

AUTHOR Marx, Amy, Comp.

TITLE Annotated Bibliography: Research from the Center on Families, Communities, Schools and Children's Learning.

INSTITUTION Center on Families, Communities, Schools, and Children's Learning.; Johns Hopkins Univ., Baltimore, Md.

SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE 96

CONTRACT R117Q00031

NOTE 67p.

AVAILABLE FROM Publications Department, Center on Families, Communities, Schools and Children's Learning, Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218-2498; phone: 410-516-8808; fax: 410-516-8890 (\$10; Make check or purchase order payable to Johns Hopkins University).

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC03 Plus Postage.

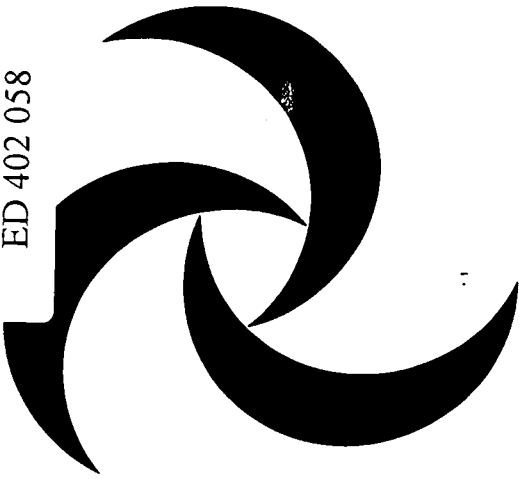
DESCRIPTORS Adolescents; Children; Community; Community Resources; \*Community Role; Community Services; Cultural Pluralism; Early Childhood Education; Elementary Secondary Education; \*Family (Sociological Unit); Family Life; \*Family Needs; \*Family School Relationship; Hispanic Americans; Motivation; Multicultural Education; Parent Participation; Parent School Relationship; Policy; Puerto Ricans; Research; \*School Community Relationship; Young Children; Youth

IDENTIFIERS Coaching; Family Literacy; Parent Child Centers

## ABSTRACT

The mission of the Center on Families, Communities, Schools and Children's Learning at Johns Hopkins University is to conduct research evaluations and policy analyses, and to produce and disseminate new knowledge about how families, schools, and communities influence students' motivation, learning, and development. This annotated bibliography compiles and annotates research from the Center. Entries are arranged in two major sections: "Family, School, and Community Connections in the Early Years of Childhood" and "Family, School, and Community Connection in Early and Late Adolescence." Chapters are: (1) "Family Education and Training in Early Care and Education"; (2) "The Road to Readiness: Family Needs, Community Resources, and Infant/Toddler Development"; (3) "Multicultural Studies of Family Support for Young Children's School Success"; (4) "The Effects of School-to-Home-to-School Communication on Children's Motivation and Learning"; (5) "Partners in Learning: Family Literacy Programs"; (6) "Studies of Parent Centers in Schools"; (7) "Parent Information for School Choice"; (8) "Natural Support Systems: Impact on Puerto Rican Families, Communities, and Schools"; (9) "Studies of Policies to Increase Family-School-Community Partnerships"; (10) "New Directions for Family-School-Community Partnerships with High Schools"; (11) "Materials for Teachers, Parents, and Members of the Community"; and (12) "A Study of Coaching in Community Settings." Contains a list of approximately 190 publications by Center researchers. (BGC)

ED 402 058



**RESEARCH FROM THE  
CENTER ON FAMILIES,  
COMMUNITIES, SCHOOLS  
& CHILDREN'S LEARNING**

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
  - Minor changes have been made to improve reproduction quality.
- 
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

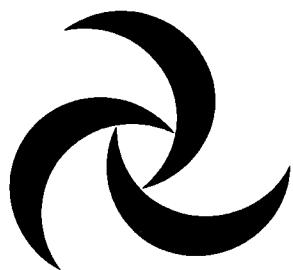
*Annotated  
Bibliography*

DS 024928



BEST COPY AVAILABLE

# *Annotated Bibliography*



**RESEARCH FROM THE  
CENTER ON FAMILIES,  
COMMUNITIES, SCHOOLS  
& CHILDREN'S LEARNING**

*Compiled by Amy Marx*



*Technical  
Report*



*Policy Information  
and Guidance*



*Materials for Schools,  
Families, Communities*



*Videotape*



**CENTER ON FAMILIES,  
COMMUNITIES, SCHOOLS  
& CHILDREN'S LEARNING**

---

**Co-Directors**

**Don Davies, Institute for Responsive Education  
Joyce L. Epstein, Johns Hopkins University**

**Boston University, School of Education**  
605 Commonwealth Avenue, Boston MA 02215 / 617-353-3309 / fax 617-353-8444

**Johns Hopkins University**  
3505 North Charles Street, Baltimore MD 21218 / 410-516-8800 / fax 410-516-8890

**Institute for Responsive Education**  
Northeastern University, 50 Nightingale Hall, Boston MA 02115 / 617-373-2595 / fax 617-373-8924

*— with research partners at —*

**Michigan State University, College of Education**  
501 Erickson Hall, East Lansing MI 48824 / 517-355-1734 / fax 517-353-6393

**Temple University**  
13th and Cecil B. Moore Avenues, Philadelphia PA 19122 / 215-204-1559 / fax 215-204-5539

**Wheelock College**  
45 Pilgrim Road, Boston MA 02215 / 617-734-5200 / fax 617-566-7369

**Yale University**  
310 Prospect Street, New Haven CT 06520 / 203-432-9931 / fax 203-432-9933

**ZERO-TO-THREE/NCCIP**  
Arlington VA 22201 / 703-528-4300 / fax 703-528-6848

Published by the Center on Families, Communities, Schools and Children's Learning. This work has been supported by the Office of Educational Research and Improvement, U.S. Department of Education (R117Q00031). The opinions expressed are those of the authors and do not necessarily represent OERI positions or policies.

Dissemination Director: John H. Hollifield  
Production Manager: Barbara S. Colton  
Production Assistant: Yeong-Min Oh

# Table of Contents

## FAMILY, SCHOOL AND COMMUNITY CONNECTIONS IN THE EARLY YEARS OF CHILDHOOD

### FAMILY EDUCATION AND TRAINING IN EARLY CARE AND EDUCATION

---

- 1 *Family Education and Training: Obstacles, Opportunities and Outcomes for Low-Income Mothers* by S. L. Kagan, J. Costley, L. Landesman, F. Marx, P. Neville, S. Parker, & J. Rustici ☐
- 2 *Family Education and Training from Research to Practice — Implementation Plan* by S. L. Kagan, P. Neville, & J. Rustici ☐
- 2 *Family Education and Training: Preparing for Successful Employment in Early Care and Education — Integrated Curriculum Guide* by J. Rustici, S. L. Kagan, & M. Hamilton-Lee ♣

### THE ROAD TO READINESS: FAMILY NEEDS, COMMUNITY RESOURCES, AND INFANT/TODDLER DEVELOPMENT

---

- 3 *What Does Learning Mean for Infants and Toddlers? The Contribution of the Child, the Family, and the Community* by K. M. Young & E. Marx ☐
- 4 *Language and Emotional Milestones in Infants and Toddlers: On the Road to Readiness* by C. E. Morisset ☐
- 4 *School Readiness: Parents and Professionals Speak on Social and Emotional Needs of Young Children* by C. E. Morisset ☐

## MULTICULTURAL STUDIES OF FAMILY SUPPORT FOR YOUNG CHILDREN'S SCHOOL SUCCESS

---

- 6 *"i saw puerto rico once." A Review of the Literature on Puerto Rican Families and School Achievement in the United States* by N. M. Hildago ㊦
- 7 *A Saga of Irish-American Achievement: Constructing a Positive Identity* by S. M. Swap & J. Krasnow ㊦
- 7 *Toward an Understanding of Chinese-American Educational Achievement: A Literature Review* by S. Siu ㊦
- 8 *Toward a Theory of African-American School Achievement* by T. Perry ㊦
- 9 *Success in School: The Journey of Two Chinese-American Families* by S. Siu & J. Feldman ㊦
- 9 *Patterns of Chinese-American Family Involvement in Young Children's Education: Final Report* by S. Siu & J. Feldman ㊦
- 10 *Questions & Answers: What Does Research Say About the Education of Chinese American Children?* by S. Siu ㊦

## THE EFFECTS OF SCHOOL-TO-HOME-TO-SCHOOL COMMUNICATION ON CHILDREN'S MOTIVATION AND LEARNING

---

- 11 *Parent Involvement: The Relationship Between Home Communication and Parents' Perceptions and Beliefs* by C. Ames, with M. Khoju & T. Watkins ㊦
- 12 *Teachers' School-to-Home Communications and Parent Involvement: The Role of Parent Perceptions and Beliefs* by C. Ames, L. de Stefano, T. Watkins, & S. Sheldon ㊦

## PARTNERS IN LEARNING: FAMILY LITERACY PROGRAMS

---

- 13 *Project Self-Help: A First-year Evaluation of a Family Literacy Program* by L. J. Dolan ㊦
- 14 *Project Self-Help: A Family Focus on Literacy* by L. J. Connors ㊦
- 14 *Small Wins: The Promises and Challenges of Family Literacy* by L. J. Connors ㊦

- 15 *Removing Barriers to Learning: Factors That Affect Participation and Dropout in Parent Interventions* by L. Dolan, & B. Haxby ☐
- 16 *Participation in Adult Education and Its Effects on Home Literacy* by L. Connors-Tadros ☐
- 16 *Effects of Even Start on Family Literacy: Local and National Comparisons* by L. Connors-Tadros ☐

### **STUDIES OF PARENT CENTERS IN SCHOOLS**

---

- 18 *Parent/Family Centers: Dimensions of Functioning in 28 Schools in 14 States* by V. R. Johnson ☐
- 19 *Parent Centers in Urban Schools: Four Case Studies* by V. R. Johnson ☐
- 19 *Family Center Guidebook* by V. R. Johnson 🍏
- 20 *Building Community: How to Start a Family Center in Your School* 🍏

### **PARENT INFORMATION FOR SCHOOL CHOICE**

---

- 21 *Information about Schools of Choice: Strategies for Reaching Families* by L. H. Salganik & R. L. Carver ☐
- 22 *Parent Information for School Choice: The Case of Massachusetts* by C. L. Glenn, K. McLaughlin, & L. Salganik ☐

### **NATURAL SUPPORT SYSTEMS: IMPACT ON PUERTO RICAN FAMILIES, COMMUNITIES, AND SCHOOLS**

---

- 23 *The Puerto Rican Community and Natural Support Systems: Implications for the Education of Children* by M. Delgado ☐
- 24 *Use of Puerto Rican Natural Support Systems as a Bridge Between Community and Schools* by M. Delgado & H. Rivera ☐

## STUDIES OF POLICIES TO INCREASE FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS

---

### Studies of Reaching Out Schools

- 25 *A Portrait of Schools Reaching Out: Report of a Survey of Practices and Policies of Family-Community-School Collaboration* by D. Davies, P. Burch, & V. Johnson ☐
- 26 *Getting Started: Action Research in Family-School-Community Partnerships* by D. Davies, P. Burch, & A. Palanki ☐
- 26 *In Our Hands: A Multi-Site Parent-Teacher Action Research Project* by A. Palanki & P. Burch, with D. Davies ☐
- 27 *Crossing Boundaries: Multi-National Action Research on Family-School Collaboration* by D. Davies & V. Johnson (Eds.) ☐

### Identifying and Analyzing Policies

- 28 *Mapping the Policy Landscape: What Federal and State Governments Are Doing to Promote Family-School-Community Partnerships* by A. Palanki, P. Burch, & D. Davies ☐
- 29 *Fitting Policy to Family Needs: Delivering Comprehensive Services Through Collaboration and Family Empowerment* by D. Davies, P. Burch, & A. Palanki ☐
- 29 *From Clients to Partners: Four Case Studies of Collaboration and Family Involvement in the Development of School-Linked Services* by P. Burch & A. Palanki ☐

### Policy Information and Guidance

- 30 *Partnerships for Student Success* by D. Davies ☐
- 31 *Policy Portfolio* by D. Davies, T. Wagner, N. Sconyers, & Associates ☐
- 31 *A Tale of Two Partnerships* ☐



# FAMILY, SCHOOL, AND COMMUNITY CONNECTIONS IN EARLY AND LATE ADOLESCENCE

## NEW DIRECTIONS FOR FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS WITH HIGH SCHOOLS

---

- 33 *School and Family Partnerships* by J. L. Epstein ☐
- 34 *Trust Fund: School, Family, and Community Partnerships in High School*  
by J. L. Epstein & L. J. Connors ☐
- 34 *Taking Stock: Views of Teachers, Parents, and Students on School, Family, and  
Community Partnerships in High Schools* by L. J. Connors & J. L. Epstein ☐

## MATERIALS FOR TEACHERS, PARENTS, AND MEMBERS OF THE COMMUNITY

---

- 36 *Manual for Teachers: Teachers Involve Parents in Schoolwork (TIPS) Language Arts,  
Science/Health, and Math Interactive Homework in the Middle Grades and Proto-  
type Activities for TIPS Language Arts, Science/Health, and Math for Grades 6, 7, and  
8. (Also available: TIPS Manual for Teachers and Prototypes for Elementary Grades  
Math and Science.)* by J. L. Epstein, K. C. Salinas, & V. E. Jackson. 🍎
- 37 *School and Family Partnerships: Surveys and Summaries — Questionnaires for  
Teachers, Parents, and Students in High Schools, and for Teachers and Parents in  
Elementary and Middle Grades, and How to Summarize Your Schools' Survey Data*  
by J. L. Epstein, L. J. Connors, & K. C. Salinas. 🍎
- 38 *Partnership-2000 Schools Manual: Improving School-Family-Community  
Connections* by J. L. Epstein, L. Coates, K. C. Salinas, M. G. Sanders,  
& B. Simon 🍎

## A STUDY OF COACHING IN COMMUNITY SETTINGS

---

- 39 *Coaching in Community Settings: A Review* by S. M. Nettles. ☐
- 40 *Coaching in Communities: A Practitioner's Manual* by S. M. Nettles. 🍎

## 42 OTHER PUBLICATIONS BY CENTER RESEARCHERS

# Introduction

**THE MISSION OF THE CENTER ON FAMILIES, COMMUNITIES, SCHOOLS AND CHILDREN'S LEARNING IS** to conduct research, evaluations, policy analyses, and dissemination to produce new and useful knowledge about how families, schools, and communities influence student motivation, learning, and development. A second important goal is to improve the connections among these social institutions as children proceed from infancy through high school.

Two research programs guide the Center's work: the Program on the Early Years of Childhood, covering children aged 0-10 through the elementary grades; and the Program on the Years of Early and Late Adolescence, covering youngsters aged 11-19 through the middle and high school grades.

This *Annotated Bibliography* includes summaries of all work produced by the Center at this point in time. The Center is a consortium of over twenty-five researchers at several universities. This bibliography will be updated as additional work by Center researchers is completed.

**FOR ADDITIONAL INFORMATION, CONTACT:**

**Publications Department  
Center on Families, Communities, Schools & Children's Learning  
Johns Hopkins University,  
3505 North Charles Street  
Baltimore, MD 21218-2498  
410-516-8808  
410-516-8890 Fax**



**FAMILY, SCHOOL, AND COMMUNITY CONNECTIONS**

**IN THE**

**EARLY YEARS OF CHILDHOOD**



**BEST COPY AVAILABLE**

# *Family Education and Training in Early Care and Education*

KAGAN, S. L., COSTLEY, J., LANDESMAN, L., MARX, F., NEVILLE, P.,  
PARKER, S., & RUSTICI, J. (1992, MARCH)

*FAMILY EDUCATION AND TRAINING: OBSTACLES, OPPORTUNITIES  
AND OUTCOMES FOR LOW-INCOME MOTHERS* [REPORT NO. 4]

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING



ALTHOUGH THE CONTROVERSY OVER THE TRAINING OF LOW-INCOME WOMEN HAS GONE ON FOR MANY years, there is a limited amount of quality research. Yet the need for well-trained child care staff has been increasing with the effectiveness and expansion of child care and early education programs. It has been suggested that low-income mothers might be an excellent source of trainees, serving two goals at once — providing quality programs and increasing employment of low-income mothers.

This report is a review of the literature seeking to answer the question, *how can we most effectively train low-income women for child care employment?* The report explores: 1) low-income women's development and learning; 2) the effects of federal policies on female employability; 3) the effects of specific child care training and parenting programs for this population; and 4) the current early child care and education market, industry, and profession in our nation.

Six concrete recommendations for the implementation of an intervention program are reported: 1) targeting low-income mothers with a high school diploma or GED who have children under five; 2) promoting voluntary participation; 3) providing support services; 4) individualizing the program; 5) including practical experience and guidelines for training instructors; and 6) viewing the program as a route to self-sufficiency, improved family conditions, and job training.



**KAGAN, S. L., NEVILLE, P., & RUSTICI, J. (1993, FEBRUARY)**  
***FAMILY EDUCATION AND TRAINING: FROM RESEARCH TO PRACTICE —***  
***IMPLEMENTATION PLAN [REPORT NO. 14]***  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS REPORT DESCRIBES THE CRITERIA AND DECISIONS IN DEVELOPING A TRAINING PROGRAM THAT WILL prepare low-income women for employment in early childhood education, improve parenting skills, and improve their children's cognitive and social competence.**

The authors reviewed 22 center-based child care training curricula, 20 parenting curricula, and 7 job readiness curricula. Based on their reviews, they selected the following elements as the bases for an integrated curriculum: the Child Development Associate (CDA) credential; a child care training curriculum based on the *Essentials* program of the Council for Early Childhood Professional Recognition; a parenting curricula based largely on the *Parent Time Curriculum Guide* of the Family Resource Coalition; and the *Job Readiness Curriculum* of WAVE Incorporated, along with a few supplementary resources.

The report explains the decisions for these elements, and the structure and content of the planned intervention including the duration and organizational home of the integrated training program, the staff and cohort size of the pilot and research cohorts, the criteria for selecting trainees, and support services required for the program.



**RUSTICI, J., KAGAN, S. L., & HAMILTON-LEE, M. (1996)**  
***FAMILY EDUCATION AND TRAINING: PREPARING FOR***  
***SUCCESSFUL EMPLOYMENT IN EARLY CARE AND EDUCATION —***  
***INTEGRATED CURRICULUM GUIDE***  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS CURRICULUM GUIDE IS DESIGNED TO BE USED IN PROGRAMS THAT TRAIN LOW-INCOME WOMEN for employment in child care. The guide is innovative in that it combines a comprehensive, competency-based approach to training that integrates child care training, parent education, and job readiness training.**

This document is divided into five major parts. Chapter 1 — Introduction — summarizes the background and rationale for the Family Education and Training Project. Chapter 2 — Integrating the Domains — describes the rationale for and method of integrating the three domains of child care, parenting, and job readiness into a unified, competency-based program curriculum. Chapter 3 — Preparing for Implementation — outlines issues that must be addressed prior to training, such as staffing, acquiring materials, and program management policies. Chapter 4 — Weekly Program Plan — is the heart of the curriculum guide, providing week-by-week directions for its implementation. Chapter 5 — Examples of the Curriculum Guide in Action — provides a sample of the detailed work plan for two weeks, complete with all necessary resource materials.

# *The Road to Readiness: Family Needs, Community Resources, and Infant / Toddler Development*

YOUNG, K. T. & MARX, E. (1992, MARCH)

*WHAT DOES LEARNING MEAN FOR INFANTS AND TODDLERS?*

*THE CONTRIBUTION OF THE CHILD, THE FAMILY,*

*AND THE COMMUNITY [REPORT NO. 3]*

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,

CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING



**THIS REPORT REVIEWS RESEARCH STUDIES OF INTERVENTIONS IN EARLY CHILDHOOD THAT HAVE BEEN rigorously evaluated to identify what is known about the learning of infants and toddlers, and how to enhance the opportunities of youngsters who are most at risk of developmental problems.**

The paper reviews research on the perceptual and cognitive development in very young children, the role of nurturing adults in the early years of childhood, the effects of parenting on development, children's health needs in the first few years of life, and the connections of families to their neighborhoods and communities. The results of successful intervention programs are summarized, including the Milwaukee Project, the Abecedarian Project, Parent-Child Development Centers and Family Support Programs, the Gutelius Child Health Supervision Study, the Syracuse University Family Development Research Program, Project CARE and others that affect children's adjustment and performance in school.

The researchers offer a broad agenda of about fifty questions that we need to learn more about in order to design, implement, and understand programs that will foster lasting improvements in the learning and healthy development of infants and toddlers. They present questions about concepts of community and family support, sociological and environmental issues of community institutions and social networks, program designs for effective services for families and children, and measures needed to determine the results of programs.



**MORISSET, C. E. (1993, APRIL)**

***LANGUAGE AND EMOTIONAL MILESTONES IN INFANTS AND TODDLERS:  
ON THE ROAD TO READINESS [REPORT NO. 18]***

**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS RESEARCH EXAMINES THE SOCIAL ENVIRONMENTAL SUPPORTS AND HAZARDS TO SOCIAL, emotional, and linguistic development in infancy and early childhood. The report discusses the prevalence and consequences of early language deficiencies and emotional development difficulties — two common “roadblocks” to later academic success.**

Four early intervention programs for infants and toddlers are described. Two of these promote early language and preliteracy development and two promote favorable social and emotional development. All four take a family orientation toward service delivery, assuming that efforts to support parental care for their children can have significant benefits for both parents and children. The programs cited produced positive effects in increasing the academic success of at-risk children. The report also presents a list of typical milestones achieved by children in their language and emotional development, along with warning signs that children are experiencing difficulty.

Successful programs also take a community-based approach, recognizing that integrated services can assist families to meet their children's emotional and intellectual needs. For example, health and child care professionals are in key positions to strengthen families by helping parents care for their children.



**MORISSET, C. E. (1994, OCTOBER)**

***SCHOOL READINESS: PARENTS AND PROFESSIONALS SPEAK ON SOCIAL  
AND EMOTIONAL NEEDS OF YOUNG CHILDREN [REPORT. NO. 26]***

**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**INCREASING NUMBERS OF CHILDREN BEGIN FORMAL SCHOOLING WITHOUT THE REQUISITE SKILLS OR abilities to succeed, mainly due to deficiencies in language and emotional maturity. This study is an assessment of the “hazards and fueling stations” on the road to school readiness as viewed by parents and child development professionals in one rural and one urban socio-economically disadvantaged community. The major goal of the study was to identify precursors to difficulties in learning and development that often are not identified until children enter kindergarten.**

The framework and methodology of this study were guided by four main assumptions made by experts in the field of infant and toddler development: 1) children are born ready to learn; 2) school readiness is a cumulative construct; 3) the quality of early learning experiences and parent-child interaction depend on multiple interdependent, economic, psychological, and school influences; and 4) families have primary responsibility for raising competent and caring children. Based on these assumptions, five research questions were:

1) What are “early warning signs” for later preschool difficulties? 2) Where do parents turn for advice and support? 3) What are the most common developmental questions and behavior problems? 4) What types of learning experiences do parents provide? 5) What could the community do to help them prepare their children to succeed?

Rural and urban parents expressed surprisingly similar problems in caring for their infants and toddlers and in seeking help from their own parents and social service professionals. Based on the data collected from parents and professionals who work with families, the author makes three recommendations to help “pave the road” to preschool and kindergarten readiness: 1) broaden public education efforts regarding young children’s development; 2) tighten the links between services and between service providers; and 3) increase the number of community-based programs for families with infants and toddlers. Effectively meeting the needs of children and families will require a broad-based response from caring professionals, parents, providers, policy makers, and the public.



# Multicultural Studies of Family Support for Young Children's School Success

HIDALGO, N. M. (1992, OCTOBER)



*"I SAW PUERTO RICO ONCE."* A REVIEW OF THE LITERATURE ON  
PUERTO RICAN FAMILIES AND SCHOOL ACHIEVEMENT IN THE  
UNITED STATES [REPORT NO. 12]

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

---

THE NUMBER OF PUERTO RICAN SCHOOL CHILDREN IN THE UNITED STATES IS GROWING, ESPECIALLY in selected urban areas, but their educational progress has been hindered by economic, political, cultural, and structural obstacles. This report proposes that one cannot understand Puerto Rican students' school achievement without examining the historical experiences of Puerto Ricans in the United States and on the island. The author focuses on Puerto Ricans' history, migration and settlement, patterns of development of community organizations, student achievement, cultural values, family patterns and socialization, acculturation, and Puerto Rican identity.

The literature review identifies some prominent values in Puerto Rican culture such as *respeto* — respect for one's own and others' human dignity and respect for authority; *personalism* — an inner worth based on fulfilling a role in life; and *reciprocity* — a genuine expression of generosity among family members and neighbors.

Initial explanations for the lack of achievement of some Puerto Rican students were based on a cultural deficit model that places the blame on children's families and home environments. But other studies raise questions about cultural conflict, low teacher expectations, and within-school practices that withhold learning opportunities through grouping or tracking, and other structures and processes that may hinder student learning.

The report concludes that the educational achievement of Puerto Rican students will be enhanced if children are taught the rich traditions of their culture and if home and school partnerships are developed that help families understand the schools and that help teachers understand the culture, history, and strengths of Puerto Rican families.



SWAP, S. M. & KRASNOW, J. (1992, OCTOBER)  
*A SAGA OF IRISH-AMERICAN ACHIEVEMENT:  
CONSTRUCTING A POSITIVE IDENTITY* [REPORT NO. 11]  
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

---

**THIS REPORT EXPLORES THE CONNECTIONS BETWEEN ACHIEVEMENT AND IRISH ETHNICITY. THE** authors review the literature to understand the meaning of achievement to current Irish-Americans. They explore the value ascribed to learning in Celtic tradition, for the Irish under English rule, for Irish-Americans in the 19th century, and for Irish-Americans today. This history reveals continuity in Irish reverence for learning, but sharply different levels of achievement in different eras. The authors discuss: the roles of school, family, and community in overcoming negative stereotyping and maintaining continuity in Irish traditions; the debate over the meaning of Irish ethnicity in America today; and the implications for the school achievement of Irish-American students.

The study examines the roots of Irish cultural identity and the economic and political conditions in Ireland which spawned the massive migration to the United States and shaped the individuals who arrived. Irish-Americans continued to support learning, achievement, and hard work, created supportive parochial schools, gained political power, and created community groups to overcome obstacles.

Based on the history of assimilation of Irish-American children and families in the United States, the researchers state that they, as educators, envision a new structure for schools, one not based on a factory model, but on a collaborative model that supports a variety of approaches to teaching and learning for children and adults. Within this structure, students learn about democracy through direct experience, and decisions are made at the local level that reflect children's educational needs and the goals of the community. Both respect for heritage and dreams of new possibilities are woven together by educators to help children prepare for a realized American democracy.



SIU, S. (1992, FEBRUARY)  
*TOWARD AN UNDERSTANDING OF CHINESE-AMERICAN  
EDUCATIONAL ACHIEVEMENT: A LITERATURE REVIEW* [REPORT NO. 2]  
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

---

**THE DISPARITIES IN EDUCATIONAL ACHIEVEMENT AMONG VARIOUS RACIAL/ETHNIC GROUPS CONTINUE** to baffle and disturb scholars, politicians, and social reformers. Whereas the public school system seems to be failing for many African-American and Hispanic students, the schools appear to be working for most Asian-American students. Once called nonassimilable, uneducated heathens, Chinese-Americans are now perceived as the "model minority" in education, so questions arise about how and why this has occurred, and whether the perception is accurate.

This review synthesizes research, historical accounts, fiction, biographies, autobiographies, and newspaper stories. It argues that Chinese-American educational achievement can be understood only within a historical perspective. In an effort to look at the larger structural factors which may constrain or extend options for individual families, this report discusses: 1) events and traditions in the homeland which illuminate the roots of those cultural values and practices that are conducive to school success, and 2) the history of the Chinese community in the U.S. and its interactions with mainstream American society. These interactions have shaped how Chinese-American families have defined social reality for their offspring, the values they emphasize, and the practices they adopt.

The report concludes with the author's reflections on what is learned from the history of Chinese-American families in the United States. She addresses three questions about the education of children in all minority groups: the importance of effort vs. innate ability for children's success in school, motivation to succeed in school, and types of parent involvement in school and out. Only with an understanding of history and these perspectives can we sort myths from realities about Chinese-American children's achievement, and the success of all children in school.



**PERRY, T. (1993, MARCH)**

***TOWARD A THEORY OF AFRICAN-AMERICAN  
SCHOOL ACHIEVEMENT* [REPORT NO. 16]**

**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**

**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

**IN THIS REPORT, PERRY DISCUSSES A THEORY OF AFRICAN-AMERICAN SCHOOL ACHIEVEMENT BY examining the work of black family scholars on racial socialization, recent work on the social construction of "whiteness," and the ongoing conversation among educational anthropologists about the relative power of the cultural difference versus social mobility explanations of school achievement among racial minorities.**

The author suggests that African-American students are faced with racial and cultural dilemmas in terms of school achievement. In order to succeed in school, African-American students must negotiate membership in at least three, often conflicting, communities: mainstream society, the Black community, defined as a racially discriminated group, and a socially constructed cultural group. Much of the existing research on African-American achievement focuses on school failure instead of trying to explain the leadership and success many African-Americans have had throughout history.

The report concludes that in order for African-American children to succeed they need to be helped by their families, schools, and communities to negotiate their racial, mainstream, and cultural identities. Future research needs to focus on achievement rather than failure and on exploring the relationship of racial socialization to school achievement. Finally, schools must be willing to obtain help from families and communities in order to create schools which are true multicultural democracies.



**SIU, S. & FELDMAN, J. (1995, OCTOBER)**  
***SUCCESS IN SCHOOL: THE JOURNEY OF TWO CHINESE-AMERICAN FAMILIES* [REPORT NO. 31]**  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS REPORT IS PART OF A FIVE-YEAR STUDY OF HOW TEN CHINESE-AMERICAN FAMILIES WITH VARIOUS socioeconomic and educational backgrounds foster their young children's success in school with personal, family, ethnic community, and mainstream community resources.**

Siu classifies Chinese-American families by type of acculturation and assimilation. In "Type I" families at least one parent was born in the United States; in "Type II" families both parents are immigrants who did not attend school in this country; and in "Type III" families both parents are immigrants who received some schooling in the United States, although their earlier schooling was overseas. The report looks in depth at the differences and similarities between the beliefs and practices of one Type I and one Type II family through case studies of two children identified by their kindergarten teachers as potentially successful in school.

The report concludes that there is more than one way to arrive at similar educational goals for students' school success. Parents must do what makes sense to them given their histories, circumstances, and beliefs.



**SIU, S. & FELDMAN, J. (1996, JULY)**  
***PATTERNS OF CHINESE AMERICAN FAMILY INVOLVEMENT IN YOUNG CHILDREN'S EDUCATION: FINAL REPORT* [REPORT 36]**  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS ETHNOGRAPHIC STUDY RECRUITED TEN CHINESE AMERICAN CHILDREN BETWEEN 1991 AND 1992.** All ten children in the sample were born in the United States, but the home language is exclusively English in only three families. Cantonese is the primary language used in five homes, Mandarin in one, and a mixture of Cantonese and English in one. All of the children come from intact families with two parents whose education levels range from sixth grade to doctorate. Sixteen out of the 20 parents are United States citizens. Three children have one or both parents born in the United States; the rest have parents who have immigrated to this country at various stages of their lives.

This report draws two significant conclusions about differences among Chinese American families: 1) Familiarity and experience with American schools influence how the parents approach their children's education; and 2) Parents who feel less secure about their status (socioeconomic and/or racial) in the United States are more deliberate in their efforts to ensure their children's achievement.

Research findings highlight the diversity of parental values, hopes, and behaviors among Chinese American parents; however, “enjoying learning in school” and “respect for self and others” were given high rankings by all the parents in the study. The study found that many Chinese American parents today are aware of the emotional needs of their children and balance these needs with other values.



**SIU, S. (1996, JULY)**  
***QUESTIONS & ANSWERS: WHAT DOES RESEARCH SAY***  
***ABOUT THE EDUCATION OF CHINESE AMERICAN CHILDREN?***  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS PUBLICATION SUMMARIZES KNOWLEDGE FROM NEW RESEARCH ABOUT CHINESE AMERICAN YOUNG children and their families. It includes strategies that can be pursued by families and educators to build a more fruitful partnership to promote Chinese American children's success in school.**

Siu draws from literature reviews, her longitudinal, ethnographic study, interviews, and surveys for information in this “reader-friendly” pamphlet for parents and educators. She discusses her major research findings about Chinese American children and their families, and addresses topics such as diversity among Chinese families and parents' views on children, education, schools, and teachers.

# *The Effects of School-to-Home-to-School Communication on Children's Motivation and Learning*



AMES, C., WITH M. KHOJU & T. WATKINS (1993, MARCH)  
*PARENT INVOLVEMENT: THE RELATIONSHIP BETWEEN SCHOOL-TO-HOME  
COMMUNICATION AND PARENTS' PERCEPTIONS AND BELIEFS* [REPORT NO. 15]  
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

---

**THIS REPORT EXAMINES THE RELATIONSHIP BETWEEN TEACHERS' SCHOOL-TO-HOME COMMUNICATIONS and parental perceptions and beliefs, parental involvement, and children's motivation-related outcomes.**

The teacher sample engaged in three school-to-home communications: 1) providing parents with information about classroom work and practices; 2) providing parents with information about their own child's progress; and 3) providing parents with information on how to assist their child on schoolwork at home. The results of the study show that when teachers frequently used these strategies, parents gave higher ratings to the teacher's effectiveness, their child's motivation, and their own influence on their child's success. Teachers' communications were also positively related to parents' reported involvement in their child's learning.

The study revealed that when parents felt comfortable with the school, viewed their child as motivated, and believed they had influence on their child, their reported involvement with the child's learning was higher. These perceptions and beliefs were found to be stronger when parents understood and were knowledgeable about classroom learning, received reports of their child's progress and accomplishments, and felt like a partner in their child's learning. It was also important that many of the teachers' communications with parents were positive instead of conveying only negative information which often discourages parental involvement.



AMES, C., DE STEFANO, L., WATKINS, T., & SHELDON, S. (1995, APRIL)  
*TEACHERS' SCHOOL-TO-HOME COMMUNICATIONS AND  
PARENT INVOLVEMENT: THE ROLE OF PARENT PERCEPTIONS  
AND BELIEFS* [REPORT NO. 28]  
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

---

**THIS STUDY REPORTS THE RESULTS OF AN INTERVENTION PROGRAM DESIGNED TO INCREASE TEACHERS' use of school-to-home communications. Teachers' uses of school-to-home communications from both the teachers' and parents' perspectives were evaluated. Parental involvement from the parents' and children's perspectives were also assessed.**

The study sample included 35 teachers in the intervention and 34 teachers in a comparison group. Participation was voluntary. Teachers were guided to conduct practices in three areas: 1) providing parents with information about learning activities, goals, plans, and curriculum; 2) providing parents with information about the strengths, accomplishments, and progress of their own child; and 3) providing parents with information, learning activities, and instructions about how to help their child learn at home.

The study found that parents' overall evaluations of the teacher, their sense of comfort with the school, and their reported level of involvement was higher when they received frequent and effective communications. Children's motivation, attitudes toward parental involvement, and perceptions of their parents' level of involvement were more positive when their parents received frequent communications from the teacher. The findings also suggest that creating a sense of efficacy for both teachers and parents may be important for fostering parent involvement. School-to-home communications also seem to be related to parents' level of comfort with the school and their perception of their child as a learner. This may have long-term consequences for how parents view the education of their child.

# *Partners in Learning: Family Literacy Programs*



DOLAN, L. J. (1992, APRIL)

*PROJECT SELF-HELP: A FIRST-YEAR EVALUATION  
OF A FAMILY LITERACY PROGRAM* [REPORT NO. 8]

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,

CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

---

**THIS REPORT IS THE FIRST-YEAR EVALUATION OF THE IMPLEMENTATION AND EFFECTS OF PROJECT SELF-Help, a family literacy program. Although there are many family literacy programs across the United States, there has been little systematic evaluation of such programs. This evaluation focused on twenty-four families from economically deprived communities in Southeast Baltimore. The adults involved in the program had children in two Baltimore City Elementary Schools. The parents' reading levels were lower than the fifth grade and their children were experiencing academic difficulties.**

The study suggests: 1) the summer reading program appeared to have a significant impact on students' reading; 2) teachers' ratings of targeted students significantly improved from the beginning to the end of the school year; 3) parents' literacy improved on the WRAT (Wide Range Achievement Test) and the MAPP (State of Maryland Assessment of life skills) for those who remained in the program; 4) parents' reports on the educational environment of the home were higher than the contrast sample; 5) the children of parents who stayed in the program longer had better grades and teacher ratings of behavior; 6) the children of parents who dropped out had lower grades and lower teacher ratings of classroom adaptation; 7) the parents who dropped out had lower baseline WRAT scores and reported poorer home educational environments; and 8) parents interviewed at the end of the year reported high levels of satisfaction with the program.

The report also discusses some limitations of the evaluation including the limited sample size of parents, children from multiple grade levels, parents' varied points of entry into the program, and varied points of exit from the program for multiple reasons. Future evaluations need a more thorough assessment of parent literacy gains, a better-matched contrast sample of parents who do not experience the program, a careful way of monitoring dropouts, a method of measuring the impact on preschool children, and better descriptions of the actual program that each family receives.





CONNORS, L. J. (1993, FEBRUARY)

*PROJECT SELF-HELP: A FAMILY FOCUS ON LITERACY* [REPORT NO. 13]

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,

CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

---

**THIS REPORT DESCRIBES THE IMPLEMENTATION IN BALTIMORE, MARYLAND, OF PROJECT SELF-HELP, a family literacy program designed to help both parents and children improve literacy skills. The program provided developmental child care for preschoolers, homework help for school-age children, and adult education classes for parents. Also, joint parent-child activities were held regularly and a summer reading program exposed families to community-based educational and recreational resources and activities. Participants in the first year of the program included 12 parents, 11 elementary school age children and 13 preschool/kindergarten children. All of the families except one were Caucasian.**

A wide range of assessment instruments was used. Participating parents and children improved their math and reading skills. Preschool children improved their scores on all of the literacy tests given, particularly letter identification. Parents also changed their home environments to better support their children's education and indicated higher expectations for their children's educational achievements. Parents who attended the most sessions had the greatest gain in skills. It must be noted, however, that sample numbers were small, there was inconsistent attendance, and multiple entry-exit patterns might have affected conclusions.

Program results were encouraging and assessments seemed to indicate that a school-based literacy project should follow an integrated services delivery model to meet the needs of the whole family. The report concludes with a discussion of a number of issues related to implementation and evaluation that will impact the effectiveness of future projects.



CONNORS, L. J. (1994, APRIL)

*SMALL WINS: THE PROMISES AND CHALLENGES OF FAMILY LITERACY* [REPORT NO. 22]

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,

CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

---

**SECTION ONE OF THIS REPORT REVIEWS THE LITERATURE ON ADULT EDUCATION AND EARLY CHILDHOOD intervention to highlight the need for more comprehensive intervention programs which address whole family needs. In theory, the intergenerational transfer of literacy suggests pathways by which family literacy programs might impact adults and children. Four family literacy programs, which included three components of service — adult education, early childhood education, and parenting — are used to illuminate the "small wins" achieved by these programs.**

Section two of the report is an evaluation of a family literacy program based at a middle school. The study identifies the challenges of implementing a family literacy program at this level of schooling. Results indicate that some parents improved their adult literacy skills in

preparation for higher level basic education classes. Some parents also improved their parenting skills and self-confidence. Parents viewed the school and school-related staff as positive, supportive, and available to assist them and their children.

Family literacy programs are one way to support and involve some of the “hardest-to-reach” families within schools. This approach, common in elementary schools, also is useful in middle schools — to increase contact between parents and teachers, promote visibility of the school in the community, and extend the school as a family and community resource. The challenge of a middle school-based family literacy programs is to effectively engage early adolescents in active, meaningful, and positive ways with their parents. In this program, that was done around the development of computer skills that students and parents could learn and enjoy together.



DOLAN, L. & HAXBY, B. (1995, JANUARY)  
*REMOVING BARRIERS TO LEARNING: FACTORS THAT AFFECT  
PARTICIPATION AND DROPOUT IN PARENT INTERVENTIONS* [REPORT NO. 27]  
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING.

EVEN THE BEST DEVELOPED AND EXECUTED SCHOOL-BASED PROGRAMS FOR PARENT EDUCATION HAVE low rates of participation and high rates of dropout. The parents who need the intervention most are often the parents who don't show up. Therefore, information about non-participants is critical for learning how to improve the organization, schedules, and content of programs for parents.

This three-stage study examines the patterns of participation in a series of school-based workshops. The study created Low Support programs that provided some strategies for improving participation, such as incentives and varied times of workshops, and High Support programs that included these strategies plus other supportive elements such as child care and transportation.

The major causes of non-participation and dropout were the parents' lack of belief that the program would make a difference, the perceived lack of quality of the program, and personal issues. The major reasons for dropout in both High and Low Support programs were time commitments/other responsibilities and personal problems. The dropout rate was not significantly reduced in High Support programs. Recommendations include providing meaningful information for parents regarding program impact, and encouraging community workers to handle the communication about the program, rather than leaving it to members of the intervention team. It would also be valuable to have parents who have been in the program talk about the changes they have experienced in their lives or the lives of their children, so other parents can see that the program does make a difference.



**CONNORS-TADROS, L. (1995, OCTOBER)**

***PARTICIPATION IN ADULT EDUCATION AND ITS EFFECTS  
ON HOME LITERACY* [REPORT NO. 32]**

**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**GIVEN THE WELL-DOCUMENTED RELATIONSHIP BETWEEN HIGHER PARENTAL EDUCATION AND BETTER children's achievement in school, attention to improving the education levels of parents has grown in the last decade. About one-third of adults over the age of 17 participate in adult education courses. However, there is little information about why some parents participate in adult education and others do not. There also is insufficient knowledge about the impact of adult education experiences on children of participants.**

**This study tests hypotheses generated from small case studies of family literacy programs (in Reports 8, 13, 22) with data from the 1991 National Household Education Survey. Analyses were conducted to determine factors related to parent participation in adult education, completion of adult education courses, and the impact of participation on selected indicators of home support for children's learning. Analyses are based on a subsample of 815 families for whom information on adult education activities of the parent and parent's report of their preschool child's early care and education experiences are available.**

**Results indicate that parents participate in adult education primarily to improve skills related to their current job or in preparation for another job. Prior education, minority status, and children's child care experiences are also significant predictors of participation and completion of adult education courses. Participation in adult education was a significant predictor of the number of hours children watch television daily. The report concludes with recommendations for policy and practice related to adult education and training for parents of preschool age children.**



**CONNORS-TADROS, L. (1996, FEBRUARY)**

***EFFECTS OF EVEN START ON FAMILY LITERACY:  
LOCAL AND NATIONAL COMPARISONS* [REPORT NO. 35]**

**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS REPORT DESCRIBES THE IMPLEMENTATION AND EVALUATION OF ONE LOCAL EVEN START PROJECT, using the results of the recently released final report of the *National Evaluation of the Even Start Family Literacy Program* for comparisons where possible. The national evaluation reveals that the Even Start program is providing previously unavailable services to the most needy families in many local communities. Effects of the Even Start program on specific child and family outcomes have, however, been mixed. The clearest result of the national evaluation is that adults and children with high levels of participation in Even Start's core services gained significantly more on the outcome measures than did adults and children with low levels of participation.**

This study of Frederick County, Maryland's Even Start project shows that 18 participants significantly improved their literacy skills, averaging a six-point gain on the CASAS functional reading survey. Nine participants were ready to take their GED exam or received their GED. The children of parents in the Frederick County Even Start project were much more likely to be exposed at home or in the community to literacy related activities. These included visiting the library with their parents, checking out books with their own library card, and spending more time in the literacy related parent-child activities. Children also may have experienced more appropriate discipline techniques and less harsh interactions with their parents.

The Frederick County Even Start project carefully developed an effective collaborative network for the provision of project services and as a source of information for other family needs. The project was able to reduce most of the common barriers cited by parents of preschool children to their participation in adult education. Collaborative arrangements with Head Start, the Housing Authority, and local service providers, as well as services provided by Even Start, effectively reduced these barriers for many participants.

# *Studies of Parent Centers in Schools*



JOHNSON, V. R. (1993, SEPTEMBER)

*PARENT/FAMILY CENTERS: DIMENSIONS OF FUNCTIONING  
IN 28 SCHOOLS IN 14 STATES* [REPORT NO. 20]

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,

CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

**PARENT OR FAMILY CENTERS HAVE BECOME AN INTEGRAL PART OF MANY SCHOOLS — A PLACE WHERE** parents can meet with other parents and educators, plan and implement programs, make decisions about school governance, and provide services for other parents and students. This report is an analysis of data on parent/family centers from 28 League of Schools Reaching Out schools in 14 states. Twenty-three of the schools are elementary schools, three are middle schools, and two are junior high schools. All are public schools, except one Catholic elementary school.

The data define eight dimensions of the functions of the parent/family centers: 1) definitions, 2) initiation, 3) names, 4) physical space, 5) staff, 6) funds, 7) hours of operation, and 8) activities. The activities at the parent/family centers are further categorized within the typology of school-family-community interactions developed by Joyce Epstein. The centers surveyed report that they conduct workshops and classes for other parents, give parents information, and offer social services and child care. All the centers have also helped to improve home-school communication and most hold school decision-making meetings. The various activities make many positive contributions to the schools.

The parent/family centers promote new, strong interpersonal relationships in support of children's growth; less distinction between the traditional roles of educators and parents; new formal and informal policies; and collaborative family-school relationships for enhancing children's learning. They serve as locations that help schools coordinate, monitor, and evaluate parent/community outreach and family support programs.



**JOHNSON, V. R. (1994, APRIL)**  
***PARENT CENTERS IN URBAN SCHOOLS: FOUR CASE STUDIES* [REPORT NO. 23]**  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS REPORT LOOKS CLOSELY AT THE SUCCESS OF PARENT CENTERS IN FOUR URBAN SCHOOLS WHICH are developing strategies to make parents feel more welcome and to increase parents' involvement.**

Part I of the report presents four case studies (three elementary and one junior high school) which illustrate the roles of parent centers in urban schools. The studies reveal: 1) how parent centers are developed and created; 2) the types of projects and programs that are implemented; and 3) the dynamics which work to achieve family-school partnerships; and 4) effects on student academic and social success. Part II examines the links existing between the work of parent centers and federal, state, and local policies pertaining to school-family relationships. In Part III, policy implications are drawn concerning those involving child care, integrated services, teacher outreach to parents, and home visits.

Study conclusions indicate parent-family centers serve as connectors of parents, teachers, students, and community activists. Policy makers should consider the development of parent/family centers as a means of promoting an increased home-school partnership.



**JOHNSON, V. R. (1996, APRIL)**  
***FAMILY CENTER GUIDEBOOK***  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**PARENT/FAMILY CENTERS ARE SPECIAL PLACES IN OR NEAR SCHOOLS WHERE PARENTS AND OTHER family members connect with school staff and community participants to plan and implement programs in support of children, families, educators, and communities. They are a rapidly growing recent development. With varied amounts of physical space and hours of operation, the centers offer a broad range of activities designed to assist parents, children, and the schools.**

The *Family Center Guidebook* is designed as a ready resource to help schools start a parent room or family center with information, examples, and experiences in a user-friendly format. Each of the seven sections has three components: **SUGGESTIONS** (strategies that are used by active family centers to increase family-school-community connections), **SHARING** (quotes from parents, teachers, principals, other school staff, and community participants), and **EXAMPLES** from schools (flyers, brochures, announcements, forms, resources, news articles, invitations).

The *Family Center Guidebook* is drawn from research and practice in active family centers, and is designed for parents, educators, and community participants who are collaborating to initiate or expand such centers. The sections are titled: Why Have a Family Center?

Getting Started; Welcome Everyone; Increasing Communication; Sharing Resources; Creative Strategies; and Support! Support! Support! Family center activities respond to the diverse needs of families and schools within flexible, supportive program structures coordinated by or with family center staff. The family center is not only a place, but also a means of achieving the larger goal of good partnerships.



***BUILDING COMMUNITY: HOW TO START A FAMILY CENTER  
IN YOUR SCHOOL [CENTER VIDEO #1] (1992)  
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING***

---

**PARENTS TODAY ARE INVOLVED IN EVERY ASPECT OF SCHOOL LIFE. AT PIONEERING SCHOOLS throughout the country they set school policies, tutor students, operate food banks, take courses themselves, and help other parents obtain health care, locate housing, and connect with needed social services.**

At many successful schools the catalyst for this new level of involvement is the Family Center — a room at school that is set aside for use by parents. It's a place where parents can meet teachers, administrators, and other parents, where they get information and help, where they work with others to develop and carry out projects needed to help families help all children to succeed in school.

This video shows this innovative process in action in four schools, and offers a step-by-step plan for creating a family center in your own school. It includes interviews with principals, family center coordinators, parents, and students — as well as family center expert Dr. Vivian R. Johnson, senior researcher of the Center on Families, Communities, Schools and Children's Learning.

# Parent Information for School Choice



**SALGANIK, L. H. & CARVER, R. L. (1992, MARCH)**  
***INFORMATION ABOUT SCHOOLS OF CHOICE:***  
***STRATEGIES FOR REACHING FAMILIES [REPORT NO. 5]***  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS IS A STUDY OF PARENT INFORMATION SERVICES IN PUBLIC SCHOOL CHOICE PLANS IN OPERATION** in the United States during the 1990-91 school year. The report reviews school choice information for its content, format, and methods of distribution. The information was gathered from state departments of education, school districts, national and local nonprofit organizations, and the federal government. Educational researchers, program evaluators, and representatives of business communities were also interviewed.

The school choice parent information plans were designed to communicate to parents in two broad areas: the supply of educational options and how families can exercise their choices in the market of educational programs. The public could receive information through any one of the following formats: print, audio/visual, interactive, in-person contact, and on-site presentations. Information could be distributed through the school system, sent directly to residences, and presented through community activities and events.

The study found that equity of access to information was not adequately addressed by all school systems. As a result, some parents had less information than others, and consequently less knowledge on which to base their choices of their children's schools. In addition, ambiguous language was used about school philosophy, teaching methods, course content, and extracurricular activities, and there was little quantitative data on standardized tests or other measures of students' performance. In many cases, parents are asked to choose a school with little information about how effective it is in helping its students achieve.





GLENN, C. L., MCLAUGHLIN, K., & SALGANIK, L. (1993, MAY)

*PARENT INFORMATION FOR SCHOOL CHOICE:*

*THE CASE OF MASSACHUSETTS [REPORT NO. 19]*

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,

CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

---

**THIS REPORT EXAMINES THE SUCCESS OF TYING AN EXTENSIVE PARENT INFORMATION SYSTEM TO A well-designed school assignment strategy in order to create a public school choice system which ensures fairness, integration, and school improvement and provides enough information to *all* parents so that they can make informed choices for their children. The report presents the results of a study in six cities in Massachusetts of the process by which urban parents choose schools and how parents experience that process.**

Part 1 of the report describes the controlled choice plans that Massachusetts cities have implemented and the effects on student assignments to schools. Part 2 reviews studies, conducted in the United States and other nations, on parental motivation in taking part in choice programs and their reasons for selecting specific schools. Part 3 examines, through in-depth interviews and observations, how parent information centers (PIC) function in the six cities. Part 4 reports the results of telephone and written surveys of parents taking part in the school choice process in the six cities.

The conclusions of the study are that under controlled choice plans in Massachusetts: 1) the great majority of parents (including minority and low-income parents) get their children into the schools they select; 2) there is strong public support for public school choice; 3) well-organized parent information centers are necessary to relay information about schools to parents and to counsel them about making good choices; and 4) parents' reasons for their choices are varied and are based on information from both informal and formal sources.

# *Natural Support Systems: Impact on Puerto Rican Families, Communities, and Schools*



DELGADO, M. (1992, APRIL)

*THE PUERTO RICAN COMMUNITY AND NATURAL SUPPORT SYSTEMS:  
IMPLICATIONS FOR THE EDUCATION OF CHILDREN* [REPORT NO. 10]

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT PRESENTS A DEFINITION OF NATURAL SUPPORT SYSTEMS AND DISCUSSES HOW THEY APPLY in Puerto Rican communities. Four types of natural support systems are described: extended families, folk healers, religious groups, and merchant and social clubs. Delgado offers a framework for understanding how these systems work or break down to provide support to children and families. He suggests challenges to collaboration of formal and informal support systems: lack of trust, diverse cultural concepts, underlying problems and solutions, gaps in participants' knowledge of how formal and informal systems work, including the programs and resources available, and the specifics for obtaining services.

Delgado concludes that educators will be better able to serve Puerto Rican children if they have an understanding of and arrangements to collaborate with natural support systems in the community. This will require training and education, and research on the structure and processes of formal and natural support systems and their connections.



**DELGADO, M. & RIVERA, H. (1996, MARCH)**  
***USE OF PUERTO RICAN NATURAL SUPPORT SYSTEMS AS A BRIDGE***  
***BETWEEN COMMUNITY AND SCHOOLS [REPORT NO. 34]***  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS REPORT PRESENTS THE RESULTS OF A LONGITUDINAL STUDY OF PUERTO RICAN FAMILIES WITH** children in kindergarten and grade one in a school in the South End of Boston. The study was designed to explore and increase understanding of the natural support systems and formal systems that assist families and children during years youngsters are in school. The report outlines the study, the characteristics of the sample, and some comparisons of this sample with other Puerto Rican families in Boston and the United States.

Four sets of interviews were conducted over two years, starting with twenty-four families, on topics including basic demographic information, history of migration, help-seeking patterns from formal and natural support systems, their perceptions of and attachments to their communities and schools, and their aspirations for their children's education and careers. Thirteen families who remained in the community were included in all four interviews. The process of following families indicates that many are highly mobile, moving in and out of neighborhoods, schools, and the United States. In addition to the parents, one member of each family's support system also was interviewed about the help that they give and receive from the sample family.

The data suggest that the natural support systems of Puerto Rican families in this neighborhood are limited, and that the children's school is a major resource in their lives. The researchers use the data to reflect on the characteristics of a responsive school for Puerto Rican children and families. They discuss the geographic, psychological, structural, and cultural conditions that helped the families in this study make strong ties to their children's schools.

# *Studies of Policies to Increase Family-School-Community Partnerships*

## **STUDIES OF REACHING OUT SCHOOLS**

DAVIES, D., BURCH, P., & JOHNSON, V. R. (1992, FEBRUARY)

*A PORTRAIT OF SCHOOLS REACHING OUT:*

*REPORT OF A SURVEY OF PRACTICES AND POLICIES OF*

*FAMILY-COMMUNITY-SCHOOL COLLABORATION [REPORT NO. 1]*

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,

CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

SCHOOLS THAT REACH OUT TO THE FAMILIES AND COMMUNITIES OF THEIR STUDENTS CAN INCREASE THE quality and amount of family and community involvement that will benefit not only schools but also families and communities. Forty-two of the schools participating in the League of Schools Reaching Out — mostly urban schools that have specifically targeted family-community-school collaboration as a priority need — offer multiple examples of various collaborative practices.

This study is based on the results of a mail survey, telephone follow-up interviews, site visits in eight cities, and other documents and information. The study also compares these results with information from five public schools identified as having few reaching-out activities and six private schools identified as having some involvement programs underway.

The report summarizes the efforts of the reaching out schools and the activities they are conducting according to: 1) the level and types of activities being carried out; 2) noteworthy emerging strategies; 3) gaps in programming; 4) the comprehensiveness of programs; 5) the need for evaluation; 6) the influence of both formal and informal policies; and 7) the costs of family-community-school collaborative activities. The researchers conclude that there is rarely a coherent policy framework to support these schools in their efforts to reach out to families and communities, although such policies are badly needed.



**DAVIES, D., PALANKI, A., & BURCH, P. (1993, MARCH)**  
***GETTING STARTED: ACTION RESEARCH IN***  
***FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS* [REPORT NO. 17]**  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

CONDUCTING ACTION RESEARCH BY BRINGING PARENTS, TEACHERS, PRINCIPALS, AND FACILITATORS together may be an effective way of improving school programs and increasing parent involvement. This report surveys policies and practices of family, school, and community collaborations in eight schools in seven urban districts that are working to increase and improve connections of home and school.

Study techniques include telephone interviews with on-site facilitators, site visits with participants and district policy makers, questionnaires, and analysis of state and federal policies that impact the projects in the eight schools. The report discusses how selected policies aid or obstruct family-community-school collaborative efforts and identifies strategies that support involvement programs. The study also examines the difficulties of team building in parent-teacher action research sites, explaining four stages of development of functioning teams: 1) orientation to group and task; 2) building participation of parents and teachers; 3) group formation and solidarity; and 4) moving from action to reflection.

The report summarizes the eight programs' progress in the first year, describing the particular intervention, the activities of the school-based research team, and the relevant policy developments at the school, district, state, and federal levels. Report conclusions reflect that intervention designs are sound, research is often difficult, and it is complex making action research work.



**PALANKI, A. & BURCH, P., WITH D. DAVIES (1995, JULY)**  
***IN OUR HANDS: A MULTI-SITE PARENT-TEACHER***  
***ACTION RESEARCH PROJECT* [REPORT NO. 30]**  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

THROUGH THE PROCESS OF PARENT-TEACHER ACTION RESEARCH, TEAMS OF PARENTS, TEACHERS, principals, and facilitators in eight elementary and middle schools in seven cities have closely examined their efforts to involve families and the community and have taken action to improve partnerships in their schools. Action research teams allow the people most affected by school decisions to have a voice in those decisions.

This report includes case studies describing each school's participation in the Parent-Teacher Action Research (PTAR) project conducted by the Institute for Responsive Education and the Center on Families, Communities, Schools & Children's Learning at Boston University. The schools' reports include the results of their efforts to improve school climate, parent involvement in school, parent/teacher/staff attitudes, program development, and changes in

policy and practice. Sources of data came from family members, children and youth, school and program staff, or district and state policymakers.

The report concludes that by using parent-teacher action research, these eight schools developed constructive two-way communication processes, increased participation of teachers and parents in educational planning and assessment for individual students, and increased participation of teachers and parents in schoolwide educational decision making, curriculum development, and assessment. Although it is often a difficult and slow process, parent-teacher action research can be an effective tool for school and community renewal and a way to make school reform more responsive to the needs of children and families.



DAVIES, D. & JOHNSON, V. (EDS.) (1996, JANUARY)  
*CROSSING BOUNDARIES: MULTI-NATIONAL ACTION RESEARCH  
ON FAMILY-SCHOOL COLLABORATION* [REPORT NO. 33]  
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

---

**THIS REPORT DESCRIBES STUDIES BY EIGHT RESEARCHERS FROM FIVE COUNTRIES — AUSTRALIA, CHILE, the Czech Republic, Portugal, and Spain — that examine common boundary-crossing issues between teachers and parents, between policies and school reality, between cultures, and between research and practice. The study's objectives were: 1) to identify the commonalities and differences of approaches and results in five countries seeking to increase family involvement in the school; 2) to learn what works, what doesn't, and under what conditions; 3) to explore the use of different approaches to participatory, or *action*, research; and 4) to stimulate further multi-national studies and projects through the Center's International Network. In addition there were local purposes in each project that are specified in each case study.**

At least 75 school principals, teachers, and parents were involved in school teams in the eight different school sites. All of the studies were based in elementary schools and involved continuing collaboration with a university or research organization. The survey instruments included a questionnaire on family and teacher attitudes and behavior, and a measure of school climate. A wide variety of interventions were implemented and studied.

Certain behavior patterns consistently emerged that created and/or sustained barriers to partnerships. All of the studies revealed the constraints of tradition in teacher-parent relationships due to 1) the force of traditional beliefs, 2) fear of the unknown, and 3) lack of knowledge of how parents might become involved in schools. Teacher resistance was a major finding across these multi-national studies. The multi-national case studies show that, although the boundaries between home and school are difficult to cross, programs and practices can be successfully implemented that improve communications and relationships of parents and teachers.

## IDENTIFYING AND ANALYZING POLICIES



PALANKI, A., BURCH, P., & DAVIES, D. (1992, MARCH)

*MAPPING THE POLICY LANDSCAPE: WHAT FEDERAL AND STATE GOVERNMENTS ARE DOING TO PROMOTE FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS* [REPORT NO. 7]

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

ALTHOUGH FEDERAL, STATE, AND LOCAL POLICIES CAN DRIVE CHANGE, THEY ALSO CAN HINDER OR prevent reform when efforts are not coordinated and promoted at all levels. This report outlines selected national, state, and local policy developments in 1991-92 in six areas related to family-school collaboration. These areas include: interventions for infants and toddlers, family support, coordination of health and human services with education, parent choice, school restructuring, and Chapter 1. An evaluative framework is outlined with seven criteria: flexibility, intensity, continuity, universality, participation, coordination, and comprehensiveness.

The report calls for policy makers on all levels to take steps to actively coordinate policies that advocate family-school-community partnerships. The researchers' conclusions are: 1) many states have taken major initiatives, but the activity across states is very uneven; 2) thirty states report some specific policy actions on family support, parent education, or coordination of health, education, and other human services; 3) Part H of P.L. 102-119 is a significant federal effort to combine integrated services and programming for disabled infants and toddlers; 4) efforts to coordinate Head Start with other education, health and social services are currently underway at the federal level; 5) parent choice and school-based decision-making are two prominent school reform strategies to increase parent participation in schools; 6) the U.S. Department of Education has increased flexibility in Chapter 1 (now Title I), but state and local response remains disappointing; 7) there is increased interest in linking parent education and literacy with early childhood programs; and 8) participation by families in policymaking has been broadened to include school-level governance, program planning and evaluation, and state-level councils for facilitating services coordination.

It is clear that there is a need for continuing positive efforts by policy makers, but there are continuing funding concerns and shortages. The coordination of federal, state, and local policies that nurture family-community-school partnerships are essential for meeting the needs of all children.



**DAVIES, D., BURCH, P., & PALANKI, A. (1993, SEPTEMBER)**

***FITTING POLICY TO FAMILY NEEDS:***

***DELIVERING COMPREHENSIVE SERVICES THROUGH COLLABORATION  
AND FAMILY EMPOWERMENT [REPORT NO. 21]***

**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING.**

---

**THIS REPORT FOCUSES ON FEDERAL POLICIES WHICH REDUCE FRAGMENTATION OF FAMILY SERVICES BY** using the concept of "comprehensiveness." The report is divided into four sections: 1) service integration initiatives; 2) easing transitions from early childhood to school; 3) parent involvement policies; and 4) services to migrant and homeless families and children. Each section identifies selected federal and state policies and presents case studies of programs that illustrate the enactment of these policies.

The case studies include: a school-based integrated services program in Florida; the GoodStarts preschool program in New Jersey; the Kentucky Education Reform Act's application of Epstein's six-type framework for partnerships; and states' responses to federal policies on the education of migrant and homeless children. Effective partnerships with families and social service providers empower families by helping them assess their own needs and strengths, design programs to meet those needs, and help implement and evaluate these programs.

The researchers conclude: 1) federal programs are not often well-coordinated with state initiatives; 2) state-level policies are not often well-coordinated with local practices; 3) funding for local programs is usually from a single restricted source, but multi-source funding is needed; 4) consumer demand can spur the development of policies for more comprehensive services and collaborations; and 5) private foundations' funding policies can encourage comprehensive programs.



**BURCH, P. & PALANKI, A., WITH D. DAVIES (1995, APRIL)**

***FROM CLIENTS TO PARTNERS: FOUR CASE STUDIES***

***OF COLLABORATION AND FAMILY INVOLVEMENT IN  
THE DEVELOPMENT OF SCHOOL-LINKED SERVICES [REPORT NO. 29]***

**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS REPORT LOOKS AT THE EFFECTIVE POLICIES AND PRACTICES OF FOUR LOCAL PROJECTS THAT ARE** developing collaboration among education, health, and other service providers and are empowering families as equal partners in their efforts. The researchers conducted two-year case studies of these projects: the RAIN project in Miami Beach, Florida; comprehensive services in Las Cruces, New Mexico; School-Based Youth Services in New Brunswick, New Jersey; and the Parent Facilitation Project in Snohomish County, Washington.



The report identifies six components of these comprehensive initiatives that policy makers should address in any effort to create and facilitate effective collaborative projects. The components are as follows: 1) involve families as agenda setters and partners in collaboration; 2) create a management structure with representatives of agencies and beneficiaries; 3) ease access to multiple sources of funding; 4) establish inter-agency and cross-role networks; 5) provide training and other support for families; and 6) establish and fund collaborative evaluation mechanisms. Specific challenges and recommendations for meeting the challenges are offered for each of the components for effective collaborations.

## POLICY INFORMATION AND GUIDANCE



DAVIES, D. (1996)  
*PARTNERSHIPS FOR STUDENT SUCCESS*  
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

RESEARCH AND EXPERIENCE SHOW THAT PARTNERSHIPS BETWEEN SCHOOLS, FAMILIES, AND communities are powerful tools to achieve better schools; however, they are not a substitute for good schools or effective teaching. This report is an invitation to all school boards, superintendents, and principals to plan and implement comprehensive programs of family and community partnerships aimed at improving the academic achievement and social success of all students.

Ten recommendations for schools are presented on how to develop a culture of collaboration to support family-community-school partnerships: 1) Adopt and back up written policies for partnerships; 2) Align personnel policies with district's commitment to partnership; 3) Prepare school staff and families to collaborate; 4) Involve family members as full partners with real decision-making responsibility; 5) Develop agreements with social service and health agencies to provide services to students and their families; 6) Use multiple approaches to communication; 7) Increase opportunities for students to learn at home and in the community; 8) Set up family/parent centers in every elementary, middle, and high school; 9) Expand parent choice within the public school system; and 10) Create planning and problem-solving teams. These recommendations include examples of schools and districts that are actually taking these steps towards effective partnerships.

The report concludes that leadership by school board members, superintendents, central office staff, and principals is the key to the successful implementation of these recommendations and the resulting cultural change.



**DAVIES, D., WAGNER, T., SCONYERS, N., AND ASSOCIATES (1996)**  
***POLICY PORTFOLIO***  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THE *POLICY PORTFOLIO* INCLUDES SIX ITEMS TO HELP GUIDE SCHOOLS, DISTRICTS, COMMUNITY organizations, and families to understand the importance and challenges of collaboration for student success. Drawing from five years of studies conducted by researchers at the Center on Families, Communities, Schools and Children's Learning, this *Policy Portfolio* explains many important steps for creating good partnerships.**

The components of the portfolio are: 1) *Partnerships for Student Success: What we have learned about policies to increase student achievement through school partnerships with families and communities*, by Don Davies; 2) *"Seeing" the School Reform Elephant: Connecting policy makers, parents, practitioners, and students*, by Tony Wagner and Nancy Sconyers; 3) *What Parents Want* by Nancy Sconyers (summarizing parents' opinions about public schools); 4) *Partners in Action: A Resource Guide*, edited by Meredith Gavrin, Carol Sills Strickland, and Connie Lam; 5) *Annotated Bibliography: Research from the Center on Families, Communities, Schools and Children's Learning*, compiled by Amy Marx; and 6) *A Tale of Two Partnerships*, a videotape that chronicles the experiences of a high school and an elementary school in Boston that are developing partnerships with families and community agencies; produced, directed, and edited by Patricia Brady and Roberto Mighty.

The items in this portfolio can assist schools, communities, and families to establish more collaborative partnerships to benefit everyone involved in children's learning, especially the children themselves. The *Policy Portfolio* is a guide, a tool, and a resource for achieving successful collaboration.



***A TALE OF TWO PARTNERSHIPS* [CENTER VIDEO #2] (1996)**  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**IN THIS 25-MINUTE VIDEO, PRODUCED, DIRECTED, AND EDITED BY PATRICIA BRADY AND ROBERTO Mighty, parents, teachers, and administrators of an elementary and a high school in Boston tell of their experiences developing partnerships with families and community agencies over the last five years. Their stories highlight some key Center research findings about school-family-community collaboration.**

The schools represent two different phases in the process of building partnerships; the high school is just beginning to increase the number of parents actively involved in the school through the development of a family center and other activities throughout the school. The elementary school has established a culture of collaboration in which parents and families participate in all decision-making and policy decisions in the school.

The video highlights activities that improve family-community-school partnerships including visiting the school, volunteering to help, tutoring students, establishing a family center, developing ties with social service agencies, forming connections with universities, and making school policy. The video urges schools, communities, and families to begin developing partnerships because they are a necessary component for children's success and for a democratic society.



**FAMILY, SCHOOL, AND COMMUNITY CONNECTIONS**

**IN**

**EARLY AND LATE ADOLESCENCE**



**BEST COPY AVAILABLE**

# *New Directions for Family-School-Community Partnerships with High Schools*



EPSTEIN, J. L. (1992, MARCH)  
*SCHOOL AND FAMILY PARTNERSHIPS* [REPORT NO. 6]  
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT EXAMINES THE PROGRESS MADE OVER THE LAST DECADE IN THE INVOLVEMENT OF PARENTS in schools. The relationships between schools and families have begun to be viewed more as partnerships than as families and schools serving separate goals. This shift has allowed researchers to examine schools, families, and communities as "overlapping spheres of influence" on student development.

The report explains Epstein's six-part typology of school-family-community involvement and her theoretical structure for research and development of effective partnerships. It also summarizes the results of many research studies examining how family environments influence family involvement in schools, how school environments influence family involvement, and the effects of school-family partnerships on parents, students, and teachers in elementary, middle, and high schools.

Looking ahead, the report points to the need for education and training of teachers and administrators in working with families as partners, improved policies and leadership at all levels to support partnerships, and new ways of thinking about the shared responsibilities for children. A key component of the framework explained in the review and a new direction for research is the recognition of the "central role of the child" as a participant in school and family partnerships.

BEST COPY AVAILABLE



**EPSTEIN, J. L. & CONNORS, L. J. (1994, AUGUST)**  
***TRUST FUND: SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS***  
***IN HIGH SCHOOLS* [REPORT NO. 24]**  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS REPORT IS THE FIRST IN A SERIES ON HIGH SCHOOLS AS THEY WORK TO DEVELOP AND IMPROVE** their partnerships with students, families and communities. Although real advances have been made in understanding and developing school and family partnerships in preschool and elementary grades and some progress has been made in the middle grades, little attention has been given to family involvement in high schools.

The research focuses on where the schools in this study are starting from in their thinking about partnerships. We call the starting points a "trust fund" with which the schools will build better programs of partnerships. The report describes high schools' "trust funds," combining existing practices and ideas for new implementations. Six Maryland high schools — two urban, two suburban, and two rural — joined in an effort to identify what practices of parent-school-community partnerships are appropriate at the high school level, how schools can develop and implement such practices, and how the practices affect the students, parents, and teachers involved. The report includes a catalogue of activities and guidelines for each of the six major types of involvement: 1) assisting families with parenting skills; 2) communicating with families about programs and student progress; 3) inviting family volunteers and audiences; 4) encouraging learning and academic decisions at home; 5) involving families in school decision making; and 6) collaborating with community.

The researchers conclude that there is high potential for school-family-community partnerships in high schools because of the interest of educators and parents in improving relationships, their capacity to plan and work together, their recognition of the importance of students in partnerships, and the feasibility of many basic and innovative practices. Ten barriers to effective school and family partnerships are also identified, involving gaps in teachers' knowledge, teachers' beliefs about parents' and students' lack of interest in education, and obstacles to parent participation. The ideas in the report should help all urban, suburban, and rural high schools overcome the barriers by planning and implementing strong programs of partnership.



**CONNORS, L. J. & EPSTEIN, J. L. (1994, AUGUST)**  
***TAKING STOCK: VIEWS OF TEACHERS, PARENTS, AND STUDENTS ON SCHOOL,***  
***FAMILY, AND COMMUNITY PARTNERSHIPS IN HIGH SCHOOLS* [REPORT NO. 25]**  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS REPORT SUMMARIZES THE PRELIMINARY RESULTS FROM SURVEYS OF 150 TEACHERS, 420 PARENTS,** and 1,300 students about their attitudes toward and needs for school, family, and community partnerships in six Maryland high schools — two urban, two suburban, and two rural — in the High School and Family Partnership Project.

Data illustrate teachers' attitudes toward parent involvement, families' attitudes toward involvement in the education of their teens, and teens' attitudes toward school, education, and their parents' involvement. Seven main conclusions emerged from the descriptive analysis of the data collected from the high schools in the project: 1) there is a shared vision of partnership; 2) urban, suburban, and rural high schools are remarkably similar in their goals for partnership; 3) families need and want better information about high schools and about their teen's programs; 4) schools should provide activities in the middle grades to prepare students and their families for the transition to high school; 5) students need and want to be part of the partnership; 6) some students and families are particularly isolated from their schools and communities and disconnected from each other; and 7) high schools can develop and implement more comprehensive programs to inform and involve families across the grades.

The findings will help the six high schools design and implement strategies to involve families of 9th through 12th grade students in six major types of involvement. Suggestions are made to help other high schools apply the results of this study to their own efforts to develop or strengthen school, family, and community partnerships.

# *Materials for Teachers, Parents, and Members of the Community*

EPSTEIN, J. L., SALINAS, K. C., & JACKSON, V. E. (REVISED 1995)  
*MANUAL FOR TEACHERS: TEACHERS INVOLVE PARENTS IN SCHOOLWORK (TIPS) LANGUAGE ARTS, SCIENCE/HEALTH, AND MATH INTERACTIVE HOMEWORK IN THE MIDDLE GRADES AND PROTOTYPE ACTIVITIES FOR TIPS LANGUAGE ARTS, SCIENCE/HEALTH, AND MATH FOR GRADES 6, 7, AND 8 (ALSO AVAILABLE: TIPS MANUAL FOR TEACHERS AND PROTOTYPES FOR ELEMENTARY GRADES MATH AND SCIENCE)*  
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,  
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING



**THE TEACHERS INVOLVE PARENTS IN SCHOOLWORK (TIPS) INTERACTIVE HOMEWORK IS A PROCESS** that keeps all families informed about and involved in their children's learning and progress in school. TIPS activities enable teachers to communicate with all families about the topics that children are learning in class. The researchers worked with teachers in elementary and middle schools to develop and test the TIPS process in language arts, science/health, and math.

TIPS interactive homework — like all homework — is the responsibility of the students. The activities require students to show, share, demonstrate, interview, gather reactions, and interact in other ways with their family members. Parents play supportive roles in discussing homework with their children; they are *not* asked to teach or complete the homework for the child. Each TIPS activity includes a section for home-to-school communication for parents to relay comments on whether the child understood the assignment, whether parent and child enjoyed the activity, and whether the parent gained information about what the student is learning in class. The TIPS Interactive Homework Process also aims to improve student skills, attitudes, homework completion, and success in school with support from home. Evaluations of the TIPS Interactive Homework process indicate that students, parents, and teachers find TIPS activities stimulating and beneficial.



TIPS manuals for teachers and packets of prototype homework activities are available in math (kindergarten to grade 5) and science (grade 3) in the elementary grades, and in science/health, language arts, and basic math in the middle grades (grades 6, 7, and 8). About 260 sample middle grades interactive assignments and over 200 elementary grades prototype activities can be used or adapted. The examples show teachers how to design interactions that students can conduct to share their homework and ideas with family members.

**EPSTEIN, J. L., CONNORS, L. J., & SALINAS, K. C. (REVISED 1993)**  
***SCHOOL AND FAMILY PARTNERSHIPS: SURVEYS AND SUMMARIES —***  
***QUESTIONNAIRES FOR TEACHERS, PARENTS, AND STUDENTS IN HIGH***  
***SCHOOLS, AND FOR TEACHERS AND PARENTS IN ELEMENTARY AND MIDDLE***  
***GRADES, AND HOW TO SUMMARIZE YOUR SCHOOLS' SURVEY DATA***  
**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**  
**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**



**SURVEYS FOR TEACHERS AND PARENTS IN THE ELEMENTARY AND MIDDLE GRADES, AND TEACHERS, parents, and students in high schools were designed to assess where schools are in their programs of partnerships. The surveys ask for information with which to plan new directions and improved practices of school-family-community partnerships.**

The questionnaires ask teachers for their professional judgments about parent involvement practices, and what programs and practices of partnership are needed in the school. Surveys ask parents for their attitudes about the school, how they presently participate in the school and their children's education, and what programs and practices are needed in the school. Questionnaires for high school students ask for their attitudes about school, how they interact with their families on school matters, and what programs and practices are needed in the school. The surveys come with forms to summarize the data and to guide discussions about the implications of each school's data for program plans. The parallel survey questions help identify the common goals and needs of teachers, parents, and students so that these groups can work together toward better and more responsive partnership programs.

The surveys have been used in Center research and by many other researchers, students, and educators, and translated into Spanish for use with Latino parents. Reports on survey scale reliabilities also are available.



EPSTEIN, J. L., COATES, L., SALINAS, K. C., SANDERS, M. G.,  
& SIMON, B. (1996)

*PARTNERSHIP-2000 SCHOOLS MANUAL:*

*IMPROVING SCHOOL-FAMILY-COMMUNITY CONNECTIONS*

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,

**CENTER FOR RESEARCH ON THE EDUCATION OF STUDENTS PLACED AT RISK**

---

**THIS MANUAL IS DESIGNED TO HELP ALL SCHOOLS DEVELOP AND MAINTAIN A STRONG PROGRAM OF school, family, and community partnerships. The manual guides elementary, middle, and high schools, and district and state facilitators to apply Epstein's framework of six types of involvement and to use Action Teams for School, Family, and Community Partnerships to plan, implement, evaluate, and improve their programs.**

The manual of about 200 pages contains eight sections: 1) Background; 2) Using the framework in practice; 3) Staff development: Conducting a workshop; 4) Summaries for presentations; 5) Planning forms; 6) Other helpful forms; 7) Network communications and conferences; and 8) Additional information and publications. The contents should enable teachers, parents, and administrators who are working together to take planful and purposeful steps toward a research-based program of school-family-community connections to include all families, at all grade levels, in ways that help students succeed in school. By implementing strong programs of partnerships, schools, students, and families will be able to meet many school improvement goals.

The contents of the manual have been tested and improved over many years of research and development in elementary, middle, and high schools. The manual guides the work of members in the authors' National Network of Partnership-2000 Schools. This Network is open to schools, districts, and states who will work with the authors over the next few years to demonstrate how to implement positive, permanent programs of partnership.

# *A Study of Coaching in Community Settings*



NETTLES, S. M. (1992, APRIL)

*COACHING IN COMMUNITY SETTINGS: A REVIEW* [REPORT NO. 9]

BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,

CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

---

**THIS REPORT REVIEWS LITERATURE FROM SPORTS, MANAGEMENT, AND RESEARCH ON TEACHING IN informal settings to derive a definition of coaching. Coaching is a form of instruction that places the responsibility for learning on the learner and fosters the development and maintenance of skills. Coaching involves specific, vigorous teaching practices, support, and continuous feedback on performance in settings that are designed for practice and the display of mastery.**

Nettles describes the qualities, skills, and some specific strategies that help adults or peers become successful in four coaching functions: teaching, assessing performance, structuring the learning environment, and providing social support. She cites six teaching strategies in coaching: modeling, contingency management (rewards or punishments following behavior), feedback (information on the performance), instruction (telling what to do and how to do it), questioning, and cognitive structuring (providing a framework for behavior and thought).

She presents a framework for studying the process of coaching and the major outcomes of improved skill performance and psychosocial development in life skills such as setting goals and resolving conflicts. The researcher suggests that research on coaching in communities is needed to maximize the roles and positive influence of peers, parents, teachers, and other adults in children's cognitive and social development.



**NETTLES, S. M. (1994)**

***COACHING IN COMMUNITIES: A PRACTITIONER'S MANUAL***

**BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,**

**CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING**

---

**THIS MANUAL IDENTIFIES STRATEGIES FOR FOSTERING COACHING AND GUIDES THE IMPLEMENTATION of effective coaching programs.**

The manual is divided into five parts. Part 1 outlines teaching strategies and provides examples of modeling, using rewards, asking questions, giving instructions, and cognitive structuring. Part 2 lists strategies for assessing performance by establishing baselines, using job analysis, and giving feedback. Part 3 details the structure of the learning environment with examples of how to organize time for practice, workshops, teamwork, journals, and visualization techniques. Part 4 discusses providing social support, helping students develop goals, fostering self-determination, and involving parents and mentors. Part 5 lists some of the qualities and skills of coaches. An annotated list of other resources and references is provided.

This manual helps volunteers or paid employees in community settings to understand what coaching is all about and to apply proven coaching techniques to their own efforts.



**OTHER PUBLICATIONS**

**BY**

**CENTER RESEARCHERS**



**BEST COPY AVAILABLE**

## Other Publications by Center Researchers

- Ames, C. (1993, Spring). How school to home communications influence parent beliefs and perceptions. *Equity and Choice*, 10 (3).
- Bright, J. A. (1994, Winter). Beliefs in action: Family contributions to African-American student success. *Equity and Choice*, 10 (2), 5-13.
- Bright, J. A. (1995, Winter). Reflections on teaching and learning about diversity. *New Schools, New Communities*, 11 (2), 35-38.
- Bright, J. A. (1996, Spring). Partners: An urban black community's perspective on the school and home working together. *New Schools, New Communities*, 12 (3), 32-37.
- Bright, J. A. & Williams, C. (in press). Childrearing and education in urban environments: Black fathers' perspectives. *Urban Education*.
- Burch, P. (1993). Circles of change. *Whole Child, Whole Community*. Boston, MA: Boston University, Institute for Responsive Education.
- Burch, P. & Palanki, A. (1994). Action research on family-school-community partnerships. *Journal of Emotional and Behavioral Problems*, 1 (4), 16-19.
- Burch, P., & Palanki, A. (1995). *Families, schools, & services* [3 reports on linking families, schools, and health/social services and the policies that support these efforts]. Boston, MA: Boston University, Institute For Responsive Education.
- Burch, P., Usdan, K., & Ogilvie, M. (1992, March). *League of Schools Reaching Out: Directory of participating schools*. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools, & Children's Learning.
- Carver, R. L. & Salganik, L. H. (1991). You can't have choice without information. *Equity and Choice*, 7 (2 & 3).
- Connors, L. J. (1994). Families as learning environments. In *Middle Grades Workshop Manual*. Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.
- Connors, L. J. (1995). Developments in family literacy in the U.S.A. In S. Wolfendale & K. Topping (Eds.), *Parental involvement in literacy-effective partnerships in education*. London: Cassell Publishers.

- Connors, L. J. & Epstein, J. L. (1995). Parents and schools. In M. Bornstein (Ed.), *Handbook of parenting* (pp. 437-458). Hillsdale NJ: Lawrence Erlbaum Associates.
- Dauber, S. L. & Epstein, J. L. (1993). Parents' attitudes and practices of involvement in inner-city elementary and middle schools. In N. Chavkin (Ed.), *Families and schools in a pluralistic society* (pp. 53-71). Albany, NY: SUNY Press.
- Davies, D. (1991). Schools reaching out: Family, school, and community partnerships for student success. *Phi Delta Kappan*, 72, 376-382.
- Davies, D. (1993). Looking backward. In *Whole Child, Whole Community*. Boston, MA: Boston University, Institute for Responsive Education.
- Davies, D. (1994, October 12). Partnerships for reform: Change happens at the local level, and must link family, community, school. *Education Week*.
- Davies, D. (1996). Partnerships for student success. *New Schools, New Communities*: 12 (3), 14-21.
- Davies, D. (1995). What makes for successful school-parent-community partnerships? In *New ways of thinking about parent involvement in education: Three proponents speak out*. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning.
- Davies, D., et al. (1993). The whole school for the whole child. In *Whole Child, Whole Community*. Boston, MA: Boston University, Institute for Responsive Education.
- Davies, D., Burch, P., & Palanki, A. (1991). On the track of comprehensive reform. *Equity and Choice*, 7 (2 & 3).
- Davies, D., Burch, P. & Palanki, A. (1991, Fall). Is Chapter 1 a good policy tool for family-school partnership? Principals' perspectives. *Equity and Choice*, 8 (1).
- Delgado, M. (1990). Hispanic adolescents and substance abuse: Implications for research, treatment and prevention. In A.R. Stiffman & L.E. Davis (Eds.), *Ethnic issues in adolescent mental health*. Newbury Park, CA: Sage Publications.
- Delgado, M. (1993, Winter). The need to connect natural and formal systems of support in Puerto Rican communities. *Equity and Choice*, 9 (2).
- Delgado, M. (1994). School community collaboration. In *Conference Proceedings of the Congressional Hispanic Caucus Institute*. Washington, DC.
- Delgado, M. (1995). Hispanic natural support systems and alcohol and other drug services: Challenges and rewards for practice. *Alcoholism Treatment Quarterly*, 12(1), 17-31.
- Delgado, M. (1996). A guide for school-based personnel collaborating with Puerto Rican natural support systems. *New Schools, New Communities*, 12 (3), 38-42.

- Delgado, M. (in press). Hispanic natural support systems and the AODA field: A developmental framework for collaboration. *Journal of Multicultural Social Work*.
- Delgado, M., et al. (1991). The role of Hispanic natural support systems in developing substance abuse prevention programs. *Fourth Annual Office of Substance Abuse Prevention Learning Community Conference*. Washington, D.C.
- Delgado, M. & Humm-Delgado, D. (1991). Chemical dependence, self-help groups, and the Hispanic community. In R.S. Mayers, B.L. Kail & T.D. Watts (Eds.), *Substance abuse and self-help groups*. Illinois: Charles C. Thomas.
- Delgado, M. & Rivera-Rodriguez, H. (in press). Puerto Rican natural support systems: Impact on families, communities and schools. *Urban Education*.
- Dolan, L. J. (1994). An evaluation of social service integration in six elementary schools in Baltimore. In L. Rigsby & M. Wang (Eds.), *School/community connections*. San Francisco: Jossey Bass.
- Dolan, L. J. (1996). New Jersey's School Based Youth Services Program, *New Schools, New Communities*, 12(3), 48-52.
- Dolan, L. J. & Haxby, B. (1991). Helping children where they live: The role of family support in student success. *Equity and Choice*, 7(2 & 3).
- Dolan, L. & Haxby, B. (1991). First-year evaluation of two family literacy programs. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools and Children's Learning.
- Dolan, L., Haxby, B., & Ialongo, N. (in press). *Rates of participation and dropout in parent interventions: Predictive factors and possible solutions*. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning.
- Epstein, J. L. (1990). School and family connections: Theory, research, and implications for integrating sociologies of education and family. In D. Unger and M. Sussman (Eds.), *Families in community settings: Interdisciplinary perspectives* (pp. 99-126). New York: Haworth Press. [Also: in *Marriage and Family Review*, (1990). 15 (1/2), 96-126.]
- Epstein, J. L. (1990). Single parents and the schools: Effects of marital status on the parent and teacher interactions. In M. Hallinan (Ed.), *Change in societal institutions* (pp. 91-121). New York: Plenum.
- Epstein, J. L. (1990). Book Review: *The Second Handbook on Parent Education: Contemporary Perspectives*. *Contemporary Psychology*, 1076-1077.
- Epstein, J. L. (1991). Effects of teacher practices of parent involvement on change in student achievement in reading and math. In S. Silvern, (Ed.), *Literacy through family, community, and school interaction* (pp. 261-276). Greenwich, CT: JAI Press. Reprinted in D. C. Berliner and U. Casanova (Eds.), *Readings in educational research* (in preparation).



- Epstein, J. L. (1991). Paths to partnership: What can we learn from federal, state, district, and school initiatives? *Phi Delta Kappan*, 72, 344-349.
- Epstein, J. L. (1992). School and family partnerships. In *Encyclopedia of educational research, 6th edition*. New York: Macmillan, 1139-1151.
- Epstein, J. L. (1992). Teachers Involve Parents in Schoolwork (TIPS): Involving families to improve student achievement. In C. Hyman (Ed.), *The school-community cookbook* (pp. 176-182). Baltimore, MD: Fund for Educational Excellence.
- Epstein, J. L. (1992). School and family partnerships: Leadership roles for school psychologists. In S. Christensen and J. Conoley (Eds.), *Home and school collaborations: Enhancing children's academic and social competence*. Colesville MD: National Association of School Psychologists (NASP), 499-515.
- Epstein, J.L. (1993). "Foreword." In S. M. Swap, *Developing home school partnerships: From concepts to practice*. New York: Teachers College Press, pp. ix-xii.
- Epstein, J. L. (1993, Summer). The forum: Power in partnership. A response to Michele Fine. *Teachers College Record*, Volume 94 (4), 710 -717.
- Epstein, J. L. (1993, April). Making parents your partners. *Instructor*, 52-53.
- Epstein, J. L. (1994). Theory to practice: School and family partnerships lead to school improvement and student success. In C. Fagnano and B. Werber (Eds.) *School, family and community interaction: A view from the firing lines*. Boulder CO: Westview Press.
- Epstein, J. L. (September 1993 - May 1994). Monthly columns for *Instructor Magazine* series on the Teachers Involve Parents in Schoolwork (TIPS) processes. September, 1993 (TIPS Health), October 1993 (TIPS Math); November-December 1993 (TIPS Science); January 1994 (TIPS Language Arts), March 1994 (TIPS Health); April 1994 (TIPS Math) and May-June 1994 (Language Arts).
- Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76, 701-712.
- Epstein, J. L. (1996, Spring). Advances in family, community, and school partnerships. *New Schools, New Communities*, 12 (3), 5-13.
- Epstein, J. L. (1996). Perspectives and previews on research and policy for school, family, and community partnerships. In A. Booth and R. Dunn (Eds.), *Family-school links: How do they affect educational outcomes*. Hillsdale, NJ: Erlbaum, 209-246.
- Epstein, J. L. (1996). New connections for sociology and education: Contributing to school reform. *Sociology of Education*, 69(Extra Issue): 6-23.
- Epstein, J. L. (in press for 1996). Goals 2000 and ESEA: Implications for school, family, and community connections. In K. Borman, P. Cookson, and A. Sadovnik (Eds.), *Implementing federal education legislation*, Norwood NJ: Ablex Publishing Co.

- Epstein, J. L. & Connors, L. J. (1992, June). School and family partnerships (for middle grades and high schools). *NASSP Practitioner*, 18 (4).
- Epstein, J. L. & Connors, L. J. (1995). School and Family partnerships in the middle grades. In B. Rutherford (Ed.), *Creating family/school partnerships* (pp. 137-166). Columbus OH: National Middle School Association, (1995).
- Epstein, J. L. & Dauber, S. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *Elementary School Journal*, 91, 289-303.
- Epstein, J. L. & Dauber, S. L. (1995). Effects on students of an interdisciplinary program linking social studies, art, and family volunteers in the middle grades. *Journal of Early Adolescence* (pp. 114-144).
- Epstein, J. L. & Herrick, S. C. (1991). Improving school and family partnerships in urban middle grades schools: Orientation days and school newsletters [CDS Report 20]. Baltimore, MD: The Johns Hopkins University Center for Research on Effective Schooling for Disadvantaged Students.
- Epstein, J. L. & Herrick, S. C. (1991). Two reports: Implementation and effects of summer home learning packets in the middle grades [CDS Report 21]. Baltimore, MD: The Johns Hopkins University Center for Research on Effective Schooling for Disadvantaged Students.
- Epstein, J. L., Herrick, S. C., & Coates, L. (in press). Effects of summer home learning packets on students achievement in language arts in the middle grades. *School Effectiveness and School Improvement*.
- Epstein, J. L. & Lee, S. (1993). Effects of school practices to involve families on parents and students in the middle grades: A view from the schools. Paper presented at the annual meeting of the American Sociological Association
- Epstein, J. L. & Lee, S. (1995). National patterns of school and family connections in the middle grades. In B. Ryan and G. Adams (Eds.), *The family-school connection: Theory, research, and practice* (pp. 108-154). Thousand Oaks, CA: Sage Publications.
- Epstein, J. L. & Salinas, K. C. (1993). Teachers Involve Parents in Schoolwork (TIPS). In W. Rioux and N. Berla(Eds.), *Innovations in parent and family involvement* (pp. 159-167). Princeton: Eye on Education.
- Epstein, J. L., Salinas, K. C., & Horsey, C. (1994). Reliabilities and summaries of scales: School and family partnership surveys of teachers and parents in the elementary and middle grades. Baltimore, MD: Center on Families, Communities, Schools and Children's Learning.
- Glenn, C. L. (1991, Spring). Controlled choice in Massachusetts public schools. *The Public Interest*, 103, 88-105.

- Glenn, C. L. (1992). Choice and urban school reform. In B. Jones (Ed.), *The new American schools: Alternative concepts and practices*. Norwood, NJ: Ablex Publishing Company.
- Glenn, C. L. (1992). *Educational freedom in Eastern Europe*. Washington, DC: OERI, U.S. Department of Education.
- Glenn, C. L. (1992). Effective schools... and beyond. In Ginsberg & Plank (Eds.), *Commissions, reports and reforms: Fashioning educational policy in the 1980's and beyond*. New York: Praeger.
- Glenn, C. L. (1992). School choice and privatization. *International encyclopedia of education*, Second edition.
- Glenn, C. L. (1992, June/July). The blackboard bungle (Review of Rita Kramer's *Ed School Follies*). *First Things*.
- Glenn, C. L. (1992). Organizing Russian education for freedom and accountability. *Educational Excellence Network*.
- Glenn, C. L. (1992). Het Nederlandse onderwijsbestel in het licht van de internationale ontwikkelingen: Een benadering vanuit de Algelsaksische wereld. *Herdenkingsbundel: 75 jaar pacificatie*. Amersfoort, The Netherlands.
- Glenn, C. L. (1992, Fall). Who should own the schools? *Equity and Choice*, 9 (1).
- Glenn, C. L. (1992, Fall). Do parents get the schools they choose? *Equity and Choice*, 9 (1).
- Glenn, C. L. (1992). Who should decide the why, what, and how of schooling?. In P. Seidenstat, et al. (Eds.), *Privatization of state and local services*. Rutgers: Transaction Books.
- Glenn, C. L. (1992, November 8). We must find the best choice policy. *The Boston Sunday Globe*.
- Glenn, C. L. (1992, November/December). What's really at stake in the school choice debate? *The Clearing House*.
- Glenn, C. L. (1993). Some light on the murky school choice debate. In Frederick Smit, Wil van Esch, and Herbert Walberg (Eds.), *Parent involvement in education*. Nijmegen, The Netherlands: Instituut voor Toegepaste Sociale Wetenschappen.
- Glenn, C. L. (1993). Creating an irresponsible choice plan. *The new politics of race and gender: Politics of education yearbook*. Falmer Press.
- Glenn, C. L. (1993, February). *Choice in education: Reform through the marketplace?* Speaker at tenth anniversary symposium of the *Yale Journal on Regulation*. New Haven, CT.

- Glenn, C. L. (1993, June). *Schools of choice and the revival of urban community*. Symposium on Theory and Practice in School Autonomy and Parental Choice: Bringing the Community Back In, Tel Aviv University, Israel.
- Glenn, C. L. (1994). Choice and privatization. *International encyclopedia of education*, 2nd edition.
- Glenn, C. L. (1994). Choice and urban school reform. In B. A. Jones & K. M. Borman (Eds.), *Investing in U. S. schools: Directions for educational policy*. Norwood, NJ: Ablex Publishing Company.
- Glenn, C. L. (1994). Reflections on the distinctiveness of schools. In Jan De Groof (Ed.), *Subsidiarity and education: Aspects of comparative educational law*. Leuven, Belgium: Acco.
- Glenn, C. L. (1994). Common standards and educational diversity. In Jan De Groof (Ed.), *Subsidiarity and education: Aspects of comparative educational law. First report of the International Educational Law Association* (pp. 335-413). Leuven: Acco.
- Glenn, C. L. (1994). Organizing the Russian educational system for freedom and accountability. In J. D. Groof (Ed.), *Comments on the law on education of the Russian federation*. Leuven, Belgium: Acco.
- Glenn, C. L. (1994). *Parental choice of schools in the United States*. Supplemental Report, Organization for Economic Cooperation and Development, Paris.
- Glenn, C. L. (1994). School distinctiveness. *Journal of Education*, 176 (2).
- Glenn, C. L. (1994). Schooling and the family crisis. *Revista Espanola de Pedagogia*, 51, 196. Madrid.
- Glenn, C. L. (1994, May 18). Done properly, school choice can promote freedom and equity. *Richmond Times-Dispatch*.
- Glenn, C. L. (1994, October). *Public support for parent choice: The international norm*. Paper presented at the REACH meeting, Harrisburg, PA.
- Glenn, C. L. (1994, November). *La libertà di scelta della scuola nei paesi occidentali*. Paper presented at Scuola: una questione di scelta (an international conference observing the Year of the Family), Bari, Italy.
- Glenn, C. L. (1994, December). *The necessary conditions of real educational freedom*. Paper presented at OIDEL meeting, Geneva.
- Glenn, C. L. (1995). The roots of character in civil society. In D. E. Eberly (Ed.), *The content of America's character*.
- Glenn, C. L. (in press). "Bussing" in Boston: Second thoughts. In K. Lomotey, & C. Teddlie (Eds.), *Readings on equal education: Vol. 13. Forty years after the Brown Decision: Implications, perspectives and future directions*.

- Glenn, C. L. (in press). Can education policy learn to trust parents? In F. Smit & W. van Esch (Eds.), *Parent involvement in schools*. Instituut voor Tocgepaste Soziale Wetenschappen, The Netherlands.
- Glenn, C. L. (in press). *Common standards and educational diversity — How twenty-five nations strike a balance*. Pew Forum on Education Reform.
- Glenn, C. L. (in press). Letting parents choose: Does it make schools different? *Forum*. University of Sydney, Australia.
- Glenn, C. L. (in press). Minority schools on purpose. In E. Flaxman & A. H. Passow (Eds.), *Changing populations/changing schools, the yearbook of the national society of education*.
- Glenn, C. L. (in press). *Parental choice of schools in the United States*. Organization for Economic Cooperation and Development.
- Glenn, C. L. (in press). The American experience with school autonomy. *Bildung und Erziehung*. Germany.
- Glenn, C. L., with J. Glenn (1992). Making room for conviction in democracy's schools. In S. Hauerwas & J. H. Westerhoff (Eds.), *Schooling Christians*. Grand Rapids, MI: Eerdmans.
- Glenn, C. L., Greengross, S., & McLaughlin, K. (1993, September). *How do schools change in response to parent choice?* (Progress Report on Five Case Studies). Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning.
- Hamilton-Lee, M. & Kagan, S. L. (1994). *Family education and training program: Analysis of implementation: 1993-1994*. New Haven, CT: Bush Center in Child Development and Social Policy.
- Haxby, B. & Dolan, L. (1991). *Annual report of family support teams within Success for All schools in Baltimore*. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning and Center for Research on Effective Schooling for Disadvantaged Students.
- Heleen, O. (1992, November). Is your school family friendly? *Principal*, 72 (2), 5-8.
- Herrick, S. C. & Epstein, J. L. (1991). *Improving school and family partnerships in urban elementary schools: Reading activity packets and school newsletters* (CDS Report 19). Baltimore, MD: Johns Hopkins University, Center for Research on Effective Schooling for Disadvantaged Students.
- Hidalgo, N. M. (1994, Winter). Profile of a Puerto Rican family's support for school achievement. *Equity and Choice*, 10 (2), 14-22.

- Hidalgo, N. M., Bright, J., Siu, S., Swap, S. M., & Epstein, J.L. (1995). Research on families, schools, and communities: A multicultural perspective. In J. Banks (Ed.), *Handbook of research on multicultural education* (pp. 498-524). New York: Macmillan.
- Hollifield, J. H. (1992, Fall). Schools reaching out: A portrait of family-community involvement in schools today. *Contemporary Education* (pp. 31-34).
- Hollifield, J. H. (1993, April). The League of Schools Reaching Out: Getting parents going. *Education Digest* (pp. 9-13).
- Hollifield, J. H. (1995, Winter). High schools gear up to create effective schools and family partnerships. *New Schools, New Communities*, 11 (2), 26-31.
- Hollifield, J. H. (1995, March). Making the right investments: High schools find "trust funds" of promising school-family-community partnerships. *The High School Magazine* (pp. 4-8).
- Hollifield, J. H. (1995, January). Parent involvement in middle schools: A prototype interactive homework process promises to build new links between middle schools and students' families. *Principal* (pp. 14-16).
- Johnson, V. R. (1990). Schools reaching out: Changing the message to "Good News." *Equity and Choice*, 6 (3), 20-24.
- Johnson, V. R. (1991). The many partners of Miles Park Elementary School. *Equity and Choice*, 7 (2 & 3).
- Johnson, V. R. (1992). Not just a call for reform, but a plan for action for immediate use: A review of education and the family. *Association of Teacher Educators Newsletter*.
- Johnson, V. R. (1992). Using mediating structures to promote family-school-community collaboration. *Educacao Ensino*. Portugal.
- Johnson, V. R. (1992, November). A ligacao escola familia atraves de 'estruturas de medicao' (Connecting families and schools through 'mediating structures'). *Educacao Ensino*.
- Johnson, V. R. (1994, Spring/Summer). Connecting families and schools through mediating structures. *The School Community Journal* (pp. 45-51).
- Johnson, V. R. (1994). Parent centers send a clear message: Come be a partner in educating your children. *Equity and Choice*, 10 (2).
- Johnson, V. R. (1995). Replicating what works. In *New ways of thinking about parental involvement in education: Three proponents speak out*. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning.
- Johnson, V. R. (1996, Spring). Family centers: Sharing resources. *New Schools, New Communities*, 12 (3), 22-27.

- Johnson, V. R. & Goode, D. A. (1996). The community portrait: Promoting positive images through school, parent, and community collaboration. *Forum of Education*, 51 (1), April.
- Kagan, S. L. (1994). Early care and education: Coming of age. *Phi Delta Kappan*. [Special issue].
- Kagan, S. L. (1994). Readyng schools for young children: Policies and priorities. *Phi Delta Kappan*, 76 (1), 226-233.
- Kagan, S. L. (in press). America's family support movement: A movement of change. In E. Zigler, S. L. Kagan & N. Hall (Eds.), *Children, families, and government: Preparing for the 21st century*. New York: Cambridge University Press.
- Kagan, S. L. (in press). Children and families: Who is responsible? *Childhood Education*.
- Kagan, S. L. (in press). Defining and achieving quality in family support. In S. L. Kagan and B. Weissbourd (Eds.), *Putting families first: American's family support movement and the challenge of change*. San Francisco, CA: Jossey-Bass.
- Kagan, S. L. & Marx, F. (1994). Family education and training: From research to practice — Research design and initial findings. Unpublished progress report. New Haven, CT: Yale University, The Bush Center in Child Development and Social Policy.
- Kagan, S. L., with P. Neville (1994). *Integrating services for children and families: Understanding the past to shape the future*. New Haven, CT: Yale University Press.
- Kagan, S. L. & Neville, P. (1994). Family support and school-linked services. *Family Resource Coalition Report*, 12 (3&4), 4-6.
- Kagan, S. L. & Weissbourd, B. (Eds.) (in press). *Putting families first: American's family support movement and the challenge of change*. San Francisco: Jossey-Bass.
- Kimball, W., Swap, S., LaRosa, P., & Howick, T. (in press). Partner schools and student learning. In R. Osguthorpe, R. Harris & M. Harris (Eds), *Partner schools: Centers for educational renewal*. San Francisco, CA: Jossey-Bass.
- Lee, S. (1994). *Family-school connections and students' education: Continuity and change of family involvement from the middle grades to high school*. Baltimore, MD: Center on Families, Communities, Schools & Children's Learning. Ph.D. Dissertation, Department of Sociology, Johns Hopkins University.
- McLaughlin, K. W. (1992, Fall). The role of parent centers in the school selection process. *Equity and Choice*, 9 (1).
- McPartland, J.M. & Nettles, S.M. (1991). Using community adults as advocates or mentors for at-risk middle school students: A two year evaluation of project RAISE. *American Journal of Education*, 99, 623-642.

- Morisset, C. E. (1996). Putting children on the road to readiness. *New Schools, New Communities*, 12 (3), 28-31.
- Morisset, C. E. & Lines, P. (1994). Helping your baby learn to talk. *Learning Link*. Office of Education Research, U.S. Department of Education.
- Nettles, S. M. (1991). Community contribution to school outcomes of African American students. *Education and Urban Society*, 24, 132-147.
- Nettles, S. M. (1991). Community involvement and disadvantaged students: A review. *Review of Educational Research*.
- Nettles, S. M. (1992). *Community structure and social support*. Washington DC, National Center for Education Statistics.
- Nettles, S. M. (1993, Winter). Coaching in community settings. *Equity and Choice*, Vol. IX, No. 2.
- Nettles, S. M. (1994). Review of gender play: *Boys and girls in school* by Barrie Thorne, *Contemporary Psychology*, 39, 895.
- Nettles, S. M. Coaching in community settings. Reprinted in *Whole Child, Whole Community*. Boston, MA: Institute for Responsive Education.
- Nettles, S. M. (in press). The resilience of African-American adolescents: Issues pertinent to alcohol and other substance use. In E. Norman (Ed.), *Drug-free youths: A compendium, for prevention specialists*. Hamden, CT: Garland Press.
- Nettles, S. M. & Scott-Jones, D. (1992). The role of sexuality and sex equity in the education of minority adolescents. In S. Klein (Ed.), *Sex equity and sexuality in education*. Albany, NY: State University of New York Press.
- Nettles, S. M. & Pleck, J. (1994). Risk, resilience, and development: The multiple ecologies of Black adolescents. In R. J. Haggerty & N. Garnezy (Eds.), *Stress, coping, and development: Risk and resilience in children*.
- Oliver, D., as told to A. Palanki (1992, Fall). Making the choice: One parent's story. *Equity and Choice*, 9, (1).
- Palanki, A., & Burch, P. (1995). Guide to parent-teacher action research. *Building a learning community*. Boston, MA: Boston University, Institute for Responsive Education.
- Perry, T. (1991, February). *Building multicultural schools and communities*. Paper presented in annual conference of Wawatusa, Wisconsin School District.
- Perry, T. (1991, April 3). *Is text also context: Or does the significant representation of students and faculty of color in a teacher preparation program necessarily change the conversation?* Paper presented at the American Educational Research Association, Chicago, IL.



- Perry, T. & Fraser, J. (1991). Book review of *And sadly teach: Teacher education and professionalization in american culture*. *The New England Quarterly*, 64, (1), 151-156.
- Perry, T. & Fraser, J. (Eds.) (1991). *Freedom's plow: Schools as multiethnic, multiracial democracies*. New York: Routledge.
- Perry, T. & Fraser, J. (in press). Reconstructing schools as multiethnic, multiracial democracies.
- Rustici, J., Kagan, S. L., & Hamilton-Lee, M. (1993, October). Family education and training: From research to practice (Integrated Curriculum Guide). Center on Families, Communities, Schools and Children's Learning.
- Rustici, J., Kagan, S. L. & Hamilton-Lee, M. (1994). *Preparing low-income women for successful employment in early care and education: Integrated curriculum guide*. New Haven, CT: Bush Center in Child Development and Social Policy.
- Sanders, M. G. & Epstein, J. L. (in press). School-family-community partnerships and educational change: International perspectives. In A. Hargreaves, A. Lieberman, M. Fullan, and D. Hopkins (Eds.), *International handbook of educational change*.
- Scott-Jones, D. (1990, Fall). Preschool/early childhood education in public schools. *Focus series*, Austin, TX: Southwest Educational Development Laboratory.
- Scott-Jones, D. (1991). Black families and literacy. In S. Silvern (Ed.), *Advances in reading/language research* (Vol. V, pp. 173-200). Greenwich, CT: JAI Press.
- Scott-Jones, D. (1991, August). Educational levels of adolescent childbearers at first and second births. *American Journal of Education*, 99, 461-480.
- Scott-Jones, D. (1991). Families and academic achievement: Risks and resilience. In M. C. Wang, M. Renolds, & H. Walberg (Eds.), *Handbook of special education: Research and practice* (Vol. IV, pp. 255-267). New York: Pergamon.
- Scott-Jones, D. (1991). Family and community interventions affecting children's development of cognitive skills. In T. S. Ticht, B.A. McDonald, & M.J. Beeler (Eds.), *The Intergenerational transfer of cognitive skills* (Vol. 1, pp. 884-107). Norwood, NJ: Ablex Publishing Company.
- Scott-Jones, D. (1991, March). From "voice" to "fugue" in females' development. (Review of C. Gilligan, N.P. Lyons, & T. J. Hammer (Eds.), *Making connections: The relational worlds of adolescent girls at Emma Willare Schools*.) *Educational Researcher*.
- Scott-Jones, D. (1992). Families as educators in a pluralistic society. In N. F. Chavkin (Ed.) , *Families and schools in a pluralistic society* (pp. 245-254). Albany, NY: SUNY Press.
- Scott-Jones, D. (1993). Adolescent childbearing: Whose problem? What can we do? *Phi Delta Kappan*, 75, K1-K12.

- Scott-Jones, D. (1993). Adolescent childbearing; risks and resilience. *Education and Urban Society*, 24, 53-64.
- Scott-Jones, D. (1994). African American families and schools: Toward mutually supportive relationships. In C.L. Fagnano & B.Z. Werber (Eds.), *School, family, and community interaction* (pp.75-83). Boulder, CO: Westview Press.
- Scott-Jones, D. (1994). Ethical issues in reporting and referring in research with minority and low-income populations. *Ethics and Behavior*, 1, 97-108.
- Scott-Jones, D. (1995). Helping the school and helping the self. [Review of Winters, W.G., *African-American mothers and urban schools: The power of participation*] *Educational Researcher*, 24, 31-32.
- Scott-Jones, D. (1995). Parent-child interactions and school achievement. In B. Ryan & G. Adams (Eds.), *The family-school connection: Theory, research and practice* (pp. 75-107). Sage Publications Series "Issues in Children's and Families' Lives"
- Scott-Jones, D. (1995). Parenting in context. [Review of T. Luster & L. Okagaki. (Eds.), *Parenting: An ecological perspective*] *Contemporary Psychology*, 40, 320-321.
- Scott-Jones, D. (1995). Activities in the home that support school learning in the middle grades. In B. Rutherford (Ed.), *Creating family/school partnership* (pp. 161-181). Columbus, OH: National Middle School Association.
- Scott-Jones, D. (1996). Toward a balanced view of family change. In A. Booth & J. Dunn (Eds.), *Family school links: How do they affect educational outcomes?* (pp. 197-205). Hillsdale, NJ: Lawrence Erlbaum.
- Scott-Jones, D. (in press). Families, communities, and schools as contexts for literacy and learning. In V. Gadsden & D. Wagner (Eds.), *Literacy among African-American youth* (pp. 101-123). Cresskill, NJ: Hampton Press.
- Scott-Jones, D. (in press) [Review of Zabin, L.S., & Hayward, S.C. *Adolescent sexual behavior and childbearing*], *Sex Roles*.
- Scott-Jones, D., Davis, A., Foster, M., & Hughes, T. (1995). Sexual activity, pregnancy, and childcaring among African-American youth. In R.L. Taylor (Ed.), *African-American youth: Their social and economic status in the United States* (pp. 157-178). Westport, CT: Praeger.
- Siu, S. (1994, Winter). Taking no chances: A profile of a Chinese-American family's support for school success. *Equity and Choice*, 10 (2), 23-32.
- Siu, S. (1994). *The meaning of home support: Perspectives of teachers with Chinese-American children in their classrooms*. Paper presented at the American Educational Researcher Association Annual Conference, New Orleans, LA.
- Siu, S. (1995, December). *Asian American students at risk: A literature review*. Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk.

- Siu, S. (in press). Building home-school partnerships with Asian immigrant parents: What school social workers need to know. (Chapter available from author).
- Swap, S. M. (1991). Can we crack the achievement barrier in urban schools? *Equity and Choice*, 7 (2 & 3).
- Swap, S. M. (1993). *Building home school partnerships: From concepts to practice*. New York, NY: Teachers College Press.
- Swap, S. M. (1994, Winter). Irish-American identity: Does it still have meaning in supporting children's school success? *Equity and Choice*, 10 (2), 33-41.
- Swap, S. M. (1994, Spring-Summer). Preparing students to teach all the nation's children. *Record in Educational Administration and Supervision* (pp. 41-44).
- Swap, S. M. (in press). Reaching out to culturally diverse families. *A sourcebook on home learning*, U. S. Department of Education, OERI.
- Wagner, T. (1994, October). What's school really for, anyway and who should decide? *Phi Delta Kappan*.
- Wagner, T. (1994). *How schools change: Lessons from three communities*. Boston: Beacon Press.
- Wagner, T. (1995). Seeking common ground: Goal-setting for site-based management. *Educational Leadership*, December.
- Wagner, T. (1995). Perquisites for scaling up. *Education Week*, Commentary, May 24.
- Wagner, T. (1995). Building a shared vision: Structured dialogues about important questions. *New Schools, New Communities*, 11 (3), 19-26.
- Wagner, T. (1995). Why should the school reform movement care about what the public thinks? In *New ways of thinking about parental involvement in education: Three proponents speak out*. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning

The *Research and Development Report* of the Center on Families, Communities, Schools & Children's Learning summarizes results of the Center's research. Currently, there are six issues.

Center reports are disseminated by the Publications Office at Johns Hopkins University. Other publications are available through libraries or from the authors.



U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement (OERI)  
Educational Resources Information Center (ERIC)



## NOTICE

### REPRODUCTION BASIS

This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").