

DISCUSSION PAPER 1

Are Schools Ready for Families?

Case Studies in School-Family Relationships



Are Schools Ready for Families?

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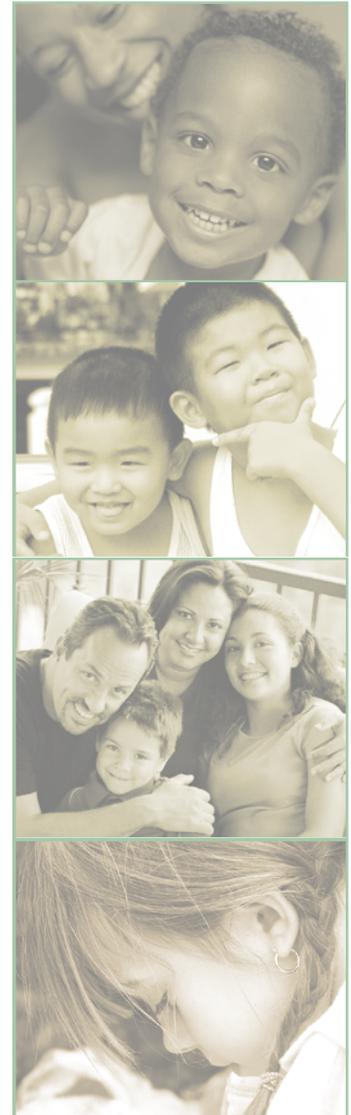
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This discussion paper was written by Helen Nissani, senior advisor to Family Support America. Special thanks to Olga Heifets and Martin Blank of the Institute for Educational Leadership's Coalition for Community Schools, for sharing their parent interview data.

FRIENDS, a service of the Children's Bureau, is the National Resource Center for Community-Based Child Abuse Prevention

(CBCAP) program grants, under a cooperative agreement between Family Support America and the Office on Child Abuse and Neglect, ACF, HHS. FRIENDS assists and supports the CBCAP state lead agencies by providing training, technical assistance, and information. Contact: FRIENDS Director, Family Support America, 20 N. Wacker Dr., Ste. 1100, Chicago, IL 60606, 312/338-0900, www.friendsnrc.org.

Introduction

Child abuse prevention programs are increasingly seeking new ways to connect with families in environments that are non-threatening and easy for parents to locate. Public schools in the United States—which welcome all children without regard to income, race, language, ethnicity, or citizenship and are located mostly in the neighborhoods where students’ families live and work—can be ideal partners in efforts to prevent child abuse and neglect.

When parents bring their oldest child to kindergarten on the first day of school, it may be the first time the young family has interacted with the public education system—and perhaps any public agency. How does the school receive this family? Do staff take time to get to know both the parents and their child? Do they recognize the parents’ contribution in preparing their child for school? Do they acknowledge the work the parents have done to raise a happy and healthy young person? Do they understand and respect how the family’s unique culture, language, and beliefs have guided the parents in raising their young learner? Do they know of resources in the community that can support and strengthen this family?

While the research literature in early childhood education and family support can illuminate our understanding of what children must know to begin school ready to learn, there is little information about what schools can do to be ready for all families and children as they enter their doors. According to the leading researchers, a critical factor to student success is family involvement in education—beginning at home and continuing throughout the school years. Researchers Anne Henderson and Karen Mapp write that “the evidence is positive, consistent, and

convincing: there is a contributing relationship between the involvement of families in education and the benefits for students, including improved academic achievement and behavior.”¹ When parents have positive attitudes towards education; assist their children with homework; are able to provide basic needs, discipline, and emotional support; and are involved in making decisions about their children’s education, their children are more likely to succeed in school and, ultimately, in society. Successful public school-based strategies to prevent abuse have recently been documented by the National Clearinghouse on Child Abuse and Neglect. In 1997, the Office on Child Abuse and Neglect funded demonstration grants to identify prevention and treatment strategies in collaboration with preschools as well as elementary and secondary schools. Findings indicate that direct services and information provided to teachers, children, and at-risk families at school sites improved family functioning and child behaviors. (See also School-Based Child Maltreatment Programs, described on p. 13.)

According to the National Family Support Mapping Project, schools are currently the fastest-growing sector for the development of family support programming—in large part because of their neighborhood locations and accessibility by parents and extended family. Nonprofit organizations and state agencies are increasingly looking to find ways to work with schools to bring family support and child abuse prevention services to the community. In some cases, schools themselves have restructured to better include and involve parents in decision making and to develop family support programming.

This discussion paper shares lessons learned by both schools and community agencies working in schools as they work in partnership to be “ready for families.”

1. Henderson, A.T. & K. L. Mapp (2002) *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement* (Austin, Texas: National Center for Family and Community Connections with Schools).

Supporting Families As a Team

Howe Elementary School Green Bay, Wisconsin



Cheryl Micolichek's son Andrew, who has been diagnosed with ADHD, is in second grade at Howe Elementary School in Green Bay, Wisconsin,

this year. After their poor experience at a previous school, Cheryl was impressed with how quickly the staff at Howe stepped up to offer her and Andrew support and services. With 86 percent of Howe's students qualifying for free and reduced-price meals, and 40 percent English-language learners, supporting families is critical to students' success. "Howe works under a systems model: kids are members of families, families are members of the community, and so on," says Ed Dorff, the principal. Next door to the school is a family resource center, where the "early bird" program begins at each morning at 6:30. Parents sign their children in, catching a glimpse of the day's activities. When school starts, children walk next door ready to tackle the adventures of their school day.

At Andrew's last school, Cheryl says, the kindergarten teacher "saw Andrew as a nuisance." Staff didn't deal well with Andrew's disruptive behaviors and often called Cheryl to school for conferences, where they complained about his behavior and blamed the family for his actions. According to Cheryl, "the last school looked at me like, 'well, this is your problem—why can't your child do his school work?'" At Howe, "they saw his potential immediately, and stepped up to help him instead of just labeling him as a trouble kid."

In the past, Cheryl says, nobody cared to ask her for her opinion. "There is nobody that knows your child better," she says. "When someone disregards what you know about your child, it makes you feel horrible." Now, she is always included in the planning process: "They didn't say, 'this is where he's going,' or where they are putting him; they asked me if it was appropriate for him to be placed at a particular level."

"We are honoring families and realizing the importance of connecting to systems that can help marshal needed resources."

— Ed Dorff, Principal

Working together with Cheryl, staff at Howe placed Andrew in a special classroom with a low teacher/child ratio. They established a close system of behavioral accountability and give Cheryl a report on his progress each day. When he has a bad day, the teachers call her and ask if there is something going on at home that may contribute to his behavior. The teachers, a social worker, and other specialists pay close attention to both Andrew's and his family's needs and strengths. "They helped him become a successful human being," says Cheryl.

Center Serves as Bridge

Because of personal challenges and changes in her family, Cheryl is not involved in committees at school, but she has taken advantage of the school's on-site family resource center. Funded by the school, area churches, and local private philanthropies, the center helps improve children's readiness for school and supports parents in their parenting by connecting families to needed resources.

The center's director, Chris Dunbar, hopes that people in the community see it as a place that serves the

whole community. It offers a wide array of services and programs, including a newly launched “Women’s Night Out” program through which all women and children in the community (not just those with children enrolled at Howe) can come to the center. Moms participate in a variety of projects, including flower arranging and women’s self-defense—the top requests indicated on a community survey conducted earlier in the year. Children are cared for in daycare or can work on their homework in the computer lab.

According to Dunbar, many area churches have helped sponsor family dinner nights and have raised money for scholarships for students to attend a 4-H summer camp. Influential business leaders also help make connections for the center—for instance, a washer and dryer were donated as a result of their efforts. When a teacher noted that many children were coming to school in the winter without socks, the center found a donor to buy socks for the children.

This year, the center is partnering with a dental technical school to provide on-site dental cleaning and check-ups for children and their family members. It also has developed an on-site Head Start classroom to enhance school/community relationships early in the lives of children and families.

The Bigger Picture

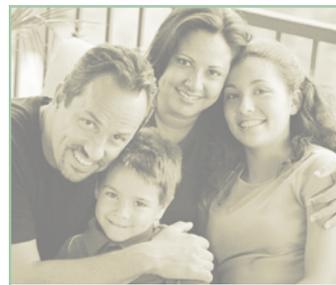
According to Dorff, families in his district are facing harder situations than he has observed in other state districts. The school, he explains, needs to understand Maslow’s hierarchy of needs—if basic needs are not met, education cannot be a significant consideration. He trains staff to develop personal relationships with families, encouraging home visits and expecting teachers to create open, one-on-one relationships with the parents of every student in their classroom. This policy—as well as a school-wide emphasis on family involvement and the services of

the family resource center—makes it possible for this Title I school to meet its academic goals.

“We are working within a community school framework and looking at the work we do as part of a bigger picture,” says Dorff. “We are honoring families and realizing the importance of connecting to systems that can help marshal needed resources.” By working as a team to support student learning and serve families, staff and parents at Howe Elementary have improved student attendance rates, increased parent participation, and decreased poor student behavior.

Don’t Fly Under the Radar

Family Basics Missoula, Montana



The Women’s Opportunity Resource Development (WORD) Center has been operating its Family Basics program in schools across western Montana for 10 years. In this rural region, poverty rates are high, resources and job opportunities are limited, and families must often travel large distances to secure assistance. Families are proud of their independence and self-sufficiency, and often-times reject federal, state, and local services. The state is home to members of six tribal nations who live on reservations, in cities, and in towns and whose children attend school in communities throughout the state.

According to Barbara Riley, Family Basics’ program director, the partnership with Roosevelt School in

Missoula was the program’s first foray into the world of school-based family support services. The Missoula Public Schools superintendent at the time was familiar with research showing he could increase parent involvement in education by partnering with social service agencies. He approached WORD with a \$5,000 grant to begin its efforts to integrate education and social services, which Family Basics matched with additional partner funds. The superintendent wanted to increase parent involvement in children’s education, and Family Basics wanted to better reach parents and connect them to services available in the community. These two main goals continue to guide the work of Family Basics.

With the support of the superintendent, Family Basics staff felt sure that their family support center would be well received at Roosevelt. “We were excited to offer this service to the school,” remembers Riley. “We were sure the school was going to be thrilled to have us in their building.” Family Basics staff were cognizant of the troubles teachers were facing each day—including salary disputes, distraught parents, and other school and community issues. Given the strife in the community, they decid-

“We really learned a valuable lesson. School ownership and buy-in to the program must be present at the get go.”
— Barbara Riley, Director

ed to bring the services to the building without much school involvement, assuming that the school would appreciate their help and welcome them with open arms. To their surprise, this was not the case. They didn’t build any trust with the school staff, Riley now realizes. School staff and—most importantly—the principal didn’t participate in building the partnership with Family Basics or get a chance to air their needs and concerns. So their first response tended to

be, “Who are you, and why are all these parents in my building?”

“We really learned a valuable lesson,” Riley admits. No matter what great services you bring to the schools, she says, “school ownership and buy-in to the program must be present at the get go. It cannot only come from the district office—each school must be a ready and willing partner to develop these services. Flying in under the radar, or simply locating services at the school, does not work!”

Branching Out

Today, Family Basics operates 26 family resource centers in western Montana—4 in middle schools, 6 in schools serving kids from kindergarten through eighth grade, 2 in community-based early childhood programs, and the remaining 14 in elementary schools. The centers are staffed by outreach specialists, who work directly with families to assess and secure basic needs and promote literacy. They conduct home visits as needed, meet parents at the school, and offer family resource center activities. Seventy-five percent of the outreach specialists at Family Basics are parents who have been hired by the program and approved by the school.

Literacy is the focus of much of the on-site programming. For example, Family Basics staff have instituted a “post office” at each school’s family resource center, where students write and send letters to their parents and/or grandparents, who then write back to the students. The contents of these letters serves to begin discussions with parents about their parenting and relationships with their children. Each year, Missoula centers also offer a Literacy Luncheon for students and their parents. Last year, 95 percent of all the parents in the programs attended.

The centers are open flexible hours and encourage parents to gather there informally. Staff have

developed special outreach strategies over the years, ranging from student-designed invitations to encouraging local employers to give parents time off to participate. According to Riley, parents have become increasingly empowered to voice their opinions and make joint decisions with school staff about the school. Principals meet with parents once a month at their family resource center, to answer any questions and concerns. Teachers report seeing parents in the building—often for the first time.

Whereas once these centers were dependent on a patchwork of grants to support their outreach specialists, today the positions have been absorbed and funded by Title I education funds. Parent involvement has sky rocketed, and parents are strengthened by the services they need for their families and feel welcome and supported at their children’s school.

“You Can Do Something!”

Elliott Elementary School Lincoln, Nebraska



“At Elliott’s Family Involvement Board, they would sit down together with parents, and everyone’s opinions were accepted equally,” says Jessica

Smith. “Elliott’s board is open to everyone, not just families of a certain status.” Valentina Shulyak agrees: “They have programs for everyone at Elliott.” Shulyak has attended computer classes, English-language lessons, and a special tax clinic where a volunteer helped her fill out the forms and answered her questions.

“This is great,” she says. “We never had anything like this in the Ukraine.”

Shulyak and Smith are parents with children enrolled at Elliott Elementary School in Lincoln, Nebraska. All of the school’s students qualify for free or reduced-price lunch, and the children speak 26 different languages. Supporting families is critical to the success of the school’s students.

Some nights, says Shulyak, there is so much going on at the school that it’s difficult to find parking.

Shulyak’s daughter has just completed third grade at the school. Her family has been in the United States for two years and initially experienced language difficulties. Shulyak appreciates the classes she’s attended and is grateful for the school’s after-school program—which is open until seven at night—because she works and isn’t able to pick her daughter up from school in the afternoons. Elliott’s community learning center also offers multi-national family nights; each week, a family is selected to lead the event and share its culture, bringing a favorite dish to share with others. After the supper, all children attend childcare while parents meet with school staff and address the school issues. Some nights, according to Shulyak, “it’s difficult to find parking; there is so much going on at the school.”

Smith has three sons: Two have graduated from Elliott, and one still attends the school. “It’s been a wonderful experience” meeting families from different backgrounds and cultures, she says. “Teachers, children, and parents—all have a different perspective on the current situation in Iraq, because we have parents and children from [the region].” Smith has volunteered serving pancakes at the school, and

her husband is involved in the School Neighborhood Advisory Committee (SNAC). Additional parent activities at the school include a clothing bank, computer classes, and—new this year—a health and nutrition class. Smith’s involvement and experience at Elliott have given her “courage to participate in other activities.” At the urging of a teacher, she joined the local Negro Women’s Council. Smith says her experiences at Elliott have taught her and her children to be involved. “You can do something, if you speak up!”

Reaching Out

“At first, the community learning center (provided by the local YMCA) was only working with students after school as a service provider,” says its director, Benjamin Zink. “Now, we have made the shift to work as a school partner and increased the support of parents and families.” As parents have found their voice and have become empowered to make decisions at the school, Zink notes, the school’s structures and policies have begun to change. Take, for example, the development of the SNAC: The committee has 10 to 20 members—including parents, a representative from the local neighborhood association, community partners, school service providers, the principal, and school staff. It used to be “teacher driven,” says Zink, but now is run by the members. “They can reach out to hard-to-reach families because peer-to-peer outreach is far more effective than official-to-parent [outreach].”

Over the past two and one-half years, the SNAC and the school together have undertaken to solve a dangerous and difficult transportation problem plaguing the community. Elliott is located in a high-traffic area, which makes walking to school unsafe. Limited parking around the school used to keep parents sitting in their cars and double-parked for 15 to 20 minutes to safely take turns picking up their children.

An unused access road beside the school had previously been closed by the city because it was a site for drug dealers and deemed unsafe. The SNAC lobbied the city for more than two years to open this road to the school, encouraging members and other parents to call city officials and pressure them to solve this problem. Last year, they succeeded, and now they are educating parents on how to use the road and educating kids on how to exit the building safely. To prevent future drug dealing, they have spread the word in the community that this road is only for use by children and their families.

The Heritage Feast held the first week of school sets the tone of collaboration for the year. Parents assist in organizing the food and sharing their cultures, and students prepare songs to sing.

In its continuing efforts to develop safety measures around the school, SNAC is now working to improve road conditions for walkers. With a small grant from the local public health department, the committee initiated a Safe Walk to School Week, during which parents and community members volunteer to walk 5 to 10 kids to school along designated routes. To kick-start the program last spring, funds were used to give incentives to students who use this “walking school bus” five times or more. The program is integrated into the school’s physical education program, and teachers instruct the children on safe walking habits, such as how to use crosswalks safely.

Setting the Tone

According to Elliott’s principal, DeAnn Currin, two components have been critical to successfully engag-

ing families at Elliott. First, the school staff have developed a positive and welcoming climate at the school, “building relationships with parents so they can show us their strengths and we can better meet their needs.” The Heritage Feast held the first week of school, for example, is a big event that sets the tone of collaboration for the year. Parents assist in organizing the food and sharing their cultures, and students prepare songs to sing. “This feast represents how we want Elliott to be thought of in the community and how we can, in some small way, make the world a more peaceful place,” says Currin. Second, the school district itself supports the school’s efforts. Parent involvement is a major emphasis throughout the district, notes Currin, and efforts by individual schools to meet these needs are appreciated and recognized.

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“As each year goes by, I figure out new relationships and how to better make the connections,” says Currin, who has been principal at Elliott for 11 years. “There are so many people in the greater community who can help foster understanding and help families. We look carefully at community needs beyond those that can be addressed by a teacher and see how we as a learning community can better meet those needs.” Through such community partnerships, Elliott Elementary has successfully created a positive learning environment for students and promoted parent leadership and decision making.

Money Is Not the Issue

Family Partnership Project Seattle, Washington



“Money for programming is not the issue—it’s core beliefs in parent engagement and passion for doing whatever it will take to make systemic

changes in schools that count,” says the Family Partnership Project’s director, Adie Simmons. As Simmons puts it, “One more dinner or carnival or workshop for parents and families” is not going to change the ways teachers and staff interact with families “if respectful, equal partnerships have not been created.”

Often, school and agency staff develop ideas to work with parents without consulting the local population to learn what is most meaningful to them. For example, one Seattle school found that although many schools had been celebrating Cinco de Mayo, most Mexican-American parents in the city celebrate Mexico’s day of independence from Spain, in September, instead.

Parents want to be welcome at their children’s school. They want opportunities to make a difference and to participate as equal partners in their children’s education. They want to be respected for their culture, language, and beliefs. They want opportunities to develop activities for themselves and their children; the school does not need to do it all. Parents know best what will work to bring families into the schools, but they are often not consulted.

Building the Partnership Project

How can schools better recognize the strengths and appreciate the needs of families? What will it take to establish meaningful partnerships with parents and teachers? What will these partnerships look like? How should they be evaluated? How do they contribute to student success? These and many other questions are being addressed by the Family Partnership Project, a unique initiative in Seattle Public Schools.

The project is a collaborative endeavor of Seattle Public Schools and the City of Seattle, funded by the city’s Family and Education Levy. Both the city and the district, recognizing that parent involvement is a key contributor to student academic success, identified the need for teacher/principal training and support for school staff as critical to the success of involving parents in city schools—and earmarked funds to develop the project.

Of the 40 applicant schools, 23 were qualified for funding; today, 22 buildings remain in the project: 17 elementary schools, 2 middle schools, 2 high schools, and 1 alternative high school.

Funded in 2001, the Family Partnership Project was designed as a four-year demonstration project. “There were many surprises along the way!” says Simmons. For example, project planners decided not to target the funds to specific schools but to make them available as grants for all 103 schools throughout the district through a request for proposals. Interestingly, only 40 of the 103 district schools applied for these resources, and most were located in central, south, or southwest Seattle neighborhoods—those most highly impacted by poverty and recent immigration to the area.

The final application process included face-to-face interviews with each building principal, during which interviewers reviewed their degree of “readiness” to participate and willingness to dedicate four years of staff time to the project. Once again, interesting lessons were learned: Principals may have used the right words to describe the academic benefits of parent involvement, and they may have been familiar with some of the literature, but were school staff ready to fully embrace parent involvement and family support? Of the 40 applicant schools, only 23 were qualified for funding; today, 22 buildings remain in the project: 17 elementary schools, 2 middle schools, 2 high schools, and 1 alternative high school.

The project funds are used by each building to support professional development, provide extra pay for meetings and planning time, develop family involvement activities, and provide incentives for parent participation, including childcare and transportation support as needed. School staff meet as a team with parents to design family involvement work plans that develop solutions for community issues. Some design family activities; others have boosted parents’ decision-making capacities and trained parents for leadership roles. All activities must be part of each school’s improvement plan and aligned with academic goals—thus integrating parent involvement and family support with academic goals for learning. To be refunded each school year, participating schools submit to the project director their Family Partnership Annual Work Plans, which are reviewed by a team of Seattle Public Schools and City of Seattle officials.

The Key to Success

When asked to describe a successful site, Simmons notes an elementary school that went from almost losing a grant to receiving additional funds and support. “A new principal, with a terrific attitude and

passion for this work, made all the difference,” she says. The school serves between 400 and 500 children each year from a multiplicity of ethnic backgrounds, many of whom speak English as a second language (the predominant home language spoken is Spanish). It started out by reviewing school data to learn more about enrolled students: What languages are spoken at home? How many families live in poverty? Where do children live in the community? Its staff then conducted focus groups with parents to find out what they thought was needed by the community and what would best support families in the school’s neighborhoods. Parents said they wanted leadership training opportunities so they could help their children and the school. Together, the principal and parents decided the school would offer a six-week Parent Effectiveness Leadership Training (PELT) training, a curriculum developed in Yakima, Washington, especially for Hispanic families. A total of 26 parents were trained in the first year, and parent leaders have formed a Hispanic Parent Council to raise funds for school events and are taking an active role in decision making.

The school’s principal and a group of dedicated staff were determined to meet the needs of families.

How did this school succeed in its outreach to families while others have tried to offer leadership training without success? According to Simmons, the school’s principal and a group of dedicated staff were determined to meet the needs of families. The principal attended all of the training sessions that were offered in a six-week period, extending her workday long into the night. Her teachers are aware of how much she cares about serving families. They witness each day how she treats each parent with respect and genuinely listens to their concerns about their children, making a special effort to reach out to fathers

in the community for their input about the school and curriculum. She consistently tells families she is a member of the community and cares about the future of their children. While she commands respect for her position and authority, she models the sharing of power and decision making with the community. Her staff were so impressed with her actions that the ESL teachers and instructional assistants volunteered to offer childcare to make the leadership training events possible for any parent who wanted to participate.

While not all schools in the Family Partnership Project are as successful, all are making gains in their work with families. To ensure that these gains become part of the systemic change needed in the district, Simmons is working with the school board to rewrite the district’s parent involvement policies and to ensure that all district schools work to build strong, meaningful partnerships with families. A district policy that says more than “we believe in parent involvement” is needed, she says. With the help of school board members, Simmons has reviewed the policies of similar-sized districts and cities across the nation, comparing their inclusiveness and commitment to parent partnerships and family support. The board policies and standards crafted by Minneapolis Public Schools in Minnesota, she notes, have helped her team develop new policies to be approved by the Seattle Public Schools’ Board of Directors.

It’s not enough to be familiar with and understand parent involvement and family support, says Simmons—you must have an understanding of institutional development and community collaboration to sustain change in school districts over time. Passion, commitment to core values (such as the premises and principles of family support), and a positive attitude that embraces and respects all parents—these qualities make all the difference!

Resources

Organizations

Coalition for Community Schools

c/o Institute for Educational Leadership
1001 Connecticut Ave., NW, Ste. 310
Washington, DC 20036
202/822-8405
www.communityschools.org

An alliance of national, state, and local organizations working to improve education and help students learn and grow while supporting and strengthening their families and communities. Community schools bring together many partners to offer a range of supports and opportunities to children, youth, families, and communities—before, during, and after school, seven days a week.

Families and Schools Together

Wisconsin Center for Education Research
University of Wisconsin–Madison
1025 W. Johnson Street
Madison, WI 53706
608/263-9476
www.wcer.wisc.edu/fast

A multifamily group intervention designed to build protective factors for children 4 to 12 years old and empower parents to be the primary prevention agents for their own children.

Family Involvement Network of Educators

Harvard Family Research Project
Harvard Graduate School of Education
3 Garden Street
Cambridge, MA 02138
617/495-9108
www.gse.harvard.edu/hfrp/projects/fine.html

A national network of more than 2,000 higher education faculty, school professionals, directors and trainers of community-based and national organizations, parent leaders, and graduate students interested in promoting strong partnerships between children's educators, their families, and their communities.

National Coalition for Parent Involvement in Education

3929 Old Lee Highway, Ste. 91-A
Fairfax, VA 22030
703/359-8973
www.ncpie.org

A coalition of major education, community, public service, and advocacy organizations working to create meaningful family-school partnerships in every school in America.

Publications

America's Family Support Magazine: Family Support and Schools

Vol. 18, No. 3, 1999
Family Support America
312/338-0900
www.familysupportamerica.org

Special focus section highlights successful community-school partnerships and offers tips to help families, school staff, and other community members work together to support students and their families.

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement

By Anne T. Henderson and Karen L. Mapp
2002, 244 pp.
National Center for Family and Community Connections with Schools
800/476-6861
www.sedl.org/connections/

A synthesis of 51 studies that examines the growing evidence that family and community connections with schools make a difference in student success. Includes effective strategies to connect schools, families, and community.

Parents Are Powerful

1997
Center for Law and Education
202/986-3000
www.cleweb.org

A full-color guide that gives parents practical advice to guide their children from preschool through high

school. Also informs parents of their rights and what to expect from such key federal programs as Title I, IDEA, and Vocational Education. Available in Spanish.

School-Based Child Maltreatment Programs: Synthesis of Lessons Learned

U.S. Dept. of Health and Human Services, Admin. for Children and Families, Children's Bureau
2003

<http://nccanch.acf.hhs.gov/pubs/focus/schoolbased.cfm>

This publication reports on the School-Based Maltreatment Prevention, Identification, and Treatment Services Demonstration Projects. It was prepared by Jacqueline Smollar, Ph.D, of James Bell Associates. Organizations wishing to implement school-based programs for identification, prevention, and intervention regarding child maltreatment can use the lessons learned from these demonstration projects to build more successful programs.

School, Family, and Community Partnerships: Your Handbook for Action, 2nd Ed.

By Joyce L. Epstein, et al.
2002, 392 pp.

Corwin Press
800/818-7243

www.corwinpress.com

Guides school, district, and state leaders to organize and implement positive and permanent programs of school, family, and community partnerships. Includes new research summaries and useful tools for developing and evaluating programs of family and community involvement.

Multimedia

Principals Speak Out!

VHS, 25 minutes

Institute for Responsive Education

617/373-2595

www.responsiveeducation.org

Features interviews with three principals of schools with highly successful parent and community connections and programs, who share their thoughts on why partnerships are important; what the benefits are to schools, parents, and the community; and how administrators can foster meaningful partnerships. Highlights points for beginning discussions among administrators and school staff.

Public Campaign

Results for America—A Campaign of the Civil Society Institute

www.resultsforamerica.org

Designed to give the public schools the tools they need to educate candidates, policymakers, the media, and each other, the project continues the institute's ongoing work on issues of health, education, environment, and national security. Its education initiative, the Campaign to Put Learning Back in Education, is designed to focus public attention on current education policy, put proven solutions front and center, and bring the voices of parents, students, and communities into the discussion on public education.



FRIENDS, a service of the Children's Bureau, is the National Resource Center for Community-Based Child Abuse Prevention (CBCAP) program grants, under a cooperative agreement between Family Support America and the Office on Child Abuse and Neglect, ACF, HHS. FRIENDS assists and supports the CBCAP state lead agencies by providing training, technical assistance, and information. Contact: FRIENDS Director, Family Support America, 20 N. Wacker Dr., Ste. 1100, Chicago, IL 60606, 312/338-0900, www.friendsnrc.org.