrp/projects/fine/announcements/04jun.html).

**MiddleWeb** offers a transcript of an in-depth online discussion among educators about class and cultural differences held in 2003. Go to [www.middleweb.com/MWLSTCONT/MSLparentsAH.html](http://www.middleweb.com/MWLSTCONT/MSLparentsAH.html).

***Reaching out to Diverse Populations***, by Chris Ferguson, is a strategy brief from the Southwest Educational Development Laboratory. The brief recommends that schools adopt plans for parent involvement that build on cultural values, stress personal contact, foster communication, and include accommodations such as child care, translation, and transportation. Go to [www.sedl.org/connections/resources/rb/rb5-diverse.pdf](http://www.sedl.org/connections/resources/rb/rb5-diverse.pdf).

### *Web-Based Resources*

**Teaching for Change** offers an online and print catalog of multicultural teaching resources and its own and other publications. Two of its own titles are *Putting the Movement Back into Civil Rights Teaching* and *Beyond Heroes and Holidays*. The Web site also offers timely resources on current issues such as immigration.

Web site: [www.teachingforchange.org/](http://www.teachingforchange.org/)

**Teaching Tolerance**, a project of the Southern Poverty Law Center, is a Web site devoted to combating bigotry and creating communities that value diversity. The site offers downloadable public service announcements, daily news coverage about groups and individuals working for tolerance, guidebooks for adult and youth activists, resources for parents and teachers, and educational games for young children.

Web site: [www.tolerance.org](http://www.tolerance.org)

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### *Programs*

**Hispanic Mother-Daughter Program** supports Hispanic girls to help them succeed in college. It is sponsored by the Junior League and the School of Social Work at the University of Texas in Austin. Girls are recruited through teachers and counselors at middle and high schools. About 75 percent have gone on to college. The program helps students and parents understand that a college degree is attainable and learn steps to achieve that goal. In addition to counseling, mentoring, and tutoring, program activities include college field trips for students and parents, and mother-daughter conferences on issues such as peer pressure, self-esteem, and goal setting.

Web site: [www.jlaustin.org/?nd-mom\\_kid](http://www.jlaustin.org/?nd-mom_kid)

**Pacific Educational Group**, directed by Glen Singleton, offers programs, workshops, and institutes to address racism and racial issues. Beyond Diversity, for example, is a two-day workshop to help teachers, parents, and administrators consider the impact of racism, exclusion, and prejudice on student learning. Participants explore racism and how it manifests in our culture and in schools, becoming aware of how racism and other diversity issues are part of educational failure. Participants learn to identify and address policies and practices that hinder students' ability to meet rigorous academic standards.

Web site: [www.pacificeducationalgroup.com/who\\_glenn.html](http://www.pacificeducationalgroup.com/who_glenn.html)

## **4. Supporting Advocacy**

### *Guides and Publications*

***The Advisory Guide: Designing and Implementing Effective Advisory Programs in Secondary Schools*** helps secondary educators design and implement a student advisory program tailored to their school. Design chapters describe advisory models and help planning teams think through major issues. Implementation chapters offer facilitation tips and suggestions for using different formats. Over 130 sample activities are organized around ten advisory themes, including student orientation, community building, goal setting and assessment, and career exploration.

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The guide is by Rachel A. Poliner and Carol Miller Lieber and was published in 2004 by Educators for Social Responsibility in New York.

Web site: [www.esrnational.org](http://www.esrnational.org)

***Creating Partnerships, Bridging Worlds: Family and Community Engagement*** (2004), by the Center for Collaborative Education, offers research-based tools and strategies for helping schools, teachers, families, and communities partner to deepen student learning and engagement. The guide is part of the Turning Points program for middle school reform, developed by the Carnegie Corporation.

Web site: [www.turningpoints.org](http://www.turningpoints.org)

**Intercultural Development Research Association (IDRA)**, based in Austin, Texas, conducts research, development, and training activities. IDRA offers professional development and training for educators and parents and provides technical assistance in schools and communities. In addition to publications and other material on intercultural topics, IDRA has a package of bilingual materials to help Latino families plan for college. These publications are available in English and Spanish at [www.idra.org](http://www.idra.org).

- *Hacia Adelante—Pathways to College—A Guide for Latino Families*, by Rosana Rodriguez and others, informs parents and students on how to plan together for college. This guide includes steps for choosing high school courses, selecting a college or university, financial planning, and an action calendar.
- *I'm Going to College—Fun Activities and Pictures to Color for Children in Elementary Grades* (2002). This activity book is designed to foster interest in going to college. The activities for children (ages four to ten) and parents include puzzles, word games, connect-the-dots, mazes, word scrambles, and coloring pages.

***Making the Most of Middle School: A Field Guide for Parents***, by Anthony Jackson, Gayle Andrews, Holly Holland, and Priscilla Pardini (New York: Teachers College Press, 2004). This useful guide gives parents practical advice about young adolescents and the world of the middle school. The book is available at the National Middle School Association online store. Go to <http://store.nmsa.org/index.asp?PageAction=VIEWPROD&ProdID=237>.

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*Speaking Up! A Parent Guide to Advocating for Students in Public Schools*, published by the British Columbia Confederation of Parent Advisory Councils in Vancouver, offers practical, reader-friendly advice about how to resolve problems. Go to [www.bccpac.bc.ca/advocacy/parents\\_speak.htm](http://www.bccpac.bc.ca/advocacy/parents_speak.htm).

*Working Together: A Guide to Positive Problem-Solving for Schools, Families and Communities*, published by the Manitoba Department of Education, is available online as a fifty-six-page guide, a two-page brochure, and a ten-page pamphlet. The guide is designed to help parents, educators, and community members take part in the cooperative problem-solving process of informal dispute resolution. Go to [www.edu.gov.mb.ca/ks4/specedu/documents.html](http://www.edu.gov.mb.ca/ks4/specedu/documents.html).

#### *Web-Based Resources*

**Individual Graduation Plan**, a resource from the Kentucky Department of Education, is a plan of study that emphasizes academic and career development for middle and high school students. This tool helps students set learning goals based on academic and career interests. The KDE Web site offers folders that can be downloaded for students to use in academic and career planning.

Web site: [www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education/Individual+Graduation+Plan/default.htm](http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education/Individual+Graduation+Plan/default.htm)

**Schools to Watch**, a Web site from the National Forum to Accelerate Middle Grades Reform and the Education Development Center, shows how award-winning schools have incorporated three important criteria for excellent middle schools: academic excellence, developmental responsiveness, and social equity.

To be selected as a School to Watch, a school must develop alliances with families to enhance and support the well-being of their children, involve families as partners in their children's education, keep families informed and involved in their children's learning, and ensure family participation in decision making.

Web site: [www.schoolstowatch.org/what.htm](http://www.schoolstowatch.org/what.htm)

## *Programs*

**Advancement Via Individual Determination (AVID)** is an in-school academic support program for grades five through twelve that prepares students to be eligible for college. The goal is to level the playing field for students without a college-going tradition in their families. AVID identifies students with academic potential and gives them a class on study skills and support to achieve in advanced classes. Parents of AVID students agree to support AVID academic requirements and to attend AVID parent meetings. Some AVID programs organize tours of college campuses for students' families.

Web site: [www.avidonline.org](http://www.avidonline.org)

**First Things First**, a reform framework, was developed by the Institute for Research and Reform in Education (IRRE) in Rochester, New York. IRRE offers research and technical assistance to support First Things First. Schools adopting the program keep students with the same teachers for two or more years in high school. Large high schools break into smaller "learning communities" of no more than 325 students and twelve to fifteen teachers. Each community has a learning theme. Each student is assigned a teacher advocate to meet with weekly. The advocates also meet with the students' parents at least twice a year.

Web site: [www.irre.org](http://www.irre.org)

**Parents and Counselors Together (PACT)** is a program of the National Association for College Admissions Counseling. The program strongly encourages middle and high school staff to help parents and students be aware of middle school courses needed to pursue challenging studies in high school and to provide information about high school courses required for admission to college and other postsecondary programs. Other recommendations for school staff include discussing with parents and students topics such as college admission requirements (good grades, advanced classes, and extracurricular activities), how to prepare for college admissions tests (ACT or SAT), and how to get financial aid for higher education.

Web site: [www.act.org/research/policy/pdf/involve\\_parents.pdf](http://www.act.org/research/policy/pdf/involve_parents.pdf)

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## 5. Sharing Power

### *Guides and Publications*

***Community Engagement Review and Planning Guide—Field Test Version*** (2002), developed by the Intercultural Development and Research Association (IDRA), is available in English and Spanish. This guide is designed to help schools and universities plan and strengthen community engagement. It includes a school-community engagement model covering eight categories, as well as analysis and planning worksheets for monitoring progress.

Web site: [www.idra.org/resource](http://www.idra.org/resource)

***Pathways to Parent Leadership/Senderos a un liderazgo de padres*** (2002), by Action Alliance for Children, describes nine parent leadership programs, including Parent School Partnerships (PSP), Parent Institute for Quality Education (PIQE), and the Right Question Project (RQP). (See also the resources on Parent Leadership Training and Community Organizing in Section II of this chapter.)

Web site: [www.4children.org/parents.htm#path](http://www.4children.org/parents.htm#path)

***School Family and Community Partnerships: Your Handbook for Action (Second Edition)***, by Joyce L. Epstein et al. (Thousand Oaks, CA: Corwin Press, 2002), provides detailed information for schools already involved in the national partnership program and those who would like to join.

### *Web-Based Resources*

**National Issues Forum** helps to sponsor public forums on community issues and offers workshops and a starter kit on how to organize a forum.

Web site: [www.nifi.org](http://www.nifi.org)

**Council for Public Deliberation**, at Ohio State University, offers resources and information about holding public forums.

Web site: [www.cpdohio.org](http://www.cpdohio.org)

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**Kettering Foundation** conducts research on what it takes to make democracy work and is a strong advocate for public discussion of common problems. Its Web site contains reports, protocols, and other resources for public deliberation.

Web site: [www.kettering.org](http://www.kettering.org)

### *Programs and Organizations*

**Study Circles Resource Center** in Pomfret, Connecticut, offers assistance with facilitating study circles. Study circles are a process for public dialogue and community change that begins with community outreach, which is followed by facilitated small-group conversations. The Web site offers examples of the study circle process in communities across the country.

Web site: [www.studycircles.org](http://www.studycircles.org)

**Parents United for Responsible Education (PURE)**, a nonprofit advocacy group in Chicago, informs parents about educational issues, brings the views of parents into the decision-making process through testimony and press conferences, and acts as an advocate for parents with the school administration. Each year, PURE provides direct assistance or referrals to hundreds of parents and local school council (LSC) members calling its hotline for help and information. Other services offered by PURE include workshops on topics suggested by parents and newsletters about developments in Chicago public schools.

Web site: [www.pureparents.org/about.php](http://www.pureparents.org/about.php)

## **6. Scaling Up**

### *Web-Based Resources*

**Center for Public Education** examines models for, and school district experiences with, a range of community engagement activities, including focus groups, advisory boards, and community education programs.

Web site: [www.centerforpubliceducation.org](http://www.centerforpubliceducation.org)

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## *Programs*

**College Partnership Program** is a collaboration among the Fairfax County, Virginia, public schools, colleges and universities, local businesses, and parents to increase the number of minority students who enroll and succeed in college. Nearly 98 percent of graduating seniors in the program enroll in college. Participating colleges and universities sponsor activities to increase students' and parents' understanding of higher education programs and college life. The school district's Education Foundation links local business employees with students to provide work experiences and mentors.

Web site: [www.fcps.k12.va.us/DSSSE/StudentServices/CollegePartnership/colpart2.htm](http://www.fcps.k12.va.us/DSSSE/StudentServices/CollegePartnership/colpart2.htm)

**Math and Science Equity Program**, a collaboration among parents, educators, researchers, and community activists in the Charlotte-Mecklenburg, North Carolina, school district, is aimed at reducing academic disparities between African American and white students. Home meetings with families enhance parent involvement by (1) expanding parents' knowledge about their rights, (2) encouraging networking among parents within schools and communities, and (3) stressing the importance of higher-level math and science courses.

Web site: [www.msep.unce.edu](http://www.msep.unce.edu)

**Parents for Public Schools (PPS)**, a national organization with local district chapters, supports school improvement efforts and parent involvement. PPS is committed to sustaining productive family involvement and advocating community-wide support of public education. The PPS Web site has information on starting an organization and getting involved, as well as links to many other sites.

Web site: [www.parents4publicschools.com](http://www.parents4publicschools.com)

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### *Survey Resources*

**Comer School Development Program (SDP)** offers surveys for sale. SDP will tally and analyze them for a fee. Go to [http://info.med.yale.edu/comer/research\\_evaluation/schoolclimatesurvey.html](http://info.med.yale.edu/comer/research_evaluation/schoolclimatesurvey.html).

**Dade County Public Schools** in Florida includes the questions and results from its parent surveys on its Web site. Select any school to see the results. Go to [http://drs.dadeschools.net/ClimateSurvey/2002-03/Schools\\_0203.htm](http://drs.dadeschools.net/ClimateSurvey/2002-03/Schools_0203.htm).

**Intercultural Development and Research Association (IDRA)** has developed the *Family and Community Engagement Survey—Field Test Version* (2002). The survey can be used by teachers, administrators, and parents to assess a school’s effectiveness in partnering with families and communities. It is a useful tool for planning strategies in student achievement, access and equity, organizational support, and quality of interaction. It is available in English and Spanish. Go to [www.idra.org/resource](http://www.idra.org/resource).

**North Central Regional Educational Laboratory (NCREL)** includes surveys for elementary and high school students. Go to <http://goal.ncrel.org/winss/scs/sample.htm>. How to participate in a survey project: <http://goal.ncrel.org/winss/scs>.

**Zoomerang** offers an online survey service, with options to use its templates or to create your own surveys. Go to <http://info.zoomerang.com/quicktour/createsurvey.htm>.

## II. Selected Resources

### 1. Academic Standards

**Academic Development Institute** houses the federally funded Parent Information Resource Center (PIRC) for Illinois. ADI works with families, schools, and communities so that children become self-directed learners, avid readers, and responsible citizens. ADI promotes the school as a community, in which students, parents, teachers, and staff share common values and assume responsibility for one another. Parents are not external agents but full partners in the education of their children and of each other’s children. ADI offers professional development and materials and publishes *The School Community Journal*.

Web site: [www.adi.org](http://www.adi.org)

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**The Education Trust**, a national organization supporting high academic standards, has a Web site that contains valuable reports on student achievement and a link in the section on data tools to an interactive database (Education Watch Online) on achievement gaps and national achievement trends. Education Trust publications include:

- **“Improving Your Child’s Education: A Guide for Latino Parents”** offers a number of suggestions for how Latino parents can get involved and be a better advocate for the education of Latino children. It is available in English or Spanish.
- **“Improving Your Children’s Education: A Guide for African American Parents”** gives African American parents the tools needed to advocate for and improve their child’s education.
- **“Making Data Work: A Parent and Community Guide”** gives parents and the public easy-to-use tools to collect and analyze school data to improve student achievement.

Web site: [www.edtrust.org](http://www.edtrust.org)

**The Efficacy Institute, Inc.**, is a nonprofit training and consulting organization that works with schools, businesses, and community organizations. The institute provides training, tools, and other services that committed adults can use to accelerate academic achievement and character development of all students.

Web site: [www.efficacy.org](http://www.efficacy.org)

**KSA Plus Communications** in Arlington, Virginia, a public relations firm that specializes in education, has developed reader-friendly school report cards, guides on academic standards, and other publications about educational issues. Its Parent Leadership Group offers products and services to strengthen parent-school partnership, including workshops, consulting services, and materials.

Web site: [www.ksaplus.com](http://www.ksaplus.com)

**National Urban League** has developed *Putting Standards into Action: A Guidebook for Parent Educators and Workshop Facilitators* (2001), which includes a videotape and four modules.

Web site: [www.nul.org/](http://www.nul.org/)

**Prichard Committee for Academic Excellence** offers resources for

community leaders, educators, parents, and community activists, including numerous reports, studies, guidebooks, and newsletters. The Prichard Committee sponsors the Commonwealth Institute for Parent Leadership and the Center for Parent Leadership.

Web site: [www.prichardcommittee.org](http://www.prichardcommittee.org)

## **2. *Community-Focused Organizations***

**Coalition for Community Schools** is an alliance of education, youth development, human services, community development, and local government organizations that are involved in the development of community schools. The Coalition advocates for community schools as the most effective vehicle for strengthening schools, families, and communities so that together they can improve student learning.

Web site: [www.communityschools.org](http://www.communityschools.org)

**Communities in Schools, Inc. (CIS)** is a network of local and state programs that establish the community school model to connect schools and their communities to students and families. Schools partner with community service agencies to provide a variety of health, social, and family services, as well as programs to engage parents, volunteers, mentors, and tutors.

Web site: [www.cisnet.org](http://www.cisnet.org)

**Charles Stewart Mott Foundation** began its focus on community education in Flint, Michigan, by sponsoring the after-hours use of school facilities for learning and recreation programs for youth and adults. The foundation supports the 21st Century Community Learning Centers program, a federal initiative to expand before- and after-school programs for children. The foundation offers a listserv (Mott After School) and links for individuals interested in the Community Learning Centers program. The foundation also supports community organizing.

Web site: [www.mott.org](http://www.mott.org)

**National Community Education Association (NCEA)** promotes all aspects of community education, including parent involvement through its many affiliated state organizations. NCEA holds a national conference and publishes a quarterly journal, which often deals with issues related

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to school-family-community partnership. The organization's Web site has links to many other organizations and their publications.

Web site: [www.ncea.com](http://www.ncea.com)

**National Center for Community Education (NCCE)** in Flint, Michigan, offers workshops at their center and online, including reports and publications, lists of books and videos, and links to other community education resources. NCCE also provides training and assistance for the after-school program efforts of the federal 21st Century Community Learning Centers program.

Web site: [www.nccenet.org](http://www.nccenet.org)

**Search Institute** in Minneapolis provides leadership, knowledge, and resources to promote healthy children, youth, and communities. Search Institute has created a framework of forty Developmental Assets, which are positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible.

Web site: [www.search-institute.org](http://www.search-institute.org)

**Youth Development Institute (YDI) of the Fund for the City of New York** collaborated with the New York City Department of Youth and Community Development to create the Beacon Schools Initiative in 1991. Beacon Schools are active community centers for use after school, on weekends, and during the summer, in which community agencies provide services such as education, language classes, job training, counseling, and cultural and recreational activities for youth and families. YDI consults nationally with cities, communities, and community organizations to develop programs based on the Beacon Centers.

Web site: [www.fcny.org](http://www.fcny.org)

### ***3. Community Organizing***

**ACORN**, the Association of Community Organizations for Reform Now, is a national network that supports local community organizing efforts. ACORN provides support and training to local affiliates campaigning for the improvement of public services, including education, in low- and moderate-income neighborhoods.

Web site: [www.acorn.org](http://www.acorn.org)

**Boston Parent Organizing Network (BPON)** connects more than thirty grassroots organizations in Boston to build their effectiveness as advocates for improvement in the Boston Public Schools. BPON represents an effort to engage and empower parents and other community members for school reform. The Network has attracted the interest of civic leaders and major area foundations, which have provided start-up funding. It has a collaborative relationship with the Institute for Responsive Education.

Web site: [www.bpon.org](http://www.bpon.org)

**Center for Community Change** helps to establish and develop community organizations across the country, focusing on issues related to poverty and ensuring that government programs respond to community needs. The Center supports community organizing in low-income and immigrant communities. In addition to technical assistance and training, the Center offers reports, news updates, and publications. *Action Guide for Education Organizing* (2004) is a Web-based tool for organizers just starting to work on education reform issues.

Web site: [www.communitychange.org/issues/education/publications](http://www.communitychange.org/issues/education/publications)

**Community Involvement Program, Annenberg Institute for School Reform** (formerly affiliated with the Institute for Education and Social Policy at New York University) conducts studies and publishes materials about community organizing as a form of democratic participation that holds local school officials accountable for results. CIP also provides technical assistance, data analysis, and other support to community and youth organizing groups in New York and other cities to promote school reform.

Web site: [www.educationorganizing.org](http://www.educationorganizing.org)

**Cross City Campaign for Urban School Reform (CCCUSR)** is a national network of school reformers, parents, community members, teachers, and principals working to improve urban public schools. CCCUSR conducts studies and publishes reports, and offers training and technical assistance.

Web site: [www.crosscityorg](http://www.crosscityorg)

**The Interaction Institute for Social Change**, with offices in

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Cambridge, San Francisco, and Ireland, has developed *Community Building Curriculum: Skills for Emerging Grassroots Leaders*. The curriculum is delivered in three workshops and focuses on building networks of leaders in low-income communities. The workshops, available in Spanish and English, are based on principles of community building.

Web site: [www.interactioninstitute.org/services/training.php](http://www.interactioninstitute.org/services/training.php)

**Pacific Institute for Community Organization (PICO)** is a national network of faith-based community organizations working to solve problems facing local communities. PICO chapters work to expand access to health care, improve public schools, make neighborhoods safer, build affordable housing, and redevelop communities.

Web site: [www.piconetwork.org](http://www.piconetwork.org)

**Southern Echo** is a leadership education, training, and development organization based in Jackson, Mississippi. Echo training builds the working tools of community organizing, including political skills, organizational development, and policy formation at the local level. Echo staff work with and support African American and working-class community leadership and organizations in rural Mississippi and eleven other Southern states.

Web site: [www.southernecho.org](http://www.southernecho.org)

#### ***4. Current Developments and News***

**Gadfly** is a free e-mail newsletter about education sponsored by the Thomas B. Fordham Foundation. It reflects a generally conservative perspective on issues yet offers a variety of points of view. *Gadfly* occasionally has reports and comments relevant to school-family-community relationships.

Web site: [www.edexcellence.net/gadfly](http://www.edexcellence.net/gadfly)

**George Lucas Educational Foundation** includes in its Web site a section for parents, with articles, research summaries, video clips, and resources. The Web site also contains interviews with school professionals about how to build partnerships with families. Although the foundation emphasizes technology-related topics, it also covers other areas. *Edutopia*, a free magazine published by the Lucas Foundation, covers exemplary programs and practices that use multimedia. For articles and information

about the involvement of parents, families, and communities, go to [www.edutopia.org/getstarted/parents.php](http://www.edutopia.org/getstarted/parents.php).

Web site: [www.glef.org](http://www.glef.org)

**MiddleWeb** carries information, news updates, links to other sites, and a listserv feature, all about middle grades reform, including material on parent-community involvement. In addition to the collection of reform-oriented materials, MiddleWeb includes hundreds of articles and links about curriculum, teaching strategies, professional development, parent involvement, and classroom assessment.

Web site: [www.middleweb.com](http://www.middleweb.com)

*The Kappan*, Phi Delta Kappa's monthly magazine, often includes articles on partnership topics as well as notes on current news and developments.

Web site: [www.pdkintl.org](http://www.pdkintl.org)

**Public Agenda** offers regular e-mail reports about domestic and world news, with attention to educational issues. Its Web site carries reports on its focus groups and surveys on educational topics.

Web site: [www.publicagenda.org](http://www.publicagenda.org)

*Rethinking Schools*, a monthly newsletter available in print and online, focuses on topical issues of education reform, the realities of the classroom, and the importance of teaching for social justice.

Web site: [www.rethinkingschools.org](http://www.rethinkingschools.org)

## 5. Government Sources

### *Web sites*

**U.S. Department of Education (USDE) and state education agencies** carry information about laws, regulations, available funding, and other assistance, as well as links to other sites. The USDE site has special sections for parents and students. The Web site of the Council of Chief State School Officers carries links to every state education agency. Nearly all these sites have material on NCLB, partnerships, and school reform.

Web sites: [www.ed.gov](http://www.ed.gov) and [www.ccsso.org](http://www.ccsso.org)

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**Local school and school district Web sites** contain basic information such as school and bus schedules, as well as examples of innovative practices. Many district sites publish information about test score performance and school climate survey results for each school. Checking sites of nearby districts can reveal how they provide information and help to parents and community residents.

**Parent Information and Resource Centers (PIRCs)**, funded by the U.S. Department of Education, provide parents, schools, and local organizations with training, information, and technical assistance. Operating in all states, PIRCs work with parents, educators, and community organizations to strengthen partnerships so that children can reach high academic standards. RMC Research Corporation provides a complete list and links to every PIRC.

Web site: [www.pirc-info.net](http://www.pirc-info.net)

### *Regional Educational Laboratories*

**North Central Regional Educational Laboratory (NCREL)** has conducted projects and issued publications over the years on topics related to this book. Their Web site has a section on parent and community involvement topics and resources.

Web site: [www.ncrel.org/8drs/areas/pa0cont.htm](http://www.ncrel.org/8drs/areas/pa0cont.htm)

**Northwest Regional Educational Laboratory (NWREL)** provides information about publications and projects, including material about full-service schools and other aspects of school-community partnerships. Publications of interest include *Building Relationships for Student Success: School-Family-Community Partnerships and Student Achievement in the Northwest* and *Partnerships by Design: Cultivating Effective and Meaningful School-Family-Community Partnerships*.

Web site: [www.nwrel.org](http://www.nwrel.org)

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**Southwest Educational Development Laboratory (SEDL)** offers a Web site with information and descriptions of their publications and projects. The site also has interactive features, including online courses to facilitate family and community connections with schools. Two courses are “What do we mean by family and community connections with

schools?” and “What structures can help schools create effective family and community involvement that supports learning outside of school?” *Beyond the Building: A Facilitation Guide for School, Family and Community Connections* (2006) is a multimedia tool kit composed of four interactive modules. SEDL offers training for facilitators to use the tool kit to build partnerships in local sites. SEDL has published research syntheses on school, family, and community connections, including *A New Wave of Evidence*.

Web site: [www.sedl.org](http://www.sedl.org)

## 6. Key National Networks

**National Center for Family Literacy (NCFL)** offers professional development for practitioners who work in children’s education, adult education, English as a Second Language, and related literacy fields. Other services include model program development, policy analysis, advocacy to expand family literacy practices through the Family Literacy Alliance, and a membership program.

Web site: [www.familylit.org](http://www.familylit.org)

**National Coalition for Parent Involvement in Education (NCPIE)**, a national coalition of more than seventy-five organizations, offers a Web site that is a good starting place to search for information. The database of organizations and resources links to the Web sites of most member groups: organizations, government agencies, higher education and research organizations, consultants, and federally funded parent information centers. NCPIE serves as a clearinghouse for resources created by its partners and maintains an archive of reports. NCPIE also produces its own materials, such as bulletins on the various components of NCLB.

Web site: [www.ncpie.org](http://www.ncpie.org)

**National Network of Partnership Schools (NNPS)** at the Center on School, Family, and Community Partnerships at Johns Hopkins University has conducted scores of studies and projects. Directed by Joyce Epstein, NNPS includes more than a thousand schools, districts, state and other educational agencies, and university partners. The NNPS Web site describes membership requirements.

Member schools commit to developing a comprehensive program of

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partnership using Epstein's framework of six types of involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. Services that members receive include training workshops, handbooks, newsletters, a national conference, research reports and abstracts, notices about funding opportunities, and telephone assistance. The NNPS Web site is a rich and accessible resource for research reports, publications, information, and services.

Center Web site: [www.partnershipschools.org](http://www.partnershipschools.org)

NNPS Web site: [www.csos.jhu.edu/P2000](http://www.csos.jhu.edu/P2000)

**Family Involvement Network of Educators (FINE)**, sponsored by the Harvard Family Research Project (HFRP), offers a Web site and a free monthly newsletter via e-mail that includes current reports and articles. Many items can be downloaded without cost. Some FINE/HFRP publications include:

- *Taking a Closer Look: A Guide to Online Resources on Family Involvement* (2005) is a practical, well-annotated catalog of organizations and Web sites. (We drew on the guide for this chapter, but its listings are far more extensive.)
- *Preparing Educators to Involve Families: From Theory to Practice*, by H. B. Weiss, H. Kreider, M. E. Lopez, and C. M. Chatman (2005), prepares educators to partner effectively with elementary school families. The book uses teaching cases that reflect critical dilemmas in family-school-community relations, especially among families for whom poverty and cultural differences are daily realities.
- *Concepts and Models of Family Involvement*, available on the Web site, identifies four approaches to family involvement—parenting practices, school-family partnerships, democratic participation, and school choice—and illustrates them in case studies.

Web site: [www.finenetwork.org](http://www.finenetwork.org) and e-mail: [hfrp@gse.harvard.edu](mailto:hfrp@gse.harvard.edu)

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**Public Education Network (PEN)** is a national association of local education funds working to improve public school quality. The weekly *PEN NewsBlast*, a free e-mail newsletter, features discussion on a variety of topics, including partnerships, civic engagement, and accountability, plus coverage of news media reports about innovative programs. PEN also produces publications and special reports, many of which can be down-

loaded without charge from their Web site or purchased in hard copy. The PEN Web site includes links to other organizations' Web sites.

Web site: [www.publiceducation.org](http://www.publiceducation.org)

E-mail: [pen@publiceducation.org](mailto:pen@publiceducation.org)

## ***7. No Child Left Behind (NCLB), Title I***

***An Action Guide for Community and Parent Leaders: Using NCLB to Improve Student Achievement*** is published by the Public Education Network. The guide gives specific advice and action steps for both parent and community activists.

Web site: [www.PublicEducation.org](http://www.PublicEducation.org)

**"Title I as a Tool for Parent Involvement,"** an article by the Center for Law and Education, offers a summary of the law and its parent involvement requirements. Go to [www.cleweb.org/issues/title/tool.htm](http://www.cleweb.org/issues/title/tool.htm).

***Improving Your Schools: A Parent and Community Guide to No Child Left Behind,*** published by the Education Trust, provides user-friendly information on NCLB that parents and communities can understand and use, and highlights key aspects of the law that can help parents and communities use NCLB for advocacy.

Web site: [www.edtrust.org](http://www.edtrust.org)

***No Child Left Behind: What's in It for Parents,*** a guide to the parent involvement requirements in the federal law, is available from the Prichard Committee's Center for Parent Leadership. It includes six key leverage points for parents, as well as advice from the research on designing Title I parent involvement programs. A Spanish version is also available.

Web site: [www.centerforparentleadership.org/publications.html](http://www.centerforparentleadership.org/publications.html)

**NCLB Action Briefs,** a project of Public Education Network (PEN) and the National Coalition for Parent Involvement in Education (NCPIE), are designed to keep community and parent leaders up to date on various provisions of NCLB. The briefs are written in reader-friendly language focused on specific sections of the law, such as compacts, teacher quality, standards and assessment, and public school choice. Each one includes

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pertinent regulations, a glossary of terms, action steps, and additional resources.

Web site: [www.ncpie.org/Resources/nclbactionbriefs.html](http://www.ncpie.org/Resources/nclbactionbriefs.html)

***A Practical Guide to Talking with Your Community About No Child Left Behind and Schools in Need of Improvement*** is published by the Learning First Alliance, a coalition of a dozen leading national education organizations. The guide gives tips about communicating with parents and the public about the law and its effects.

Web site: [www.learningfirst.org/publications/nclb](http://www.learningfirst.org/publications/nclb)

## ***8. Parent, Teacher, and Administrator Associations***

**American Federation of Teachers (AFT)** has brochures and publications about school-parent partnership and a Web site with a special section for parents. The Web site stresses AFT's belief that strong family-school partnerships are essential to students' academic well-being. The parent section provides information on topics that parents frequently ask about, as well as ideas for families to help their children in school. The magazine *The American Teacher* also includes articles on parent-relevant topics, such as "Does K-5 Homework Mean Higher Test Scores?" A recent AFT publication is *What Parents Can Do at Home to Help Their Children Meet High Standards*.

Web site: [www.aft.org](http://www.aft.org)

**National Association of Elementary School Principals (NAESP)** publishes articles about parents and the community in *Principal* magazine and its newsletters. NAESP has an online National Principal's Resource Center with a section on family involvement and offers a book, *Strengthening the Connection Between School and Home*.

Web site: [www.naesp.org](http://www.naesp.org) (click on "Resources")

**National Association of Secondary School Principals (NASSP)** devotes time at its conferences to relevant topics and offers mini-grants to principals to strengthen ties between schools and communities. The *NASSP Bulletin*, a scholarly publication, occasionally includes articles on school-family partnership.

Web site: [www.nassp.org](http://www.nassp.org)

**National Education Association (NEA)** offers publications and reports on many subjects such as testing, reading, and supplementary services in NCLB. NEA has developed a series of parent guides jointly with the National PTA. These are available in both English and Spanish. Some examples:

- *Helping Your Student Get the Most Out of Homework*
- *A Parent's Guide to Helping Your Child with Today's Math*
- *A Parent's Guide to Raising Scientifically Literate Children*
- *A Parent's Guide to Improving School Achievement*

The NEA Web site has a section about and for parents and community that gives the NEA point of view about the importance of parent involvement and describes available resources.

Web site: [www.nea.org](http://www.nea.org)

**National PTA** has produced a set of standards for family-community-school partnership, which schools and parent groups can use to assess their own efforts. The standards encourage two-way school-home communication, parenting skills, participation in decision making, and school-community collaboration. National PTA offers a program, "Building Successful Partnerships," to train local, state, and national leaders to conduct workshops about parent involvement and the PTA standards. Some state PTAs also have resources to offer online or by phone. The National PTA Web site includes access to resources, including tips for schools and parents on topics such as student achievement, school safety, and media and technology. An example is *10 Ways for Parents to Help Teachers*.

Web site: [www.pta.org](http://www.pta.org)

## ***9. Parent Training and Professional Development***

This is a small sample of the hundreds of organizations and agencies that provide training for school staff and parents about school-family-community partnerships. When searching beyond our list, bear in mind that some sources are commercial; others are nonprofit. The costs, quality, and content vary widely. We urge consumer caution in selecting a program.

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### *Parent Training*

**The California PARENT Center**, located at San Diego State University, is a state-level parent training resource. The Center also offers professional development for teachers and administrators. Their publications, curricula, and approaches, including a free e-newsletter, apply to schools and parents in other states as well.

Web site: <http://parent.sdsu.edu>

**Campaign for African American Achievement** and other programs such as Achievement Matters, Opportunity Works, and College Access are available via the National Urban League and its local affiliates. *Read and Rise*, a resource guide that offers research-based information and practical tips to help parents engage their children in reading and literacy-building activities, is available to download in PDF.

Web site: [www.nul.org](http://www.nul.org)

**Families and Schools Together (FAST)**, developed by the Wisconsin Center for Education Research, helps parents to establish their own support system. FAST builds social capital and supports children's learning by creating relationships among parents and between parents and teachers.

Web site: [www.wcer.wisc.edu/fast](http://www.wcer.wisc.edu/fast)

**The Home and School Institute**, founded by Dorothy Rich, offers the MegaSkills program, which provides fee-based training and handbooks for school personnel and parents. Emphasis is on helping parents to support their children's learning at home.

Web site: [www.megaskills.org](http://www.megaskills.org)

**National Council of La Raza** sponsors Parents as Partners, a nine-week parent education program modeled on PIQE (see below).

Web site: [www.nclr.org](http://www.nclr.org)

**Parent Expectations Support Achievement (PESA)**, developed by the Los Angeles County Office of Education, is a twelve-week parent education program based on the belief that parents' expectations predict children's achievement, relationships, and ultimate success. PESA is modeled

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after the Teacher Expectations and Student Achievement (TESA) program, which trains teachers to have high expectations for all students. The program uses a trainer-of-trainers approach.

Web site: [www.lacoe.edu/pesa](http://www.lacoe.edu/pesa)

**Parent Institute for Quality Education (PIQE)** provides a nine-week parent education program. Over three hundred thousand parents have graduated from PIQE in California alone, and research shows that parents use the information to their children's benefit. The initial planning session asks parents what they would like to include in the course. Curriculum topics include school-home collaboration; the home, motivation, and self-esteem; communication and discipline; drugs, gangs, school, and community; how the school system functions; and college and career selection.

Web site: [www.piqe.org](http://www.piqe.org)

### *Professional Development*

**Family Friendly Schools**, founded by Steve Constantino, works with schools and districts to increase student achievement by developing networks of relationships between leadership, staff, and families to create a culture of high performance. Constantino has written *Engaging All Families: Creating a Positive School Culture by Putting Research into Practice* (Lanham, MD: Scarecrow Press, 2003).

Web site: [www.familyfriendlyschools.com](http://www.familyfriendlyschools.com)

**Institute for Responsive Education (IRE)**, now at Cambridge College in Cambridge, Massachusetts, conducts studies and sponsors projects on school, family, and community partnerships, including participatory action research. Following is a sample of IRE training programs:

- Achievement Through Partnership (ATP) includes a three-day interactive institute. School teams (principal, teachers, parents, community members, and students) develop a long-term plan that involves all stakeholders and is connected to improved student learning.
- Principal Partnership Institute (PPI) helps principals explore core beliefs about partnership, work with community partners and family-school coordinators, and evaluate the success of their work.

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- Partnering for Student Success (PSS) offers training for school teams about school-based family centers, a school-wide welcoming atmosphere, home visiting programs, parent-teacher conferences focused on student learning, and after-school links to learning.
- Parent Leadership Program (PLP) offers workshops for emerging parent leaders who work on family involvement initiatives with the schools.

Web site: [www.responsiveeducation.org](http://www.responsiveeducation.org)

**National Center for Conflict Resolution Education** promotes the development of conflict resolution education programs in schools by offering professional development programs, materials, and workshops. The Web site offers links to related organizations.

Web site: [www.nccre.org](http://www.nccre.org)

### *National Professional Organizations*

**American Federation of Teachers (AFT)** offers *School-Home Connection: Partnerships Supporting Student Learning*, a sixty-hour course to help school staff understand how they can assist parents to support their children's learning. Topics include using effective communication strategies, designing more productive homework assignments to involve families, explaining classroom work and grading systems, and developing school-wide parent involvement plans. Go to [www.aft.org/topics/teacher-quality/downloads/schoolhome.pdf](http://www.aft.org/topics/teacher-quality/downloads/schoolhome.pdf).

**Association for Supervision and Curriculum Development (ASCD)** offers professional development videos and audiotapes on working with families. Two online training courses also cover family involvement, and one part of a guide for instructional leaders offers strategies for communicating about instruction to parents and the community. ASCD's annual conference offers sessions on collaborations and partnerships.

Web site: [www.ascd.org](http://www.ascd.org)

**National Education Association (NEA)** offers the Family-School-Community Partnerships initiative to train educators to improve student learning by involving parents, families, and communities. This two-and-

a-half-day program presents current research, theory, and practice to build local partnerships. Go to [www.nea.org/priorityschools/famschoolpartnerships.html](http://www.nea.org/priorityschools/famschoolpartnerships.html).

**National Association for the Education of Young Children (NAEYC)** offers *Supporting Teachers, Strengthening Families*, a leadership program for early childhood professionals, to prevent child abuse and neglect, promote children's social and emotional development, and support families. Go to [www.naeyc.org/ece/supporting.asp](http://www.naeyc.org/ece/supporting.asp).

**National Staff Development Council (NSDC)** has set standards for high-quality professional development and offers publications and an annual conference. The Web site carries a section about parent and community engagement. Go to [www.nsd.org/library/parents/partners/parents.cfm](http://www.nsd.org/library/parents/partners/parents.cfm).

### *Parent Leadership Training Programs*

**ASPIRA Parents for Educational Excellence Initiative (APEX)** trains parents to become informed advocates for education in their communities. APEX is a series of ten workshops in Spanish and English that cover why education is important, the home connection, school structure, what parent involvement means, communication, organizing parent networks, and group dynamics. A training manual for the APEX workshop series also is available.

Web site: [www.aspira.org](http://www.aspira.org)

**Commonwealth Institute for Parent Leadership (CIPL)** is sponsored by the Prichard Committee for Academic Excellence, a statewide education advocacy organization in Kentucky. CIPL has trained over thirteen hundred parents to understand the state's standards-based education system and what it requires of schools, students, and teachers. Participants gain information and skills to expand their role in their children's education and the larger community. All CIPL fellows are expected to design and carry out projects to improve student learning. Many have gone on to assume leadership roles and run for local office.

Web site: [www.cipl.org](http://www.cipl.org)

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**Center for Parent Leadership** was formed by the Prichard Committee to respond to requests for technical assistance on designing parent leadership training programs. The Center offers consulting to states, community groups, schools, and school districts as well as workshops, seminars, and publications.

Web site: [www.centerforparentleadership.org](http://www.centerforparentleadership.org)

**Parent Leadership Program (PLP)**, sponsored by the Institute for Responsive Education, offers workshops for emerging parent leaders who work on family involvement initiatives with the schools.

Web site: [www.responsiveeducation.org](http://www.responsiveeducation.org)

**Parent Leadership Training Institute (PLTI)** is a twenty-week institute that reaches a diverse audience of adults raising children. It is sponsored by the Connecticut Commission on Children, an arm of the state legislature. The curriculum is focused on citizenship skills that can be used to improve education and other services for families. Graduates have gone on to take better jobs, enroll in higher education, run for public office, testify before the state legislature, and train teachers, parents, and administrators to become partners in school reform.

Web site: [www.cga.ct.gov/coc/plti.htm](http://www.cga.ct.gov/coc/plti.htm)

**Parent School Partnership Program (PSP)**, developed by the Mexican American Legal Defense and Education Fund (MALDEF), trains parents, school staff, and community organizations to promote the educational attainment of children. The training manual and curriculum provide trainers with sixteen weekly sessions, procedures, and best practices to conduct a parent leadership program. The curriculum covers parent rights and responsibilities, structure and function of schools, the parent-teacher partnership, understanding group process, principles of leadership, and the road to the university.

Web site: [www.maldef.org/education/partnership.htm](http://www.maldef.org/education/partnership.htm)

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**Right Question Project (RQP)** emphasizes participants' working together to name the information that they want and need, formulate questions, reflect on the knowledge that they gain, and develop plans for advocacy and accountability. The trainers use simulations, role playing, and discussion. RQP emphasizes three roles that parents can play: support

their children's education, monitor their educational progress, and advocate for meeting their needs when necessary.

Web site: [www.rqp.org](http://www.rqp.org)

## 10. *Special Needs Information*

***Educating Our Children Together: A Sourcebook for Effective Family-School-Community Partnership*** is published by the National Center on Dispute Resolution in Special Education. Available online and in CD format, this guide offers tips and principles about family-school-community involvement in K-12 schools and includes a self-assessment tool to determine current practices.

Web site: [www.directionservice.org/cadre](http://www.directionservice.org/cadre)

**Center for Law and Education** carries an online catalog of school improvement resources, including material on parent involvement. The Web site also is a source of information for advocates on special education, Title I, and other educational policies.

Web site: [www.cleweb.org](http://www.cleweb.org)

**National Dissemination Center for Children with Disabilities** is a federally funded clearinghouse that provides information to assist families, educators, caregivers, advocates, and others to help students with disabilities participate as fully as possible at home, in school, and in the community.

Web site: [www.nichcy.org](http://www.nichcy.org)

**The Pacer Center** provides information, support, and advocacy for families of special needs children.

Web site: [www.pacer.org](http://www.pacer.org)

## 11. *System-wide Reform*

**The Annenberg Institute for School Reform** works in collaboration with education reform organizations, school districts, school improvement networks, and education funds to develop the capacity of urban communities to build and sustain programs and policies that improve teaching

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and learning. Public engagement in school reform is an important part of its work. *Public Engagement Watch* is a monthly online digest that includes publications, a featured tool, and funding alerts.

Web site: [www.annenberginstitute.org](http://www.annenberginstitute.org)

**ATLAS Communities** is a comprehensive school reform design that incorporates five elements: teaching and learning, assessment, professional development, management and decision making, and family and community. The ATLAS Web site and available resources provide information on how the program involves families and communities in improving student achievement.

Web site: [www.atlascommunities.org](http://www.atlascommunities.org)

**Center for Comprehensive School Reform and Improvement** occasionally offers articles in its newsletter to help schools and districts foster successful parent involvement.

Web site: [www.centerforcsri.org](http://www.centerforcsri.org)

**Coalition of Essential Schools** aims to create and sustain equitable, intellectually vibrant, personalized schools, and to make such schools the norm of American public education. CES maintains a family collaboration section of its Web site with books and articles on parent-teacher communication and family collaboration. Go to its site map and click on “Family collaboration.”

Web site: [www.essentialschools.org](http://www.essentialschools.org)

**The Comer School Development Program (SDP)** at Yale University, developed by James Comer, is based on principles of healthy child development, which are seen as essential for academic achievement and life success. The SDP gives parents a major role in planning and management for school reform. SDP offers parent and staff surveys for sale, and will tally them for a fee.

Web site: [www.comerprocess.org](http://www.comerprocess.org)

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## ***12. Tool Kits and Guidebooks***

***The How-to Guide for School-Business Partnerships***, published

by the Council for Corporate and School Partnerships, is designed for school officials and business leaders who are interested in engaging in school-business partnerships. Partnership programs can involve staff and curriculum development, guidance, mentoring, tutoring, incentives, and awards, or they may provide material and financial resources. The guide provides tips, guidelines, and worksheets to develop effective programs.

Web site: [www.corpschoolpartners.org](http://www.corpschoolpartners.org)

**The Knowledge Loom: School, Family and Community Partnership** is offered by the Education Alliance at Brown University. This Web resource, developed with RMC Research Corporation, focuses on involving parents and communities in the learning process. It includes bibliographies, posters, and resource links as well as case studies.

Web site: [www.knowledgeloom.org](http://www.knowledgeloom.org)

**Met Life Tri-Connecting Action Kit** is a tool kit focused on school-family-student-community communication offered by the Families and Work Institute.

Web site: [www.familiesandwork.org](http://www.familiesandwork.org)

**The Parent Institute**, founded by a former school administrator, offers informational materials, on a fee basis, for parents and educators in both English and Spanish. These include newsletters and over two hundred parent guides, booklets, brochures, and videos on parent involvement. They are written in practical, down-to-earth language and cover topics such as children's school success, responsibility, homework skills, self-esteem, study skills, test skills, attention span, self-discipline, ability to handle peer pressure, and bullies.

Web site: [www.parent-institute.com](http://www.parent-institute.com)

**Strengthening Families, Strengthening Schools**, an online tool kit, provides information and resources to help schools work in partnership with families and communities. The tool kit is offered by the Annie E. Casey Foundation.

Web site: [www.aecf.org/initiatives/mc/sf](http://www.aecf.org/initiatives/mc/sf)

***Taking a Closer Look: A Guide to Online Resources on Family Involvement***, produced by the Harvard Family Research Project, is an

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online guide with Web links to research, information, programs, and tools about parenting practices to support children's learning and development. The guide covers home-school relationships, parent leadership development, and collective engagement for school improvement and reform.

Web site: [www.gse.harvard.edu/hfrp/projects/fine/resources/guide/guide.html](http://www.gse.harvard.edu/hfrp/projects/fine/resources/guide/guide.html)

### III. Recommended Reading from the San Diego PALs

Book clubs and reading groups are an increasingly popular way to explore important topics with colleagues. The Parent Academic Liaison (PAL) program in San Diego has an active book club. Melissa Whipple, the program director, says, "As a group of twenty-five professionals working in this area on a daily basis, we do not want to become complacent and start to think we already know it all when it comes to effective family engagement."

The PALs select books of interest and discuss them in various ways. Topics explored include parent involvement, positive school culture, effective leadership, asset development, and linking with community. To this group, the book club is a part of their regular professional development.

At monthly PAL meetings, Whipple sets aside time for book groups to meet and discuss the readings. Sometimes they read research summaries and other related articles and break into mixed groups to share and discuss them. Every so often, Whipple sets a date when reading groups list the big ideas they've learned and report to the rest of the group.

Here are their recommendations for other book clubs. Some of these titles are cited in the endnotes of this book. All except the first are available from online bookstores such as Amazon and Barnes and Noble.

1. *Including Every Parent: A Step-by Step Guide to Engage and Empower Parents at Your School* by Parents and Teachers at the O'Hearn School in Boston and the Project for School Innovation (available from [www.psinnovation.org](http://www.psinnovation.org))
2. *The Parent Project: A Workshop Approach to Parent Involvement* by James Vopat

3. *Teachers and Parents Together* by Maureen Botrie and Pat Wenger
4. *A Path to Follow: Learning to Listen to Parents* by Patricia Edwards
5. *Parent to Parent: Our Children, Their Literacy* by Gerald R. Oglan and Averil Elcombe
6. *Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together* by Marie Nathalie Beaudoin and Maureen Taylor
7. *Involving Latino Families in Schools: Raising Student Achievement Through Home-School Partnerships* by Concha Delgado Gaitan
8. *Parents Are Lifesavers: A Handbook for Parent Involvement in Schools* by Carol S. Batey
9. *Building Trust for Better Schools: Research Based Practices* by Julie Reed Kochanek
10. *Parents and Teachers Working Together* by Carol Davis and Alice Yang
11. *The Essential Conversation: What Parents and Teachers Can Learn from Each Other* by Sara Lawrence-Lightfoot
12. *Dealing with Difficult Parents and with Parents in Difficult Situations* by Todd Whitaker and Douglas J. Fiore

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