



NATIONAL NETWORK OF
Partnership Schools
JOHNS HOPKINS UNIVERSITY

SPECIAL REPORT

2008 DISTRICT UPDATE DATA

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SUMMARY

2008 DISTRICT UPDATE DATA

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National Network of Partnership Schools (NNPS)
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January 2009

This report summarizes results of the *2008 District UPDATE* survey on program development for the 07-08 school year. YOU can use this report to assess and discuss progress on family and community involvement in your district.

- Use this summary to compare the responses on your district's *UPDATE* with others in NNPS to identify how you are progressing and ways to improve this year and in plans for 09-10.
- Use this report along with the summary *2008 School UPDATE Data* to compare schools in your district with all schools in NNPS. Use the information to reflect on how well your office is facilitating schools with their work on partnerships and to plan your next steps.
- If your district has 8 or more schools in NNPS, use the *customized summary* from NNPS of your schools' 2008 *UPDATE* data to examine the schools' progress and needs. Plan to "scale up" your program until *all* schools are in your local "partnership schools network" and are members of NNPS. This will ensure that you have the best data that we can provide.
- Use the *UPDATE* summaries to report progress in developing and evaluating your district and school partnership programs to your Superintendent, School Board, and others. Outline plans for on-going improvements.

SAMPLE

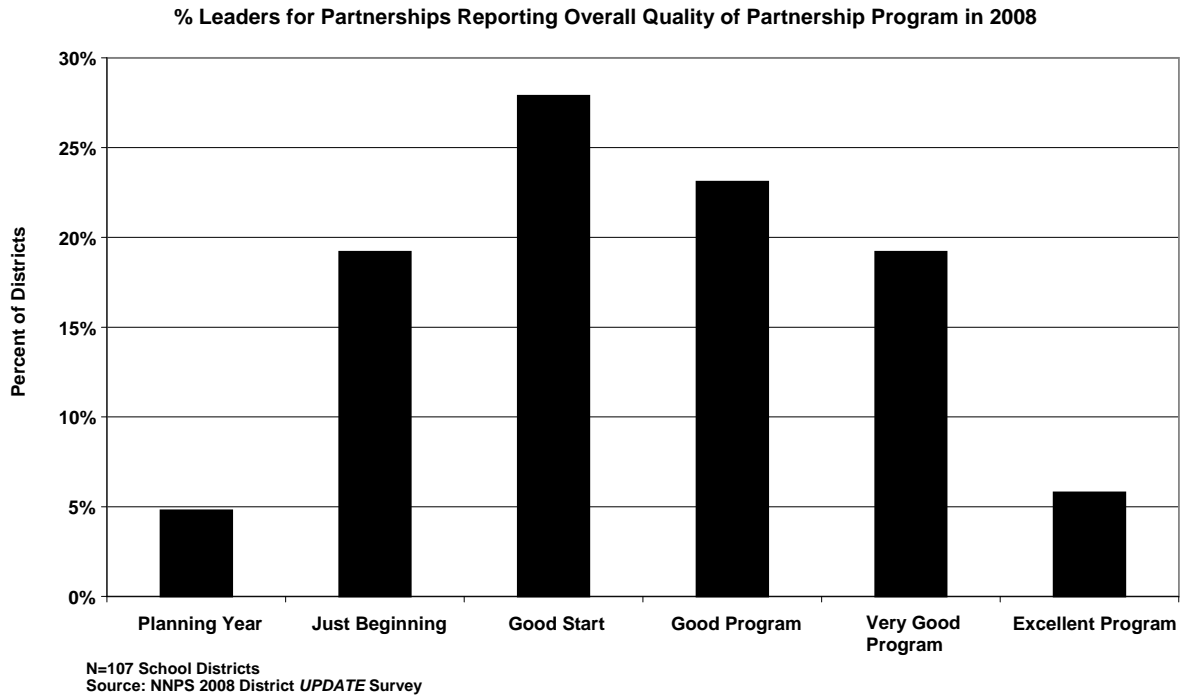
In 2008, 107 district leaders for partnerships reported *UPDATE* data to NNPS. Respondents included full-time and part-time leaders in small and large districts located in diverse communities in 32 states and 3 Canadian provinces.¹

- Districts ranged in size from 1 school to over 250 schools. Over 90% of the districts received Title I funds for their educational programs.
- The districts in the sample had been members of NNPS from 1 year to 12 years, with an average of 4.7 years.
- Leaders for partnerships worked an average of 16.5 hours per week on partnership program development.
- Most leaders (80%) reported that at least one colleague worked with them (full- or part-time) on improving district and school-level partnership programs.
- 85% of the district Key Contacts to NNPS in 2008 expected to continue their leadership in the 08-09 school year.

OVERALL PROGRAM QUALITY

The *2008 District UPDATE* included a "portrait" measure of the overall quality of districts' partnership programs. Leaders selected one of six portraits of increasingly advanced district leadership for partnerships that best matched their stage of development. Figure 1 shows that program quality ranged from *low* (about 25% were in a planning year or just beginning), to *average* (50% had a good start or good program), to *high* (25% had a very good or excellent program).²

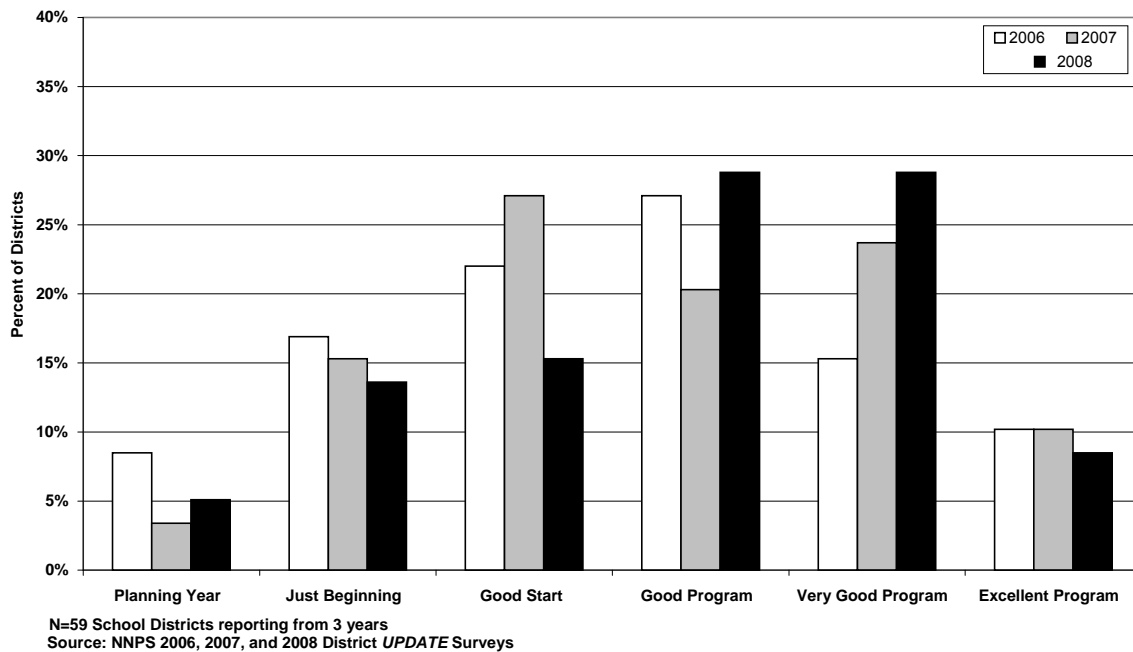
Figure 1
District Program Quality Ratings



As in past years, a near-normal curve emerged in 2008 on the quality of partnership programs. The range in quality reflects the districts varied starting points when they joined NNPS and the different investments in time, funds, and special projects across districts.

Figure 2 shows how program quality changed over the past three years. Fifty-nine district leaders provided longitudinal UPDATE data. Despite some fits and starts, fewer districts were in planning, beginning, and start-up phases; more districts reported good and very good programs from 06 to 08.

Figure 2
Change in Ratings of District Program Quality from 2006 to 2008



An *excellent* portrait requires that a program will be sustained even if leaders changed. Partnership programs still are fragile and depend on leaders, priorities, and budgets. Few leaders – under 10% –

reported that their programs matched the portrait of excellence. As a whole, the longitudinal sample of districts is moving in the right direction.

THE “BASICS” OF PARTNERSHIP PROGRAM DEVELOPMENT

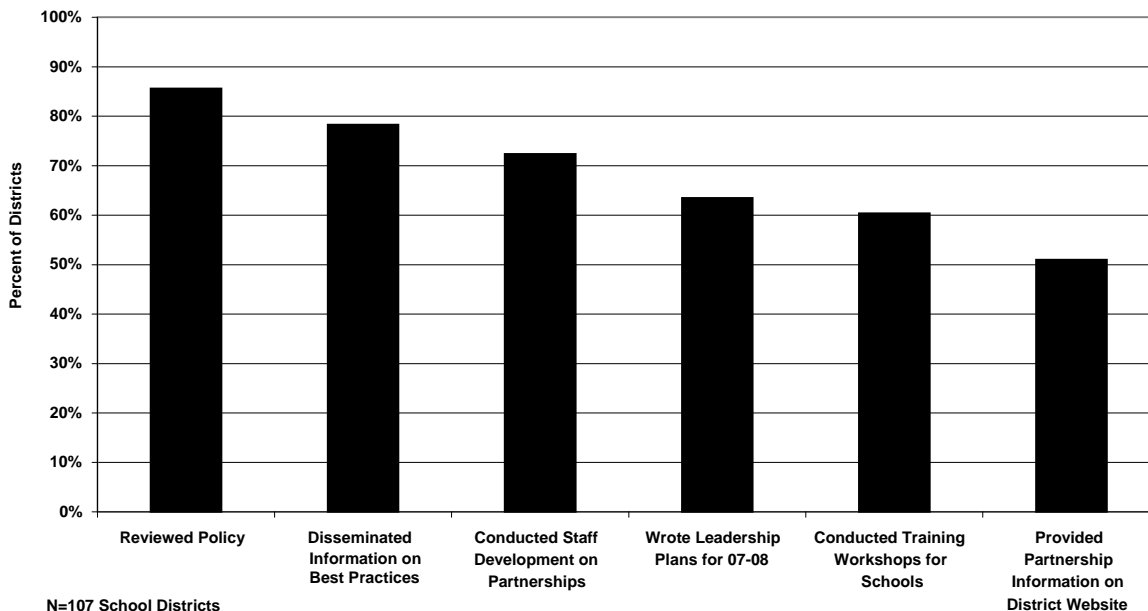
All districts in NNPS want to improve family and community involvement, but leaders vary in how quickly and how well they organize their offices and implement actions to help schools develop high-quality programs. The following sections show how, in 2008, district leaders addressed some of the “essential elements” that were shown in NNPS studies to improve programs over time.

DISTRICT-LEVEL LEADERSHIP ON PARTNERSHIPS

Figure 3 summarizes six items from a 13-item scale ($\alpha = .78$)³ that measured the extent of district leadership on partnerships. In 2008, leaders conducted an average of 8.0 leadership actions to organize their work at the district level. Most conducted basic leadership actions recommended by NNPS as they reviewed or developed a district policy on partnerships (86%), established a budget (78%), and shared best practices of partnerships across schools (78%). Most conducted training workshops for schools’ Action Teams for Partnerships (60%) and other staff development on partnerships with various district audiences (72%). About 64% of district leaders wrote formal Leadership Action Plans in 07-08 and 91% say they will do so for the 08-09 school year.

More than half (51%) posted information on their partnership programs on their district websites. This percentage has been increasing from about 35% in 2005 to 46% in 2007. Some districts have excellent websites linked to NNPS, whereas many districts’ websites have limited information on partnership programs, practices, or links to NNPS.

Figure 3
District-Level Leadership on Partnerships
% Who Conducted Selected Actions in 2008



DIRECT FACILITATION OF SCHOOLS ON PARTNERSHIPS

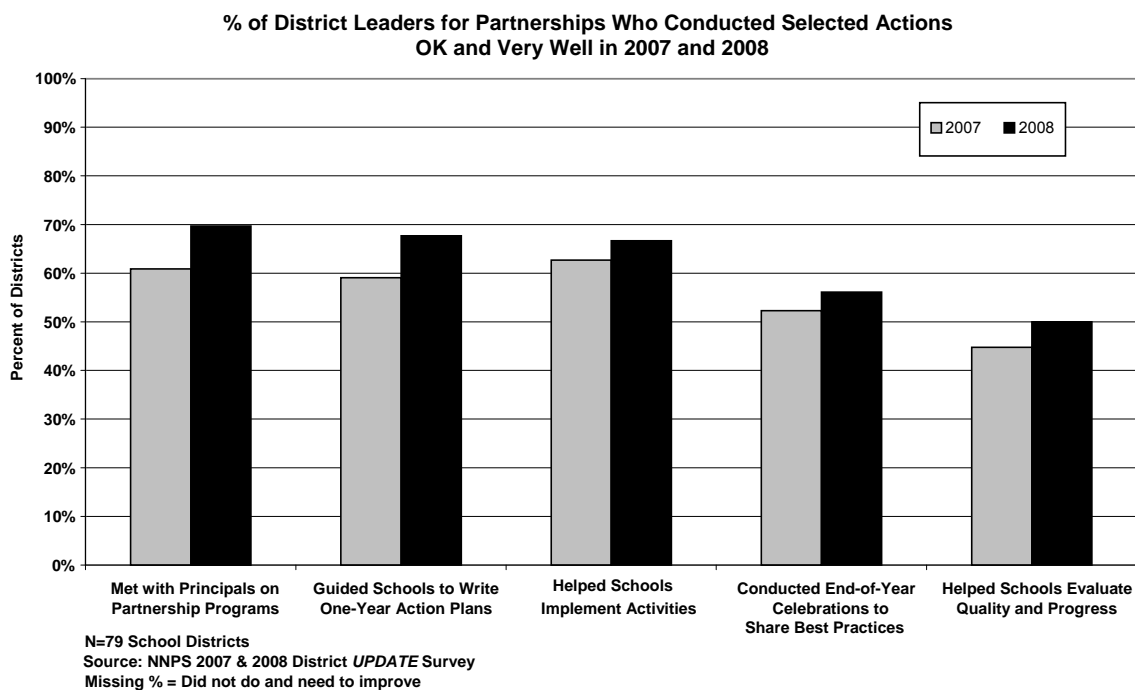
Figure 4 summarizes 6 items from an 18-item scale ($\alpha = .92$) that measured how well district leaders directly assisted individual schools’ Action Teams for Partnerships to strengthen their own school’s

program of partnership linked to school improvement goals. District leaders conducted an average of 13.8 facilitative actions.

There was considerable variation in the number of actions and quality of assistance to schools. Some districts reported working “very well” to assist schools, others “OK,” and still others said that they “need to improve” their direct assistance. On average, leaders reported that they were just *OK* or *needed to improve* how they guide schools, with items averaging 2.59 on the 4-point ratings of quality of direct assistance. About 20% of the district leaders reported giving *no direct assistance* to schools in 07-08 – mainly those in the early stages of program development and those experiencing changes in leaders. Some district leaders have not yet identified “partnership schools” with ATPs and written plans. This is a critical next step for these district leaders.

Over the past two years, leaders improved the quality of assistance to schools on several items. Figure 4 shows, for example, that 68% of district leaders guided schools to write One-Year Action Plans in 2008, compared to 59% in 2007. Gains are shown in the percent of district leaders who met with principals on partnerships, helped schools implement partnership activities, conducted end-of-year celebrations to share best practices, and helped schools evaluate their programs – all important activities for improving the quality of school-based programs.

Figure 4
Direct Facilitation of Schools on Partnerships



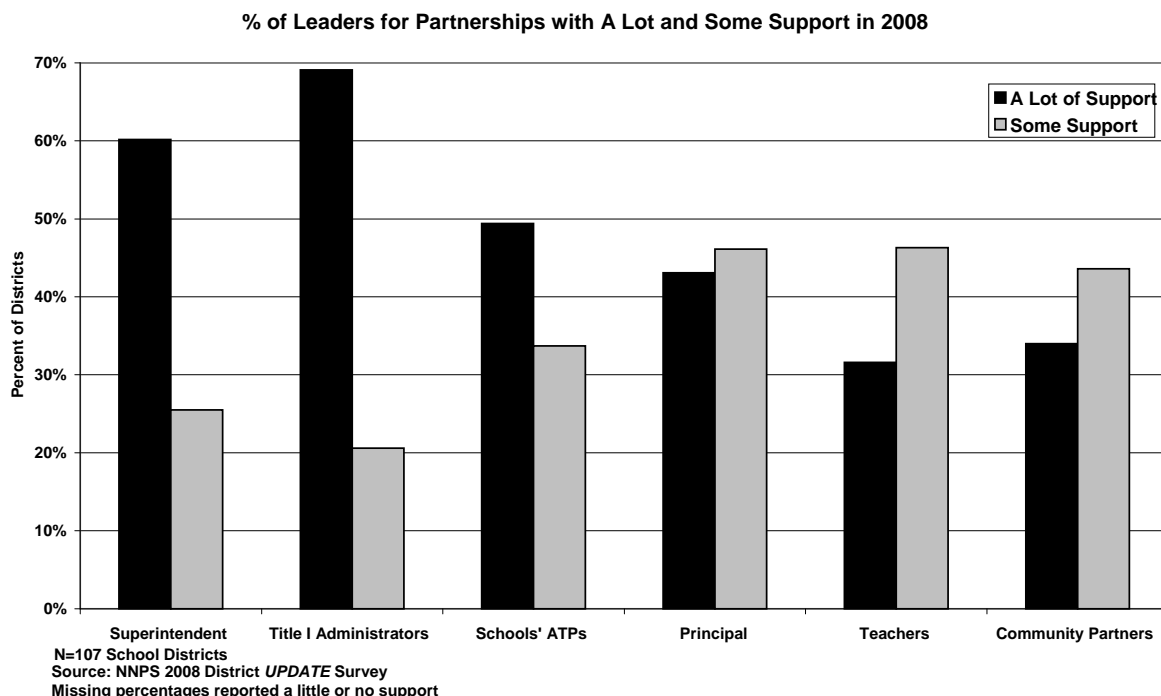
NNPS emphasizes that district leaders have two responsibilities – **to conduct district-level activities and to directly assist ATPs to build their capacities for conducting excellent school-based partnership programs.** There have been steady increases in many district leaders’ actions to assist schools over time.

SUPPORT FROM COLLEAGUES FOR PARTNERSHIPS

Figure 5 summarizes 6 items from a 12-item scale ($\alpha = .86$) that measured how much support district leaders for partnerships reported receiving from colleagues in their district offices, schools, and

communities. Scored 1-4 for *no support, a little, some, and a lot of support*, district leaders averaged 37.8 out of 48 points, indicating strong support from some colleagues and weaker support from others.

Figure 5
Support From Colleagues for Partnerships



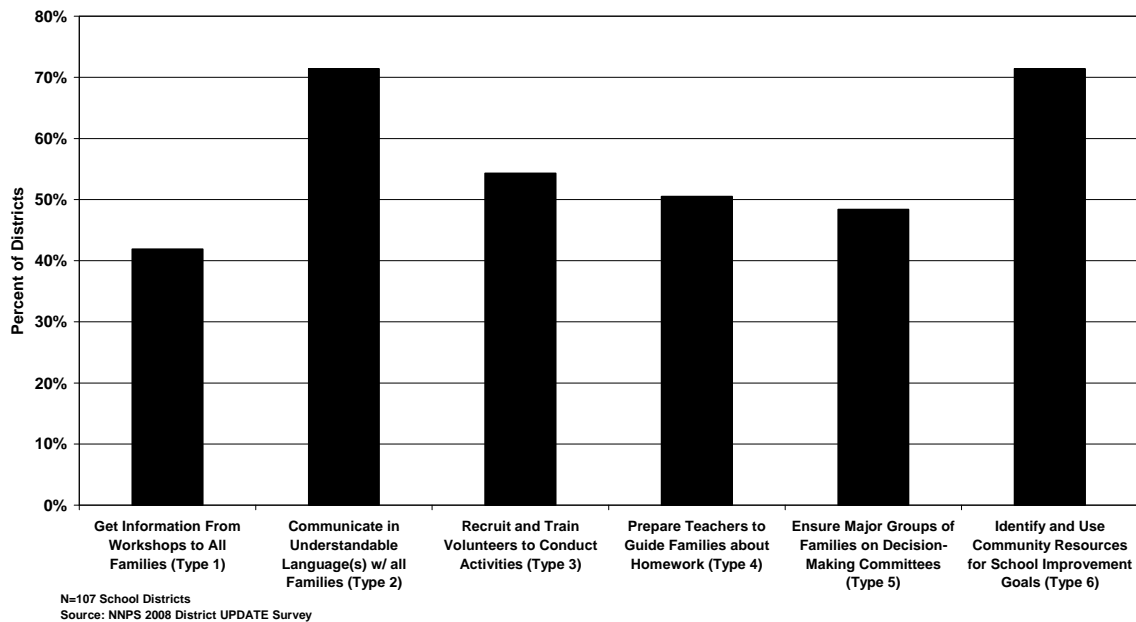
The graph shows, for example, that most district leaders reported strong support for partnerships from their superintendents (60%) and Title I administrators (69%). Many district leaders for partnerships are supported by Title I funds to help schools meet requirements for parental involvement in NCLB. About equal percentages reported “a lot” and “some” support from principals, but weaker support from individual teachers and community partners. Following a trend in past years, more district leaders recorded strong support from state leaders this year (41%), compared to last year (32%). This may reflect the growing number of districts whose state departments of education also are members of NNPS and whose state leaders are emphasizing the importance of partnership programs to fulfill federal and state policies. The measure of support is important because prior NNPS studies and fieldwork indicate that district leaders for partnerships did more to help their schools when they had strong support from their colleagues (Epstein, Galindo, Sheldon, & Williams, 2007).

ASSISTANCE TO SCHOOLS TO SOLVE CHALLENGES TO INVOLVE ALL FAMILIES

In NNPS, district leaders are expected to help schools’ ATPs solve serious challenges to involve all families. Figure 6 shows the 6-item scale ($\alpha = .68$) that measured whether district leaders for partnerships guided schools to meet challenges to involve all families or left these challenges up to schools to solve on their own.

Most district leaders for partnerships reported helping schools find ways to communicate with families who did not speak English at home (71%). NCLB and many district policies require schools to welcome and communicate with all families in ways that help students succeed. Many districts employ translators for printed materials, interpreters at school meeting, and encourage schools to use volunteers to involve non-English speaking parents at school and in the community.

Figure 6
% District Leaders for Partnerships Who Guide Schools to
Address Key Challenges to Reach All Families in 2008



District leaders also have been working to increase community and business partnerships to improve school programs and students’ experiences (Sanders, 2005). This year, about 71% of the district leaders reported assisting schools in finding community resources and partners to improve their programs.

Some districts asked schools to solve these and other challenges on their own. For example, nearly half (46%) of the districts left it up to schools to figure out how to provide information from workshops and meetings to parents who could not attend. A large percentage of districts (41%) left it up to schools to guide teachers in how to connect families with students on homework. Even though these are school-specific issues, district leaders can encourage schools to share best practices to solve these challenges. From 4% to 12% of the district leaders reported that they were not yet working on the listed challenges.

SPECIAL CHALLENGES: INVOLVE DIVERSE FAMILIES AND INVOLVE FATHERS

NNPS asked district leaders whether and how they are working on key challenges to **involve fathers** and **parents who do not speak English at home**. About 85% of the district leaders provided examples of a successful outreach to these groups. Of these respondents, most (54%) identified successful activities to increase the involvement of diverse families; the rest (46%) provided examples to increase fathers’ involvement. Respondents were asked to explain *why* the activity was successful.

Engaging Diverse Families

In addition to having interpreters and translators to assist schools and families, the following were a few activities that district leaders reported for engaging families with diverse linguistic and cultural backgrounds and the reasons the activities were successful.

Activities to Engage Diverse Families	What was the secret of its success?
Play group for Muslim children also aims to increase the involvement of Muslim parents in their children’s education.	Preliminary meetings were conducted in the Muslim community to get input and support from the Imam and other elders to identify activities needed in the community.
Family story time, literacy workshops, and parent academy sessions with multi-lingual presentations and culturally relevant literature.	Several districts reported that it was important to conduct workshops, sessions, and special activities in more than one language.
Parenting Support Groups for diverse families.	The ATP obtained help from bilingual staff to conduct these sessions.
LEAP (Latinos for the Educational Achievement of Potential) workshop on family literacy and higher education options.	Sessions were presented in English and Spanish by Latino presenters and focused on challenges and solutions that Latino parents face. Information on resources for children and families. Personal contacts were made by phone to encourage attendance.
District doubled the size of the translation department.	Due to an increase in the number of families speaking different languages, the district needed to invest in more translators.
ESL classes for parents were conducted in collaboration with local college.	Classes were offered at several schools in various neighborhoods for easy attendance. Childcare was provided. Tuition was covered by the district.

Increasing Fathers’ Involvement

In addition to variations of “donuts for dads,” the following were a few activities that linked involvement with students’ success in school and aimed to build relationships with fathers and other male figures in students’ lives. District leaders noted why the activities were successful.

Activities to Increase Fathers’ Involvement	What was the secret of its success?
Workshop at Lowes about math skills	Lowes is a comfortable place for fathers and father figures to meet with their children. It was easy to find interesting things to do with math.
Special topics: archery demonstrations, maintenance/safety, math in the home, “camp out” with dads on math.	Community members made personal contacts and helped publicize the events for fathers.
Book Shelves and Book Swap	Fathers built book shelves needed at the school and combined the activity with a Book Swap Night. Everyone appreciated the volunteers and the dads knew they had a role in encouraging reading.
Fathers’ Reading Night	This was scheduled with supper at a convenient time for most fathers and father figures. It featured relevant literature for fathers and children.
Million Fathers March	This was a collaborative effort at a high school with church leaders and attracted many fathers and father figures who may not have been involved before. The goal was to increase a partnership spirit and provide information to support high school students’ success.
Junior High Dads Breakfast	The breakfast was scheduled early – before work hours and had a great keynote speaker. Over 500 fathers and father figures attended for useful information about the junior high years.

Schools in NNPS are working to involve all families, including linguistically diverse parents and dads, in all of the partnership activities that are conducted, not just in special events. For more ideas, see the annual collections of *Promising Partnership Practices* (Hutchins et al., 2008) that also are on the NNPS website. Go to www.partnershipschools.org and click on Success Stories. Also see the discussion on involving fathers in Sanders & Sheldon (2009/in press).

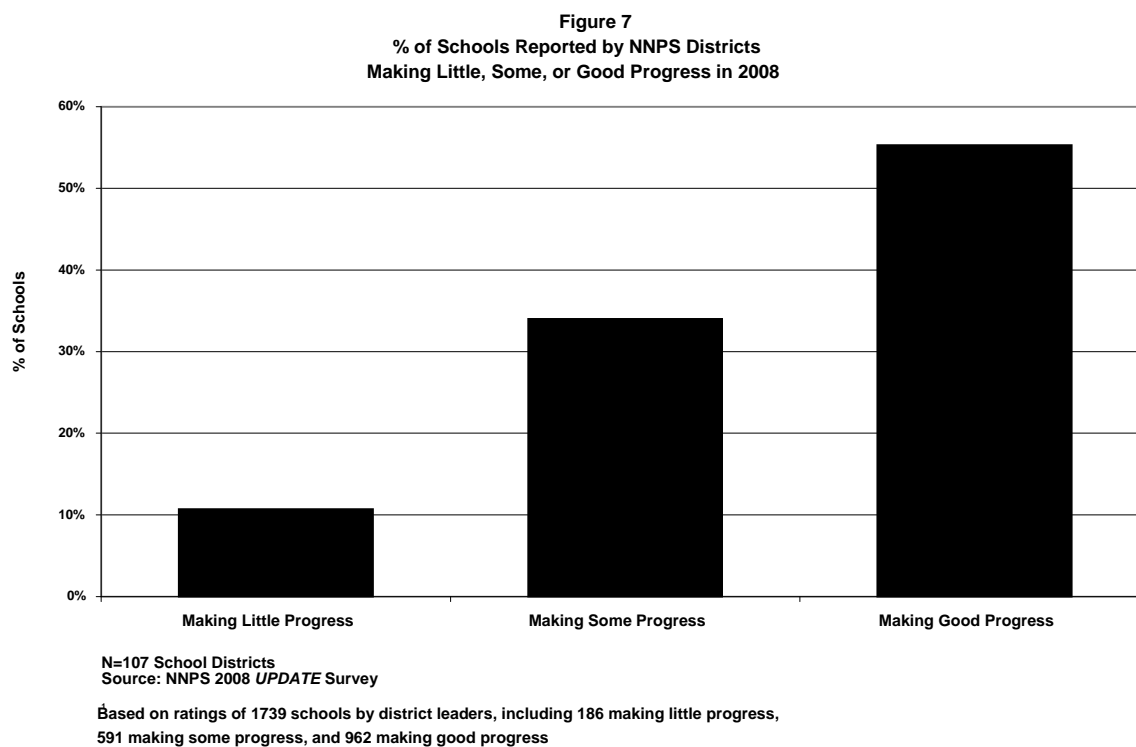
NLCB REQUIREMENTS FOR PARENTAL INVOLVEMENT

Most district leaders (62%) ask schools to fulfill NCLB requirements for a “school-parent compact” by collecting signatures from parents on pledges to collaborate with their child’s school. About the same percentage (66%) of districts also ask schools to write a One-Year Action Plan for Partnerships using or adapting the NNPS planning form. NNPS believes that the One-Year Action Plan for Partnerships reflects the language in NCLB that explains that a compact should outline “*the means by which the school and parents will build and develop a partnership to help children achieve.*”

Most pledges simply list ways that families may choose to be involved. These activities remain a valid Type 2-Communicating activity and can be scheduled in a full One-Year Action Plan for Partnerships. By contrast, the One-Year Action Plan specifies the activities and the schedule for implementing the planned activities to create a welcoming climate and to help all families support student learning and development throughout the school year.

SCHOOLS’ PROGRESS ON PARTNERSHIPS

Figure 7 summarizes district leaders’ reports of whether their schools were making *little, some* or *good progress* on partnerships in the past school year. In 2008, district leaders reported that they assisted over 2200 elementary, middle, and high schools to help them develop stronger, goal-linked programs of partnership. Ratings for 1739 schools indicated that about 55% of these schools were making good progress on partnerships; 34% of the schools were making some progress; and 11% were making little progress in developing effective partnership programs.



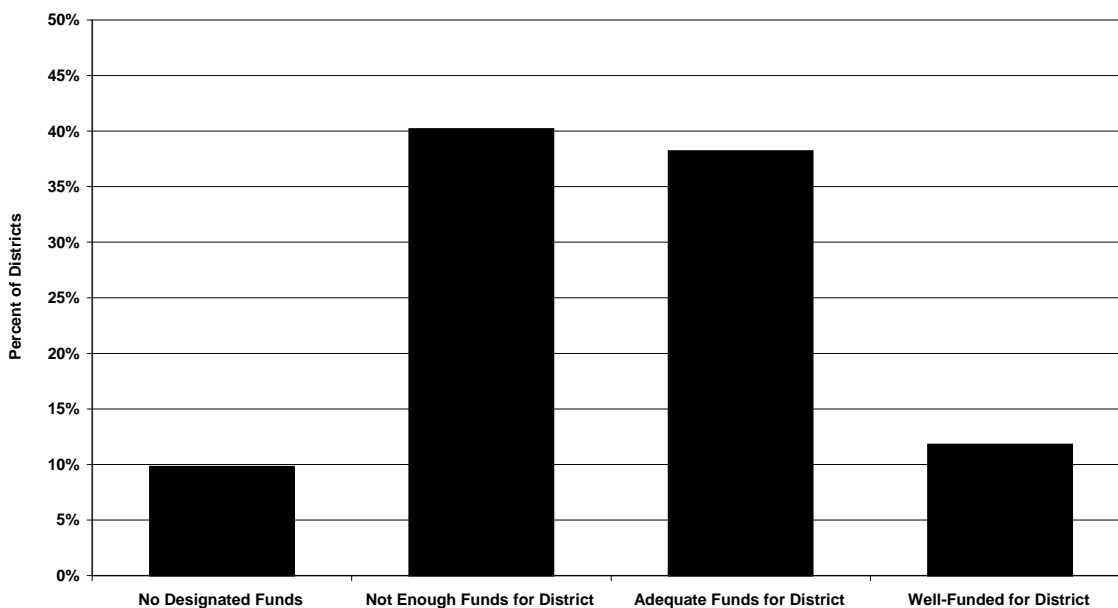
Collectively, district leaders in NNPS estimated that **over 352,670 families** were involved in the activities conducted by the schools they assisted on partnerships in the 07-08 school year.

ADEQUACY OF FUNDING FOR PARTNERSHIPS

A single item on the *2008 District UPDATE* asked leaders whether their partnership program was *unfunded, poorly, adequately, or well funded*. Because districts vary greatly in size and student and family needs, NNPS uses a rating of adequacy of funding in each location to assess funding, rather than particular dollar amounts.

Figure 8 shows that half (50%) of the district leaders reported that they were adequately or well funded. The rest reported inadequate (40.2%) or no designated funds (9.8%) for district-level partnership program development. These ratings improved from last year, though too many district leaders still are operating with inadequate funds for their program goals.

Figure 8
District Leaders' Reports of
Adequacy of Funding for Partnerships in 2008



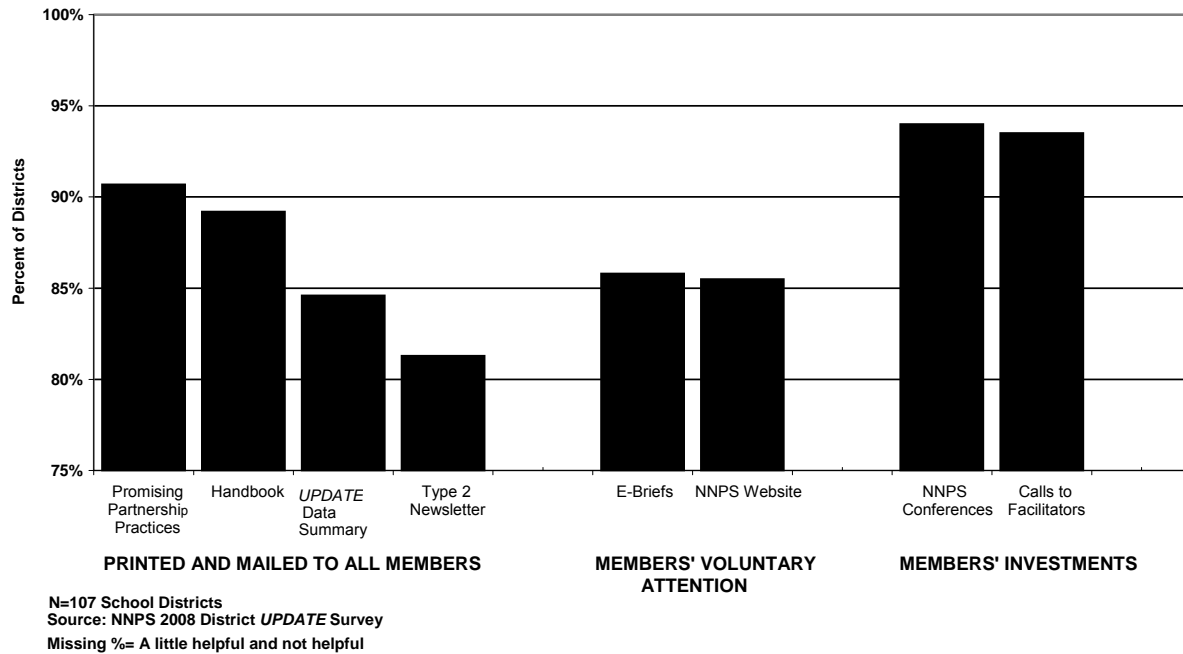
N=107 School Districts
Source: NNPS 2008 District *UPDATE* Survey

District leaders must actively negotiate for adequate funds or for increased funds to support the activities that are needed and planned each year. Title I funds were the most frequent source of funds for 52% of the districts reporting in 2008. Other major funding came from other federal funding (e.g., Title II, III, IV) and from general, district, and local funds.

USE OF NNPS PROGRAM DEVELOPMENT MATERIALS

Figure 9 summarizes items from an 8-item scale ($\alpha = .81$) that measured how district leaders for partnerships rated the usefulness of major NNPS tools and materials. All items – manual, newsletters, conferences, consulting, and more – are designed to help district leaders increase the quality of their leadership and their work with schools' ATPs. Printed materials that were mailed to all members and items that required voluntary attention were rated as helpful or very helpful by 81% to 91% of district leaders. Benefits that required district leaders' financial investments (i.e., attending NNPS conferences and long-distance calls for "on-call" consulting with NNPS facilitators) were used by fewer members, but were rated as helpful or very helpful by 94% of district leaders).

Figure 9
District Leaders' Ratings of NNPS Publications and Services as "Helpful" or "Very Helpful"



USE OF NNPS EVALUATION TOOLS

About 65% of district leaders reported that they evaluated some aspects of their districts' partnership programs and 62% evaluated some aspects of their schools' work on partnerships. Presently, many district leaders use their own assessments, often linked to Title I record keeping and monitoring for compliance.

Some district leaders used NNPS *UPDATE* (33%) to assess the quality of key components of their district and school partnership programs. This makes good sense because districts and the schools must complete *UPDATE* to renew their membership in NNPS. When *UPDATE* indicators are tracked from year to year, district leaders can document progress systematically and graphically.

At the school level, some district leaders (28%) guide ATPs to use the *End-of-Year Evaluation* in the NNPS *Handbook* to assess the quality of each involvement activity that is implemented throughout the school year and to gauge needed improvements. (Note: In the new edition of the NNPS *Handbook for Action, Third Edition*, this tool is titled *Annual Evaluation of Activities*.)

Other Assessments. District leaders noted the various tools they used to evaluate the district and/or school partnership programs. Some reviewed schools' Action Plans for Partnerships. Some collected monthly reports or an annual survey of parents on their satisfaction with the schools. Some district leaders may find these evaluations useful, but most would be helped by using the basic NNPS evaluations in the *Handbook* and the annual *UPDATE* for districts and for schools.

Over 70% of the district leaders asked questions about evaluating partnership programs. Most questions concerned how to measure whether family and community involvement affected student achievement and success in school. There are two steps to understanding the effects of partnerships on student outcomes.

Step 1. Implementation. District leaders and school teams need to *first* measure *the quality of program implementation* to show that a program is “there,” before measuring the *results of a program*. The annual *UPDATE* surveys and the tools in the *Handbook* are designed to provide basic knowledge about whether programs of family and community involvement are, in fact, being implemented and how well.

Step 2. Results for Students. Although district leaders and school teams regularly examine student achievement test scores and other data (e.g., attendance records, behavior referrals, graduation rates), it is hard to know how much change is due to family and community involvement and how much change is due to other factors (e.g., quality of teaching, counseling). District leaders should know that a strong research base underlies NNPS’s approaches to partnership program development. And, many studies show that well-designed, well-implemented partnership programs help increase student success in school. See the Publications List on the NNPS website at www.partnershipschools.org in the Research and Evaluation section.

Local studies will require the district’s evaluation office or research staff to connect NNPS measures of schools’ program quality with the schools’ test scores or other indicators. Targeted studies also may be contracted with research and evaluation experts in district offices, local universities, or other agencies. All research on results for students requires an adequate sample of schools, longitudinal *UPDATE* data or other measures of program quality, and longitudinal outcome measures.

The new edition of the *Handbook for Action, Third Edition* has new chapters on how family involvement may link to improving results for students (Chapter 1, part 3) and how to conduct feasible evaluations of program quality and progress (Chapter 9). On the NNPS website, see how to obtain the new edition of the *Handbook* with a 20% discount for members.

DISTRICT LEADERS’ COMMENTS ON PROGRESS

The measures in *UPDATE* show how districts are progressing in improving their leadership and programs of partnerships. In addition, district leaders commented on their progress and challenges. Almost all district leaders (94%) addressed the question “What changed most?” in their programs of family and community involvement in the 07-08 school year. Of these, 6 leaders noted that they made little or no progress due to changes in district leaders, budgets, and priorities. All the rest noted positive program developments, as in the following typical comments.

District Policies Changed

- *The family involvement policy was revised.*
- *All administrators received the same professional development and now can define family engagement in the same way, are aware of what we offer, and what we can improve on.*
- *Each school aligned its activities to the goals of the district improvement plan.*
- *Heightened awareness of the need for parental involvement ...at the secondary level.*
- *More collaboration on the district level between departments to get the best results for families and students.*
- *More funds were utilized to promote involvement.*

School Programs Improved

- *All Title I schools became members of NNPS and will have functioning ATPs (in 08-09).*
- *More schools were able to see the connection (of partnerships) to school improvement.*
- *We have become more accountable and have tried to tie our actions to student progress.*
- *All schools assessed their parent and community outreach and created a goal or plan based on that assessment.*
- *More awareness of how parental involvement should be structured.*
- *We trained 60 community volunteers to provide tutoring in 20 elementary schools.*

Partnerships Were Linked to Specific Outcomes

- *Across the district, we've seen an increase in community and business partnerships.*
- *More focus on engaging parents in academic areas.*
- *There was a definite increase in parental participation. There was greater "buy in" from principals, teachers, parents and we developed a stronger (sense of) community.*

District leaders also listed specific goals for improving district (91%) and school (88%) partnership programs in the 08-09 (current) school year. District leaders aim to:

- increase assistance and training to schools
- expand the number of schools that are working systematically on partnerships
- increase the number of staff to work with schools on partnerships
- write better Leadership Action Plans at the district level
- build support among district level colleagues
- find time for the work that needs to be done
- increase outreach to diverse and underserved families
- improve evaluations of partnership programs at both the district and school levels.

These are important goals for improving partnership program quality and should be reported in the *2009 District UPDATE*.

SUMMARY and DISCUSSION

Districts in NNPS are guided to organize their district-level leadership on school, family, and community partnerships *and* to assist all elementary, middle, and high schools to develop and sustain site-based programs of family and community involvement linked to their own school improvement goals for student success. The 2008 District *UPDATE* data indicate that just about all district leaders in NNPS are working to implement key program components, though some are making more progress than others.

The longitudinal patterns of district leaders' actions are informative and encouraging. District leaders who continued to work on partnerships for at least two years:

- Improved the overall quality of their districts' partnership programs. Leaders moved from "start up" stages to "good program" by organizing their offices and by assisting some schools with their site-based partnership programs.
- Increased their direct assistance to help schools' ATPs plan, implement, share, and evaluate their partnership programs and practices.

The *2008 District UPDATE* data confirm results of prior analyses that showed that district leaders who sustained their attention to partnerships from year to year improved their own leadership

activities and assisted their schools in more and different ways (Epstein, 2007; Epstein, Galindo, and Sheldon, 2007, 2008).^{4,5} It is clear that developing excellent programs of school, family, and community partnerships is a continuous process.

Other important information emerged from analyses of two years of data from *schools* in NNPS, as shown in the summary, *2008 School UPDATE Data*, which accompanies this report. School ATPs reported that they benefited from guidance and support from their district leaders for partnerships. Schools with programs that improved from 2007 to 2008 were more likely than other schools to say that their district leaders for partnerships provided technical assistance on partnerships, met with the principal to crystallize support for partnerships, helped the school evaluate its partnership program, and assisted in other ways. The separate messages from school teams confirmed information from district leaders in this report that they are facilitating schools in many ways and that most schools are, in fact, making progress on partnerships.

The 2008 data also showed that most district leaders must continue to improve their work on partnerships. Three topics need major attention.

- **District leaders must write annual Leadership Action Plans for Partnerships.** For the past two years, over 60% of district leaders reported writing annual plans, but 100% need to do so. District leaders may use the Leadership Action Plan template in the new edition of: *School, family, and community partnerships: Your handbook for action, third edition* and on the CD that comes with the book. Writing a leadership plan helps district facilitators organize their time, conduct district level and school-based activities, and discuss their work with other district and school leaders.
- **District leaders must plan to “scale up” the number of schools that form Action Teams for Partnerships, write action plans, implement activities, and evaluate their work.** Some district leaders are already guiding *all* schools to work systematically on partnerships, whereas others are not yet guiding *any* schools on partnerships. Many district leaders need to increase the number of schools in their local network and help those schools join NNPS to receive the manual, other research-based publications and tools, and to see that they are part of a national agenda with other schools working to improve outreach to all families and results for students.
- **District leaders must improve evaluations of district-level and school-based partnership programs.** Good evaluations provide useful data for increasing goal-linked family and community involvement from year to year. The *UPDATE* surveys document the quality and progress of programs every year. In addition, the *Handbook for Action* contains three “built in” tools that district leaders should guide schools’ ATPs to use: *Annual Review of Team Processes*, *Annual Evaluation of Activities*, and the *Measure of School, Family, and Community Partnerships*. These tools help schools reflect on and keep track of their program’s progress.

District leaders for partnerships should take pride in the advances they make each year to strengthen programs of family and community involvement at the district level and in all schools. At the same time, leaders for partnerships should work with colleagues and with their schools for the remainder of the 08-09 school year to improve indicators that fall below NNPS averages or that do not reflect NNPS’s expectations for excellent programs. We look forward to evidence of on-going improvements on the next *UPDATE* at the end of this school year.

Visit the NNPS website, www.partnershipschoools.org, for:

- Research summaries (click on Research and Evaluation)
- Professional development conference registrations
- All editions of *Type 2* newsletters (click on Publications and Products)
- All collections of *Promising Partnership Practices* (click on Success Stories)
- Send an e-mail to an NNPS Facilitator with questions about YOUR next steps at the district level and in scaling up your assistance to schools.
- Lots of other good information!

NOTES

- 1) In 2008, data are from districts in NNPS in 32 states and three Canadian provinces: AK, AZ, CA, CT, FL, GA, HI, ID, IL, KY, LA, MA, MD, MI, MN, NC, NE, NJ, NY, OH, OK, OR, PA, RI, SC, TN, TX, UT, VA, WA, WI, and WV, and in Alberta, Manitoba, and Ontario, Canada.
- 2) The portrait of an “excellent” program specifies that the district’s partnership program is well developed with annual written leadership plans, many activities at the district level, direct facilitation of most or all schools’ Action Teams for Partnerships, adequate funding, strong collegial support, and evidence that the program would be “permanent” even if leaders changed.
- 3) The *internal reliability* (α or alpha) of a scale indicates whether the items represent a common construct. Reliability coefficients of .6 or higher indicate that the items are related and consistent and that the scale is useful.
- 4) NNPS researchers use *UPDATE* data in analytic studies to learn how specific actions affect the quality of district and school programs. For summaries of recent reports using *UPDATE*, click on the *Research and Evaluation* section of the NNPS website, www.partnershipschoools.org.
- 5) States and organizations in NNPS also are sent the summaries of school and district 2008 *UPDATE* data. There are too few states and too diverse organizations in NNPS to summarize their *UPDATE* data systematically. NNPS will continue to review the annual *UPDATE* surveys from states and organizations and tailor individual assistance to these members as they develop partnership policies and programs.

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