

Announcements at family reunion conference:

- 1) Creation of new private sector fund to support public school reform -- focusing on supporting the start-up of new schools, "speed-up" of existing schools doing passably but needing a boost in the arm to perform at world-class levels, and turning around failing schools.
- 2) Announcement and demonstration of new technology tool for parents and schools developed by Netscape and Miramba.
- 4) Release of GTE/Department of Education study on parent involvement in schools, and parents views on schools.
- 5) Release of Benton Foundation Report on Technology and education
- 6) Release of George Lucas Foundation Film and Book, "Learn and Live". Announcement that copies of the video and accompanying guidebook will be sent to every school in the country.
- 7) Announcement of October teleconference on teacher training and family involvement
- 8) Free Voice Mail from AT&T for — parents and teachers.

Potential announcements for day before conference

- 1) Tennessee sign on to national standards/ voluntary reading and math test?
- 2) Press conference on findings of GTE/Department of Education family involvement study

- B. Research shows importance.
- C. Survey shows what parents need in order to do better.

III. **What works.** An important first step is to let parents know what it takes for schools and students to succeed in the 21st century. While there is no single right way to run a school or educate a child, we do know quite a bit about the ingredients of good schools and thriving students. Parents can use this information as the foundation for getting involved in their children's education. I've been speaking with teachers, leading school reformers, and the pioneers of the new economy. Here's what I've learned about the components of a world-class education for the 21st century:

- A. *High, clear expectations for all students.* These expectations are understood and made real by teachers, parents, and students. Everyone in the school is fiercely committed to figuring out what it takes to help every child -- whatever their learning style or level -- understand these high expectations and meet them. And these expectations hold for all children -- regardless of their background or ability.
- B. *Involved parents.* Parents must be integrated into their children's education, and communicate with teachers about their child's academic learning.
- C. *Technology that connects teachers, students and their parents to one another and to an entire world of information and learning.* Used well, technology can help provide more individualized learning for students and help make learning more interesting and engaging.
- D. *Teachers who have the training they need --* to use technology well, help students reach high standards, keep classrooms disciplined, and work with parents. Exemplary schools foster collegial and professional environments for teachers, provide new teachers with mentoring, honor and reward good teaching, and intervene when teachers are not making the grade. The

National Board for Professional Teaching Standards provides a growing opportunity to ensure there is a well-trained master teacher who can be a leader and mentor in every school.

- E. *Real flexibility.* We need to allow parents, teachers, and principals to custom-make schools that help students meet high standards. This flexibility needs to be coupled with real accountability for performance.
- F. *Real choices for students and their families* -- in courses they take, and the public school they attend.
- G. *Real authority for individual schools, coupled with real accountability for results.*
- H. *Personalized learning environments* -- through technology, small schools, schools-within-schools, mentors and tutors for children, and/or ongoing relationships among teachers and students characterized by warmth, nurturing, and individual attention. Howard Gardner has taught us that different people have different learning styles. But parents often spend more time making sure their kids' clothing fits properly than making sure their kids' education is tailored to their individual needs. We've got to take those learning styles into account -- and not rely on a one-size-fits-all approach to our children's education. We've got to move beyond mass production thinking and move toward the customization made possible by the information revolution.
- I. *Clear missions.* We need schools that offer a clear idea of what the school is about and what it hopes to accomplish -- together with parents, teachers, and administrators who are committed to that mission.

- J. *Schools as centers of their communities* -- with after school programs and opportunities for children and adults to use the school for an array of educational and recreational activities.
- K. *Truly public schools* -- non-discriminatory admissions, non-sectarian, non-profit.

IV. **New tools.** We actually know quite a bit about what it takes to teach our children well. Now we've got to give parents the tools to get the job done. So today I am announcing the following initiatives:

- A. *A new, private sector venture fund to support public school reform.* Headed by John Doerr, this fund will pool the resources of several leading companies of the new economy to invest in schools trying to realize the vision of schooling I have just described. These companies have already raised \$__ million dollars and will support the "start-up" of new public schools, the "speed-up" of public schools that are doing passably but need a shot in the arm to become truly excellent, and the "turn-around" of failing schools.
- B. *Free AT&T Voice Mail for [tk] parents and teachers.* This technology is now commonplace everywhere in America -- except in our schools. We'll change that, and connect parents to teachers in this simple and efficient way.
- C. *Benton Foundation Report on Technology and Education.*
- D. *Release of George Lucas Film and Book, "Learn and Live."* The film will portray schools that have succeeded in involving parents and deploying new technologies. The book will provide a guide to help other schools follow the lead of these pioneers. We'll make both products available to every school in the country.

DRAFT

family reunion agendas

VP's conference

FAMILY RE-UNION 6: FAMILIES AND LEARNING

Wednesday, June 25, 1997

NOTE: ✓ = confirmed

DRAFT 5/28

* = convenor

I. WELCOME

Joe Wyatt, Chancellor of Vanderbilt University

✓Marti Erickson

612-626-1253

✓Bill Purcell, intro VP

615-343-9905

II. INTRODUCTION OF VIDEO

✓Vice President Gore

III. "STORYTELLERS"

✓Jim Comer

203-785-2533

✓Hodding Carter

301-405-2408

Joe Jones, Sr

Joe Jones, Jr

✓Gayle Ross

210-997-3661

TN Child

IV. B.U. FILM

✓Tipper Gore

V. ROTUNDA

1. ✓Ginger Hovenic: Clear View Charter School

619-498-3000

Chula Vista, CA

619-292-3807

2. ✓Judy Cutler: Anderson School/Family Resource Center,

Minneapolis

(contact Barbara Shinn, Principal)

612-627-2287

✓Beverly Propes, nurse U MN Health partnership

3. ✓Adriana Birne, Christopher Columbus School, Union City, NJ

201-348-5898

Parent, Community liaison for the district & Parent U. Council.

4. ✓JumpStart, Boston MA

2

V. WORKSHOPS

HOW FAMILIES ACCELERATE LEARNING IN EARLY CHILDHOOD

1. How Very Young Children Learn: Families Helping Children

Reach Their Full Potential

(Tipper?)

***✓ Dr Stanley Greenspan**

301-657-8745

✓ Dr Ricky Robinson, pediatrician and mother

818-952-3133 h

818-790-5583

✓ Frank Fuentes, Migrant Head Start

202-401-7256

2. Families Getting Children Ready for School

***✓ Carol Rasco (Laura Wood, scheduler)**

202-401-9965

✓ Aaron Lieberman, Jordan Meranis, Sue Hogan, "Jumpstart"

617-542-5867

✓ Sharon Darling National Center for Family Literacy

502-584-0172

✓ Aileen Wasow, Bank Street College

212-875-4595

3. Preparing Children for School and Parents for Work

***✓ Myron Ogglesby-Pitts Caldwell Early Learning Center**

615-353-2060

✓ Jane Schindewolf, Working Mother of the Year

810-646-0615h

810-583-7867w

✓ Gwendolyn Johnson: Atlanta Head Start

404-588-5735

✓ Ronald Jenkins, Director Women's Health, GA Dept HR

404-657-3140

4. Reaching Out to New Parents

***✓ Dr Martha Farrell Erickson**

612-626-1253

✓ Betty Cooke, MN Dept Children, Families & Learning

612-296-6130

✓ Roxie Foster, mother from STEEP program, now leader of the

Minnesota Parenting Association.

612-290-4755

***✓ Barbara Clinton, MIHOW**

615-322-4176

✓ June Pyle, Director, ? Parent Resource Center, TN

423-784-7858

PARTNERSHIPS WITH WORKING FAMILIES

1. Families Leading Change

- *✓ Don Davies, Center for Responsive Education 617-373-8275
617-631-7673
- ✓Yvonne Chan Vaughn Next Century Learning Center 818-896-7461
- ✓Anne McGintis, Chattanooga Family Resource Director
- ✓~~Joe Jones father...Parent Academy, Baltimore~~ ~~410-466-7506~~

2. Schools Serving in Partnership with Families

- *✓Bill Miliken, Communities in Schools 703-519-8999
- ✓Carol Gupten, School for Extended Learning, MN 612-595-0748
- ✓Susan Gendrich-Cameron, Principal, Cason Lane Academy,
Murfreesboro TN 615-898-7145
- ✓ C. Warren "Pete" Moses,(or Phil Colthoff) Washington Hghts NY
212-949-4921

3. Building Corporate Partnerships with Families

- *✓ Faith Wohl 202-632-0150
- ✓ Les Hemmings, John Hancock 617-572-6845
+ parent or teacher (he will arrange)
- ✓ Gloria de Necochea, Mattel 310-252-4630
Alfred Ramirez, Mattel "Hand in Hand"
- ✓ Terry Ehrich, Hemmings Motor News 802-447-9508
- ✓ Andrea Glovsky, WFD 617-278-4000

4. Creating Active School, Family and Community Partnerships

- *✓ Joyce Epstein, John's Hopkins 410-516-8897
 - ✓ Mavis Sanders, Asst Dir. National Network, partnership 2000 (same #)
 - ✓ Bill Henderson, Principal O'Hearn School, Boston 617-635-8725
 - ✓Gerry House 901-325-5444
-

4

HOW SCHOOLS AND FAMILIES MEET THE CHALLENGE OF PARTNERSHIP

1. Families Leading Change

- *✓ James Comer, Yale Child Study Center 203-785-2513
- ✓ Herman Clark, Bowling Park Elem. School, Norfolk VA 751(??)-441-2593
- ✓ Nan Rich, National Council of Jewish Women, FL 954-349-3333
- ✓ Joe Jones, Sr, Parent Academy, Baltimore MD 410-466-7506

2. Gaining Control of the Dollars?

- *✓ Gaynor McCown 212-493-7414
(Corporate leader to be arranged by Gaynor..Dick Parsons?)
- ✓ Sheree Speakman, Coopers & Lybrand 312-701-5805
- ✓ Diana Lauber, Cross Cities, Chicago 312-322-4883

3. What Can Families Do to Become Partners in Education?

- *✓ Lawrence Steinberg, Temple U 215-204-7485
- ✓ Lois Jean White, Nat'l PTA 312-670-6782
- ✓ Sue Ferguson, NCPIE 202-822-8405
- ✓ Kelly Butler, Parents for Public Schools 800-880-1222

4. Changing Whole Districts and Whole Schools

- ✓ Gordon Ambach *by Dir. Anne W. Sr. School Officer*
- ✓ Diana Lam 210-299-5506
- ✓ Paul Houston 703-875-0709
- ✓ Betty Webb 612-627-2929

5. What Can Teachers And Principals Do to Create Family Friendly Schools?

- *✓ Linda Darling-Hammond 212-678-4142
 - ✓ Peter Cookson, Columbia Teachers College 212-678-3478
 - ✓ Dean Pellegrino, Peabody (Bill will arrange)
 - Dean Brunix, U MN (Marti will arrange)
 - ✓ Patricia Wasley, Dean of the Graduate School, Bank Street College 212-875-4595
 - Representative of Dept of Ed Partnership (Jon Schnur will arrange)
 - this discussion will lay the groundwork for the Teleconference in October*
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TECHNOLOGY STRENGTHENING FAMILY INVOLVEMENT IN LEARNING

1. DASHBOARD: A Gateway and Navigator for Families

*John Doerr 415-233-3353
Gilman Loule, CEO Spectrum Holobyte 510-522-3584
Steve Perlman, CEO WebTV 415-614-5550
✓Kim Polese, CEO Marimba (Carrie Pendolino) 415-328-5286
✓Mike Santullo, CEO Four 11 415-617-2000
or Katie Burke 415-833-3580

(for additional questions, contact Wade Randlitt, 415 452-8646, page 800-358-9608)

2. Linking Home and School

*✓Jerold Bauch, Peabody School, 'Transparent': 615-322-8080
summer: 715-274-4400
✓Dorothy Baldwin, Principal Eisenhower School, Bridgewater/Raritan NJ 908-231-0230
✓ Carroll Miller, Family Education Network 617-542-6500
✓ Margaret Coyne, CAST 508-531-8555

3. Sharing Knowledge

*✓ Larry Kirkman, Benton Foundation 202-638-5770
✓ John Bransford, Peabody 615-322-8070
✓ James Dezell, NETschools 770-226-5000

4. Adapting to Differing Learning Styles

*✓ Howard Gardner 617-496-4929
✓ Chief Judge Vincent Poppitti, Cab Calloway School, Delaware
(he will arrange other presenters for this clustered school)
✓ Denise Tolliver, Dean, Cab Calloway School of the Arts 302-577-2205
✓ Parker McMullen, Wilmington High School (Same #)

LUNCHEON

Tipper Gore is awarded the Vanderbilt Distinguished Alumni Award

The final session: Town Hall Meeting with POTUS and VPOTUS

TENTATIVE PLAN= 4 CLUSTERS

Discussion moves in semi-circle in the following order

What are some of the strategies used to actively involve families?

1. LOCAL SCHOOLS AND PROGRAMS

? Bill Henderson

? Anne McGintis

? Ginger Hovenick *teaching -*
Susan Jerichuk Cameron - after school

How do we take this to scale?

2. WHOLE DISTRICTS, BIG STRATEGIES

? Gerry House

? Diana Lam

? Paul Houston

? Bob Chase

How do we spread the word and learn from each other?

3. GETTING THE MESSAGE OUT

? Robin Williams

? John Doerr, etc.

What needs to change at all levels of government if we're going to succeed?

4. FEDERAL, STATE AND LOCAL POLICY

Secretary Riley...survey, partnership

Governor Hunt...early childhood statewide strategy

Representative Purcell...statewide education reform

~~Ember Reichsgott Junge~~ charter schools

Nancy Grasnik...statewide strategy for family involvement

Betty Webb.



Nancy Hoit at NPR @ CCMail
06/01/97 08:46:00 PM

VP's confere

Record Type: Record

To: Albert Gore
cc: See the distribution list at the bottom of this message
Subject: Changes to Family ReUnion Format

What follows is a proposed new format for the conference which is necessitated by the President's schedule. As you will see, the Town Hall Forum and the President's speech will now be in the morning, and the workshops and your remote site session will be after lunch. It is our opinion that this actually works quite well, and gives the workshop leaders a real opportunity in the final session to report back to you.

We need your sign off on this tomorrow so that we can proceed with printing the program and with notifying the 70 panelists of the changed workshop time.

FAMILY RE-UNION 6: FAMILIES AND LEARNING
Wednesday, June 25, 1997
Vanderbilt University, Nashville, Tennessee

I. OPENING SESSION, Langford Auditorium, Vanderbilt Medical School

" Welcome	8:30-8:40
Joe Wyatt, Chancellor of Vanderbilt University	
Martha Farrell Erickson, Children, Youth & Family Consortium, University of Minnesota	
Representative Bill Purcell, Child & Family Policy Center, Vanderbilt University	
" UCLA School of Communication video collage	8:40-8:50
Introduction by Vice President Gore	
Images of family involvement in learning from TV and films	

II. FORUM: "STORYTELLERS" 8:50-9:50
The Vice President leads a forum discussion of compelling stories of inter-generational learning. Six participants discuss how their lives were shaped by their family experience.

III. VICE PRESIDENT'S ADDRESS 9:50-10:10
and demonstration of new technology 10:10-10:20

IV. BOSTON UNIVERSITY FILM
Introduction by Tipper Gore 10:20-10:25
Film by Sam Kauffmann 10:25-10:45
Interviews are conducted with individual children discussing their families' roles in their learning process.

- V. TOWN HALL FORUM 10:45-11:45
President Clinton and Vice President Gore conduct a forum designed to illustrate local and larger scale family involvement strategies, creative ways of spreading the word about these strategies, and the policy responses that would facilitate the process.
- VI. THE PRESIDENT'S ADDRESS 11:45-12:15
The audience proceeds to the Peabody Campus for lunch. 12:15-12:35
- VII. LUNCH 12:30-
The audience gathers in a large tent outside the Rotunda.
Tipper Gore receives the Vanderbilt Distinguished Alumna Award and gives remarks.
The participants proceed to their workshops on the Peabody campus 1:30-1:45
- VIII. (A) WORKSHOPS 1:45-3:00
Audience attends workshops in four clusters. These workshops are concurrent with the Policy Session in the rotunda led by the Vice President.

CLUSTERS FOR BREAKOUT SESSIONS:
" Helping Families Accelerate Learning in Early Childhood
" Forming Partnerships with Working Families
" Technology Strengthening Family Involvement in Learning
" Schools and Families Meeting the Challenge of Partnership
Each cluster has four or five workshops of 30-50 participants
- VIII. (B) POLICY SESSION WITH REMOTE SITES 1:45-3:00
The Vice President is in the "Rotunda" with an audience of 200 policy leaders. He leads a discussion with four live interactive remote sites.
The participants return to Langford Auditorium for the final session.
3:00-3:3
(Alternatively the participants return to the tent for the final session)
- IX. REPORT FROM THE WORKSHOPS TO THE VICE PRESIDENT 3:30-4:20
The leaders of each workshop are gathered with the Vice President to relay the major ideas and suggestions for action.
- X. RESPONSE AND CHALLENGE FROM THE VICE PRESIDENT 4:20-4:30

Message Copied To: _____

WHITE HOUSE STAFFING MEMORANDUM

DATE: 6/24 ACTION/CONCURRENCE/COMMENT DUE BY: 6/25 8:00amSUBJECT: Family Conference Remarks

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	McCURRY	☐	☒
BOWLES	☒	☐	McGINTY	☐	☐
McLARTY	☐	☐	NASH	☐	☐
PODESTA	☒	☐	RUFF	☐	☐
MATHEWS	☒	☐	SMITH	☐	☐
RAINES	☐	☐	REED	☒	☐
BAER	☐	☐	SOSNIK	☒	☐
ECHAVESTE	☐	☐	LEWIS	☒	☐
EMANUEL	☒	☐	YELLEN	☐	☐
GIBBONS	☐	☐	STREETT	☐	☐
IBARRA	☐	☐	SPERLING	☒	☐
RADD	☐	☐	TARULLO	☐	☐
HIGGINS	☒	☐	VERVEER	☐	☐
HILLEY	☒	☐	<u>Kamarc</u>	☒	☐
KLAIN	☒	☐	<u>Waldman</u>	☒	☐
BERGER	☐	☐	<u>Cohen</u> <u>218</u>	☒	☐
LINDSEY	☐	☐		☐	☐

REMARKS:

Comments to Jordan Tamagni on the road

RESPONSE:

or to Laura Capps

Draft 6/24/97 11:00pm

**PRESIDENT WILLIAM J. CLINTON
TALKING POINTS FOR REMARKS
AT CONCLUSION OF PANEL DISCUSSION
ANNUAL FAMILY CONFERENCE
NASHVILLE, TENNESSEE
JUNE 25, 1997**

Acknowledgments: I want to start by thanking the Vice President and Mrs. Gore for their continued commitment to America's families. Also thank: Secretary Riley; Joseph Duffy; State Senator Joe Haynes; State Representative Matt Kisber; Trustee Charles Cardwell.

This is the 3rd time I've had the pleasure of speaking at the "Family Reunion" Family Conference. It is clearer than ever to me that we have come a long way in the last four and a half years toward strengthening America's families for the 21st Century.

The key to our success -- and the common thread running through everything we've heard today -- is responsibility: responsibility to help our children make the most of their God-given potential. Responsibility cannot be merely an option; it must be a way of life, for all Americans. Today I want to talk about what each of our responsibilities are, and what we must do as one American community for our children.

Government must do its part. For four-and-a-half years, the Vice President and I have worked to create the best conditions for families and children to thrive: We have worked to create economic prosperity; We have worked to take back our streets from crime and to make our neighborhoods safe again; We have worked to help parents protect their children from harmful influences like tobacco, and television violence. It was at this very Conference, two years ago, that I called for the V-Chip. It is now the law of the land, and soon it will be in people's homes.

[POSSIBLE INSERT ON SUPREME COURT DECISION RE: INTERNET OBSCENITY. *We all know that it is not only television programming that can pose a threat to our children's well being -- the Internet, too, has that potential. I believe the Internet is an incredibly powerful medium for freedom of speech and expression. It is the biggest change in human communications since the invention of the printing press -- and it is already changing our lives and the way our children learn.*

But alongside the wealth of information the Internet puts at our fingertips is material that should not be put within our children's reach. That is why, if we are to explore the enormous potential of the Internet as a resource for learning, we must give parents and teachers the tools they need to make the Internet safe for children.

I signed the Communications Decency Act last year, as part of the landmark telecommunications bill the Vice President and I worked on, to help protect our children from inappropriate material on the Internet. This morning, shortly before this session began, the

Supreme Court ruled that the Communications Decency Act is not constitutional. We will study their opinion closely.

I firmly believe that the Internet should never be used to transmit material that can harm our children . . . and I believe there is an alternative way to protect our children that is beyond legal reproach. This July, I will convene a meeting at the White House with industry leaders and groups representing teachers, parents and librarians. We will work together to develop a solution for the Internet that is as powerful for the computer as the v-chip will be for television, and that protects children in a way that is consistent with America's free speech values.

With the right technology and ratings systems, we can help ensure that our children don't end up in the red light districts of cyberspace.]

OR *[We all know that it is not only television programming that can pose a threat to our children's well being -- the Internet, too, has that potential. I believe the Internet is an incredibly powerful medium for freedom of speech and expression. It is the biggest change in human communications since the invention of the printing press -- and it is already changing our lives and the way our children learn.*

I signed the Communications Decency Act last year, as part of the landmark telecommunications bill the Vice President and I worked on, to help protect our children from inappropriate material on the Internet. This morning, the Supreme Court upheld the Communications Decency Act. This is a victory for American families.]

[POSSIBLE INSERT ON SUPREME COURT DECISION RE: BRADY. *We have also worked to protect our children from violence, and to take back our streets from violent criminals. Our approach of more community police, tougher punishments, and better prevention is working all over the country. And in the last year and a half in Boston, not a single child was murdered with a handgun.*

That is why we cannot turn back in our campaign to take guns off our streets. The Brady Bill has kept 250,000 felons, fugitives and stalkers from purchasing handguns. This morning, the Supreme Court ruled part of the Brady Law unconstitutional. I am deeply disappointed by the Court's decision. But let me be clear: Today's ruling should not mean an end to the background checks that are helping keep our streets safe. Twenty-seven states, including California, now conduct background checks as a matter of state law and will continue to do so. Today, I have instructed Attorney General Reno and Treasury Secretary Rubin to make sure police departments across the country know that they can keep conducting Brady background checks on a voluntary basis.

[Our goal is clear: No background check, no handgun. And I will continue to do everything in my power to keep handguns out of the hands of criminals and to keep our children and our communities safe.]

OR *[That is why we cannot turn back in our campaign to take guns off our streets. The Brady Bill has kept 250,000 felons and fugitives from purchasing handguns. This morning, the Supreme Court upheld the Brady Law. This is a victory for all Americans.]*

But the single most important thing government must do is to make sure that our children get the best education in the world. I have made education my top priority as President. I fought for and won an unprecedented ~~\$35 billion~~ commitment to education in the historic balanced budget agreement that we reached with Congress last month. Our agreement expands Head Start; it funds the America Reads challenge to teach our children to read independently by the age of 8; it helps to connect all of our schools and libraries to the Internet by the Year 2000; and it provides the largest single increase in higher education in more than 50 years.

This balanced budget agreement takes a major stride to meeting our national goals of making sure that every 8-year-old can read, every 12-year-old can log on to the Internet, every 18-year-old can go to college, and every adult can keep on learning for a lifetime. But unless we implement that agreement in good faith, we will not meet these goals.

One of the most important ways our balanced budget agreement will help parents to raise and educate their children is by giving them tax relief for those things that matter most -- to help pay for college, to save for health care, and to help parents with child rearing. Unfortunately, the Congressional majority is not living up to the agreement we reached, and the specific commitment we made to our children's education. And I am particularly concerned that the Republican tax plan deliberately excludes millions of working families from receiving the benefits of a tax credit that would help them meet the costs of raising their children.

I proposed a \$500 children's tax credit, and so did the Congressional majority. Now, however, we disagree about who should be eligible to receive that tax credit. They would deny the child tax credit to nearly 4 million hardworking families. I strongly believe that people who earn between \$22,000 and \$25,000 with two children to raise, should receive the child tax credit. That's what a rookie police officer or a starting teacher earns. These people work hard, pay federal taxes, and state and local taxes as well. They contribute to society. They deserve the full child tax credit -- and I am determined they will get it. Some have even said that when a hard pressed working parent gets the full tax cut it's "welfare." That is utterly disrespectful of some of our hardest-working citizens. And I will not stand for it.

[POSSIBLE INSERT ON SUPREME COURT DECISION RE: LINE ITEM VETO.
Let me say one thing about how we will balance the budget. The Supreme Court's decision today to strike down the line item veto deprives the President of a valuable tool to help keep the budget in balance and to ensure that we put our public funds to the best possible uses. Governors in x states have the line item veto [including Tennessee] -- the President should have that power as well.

OR [The Supreme Court's decision today to uphold the line item veto gives the President a valuable tool to help keep the budget in balance and to ensure that we put our public funds to the best possible uses. Governors in x states have the line item veto [including Tennessee] -- and now the President will have that important power as well.]

In all these ways, we are working to do our part. But you must do your part. For the most important factor -- by far the most important factor -- in raising and educating our children is the commitment and involvement of parents. I have said many times that government doesn't raise children, parents do. And all of us have a responsibility to help them.

As you know, in my State of the Union address I challenged our nation to set and meet high standards for education. Two weeks ago, we learned that America's 4th graders rank second in the world in the ~~Third International Math and Science Tests~~, just behind Korea. These tests prove that if we work together -- parents, teachers, and schools -- to set high standards for our children and help them to meet those standards, then our children will rise to the highest expectations we can set.

especially in math
But those tests also showed that by the 8th grade, our children's performance drops dramatically. We are the only country in the world where the performance drops from above average to below average from 4th to 8th grade. We don't know why this happens. But it is abundantly clear that parents are often less involved in the education of their children after elementary school. Study after study shows that the more parents are involved in their children's education -- from the very first days of life straight through to high school -- the better those children's chances are of developing a love of learning that will last a lifetime.

So we need parents all across America to step up to that responsibility -- and schools need to help them do it.

Today the Department of Education is publishing a handbook to help parents and teachers understand and live up to their shared responsibilities. And I challenge every principal, teacher, and parent to sign a written compact outlining their responsibilities and expectations for helping every child learn to high standards.

Teachers and schools have to help parents take responsibility. Schools should set times for parent teacher conferences before and after work, and on weekends. They should provide clear report cards telling parents how the school is doing with respect to academic performance, student attendance, safety, and other important educational objectives. They should ensure that tax dollars go to teaching, not bureaucracy -- and let parents know precisely how that is so.

But just as important, it is up to parents to get involved and stay involved in their children's schools -- from kindergarten through high school graduation. That means insisting that schools teach and test to high national standards. It means staying in regular

contact with your children's teachers, attending school functions and events such as parent-teacher conferences and PTA meetings. It means volunteering in school when possible, and participating in the school's decision-making process regarding hiring teachers and developing curricula. And when a school is not making the grade, it means taking responsibility to help to make it better . . . or to work with other parents to create a charter school that does measure up.

Above all, parents must be involved with their children's learning. Share the joy of learning with your children by taking them to museums and libraries, by reading and discussing books with them, and by watching educational programs on TV together. And don't stop being involved once your children are old enough to take the initiative. All children need their parents' attention and involvement, and our teenagers need it more than ever.

Finally, our children need to know that the opportunities of the 21st century are theirs for the taking -- as long as they take the responsibility for their own lives. That is why we must not only set high expectations for our children -- we must set an example that they can learn from and live by.

Recently at the President's Service Summit in Philadelphia, I said that the era of big government may be over, but the era of big citizenship is not. As we prepare our country to meet the challenges of the 21st Century, citizens and government must work together as never before to give every child a fair chance at living out his or her dreams. Each of you here today has taken that responsibility to heart, and I thank you for your commitment to our children's future, and to the future of America.

Thank you and God bless you.

June 24, 1997

FAMILY CONFERENCE

DATE:	June 25, 1997
LOCATION:	Vanderbilt University Langford Auditorium
EVENT TIME:	11:00 am - 12:45 pm
FROM:	Bruce Reed

I. PURPOSE

To highlight your commitment to improving education and to increasing family involvement in education. You will announce that the Department of Education will be releasing a handbook on how to create school compacts.

II. BACKGROUND

This is the third family conference you have attended, and the sixth family conference the Vice President has held. The conference is entitled "Family Re-Union 6: Families and Learning," and it will focus on family involvement in education. The Child and Family Policy Center at the Vanderbilt University for Public Policy Studies and the Children, Youth and Family Consortium at the University of Minnesota are co-sponsors of the event. The conference will be attended by approximately 1,000 invited participants and will be broadcast live via satellite throughout the country.

In your address, you will be announcing that the Department of Education will be releasing a publication entitled, **A Compact for Learning: An Action Handbook for School-Family-Community Partnerships.** School compacts are required for schools that participate in the Title I program to ensure strong parental involvement, but can be a powerful tool for all schools that seek to raise student achievement. The handbook provides step-by-step strategies, examples, and checklists on how to create an effective school compact, how to use a school compact, and how to strengthen and improve a school compact over time, based on results. The published version of the handbook will be available in late summer, and copies may be reserved by calling the Department of Education and will also be available on the Department's World Wide Web site.

You and the Vice President will be leading a discussion designed to highlight efforts to involve families in learning. You will be seated on stools on stage, and you will have the option of moving freely during the discussion as in a town hall setting. The first three

panelists will give vivid examples of local programs; the second three will discuss ways of expanding these strategies on a large scale; the following two panelists will describe strategies for communicating these ideas to the country; and the last four will talk about federal, state, and local policy that facilitates their efforts.

Prior to your arrival the Vice President will make a formal address and will announce the following:

- Findings from a parent survey sponsored by the Department of Education, the Family Involvement Partnership for Education, and GTE.
- Establishment of a new partnership to train teachers on parental involvement, with a kickoff teleconference on effective use of technology set for this fall.
- Creation of a privately financed school reform fund, headed by John Doerr, that would provide grants to “start-up,” “speed-up,” and “turnaround” public schools.
- Announcement of a new technology tool -- an “electronic dashboard” -- that parents could use to get important information about their child’s school (school standards, events, homework assignments, etc.) and their child’s performance, and to communicate with other parents and teachers.

Also, prior to your arrival, a short film of t.v. and movie clips on the subject of families and learning will be shown. Jeff Cole from UCLA provided this film, which is similar to his film that was shown at last year’s conference. Following the film, the Vice President will lead an hour-long conversation with six individuals about family involvement in education. These participants include: James Comer, Yale Child Study Center; Hodding Carter, Publisher and former Assistant Secretary of State; a father and son from inner city Baltimore who have worked to involve poor urban families in their children’s education, Gayle Ross, a Cherokee story teller; and Phon Malaikham, a young Laotian refugee who is now a teacher in Tennessee. Following this panel, the audience will be shown a documentary produced by the Boston University Film School with children of differing ages discussing their family’s involvement or lack of involvement in their schools.

III. PARTICIPANTS

The Vice President

Secretary Richard Riley

Susan Genrich-Cameron, Principal, Cason Lane Academy, Murfreesboro, TN

Yvonne Chan, Principal, Vaughn Next Century Learning Center, San Fernando, CA

Roberta Altman, Bank Street College Faculty and Liaison to Midtown West Public School, NY

Warlene Gary, former teacher now serving as the Manager of the Center for the Revitalization of Urban Education. *She is representing Bob Chase, President of the NEA at this event.

Anne O’Neill McGintis, Parent, School and Community Involvement Coordinator, Hamilton Schools, Chattanooga, TN

Diana Lam (DEE-AH-NA LOM), Superintendent, San Antonio School District
John Doerr, Partner, Kleiner, Perkins, Caufield & Byers, Menlo Park, CA
Patty Burness, Executive Director, George Lucas Foundation, San Rafael, CA
Betty Webb, Executive Director, Family and Community Educational Services,
Minneapolis, MN
Bill Purcell, Director, Child and Family Policy Center, Vanderbilt University, and
Former House Majority Leader of the Tennessee General Assembly
State Senator Ember Reichgott Junge (YOUNG), State Senator, St. Paul, Minnesota

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- Mrs. Gore will announce you and the Vice President onto the stage.
- You and the Vice President will take your seats.
- The Vice President will make brief opening remarks.
- You will make brief opening remarks.
- The Vice President will lead the discussion by introducing each participant individually.
- You will have the option of asking follow up questions to each participant.
- After each participant has spoken, the Vice President will make a closing statement.
- You will proceed to the podium to deliver your prepared remarks.
- You will then work a ropeline and then depart.

***SEQUENCE OF SPEAKERS PARTICIPATING IN THE ROUND TABLE
DISCUSSION ATTACHED.**

VI. REMARKS

To be provided by speech writing.

VII. ATTACHMENTS

- Sequence of Events.
- A Compact for Learning: An Action Handbook for School-Family-Community Partnerships.

Forum Participants and Suggested Questions

(IN SPEAKING ORDER -- THE VICE PRESIDENT WILL INTRODUCE PARTICIPANTS, PARTICIPANTS WILL SPEAK. THE PRESIDENT HAS THE OPTION TO ASK FOLLOW UP QUESTIONS.)

The Vice President - makes opening remarks.

The President - makes opening remarks.

Susan Genrich-Cameron - Principal of Cason Lane Academy in Murfreesboro, TN.

Susan is the head of a school that combines family centered decision making and the creative use of learning technology.

SUGGESTED QUESTION: Susan, how did parents influence the creation of this wonderful school?

Yvonne Chan - Co-founder and Principal of Vaughn Next Century Learning Center in Los Angeles, CA. Yvonne, with other neighborhood families, has transformed a failing elementary school into a strong charter school that is the core of a new community.

SUGGESTED QUESTION: Hillary visited this wonderful school when she was in Los Angeles a few months ago. She was struck by the change you have created in the families, the school and the community, and the pride that the children are taking in their success. How did you accomplish that?

Roberta Altman - Bank Street College Faculty and Liaison with Mid-Town West, a New York City public school. She teaches graduate classes in education.

SUGGESTED QUESTION: This seems like a model partnership that would be beneficial to other schools. Roberta, what role do families play in forming partnerships like this?

Warlene Gary - Manager of the Center for the Revitalization of Urban Education. Warlene is representing NEA President Bob Chase. She has taught disabled and disadvantaged children in D.C., and has worked at the NEA to implement nationwide parental involvement initiatives.

SUGGESTED QUESTION: Warlene, you're a former teacher and you lead an effort to revitalize urban schools. How can we do a better job forming partnerships between families and teachers in our cities?

Anne O'Neill McGintis - Coordinator of the 'Parent Resource Center' program, which works with PTAs to form Parent Resource Centers in 80 schools in Chattanooga and the surrounding area.

SUGGESTED QUESTION: Anne, how do you mobilize so many families, communities and schools in this process?

Diana Lam (DEEAHNA LOM) - Superintendent of San Antonia School District.

Diana has reorganized her entire school district by focusing on student achievement and parent involvement.

SUGGESTED QUESTION: I know you've used some of the successful models demonstrated by New American Schools. How has this process improved the quality of learning and given families good choices in their public school systems?

John Doerr - Partner, Kleiner Perkins, Caufield & Byers, Menlo Park, CA. Leader of a new technology tool -- an "electronic dashboard" -- that will help American families and schools. The dashboard is currently being developed by a group of high tech companies in California. Doerr recently led a group of high tech CEOs in calling for national education standards.

SUGGESTED QUESTION: John, would you explain how this prototype could facilitate home and school communication, and surround children, families and teachers with vital information?

Patty Burness - Executive Director of the George Lucas Foundation.

Patty will discuss a film the George Lucas Foundation has created to help parents understand what the best schools of the 21st century should look like, and how to help make needed changes a reality.

SUGGESTED QUESTION: Patty, how can film be used to help teachers, families and communities?

Betty Webb - Executive Director, Family and Community Educational Services, Minneapolis, Minnesota. Betty is responsible for the process that led the Minneapolis public school system to be the first in the country to benchmark family involvement.

SUGGESTED QUESTION: Betty, can you tell us what effect your efforts are having on teaching and learning?

Bill Purcell - Director of the Child and Family Policy Center at Vanderbilt University, and former Majority Leader of the Tennessee General Assembly and former Chair of the Select Committee on Children and Youth. As an elected official, Bill helped pass legislation that made Anne McGintis' work in Chattanooga possible.

SUGGESTED QUESTION: What was the change that you proposed, and how can other states facilitate family involvement?

State Senator Ember Reichsgott Junge (YOUNG) - Minnesota State Senator.

State Senator Junge was instrumental in passing legislation that has given families much greater choice in their public schools.

SUGGESTED QUESTION: How has that worked, and what can other states to learn from your experience?

Secretary Riley - will make remarks.

The Vice President - will make closing remarks and introduce the President to make a formal address from the podium.

The President - will make prepared remarks.

Challenges to Parents and Schools Talking Points for the President

I challenge parents and teachers across this country to take responsibility and be clear about how can work as partners to support a student's learning at school and at home. To do this, I challenge every principal, teacher, and parent to sign a written compact outlining their responsibilities and expectations for helping every child learn to high standards.

Moreover, I challenge teachers and schools:

To get serious about setting high standards in the basics: Every school district and school should hold their students to high national standards in the basic skills of 4th grade reading and 8th grade math, and measure progress toward meeting these standards through national tests to be available in Spring 1999.

To make high standards real for students and parents every day: Schools must communicate clearly to parents what their children are expected to learn and be able to do in the core academic areas at each grade level, and also let parents know how they will prepare every student to meet these expectations. Schools should provide examples of student work that meets high standards so that parents can understand the level of work expected of their children, and so that students can see clearly what good work looks like. Just as athletes can clearly see what an excellent performance looks like, so should students.

To make the school family friendly: Schools should make it as easy as possible for working parents and teachers to communicate with each other, through steps such as setting aside time before and after school for teacher-parent conferences; holding school-related meetings in the evenings, on weekends, and in locations convenient for parents; taking advantage of new technologies (including the Internet and voice-mail) to communicate with parents, and provide teachers and parents the training they need to fully take advantage of these new technologies.

To give every parent a report card on how well the school is doing: Every school system should provide a report card for each school, so that parents can have the information they need to make informed choices and to help improve their own school. School report cards should tell parents and community members how well the school is doing with respect to academic performance, student attendance, safety, and other important educational objectives.

To show parents and taxpayers that education dollars get to the classroom: We must all work to ensure that, to the maximum extent possible, education dollars flow to the classroom to support teaching and learning, rather than supporting large administrative structures. School systems must examine carefully and provide parents and taxpayers with clear information on how education dollars are being spent.

I Challenge Parents to:

Insist that your school sets/uses high standards: Ask your school district to adopt challenging national standards and participate in national testing to measure progress toward these standards. Ask your child's school to show you how its curriculum will prepare your child to reach high standards. And, ask your child's school to show you clearly, for each grade level, what your child is expected to learn and be able to do.

Share the joy of learning with your child: Set an example by taking your child to museums and libraries, by reading and discussing books, or watching educational programs on TV together.

Make sure your child learns that effort and hard work, more than ability or luck, leads to academic success: Have high expectations for your child. Never say to your child that their teachers and schools are expecting too much. And demonstrate your belief that if your child works hard, he or she can master the material the school expects him or her to learn.

Get and remain involved in your child's school, from kindergarten through high school graduation: Students of all ages understand that the things their parents spend time on and are involved in are important. Your child will work harder and do better in school if you stay in regular contact with your child's teacher; attend school functions and events such as parent-teacher conferences and PTA meetings; volunteer in school when possible; and participate in the school's decision-making process.

Be involved with your children: Take the time to talk with them regularly; read together; use TV wisely; know where your children are, especially teens; talk directly to them about the values you want them to have, and about the dangers of drugs, alcohol and tobacco.

A Compact for Learning: An Action Handbook for School-Family Community Partnerships

The President will release a new Department of Education publication entitled: A Compact for Learning: An Action Handbook for School-Family Community Partnerships. A school compact is a written commitment in which all members of the school community -- including parents, teachers and principals -- agree to share responsibility for improving student achievement. The compact incorporates a vision for the school and its students, describes key school policies and standards, and sets out mutual responsibilities. School compacts are required for schools that participate in the Title I program to ensure strong parental involvement, but can be a powerful tool for all schools that seek to raise student achievement. The handbook provides step-by-step strategies, examples, and checklists on how to create an effective school compact, how to use a school compact, and how to strengthen and improve a school compact over time, based on results.

The published version of the handbook will be available in late summer, and copies may be reserved by calling the Department of Education at 1-800-USA-LEARN. The guide will also be available on the Department's World Wide Web site at www.ed.gov.

THE WHITE HOUSE**Office of the Vice President**

For Immediate Release
Wednesday, June 25, 1997

Contact: (202) 456-7035

**THE VICE PRESIDENT ANNOUNCES EFFORTS
TO RE-CONNECT STUDENTS, TEACHERS AND PARENTS**

The Vice President and Tipper Gore Host 6th Family Re-Union Conference in Nashville

NASHVILLE — In the 6th Annual Family Re-Union Conference today (6/25), the Vice President brought together more than 1,000 parents, educators and corporate and community leaders from around the nation to focus on the critical issue of involving families in their children's education. At the conference, the Vice President announced four efforts that aim to strengthen bonds among parents, teachers and students to revitalize learning in schools across the nation.

Continuing his efforts to make education the nation's top priority, President Clinton joined the Vice President at the conference, which was co-moderated by Tipper Gore, at Vanderbilt University.

"All of us must make it our journey — our nation's journey — to re-connect America's classrooms to America's living rooms," said the Vice President. "There's so much we can do to revitalize our schools, invigorate our students, and integrate parents into their children's learning.

"Research, experience and common sense tell us that children's academic achievement soars, when their families are actively engaged in and supportive of their education."

The Vice President's announcements included:

- A new multi-million dollar private sector fund to support public school reform. The fund, spearheaded by one of America's leading venture capitalists John Doerr, along with several high-tech companies, will support the start-up, speed-up and turn-around of public schools across the nation.
- A cutting-edge information tool, called the Dashboard, which will connect parents and teachers through the Internet. For example, parents will be able to track a child's math scores or learn more about their child's homework assignments. This tool was developed when several companies responded to a challenge from the Vice President to find a creative way to help parents be more involved in their children's learning. The companies responding were Marimba, Netscape, Cybernautics, Yahoo!, Spectrum Holobyte, Inc., and NetSchools, in collaboration with a number of schools in the San Francisco area.

--CONTINUED--

- A collaboration between the Department of Education and four leading graduate schools of education (Vanderbilt University's Peabody School, the University of Minnesota, Bank Street College, and Columbia Teachers College). This initiative will seek better ways to train teachers about family involvement, beginning with a teleconference this fall led by the Vice President.
- The release of a film called "Learn and Live," produced by the George Lucas Foundation. The film highlights schools that have succeeded in involving parents and that have used new technologies and other strategies to help prepare students for the 21st Century. The film is accompanied by a guidebook to help other schools learn from the experiences of successful school improvement efforts from around the nation. The foundation will make available 100,000 copies of the video and guide book to communities around the country.

"With these steps, we can break down more barriers between parents, teachers and students," said the Vice President. "By working together, we can make the journeys our parents and teachers make a little less daunting and make it easier for students to succeed."

In addition to the announcement of the four efforts, the Vice President released a survey asking parents about their involvement about their children's education. The survey shows that an overwhelming majority, nearly 80 percent, of parents believe that they and teachers should learn more about how they can be effectively involved in their child's education. The survey was sponsored by the Partnership for Family Involvement in Education, the GTE Foundation and the U.S. Department of Education.

The conference was broadcast live via satellite at hundreds of downlink sites nationwide. Four schools, interactive with the conference via satellite, were Clear View Charter School of Chula Vista, Calif.; Christopher Columbus School of New Union, N.J.; Jumpstart of Boston, Mass.; and Anderson School/Family Resources Center of Minneapolis, Minn.

The conference was sponsored by The Child and Family Policy Center at Vanderbilt University and the Children, Youth and Family Consortium at the University of Minnesota.

The Vice President and Mrs. Gore have moderated six conferences in Nashville focused on family issues. Past conferences have led to the V-Chip and increased quality children's programming, a national fatherhood program called "Father to Father," the family-friendly federal workplace, and a broader understanding of the importance of family centered policy.

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The Vice President is planning to make four announcements:

- **Findings from a parent survey** sponsored by the Department of Education, the Family Involvement Partnership for Education, and GTE. Key findings:
 - 88% of parents of parents think schools treat them as important partners in helping children learn, and 86% say teachers generally listen to what they have to say.
 - However, close to 80% of parents believe they and their teachers should learn more about how parents can be more effectively involved in their children's education.
 - Parents give higher marks to elementary schools than middle schools on several measures of parental involvement. For example, 62% of elementary school parents said schools do a very job explaining to parents what students should know and be able to do in each subject, versus 45% in middle school.
- Establishment of a **new partnership to train teachers on parental involvement**, with a kickoff teleconference on effective use of technology set for this fall.
 - Founders include members of the Department of Education-sponsored Family Involvement Partnership for Education and four leading schools of education: Vanderbilt University, University of Minnesota, Bank Street College (NY), and Columbia Teachers College.
 - In addition to the fall conference, the partnership expects to produce and disseminate a guidebook on effective practices, sponsor new research, and organize follow-up meetings and activities to allow teachers to share ideas.
- Creation of a **privately financed school reform fund** that would provide grants to support good school leadership and innovation among three different categories of public schools: "start-up," "speed-up," and "turnaround" schools.
 - The fund is being established as a 501(c)(3) based in Silicon Valley, headed by John Doerr and overseen by a board of private sector and education leaders.
 - The VP will have no formal role in the fund, although it stems from his challenge and vision of school improvement.
 - The VP has agreed to be the honorary co-chair of a kickoff conference to be held in the next several months.
- Announcement (and demonstration) of a **new technology tool** -- an "electronic dashboard" -- that parents could access via computer to get important information about their child's school (school standards, events, homework assignments, etc.) and their

child's performance (homework completion, attendance, etc.). The dashboard will also help parents communicate with other parents, as well as with teachers.

- Student privacy will be scrupulously protected using cutting edge technology, as well as passwords for parents.
- Developers of this new technology include Netscape and Marimba. Marimba's CEO is expected to assist with the demo.
- An early version of the dashboard will be used to gather input on what's useful, with a more complete version made widely available later.
- The VP will note that there are additional technology tools in existence to help parents, students and teachers work together.

DRAFT

New Parent Survey on Findings on Family Involvement In Education: Parents Say 'Schools Try to Keep Them Involved, But Much More Work Is Needed'

A new parent survey on family involvement in education was released today by the Partnership for Family Involvement in Education, the GTE Foundation, and the U.S. Department of Education. The survey was conducted to develop a better understanding of family involvement in education -- an issue that many educational researchers, teachers, parents, and corporate leaders say is the most important ingredient in a good education.

Parents of elementary and middle school students were asked about many aspects of their involvement in their children's education and about how their school keep them involved. Key survey findings include:

Parents think schools see them as important partners in helping their children learn, and there is plenty of good news about family involvement. 88% of parents report that their children's schools treat them as important partners in encouraging their children to learn. 86.3% say teachers generally listen to what parents have to say, 66% say teachers give their child homework assignments that are designed for the family to do together at least once a month, and 62.3% of parents say teachers regularly communicate with them about their children's progress.

But, an overwhelming majority of parents believe that they and their children's teachers should learn more about how they can be effectively involved in their child's education. 79% of parents report that they want to learn more about how to be involved in their children's learning. 77% believed teachers could learn more about involving them in their children's learning.

According to parents, elementary schools appear to do better in key aspects of family involvement than do middle schools. Parents of elementary school students report schools do better in the following areas than reported by parents of middle school students: explaining to parents what students should be able to know and do in each subject (62% of elementary school parents say the school did very well, as opposed to 45% in middle school); inviting parents to observe classes in session (41% of elementary school parents say they have been invited many times, as opposed to 27% in middle school); discussing with parents a summer reading list for children (57% of elementary school parents, as opposed to 41% in middle school); and inviting parents to participate in school committees or councils more than once or twice (61% of elementary school parents, as opposed to 46% in middle school).

For many, new technologies remain an untapped resource for schools to communicate with parents. While ___ % of schools have web sites, only 12% of parents reported that the school makes available information through its web site on the internet on school activities, homework assignments, or student progress. 11% said the school made available information through e-mail, and 21% said the school made available information through voice mail.

Most parents are either not involved -- or would like to be more involved -- in decisions affecting the academic life of the school. Only 13% of parents say they have a lot of input into what subjects are taught, 11% say they have a lot of input into how the school budget is spent, and less than 5% say they have a lot of input into teacher hiring and promotion.

A third of parents said they signed agreements with teachers about how each would support a child's learning. 37% signed an agreement with teachers about supporting learning in the classroom. 32% signed an agreement about how to support learning at home

DRAFT

Vice President Announces New Partnership to Help Teachers Work with Parents to Improve Student Learning: Kick-off will be Teleconference This Fall

Summary: The Vice President announced today a new collaboration to provide teachers with the training and preparation they need on this important issue. Founding members of this new effort are the U.S. Department of Education's Partnership for Family Involvement in Education (including a number of the national organizations representing families and educators *) and four leading schools of education: Peabody College at Vanderbilt, the University of Minnesota, Bank Street College, and Columbia Teachers College. Other universities, schools, teachers, and parents are invited to join this new effort.

Why is this important? Research and surveys of teachers, parents, and corporate leaders show the central importance of parental involvement in education. Studies show that students do better in schools where parental involvement is high than in schools where parental involvement is low (IEA, 1996), and that factors over which parents can exercise authority (such as student attendance, reading material in the home, and television viewing) can account for a substantial portion of the difference among test scores (Barton and Coley, 1992).

Moreover, more teachers say that "involved parents" are the "single most important thing public schools need to help students learn" than any other factor (Public Agenda, 1996). Meanwhile, 89% of company executives identified lack of parental involvement as the biggest obstacle to school reform.

And in a survey released today, nearly 80% of parents say that both they and teachers should learn more about how to involve families in their children's education.

What will the partnership do? The partnership is being formed to help teachers learn what they need to work with parents to improve student learning. Its first activities will be to:

- ▶ **Convene a fall teleconference** on parents and teachers working together to improve student learning. The partnership's goal is to include 1,000 sites -- schools, schools of education, and other organizations -- in this important teleconference. The teleconference will provide participants with an opportunity to learn about how teachers can better work with parents to involve them in their children's education, and how to design effective teacher preparation and training on this important issue.
- ▶ **Produce and disseminate a guidebook** on strategies to prepare teachers to effectively involve parents in their children's education. This guidebook will highlight promising practices and models on this topic.
- ▶ **Sponsor new research** on effective strategies for enabling teachers to work with parents to support student learning. Despite the widely perceived significance of this issue, there is currently inadequate research about how best to equip teachers to meet this challenge.
- ▶ **Sponsor meetings and activities** to share ideas and develop strategies for ensuring teachers have the preparation, motivation, and knowledge they need to involve parents effectively.

DRAFT

General Statistics on Family involvement in Education (Draft, 6/20)

Research and surveys of teachers, parents, and corporate leaders show the central importance of parental involvement in education.

- ▶ Students do better in schools where parental involvement is high than in schools where parental involvement is low (IEA, 1996).
- ▶ Factors over which parents can exercise authority (such as student attendance, reading material in the home, and television viewing) can account for a substantial portion of the difference among test scores (Barton and Coley, 1992).
- ▶ More teachers say that "involved parents" are the "single most important thing public schools need to help students learn" than any other factor (Public Agenda, 1996).
- ▶ 89% of company executives identified lack of parental involvement as the biggest obstacle to school reform.

Parents think schools see them as important partners in helping their children learn, and there is some good news about family involvement.

- ▶ 88% of parents report that their children's schools treat them as important partners in encouraging their children to learn. (GTE-Department of Ed survey to be released this week)
- ▶ 86.3% say teachers generally listen to what parents have to say, 66% say teachers give their child homework assignments that are designed for the family to do together at least once a month, and 62.3% of parents say teachers regularly communicate with them about their children's progress. (GTE/ED)

But there is a lot more work to be done to involve parents effectively in their children's education

- ▶ Parents believe they and teachers should learn more about family involvement. 79% of parents report that they want to learn more about how to be involved in their children's learning. 77% believed teachers could learn more about involving them in their children's learning. (GTE/ED)
- ▶ Elementary schools appear to do better in key aspects of family involvement than do middle schools and high schools. Parents of elementary school students report schools do better in the following areas than reported by parents of middle school students: explaining to parents what students should be able to know and do in each subject; inviting parents to observe classes in session;; discussing with parents a summer reading list for children; and inviting parents to participate in school committees or councils.
- ▶ Too many parents are still not involved enough their children and in their education. One third of students surveyed said their parents had no idea how they were doing in school, and 40% said their parents never attended school programs (Steinberg, 1996). Only 13% of parents say they have a lot of input into what subjects are taught, 11% say they have a lot of input into how the school budget is spent, and less than 5% say they have a lot of input into teacher hiring and promotion. (GTE/ED)

DEAPT 6/22

High-Performance Schools for the 21st Century: Meeting a Critical Need for Students and their Families

Leaders of the high-technology industry are announcing today the creation of a new private sector initiative to help principals, teachers, parents, and communities create high-performance schools based on demonstrated principles of good schooling. This initiative will support three kinds of public schools: new start-up schools, the speed-up of existing schools doing passably well but needing a shot in the arm to perform at world-class levels, and the turn-around of failing schools.

These industry leaders recognize and are acting on the premise that good public schools are a cornerstone of the nation's economic and civil well-being -- as well as the key to unlocking the American dream for students and their families across the nation. This fund will provide a new vehicle for corporate leaders to do their share to support effective improvements in American education.

The initiative will include:

- ▶ **A new school reform fund.** The centerpiece of this initiative will be a new fund to invest in good school leadership and support the start-up of new public schools, speed-up of existing schools, and turn-around of failing schools. The fund would provide planning and implementation grants to public schools demonstrating the vision, commitment and capacity to achieve critical principles of good schooling, help other schools learn from their successes and mistakes, and prepare students well for the 21st century. Because of the demonstrated importance of effective leadership at the school level, a critical objective of this fund will be to identify, support, and network effective school principals and/or leadership teams capable of creating and sustaining successful schools.

Founding companies have already raised \$ ___, and plan to raise many times more than that (give \$ figure?) in the coming months in order to help create and sustain good schools in communities across the nation.

- ▶ **A new non-profit organization** to manage the fund and other activities to support good schooling. The organization will be a 501C3 based in Silicon Valley and will be overseen by a board of proven leaders in the private sector and in education from across the nation. The organization and board members will be announced formally later this year.
- ▶ **Other support for school leaders and leadership teams in communities working to create and sustain good schools.** These activities include a conference for leadership teams of principals, teachers, parents, and community members seeking to create or improve their schools and interested in applying for grants. The Vice President and Tipper Gore have agreed to serve as honorary co-chairs of this conference to help teams create and sustain successful schools. Other activities include a series of teleconferences and on-line discussions to assist teams applying for and receiving grants, as well as mentorship programs linking schools receiving grants with leaders from successful corporations and schools.

Key Elements of Schools Receiving Support from this Initiative

Summary: Schools supported by this initiative will fall into one of three categories (start-up schools, speed-up schools, and turn-around schools) and will show how they will achieve certain critical principles of good schooling described below. They will be public, non-profit, non-sectarian schools open to all students regardless of their background or ability. They will be selected partly based on the strength and track record of their principals and/or leadership teams.

1) A strategic focus on 3 kinds of public schools: start-ups, speed-ups, and turn-arounds.

Start-up schools. With 6,000 new schools needing to be built over the next ten years to accommodate growing student enrollment and replace aging school facilities, there is an enormous opportunity to influence and get right the educational and architectural design of these schools. There are also a growing number of public charter schools created by the hard work of teachers, parents, and communities seeking to custom-make schools to help all students meet high academic standards.

Over the next few years, there will be a critical window of opportunity to resolve key questions facing America's newest schools. Will they be designed as smaller schools providing more personalized learning environments, or will they be built in an outdated "factory model" -- large, impersonal schools serving thousands of students? Will communities get these schools off on the right track with strong leadership, well-prepared teachers, and involved parents committed to clear missions and high standards? In addition to providing direct assistance to schools, this initiative will help create models and networks of "start-up" schools to benefit students, families, and communities around the nation.

Speed-up schools. Many schools are doing passably well, but have not yet upgraded their performance to prepare their graduates for the rigors of the new economy. With an increasingly global economy, more of our students need to master the basics and learn to higher academic standards than ever before. The fund will provide a jump start to these kinds of schools to help their students perform at world-class levels.

Turn-around of failing schools. While most public schools are doing at least passably well, there are a disturbing number of failing schools -- especially in large, urban school districts serving some of the nation's most needy children. This fund will provide direct support for turning around failing schools and provide models for tackling this serious problem around the country.

2) Investing in effective school leaders and leadership teams. Because of the demonstrated importance of effective leadership at the school level, a critical objective of this fund will be to identify, support, and network effective school principals and/or leadership teams capable of creating and sustaining successful schools. Schools will be selected partly based on the strength and track record of the school's principal and/or leadership team.

3) Seeking Commitment to Achieve Critical Principles for Good Schooling: A school seeking funding under this initiative will demonstrate a commitment and capacity to achieve the following principles.

A) Clear missions and high standards. The school has a clear mission, high standards for all students, and nationally recognized assessments that measure student performance in at least reading and math.

B) Strong school leadership. The school has an extremely capable school leader and/or leadership team committed to the school's mission and high standards.

C) Involved parents and communities. The school involves parents in their child's education and ensures regular communication among parents and teachers about student learning and progress. The school is committed to providing students with strong relationships with adults -- including parents, teachers, and mentors.

D) Good teaching. The school places a strong focus on excellence in teaching, including strategies to provide the training, mentorship, and professional growth needed to enable all teachers to help students reach high standards.

E) Personalized learning and effective use of technology. The school provides personalized learning for students through effective use of technology and other strategies such as small schools, small class size, schools-within-schools, and providing students with well-trained tutors and mentors.

F) Authority and accountability. The school has the authority needed to enable parents, teachers, and principals to custom-make their school in a way that addresses their students needs and helps them reach high academic standards. The school is held accountable for performance.

G) Values and citizenship. The school provides an education grounded in good citizenship and basic American values like honesty, respect, hard work, and working well with others. The school also ensures a safe, drug-free, disciplined learning environment conducive to learning.

4) Asking Schools to Take Responsibility. In order to receive support from this initiative, schools will agree to take responsibility for their performance and eventually for assisting other schools.

-- Schools must take responsibility for performance -- bonuses will be given for meeting or exceeding ambitious goals.

-- Schools must commit to use technology and other means to help other schools learn from their successes and mistakes.

THE FOLLOWING TWO PAGES PROVIDE ADDITIONAL IDEAS FOR YOU TO CONSIDER AS PART OF THIS WEEK'S ANNOUNCEMENT OR LATER.

What would be available to schools: This fund will provide several forms of support to schools that succeed in a competitive application process. A common theme is investing in people learning from others.

1) GRANTS

- ▶ **Implementation grants for public schools.** \$50,000-\$100,000 grants for schools to implement strong plans for becoming 21st century schools and realizing the principles for good schooling described above.
- ▶ **Smaller planning grants for high-potential school teams not yet ready for implementation.** \$10,000 planning grants for teams still in the initial stages of developing plans for starting up, speeding up, or turning around their school.

2) ADDITIONAL SUPPORT TO BUILD SCHOOL CAPACITY, SUPPORT TRAINING TIED TO HIGH STANDARDS, AND ENABLE SCHOOLS TO LEARN FROM OTHERS

- ▶ **Preparing and certifying one master teacher at the school** to be certified by the bipartisan national board for professional teaching standards. This teacher would commit to mentoring other teachers at the school.
- ▶ **Creating a world-class school leadership summer institute** providing intensive leadership development, oriented to principles of good schooling underlying this fund. Participation for principals and/or leadership teams from schools receiving grants would be free; other schools could attend institute for a fee.
- ▶ **Supporting an accounting firm to help conduct a financial analysis** of how resources are allocated by a school or district, and help provide options for how they could be better allocated.
- ▶ **Training and support for use of the new "dashboard"** to help teachers and parents communicate better about students and their academic progress. These schools would be the first schools to use this new technology tool, enabling other schools to learn how to use it well.
- ▶ **Mentorship and exchange programs for leaders of these schools**, linking them with successful leaders in companies and other schools. Small "mentorship" grants will be given to exemplary schools to help grant-recipients, who will later be asked to mentor other schools. CEOs contributing to the fund would also mentor schools receiving grants and visit the school at least once a year. Exchange programs will enable interested company employees to spend a year as a school technology director or apprentice teacher, while enabling an interested teacher or principal to serve for a summer or year as a apprentice at the company.
- ▶ **A series of teleconferences, on-line discussions, and a major national conference** with the Vice President and Mrs. Gore as honorary chairs.

3) ON-LINE TUTORING IN MATH, SCIENCE, AND OTHER CRITICAL AREAS. Employees of high-technology companies and others provide students and their families on-line tutoring. This could be a pilot of an initiative to make available high-quality on-line tutoring more broadly to students across the US.

DRAFT

Script for Technology Demonstration
(Draft., 6/22)

VP: (while equipment is being set up?) There are many ways for families and teachers to work together to support a child's learning. The human connection that we have seen this morning is so powerful -- parents and teachers reaching out to each other...getting to know one another... setting clear and high expectations for a child and working together to help that child meet those expectations...and communicating and acting on a deep commitment to a child's well being.

It is so important for parents to sit down with their children and just talk about things that matter. Talk about school... talk about the books their children are reading...and talk with their children about their friends, their homework, their dreams, and their disappointments.

This is more powerful if parents know how their children are doing in school, whether they have been doing their homework, what teachers expects students to learn, and what are their children's strengths and areas needing improvement in school. Parents need to understand what goes on in their child's school and how to better work with the school to improve their child's education. And all of this depends on strong communication between parents and their children's school and teachers.

As we stand ready to enter the 21st century, we can marshall new technologies to support enduring American values like a good education, parental involvement, high standards, and regular communication between parents and teachers. Designed and used well, new technologies can supplement -- not replace -- the human connection that is so important among parents, teachers, and students.

Today, I am very pleased to demonstrate one glimpse of how parents and teachers will soon be able to use new technologies to communicate and work together to help children learn and thrive. I would like to introduce Kim Polese from Mirmaba, as well as [fill in other people to be acknowledged], and thank them for developing this prototype after a challenge I issued to them earlier in the year.

This is an exciting concept that will be demonstrated in a moment, but there are other ideas and even existing technology tools to help parents, students, and teachers work together -- some of which will be presented later this afternoon. Family Education Network, Net Schools, IBM's projects, and others....I want to thank all of them, but all of these tools are just the beginning.

Kim, you have already been working hard on this. So thanks again for all of your work and for being here. Let's get on with the demonstration...[VP WALKS OVER AND SITS DOWN WITH KIM...]

Kim P: Introduces dashboard, explains concept and goal, technologies, partners, and origins.

VP: *Now, Kim, I understand that this is a prototype, a work in progress. So you will be able to work with parents, teachers, and students over the coming months to figure out how this can best meet their needs?*

Kim: Absolutely. We think this is a powerful framework and beginning. But we need and will seek their help to make this as useful as possible. (Kim will explain what is on screen and will explain that this is what someone will see when they begin...)

VP: *OK. Let's say I am the parent of a fourth grader and I want to know more about my kid's classroom. How does it work?*

Kim: [Login screen] (Explanation of who can get on, and how...parent, teacher, student, guest. Add that this is all done with the greatest security -- password-protected, etc. so that only parent can access certain info, less info for students, guests, etc. So, Mr. Vice President, you log on as a parent...)

[Homeroom screen] (Explanation of homeroom, using example of VP as parent of 4th grader Billy.)

VP: *Hmmm...all of the info I might want on Billy's classroom and school events, class projects, homework Billy's progress. Kim, can I be the first parent to give you input...can we change "games" to learning games". [Kim says sure, good point, I'll note that.] And are those e-mails from Billy's teacher Mr. Johnson for me? Homework due Thursday, ok...BILLY's MATH HOMEWORK IS MISSING??!!*

Kim: [screen showing e-mails from teacher] (Explains e-mail function, reads e-mail from teacher to Gore -- dog ate Billy's homework)

VP: *That's very disturbing. We haven't had a dog in years. Kim, let me send a message back to the teacher explaining this and figuring out what we should do. Can I do that?*

Kim: Of course [screen showing e-mail to teacher...type in e-mail re: we don't have a dog]

VP: *What if Billy told me he didn't have any homework? As a parent, how can I find out what homework he is supposed to be doing?*

CEO: [screen shows homework pages] Demo homework pages

VP: *This is really helpful. This homework problem could have been going on for a long time. Now I can see what homework my kid needs to do, what he has and hasn't done. Without this I wouldn't have known until too late - when his report card came. As a parent, could I use can I keep track of his progress?*

KIM: [screen shows progress pages -- attendance and grades. test score page too?]

VP: *Now, Kim, let me ask you a couple of questions. First, it seems to me very, very important that this information be very private and secure -- and information on Billy should only be available to Billy's parents. How will this ensure such privacy?*

KIM: (explain that privacy is one of the fundamental values built into design: 1) Password-protected and password only available to parents, 2) cutting edge technology to ensure security and privacy, more private than if information was just sitting in current school computers or files, 3) voluntary for any school, of course, 4) parental control -- design can work so that information on Billy only put in computer if consent form is signed by parent, and parents can choose to end Billy's participation at any time, 5) This information would never be kept on national site, only placed on school or district server, enhanced by best security technology)

VP: *Second, let's say my child's school uses a different grading system (1-100, needs improvement vs. very good, even progress toward learning goal). Can schools adapt this to their own grading systems? [Kim says yes, this is all adaptable to the needs of individual schools...] OK, back to Billy. Now, Billy is doing very well in math. That's kind of surprising -- we just had a study released at the White House the other week saying America's 4th graders are doing among the best in the world in science and are outpacing students in most countries in math. You know, Kim, there's a movement in this country to set clear, high standards for what students should know and learn in subjects like math. How can I find out what are the standards for what Billy should be learning in math?*

Kim: [screen shows standards pages] Demo standards, including math standard

VP: *Now, Kim, I think this is one of the most exciting aspects of this technology, but it seems to me it is very important that this be designed to make it very clear to parents what their student should learn at their school, and then be able to compare that to national and even international standards? Even to compare their student's work with student work meeting the highest standards. I'd like to ask you to work with some of the groups working on standards to figure out a design making this all as clear to parents as possible...*

[Kim -- yes, this is the piece we think needs the most input. Mr. Vice-President, we'd be very happy to work with parents, teachers, school districts, and states to figure this out...]

VP: So, it looks like Billy may need some extra help in math. Where we get help for Billy in math, and for me and Tipper to help Billy learn math better?

Kim: [screen shows parents on-line and page on finding tutors]. (Billy's school and community could make available a list of nearby tutors, AND you could use this to find on-line tutoring for Billy as well.)

VP: You know, when Secretary Riley comes up here in a few minutes, he will tell us about a Department of Education workshop to help schools and communities develop effective on-line tutoring strategies. Kim, we might enlist you and some of your employees as tutors...

Kim: (Sign us up! Let me show you one last page, the school profile page. This will tell you all you want to know about Lincoln school, as well as other schools in the area

VP: Kim, this is great. You know, the President and I have been pushing for more public school choice -- so that students and their families can choose which public school to attend. Could they parents use this to shop around for a good public school for their child? (Kim: absolutely). Hmm...this is a lot of good information for any parent about their child's school -- the school's standards, mission, information on afterschool activities, even examples of great student work.

VP: Now, let's say I wanted to find out how my child's school and school district is allocating its resources. You know, things like what portion of my taxpayer dollars are going into teaching as opposed to administration. Could I find out through this?

Kim: (Yes, you would just have to hit the school finances line, and find all of that out -- assuming your school and school district made that information available.)

VP: Well, more need to make that available, and a blank page behind that line might make some more parents curious to find out...Well, we're running out of time today, but I appreciate the efforts that you and the other companies have made here. Today, on behalf of parents and teachers everywhere, I am issuing a challenge the technology industry: use your ingenuity, your creativity, your technological know-how to provide parents and teachers new tools to help us work together, communicate, and help children learn and thrive. As the pioneers in a new technological and economic age, keep your eye on how to support these basic, enduring American values and needs. This can be one of your greatest contributions to the nation. Thank you Kim, for giving us all a glimpse of the potential if we work together in this vital endeavor.

(Announcement/challenge that this product will be available to all schools for free within _?)



PARTNERSHIP
for Family
Involvement
in Education

The Study of Opportunities for and Barriers to Family Involvement in Education

PRELIMINARY RESULTS

**A Survey Sponsored by the Partnership for Family Involvement in Education,
the U.S. Department of Education, and the GTE Foundation
Conducted by the National Opinion Research Center at The University of Chicago**



SURVEY HIGHLIGHTS

OPPORTUNITIES FOR AND BARRIERS TO FAMILY INVOLVEMENT IN EDUCATION

- **Good News! Parents think school staff see them as important partners in helping their children learn.** Eighty-eight percent of parents report that their children's schools treat them as important partners in encouraging their children to learn.
- **But! Schools still need to work harder in meeting parents needs.** While schools do many things to involve parents in the schooling process, fewer than half of all parents had been formally asked by schools about what assistance they might need to be more involved in their children's learning.
- **And! Parents are eager to increase their involvement in their children's education and believe teachers should have more training in working with families.** Seventy-nine percent of parents interviewed report that they want to learn more about how to be involved in their children's learning. Almost 77 percent believed teachers could learn more in involving parents in their children's learning.
- **Some schools seek to engage parents as partners in their children learning by signing learning agreements.** Over 37 percent of parents and teachers signed an agreement about how they would support learning in the classroom; 32 percent signed an agreement for supporting learning at home.
- **The new technologies are not widespread as tools for schools to communicate with parents.** Seventy-six percent of parents reported that their schools used two or more technologies to communicate with parents—usually newsletters and telephone calls. Schools are now beginning to explore the additional opportunities for interaction afforded by voicemail (21 percent), web sites (12 percent), and electronic mail (11 percent). These new technologies are most rare in rural areas.
- **There is a gap between schools letting parents understand what their child should know academically and showing them what constitutes successful work at their child's grade.** While 54 percent of parents said the

school let them know what their child should know and be able to do in each subject, a full 62 percent of parents said they were either not provided with samples of successful student work or were provided with samples "just okay."

- **Parents express a strong demand for after-school programs:** 82 percent of parents have a child who attends an after-school program or would like their child to attend an after school program. Urban parents were most likely to be willing to pay for after-school programs.
- **Computer classes, art and music courses, and community service rank high as activities for after school programs.** Of these parents (who enroll or would like to enroll their child in an after-school program), 96 percent feel that their child would benefit from an after-school program that included computer technology classes and 92 percent feel that their child would benefit from arts, music and cultural after-school activities. Among middle school parents, 91 percent favor after-school community service or volunteer opportunities for their children.
- **Parents want to be partners but are not integrally involved in decisions affecting the academic life of a school.** Over 66 percent of parents have no input into teacher hiring and promotion and 25 percent are involved some but believe they should have more say; 56 percent have no input into the amount of time allocated to subjects and 33 percent say they have some say but believe they should have more; 40 percent have no input into the subjects being taught and 44 percent say they have some but believe they should have more; and 38 percent have no input into how the school budget is spent and 46 percent say they have some but believe they should have more. Parents are most involved in setting school discipline practices, not academic policies (77 percent some or a lot).
- **Parents want information on college-going.** Of the 84 percent of parents who were employed at some time during the last school year, 30 percent had employers who provide information about ways to pay for their children to attend college or receive other education after high school. Seventy-nine percent of working parents reported that having this service was important to them.

OVERVIEW

The Study of Opportunities for and Barriers to Family Involvement in Education is sponsored by the Partnership for Family Involvement in Education, the GTE Foundation, and the U.S. Department of Education. Through a ten-minute telephone interview, the study asks parents of elementary and middle school* students to report on several dimensions of their involvement in their children's education, including:

- How parents feel about their opportunities to be involved in their children's schooling
- How schools encourage parental involvement in students' learning
- What additional educational resources parents value, for example, information on college going and the use of after-school programs to enhance learning
- How and what schools communicate to parents about students' learning, for example, the use of technology in learning and communicating with families
- What employers do to support parental involvement in schooling.

Study participants are drawn from the 1996 General Social Survey, which constructed a nationally representative sample of households to study social indicators in the United States in the Spring of 1996. Each participant was asked to discuss the schooling experiences of one child during the 1996-1997 school year. That child was randomly selected from all of the children enrolled in grades one through eight in a regular school and for whom the participant was a primary caretaker. The preliminary results presented here reflect information collected from approximately two-thirds of parents identified by the earlier survey. Because interviewed parents resemble the full sample on key demographic characteristics, the results below are likely to become more precise as additional interviews are completed, but may not change dramatically. The study is being conducted by the National Opinion Research Center at The University of Chicago.

* Elementary school denotes grades one through four, middle school grades five through eight.

Families involved in education: How do parents feel about their involvement in their children's education?			
	All Parents	Elementary School Parents	Middle School Parents
Parents who want to learn more about how to be involved in their children's learning.	79	81	77
Parents who want to be more involved at their children's school.	73	73	73
Parents who think their children's teachers could learn more about involving parents in their children's learning.	77	75	78

- Parents in the Family Involvement Study are eager to increase their involvement in their children's education: 79 percent of parents interviewed report that they want to learn more about how to be involved in their children's learning. Seventy-seven percent of parents also think that their children's teachers could learn more about involving parents in their children's learning.

Involving Parents in the Schooling Process: What are schools doing to bring parents in? (Percent of parents reporting that their schools take the following steps to involve parents:)			
	All Parents	Elementary School* Parents	Middle School* Parents
Treat parents as partners in students' learning	88	89	87
Ask parents how to encourage involvement	Informally 63 Formally 46	Informally 67 Formally 46	Informally 59 Formally 47
Enable parents to reach children at school	90	91	90
Schedule meetings off of regular business hours	78	82	73
Try to involve both parents whether or not they live in the same household	62	62	61
Offer after hours call-in times	57	59	56
Discuss a summer reading list with parents	50	57	41
Require parents to sign children's homework each night	40	47	32
Provide child care during parent-teacher conferences	28	32	23
Provide a place for parents to meet	28	30	26

- Eighty-eight percent of parents report that their children's schools treat them as important partners in encouraging their children to learn. While schools do many things to involve parents in the schooling process, fewer than half of all parents had been formally asked by schools about what assistance they might need to be more involved in their children's learning.

Teachers and Parents Joining Together (Percent of parents reporting that:)			
	All Parents	Elementary School Parents	Middle School Parents
Teachers require parents to sign children's homework each night	40	47	32
Parents and teachers signed an agreement to support in-class learning	37	38	37
Parents and teachers signed an agreement to support learning at home	32	33	31

- Parents and teachers are joining together to recognize that everyone must support learning wherever it takes place - in the classroom or in the home. The 1996-1997 school year began with 37 percent of parents signing agreements with their children's teachers to support in-class learning. Thirty-two percent of parents signed agreements with teachers to support at-home learning. In-class learning meets at-home learning when parents review their children's homework each night as part of a nightly requirement to sign assignments.

Information from the school:

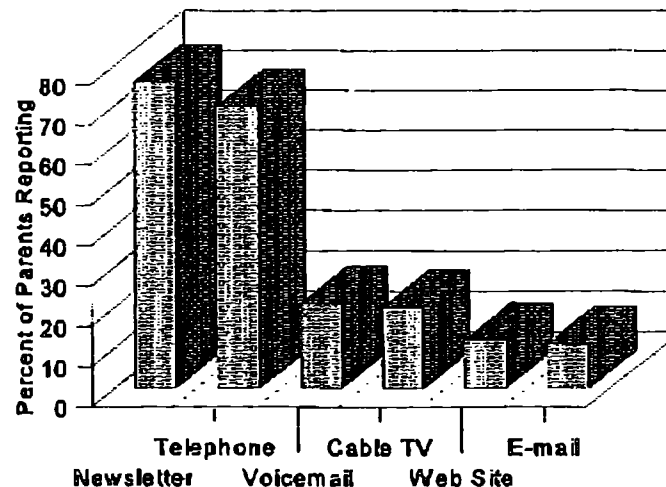
How are schools communicating with parents?

(Percent of parents whose schools use the following ways to exchange information with parents:)

	All Parents	Elementary School Parents	Middle School Parents
Newsletter	76	80	71
Telephone Calls to Parents	70	71	69
Voicemail	21	17	26
Community Cable Television	20	20	20
Web Site	12	13	11
Electronic Mail	11	11	11

- Seventy-six percent of parents reported that their schools used two or more technologies to communicate with parents. While newsletters and telephone calls are the most common ways for schools to exchange information with parents, schools are now beginning to explore the additional opportunities for interaction afforded by voicemail, web sites and electronic mail.

How Schools Communicate



Information from the school: What are schools telling parents about? (Percent of parents whose schools did 'very well' in sharing:)						
	All Parents		Elementary School Parents		Middle School Parents	
	(Percent of all parents whose schools did 'very well' in sharing:)	(Percent of remaining parents who would like to know more:)	(Percent of parents whose schools did 'very well' in sharing:)	(Percent of remaining parents who would like to know more:)	(Percent of parents whose schools did 'very well' in sharing:)	(Percent of remaining parents who would like to know more:)
How students are expected to behave	69	25	71	79	67	80
What students should know and be able to do	54	43	62	92	45	94
Examples of successful work done by students	38		44		31	
Information about educational options for future high school students	29	87			29	87

- Sixty-nine percent of parents rated their schools as doing 'very well' in letting parents know how students are expected to behave in the classroom. Fewer (56 percent) gave the same 'very well' rating about how well schools let parents know what children should know and be able to do at their grade level in each subject. Less satisfied parents are more interested in learning more about achievement goals than about discipline issues. As with achievement goals, the demand from middle school parents (87 percent) to know about educational options for future high school students greatly outstripped the supply of middle schools who communicate these options 'very well' (29 percent).

Beyond the school day and the school year (Percent of all parents who:)			
	All Parents	Elementary School Parents	Middle School Parents
Have a child in an after-school program	35	32	39
Pay fees for an after-school program	18	19	17
Are interested in free after-school programs	79	77	82
Would pay a fee for an after-school program	74	73	76
Have a child in a school-based summer program	18	20	16
Paid for a school-based summer program	10	10	10
Are interested in a free school-based summer program	70	69	71
Would pay a fee for a school-based summer program	74	71	77

- Parents express a strong demand for after-school programs: 82 percent of parents have a child who attends an after-school program or would like their child to attend an after school program.

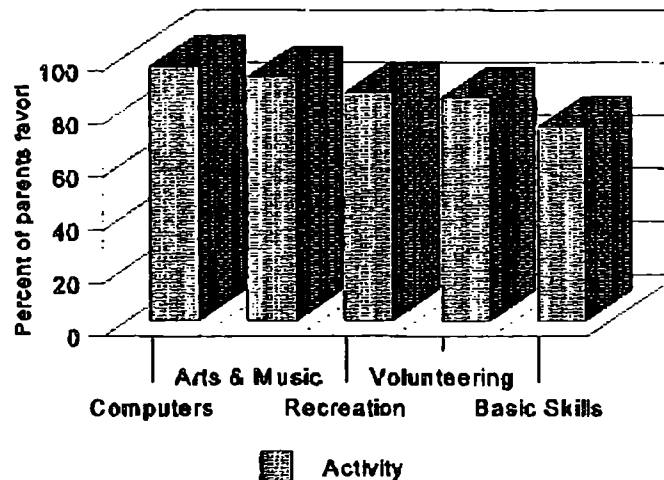
After-School Activities: What do parents want?

(Percent of parents with children in after-school programs or who would like their children to attend an after-school program reporting that their child would benefit from:)

	Parents Who Want After-school	Elementary School Parents	Middle School Parents
Computer technology classes	96	96	96
Arts, music and cultural programs	92	94	89
Supervised recreational activities	86	86	86
Community service or volunteer opportunities	84	77	91
Basic skills enrichment or tutoring	73	72	74

- Of these parents (who enroll or would like to enroll their child in an after-school program), 96 percent feel that their child would benefit from an after-school program that included computer technology classes and 92 percent feel that their child would benefit from arts, music and cultural after-school activities. Among middle school parents, 91 percent favor after-school community service or volunteer opportunities for their children.

After-School Activities



**New Parent Survey on Findings on Family Involvement In Education:
Parents Say Schools Try to Keep Them Involved, But Much More Work Is Needed,**

Preliminary findings from a new parent survey on family involvement in education was released today by the Partnership for Family Involvement in Education, the U.S. Department of Education, and the GTE Foundation. The survey was conducted to develop a better understanding of family involvement in education – an issue that many educational researchers, teachers, parents, and corporate leaders say is the most important ingredient in a good education.

Parents of elementary and middle school students were asked about many aspects of their involvement in their children's education and about how their school keep them involved. Key survey findings include:

- **Parents think schools see them as important partners in helping their children learn, and there is plenty of good news about family involvement.** 88% of parents report that their children's schools treat them as important partners in encouraging their children to learn. 86.3% say teachers generally listen to what parents have to say, 66% say teachers give their child homework assignments that are designed for the family to do together at least once a month, and 62.3% of parents say teachers regularly communicate with them about their children's progress.
- **But, an overwhelming majority of parents believe that they and their children's teachers should learn more about how they can be effectively involved in their child's education.** 79% of parents report that they want to learn more about how to be involved in their children's learning. 77% believed teachers could learn more about involving them in their children's learning.

- **According to parents, elementary schools appear to do better in key aspects of family involvement than do middle schools.** Parents of elementary school students report schools do better in the following areas than reported by parents of middle school students: explaining to parents what students should be able to know and do in each subject (62% of elementary school parents say the school did very well, as opposed to 45% in middle school); inviting parents to observe classes in session (41% of elementary school parents say they have been invited many times, as opposed to 27% in middle school); discussing with parents a summer reading list for children (57% of elementary school parents, as opposed to 41% in middle school); and inviting parents to participate in school committees or councils more than once or twice (61% of elementary school parents, as opposed to 46% in middle school).
- **For many, new technologies remain an untapped resource for schools to communicate with parents.** While ___ % of schools have web sites, only 12% of parents reported that the school makes available information through its web site on the internet on school activities, homework assignments, or student progress. 11% said the school made available information through e-mail, and 21% said the school made available information through voice mail.
- **Most parents are either not involved -- or would like to be more involved -- in decisions affecting the academic life of the school.** Only 13% of parents say they have a lot of input into what subjects are taught, 11% say they have a lot of input into how the school budget is spent, and less than 5% say they have a lot of input into teacher hiring and promotion.
- **A third of parents said they signed agreements with teachers about how each would support a child's learning.** 37% signed an agreement with teachers about supporting learning in the classroom. 32% signed an agreement about how to support learning at home.

A COMPACT FOR LEARNING

**An Action Handbook for
School-Family-Community Partnerships**

June 1997



A Compact for Learning: An Action Handbook for Family-School-Community Partnerships

Special appreciation goes to those who have participated in the review of this publication, including the Title I coordinators from Nebraska and Rhode Island, the parent organizations who field-tested the materials, and the many others in Planning and Evaluation Service, in the U.S. Department of Education, at Policy Studies Associates, and elsewhere who have contributed to this publication.

The following edition of *A Compact for Learning* was produced for the Vice President's Family Reunion Conference on July 24-25, 1997. The published version will be available late Summer 1997. Please call 1-800-USA-LEARN to reserve your copy. Also, it will be available, along with related resources and links, through the Department's Web site at <www.ed.gov>. Your comments and ideas are invited. Please send them to:

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PARTNERSHIP
for Family
Involvement
in Education

THE COMPACT LEGISLATION

Public Law 103-382, *The Improving America's Schools Act*, Section (d)
"Shared Responsibilities for High Student Performance":

"As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Such Compact shall . . .

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student performance standards; the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities."

Foreword

All across America there are communities pulling together to strengthen education. Parents, teachers, and community and business leaders, in every part of our country, are creating compacts to build and strengthen partnerships for improved student learning.

A compact is a commitment to sharing responsibility for student learning and an action plan for a family-school-community partnership to help children in your school get a high-quality education. This user-friendly handbook is designed to walk your family-school compact team through the steps of building a compact. It provides information, strategies, examples, and checklists to help parents, educators, and community members develop effective, workable compacts that can improve your school and increase student achievement. The handbook includes a section of activity sheets to involve and assist your partners in the creation and use of a compact.

A Compact for Learning is part of a series of handbooks that will highlight key issues of interest to teachers, parents, and principals who want to make their school better and reach for standards of excellence. These materials will be available on the U.S. Department of Education Web site with links to resources, examples, and other school improvement aids.

In addition, there will be a new source of information available in 1999 that educators can use to improve schools. Interested states can participate in a voluntary new test of reading at grade 4 and of math at grade 8. These tests will provide valuable information to parents and educators on how well their students are mastering the basics and on how they are progressing in comparison to students in other states and even in other nations.

This handbook and the Web site are both works in progress. We welcome your comments and hope that you will share your experiences with family-school-community compacts. Please mail your ideas or a copy of your compact to:

The Partnership for Family Involvement in Education
600 Independence Avenue, SW
Washington, DC 20202-8173

Many of these compacts and tips will be put on the Partnership Web site, which will be available through the U.S. Department of Education's home page at <www.ed.gov>.

We look forward to hearing from you.

Richard W. Riley
U.S. Secretary of Education

Table of Contents

Introduction.....	8
I. What is a compact?.....	9
II. The new Title I focuses on high standards and student achievement.....	10
III. What does a compact look like?.....	16
IV. How do you create your own compact?.....	18
 Step 1: Come Together as a Team	20
 Step 2: Create your Compact	22
I. Gather information	22
II. Decide on your school's learning goals	23
III. Write the compact	26
IV. The community commits	31
 Step 3: Use your Compact	32
I. Launch the compact	32
II. Build support for the compact	33
III. Maintain the initiative	34
 Step 4: Evaluate the Results of the Compact	36
I. Current performance	37
II. Assessing current performance	38
III. Sources of information on performance	39
IV. Example of a school profile	41
V. Lessons for using data	43
 Step 5: Strengthen your Compact	44
 Conclusion: Turning Obstacles into Opportunities	46
 Worksheets	49
#1 <i>Step 1: Team Up</i>	51
#2 <i>Step 2: Set a Course for Success</i>	52
#3 <i>Step 2: Make your Commitments</i>	53
#4 <i>Step 3: Check your Pulse</i>	54
#5 <i>Step 4: Evaluate the Results</i>	55
#6 <i>Step 5: Create Action</i>	58
 Appendix: Key Resources	60
 The Partnership for Family Involvement in Education	67

Introduction

"Better education is everybody's business."

—The Partnership for Family Involvement in Education

Today, we benefit from 30 years of research showing that families are important educators of their children. Until recently, however, parents were told, "Hands off, you don't know how to do it." Not any more.

Truly, this is a new time in education, a time calling for the widest participation from school staff, family members, and students. All are asking, "What do we need to know? What are our responsibilities? What are the benefits of our actions? How can we work together?"

Long ago, teachers, principals, and other educators noticed that the kids whose families were interested and involved in their education also happened to be the kids who were most successful in school. Now research shows us that this is no coincidence. Family involvement makes a difference: in fact, it can make **the**

difference in a student's achievement at school and in life. Many schools make family involvement an objective and sponsor family involvement initiatives and activities. While the immediate goal may be the involvement of families in the education of their children, the end goal is to improve student learning and to support effective school performance.

To recognize that learning takes place everywhere, at every moment, is to realize the momentous power of the family-school-community partnership. Schools and families have mutual responsibilities for learning at school, at home, and in the community. Learning is and always has been a joint effort. Only now, the strategy of family involvement is to make this joint effort a planned initiative with a purpose—to help all students learn to high standards. In order to do this, schools and families must actively recruit one another, drawing upon and supporting the special talents, abilities, and insight that each partner can offer.

Title I of the Improving America's Schools Act of 1994 supports local efforts to help children meet challenging standards and to get families involved. Every school receiving

"Start with parents. The moral child and the achieving student are just about always connected to an involved parent."

—Secretary of Education Richard W. Riley

Title I funds must develop a compact. A compact has the potential to create both consensus and action, forming a partnership among the school, families, students, and the community to help all children learn and achieve to challenging standards.

In a 1995 Phi Beta Kappa/Gallup poll, 89 percent of parents indicated their willingness to sign a “contract” or a compact stating the mutual responsibilities of the school, the parents, and the student.

I. What is a compact?

At its most basic level, the Title I compact is a written commitment developed at the school to help children achieve to a community's and a state's high standards so that they are prepared for college and for the world of work. It is a commitment indicating how all members of a school community—parents, teachers, principals, students, and concerned citizens—agree to share responsibility for

improving student achievement. The compact incorporates a vision for the school and its students, the policies in place, and the mutual responsibilities we all have for improving education here and now. Providing a strong foundation for action, it brings together in one place the opportunity to build partnerships that improve student learning.

The Title I compact specifically identifies our shared responsibilities:

To help children achieve to high standards.

To communicate effectively and frequently between home and school.

To build capacity for the family-school partnership through volunteering and training.

II. The new Title I focuses on high standards and student achievement

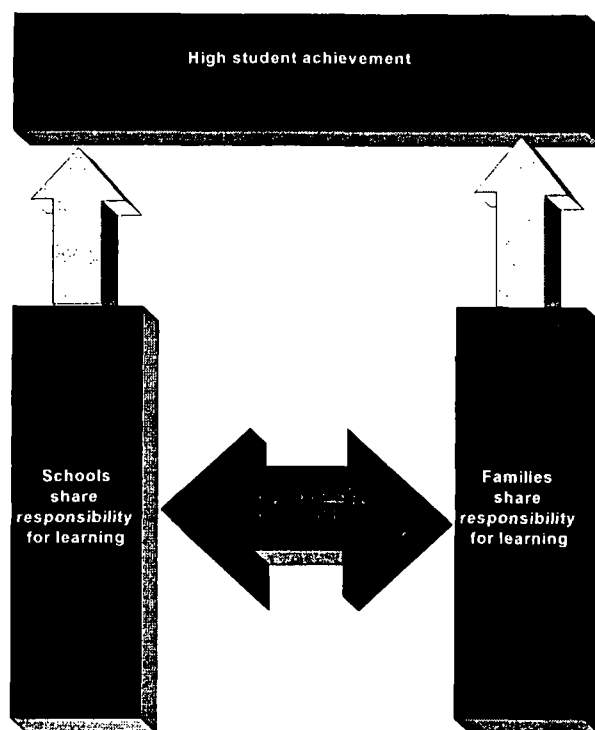
It is important to understand how academic standards and the compact work together to improve student learning and increase student achievement. The new Title I legislation introduces substantial changes to strengthen learning in a schoolwide program. A central focus of the new law is its emphasis on teaching and learning to a state's high standards. Remediation through worksheets and drill and practice is not enough: students must be able to apply what they learn to the world around them. They need to be able to adapt and to form new ideas in preparation for the fast-paced changes ahead.

Results from recent international comparisons of students' achievement in math and science and student success on college entrance tests (SATs and ACTs) show that taking rigorous courses is a strong predictor of high achievement. Setting high standards is the first step to both rigorous course work and high achievement. Consider your standards as you develop a compact. Standards help parents answer frequently asked questions such as: "What is it that my child should know?" and "Is my child learning?"

Standards provide an absolute measure of performance for all students to achieve. In this way, standards are different from grades, which assess student performance by judging one student's work against that of his or her peers. While the grading system places students within a range or a bell curve, standards-based reform rests on the idea that with effort and instruction, each and every student can successfully reach the standards of what all students should know and learn.

The framework on the following page illustrates the connection between the compact and high standards.

A Framework for Building Your Compact



High Expectations and Challenging Standards: Good Practice, Good for Students

Standards are guideposts to help us tell what all children should know and be able to do. Students and schools tend to achieve at the level expected of them. Standards need to be high so that children and youth can acquire the abilities to take an active role in society today and tomorrow.

Content standards establish learning priorities by grade level. Standards ensure that the basic concepts and skills being taught in one class will be the same ones being taught in another class across town. They need not be taught by the same methods or by using the same topics. For example, Miss Garcia may ask her fourth-grade class to observe and describe the physical characteristics of the local neighborhood using charts organized by physical features (trees, hills, roads, and the like). Mr. Smith might ask his class to break up into small groups and construct physical models of the neighborhood. Both teachers are teaching the essential elements of geography.

When the children are tested, both classes need to be able to meet the standard, found in their geography test, of being able to describe the physical characteristics of locales (terrain, climate, weather, and so forth) even though the classes learned this information in different ways.

Performance standards allow us to evaluate student work against what students should be learning as identified by parents, citizens, and educators in their states and communities. Consistent standards allow Miss Garcia's and Mr. Smith's fourth-grade students to be judged against the same set of rules—the same set of standards of what students are expected to know. If children in both classes correctly answer 18 out of 20 questions on their test, both teachers agree that their students have mastered the material.

Content standards

Content standards describe what every student should know and be able to do. The following is an example of the content standards used at Signal Hill Elementary School in Long Beach, California.

A fluent third-grade reader:

- Increases vocabulary by understanding concepts such as synonyms, antonyms, and homonyms.
- Recognizes root words, prefixes, and suffixes.
- Demonstrates literal comprehension by recalling details and sequencing events.
- Identifies the main idea, recognizes cause/effect relationships, makes inferences and predictions from reading selections, and draws conclusions from the overall meaning of a selection. This continues through grades four and five.
- Uses interpretive skills to determine characters' feelings and attitudes, the setting of a selection, and the author's feelings and attitudes about a topic.
- Can identify text by genres (for example, fairy tales, letters, plays, short stories, biographies).
- Selects the appropriate definition for multiple-meaning words.

Performance standards

Performance standards answer the question of “how good is good enough?” or how well students have met the content standards established by a state or community. Kentucky has developed the following performance standards to assess how well students are meeting the content standards within core academic areas.

Distinguished

- The student completes all important components of the task and communicates ideas clearly.
- The student demonstrates an in-depth understanding of the relevant concepts and/or process.

- Where appropriate, the student offers insightful interpretations or extensions (generalizations, applications, and analogies).

Proficient

- The student completes most important components of the task and communicates clearly.
- The student demonstrates understanding of major concepts even though she/he overlooks or misunderstands some less important ideas or details.

Apprentice

- The student completes some important components of the task and communicates those clearly.
- The student demonstrates that there are gaps in his/her conceptual understanding.

Alignment of standards

The National Assessment of Educational Progress (NAEP) defines three main levels of fourth-grade reading: basic, proficient, and advanced. These levels help explain what it means to read well by the fourth grade. The following sample passage is from *Charlotte's Web*, by E.B. White. While not from the actual NAEP, it helps illustrate the application of performance standards to a content area, in this case to reading comprehension.

Having promised Wilbur that she would save his life, she was determined to keep her promise. Charlotte was naturally patient. She knew from experience that if she waited long enough, a fly would come to her web; and she felt sure that if she thought long enough about Wilbur's problem, an idea would come to her mind. Finally, one morning toward the middle of July, the idea came. "Why how perfectly simple!" she said to herself. "The way to save Wilbur's life is to place a trick on Zuckerman. If I can fool a bug," thought Charlotte, "I can surely fool a man. People are not as smart as bugs."

- Students at the ***basic*** level are able to read the passage and tell what Charlotte promised Wilbur.
- Students at the ***proficient*** level are also able to describe why Charlotte thought she could fool Zuckerman.
- Students at the ***advanced*** level recognize that Charlotte compares waiting for ideas to entrapping a fly.

It is important not only to understand what content and performance standards are but also to see how they fit together. The following table illustrates how the NAEP performance standards can help show whether or not students are meeting the content standards for reading at Signal Hill.

NAEP Performance Standards	Signal Hill Content Standards
■ Students at the <i>basic</i> level are able to read the passage and tell what Charlotte promised Wilbur.	■ Demonstrates literal comprehension by recalling details and sequencing events.
■ Students at the <i>proficient</i> level are also able to describe why Charlotte thought she could fool Zuckerman.	■ Recognizes cause/effect relationships. ■ Makes inferences and predictions from reading selections. ■ Draws conclusions from the overall meaning of a selection.
■ Students at the <i>advanced</i> level recognize that Charlotte compares waiting for ideas to entrapping a fly.	■ Uses interpretive skills to determine character's feelings and attitudes and the author's feelings and attitudes about a topic.

As you can see in the above chart, Signal Hill sets high expectations for its students through its rigorous content standards, which move from the most basic level of "literal comprehension" to an advanced level of interpretation.

The compact is a plan and a commitment for helping students achieve to high standards. On the next page, you'll see how Signal Hill's compact builds on its academic standards by setting high expectations for all students and for all of its partners.

III. What does a compact look like?

Developed at Signal Hill Elementary School, the following school-family compact focuses on improving students' academic achievement. The compact is only one piece of a larger family-school partnership focused on three critical areas: setting high standards and expectations (illustrated in the previous examples); communicating; and building capacity through volunteering and training.

Signal Hill Elementary School Compact

The School

The staff and parents/guardians at Signal Hill Elementary have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students at Signal Hill Elementary School and to show how the school and family are working together to educate the children at Signal Hill Elementary, the staff and parents/guardians of Signal Hill Elementary School agree to implement the following programs and activities:

- Signal Hill Elementary School will provide an academic program that is rigorous and challenging and provide an accelerated math and science program.
- Signal Hill Elementary School staff will provide intersession and after-school enrichment programs for all students.
- Signal Hill Elementary School staff will communicate with families on an ongoing basis regarding the students' academic progress.
- Signal Hill Elementary School will implement a K-5 homework program that emphasizes meaningful practice of instructional content and writing in all content areas.
- Signal Hill Elementary School will involve parents/guardians in the governance of the school.

Principal

Teacher

Signal Hill Elementary School Compact

The Home

The school and families of Signal Hill Elementary recognize that while both parties agree that the expectations listed here are necessary in order to strengthen the communication and commitment between the home and the school, rare occasions may arise where one or both parties will have difficulty fulfilling all or part of this compact. It is also recognized that the school's purpose is to support the community and its families in whatever manner is necessary and reasonable within its ability to do so, and likewise, it is the family's responsibility to support the child and the school community.

- Parents/Guardians at Signal Hill Elementary school will volunteer at least ten hours a year at the school.
- Parents/Guardians at Signal Hill Elementary school will send their children to school appropriately dressed, prepared to learn, and on time.
- Parents/Guardians at Signal Hill Elementary school will read to their children at least 15 minutes a night.
- Parents/Guardians at Signal Hill Elementary school will attend at least one parent/teacher conference a year to discuss the academic progress of their children.
- Parents/Guardians at Signal Hill Elementary school will assist their children with their homework assignments on a regular basis to ensure completeness and accuracy.

Parent/guardian

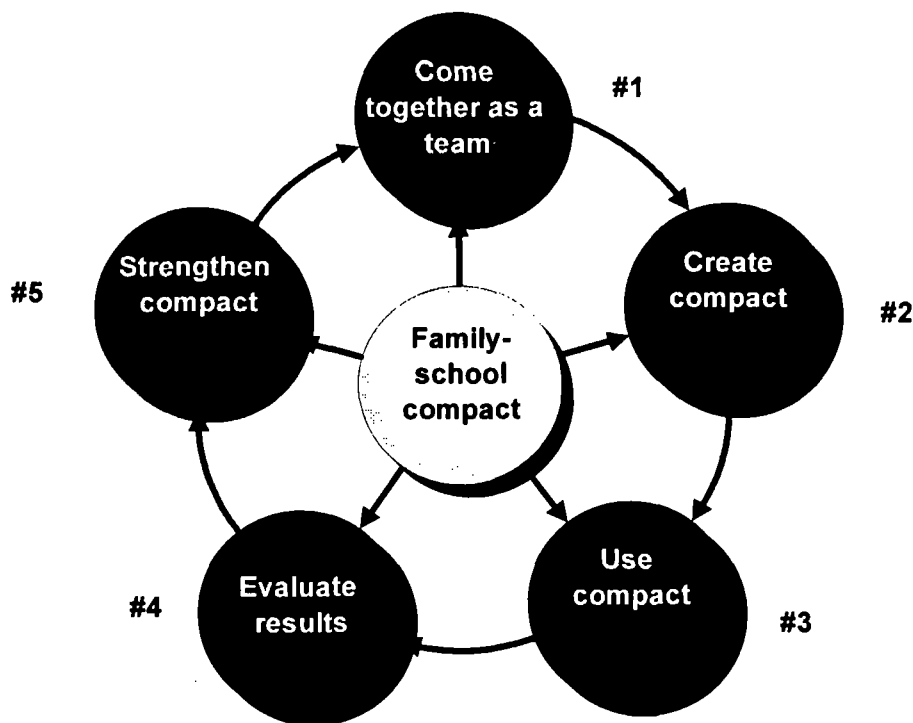
The Signal Hill compact is a commitment to high standards and expectations achieved through a rigorous academic program. The Signal Hill compact explicitly recognizes the importance of ongoing communication between families and schools. It addresses the need to build capacity through volunteering and parent involvement in school decisions. In addition, Signal Hill has included its own specific priorities, such as an accelerated math and science program and writing in all content areas. In your compact, you may want to identify other educational goals, such as making your school safe and drug free and applying modern information technology (for example, computers and the Internet) to learning, as they relate to your own school's priorities.

IV. How do you create a compact?

This action handbook explores the steps in the compact process illustrated in the diagram below. It suggests ways that you and your partners can adapt the steps to meet your needs and circumstances while meeting the requirements of the Title I law. Intended to serve a variety of schools, this workbook may be used with a site-based management council, a family-school advisory group, or any other group that works closely with the school. Developing a partnership compact is good practice for any school.

Following the brief explanations of the various steps in the compact process, you will find a section of worksheets keyed to each of the five steps to use with your compact team. Putting ideas on paper will help to focus your thinking and your planning. The real action, however, will take place in the discussion, outreach, and fulfilled commitments of the compact. Good luck and remember that successful partnerships make successful schools!

The Five Step Compact Process



Step 1:

Come Together as a Team

The task of writing a family-school compact is an opportunity to create new partnerships in your school community. Principals and teachers, parents and other family members, and students and community members all have a role in helping students learn and achieve to standards of excellence. As you come together, here are some team-building strategies to consider.

- ☐ Engage the whole school and community. Although compacts are required only for children receiving Title I services, a whole school compact promotes high standards and goals of excellence for all children.
- ☐ Begin to talk up ideas to generate interest.
- ☐ Reach out! Use the development of a compact as a way to involve parents and others who have not been closely connected to the school.
- ☐ Anticipate and plan! Think ahead to the barriers you may face as you build a compact and plan potential solutions.
- ☐ Be creative! Make your compact reflect your school and its community. The process of having all participants discuss your school's beliefs and needs can be as important as writing the compact itself.



Turn to **Worksheet #1: Team Up** for help in organizing your compact team and getting started on the development of your compact.

Step 2: Create Your Compact

In 1992, Bemiss Elementary School, a Title I school in Spokane, Washington, reported the lowest test scores in the district. In response, the school staff embarked on an intensive and collaborative planning process to restructure their schoolwide instructional program. Their vision incorporates a set of school beliefs, a mission statement, the school's learning goals, the district's learning targets, state goals and reform legislation, and the national goals. The process of creating an action plan based on an unified vision helped the school form new partnerships in the spirit of improved student learning.

Developing an educational partnership takes vision, and it takes action to make the vision a reality—that's the compact. It is important to include standards and goals as an integral part of the discussion. Your school's goals, policies, and vision will give shape to your compact.

I. Gather information

One thing is certain--your school has a lot of relevant information that can be useful to you as you create your compact. The challenge is finding it and figuring out how to use it for this particular purpose. The documents listed on the next page are a sample of what you will find at your school that may be of help in forming a coherent set of commitments for what your school and your school community of parents, students, and concerned citizens can do to meet their mutual responsibilities for student learning and high achievement.

Do you have on hand:

- ☐ An explanation of Title I and other improvement efforts at the school?
- ☐ Copies of the Title I compact legislation (see inside cover)?
- ☐ A school improvement plan, school profile, and any related materials?
- ☐ Content and performance standards for students?
- ☐ District and school policies relating to family involvement?

II. Identify your school's learning goals

Learning goals establish your school's long-term aims for its students. It is no longer enough to provide more services or different services. In order to use resources and time effectively, a school needs to establish its priorities and map out its direction. In some cases, your local school or district improvement plans already spell out your school's learning goals. Also, you will want to look at the Title I requirement for "adequate yearly progress." Consider how educators and policymakers at the national level are defining student learning and high achievement. Always keep in mind that the ultimate purpose of your goals is to ensure student success.

"Adequate yearly progress." The new Title I requires your state to establish a statewide annual improvement goal called "adequate yearly progress," based primarily on the state's assessments but also on other measures such as dropout, retention, and attendance rates. It is up to the state to define adequate yearly progress. Whatever the measure, adequate yearly progress should reflect continuous and substantial yearly improvement toward the goal of all children meeting a state's proficient and advanced levels of performance. *Find out what "adequate yearly progress" is in your state and what it means to your school.*

National measures of success. Widely accepted and used among national policymakers and practitioners, the following checkpoints of student progress stem from research that identifies certain points of student growth to be particularly critical transition periods. In addition to the state's contribution to your school's learning goals, you may want to consider these three levels of progress for different ages.

- ✓ **Every child in America is reading well and independently by the end of third grade.** If children are not able to read independently by the end of the third grade, their ability to succeed in school is in jeopardy. Research shows that it is hard to catch up and that falling behind in early reading is a strong predictor of dropping out of school. In America, 40 percent of fourth-graders do not meet basic levels for reading achievement on the National Assessment of Educational Progress.
- ✓ **Every child in America is competent in algebra by the eighth grade.** American eighth-graders scored above the international average in science and below the international average in math on the Third International Assessment of Math and Science. Because of this test, we now know what it takes to be competitive both nationally and internationally in math and science by the eighth grade. Competency in algebra and in science at the eighth grade is pivotal because of the “gate keeper” action of the courses: if students learn the math and science material early, they will be ready to take the sequence of courses in high school that prepare them for college and for careers.
- ✓ **Every 18-year-old in America is prepared academically and financially for college.** Over half of the new jobs created in the last three years are managerial and professional jobs requiring higher-level skills. Students must be prepared academically to take advantage of these employment options. They need to take rigorous academic classes, and they need access to Advanced Placement courses. Advanced Placement courses and tests reflect national standards of excellence across America that help high school students prepare to enter and succeed in college.

On the following page, you will find a product of the planning process at Bemiss Elementary School--a statement of their vision and learning goals based on local, state, and national objectives for student learning. At Bemiss, the priorities are clear: the school wants its students to achieve academic and personal success in a safe and drug-free environment. The cornerstone of their vision is the family-school-community partnership.



Turn to **Worksheet #2: Set a Course for Success** to create a list of your learning goals to use while writing your compact.

Bemiss Elementary School, Spokane, Washington

School beliefs

- Students must be responsible for their own learning.
- Students have a social responsibility to their peers, school, and community.
- Students are responsible for their actions.
- All students can learn.
- Everyone has the right to be treated in a fair, equitable manner.
- Students learn in an atmosphere of mutual respect and trust.
- High expectations, based on a child's ability, lead to high achievement.
- Home/school/classroom climates are key factors in improving student learning.

Mission Statement

It is the mission of Bemiss Elementary School, in partnership with parent/guardians and community, to empower each child to achieve his/her fullest potential to become a lifelong learner and responsible citizen. We are committed to fostering high expectations and promoting positive attitudes to achieve equity and excellence in a safe and nurturing environment.

School goals

- Classroom communities will focus on the learning environments that promote active student involvement in goal setting, learning preferences, and accountability in readiness for the real world.
- The Bemiss environment will provide students with opportunities to interact with staff, parents, and community members who model socially acceptable behaviors, demonstrating respect for peers and developing a sense of pride for school and neighborhood.
- Students will contribute to a safe school environment by making responsible choices that reflect established school standards and by practicing acceptable problem-solving strategies.
- The Bemiss instructional frameworks will guarantee optimal instruction by providing lesson designs that engage students in learning with respect to learning preferences, diverse needs and abilities, and ongoing documentable and diagnostic assessment, which will provide feedback to students and parents, furthering the development of teaching and learning strategies.
- We will ensure a safe environment that recognizes and values diversity and provides equal educational and cultural opportunities for all.
- We will recognize student excellence and provide a nurturing, harassment-free school setting that demonstrates respect for differences in gender, culture, ability, and background.
- Each student will be valued as a learner at Bemiss and will become empowered to achieve his or her fullest potential as all students are encouraged and guided through practices that foster maximum achievement.
- We will ensure a welcoming, comfortable environment for students and parents conducive to trust and open communication as we strive in partnership with parents to nurture, discipline, and teach our Bemiss students.

III. Write the compact statement

Research confirms what many parents and educational experts identify as critical for school improvement and student success: shared responsibility for student learning and high achievement; effective, frequent communication between school and home; and capacity building for the family-school partnership through volunteering and training. Researchers have identified these key features by looking at what high performing schools do. For this reason, they provide a logical, useful structure for the compact itself.

Shared responsibility for student learning and high achievement

An effective partnership recognizes that a team can accomplish together what each partner could not accomplish alone. That's why it is important for a family-school partnership to connect learning at school and at home. In addition, it is just as important that schools and families recognize and actively work to eliminate the obstacles that prevent or disrupt learning, such as drugs, violence, and inadequate educational technology. The following four practices represent this kind of comprehensive support for children's learning:

- ✓ **Set high standards and expectations.** Effective schools establish education standards consistent with high state or national standards. Families champion rigorous school standards and reinforce them outside of school by expecting the best from their children and by giving them supportive home learning environments.
- ✓ **Provide and support sound instruction.** Good teachers set clear goals, adapt learning strategies to meet student needs, and continually monitor the success of their lessons. Schools also support learning through a policy of assigning meaningful homework that is returned promptly with comments. Families support instruction by ensuring homework completion, encouraging reading, and monitoring television viewing. The school and the home complement and reinforce each other's efforts.
- ✓ **Make schools safe and drug free.** Effective schools demonstrate to students the importance of responsible actions by creating an orderly and safe school environment, with clear and uniformly enforced codes of conduct. Families set clear expectations for the behavior of their children.

They support the school discipline policy and talk openly with their children about the dangers of drug, alcohol, and weapons.

- ✓ **Apply modern technology.** Effective schools strive to provide every classroom with modern computers and with access to the Internet. Families actively seek ways to give children access to technology in school and after school, through libraries, community centers, or other means. Because technology is rapidly changing and advancing, learning how to use computers and the Internet must be a joint effort of schools, students, and families. What a great opportunity for family involvement!

Shared responsibility for communication

For communication to take place, there has to be mutual agreement that parents and teachers need to communicate. Maintaining effective, frequent communication among families, schools, and students in a language everyone can understand is essential to building partnerships. Parents often feel that educators talk down to them or speak in educational jargon they do not understand. And teachers often feel that parents need to talk more about education with their children. First and foremost, positive attitudes lead to positive communication.

Shared responsibility for building capacity through volunteering and training

Building capacity means helping school staff, teachers, and families develop the skills, motivation, and opportunities to work together to improve student learning. Few teachers ever receive formal training in working with families. Similarly, research shows that many parents want to help their children learn but are not sure what to do. Training and time spent engaged—these are the ingredients that build and strengthen partnerships on behalf of children's learning. Communities too are rich in untapped resources that can benefit children. When families and community members volunteer their time and talent in the schools, both schools and students increase their capacity to do more and to do it better.

Be patient and persevering!
Research shows that it takes anywhere from one to five years to get a family involvement program going.

In addition to these key features, the National PTA has established its own standards for parent/family involvement programs, which you may want to consider adopting and incorporating in your compact. Communication is key to both the PTA standards and the compact. The PTA Standards build capacity for school-family partnerships and for student learning through the promotion of parenting skills, volunteering, school decision making and advocacy, and collaborating with community. The shared responsibility for student learning and high achievement in the compact reflects the National PTA's Standard for Student Learning, which upholds the parents' role in assisting student learning.

Standard I: Communicating— Communication between home and school is regular, two-way, and meaningful.

Standard II: Parenting— Parenting skills are promoted and supported.

Standard III: Student Learning— Parents play an integral role in assisting student learning.

Standard IV: Volunteering— Parents are welcome in the school, and their support and assistance are sought.

Standard V: School Decision Making and Advocacy— Parents are full partners in the decisions that affect children and families.

Standard VI: Collaborating with Community— Community resources are used to strengthen school, families, and student learning.

The table on the following page serves as an example of what you can include in your compact statement. Notice how the commitments of each partner complement and build on one another because each partner has something unique and essential to contribute to student learning. Think about how you will involve students in the compact. The sample items in the table may give you some ideas. Making students full partners in the compact sends a strong message to them about the importance of education and their responsibility to be an active participant in learning.

SHARED RESPONSIBILITY FOR STUDENT LEARNING AND HIGH ACHIEVEMENT

As a SCHOOL, we will	As a FAMILY, we will	As a STUDENT, I will
SET HIGH STANDARDS AND EXPECTATIONS.		
☐ Expect all students not only to learn the basics but also to take more rigorous course work in order to reach their individual potential while preparing for college or for careers. ☐ _____	☐ Work with the school and our child to plan a rigorous academic program. ☐ Discuss with our child the importance of working hard to get the most out of school. ☐ _____	☐ Discover my own unique abilities by taking challenging courses. ☐ Recognize the hard work it takes to be successful in school. ☐ _____
PROVIDE AND SUPPORT SOUND INSTRUCTION.		
☐ Assign meaningful homework with clear directions and return it promptly with comments. ☐ Offer special assistance and appropriate time to students who progress at different rates. ☐ _____	☐ Monitor our child's progress and supervise completion of homework. ☐ Read at home together or encourage our child to read at least 30 minutes a day. ☐ _____	☐ Attend school regularly, ready to learn with homework completed. ☐ Use my free time wisely by reading for pleasure and by joining in cultural, recreational, and learning activities. ☐ _____
MAKE SCHOOLS SAFE AND DRUG FREE.		
☐ Set firm and fair safety, discipline, and drug enforcement policies. ☐ _____	☐ Talk with our child about the dangers of alcohol, drugs, and weapons. ☐ _____	☐ Serve as a role model to my peers by honoring the school discipline codes. ☐ _____
APPLY MODERN TECHNOLOGY.		
☐ Make computer and Internet use a routine part of instruction, reinforcing lessons and skills while enabling students to become technologically literate. ☐ _____	☐ Find ways to give our children access to technology in school and after school to gain the necessary skills to succeed in school and in the workplace. ☐ _____	☐ Learn to use computers and the Internet to help me do well in school. ☐ Share my knowledge of computers and the Internet with my peers and my family. ☐ _____

SHARED RESPONSIBILITY FOR COMMUNICATION

As a SCHOOL, we will	As a FAMILY, we will	As a STUDENT, I will
☐ Communicate with families frequently at convenient times and locations. ☐ Make the school a friendly place for parents to meet and talk. ☐ Give families timely reports on student progress and on the school's overall performance. ☐ Widely disseminate information on financial aid opportunities to help students pay for college. ☐ _____	☐ Attend back-to-school events and parent-teacher conferences. ☐ Be champions of the school, making our support public and working for school modernization, the use of technology, and the ongoing professional development of teachers. ☐ Secure the school's help in preparing our child for college. ☐ _____	☐ Talk to my family about what I am learning and doing in school, my interests, and my plans for the future. ☐ Seek assistance from my teacher when I have problems with my school work. ☐ Respect and appreciate the cultural differences in my community. ☐ _____

SHARED RESPONSIBILITY FOR BUILDING CAPACITY THROUGH VOLUNTEERING AND TRAINING

As a SCHOOL, we will	As a FAMILY, we will	As a STUDENT, I will
☐ Support Title I requirements to involve families in school decisions. ☐ Create opportunities for and encourage all families to volunteer in the classroom, after school, and in other capacities. ☐ Provide guidance to parents on helping their children with homework and on learning at home. ☐ Give staff and teachers the training to work effectively in partnership with families. ☐ _____	☐ Volunteer for at least one event each semester, whether it be student monitoring, tutoring, or support for special activities, such as arts programs, science fairs, sporting events, or field trips. ☐ Help make the school a safe haven with computer and homework centers that operate after school. ☐ Participate in school decisions by attending meetings and by serving on advisory councils. ☐ _____	☐ Volunteer to share my talents by tutoring or mentoring other students (for example, serving as a reading partner for a younger student). ☐ Get involved in service projects that benefit my school and my community. ☐ _____



With the above table as a guide, use **Worksheet #3: Write the Compact Statement** to identify the commitments of your partners.

IV. The community commits

The community partnership is a natural expansion of the family-school partnership. You can involve concerned citizens, community activists, elected officials, business representatives, religious leaders, and many others in unique ways that support student learning. If you would like to develop a formal partnership that identifies the specific responsibilities of the community, the framework below includes examples of commitments that a community can make.

As a community, we will:
<i>Share Responsibility for Learning</i>
☐ Keep informed about the performance of our local schools. ☐ Organize and participate in tutoring and mentoring programs, providing reading partners with whom children can read for 30 minutes a day. ☐ Open other community facilities and churches as neighborhood-based safe havens and meeting sites for parent-teacher conferences and other school-related gatherings. ☐ Sponsor, plan, and participate in alcohol- and drug-free activities (i.e., dances, proms, graduation parties). ☐ Sponsor bands, athletics, arts programs, clubs, and other wholesome activities for students. ☐ Help teachers, students, and their families learn to use computers and the Internet. ☐ Support, organize, and participate in Net Day and other activities to wire schools. ☐ Donate the technology and support necessary for school projects, whether it be computers, computer training, or telephones for teacher communication or for a homework hotline.
<i>Share Responsibility for Communication</i>
☐ Share expertise to help prepare students to go to college or to find good jobs (for example, financial planning for college). ☐ Build a community network of concerned adults, including community leaders, law enforcement officers, journalists, and others, to talk about and publicize issues of concern to the schools and to the community (for example, school safety, school modernization).
<i>Share Responsibility for Building Capacity</i>
☐ Adopt flexible employee leave policies that accommodate parent-teacher conferences and volunteering opportunities in the schools. ☐ Use businesses and community organizations to help students with special projects.

Step 3. Use Your School's Compact

To make the compact a success, use it to:

- ☐ Discuss student progress during parent-teacher conferences.
- ☐ Explain school achievement standards.
- ☐ Help determine programs for family involvement.
- ☐ Support training for teachers and other staff to work effectively with families.
- ☐ Complement school improvement plans.
- ☐ Help partners discuss their responsibilities in meeting the goals of the school.

Take a moment to picture using the compact in one of the above activities. You can see how the compact can be a bright, strong thread woven throughout your school's activities, connecting everything you do at your school to a common purpose—improved student learning and high student achievement. The compact brings the bigger picture of what you want your school to be down to size, where it is easier to visualize, easier to manage, and hopefully easier to achieve. The critical step of using your compact moves your compact from the planning process to action.

I. Launch the compact

Today, everyone is overwhelmed with information, and many people have trouble listening to any message closely. *Experts say that it often takes eight reminders or notices for someone to say finally, "I've heard of that."* When spreading the word about the compact and encouraging people to support it, be patient: you can count on having to remind people many times. Keep track of the number of times you disseminate information about the compact and how you do it, so you can pinpoint the most

successful means of conveying the compact message. You will need to remind your partners that the compact is more than a piece of paper, that it is an action plan for student success and school improvement. Remind them that their pledge is the beginning, not the end, of the compact process and the school-family partnership.

Get the word out by:

- ☐ Publicizing the compact through the school newsletter.
- ☐ Sending home copies of the compact with students.
- ☐ Attaching the compact to the weekly lunch menu.
- ☐ Other: _____

II. Build support for the compact

Identify those in the school community and in the broader community who need to endorse the compact to make it work. Do you have the support of teachers and of school staff? Of parents? Of the students? Of professionals in the community and local businesspeople? Of the superintendent? Of the school board? Of the mayor? The compact partnership can be as far-reaching as you would like.

Decide how to expand your base of support. Will you hold an event at the school or neighborhood get-togethers to involve the community? Will you use a mailing to inform people? Will you host a special compact event in conjunction with parent-teacher conferences? Will you host a community service day at the school to introduce partners to the compact and what it means? Whatever you choose to do, you will want to link the compact to action so that families and school staff see how the compact can work to make things happen at your school.

III. Maintain the initiative

Your compact is an evolving plan. It is important to decide each year how to support it. One way to ensure the compact is used is to make it part of your school's annual plan—supported by financial resources. Allocating resources makes a strong statement about a school's priorities and its commitment to family involvement.

To maintain the initiative, you will want to check its pulse periodically. Every step of the way, stop and ask: "How are we doing so far? What can we do to make the compact more successful? What can we do to strengthen the compact as a partnership tool?"

What do you need to make the compact work?

- ☐ Parent workshops and staff training, including release time
- ☐ Resource and outreach materials, such as mailings, a parent library, or a newsletter
- ☐ A parent coordinator
- ☐ Food and transportation
- ☐ Communications (for example, a homework help line and an informational phone tree)
- ☐ Other: _____

What resources are available to support the compact?

- ☐ Title I funds*
- ☐ Parent organization fundraiser profits
- ☐ District funds
- ☐ Partner resources from the community
- ☐ Other: _____

**All school districts are now required to reserve "not less" than 1 percent of the Title I funds received (unless this amount is \$5,000 or less) to support these activities, including family literacy and parenting classes. In addition, school districts, at their own discretion or at the request of constituents, may provide more than the minimum funds for these activities.*



Turn to **Worksheet #4: Check your Pulse** for some questions to consider periodically as a self-evaluation.

Step 4: Evaluate the Results of the Compact

After you get your compact up and running, the next question is: “How do you know whether or not your compact is working?” Many times, when we make a change in life, we are anxious to see the results immediately because we want to know if we’re doing the right thing. With the compact, you may not get a sense that things are changing at your school right away. That’s why evaluation is so important. Evaluation can show you important, incremental changes that mark progress, even though these changes may not be readily apparent.

Evaluation sends a signal that your school is serious about making its family-school compact work. You need to know more than whether or not a compact is in place. You need to know more than whether or not it’s working. You need to know *what’s* working. Evaluation will help you pinpoint your progress. Your school needs this information to help all members of the partnership—schools, families, students, and community members—reach their potential.

One way to tell what’s working with your compact is to participate in the voluntary national tests of reading in grade 4 and math in grade 8, to be given in 1999. These rigorous tests will provide families and schools, for the first time, with scores for individual students, measured against widely accepted national and international standards of excellence. They will give states, communities, teachers, and parents the kind of accurate information you and your partners need to help students master basic and advanced skills and strengthen academic performance as well as to evaluate the results of your compact.



Turn to **Worksheet #5: Evaluate the Results** for a table that will help you collect data about your school’s performance in order to evaluate the results of your compact.

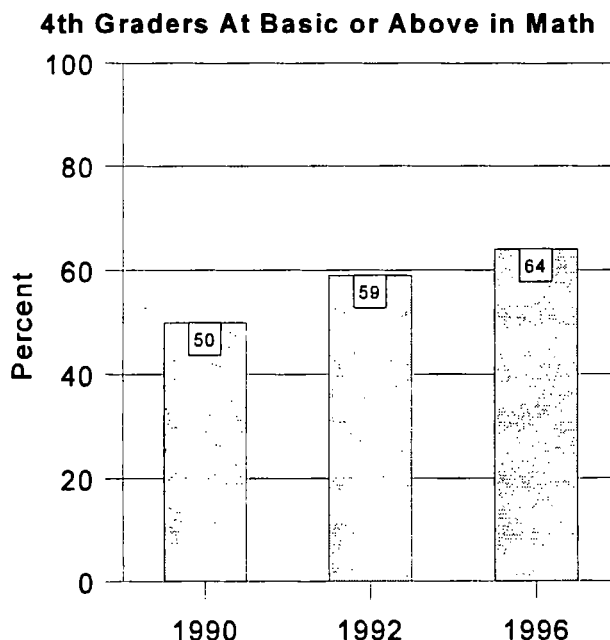
I. Current performance

First, agree on the results to measure. You may not want to measure all aspects of your compact each year. Because measurement takes resources and time, it is beneficial to set measurement priorities. Identify for formal measurement those compact areas that your compact team believes are most critical to your school and to the success of its students.

II. Assessing current performance

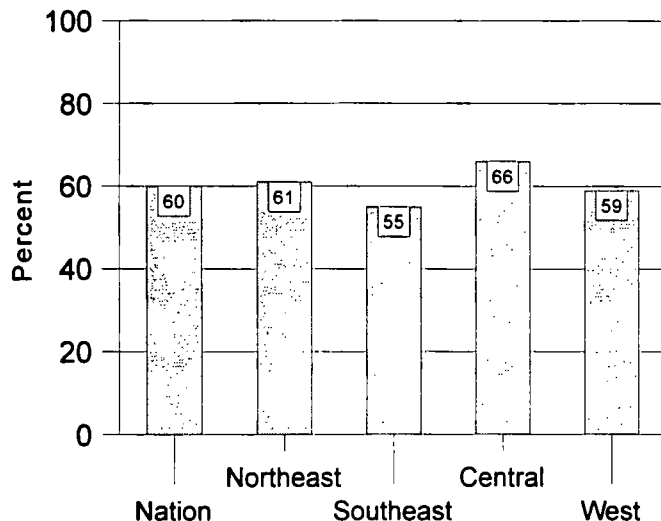
Once you have identified the results you wish to measure, you will need to devise indicators of success. These indicators help to answer the question of how you know when your school is successful. Without indicators of success, your results are just numbers. The following tables display three useful indicators: continuous improvement, benchmark comparison, and absolute performance.

Continuous improvement is a mark of doing better than before. While schools start at different levels of achievement, all can set a goal of improvement. Improvement requires having a baseline and comparable information over time. This chart shows a steady increase or continuous improvement between 1990 and 1996 in the number of fourth graders in the United States who perform at the basic level or above in math.



National Assessment of Educational Progress

**4th Graders At Basic or Above in Reading
'By Region**



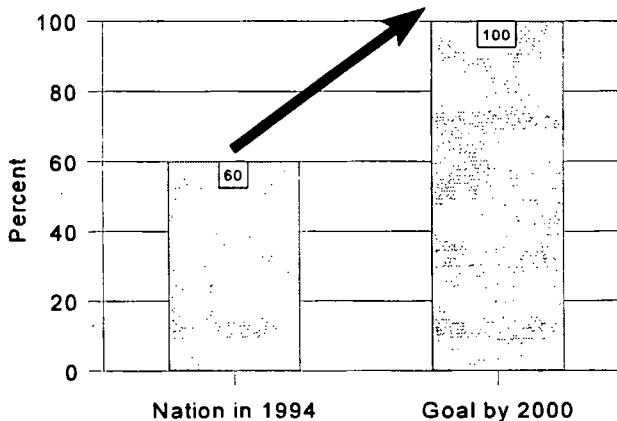
National Assessment of Educational Progress

Benchmark comparison shows whether you are doing as well as or better than other schools or similar schools.

Some common forms of comparison are with schools in your state or in the whole country that serve children from families with similar characteristics, such as income level; with schools of similar size; or with schools located in similar settings. You can use the results of the comparison to gauge your own school's relative performance. This chart benchmarks regions against one another and against the nationwide average for fourth-grade reading achievement.

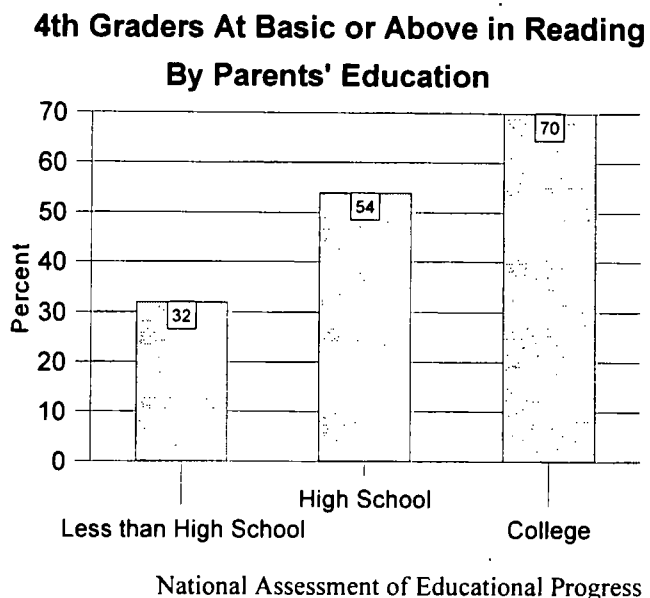
Absolute performance indicates whether you're doing as well as or better than your school's desired level of performance. This chart shows the national goal of all children reading at basic or above and how fourth-graders in 1994 matched up to this goal.

**4th Graders Reading At Basic or Above
Compared with Goal**



National Assessment of Educational Progress

Disaggregation shows how different populations in your school are doing. Disaggregating data will help you target your efforts toward those who most need your help. This chart disaggregates parents' educational level. It shows that more students whose parents have college educations read at the basic level or above. Depending on your needs or concerns, you may disaggregate by this or other means, such as gender, race, or family income.



III. Data sources

You will need to collect “baseline” information or information on how your school is doing now. This information provides a starting point from which to measure your progress. To do this, you’ll need to consult current and various sources of information that report the results you’ve agreed to measure. No one source will give you all the information you need.

School profiles. The new Title I law requires the creation of school profiles so that parents and members of the community know how well your school is performing in areas such as student achievement, support for learning at school and outside of school, communication, and training (see section IV for example).

Administrative records. Much information is routinely collected through normal recordkeeping (for example, records of student test scores, student absenteeism, attendance, family attendance at school events, and student drug and alcohol use). Using existing records is time and cost effective. A disadvantage is that the data may not be the most appropriate for current needs.

Surveys. You can survey school staff, families, and students. Such surveys may explore parents’ perceptions of a school’s openness, the extent to which students are challenged, the amount of time spent reading at home, and the extent to which students

come to school adequately prepared. Surveys gather information on people's perceptions and experiences, which are critical to the success of a compact.

Focus groups. Some schools and organizations use these small group discussion sessions to test family involvement materials--pamphlets, videos, parent handbooks--for potential use. Focus groups also may explore issues in depth, such as barriers to family involvement. For example, your compact team could use **Worksheet #4: Check your Pulse** to direct a focus group discussion among parents, among staff, or jointly to find out how well the compact is working. At times, focus groups can help you get to the heart of the matter. While surveys and records show you with numbers what's happening in your school, they do not always tell you *why*. Focus groups can provide greater insight into your areas of concern, uncovering the reasons behind the numerical data. One difficulty with this source is finding a representative group of participants who can give you the information you need.

Errors can creep into your results from many sources. False answers on surveys or poor record keeping are common problems. It is often worthwhile to measure less but measure well. **Most errors can be prevented.**

- ☐ **Look at who is responding to your surveys.** Are they representative of school staff, parents, or students?
- ☐ **Are respondents answering fully?** Although it may be difficult to achieve such a level of response, professional surveys aim for seven responses for every ten questions asked--a 70 percent response rate.
- ☐ **Guarantee anonymity to respondents.** Consider asking the central district office to collect information for you.
- ☐ **Review school records for completeness and accuracy.** Information is commonly missing for the students and families who are hardest to reach.
- ☐ **Ensure that the information you collect is carefully recorded in a way that can be analyzed.** Use of your school's computer will allow you to tally results easily. Besides, using database software is a great way to learn computer skills.

IV. Example of a school profile

The following example of a school profile (adapted from a New York State school report card for grade 3 reading) shows what kinds of data may be available for your use if your school has a school profile or school report card. It also shows how you can present the data you collect in a way that it is easy to understand and useful to parents, school staff, and the community.

The profile begins with a concrete example of the performance standard for grade three reading, so parents, teachers, and community members understand what is required of third grade students in reading. Also, there is a brief summary of the school's action plan for helping all students reach the standard. The performance standard is in alignment with the national goal of all students reading well and independently by the end of third grade/start of fourth grade. On a national level, the **AMERICA READS CHALLENGE** is an action plan to help all students reach the national goal for reading.

How Well Can Third-Graders Read?

The state's third-grade reading test measures English reading effectiveness. Pupils who score below the minimum level must be given remedial instruction in reading. The following passage is an example of material that third-graders must be able to read and understand in order to score above the state minimum level.

Black bears feed in spring. They feed in summer. They feed in autumn. They gather berries. They hunt. They fish. The bears spend most of their time eating. They grow fat. Then they are ready for winter.

In winter, the bears do not eat. They sleep. Their fat keeps them warm. It keeps them fed, too. They do not have to look for food. They do not have to go out in the cold. They can stay in their warm, dry dens.

Next, the profile shows how well the students are doing or how they measure against the performance standards. The following table shows how the school uses benchmarking as an indicator of success by comparing itself with a statewide average. As a whole, the school's average of 87 percent reading at or above the minimum level exceeds the statewide average of 79 percent.

Percentage of pupils at four reading levels (Spring 1996)

The third-grade reading test identifies pupils who can read at different levels. The table below shows the percentage of third-graders in this school and statewide at each reading level.

Mastery level (Articles in children's magazines, and more advanced fiction, such as <i>Black Beauty</i> and <i>Runaway Ralph</i>)	This School 28%	Statewide 28%
Intermediate fiction level (Books like <i>Indian in the Cupboard</i> and <i>Ramona the Pest</i>)	38%	39%
Typical grade 3 textbooks and short fiction level (Books like <i>Encyclopedia Brown Keeps the Peace</i>)	59%	51%
Minimum level (Simple short stories with short words and sentences, such as <i>Clifford, the Big Red Dog</i>)	87%	79%

After defining what is expected and measuring current performance, the profile assesses the performance in relation to the school's learning goals for reading. Ultimately, the school uses a measure of absolute performance as its indicator of success. This school profile shows how you can use more than one indicator of success to assess your school's performance and to explain it to your partners.

Indicator of Success: Beginning in 1996-97, 90 percent of tested pupils in each school must score above the state minimum level.

Third-grade students enrolled and tested in this school

	1993-94	94-95	95-96
Number enrolled	70	81	61
Number tested	65	77	61

Percentage above state minimum level

	1993-1994	94-95	95-96
This school	89	81	87
This district	51	46	52
Similar schools	62	59	56
All public schools	82	80	79

V. Lessons for using data*

1. **Use the process of collecting and analyzing data to bring educators and community members together.**
2. **Use data to focus attention and community action on real, not assumed, problems.**
3. **Beware of a picture painted in a single stroke.** No single piece of information can provide enough information to understand how to change schools. A combination of well-selected indicators is essential to painting a complete picture of the needs of students or the status of school performance.
4. **Beware of data that mask achievement gaps.** Attending to achievement gaps and disparities between groups of students requires data that are broken down by race, ethnicity, income and proficiency with English. While it is sometimes difficult to get this kind of data, its importance makes it well worth the effort.
5. **Report local data strategically.** Once the data are analyzed, identify the problem you want to highlight and then report only the data relevant to that problem and its solution. Although it is tempting to be comprehensive about data, too many numbers can overwhelm and confuse your intended audience.
6. **Double-check data . . . then check it again.** Data-driven change can be misdirected and reform efforts can collapse if the data are inaccurate. Even a simple typographical error can undermine months of hard work and planning. Have a team of data checkers comb through data before it is reported or used in decision making.
7. **Keep data simple, make them exciting.** Data that are communicated in clear and accessible terms are powerful tools for engaging the support of the community in school improvement.

**From the Education Trust's Community Data Guide*

Step 5:

Strengthen

Your Compact

Parents, teachers, school staff, educators, students, community members—we all need to work together each and every day to reach the goals we have for our children. The compact is about striving to improve student achievement. A continuous assessment of how well all partners are doing in this effort will allow you to improve and strengthen your compact. At least once a year, your school team needs to review and revise your compact. But don't wait for formal revisions. Your school team can meet several times a year to use the information available to identify opportunities for improvement and to focus your efforts.

- **Summarize your results.** Do the measures show overall successes? On which areas have you made the most progress? Which areas require the greatest attention? You'll want to make this list on an annual basis, if not more often.

- **Assess and take credit for what you do right.** Within each compact area, there will be some aspects that are working better than others. For those parts of your compact that seem to be working, what are the reasons? Do you have partner commitments, resources, knowledge, focus, monitoring, and/or training? What can you learn from your effective practices that may help improve other areas?

How can you use your successes to gain greater support for the school? For family involvement? For the compact itself? How will you publicize your achievements as documented through the compact? How will you reward yourselves for good work, creating greater interest and enthusiasm in the process?

- **Rethink where you need to do better.** In areas that need strengthening, think through cause and effect. Ask the following questions:

Are the different partners to your compact *doing things right*? That is, is your compact being followed? Are resources being allocated as intended? Is there appropriate training and time made available to make family and community involvement work?

Are you *doing the right things*? Does your compact include appropriate responsibilities and strategies? Does it address the needs of your school and your school community? Have your needs changed at all?

- **Revise to improve the performance of your compact goals.** Once you have identified areas in need of improvement, come up with strategies to help the partners strengthen their actions in the areas of concern. Consider conducting a focus group within your school to get different opinions on how to make improvements. Ask experts, parent organizations, or your peers in other schools what seems to be working for them. While occasionally you may change the compact document itself, the more important work centers around reinforcing, renewing, and redirecting the commitments already present in place and in action.



Turn to **Worksheet #6: Create Action** for help using your compact as a tool for improvement.

Conclusion:

Turning Obstacles

into Opportunities

Making your compact work will be a challenge, but you can use the challenge to strengthen your school-family-community partnership.

1. View your problems as a catalyst for change.

When the Milwaukee public schools instituted a math assessment that required students to apply math concepts, think analytically, and show their work, 70 percent of the first high school students to take the test failed. Instead of just blaming the test, some school leaders started blaming themselves. Teachers began changing their classroom habits. High schools started after school and Saturday tutoring sessions in math. Churches and businesses donated school supplies and volunteered tutors. Attendance at PTA meetings rose. With that kind of support, more than 80 percent of the first Milwaukee high school class to take the test passed it.

2. Use time and resources effectively.

The director of the Title I program in Kansas City, Missouri, launched the summer 3 Rs project, Reinforcing Reading and Writing, to help students use their summer time productively. The program incorporates free instructional materials from the READ*WRITE*NOW! program, the summer reading component of the *AMERICA READS CHALLENGE*. Using Title I funds, each participant also receives items that encourage daily reading activities: a personal dictionary of words; a summer journal to encourage writing about daily reading activities; the opportunity to earn books for a personal library; and a field trip to the library. With the support of Title I staff, the local Girl Scouts of the U.S.A., and middle school volunteers, each student meets with a reading partner once or twice a week. For Kansas City students, summer time is no longer a lag time in learning.

3. Don't be afraid to ask for what you need.

Parents at the Wendall Phillips Magnet School in Kansas City, Missouri, asked for and received weekly student progress reports to help them keep track of those areas in which their children needed to improve. Also, there are plans to issue a curriculum report to parents. As one parent commented, "If I know what my child is studying, I can help him at home and can see what progress he is making."

4. Be adaptable, flexible, and innovative.

Sure, it would be great if parents could drop by the school and talk with their child's teachers every day, but for most families and for most teachers, that simply isn't possible. Instead of giving up on communication altogether, the Carter Lawrence Middle School in Nashville, Tennessee, added a telephone number for parents that provides a recorded message informing them of classroom and school activities. Parents can receive targeted voice messages about their own children's progress and can leave messages detailing their reactions and concerns.

5. Explore how various individuals and groups can make a contribution and give them the opportunity to do so.

Fathers at Beech Grove City Schools in Indiana provide a visible male parental presence as "Security Dads" at school-sponsored sporting events, dances, skating parties, and other student-based activities. The "Security Dads" ensure proper behavior, evict troublemakers when necessary, and generally keep the peace. Fathers were recruited through a variety of means, including requests made at parent meetings, student referrals, and home visits. As a result of this effort, paternal involvement in school and children's activities has increased, and student behavior at events has improved.

6. Don't let your assumptions keep you from reaching out to others.

Buhrer Elementary School in Cleveland, Ohio, throws away the assumption that parents who don't show up at school are not interested, instead making it easy for parents to get involved in their children's education. Teachers hold parent conferences off campus in places closer to students' homes. The school also holds "Block Parent Meetings" for those families who cannot attend school events because they live on the outskirts of the community and lack transportation. Block meetings, which take place every few months in a parent's home or a nearby library, address parents' concerns and offer an opportunity to discuss school-related information.

7. Don't let differences be barriers to family involvement.

Hueco Elementary School in El Paso, Texas, refuses to let a language gap prevent families from getting involved. The school conducts all family-school communications, parent workshops, and meetings in both Spanish and English. To ensure that parents can actively participate in these events, the district used Title I funds to purchase translation equipment, including a wireless microphone broadcaster and headsets with FM receivers.

8. Give others the support they need to be good partners.

Roosevelt High School in Dallas, Texas, makes a special effort to help parents understand what their children need to succeed in school and in life. They invited parents to an evening class to review the state assessment instrument and to discuss the skills their children are expected to demonstrate on the test. Next year, the staff will train parents to help students develop the skills necessary to apply for college, such as completing financial aid forms, obtaining references, and preparing for required standardized tests.

9. Let families be teachers, too.

Last year in Stockton, California, "mentor parents," trained at the district's parent resource center, spent 5,000 hours in the schools helping school staff improve family-school communication and parent involvement in their children's learning. Among other activities, mentor parents conducted four workshops on obstacles to parental involvement in schools, including parents' own negative experiences with school and teacher bias, which may result from a cultural or language differences between teacher and parent.

10. Build on your own accomplishments and on the accomplishments of others.

Through New American Schools, schools and parents now have the opportunity to choose from a number of successful approaches to organizing schools. The nonprofit corporation has tested seven models in communities and states across the nation. Design teams include: ATLAS Communities (Ted Sizer, James Comer, Howard Gardner, and the Education Development Center); Audrey Cohen College; Co-NECT Schools Using Technology; Expeditionary Learning Outward Bound; Modern Red Schoolhouse, designed by the Hudson Institute; the National Alliance for Restructuring Education; and Roots and Wings, which extends Bob Slavin's Success For All model. In addition, there are other programs with recognized track records, such as Accelerated Schools, MegaSkills by the Home and School Institute, Reading Recovery, Family Math, and Family Literacy Programs, that you might want to consider if your school is not progressing the way you would like.

Worksheets

The following description serves as a guide to using the worksheets to make your compact an action-oriented, collaborative effort. Refer back to the initial explanations of the five-step compact process as you use them. The Key Resources section at the end will help you find additional information when questions arise. As you work through the compact process, remember that your best resources are the people around you--the teachers, school staff, parents, and community members who share your concern about the school and about student learning. Each person has something unique to offer to the compact: it's up to you to discover the potential in your school community.

Worksheet #1 *Step 1: Team Up*

Start with the details. Put your own team-building strategies on paper. Hint: Be sure to circulate a phone list of your team members. Sometimes, the simplest tasks are the most important. If you organize well from the beginning, your compact will be even stronger.

Worksheet #2 *Step 2: Set a Course for Success*

Do your homework. After gathering the information already available about your school's improvement and family involvement efforts, create a vision of what you want your school to look like. It's hard to land if you don't know where you want to go!

This worksheet will be an important companion piece to your compact. Refer back to the Bemiss Elementary School example to see how they set their course for success. Find out how other schools in your area are defining their goals for student learning and school performance.

Worksheet #3 *Step 2: Make your Commitments*

You can list the commitments of each of your partners on this worksheet, which is based on the key features of high-performing schools and the table found in Step 2. Make duplicate copies for each of your partners in the compact. You'll want to refer to worksheet #2 as you consider the specific ways in which your partners can share responsibility for reaching your school's goals.



While you may want to use some of the commitments listed in the table in Step 2, your compact will reflect your own unique requirements--reaching your school's goals, meeting your state's measure of adequate yearly progress, and incorporating others goals with which you identify (for example, the national education goals).

Worksheet #4 *Step 3: Check your Pulse*

This worksheet will help you consider how well your compact process is working. While these questions are especially useful as your compact gets off the ground, you can return to them periodically to see how you are doing. During the various phases of launching, building, and maintaining your compact, you will want to reflect on the strengths and weaknesses of your compact and adjust the action plan and your efforts accordingly. This is a great opportunity to involve a variety of partners because each partner brings a different perspective and new and unique ideas for using the compact.

Worksheet #5 *Step 4: Evaluate the Results*

Depending on your priorities and the availability of certain kinds of data at your school, you may select certain measures in this framework while adding your own. These measures will give you an overall picture of how well your school is doing while helping you pinpoint specific problem areas and areas of success.

Record baseline data in the first column, "Current Performance." The second column, "Assessing Current Performance," gives you space to interpret this data and to identify areas of strength and weakness. Your choice of indicators--continuous improvement, benchmarking, absolute performance, disaggregation--will determine your use of the second column. The framework provides an outline for your self-evaluation.

Worksheet #6 *Step 5: Create Action*

Use this worksheet to create an action plan based on your assessment in Worksheet #5. Remember that your compact is an action plan.



Worksheet #1: *Team Up*

Who is on your team?

- | | |
|--|--|
| ☐ Principal | ☐ PTA representative |
| ☐ Teacher | ☐ Title I parent representative |
| ☐ Title I teacher | ☐ Student representative |
| ☐ Counselor | ☐ Community organization representative |
| ☐ Other: _____ | ☐ Chamber of Commerce representative |

List team members:

_____	_____
_____	_____
_____	_____
_____	_____

Maintaining the spirit and the initiative of team members takes work. The team leader must spearhead the effort with praise, recognition, and support. Think about the qualities and qualifications you want in a leader. **Who is the team leader?**

How will you conduct the meetings? Will there be a certain number of meetings? When will they be scheduled? How long will they last? Where will they be held?

Set an agenda. The first organizing meeting is critical. At this information-sharing session, people will make up their minds about whether or not they want to be involved. What is your plan for the initial meeting?

1. _____
2. _____
3. _____
4. _____
5. _____



Worksheet #2: *Set a Course for Success*

School vision

Your school vision may include your beliefs about or philosophy of student learning and teaching and/or a mission statement.

Goals for school performance and student learning

1.

2.

3.

4.

5.

6.

7.

8.

9.



Worksheet #3: *Make your Commitments*

As a ☐ SCHOOL ☐ FAMILY ☐ STUDENT ☐ COMMUNITY *,
we commit to a partnership for learning
in which we share responsibility for:

Student learning and high achievement

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Communication

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Building capacity through volunteering and training

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____



Worksheet #4: *Check your Pulse*

✓ Are your staff, family, and students aware that the compact exists?

✓ Do they know and are they fulfilling their commitments under the compact?

✓ Is the compact used frequently in parent-teacher meetings and in other ways?

✓ How do parents, teachers, community members, and students most often use the compact?

✓ Are resources, including but not limited to those from Title I, designated to help achieve the aims of your compact? How much? Are there any other possible resources available?

✓ Does your school community feel that the compact is a reasonably balanced statement of mutual responsibilities in support of student learning and school performance?

✓ Are there any new initiatives in the school, community, or district that could link with your compact to strengthen its impact?



Worksheet #5: *Evaluate the Results*

	Current Performance	Assessing Current Performance Are we improving? Are we where we want to be? How do we compare with other schools?
--	--------------------------------	--

Shared Responsibility for Student Learning and High Achievement

Setting high standards and expectations

State and local measures

Percentage of students achieving to state proficiency levels in:

English/ Language Arts		
Math		
Science		
Other		

National measures

Percentage of students who are:

Reading well and independently by the end of third grade.		
On track to take algebra in the eighth grade.		
<i>For middle and high schools</i> , taking courses that will prepare them for college entrance and for the workplace. Advanced Placement courses: Tech-Prep courses: School-to-work opportunities:		

Providing and supporting sound instruction

Percentage of students who read at least 30 minutes every day.		
Percentage of students who watch more than 2 hours of TV daily.		



Worksheet #5: *Evaluate the Results*

	Current Performance	Assessing Current Performance Are we improving? Are we where we want to be? How do we compare with other schools?
Percentage of students with excessive absenteeism.		
Average daily absentee rate: <i>For students</i> <i>For teachers</i>		
Percentage of families who indicate child is challenged at school.		
Percentage of students who come prepared for school every day or most every day (i.e. homework completed, ready to learn).		
Percentage of teachers credentialed to teach their subject.		
Percentage of teachers who have received National Board Certification or other recognitions of quality teaching.		
Making schools safe and drug free		
Number of disciplinary incidents per year.		
Percentage of students with discipline problems.		
Percentage of students using drugs.		
Applying information technology		
Percentage of classrooms connected to the Internet.		
Ratio of pupils to modern computers.		
Percentage of teachers who use computers and the Internet for instruction.		



Worksheet #5: *Evaluate the Results*

	Current Performance	Assessing Current Performance Are we improving? Are we where we want to be? How do we compare with other schools?
<i>Shared Responsibility for Communication</i>		
Percentage of families who feel the school is welcoming and respects their opinions.		
Percentage of families who indicate that the school keeps them informed about homework and student progress.		
Percentage of families who regularly attend parent-teacher conferences and back-to-school events.		
Percentage of teachers who consider families to be responsive to their concerns.		
<i>Shared Responsibility for Building Capacity Through Training and Volunteering</i>		
Percentage of teachers and staff who are trained in parent involvement.		
Percentage of parents who request and receive guidance in helping their children with homework.		
Percentage of parents who tutor or are classroom aides.		
Other measures		



Worksheet #6: *Create Action*

Area identified for improvement: _____

Improvement strategies

How will you strengthen your actions in this area? What specific actions will you take with reference to learning, to communication, and to volunteering and training? How will each partner contribute to the effort?

1. _____

2. _____

3. _____

4. _____

5. _____

Based on the information above,
do you need to make any changes to the compact document itself?

Key Resources

Useful advice, fine materials, and outstanding programs are available to help form and strengthen partnerships for school improvement, but it is important to know where to find this help.

I. U.S. DEPARTMENT OF EDUCATION RESOURCES

About the new Title I:

- **Title I** of the Improving America's Schools Act, which provides resources to schools needing extra help to strengthen programs in the basics and core academics, requires the creation of school-family compacts in all Title I schools. For more information on the new Title I and school-family compacts, call (202) 260-0965.
- **The Partnership for Family Involvement Web page** at the Department of Education's Web site <www.ed.gov> will provide a link to a Web page for compacts, as soon as it is available, where this publication along with examples of compacts and the compact process and links to other related Internet resources will be available. Please feel free to send your comments, tips, and comments to the Partnership for Family Involvement in Education for possible inclusion on the Web site.

About standards:

- **Local and state activities.** Contact your local school district or state department of education to find out how your community and state are developing and setting higher educational and occupational standards.
- **The Goals 2000: Educate America Act** provides funding to help schools raise standards and improve their accountability. It encourages communities to create

their own school improvement plans. For information, telephone your state education department or the U.S. Department of Education at 202-401-0039.

- **<putwest.boces.org/standards.html>**
This Internet address takes you to *Developing Educational Standards*, an outstanding Web site run by Putnam Valley Schools, Putnam Valley, New York, which posts links to other sites with K-12 educational standards and curriculum framework documents, including sites from every state.

The following publications can be ordered free of charge from the U.S. Department of Education by telephoning 1-800-USA-LEARN:

- *Improving America's schools: A newsletter on issues in school reform.* "Standards: What are they?"
- *Moving America to the Head of the Class.* Education Excellence Partnership, 1995.
- *Teachers and GOALS 2000: Leading the Journey Toward High Standards for All Students.*

About family involvement:

- **Partnership for Family Involvement in Education.** More information following the Key Resources section.
- **Parental Information and Resource Centers** in 28 states have been funded through the Goals 2000: Educate America Act. For more information on these centers, telephone the U.S. Department of Education at 202-401-0039.
- **The Individuals with Disabilities Education Act** funds 70 Parent Training and Information Projects across the 50 states to help parents of children with disabilities. To get a copy of "A Directory of Parent Training and Information Projects" and for more information, telephone the National Information Center for Children & Youth with Disabilities at 1-800-695-0285.

The following publications can be ordered free of charge from the U.S. Department of Education by telephoning 1-800-USA-LEARN:

- *Strong Families, Strong Schools: Building Community Partnerships for Learning*

- *Reaching All Families: Creating Family-Friendly Schools*
- *America Goes Back to School Partners' Activity Guide*
- *Employers, Families and Education: Promoting Family Involvement in Learning*
- *Team up for Kids! How Schools Can Support Family Involvement in Education*
- *Be Family-Friendly: It's Good Business!*
- *Join Together for Kids! How Communities Can Support Family Involvement in Education*
- *Summer Home Learning Recipes*
- *READ*WRITE*NOW!*
- *Preparing Your Child for College*
- *Learning Partners Series*
- *Helping Your Child Series*

About measurement and evaluation:

- **<www.ed.gov/offices/OUS/eval>** Consult the Web site of Planning and Evaluation Service, a division within the Office of the Under Secretary. At this Web site, you will find general resources and links related to measurement and evaluation along with summaries of major studies of federal programs undertaken by Planning and Evaluation Service.

II. OTHER SOURCES OF INFORMATION AND ASSISTANCE

About the new Title I:

National Coalition of Title I Parents
 1352 Q Street, NW, 2nd Floor
 Washington, DC 20005
 202-547-9288

About standards:

Council of Chief State School Officers
1 Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
202-408-5505
<www.ccsso.org>

Council for Basic Education
1319 F Street NW
Washington, DC 20004
202-347-4171
<www.c-b-e.org>

National Alliance of Business
1201 New York Avenue NW, Suite 700
Washington, DC 20005
202-289-2800
<www.nab.com>

**Center for Research on Evaluation,
Standards, and Student Testing**
UCLA Graduate School of Education and
Information Services
10920 Wilshire Blvd., Suite 900
Los Angeles, CA 90024-6511
<cresst96.cse.ucla.edu/index.htm>

About family involvement:

The National PTA
135 South La Salle
Department 1860
Chicago, IL 60674-1860
312-549-3253
<www.pta.org>

Family Math
Lawrence Hall of Science
University of California
Berkeley, CA 94720-5200
510-642-6550

Partnerships 2000
Center on Families, Communities,
Schools and Children's Learning
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
410-516-6987

Family Geography Challenge
National Geographic Society
1145 17th Street NW
Washington, DC 20036
202-828-6686

**The National Coalition for Parent
Involvement in Education**
Institute for Educational Leadership
1875 Connecticut Avenue NW, 8th floor
Washington, DC 20036
202-822-8405

<www.ncpie.org>

HIPPY USA

Teachers College, Box 113

525 West 10th Street

New York, NY 10027

212-678-3500

<www.c3pg.com/hippy.htm>

Parents as Teachers National Center

10176 Corporate Square Drive, Suite

230

St. Louis, MO 63132

314-432-4330

<www.patnc.org>

MegaSkills Education Center

The Home and School Institute

1500 Massachusetts Avenue, NW

Washington, DC 20005

202-466-3633

<www.megaskillshsi.org>

Families and Work Institute

330 Seventh Avenue, 14th Floor

New York, NY 10001

212-465-2044

<www.familiesandworkinst.org>

**National Community Education
Association**

3929 Old Lee Highway, Suite 91A

Fairfax, VA 22030-2401

703-359-8973

<www.ncl.org/anr/partners/ncea.htm>

**National Committee for Citizens in
Education**

Center for Law and Education

1875 Connecticut Avenue NW

Suite 510

Washington, DC 20009

202-986-3000

Parent Education Help line: 1-800-638-9675

III. PUBLICATIONS

About the new Title I:

Channing L. Bete Co., Inc. 1997. *About parent-school compacts*. South Deerfield, MA: Author.

The Education Trust. 1996. *A new chance: Making the most of Title I*. Washington, DC: Author.

MacFarlane, Eleanor C.. 1995. *Boost family involvement: How to make your program succeed under the new Title I guidelines*. Bloomington, IN: Family Literacy Center.

RMC Research. 1996. *Parents ask about compacts*. Portsmouth, NH: Author.

RMC. 1996. *Parents ask about parent involvement policies*. Portsmouth, NH: Author.

RMC. 1996. *Parents ask about school profiles*. Portsmouth, NH: Author.

RMC. 1996. *Parents ask about Title I*. Portsmouth, NH: Author.

Rogers, Mimi. 1995. *Planning for Title I programs: Guidelines for parents, advocates, and educators*. Washington, DC: Center for Law and Education.

About standards:

Council for Basic Education. *How does your school measure up?* Washington, DC: Author.

Pritchard, Ivor. *Judging standards in standards-based reform*. Washington, DC: Council for Basic Education.

RMC. *Parents ask about standards*. Portsmouth, NH: Author.

About family involvement:

Bamber, Chrissie et al. *Learning from Others: Good Programs and Successful Campaigns*. Washington, DC: Center for Law and Education and the Academy for Educational Development.

Dietz, Michael J., ed. 1997. *School, Family, and Community: Techniques and Models for Successful Collaboration*. Gaithersburg, Maryland: Aspen Publications.

Epstein, Joyce L. "School, Family, Community Partnerships: Caring for the Children We Share." *Phi Delta Kappan*, vol. 77, no. 9 (May 1995): 701-712.

Henderson, A. 1987. *The evidence continues to grow: Parent involvement improves student achievement*. Columbia, MD: National Committee for Citizens in Education.

Henderson, A. T., & Berla, N. 1994. *A new generation of evidence: The family is critical to student achievement*. Washington, DC: National Committee for Citizens in Education.

Struck, Darla, ed. 1995. *Involving Parents in Education*. Gaithersburg, Maryland: Aspen Publications.

Warner, Carolyn with Marilyn Curry. 1997. *Everybody's House--The Schoolhouse: Best Techniques for Connecting Home, School, and Community*. Thousand Oaks, California: Corwin Press.

About measurement and evaluation:

The Education Trust. 1997. *Education Watch: Community Data Guide*. Washington, DC: Author.