



NATIONAL NETWORK OF  
**Partnership Schools**  
JOHNS HOPKINS UNIVERSITY

## **SUMMARY: 2010 DISTRICT UPDATE**

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February 2011  
Special Report

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# SUMMARY: 2010 DISTRICT UPDATE

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Johns Hopkins University

February 2011

This report on 2010 *District UPDATE* data summarizes district leaders' progress in developing their programs of family and community involvement in the 09-10 school year.

## HEADLINES 2010

The 09-10 data show:

- District leaders for partnerships in NNPS assisted over **2600 schools** in the 09-10 school year.
- District leaders reported that, with their assistance, schools engaged over **553,000 families** in their children's education.
- 93% of the district leaders reported that they will continue in their positions in the 10-11 school year. Stable leadership for partnerships across districts should promote progress in improving district and school programs this year.
- About  $\frac{3}{4}$  of the district leaders (74%) reported that they evaluated aspects of their districts' partnership programs—up 10% from last year. Annual evaluations on *UPDATE*'s scales and measures help districts and schools document progress and plan ways to improve their programs. This is one of the main services NNPS offers to all members.

## USE THIS REPORT

- Compare the national data from 110 districts with your districts' responses.
  - \* Report your progress to your Superintendent, School Board, and others.
  - \* Use the information to improve activities for the rest of this year and in your plans for 2011-12.
- Also see the *Summary: 2010 School UPDATE* to compare schools in your district with 889 schools in NNPS. Use the information to reflect on how well your office is facilitating your district's schools with their work on partnerships. Use the scales and measures in *UPDATE* to frame your assistance to schools this year and in 2011-12.
- If your district has 8 or more schools in NNPS, you will receive a *customized summary* from NNPS of your schools' 2010 UPDATE data to check your schools' progress and needs. Plan to “scale up” your program until *all* schools in your district are in your **local partnership schools network** and are members of NNPS. This will ensure that you have the best data on all schools' progress from year to year.

## SAMPLE

In 2010, 110 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 2 Canadian provinces.<sup>1</sup>

- District leaders worked with from 1 to over 250 schools.
- Districts in the sample had been members of NNPS for from 1 to 14 years, with nearly half (46%) joining in 2007, 08, and 09.
- Leaders for partnerships worked an average of 16.6 hours per week on partnership program development.

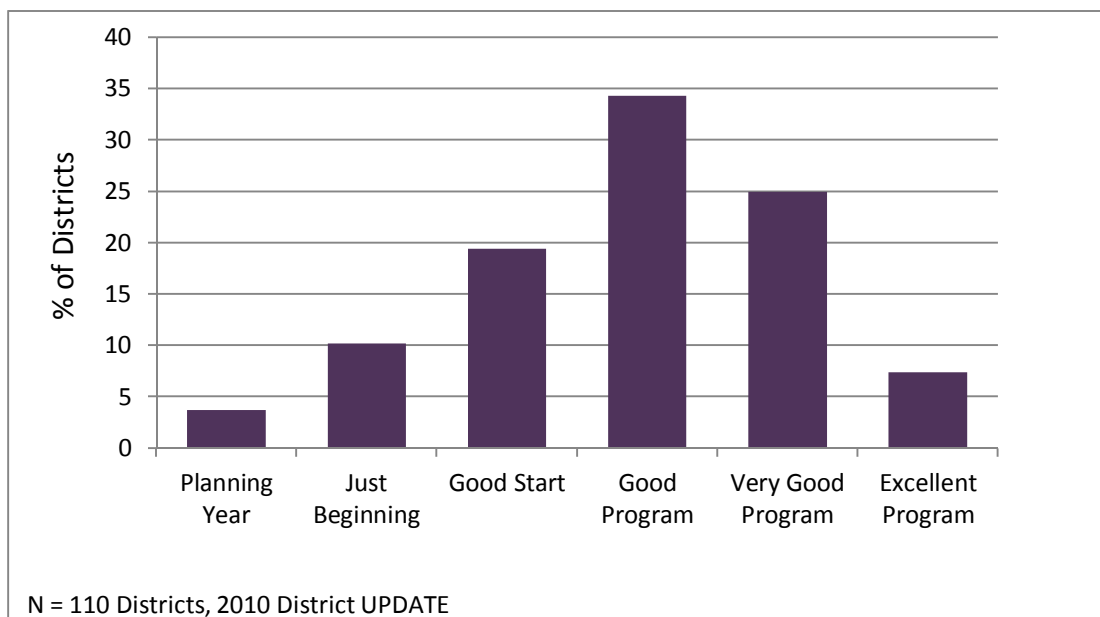
- Just about all district leaders for partnerships (97%) reported that at least one colleague worked with them (full- or part-time) on improving district and school-level partnership programs. In large districts, a staff of facilitators (up to 11) worked with groups of schools’ ATPs (up to 20-30 schools each) on partnership program development.
- 93% of the district Key Contacts to NNPS expected to continue their leadership in the 10-11 school year, indicating stable leadership for partnerships across districts.
- Districts served populations of students and families who spoke from one to over 100 different languages.
- On average, across districts, 48% of the students were eligible for free or reduced-price meals.

The data for 2010 reveal great variation among districts in NNPS. There is no one way to organize district leadership on partnerships. NNPS’s professional development, tools, and on-going guidance enable district leaders to create strong structures and to *customize* plans to fit their settings, number of schools, and student and family populations.

## OVERALL PROGRAM QUALITY

The *2010 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 program development. Figure 1 shows that a few districts rated their program quality *low* (about 13.9% were in a “planning year” or “just beginning”). Over half the districts rated their programs as *average* (53.7% had a “good start” or “good program”). The remaining districts reported their partnership program quality as *high* (32.4% had a “very good” or “excellent” program).<sup>2</sup>

**Figure 1: District Leaders’ Reports of Partnership Program Quality in 2010**



As in past years, a near-normal curve emerged in 2010 for the overall quality of district’s partnership programs. The range in quality reflects the districts’ varied starting points on partnerships when they joined NNPS and different investments in time, funds, and human resources to conduct their programs.

Compared to last year, fewer districts were in a *planning stage*, and more reported *very good* programs. About the same percentage (7.4%) reported *excellent* programs in 2009 and 2010. An *excellent* portrait meant that the leaders believed that their partnership programs would be sustained *even if leaders changed*. This is a difficult, but worthy, goal. Over time, more programs should reflect very good and excellent ratings, given the leaders’ stability in their positions (noted above). As a whole, districts in NNPS are moving in the right direction.<sup>3</sup>

## ESSENTIAL ELEMENTS OF EFFECTIVE PARTNERSHIP PROGRAMS

Districts join NNPS to use research-based approaches to develop leadership on partnerships and to guide schools in implementing and evaluating programs of family and community involvement to increase student success in school. Some district leaders move quickly with this work; others take time before assisting their schools.

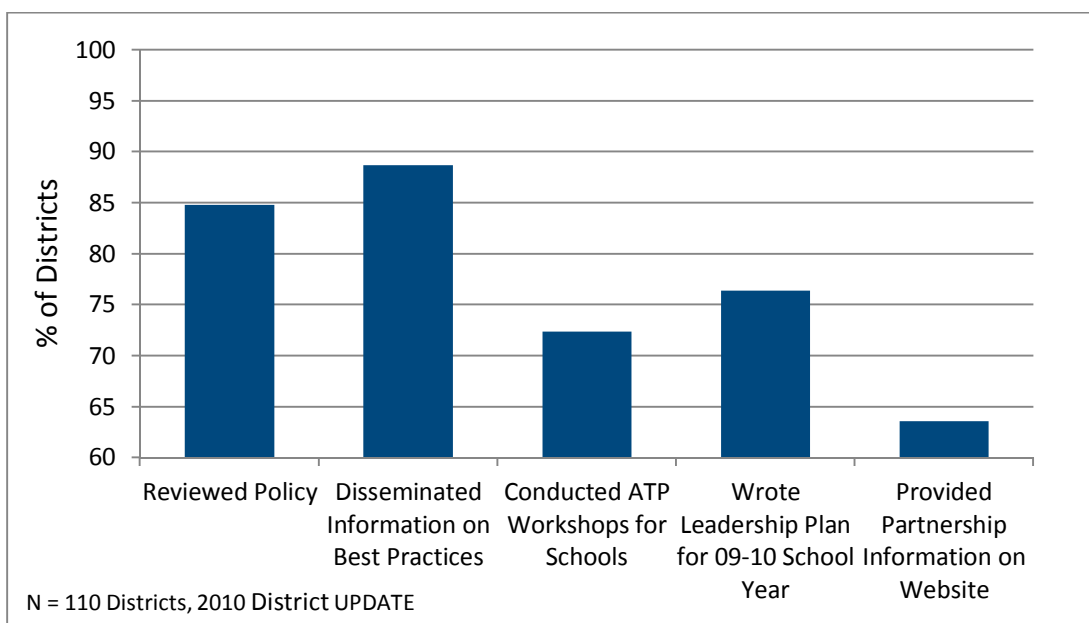
New research using prior years' district *UPDATE* data indicates that, over and above the support of principals for the work of their school-based Action Teams for Partnerships (ATPs), district leaders' *direct facilitation* of ATPs contributed significantly to the quality of schools' programs of family and community involvement. Further, schools where district leadership was consistent over three years did more to improve their partnership programs than did schools with less stable district support (Epstein, Galindo, & Sheldon, in press/2011).

It is important for all district leaders for partnerships to move *as swiftly as possible* to organize their work *and* assist schools to form ATPs, write goal-linked partnership plans, implement planned activities, and evaluate their progress. Then, as research indicates, both districts *and* schools will improve their outreach to all families and activate partnerships that contribute to student success in school.

### DISTRICT LEADERSHIP ON PARTNERSHIPS

**Step 1 for district leaders: Conduct *district-level* partnership activities.** Figure 2 shows five items from a 14-item scale ( $\alpha = .69$ )<sup>4</sup> that measured actions taken by district leaders for partnerships to establish their offices and their positions as experts on family and community involvement. In 2010, district leaders for partnerships conducted an average of 9.8 actions to organize their work at the district level. Most conducted *basic* leadership activities recommended by NNPS. They reviewed or developed a district policy on partnerships (85%), established a budget (87%), and shared best practices of partnerships across schools (89%). About 76% of district leaders wrote formal Leadership Action Plans in 09-10. Most conducted training workshops for schools' Action Teams for Partnerships (72%).

**Figure 2: District Leadership on Partnerships**  
**% District Leaders Who Conducted Selected Actions in 2010**



Some district leaders who conducted the NNPS One-Day Team Training for ATPs in prior years, conducted other workshops on advanced topics to help ATPs continue to improve their programs of family and community involvement.<sup>5</sup>

Nearly three-fourths of the district leaders reported that they met with the district superintendent (73%) and connected and collaborated with other district leaders and colleagues (78%) to coordinate work on family and community involvement in the 09-10 school year.

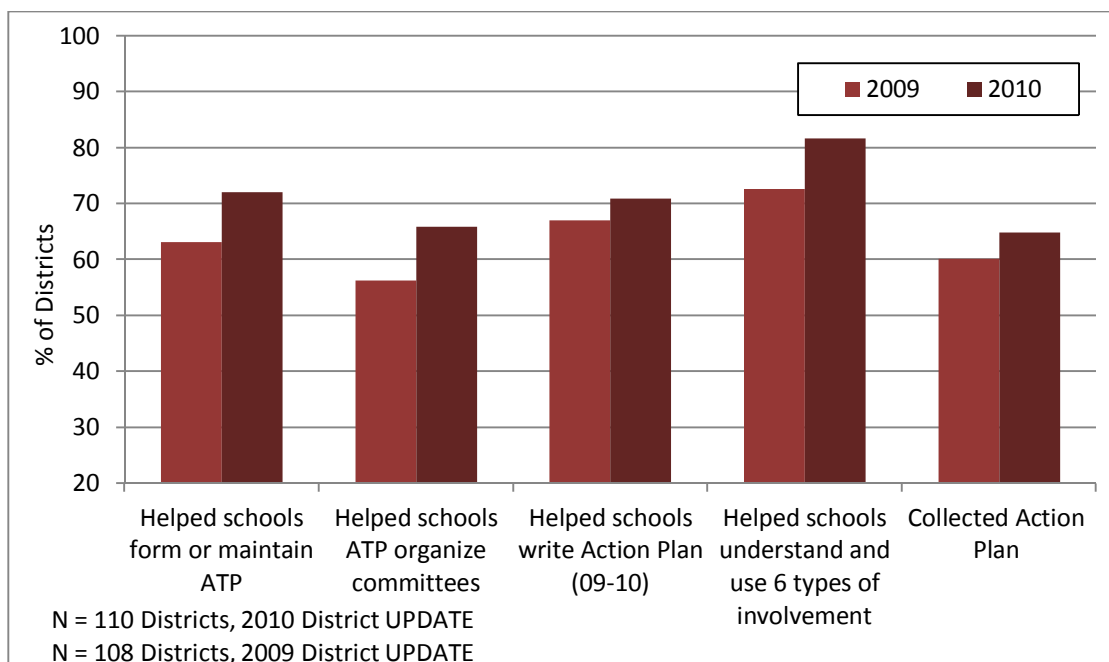
All of these percentages are higher than in 2009. Also, 64% of the district leaders posted partnership information on their district website this year (2010), compared to about 50% last year.

The figures indicate that the vast majority of district leaders in NNPS are taking basic steps to establish their offices and their expertise on partnerships. These strategies are crucial for strengthening and sustaining excellent district-level leadership on partnership program development.

## DIRECT FACILITATION OF SCHOOLS ON PARTNERSHIPS

**Step 2 for district leaders for partnerships: Facilitate each school’s Action Team for Partnerships(ATP).** Figure 3 displays five items from an 18-item scale ( $\alpha = .94$ ) that measured how well district leaders directly assisted schools’ Action Teams for Partnerships to strengthen each school’s program of partnerships linked to school improvement goals.

**Figure 3: District Leaders’ Reports of Direct Assistance to Schools’ ATPs on Basic Team Structures and Plans, 2009 and 2010**



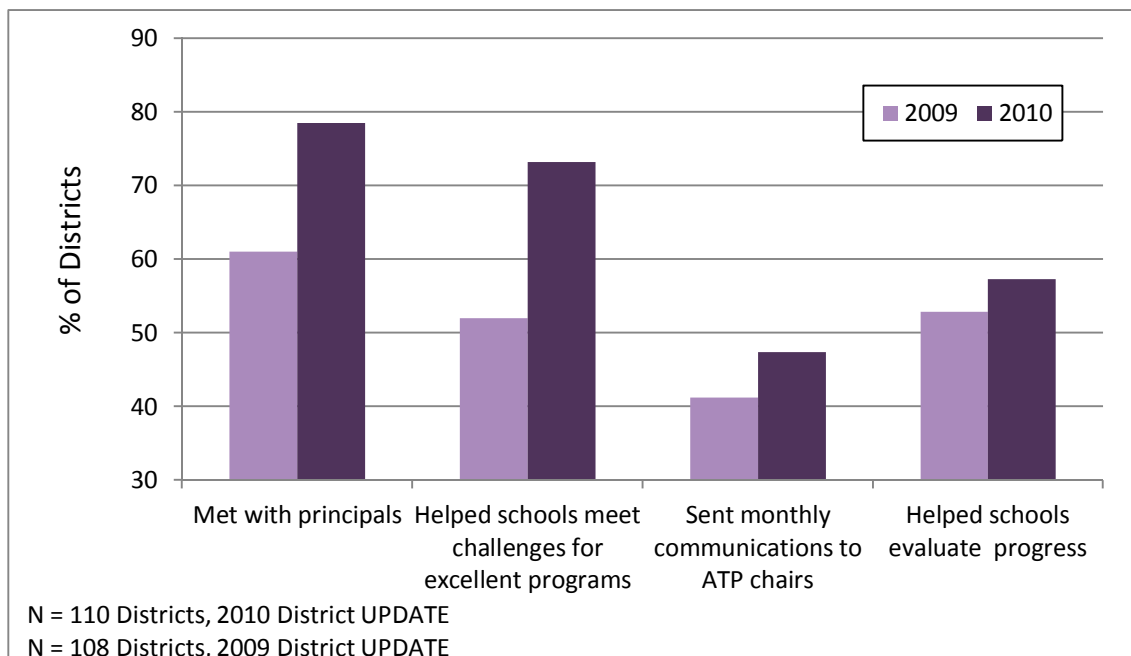
Only about 8% of the district leaders reported giving *no direct assistance* to schools in 09-10—mainly in districts in a *planning stage* of work NNPS. These leaders will find clear guidance in the NNPS *Handbook for Action, Third Edition* (Epstein et al., 2009) which contains a CD with the PowerPoint Presentation for the NNPS One-Day Team Training Workshop for ATPs and other tools and materials to help ATPs improve and evaluate their school-based programs and practices.

On average, district leaders conducted 11.1 of the 18 listed facilitative actions *OK* or *very well* in the 09-10 school year. Others *need to improve* some actions to some degree. Figure 3 compares 2010 data (dark red) and 2009 data (light red) on selected activities that district leaders conducted to directly assist their schools.

In 2010, more district leaders helped schools form or strengthen their ATPs, organize committees so that more activities can be conducted with more and different leaders, and use the six types of involvement to engage more families in different locations. About 71% of district leaders guided school teams to write their One-Year Action Plans for Partnerships in 2010, compared to 63% last year. More leaders also collected their schools' action plans this year (nearly 65%) compared to last year (about 60%).

Figure 4 documents the progress of district leaders on other facilitative activities that support their ATPs. More district leaders for partnerships met with school principals in 2010 (79%), compared to last year (61%). This is one way that *shared leadership* develops, as school principals, ATP co-chairs, and district leaders discuss strategies to support each school's ATP. More district leaders communicated with or contacted their schools' ATPs at least monthly and helped schools evaluate their partnership practices and programs. Many more (73%) helped ATPs meet challenges to reach more families, compared with just over 50% last year.

**Figure 4: District Leaders' Support for ATPs to Advance their School-Based Partnership Programs, 2009 and 2010**



The data in Figures 3 and 4 continue an important pattern set in prior years. Each year, more district leaders in NNPS take actions to directly assist schools' ATPs in organizing, implementing, and evaluating their partnership programs. Although this is not "news" in 2010, it may be *the* most important indicator of the growth in skills of district leaders for partnerships.

## SUPPORT FOR PARTNERSHIPS

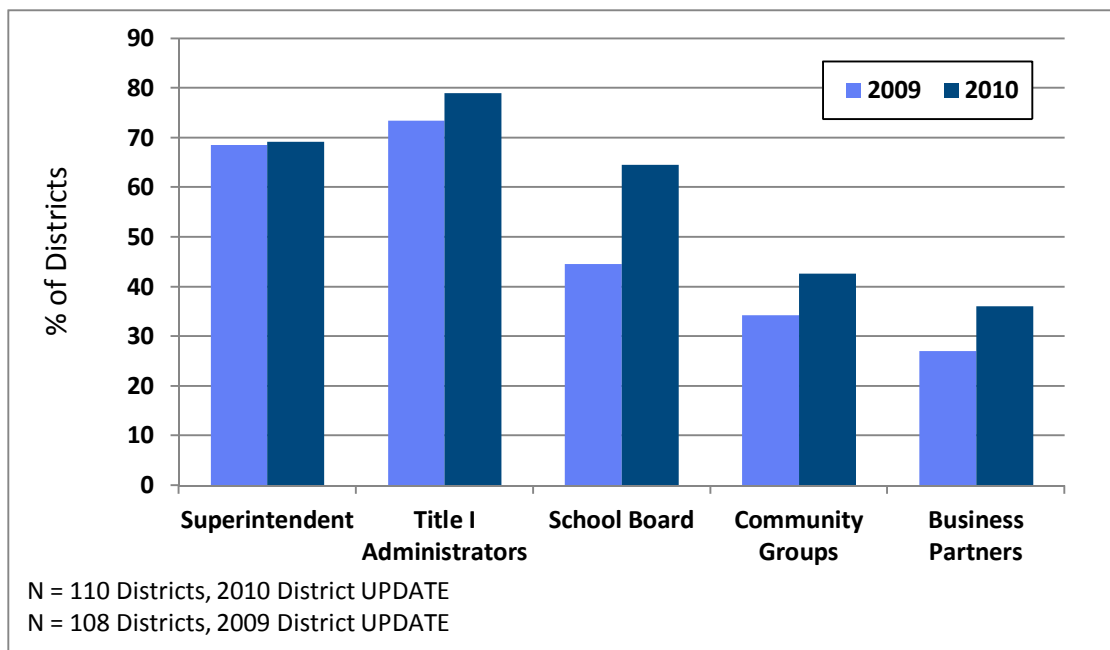
Figure 5 summarizes five items of a 13-item scale ( $\alpha = .89$ ) that measured how much support district leaders for partnerships received from district, school, and community colleagues. Scored 1-4 for *no support*, *a little*, *some*, and *a lot of support*, district leaders averaged 3.2, indicating strong support from most colleagues and weak support from a few.

Figure 5 shows that most district leaders received strong support for partnerships from their superintendents (69%) and from Title I administrators (79%). In many districts, Title I funds are used to meet federal requirements for goal-linked partnership programs in districts and in schools. District leaders also reported strong support from their School Boards (65%) and from schools' Action Teams for Partnerships (70%). The five reports in Figure 5 increased from 2009 to 2010, with a big jump in support from School Boards for the district's work on partnerships.

About half of the district leaders reported strong support from school principals, but less than half felt that teachers and community partners supported these efforts. Many district leaders for partnerships need to increase their connections with school principals. NNPS recommends that district leaders for partnerships conduct:

- (1) An annual meeting with each principal and the ATP chair/co-chairperson to discuss the school’s partnership program, how the principal can support the ATP, and how the district leader may be called upon to assist the school.
- (2) A short presentation at a teachers’ meeting to talk with the full faculty about the importance of each teachers’ leadership and collaboration with the school’s ATP to support their goals for student learning and success in school.

**Figure 5: District Leaders’ Reports of “A Lot” of Support for their Partnership Programs, 2009 and 2010**



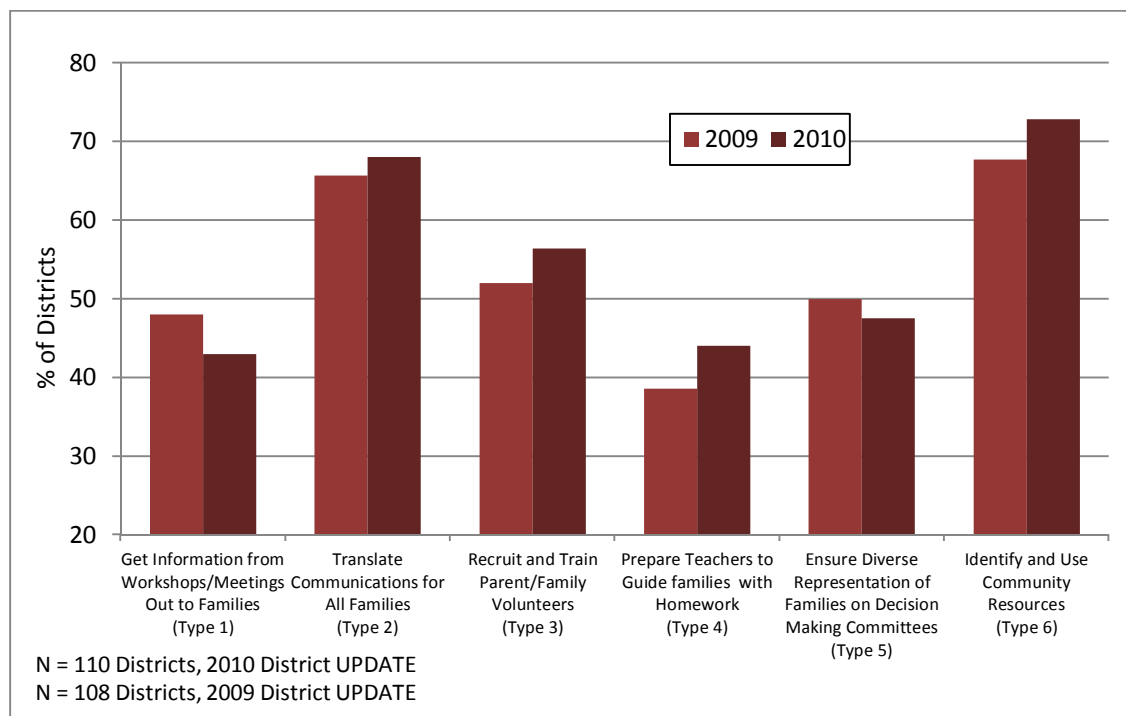
Our research indicates that district leaders for partnerships do more to help their schools when they have strong support from their colleagues (Epstein, 2008; Epstein, Galindo, & Sheldon, in press/2011). Thus, it is important for all district leaders to determine if they need to improve and increase connections and communications with colleagues to build support—district wide—for their work with schools to reach more families in ways that support student learning.

### 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 six items of a 7-item scale ( $\alpha = .73$ ) that measured whether district leaders for partnerships assisted their schools to meet specific challenges to involve all families or left these challenges up to schools to solve on their own. On average, district leaders reported working on 3.7 of the 7 challenges. Only 6% of the sample had not yet addressed any of these advanced outreach activities.

Most district leaders for partnerships (68%) reported that they helped schools’ ATPs find ways to communicate with families who did not speak English at home. This is a requirement in NCLB and in most districts to emphasize the importance of *equity* in welcoming and communicating with all families. Many districts employ translators for print materials, interpreters and equipment at school meetings, and encourage schools to use volunteers to involve non-English speaking parents at school and in the community.

**Figure 6: District Assistance to Schools to Solve Challenges to Involve All Families, 2009 and 2010**



Over the past few years, more district leaders have worked to help schools find community and business partners to improve school programs and students’ experiences (Sanders, 2005). This trend continued in 2010, with 72.8% of NNPS district leaders (compared to about 67% in 2009) working to identify businesses and other community partners to help improve district *and* school programs for family and community involvement.

Some of the challenges listed in UPDATE are school-based and, appropriately, addressed by schools’ ATPs in unique and creative ways (e.g., getting information from school meetings to parents who cannot attend, or helping teachers communicate with parents about students’ homework). Although most districts leave homework activities up to each school, in 2010 more district leaders (44% compared to 38% in 2009) communicated with teachers and principals about how to inform and involve parents with students on homework. Homework was a featured topic in the 2009 UPDATE survey. This may have alerted some district leaders to share best practices with ATPs on how to inform parents about the homework policy and how parents can interact with their students on homework activities.<sup>6</sup>

## SPECIAL FOCUS: INVOLVING FATHERS

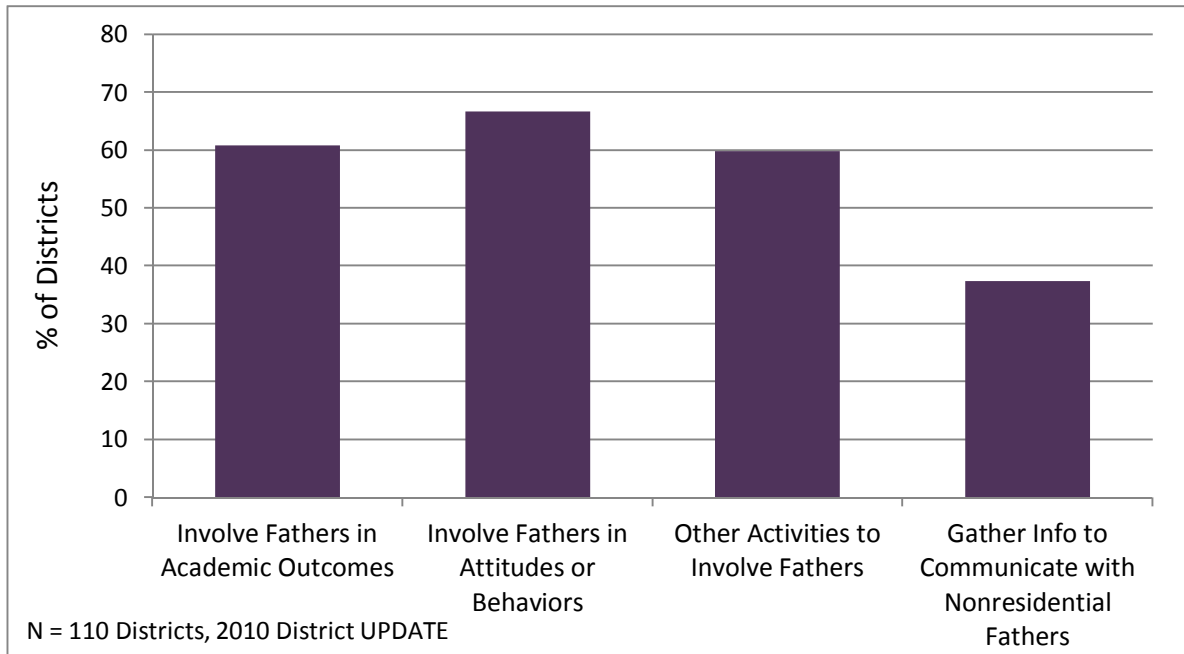
Each year, NNPS adds a “featured” topic to UPDATE to learn about a specific component of partnership programs. In 2010, the question was: *How can schools involve more fathers and father-figures in more ways? How can district leaders help?*

Figure 7 presents information on a 4 item scale ( $\alpha = .81$ ) that measured district leaders’ reports on the extent of schools’ outreach to fathers and father figures. Most district leaders for partnerships (about 60%) reported that *some* or *all* schools were working to (1) make their schools more welcoming for fathers; (2) involve fathers in helping students improve *academic outcomes* in reading, math, or other subjects; and (3) improve *behavioral outcomes*, such as attendance, safety, attitudes toward school.

Fewer district leaders (37%) reported that some or all schools were taking advanced steps to *communicate with non-residential fathers* of students in their schools. This is a policy-linked action that requires information to and approval from the student’s custodial or residential parent. Analyses of these data showed

that district leaders who guided schools to solve difficult challenges reported that more of their schools were, in fact, working to increase fathers' involvement and more were collecting information on how to reach out to nonresidential fathers ( $r = .242, p < .02$ ).

**Figure 7: Percent of District Leaders Reporting that SOME or ALL Schools Were Working to Increase Fathers' Involvement, 2010**



The 2010 UPDATE surveys also asked for *examples* of how district leaders assisted schools to reach out to fathers and father figures. The respondents shared many district-level and school-based actions that may help other district leaders address this challenge.<sup>7</sup>

## A. Leadership at the District Level to Increase Fathers' Involvement

### Involve Fathers in Leadership Roles

- Our District Advisory Committee includes fathers.

### Issue District Communications

- We advertise special events for fathers and father figures on the district's website.
- We need to collect information on nonresidential fathers so that all schools can communicate with those who want this connection.

### Conduct Innovative District-Level Projects

- We conducted an *essay contest* that asked *students* for their ideas on how to involve fathers and male family members at school (Note: This district funded the winning ideas at the students' schools.)
- We are working to increase the number of fathers who read with students in *book-buddy* programs at various schools.

### Collaborate with the Community

- We worked with community groups and agencies for fathers to advertise and conduct workshops and events.
- We reached out to local police, fire departments, and medical organizations to find mentors for students.

### Provide Professional Development for ATPs, Parent Liaisons, and Other Educators

- We conducted a district-wide workshop on how to involve males for student success.
- We spent one full cluster meeting with ATPs on ways to increase the involvement of fathers.
- We held a workshop for parent liaisons on the importance of fathers' involvement.

### Share Best Practices

- We shared information to showcase other schools' successful activities to increase fathers' involvement.
- My office researches national and local programs to involve fathers and father figures and provides that information to all schools.

## **B. Facilitation of Schools' ATPs**

### Guide ATP Membership

- In this district, we ask schools to have at least one father on the Action Team for Partnerships.

### Facilitate Specific Programs and Practices

- We guided all Title I schools to implement the *Watch D.O.G.S.* program (*Dads of Great Students*).
- We assisted schools in recruiting fathers as volunteers and mentors in their respective programs.

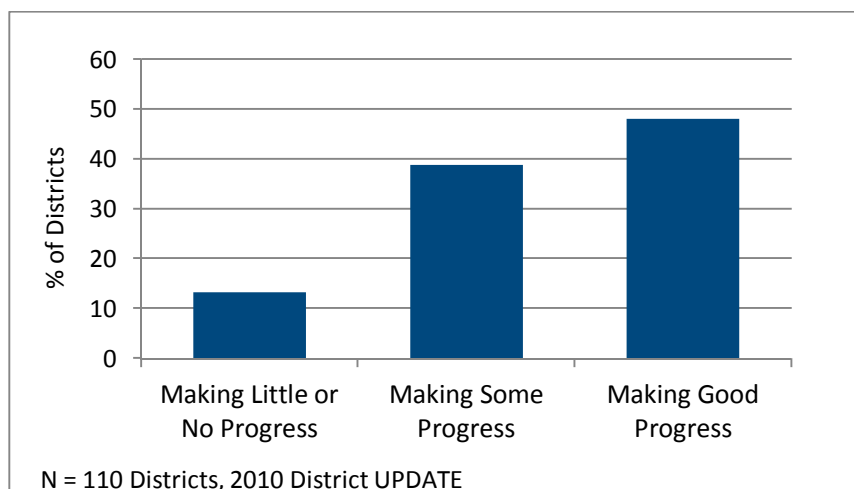
### Communicate with Fathers

- We asked schools to encourage fathers to attend their Math Nights and to be involved in all activities with mothers.
- We encouraged schools to invite dads to join the PTA and be active members.
- We advised schools to conduct involvement activities at various times of day to reach dads with different work schedules.

## **SCHOOLS' PROGRESS ON PARTNERSHIPS**

Figure 8 summarizes district leaders' ratings of whether their schools were making *little*, *some*, or *good progress* on partnerships in the past school year.

**Figure 8: District Reports of Schools' Progress on Partnership in 2010**



In 2010, district leaders reported that they assisted over 2600 elementary, middle, and high schools to develop stronger, goal-linked programs of partnership. They noted that about 48% of these schools were making *good progress* on partnerships; 38.8% of the schools were making *some progress*; and 13.2% were making *little progress* in developing effective partnership programs. Overall, the graph shows that district leaders are

confident about the results of their efforts to help schools improve their programs of school, family, and community partnerships. More work—every year—is needed to “scale up” the quality of all schools’ partnership programs.

### ADEQUACY OF FUNDING FOR PARTNERSHIPS

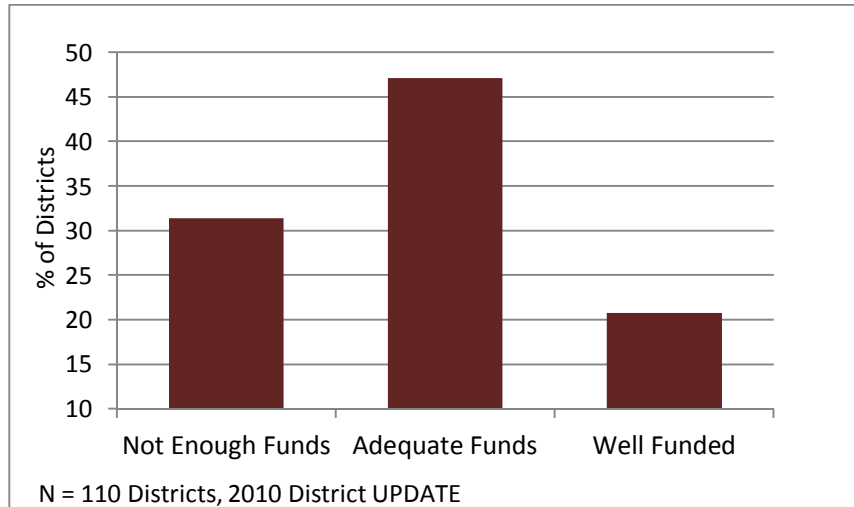
A single item asked district leaders whether their partnership programs were *poorly*, *adequately*, or *well funded*. Because districts vary greatly in size and in student and family needs, NNPS compares ratings of *adequacy of funding* in each location, rather than specific dollar amounts.

Figure 9 shows that over half (69%) of the district leaders reported that they were *adequately* or *well funded*—slightly more than in 2009. The rest (31%) reported inadequate funds for their work on partnership program development. The level of funding—adequate or not—helps to explain some of the other patterns of progress in this summary.

District leaders for partnerships and their supervisors must actively negotiate for adequate and increased funds to support district-level and school-based activities to improve partnership programs each year. Title I continues to be the primary source of funds for partnership programs reported in 2010 in more than 50% of the districts. Other major funding came from other federal programs (e.g., ARRA) and from districts’ general funds.

Interestingly, about 28% of the district leaders reported writing proposals in 2009-10 school year for extra funding for their partnership programs. About 79% of these proposals were funded for from \$500 to \$450,000, with an average grant of \$52, 527. Across districts, a total of almost \$1 million (\$998,016) was awarded to support specific district-level and school-based projects for family and community involvement. NNPS serves as a catalyst for increasing districts’ funds for partnership programs and is happy to write a letter of support for members’ proposals for funding.

**Figure 9: District Reports of Funding for Partnership Program**

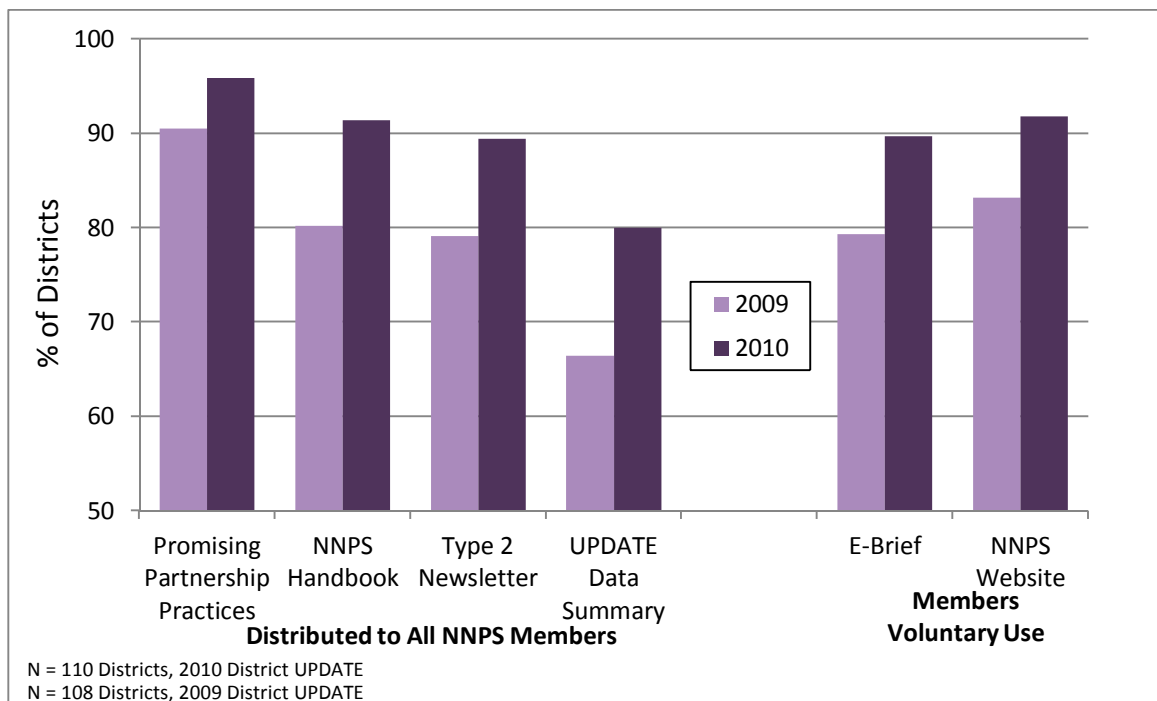


### USE OF NNPS PROGRAM DEVELOPMENT MATERIALS

Figure 10 summarizes results of a 6-item scale ( $\alpha = .83$ ) that measured how district leaders for partnerships rated the usefulness of major NNPS tools and materials. All NNPS benefits— manual, newsletters, books of *Promising Partnership Practices*, conferences, consulting, and more – are designed as a *professional development package* to help district leaders increase the quality of their leadership and their work with schools’ ATPs. Most district leaders rated the NNPS resources available for members as helpful or very helpful.

- Over 90% of district leaders rated NNPS *Handbook for Action*, the annual book of *Promising Partnership Practices*, and the NNPS website *helpful* or *very helpful*.
- Ratings rose in 2010 on the helpfulness of the NNPS website (92%); monthly E-Briefs sent by NNPS Facilitators to all members (90%); members' e-mail to NNPS Facilitators; use of UPDATE (85%); and this summary report (80%) for evaluation purposes.
- Services that required members to make financial investments (e.g., attending NNPS conferences in Baltimore, web conferences, and long-distance calls for "on-call" consulting with NNPS facilitators) were used by fewer than 50% of district members, but were rated as *helpful* or *very helpful* by up to 95% of these users.

**Figure 10: District Ratings of NNPS Resources as Helpful or Very Helpful in 2009 and 2010**



## USE OF NNPS EVALUATION TOOLS

About ¾ of the district leaders (74%) reported that they evaluated aspects of their districts' partnership programs—up about 10% from last year. Most (51%) used the *UPDATE* survey as an evaluation tool. About the same percentage (76.5%) evaluated their schools' partnership programs—a small increase over last year.

This is an important pattern. NNPS emphasizes the importance of annual evaluations of the quality of leadership, facilitation, teamwork, implementation, support, and outreach of district *and* school programs of family and community involvement. Annual evaluations in *UPDATE*'s scales and measures help districts and schools document progress and plan ways to improve their programs. This is one of the main services NNPS offers to all members.

**Other Assessments.** About half (52%) of district leaders reported using "other measures and tools" to evaluate their partnership programs. At the district level, many leaders used surveys of parents. Parents' satisfaction with their children's schools may be informative, but must be paired with assessments of the quality of district and schools' programs. Without changes in the quality of outreach and activities, there is no reason to expect that parents' views or experiences will improve from year to year.

Some district leaders reported that they reviewed their schools' Action Plans for Partnerships. This is a good thing to do, particularly to guide schools to write better plans and to implement goal-linked partnership practices. However, reviewing plans is not a good way to systematically evaluate the quality and outreach of school and district programs or to document the change in quality from year to year.

Measures of essential program components (as in *UPDATE* surveys) are needed to see if program structures and processes are well organized and if they improve over time. Studies indicate that when district leaders help schools evaluate the quality and results of their partnership programs, the schools improve the quality of their programs over time (see chapter 9 in Epstein, et al., 2009; Sheldon, 2009).

## **DISTRICT LEADERS' COMMENTS ON PROGRESS**

In addition to measures of leadership, facilitation, support, funding, and the other topics reported above, *UPDATE* surveys ask district leaders to comment on their progress and challenges. Over 100 district leaders (92%) addressed the question "What changed most?" in the 2009-10 school year in their programs of family and community involvement. All but three listed a positive change, as in the following typical comments.

### **Improved Policy**

- We approved a parent involvement policy and procedures for this district.
- Our schools, teachers, and parents developed a vision for parental involvement.

### **Improved Leadership on Partnerships**

- I started in this position in 2010. I noticed more desire [in the district] to align resources and needs, since I began.
- The ATPs increased their confidence about their work, in part due to attending the NNPS national Leadership Development Conference in Baltimore.

### **Increased the Number of Schools Involved**

- All Title I schools now have a school-level coordinator (or designee).
- Eight of our nine Title I schools participated this year.
- Now, every one of our schools has an ATP in place.

### **Improved support and more partners**

- Administrators and teachers increased their support for partnerships.
- We strengthened community partnerships and some new ones were created.
- This year, our teaching staff became more involved in activities initiated by the ATP.

### **Improved program quality**

- We provided much more outreach to underserved families this year.
- Partnership teams are meeting more regularly and are valued at most schools.
- More communications, activities, and events are offered in multiple languages.
- Our ATPs had higher level training this year, which helped them stay more focused on their plans. Parental involvement increased in positive ways.

### **Improved outcomes**

- We are beginning to see positive academic results in the schools that were in our program for the last 5 years.

About 99 district leaders (90%) also listed an improvement they want to make in the 10-11 school year. They wanted to assist more schools with their partnership programs, including middle and high schools; engage more families, including those not presently involved; build stronger support among principals; help teachers connect with more parents on homework; get more schools to evaluate their programs; increase their funding for partnership activities; and benefit more students.

Indeed, district leaders for partnerships wanted to keep improving their programs and results, reflecting the scales and measures in *UPDATE* data. By working with NNPS, district leaders know that they will have tools, ideas, and ready assistance to meet their goals each school year. It is clear that developing *excellent* programs of school, family, and community partnerships is an on-going process.

## SUMMARY and DISCUSSION

NNPS guides district leaders in their work at the district level and with their schools' ATPs to improve the quality and results of their partnership programs from one year to the next. The 2010 District *UPDATE* data show that just about all district leaders in NNPS are working to implement key program components. As a whole, they are moving forward—step by step—on basic and advanced leadership activities at the district level and with their preschools, elementary, middle, and high schools. These district leaders in diverse communities across the country are showing that any district can do the same.

Of course, more work always is needed in every district and in all schools to strengthen and sustain *excellent and permanent* partnership programs. The 2010 *UPDATE* data show that the following actions will help many district leaders improve district-level and school based programs of family and community involvement this year and in the future.

- **Write a District Leadership Action Plan.** Only with clear goals and a detailed schedule can district leaders assist schools' ATPs as part of their busy schedules.
- **Develop the District's Website.** Ask the IT experts to help create a clear section on the plans and practices of the district's partnership program and schools' best practices. Remember to link this site to the NNPS website.
- **Scale Up.** Help all elementary, middle, and high schools form an ATP, write a plan to reach out to involve families—moms and dads—at school and at home.
- **Evaluate.** Educators know that things that are measured get attention. All district leaders in NNPS must evaluate their district partnership programs and help schools assess their progress every year. The 2011 *UPDATE* will be sent in April and, with a reduced renewal fee, will count as part of district and school membership in NNPS for the 2011-12 school year.

For other helpful books, research reports, tools, and examples:

Visit the NNPS website, [www.partnershipschools.org](http://www.partnershipschools.org)

- Read research summaries. (Click on Research and Evaluation.)<sup>8,9</sup>
- Register for professional development conferences or for web-conferences
  - District Leadership Institute – March 24-25, 2011 – for district leaders who want to conduct initial workshops for and facilitate schools' Action Teams for Partnerships
  - Leadership Development Conference – October 20-21 (will be posted in April)
- Find good ideas in the annual collections of *Promising Partnership Practices* (Hutchins, et al. 2010) (Click on Success Stories.)
- See archived editions of *Type 2* newsletters (Click on Publications and Products.)
- Send an e-mail to an NNPS Facilitator with questions about YOUR next steps at the district level to strengthen your program and assist your schools. (Click on Meet the Staff.)
- Other information.

## NOTES

- 1) In 2010, data are from NNPS districts in 32 states and two Canadian provinces: AR, AZ, CA, CT, DE, FL, GA, ID, IL, IN, KY, LA, MD, MI, MN, MO, NC, ND, NE, NJ, NY, OH, OK, PA, SC, TN, TX, UT, VA, WA, WI, and WV, and in Alberta 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) For examples of notable programs, see the reports and photos of districts that won NNPS Partnership District Awards at <http://www.csos.jhu.edu/p2000/awards/index.htm>.
- 4) The *internal reliability* ( $\alpha$  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.
- 5) See NNPS *Workshops on the Road* for advanced topics to improve district and school-based partnership programs ([http://www.csos.jhu.edu/p2000/Professional\\_Development/workshops.htm](http://www.csos.jhu.edu/p2000/Professional_Development/workshops.htm)). Some of these workshops are offered each year at the NNPS Fall Leadership Development Conference, or can be contracted for on-site presentations in your district or region.
- 6) NNPS provides professional development on improving the homework process. This includes workshops on homework and on TIPS at the fall Leadership Development Conference or “on the road.” Also see Chapter 6 on *Teachers Involve Parents in Schoolwork* (TIPS) in Epstein et al., 2009 and Van Voorhis, in press/2011.
- 7) For more ideas for involving fathers and father figures see the annual collections of *Promising Partnership Practices* (Hutchins et al., 2010) or see these books on the NNPS website, [www.partnershipschools.org](http://www.partnershipschools.org) in the section Success Stories. Also, see the discussion on involving fathers in Sanders & Sheldon. 2009.
- 8) States and organizations in NNPS also are sent the summaries of school and district 2010 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.
- 9) For past year’s summaries of UPDATE data, visit [www.partnershipschools.org](http://www.partnershipschools.org). Click on the section Research and Evaluation, and follow the path to Prior Years. Or connect to: [http://www.csos.jhu.edu/p2000/Research/NNPS\\_Eval\\_Prior.htm](http://www.csos.jhu.edu/p2000/Research/NNPS_Eval_Prior.htm)

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