



UNITED STATES DEPARTMENT OF EDUCATION
PUBLIC AFFAIRS

FAMILY INVOLVEMENT PARTNERSHIP IN LEARNING

news conference
National Press Club
Lisagor Room, 2:15 p.m.
September 7, 1994

participants:

Richard W. Riley
U.S. Secretary of Education

Jaime Casteneda
teacher and assistant principal, Robert E. Lee High School, Houston, Texas

Sue Ferguson
chair, National Coalition for Parent Involvement in Education
outreach coordinator, National Information Center for Children and Youth with
Disabilities

Cathy Gresham
principal, Greenbelt Middle School, Greenbelt, Md.

Joe Gorman
president, TRW
chair, The Business Roundtable Education Task Force

Sister Lourdes Sheehan
secretary of education, U.S. Catholic Conference

Kathryn Whitfill
president, National PTA



UNITED STATES DEPARTMENT OF EDUCATION

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Family Involvement — By the Numbers*

3	The age that children have acquired more than half the language they will use throughout their lives.
5,887,000	The projected enrollment increase in the number of K-12 students in public and private schools over the next 10 years.**
\$453,000	The estimated increase in lifetime earnings for those with an associate's degree compared to a high school dropout.
50	The percentage of parents with children under age 9 who say they read to them every day.
52	The percentage of parental contacts with schools as of the first grade relating to a child's positive academic performance.
20	The percentage of parental contacts with schools as of the first grade that relate to negative academic performance.
33	The percentage of parental contacts with schools during the seventh grade that relate to negative performance.
31	The percentage of 17-year-olds in 1982 watching three or more hours of television per day.***
47	The percentage of 17-year-olds in 1992 watching three or more hours of television per day.***
31	The percentage of 17-year-olds in 1984 who read daily for fun.***
27	The percentage of 17-year-olds in 1992 who read daily for fun.***
47	The percentage of seventh-graders that watch three or more hours of television a day.
10	The number of hours per week of TV watching shown to negatively affect academic achievement.
73	The percentage of parents who want to limit their children's television viewing.
90	The percentage of the variation in eighth-grade math scores that is explained by three factors over which parents have authority — student absenteeism, variety of reading material in the home, and excessive TV watching.
8.7 billion	Number of hours that American parents would spend supporting their children's reading if every parent of a child aged 1-9 read or worked on his or her child's schoolwork five days a week.
\$230 billion	Amount of money this would represent if teachers spent that same time.

82	The percentage of America's prisoners who are high school dropouts.****
3 million	Number of thefts and violent crimes that occur on or near school campuses every year.
20	The percentage of all students in grades 9-12 who reported they had carried a weapon at least once during the previous month.
71	The percentage of high-income neighborhoods that offer after-school activities for kids 11-14.
23	The percentage of low-income neighborhoods that offer the same type of activities.
33	The percentage of parents of first-graders who serve as school or classroom volunteers.
8	The percentage of parents of seventh-graders who serve as school or classroom volunteers.
40	The percentage of Americans over 60 now in some voluntary activity at least 2 hours a week.
23,000	Number of volunteers in 1992 in the Foster Grandparents Program.
89,000	Number of children, including illiterate, abused and neglected children, pregnant teens, juvenile delinquents and children with disabilities, who were served by Foster Grandparents in 1992.
26	The percentage of large employers that offer seminars on parenting issues and involvement.
55	The percentage of large companies that take advantage of federal tax law by offering Dependent Care Assistance plans, which allow employees to set aside up to \$5,000 of their pre-tax salaries for child care expenses.
25,000	The number of covenants signed by Peter Hutchinson, superintendent of the Minneapolis School System, that secured commitments to education from students, teachers, school staff, administrators, and community members.
99	The percentage of parents who have some productive contact with their child's school in McAllen, Texas, where there was a districtwide parent involvement program.
\$25	Estimated yearly cost per student for a school to develop a viable parent-school program.
\$10	Estimated yearly cost per pupil for a school district to establish a structure to improve school and family connections.
\$5	Estimated yearly cost per pupil for a state to establish the same type of system.

*All figures cited, except where noted, are found in "Strong Families, Strong Schools, Building Community Partnerships for Learning," 1994, Department of Education.

**Digest of Education Statistics, 1993, Department of Education.

***1994 National Assessment of Educational Progress, Department of Education.

****A Demographic Look at Tomorrow, Institute for Educational Leadership, Inc. (1992)

**EXAMPLES OF
FAMILY INVOLVEMENT PARTNERSHIPS
ACROSS AMERICA**

The projects profiled in this listing are illustrative of different kinds of family involvement partnerships across the country. They are intended to suggest the many promising ways families, schools, businesses, and communities can work together to improve student learning and school success.

September 1994

Alabama

Junior League and Lincoln Middle School: Parents in Touch

The Junior League has "adopted" Lincoln Middle School as the site for its "Parents in Touch" program. The League initiated the program with a dinner for parents. League members picked up 250 parents at home and brought them to the school for the dinner. Parents suggested projects and signed up for a variety of tasks, and made plans for the year. Monthly Saturday field trips for students, siblings, and parents are organized by League volunteers. League members order busses and plan the trips which include a cultural event and lunch.

Contact:

Barbara McDonald, Principal
Lincoln Middle School
901 Ninth Avenue, N.
Birmingham, AL 35204
205/581-5145

Wenonah Elementary School: Wenonah Elementary's Active Volunteers (WEAV)

Coordinated by a full-time paraprofessional, the parent involvement program includes seminars, home visits, and take-home computers. Wenonah Elementary's Active Volunteers (WEAV), assigns regular responsibilities to its participants, including substitute teaching, thus enabling teachers to visit other schools to observe education programs that have since been incorporated into the Wenonah curriculum. WEAV volunteers from the community supplement the efforts of the PTA in a variety of areas of school life, linking together family, community and school.

Contact:.

Herman Williams, Principal
Wenonah Elementary School
3008 Wilson road, SW
Birmingham, AL 35221
205/929-8180

Alaska

Anchorage School District: Family Math, Family Science, Family Geography

In the last school year, Anchorage has conducted 75 sessions of Family Math, Family Science, and Family Geography which is a new set of parent-child workshops created by the Anchorage School district. MegaSkills training and other workshops for parents are offered through the district to help children succeed in school. After-school activities are offered throughout the district, bringing volunteer community members into the schools. A newly-released handbook for volunteer coordinators offers guidance to leaders who coordinate these and other parent-student activities.

Contact:

Jill Waters, Director of Community Education
907/269-2450

Arizona

Nogales Unified School District: Chapter 1 Parent Liaisons

Long-time well-respected members of the community serve as liaisons, focussing on Chapter 1 students and their families. Liaisons serve 5 elementary, 2 middle, 1 high and 1 alternative schools. Through extensive phone calls and home visits, the liaisons have brought the large (96%) Hispanic community into direct contact with the schools. At "Super Sunday" programs, held in English and Spanish, the liaisons encourage parents and students to work together on cooperative projects.

Contact:

Dr. Raul Bejarano, Superintendent Nogales Unified School District
310 West Plum St.
Nogales, AR 85621
602/287-4977

Arkansas

Arkansas: Home Instruction Program for Preschool Youngsters (HIPPY)

HIPPY is a home-based school-readiness program for at-risk children 4-5 years old and their parents. The program provides parents with a two-year curriculum lesson plan, and materials to help them teach school readiness skills to their children. Arkansas is deeply committed to the HIPPY program, with 22 sites serving about 2,400 families. The core HIPPY program consists of home visits every other week in which a paraprofessional works with parents on sequenced activity units to perform with their children on a daily basis. On alternate weeks, group meetings are held at the local elementary school for discussions of lesson topics and parenting issues. HIPPY is designed to increase the parents' self-esteem and to improve their children's cognitive abilities.

Contact:

Michelle French, Arkansas HIPPY Director
1120 Marshall Rm. 412
Little Rock, AR 72202
501/320-3671

California

Homework Hotline

Homework Hotline is now in its 8th year of service, providing free homework help to students through a television program that airs year-round. The Emmy Award-winning Hotline is a joint project of the Los Angeles Unified School District and the United Teachers of Los Angeles. About 400 calls come in during each 4 day period. The first two segments deal with math and the second two segments deal with English. Twelve on- camera and off-camera teachers plan and tape the live segments of each broadcast. Parents are encouraged through the media and schools to have their children utilize this community resource for homework assistance.

Contact:

Hector Viera, Production Coordinator
Homework Hotline, KLCS-TV/Channel 58
Los Angeles Unified School District
1061 West Temple Street
Los Angeles, CA 90012
213/625-6958

Colorado

Poudre School District: Even Start

The program primarily serves residents of two mobile home parks. These sites were selected based upon the high percentage of dropouts residing in them. Of the 450 families living in the two parks, nearly 25 percent participate in Even Start programs that include tutoring, family enrichment and literacy programs. Empowerment is one of the special concerns at this Even Start site, as many parents feel uncomfortable about communicating with the schools their children attend. Staff training thus emphasizes the importance of patience in working with families, and collaboration to solve family problems.

Contact:

Carol Miller, Co-Director
Even Start
Poudre School District R-1
2407 La Porte
Fort Collins, CO 80521
303/490-3653

Marilyn Thayer, Co-Director
303/484-2580

Manual High School: We Can!-Parent Involvement Program

Primary among the goals of We Can! Parent Involvement Program are improving student achievement, especially for those who are performing below grade level and establishing networks and forming alliances among the 9th grade parents. As part of the program, parents spend a day in school and attend parenting workshops. As an incentive, the principal writes to the parents' employers requesting released time for parent to be on site at the school. During the past five years only one employer has been unwilling to grant the school's request for released time. Teachers give 9th graders extra credit for encouraging their parents to attend specified events.

Contact:

Linda Bates Transou, Principal
Manual High School
1700 E. Twenty-Eighth Avenue
Denver, CO 80205
303/391-6300

Connecticut

Lincoln-Bassett Community School: The School Development Program (SDP also known as The Comer Process)

Lincoln-Bassett is one of a growing number of schools nationwide that has adopted what is popularly known as The Comer Process, named for its founder, Dr. James P. Comer of Yale University. Emphasis is placed upon improving the climate of schools that primarily serve disadvantaged children to make the school more responsive to the needs of families and students. School-based decision-making and revitalizing the bonds among school, family and community to help children learn are the key objectives. The Comer Process has now been expanded to include all elementary schools within the district.

Contact:

V.M. Roberts, Principal
Lincoln Bassett Community School
New Haven, CT
203/787-8839

General Electric: Partnering with Parents for Student Success

Funded by the G.E. Foundation, this program operates in partnership with individual schools to increase student learning in math, reading, and science, to improve student attendance and to decrease the number of student disciplinary referrals. Other goals of the program aim to improve parent involvement with their children's education and to encourage parents to enroll in adult education programs. Parents learn how to incorporate supplementary educational activities within the home.

Contact:

Phyllis McGrath
Precollege Program Manager
General electric Foundation
3135 Easton Turnpike
Fairfield, CT 06431
203/373-3216
FAX: 203/237-3029

Delaware

Columbia Gas

The public utility offers employees up to four hours of "released time" per month for taking part in an "approved educational activity" such as tutoring, counselling or serving on a school board or advisory committees. Employee parents are allowed two hours of released time per semester for teacher conferences or classroom visits.

Contact:

W.H. Chaddock, Senior Vice-President
The Columbia Gas System, Inc.
20 Montchanin Road
POB 4020
Wilmington, DE 19807-0020
302/ 429-5561
FAX: 302/ 429-5596

District of Columbia

MegaSkills Workshop Program from the Home and School Institute

The MegaSkills workshop program teaches and trains parents and other care givers to help their children at home become ready for learning. The "MegaSkills" are ten skills and attitudes that people need to learn to achieve success throughout their lives, such as motivation, common-sense and problem-solving. The workshops are conducted by trained volunteers through grants for training and materials. More than 4,200 parent workshop leaders from 45 states and over 1,000 school districts have been trained nationwide.

Contact:

Dorothy Rich, President
Home and School Institute, Inc.
1201 16th Street, NW
Washington, DC 202/466-3633

James F. Oyster Bilingual Elementary School: The Oyster School Community Council

The Oyster School Community Council consists of a core team of about 25 parents who manage several school-based committees. For example, the Science Committee, led by four parents employed in the field professionally, worked with teachers to develop lessons featuring classroom presentations. The Cultural Diversity Committee held a workshop for other parents on prejudice awareness. Several committees have provided parent training in areas such as parent involvement in early childhood education.

Contact:

Pacquita B. Holland, Principal
James F. Oyster Bilingual Elementary School
29th and Calvert Streets, NW
Washington, DC 20008
202/ 673-7277

Florida

Full Service School Program

A Full Service School Program has been created by the Florida State University in partnership with five low-income elementary and secondary schools in Leon County (Tallahassee). The Program links the needs of families with resources in local agencies such as health care, emergency food, housing, and children's divorce support groups. It includes client advocacy, follow up, case management, and on-site family crisis and adolescent intervention counselling. The program operates under a grant from the state of Florida.

Contact:

Dot Inman-Crews, Administrator
904/ 644-6118

Feinberg-Fisher Elementary School: Rainmakers Program

RAIN--the Referral and Information Network-- is a school-based, grassroots initiative aimed at parent involvement in the school and community. With about 1,000 student enrolled, this school serves Spanish speaking, low-income families. The goals of the program include: increased coordination and integration of education, health and social services to families to enhance learning by children and to disseminate the results of the service integration projects to other schools and districts. One hundred trained parent volunteers aided by students are the backbone of the program. Funding for this program is provided by local, State, and private sources.

Contact:

Nidia Sica, Project Coordinator
RAINMAKERS
Feinberg-Fischer Elementary School
1420 Washington Avenue
Miami Beach, FL 33139
305/673-9727

Georgia

Inman Middle School: Transparent School/ Class Notes Homework Hotline

Located in Atlanta, with an enrollment of 750 students, the Inman Middle School is one of several institutions nationally to use the Transparent School Model, an interactive electronic mailbox service accessed via the telephone. Teachers are able to leave daily messages for parents to call in and hear one to three minute messages about that day in school and that night's homework. Parents may also access messages from the principal, PTA and other school professionals.

Class Notes Homework Hotline, a program for which Inman was recognized at the White House, remains an integral channel for the school. Class Notes provides parents with the ability to help students with homework assignments and to keep track of programs and events at school by accessing electronic mailboxes available through the Transparent school program.

Contact:

Dr. Barbara Naylor, Principal
774 Virginia Avenue, Northeast
Atlanta, GA 30306
404/853-4017

Hawaii

Aikahi Elementary School; The Early Provision for School Success Program

Aikahi Elementary School relies on strong community support and parental involvement to create an atmosphere that nurtures student's academic and social development and underscores the importance of avoiding violence. The Early Provision for School Success Program uses workshops to teach parents skills for becoming involved in their children's learning. The program encourages parents and their children to work together on various projects such as dancing, food preparation, and reading. Parents also give presentations on Career Day, serve as coaches for the Speech Festival and officials for the school's Fitness Meets.

Contact:

Robert Tokumaru, Principal
281 Iliha Street
Kailua, HI 96734
808/254-3805

Illinois

The Center for Successful Child Development (CSCD)

The CSCD, also known as the Beethoven Project, serves mothers who reside in six buildings of a Chicago public housing project in a low-income, high-crime neighborhood. Mothers are identified early in their pregnancy and receive prenatal care, follow-up well-baby care, and postnatal services at the project's on-site health center. Child care enables the women to pursue individual plans for self-sufficiency. Formal and informal classes offer instruction on child development and parenting. Relevant social and community issues are also discussed, such as the effects of domestic violence on children. The Center also offers full day, full-year Head Start programs. Each family is assigned a Parent/Child Advocate who makes frequent home visits so that families have access to public assistance and social services. Additional personal support and opportunities to socialize are offered through the Family Enrichment Center.

Contact:

Jeff Hackett
The Ounce of Prevention Fund
188 West Randolph
Suite 2200
Chicago, IL 60601
312/ 853-6080; FAX 312/853-3337

Chicago Commons Association

Chicago Commons is a 100 year old social service agency committed to helping Chicago's socially and economically disadvantaged families overcome the barriers of poverty and become self-sufficient. Through a program that improves parents' literacy and job skills, the Chicago Commons Association creates a congenial home and learning environment for elementary school children on the city's West Side. An Employment Training Center (ETC) recruits parents over the age of 21 with children in one of the 13 targeted elementary schools in high poverty neighborhoods.. The program offers an individualized curriculum allowing parents to work at their own pace to address their personal needs. A case manager works with each parent to develop a personalized Employment Plan and a Family Development Plan.

Contact:

Jody Raphael or Jenny Wittner
Chicago Commons ETC
1633 North Hamlin
Chicago, IL 60647
312/342-5510

Maryland

"At Report Card Time: STOP, LOOK AND LISTEN"

The precipitating factor in 20 percent of child abuse reports is a negative note from school or a "bad" report card. The Baltimore City Commission for Children and Youth works with the Mayor's Office for Children and Youth to sensitize school leaders to the "report card syndrome." The program makes sure that each Baltimore City Public School student receives an attractive card with each report card. The card's message to parents is to "Stop what you are doing, look at your child's report card, and listen to what your child has to say." The card identifies positive parenting techniques and telephone numbers offering homework/tutoring help and counselling services. A media campaign compliments the distribution of these special cards at report card time. The program now reaches 110,000 Baltimore homes each marking periods and phone calls at report card time to agencies listed in the card are up. This year, as a result of a poor school report, there were two known cases of child abuse, compared with 60 cases the previous year.

Contact:

Sara Mandell, Special Assistant
Mayor's Office for Children and Youth
10 South Street, Suite 100
Baltimore, MD 21202
301/396-3362

Calverton and West Baltimore Middle Schools: Teachers Involve Parents in Schoolwork (TIPS)

Launched in 1990, TIPS is intended to continue as an ongoing program within schools. It is based upon a core of research that links student gains and parent involvement with homework. An interactive homework process was developed to keep families involved in their children's education. Thus homework has become a three-way partnership, involving students, families and teachers. Frequent communications with parents in the form of written materials such as step-by-step instructions, and requests for comments are among the ways teachers and families stay in touch. Outcomes and evaluation target academic improvement and enhanced cooperation among parents, teachers, and schools. Certificates are awarded to students and parents once a certain number of TIPS activities are completed.

Contact:

Vivian Jackson
Fund for Educational Excellence
605 N. Eutaw Street
Baltimore, MD 21201
410/685-8300

Massachusetts

John Hancock Mutual Life Insurance Company

John Hancock considers itself a family-friendly business. A variety of activities and services for families of employees are provided. Flextime arrangements are common, enabling new mothers to take up to one year of unpaid pre- and postnatal leave. This is an important consideration, as sixty percent of the John Hancock work force is female. During management training seminars, facilitators stress the need to be sympathetic to employees' child care issues. The home office sponsors parenting seminars with child development experts to help parents select suitable recreational and educational activities for their children during the summer months when school is not in session. It also sponsors the Kids-To-Go program for school-age children, offering special activities during certain holidays and vacations when school is not in session.

Contact:

Les Hemmings
Vice President for Human Resources
John Hancock Mutual Life
POB 111 Floor T17
Boston, MA 02117
617/572-6845

Work/Family Directions, Inc.

Work/Family directions is a human resource consulting firm that provides a "SchoolSmart" service to Fortune 500 companies to give expert (educational specialist) advice to parents. Among the services offered are consultations with parents how best to help children succeed in school, how to evaluate school programs, and how to identify schools that meet their children's needs when moving to a new community. The firm's goal is to "reduce the barriers that stand between employees working productively and fulfilling their family needs."

Contact:

Fran Rodgers, President
Work/Family Directions, Inc.
930 Commonwealth Avenue West
Boston, MA 02215-1212
617/ 278-4000
FAX 617/ 566-2806

Michigan

Teaching-Learning Communities (T-LC) Mentor Program

The T-LC mentor program was established to offer at-risk students the guidance and motivation they need to stay in school. The majority of the mentors are senior citizens recruited from the community. Besides helping with academic tutoring, the mentors talk with the students about the importance of remaining drug and alcohol free, taking responsibility for their choices, and respecting the law and rights of other people. Currently, more than 200 mentors are working with the students on a one-on-one basis from one to five times every week.

Contact:

Carol H. Tice
Lifespan Resources, T-LC Mentors
1212 Roosevelt Street
Ann Arbor, MI 48104
313/994-4715

Minnesota

Minneapolis Covenant

Minneapolis Schools' Superintendent Peter Hutchinson has introduced a student contract, "The Minneapolis Covenant." It aims to hold accountable teachers, students, school staff and community members for academic improvement of the district's students.. Calling the student contract a "covenant" is intended to promote the idea that all members of the community are responsible for ensuring the educational success of its young people. Hutchinson has personally signed each of the 25,000 student contracts and they have been returned to the students and their families.

Contact:

Peter Hutchinson, Superintendent
Minneapolis School System
612/627-2010

Honeywell: New Vistas High School

Located at Honeywell corporate headquarters, this alternative program within the Minneapolis Public School system provides pregnant teens and teen mothers with a solid education program leading to a high school diploma while their babies and young children receive early health and developmental care. All students in the program work parttime in the day care center in exchange for academic credit. The program uses flexible teaching methods suited to the students' special academic needs. Individualized computer-assisted instruction is featured, allowing students to progress at their own pace and receive individualized attention from teachers, in addition to traditional classroom instruction. Professional and academic counselling is available to students in addition to part time internships offered by Honeywell. Other corporate sponsors and volunteer agency work cooperatively with Honeywell and the Minneapolis Public Schools to provide computers, software, and health care services.

Contact:

Chris Bremer
Honeywell Human Resources
Honeywell MN12-5131
POB 524
Minneapolis, MN 55410-0524
612/951-2066

Mississippi

Rolling Fork Elementary School: QEP Parent Involvement Project

The Quality Education Project offers schools a field-tested, professionally supervised, and site-tailored parent involvement program. Introduced at Rolling Fork Elementary School in 1989, the school is making efforts to continue the project components on an ongoing basis. The major components include a parent pledge, QEP student folders, parent seminars, a Back-to-School night, and a parent resource center. The program also encourages inservice training for administrators, teachers, and parents, resource manuals and other printed materials, as well as periodic evaluation.

Contact:

Mrs. Ethel Brown, Principal
QEP Parent Involvement Project
Rolling Fork Elementary School
600 South Parkway
Rolling Fork, MS 39159
(601) 873-4849

Natchez-Adams School District: Natchez-Adams Chapter 1 Parent Center

The Natchez-Adams Parent Center is staffed by a parent coordinator and two teacher assistants serving 3,500 students from 1,700 families. The major components of the program include teacher referrals to the Parent Center, the Parent Center Program, workshops for parents and teachers, a take home computer program, educational materials for home use, adult literacy classes, tutorial programs and a Learning Lab on Wheels. The program places emphasis on individualized learning plans for Chapter 1 children, positive parent-teacher conferences, and an orientation program for transition to middle school. The program strives to help parents increase their child's academic achievement, teach parenting skills and assist parents in raising their own educational level.

Contact:

Millicent Mayo, Parent Coordinator
Judy H. Sturdivant, Chapter 1 Coordinator
Chapter 1 Parent Center
Natchez-Adams School district
P.O. Box 1188
Natchez, MS 39121
(601) 445-2897/2819

Montana

Blackfeet Reservation: Headstart Start and Family Service Center

The Head Start Program and the Family Service Center are operated by a Parent Policy Board formed and directed by the Blackfeet Tribe. The major components of the program include Head Start, the Family Service Center, parent volunteers, parent participation in decision making, and home visits. Other services of the program included informing parents about opportunities for classes, jobs, and further education, parent empowerment, and a bilingual curriculum in the Head Start program.

Contact:

Susan Carlson, Family Service Center
Judy White, Head Start Program
Blackfeet Head Start Program and Family Service Center
P.O. Box 537
Browning, MT 59417
(406) 338-7411

Nebraska

Nebraska Housing Authority and Omaha Public Schools-Housing Project

Since 1986 study halls, computers, mentors and academic and recreational volunteers have been available to the large number of young people at risk of dropping out of school in the public housing projects. The housing authority and the schools work closely together on reducing truancy. For example, after a child is absent for two days, the school calls the parent and the housing authority staff. Families can be evicted from the project if their children do not attend school. Home visits are arranged to identify the root of the problem. Parent-teacher conferences are often held at the housing project.

Contact:

Nebraska Housing Authority
(402) 444-6419

New Mexico

Tomasita Elementary School

The parent involvement program at Tomasita Elementary School is located in a parent center within the school and has no paid staff. From 100 to 125 families participate in the activities while more than 200 parents are volunteers in the school. The program is operated with the belief that when people are involved in planning and operating a program they feel a sense of ownership which results in a more responsive program. Major program components include the parent volunteer program, the preschool program, "Families in Partnership" program, before- and after-school child care, summer day camp, and the Kinderproject. They program also operates a clothing bank and a food co-op program. teachers.

Contact:

Ms. Terry Toman, Principal
Tomasita Elementary School
701 Tomasita N.E.
Albuquerque, NM 87123
(505) 293-1230

New York

Buffalo Parents' Resource Center

Family resource centers are growing in popularity. They provide parenting information, offer classes or workshops for parents, and make social services and child care referrals. Some centers lend books, tapes and toys, coordinate home visits and translate materials into other languages. Many coordinate parent volunteers in schools and parent tutoring programs. One of the oldest operating centers is that in Buffalo. The Buffalo Parent Resource Center is located downtown in space donated by the Buffalo Urban League. The center offers parents a safe and comfortable environment for learning and engaging in learning activities with their children. The Center serves the important function of being a resource for parents who do not yet feel comfortable in a school setting.

Contact:

Howard Lewis, Director
716/ 851-3500

Boys and Girls Club of America: Children's Aid Program

The Children's Aid Program is a services-integration project in the Salome Urena Middle Academies in New York City's Washington Heights-Inwood area, a high-poverty, high-crime neighborhood with many limited English-proficient families. Emphasis of the program is placed on "one stop shopping" that gives parents and children quick, convenient, and comprehensive access to aid. For its part, the school encourages parent involvement: Over 1,000 parents serve in volunteer capacities in a school of 1,350 students, giving hearing and vision screening in the school's clinic and serving in a variety of support functions.

Contact:

Peter Moses
Children's Aid Society
212/949-4921

Ohio

Proctor & Gamble

Proctor & Gamble sponsors a mentor program, Project Aspire, that serves as the basis for a comprehensive education enrichment program in Woodward High School in Cincinnati, Ohio. The program mentors work with three groups: students who are in danger of dropping out of school, students who are planning to seek jobs after graduation from high school, and students who plan to go on to college.

Contact:

Paula Shaye Long
Manager, Community Affairs
The Proctor & Gamble Company
One Proctor & Gamble Plaza
Cincinnati, OH 45202
513/983-3663

Oregon

Bush Elementary School

Bush's parent involvement program grows and changes each year. In its work, the schoolwide parents group has chosen to focus on drug and alcohol abuse in families and community building. Parenting classes and family reading clubs are also part of Bush's schoolwide Chapter 1 program.

Contact:

Jennifer Bellman
Principal
Bush Elementary School
755 University
Salem, OR 97301
(503) 399-3134

Parents-Staff-Together--Richmond Elementary School

Since 1990, the school's state-acclaimed Parents-Staff-Together program has developed parental leadership through a two-year training program. The program is designed to promote communication between parents and school through monthly meetings held in parent homes. As a result of the program's great success, in 1991 it received the Governor's Volunteerism Award for exceptional parental involvement.

Contact:

Kathleen Bebe
Principal
Richmond Elementary School
466 Richmond Avenue, SE
Salem, OR 97391-6799
(503) 399-3180

Rhode Island

Hasbro: HIPPY

The Home Instruction Program for Preschool Youngsters (HIPPY) begins with the tenet that all parents want the very best for their children and that all children can learn. The goals of the program include strengthening the parent/child relationship; promoting the concept of family; developing increased self-esteem, self-awareness, and self-confidence; and encouraging the participating parent's educational and employment goals. The program serves as a referral source to both community services and social service agencies.

Contact:

Mary Doyle
Pawtucket School Department
Park Place Box 388
Pawtucket, RI 02860
(401) 729-6510

South Dakota

Takini School: Woonspe Tiospaye (Family Education)

The parent involvement program operating at the Takini School is Family and Child Education (FACE). The FACE program is a family literacy program with four major components: Early Childhood, Parent Education, Parent and Child Time (PACT), and Adult Education. The program also encourages home visits and group/community meetings.

Contact:

Linda Hunter, Coordinator
Takini School
HC 77, Box 537
Howes, SD 57748
605/538-4399

Texas

Ft. Hood 2000 Parental Involvement Program: A Pilot Program

Lieutenant General Paul E. Funk, Commanding General of Ft. Hood, Texas in cooperation with the Killeen Independent School District has defined soldiers' place of duty as attending parent-teacher conferences twice every six weeks. The purpose of the program is "to increase parents' participation and involvement with the learning process and in the academic lives of their children." This program, featured at the satellite town meeting on parent involvement in June, 1994, is being piloted at an elementary and middle school on post. Its goal is to strengthen the connections between home and school for parents and children alike through these frequent 20-30 minute parent-teacher meetings. Preliminary data indicate great gains in achievement since the inception of the program.

Contact:

Tricia Christ, Director
FORT HOOD 2000
Family Support Division
Ft. Hood, TX 76544
817/287-0345

Robert E. Lee High School

School officials and police have worked together to address a serious gang problem: a school-day curfew was imposed as Lee High authorities implemented a "zero tolerance for gangs in the school policy." Lee administrators met with parents, students and community members outside of school to develop a cooperative strategy for identifying violent gang members and for keeping kids in schools. These efforts have resulted in significant academic achievement for the school.

Contact:

James Claypool
Principal
Robert E. Lee High School
6529 Beverly Hill
Houston, TX 77507
(713) 782-7310

Virginia

Even Start Program

Richmond Even Start works with approximately 50 families for 5-6 hours, four days per week. The large majority of the parents are single, African-American women from low socio-economic backgrounds. Parents join their children's preschool classroom each day to do activities together as part of "Parent and Child Time." Teachers help the parents master effective methods to help teach their children. Parents start each day with a half hour of "Life Lab": reading and discussing articles featured in the morning newspaper. Parents are also offered many services to improve their parenting skills and job readiness. Cultural trips and lunch programs are also featured.

Contact:

Janet Dolan
Even Start Program
119 West Leigh Street
Richmond, VA 23220
804/780-4388

Washington

The Volunteer Program

Seattle students are linked to volunteer tutors through a city-wide tutoring program. The Volunteer Program oversees several projects, including projects hosted by local churches where volunteers tutor students in a variety of academic areas from 2 to 4 hours per week. Some 650 adults participate as volunteer tutors. Other community partners include area universities and businesses. The Volunteer Project also conducts training sessions and publishes tutoring materials.

Contact:

Sally Morgan, Program Director
The Volunteer Project
POB 4235
Seattle, WA 98104
206/622-0998
FAX 206/622-0892

West Virginia

Atenville Elementary School: Parent as Educational Partners

Parent involvement in this small school in West Virginia was spearheaded by the former principal Peggy Adkins. The components of the program include: the Family Center, the Parent Phone Tree, Parent Educational Workshops, home visits, Satellite Tutoring Centers, Welcome Wagon, PTA, and Parent Volunteers. Atenville was accepted into the League of Schools Reaching Out, and received a small grant from the Institute for Responsive Education to implement the program.

Contact:

Mrs. Darlene Dalton, Principal
Atenville Elementary School
Rte. 2, Box 28
Harts, WV 25524
(304) 855-3173

Wisconsin

Each One Reach One

The Hillside Housing Project in Milwaukee is the home of the Each One Reach One program. Developed twelve years ago by June Perry, this mentor program carefully chose a location that would make it easy for the young black children living in the housing project to participate. The purpose of the program is to provide young boys and girls (ages 7 to 14) with role models. The mentors, black men and women, attend two-hour weekly meetings to discuss issues of importance like staying in school and the dangers of drugs and alcohol and the importance of self-esteem.

Contact:

June Martin Perry, Executive Director
New Concept Self-Development Center, Inc.
636 W. Kneeland St.
Milwaukee, WI 53212
(414) 444-1952

NATIONAL COALITION FOR PARENT INVOLVEMENT IN EDUCATION

MEMBER ORGANIZATIONS

TELEPHONE

Academy for Educational Development	202-862-1900
American Association of School Administrators	703-528-0700
American Federation of Teachers	202-879-4400
ASPIRA	202-835-3600
Association for Supervision and Curriculum Development	703-549-9110
CeDAR	202-223-1593
Center for Law and Education	202-986-3000
Center for the Study of Parent Involvement	510-254-0110
Center For Revitalization of Urban Education, National Education Association	202-822-7015
Center on Families, Communities, Schools and Children's Learning	410-516-0370
Council for Exceptional Children	703-620-3660
Council of Chief State School Officers	202-336-7007
Council of the Great City Schools	202-393-2427
Education Publishing Group	617-542-6500
ERIC Clearinghouse on Urban Education	212-678-3433
Family Resource Coalition	312-341-0900
Family Service America	202-347-1124
Grandparents Network, America Association for Retired Persons	202-434-2288
Hispanic Policy Development Project	202-822-8414
Home and School Institute	202-466-3633
Institute for Educational Leadership	202-822-8405
Institute for Responsive Education	617-353-3309
International Reading Association	202-624-8800
National Association for the Education of Young Children	202-232-8777
National Association of State Boards of Education	703-684-4000
National Association of School Psychologists	202-806-5196
National Association of Elementary School Principals	703-684-3345
National Association of Partners in Education	703-836-4880
National Association of State Directors of Vocational Technical Education	202-328-0216
National Association of Secondary School Principals	703-860-0200 Ext.245
National Black Child Development Institute	202-387-1218
National Coalition of Title I/Chapter 1 Parents	202-547-9286
National Community Education Association	703-359-8973
National Council of La Raza	202-289-1380
National Dropout Center	803-656-2599
National Head Start Association	703-739-0870
National Information Center for Children and Youth with Disabilities	202-884-8200
National PTA	703-644-7333
National Urban League	212-310-9000
Parents for Public Schools	202-778-6323
Quality Education for Minorities Network	202-659-1818
RaSaun and Associates (Bob Witherspoon)	703-558-4800
School Council Assistance Project	803-777-7658
The Parent Institute	703-569-9842



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

NATIONAL FAMILY INVOLVEMENT PARTNERS

The following organizations have joined the informal network of partners that comprise the national Family Involvement Partnership:

National Coalition for Parent Involvement in Education

Academy for Educational Development
American Association of School Administrators
American Federation of Teachers
Aspira
Association for Supervision of Curriculum Development
CeDAR
Center for Law and Education
Center for Revitalization of Urban Education, National Education Association
Center for the Study of Parent Involvement
Center on Families, Communities, Schools and Children's Learning
Council for Exceptional Children
Council of Chief State School Officers
Council of the Great City Schools
Education Today
ERIC Clearinghouse on Urban Education
Family Resource Coalition
Family Service America
Grandparents Network, American Association for Retired Persons
Hispanic Policy Development Project
Home and School Institute
Institute for Educational Leadership
Institute for Responsive Education
International Reading Association
National Association for the Education of Young Children
National Association of Elementary School Principals
National Association of Partners in Education
National Association of School Psychologists
National Association of Secondary School Principals
National Association of State Boards of Education
National Association of State Directors of Vocational Technical Education
National Black Child Development Institute
National Coalition of Title I/Chapter 1 Parents
National Community Education Association
National Council of La Raza

National Dropout Center
National Information Center for Children and Youth with Disabilities
National PTA
National Urban League
Parents for Public Schools
Quality Education for Minorities Network
RaSaun and Associates (Bob Witherspoon)
School Council Assistance Project
The Parent Institute

Community-Based Organizations

Boys & Girls Clubs of America
Children's Aid Society
Girls Scouts of America
YMCA of USA
Youth Guidance of Chicago
AFL/CIO
Optimist International
National Assembly of National Voluntary Health and Social Welfare Organizations

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