

Connecticut State Department of Education  
Division of Educational Programs & Services  
Bureau of Special Education & Pupil Services

# **A SELECTED COLLECTION OF SCHOOL - FAMILY - COMMUNITY PARTNERSHIPS RESOURCES**



CONNECTICUT  
SCHOOL-FAMILY-COMMUNITY  
PARTNERSHIPS

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**Compiled by:**

**Judy Carson, Harriet Feldlaufer, and Wendy Harwin  
Connecticut Department of Education**

**and**

**Barbara Slone, Julia LaRosa, and Donna-Lee Rulli  
Special Education Resource Center**

**25 Industrial Park Road**

**Middletown, CT 06457**

**860-632-1485**

**NOTE: Permission is hereby granted to duplicate this bibliography in any quantity. Please note that this bibliography represents only a selected collection of resources available at the SERC Library on School-Family-Community Partnerships.**

Ahsan, N. & Cramer, L. (1998). **How are we doing? A program self-assessment toolkit for the family support field.** Chicago, IL: Family Resource Coalition of America.

This kit aims to give family support programs specific, short-term and long-term benchmarks to help them enact the principles of family support into day-to-day practice. Includes detailed checklists to assist with assessment of performance in 10 areas: governance, outreach, programs/activities, parent education and child development, working one-on-one with families, community relations, center environment, home visits, staff roles, monitoring and evaluation. Also includes questionnaires for gathering data, a guidebook, and a computer disk to help compile information gathered. **(SFCP IE 362.820973 AHS - Book)**

American Medical Association and The American Academy of Pediatrics.

**Taking charge of your TV: The Family and Community Critical Viewing Project.**

(1996) A Partnership of the National PTA, National Cable Television Association, and Cable in the Classroom. **(SFCP IE 362.7042 FAM - Book)**

Hosted by Rosie O'Donnell, this short video provides four steps to discussing TV in a way that turns viewing into a more positive and educational experience. It includes tips for becoming a smarter TV viewer and helps families make informed choices about TV to become more active, critical watchers.

Ames, C., Khoju, M., & Watkins, T. (1993). **Parent involvement: The relationship between school-to-home communication and parents' perceptions and beliefs [Report No. 15].**

Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. **(SFCP VF-Families)**

This report examines the relationship between teachers' school-to-home communications and parental perceptions and beliefs, parental involvement, and children's motivation-related outcomes.

Ames, C., de Stefano, L., Watkins, T., & Sheldon, S. (1995). **Teachers' school-to-home communications and parent involvement: The role of parent perceptions and beliefs [Report No. 28].** Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. **(SFCP VF-Families)**

This study reports the results of an intervention program designed to increase teachers' use of school-to-home communications. Teachers' uses of school-to-home communications from both the teachers' and parents' perspectives were evaluated. Parental involvement from the parents' and children's perspectives were also assessed.

Batey, C. S. (1996). **Parents are Lifesavers.** Thousand Oaks, CA: Corwin Press Inc. **(SFCP 370.19312 BAT - Book)**

This book contains real, down-to-earth skills and tips needed to turn parents into active, sharing participants in their children's education. This book provides step-by-step guidelines for getting parents involved in school and classrooms. It teaches proven techniques that encourage participation by all, including the "hard to reach" parents.

Berla, N., Garlington, J., & Henderson, A.T. (1993). **Taking stock: The inventory of family, community and school support for student achievement.** Washington, DC: National Committee for Citizens in Education. (SFCP VF-Families)

This binder contains a guide for schools to evaluate current efforts to reach out and work with families and the community. It introduces the components of a successful partnership and illustrates how to use results of your school's "inventory" to develop a detailed action plan for improvement. It focuses on everyday policies and practices, and applies to all grade levels, from elementary through high school.

Bermudez, A. B. (1994). **Doing our homework: How schools can engage Hispanic communities.** Charleston, WV: Appalachia Education Laboratory, Inc. (SFCP 371.9768073 BER - Book)

This book examines the impact of parent involvement on students, schools and parents themselves and discusses strategies for creating meaningful partnerships with Hispanic parents. Varied roles that parents can play are described along with strategies and programs that schools around the country have used successfully. The final chapters present a teacher training model and a description of a four-way collaborative project representing Hispanic parents, university trainers, local businesses and school district personnel.

Booth, A. & Dunn, J.F. (1996). **Family-school links: How do they affect educational outcomes?** Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. (SFCP 371.19312 BOO -Book)

Botrie, M. & Wenger, P. (1992). **Teachers & parents together.** Markham, Ontario: Pembroke Publishers Limited. (SFCP 371.103 BOT - Book)

A resource book with practical, easy-to-implement initiatives to involve parents in all aspects of their child's learning. Teachers will learn how to forge an effective partnership with parents, including tips on guiding principles, ideas for parent bulletin boards and workshops, through suggested letters and procedures for parent interviews, open houses and newsletters.

Burch, P., Palanki, A., & Davies, D. (1995). **From clients to partners: Four case studies on collaboration and family involvement in the development of school-linked services [Report No. 29].** Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

This report looks at the effective policies and practices of four local projects that are developing collaboration among education, health, and other service providers and are empowering families as equal partners in their efforts. The researchers conducted two-year case studies of these projects: The RAIN project in Miami Beach, Florida; comprehensive services in Las Cruces, New Mexico; School-Based Youth Services in New Brunswick, New Jersey; and the Parent Facilitation Project in Snohomish County, Washington.

Calkins, L. & Bellino, L. (1997). **Raising lifelong learners: A parent's guide.** Reading, MA: Addison-Wesley. (SFCP 371.192 CAL - Book)

This resource guide identifies particular areas of study that students need to master, and ways that parents can develop these skills and get involved in their child's learning, at home. Some of these areas include reading, writing, and developing good work habits, among others. This text also sheds light on the importance of the teacher-parent relationship.

Carfora, J. & O'Rourke, M.L. (1997). **Family resource center handbook: How to establish and manage a family resource center.** Bloomington, IN: EDINFO Press. (SFCP IE 370.1931 CAR - Inservice Education)

This practical handbook offers administrators, teachers, parent organizations and especially the parent coordinator step-by-step guidelines to establish and manage a successful family center. The authors present a helpful working guide and reference tool for developing a parent-powered center that strengthens partnerships between families, school and community.

Carroll, S.R. & Carroll, D. (1994). **How smart schools get and keep community support.** Bloomington, IN: National Educational Service. (SFCP 371.01 CAR - Book)

This book was written to help public schools focus on *their* customers. By adapting marketing strategies, public schools can capture and retain community support without spending tax dollars.

Center on Families, Communities, Schools & Children's Learning (1996). **A special place, family center in your school.** Baltimore, MD: Johns Hopkins University. (SFCP IE 370.1931 CEN – Inservice Education)

This packet is designed for those schools or communities interested in developing a family center. The *Family Center Guidebook* discusses reasons for having a family center and a step-by-step approach of organizing a center. Other topics discussed in the guidebook include creative strategies, which could be implemented in the family center and resources that help to begin organizing a center. A second book in the packet includes case studies of successful family centers created across the country. A final book discusses the dimensions of functioning of family centers in 28 schools across the country. A videotape on how to start a family center compliments the three books.

Center on Families, Communities, Schools & Children's Learning (1996). **Policy portfolio.** Baltimore, MD: Author. (SFCP IE 371.103 CEN – Inservice Education)  
Includes: 1 book (Partners in Action), 3 pamphlets ("*Seeing*" *the School Reform Elephant, What Parents Want: A Report on Parents' Opinions About Public Schools, and Partnerships for Student Success*), and 1 video (*A Tale of Two Partnerships*):

*Davies, D. (1996). Partnerships for student success. Baltimore, Md.: Center on Families, Communities, Schools & Children's Learning.*

*The pamphlet emphasizes the importance of the family-school-community partnership. Included in this resource are various methods to develop the relationship between families, schools and the community and ways to strengthen them.*

*Garvin, M., Lam, C., & Strickland, C. (1996). Partners in action. Baltimore, Md.: Center on Families, Communities, Schools & Children's Learning.*

*This guide highlights six different projects in the country that emphasize principles of a strong family-school-community relationship. An annotated list of organizations, research centers, advocacy groups and other associations that help promote community involvement, family education, family support, family-school-community partnerships and school reform are provided in second half of this book.*

Hollifield, J. (1996). *A tale of two partnerships*. Baltimore, Md.: Center on Families, Communities, Schools & Children's Learning.

*This videotape is a documentary on two public schools (one elementary, one high school) in the Boston area whose activities are geared toward parent, school, and community relationships. Epstein's six dimensions of involvement are highlighted (parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community). Some of the "activities" include strong PTA's, family night, connections with universities, and much more.*

Sconyers, N. (1996). *What parents want: a report on parents' opinions about public schools*. Baltimore, Md.: Center on Families, Communities, Schools & Children's Learning.

*This pamphlet addresses parents' concerns about their children's education and what they believe needs to be changed. This report is in response to the notion that parents are the reason that children are not succeeding in school. Topics of concern include discipline, class size, and academic standards.*

Wagner, T. (1996). *"Seeing" the school reform elephant*. Baltimore, Md.: Center on Families, Communities, Schools & Children's Learning.

*This pamphlet reports results from a study of various groups (e.g. parents, policy makers, and practitioners) view on education and student outcomes. Parents, for example, "see" children as irresponsible, unmotivated students, and believe that low academic standards, little student-teacher interaction, and class size are strong influences.*

Center on Families, Communities, Schools & Children's Learning. (1996). **Research from the Center on Families, Communities, Schools & Children's Learning: Annotated bibliography**. Baltimore, MD: Author. (SFCP VF-Families)

This annotated bibliography provides 3-paragraph abstracts of each work, whether technical report, policy information, material for schools, families or communities, or videos. Entries are ordered according to age-relevance and topic. It also includes a list of other publications by Center researchers.

Coates, G.D. (1997). **Family math for young children: Comparing**. Berkley, CA: Equals Program, Lawrence Hall of Science, University of California Press.  
(SFCP IM 513.2 COA – Instructional Material)

Designed for parents and their children, ages 4-8, this 196-page resource provides fun-filled math activities for families. The central theme of comparing integrates logical reasoning, measurement, geometry, spatial thinking, probability, estimation, arithmetic, and other mathematics topics.

Coloroso, B. (1994). **Kids are worth it! Giving your child the gift of inner discipline**. New York, NY: Avon Books. (SFCP 649.64 COL - Book)

Gives parents constructive alternatives to reward and punishment for children of all ages. Coloroso recommends a respectful approach to parenting that helps kids think for themselves. The book uses everyday family situations such as sibling rivalry or teen rebellion to demonstrate sound strategies for giving kids inner-discipline and self-confidence. (SFCP 649.64 COL)

Connors, L.J. (1993). **Project self-help: A family focus on literacy [Report No. 13]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

This report describes the implantation in Baltimore, Maryland, of Project Self-Help, a family literacy program designed to help both parents and children improve literacy skills. The program provided developmental childcare for preschoolers, homework help for school-age children and adult education classes for parents. Also, joint parent-child activities were held regularly and a summer reading program exposed families to community-based educational and recreational resources and activities. Participants in the first year of the program included 12 parents, 11 elementary school age children and 13 preschool/kindergarten children. All of the families except one were Caucasian.

Connors, L.J. (1994). **Small wins: The promises and challenges of family literacy [Report No. 22]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

Section one of this report reviews the literature on adult education and early childhood intervention to highlight the need for more comprehensive intervention programs which address whole family needs. Section two of the report is an evaluation of a family literacy program based at a middle school.

Connors, L.J. & Epstein, J.L. (1994). **Taking stock: Views of teachers, parents, and students on school, family, and community partnerships in high schools [Report No. 25]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

This report summarizes the preliminary results from surveys of 150 teachers, 420 parents, and 1,300 students about their attitudes toward and needs for school, family, and community partnerships in six Maryland high schools -- two urban, two suburban, and two rural -- in the High School and Family Partnership Project.

Connors-Tadros, L. (1996). **Effects of Even Start on family literacy: Local and national comparisons [Report No. 35]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

This report describes the implementation and evaluation of one local Even Start project, using the results of the recently released final report of the *National Evaluation of the Even Start Family Literacy Program* for comparisons where possible. The national evaluation reveals that the Even Start program is providing previously unavailable services to the most needy families in many local communities. Effects of the Even Start program on specific child and family outcomes have, however, been mixed. The clearest result of the national evaluation is that adults and children with high levels of participation in Even Start's core services gained significantly more on the outcome measures than did adults and children with low levels of participation.

Connors-Tadros, L. (1995). **Participation in adult education and its effects on home literacy [Report No. 32]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

This study tests hypotheses generated from small case studies of family literacy programs in Reports 8 (Dolton, Project self-help: A first-year evaluation of a family literacy program); 13 (Connors, Project self-help: A family focus on literacy); and 22 (Coiners, Small wins: The promises and challenges of family literacy) with data from the 1991 National Household Education Survey. Analyses were conducted to determine factors related to parent participation in adult education courses, and the impact of participation on selected indicators of home support for children's learning. Analyses are based on a sub-sample of 815 families for whom information on adult education activities of the parent and parent's report of their preschool child's early care and education experiences are available.

Cullinan, B. & Bagert, B. (1993). **Helping your child learn to read**. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (SFCP IM 372.4 CUL – Instructional Material)

This book is geared primarily towards parents of children age 10 and under wanting to help their children learn to read. Learning to read begins with being read to and developing an interest in stories and books. This resource is aimed at helping parents approach the task, finding appropriate materials, and instilling the desire to read in their children.

Cummings, C. (1995). **Creating good schools for young children: Right from the start: A study of eleven developmentally appropriate primary school programs**. Alexandria, VA: National Association of State Boards of Education. (SFCP 372.21 MIL - Book)

This report is a follow-up to the 1988 publication, *Right from the start*. This study of exemplary public school programs for children ages 4 to 8 is intended as a guide for policymakers, administrators, teachers, and parents in how to bring about change in early childhood education. Included in the study are portraits of what quality schools and classrooms look like, descriptions of how the programs were developed and implemented, the outcomes of the program studies and conclusions based on analysis of the information across programs.

Davies, D., Burch, P., & Johnson, V.R. (1992). **A portrait of schools reaching out: Report of a survey of practices and policies of family-community-school collaboration [Report No. 1]**. Baltimore, MD: John Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF - Families)

This study is based on the results of a mail survey, telephone follow-up interviews, site visits in eight cities, and other documents and information from forty-two of the schools participating in the League of Schools Reaching Out -- mostly urban schools that have specifically targeted family-community-school collaboration as a priority need -- and offers multiple examples of various collaborative practices. The study also compares results with information from five public schools identified as having few reaching-out activities and six private schools identified as having some involvement programs underway.

Davies, D. & Johnson, V. (Eds.) (1996). **Crossing boundaries: Multi-national action research on family-school collaboration [Report No. 33]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCEP VF-Families)

This report describes studies by eight researchers from five countries -- Australia, Chile, the Czech Republic, Portugal, and Spain -- that examine common boundary-crossing issues between teachers and parents, between policies and school reality, between cultures, and between research and practice. The study's objectives were: 1) to identify the commonalities and differences of approaches and results in five countries seeking to increase family involvement in the school; 2) to learn what works, what does not and under what conditions; 3) to explore the use of different approaches to participatory, or *action*, research; and 4) to stimulate further multi-national studies and projects through the Center's International Network. In addition there were local purposes in each project that are specified in each case study.

Davies, D., Burch, P., & Palanki, A. (1993). **Fitting policy to family needs: Delivering comprehensive services through collaboration and family empowerment [Report No. 21]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCEP VF-Families)

This report focuses on federal policies, which reduce fragmentation of family services by using the concept of "comprehensiveness." The report is divided into four sections: 1) service integration initiatives; 2) easing transitions from early childhood to school; 3) parent involvement policies; and 4) services to migrant and homeless families and children. Each section identifies selected federal and state policies and presents case studies of programs that illustrate the enactment of these policies.

Davies, D., Palanki, A., & Burch, P. (1993). **Getting started: Action research in family-school-community partnerships [Report No. 17]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCEP VF-Families)

This report surveys policies and practices of family, school, and community collaborations in eight schools in seven urban districts that are working to increase and improve connections of home and school.

Delattre, A. & J.,E. (1993). **Helping your child learn responsible behavior**. Washington, DC: Department of Education, Office of Educational Research and Improvement. (SFCEP IM 370.115 DEL – Instructional Material)

This book is designed to help parents instill a sense of responsibility in their children as well as the notions of fairness, respect, and honesty. Various activities are included for parents that involve instilling notions of honesty, cooperation, and hard work.

Delgado, M. (1992). **The Puerto Rican community and natural support systems: Implications for the education of children [Report No. 10]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning.  
**(SFCP VF-Families)**

This report presents a definition of natural support systems and discusses how they apply in Puerto Rican communities. Four types of natural support systems are described: extended families, folk healers, religious groups, and merchant and social clubs. Delgado offers a framework for understanding how these systems work or breaks down to provide support to children and families. He suggests challenges to collaboration of formal and informal support systems: lack of trust, diverse cultural concepts, underlying problems and solutions, gaps in participants' knowledge of how formal and informal systems work, including the programs and resources available, and the specifics for obtaining services.

Delgado, M. & Rivera, H. (1996). **Use of Puerto Rican natural support systems as a bridge between community and schools [Report No. 34]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning.  
**(SFCP VF-Families)**

This report presents the results of a longitudinal study of Puerto Rican Families with children in kindergarten and grade one in a school in the South End of Boston. The study was designed to explore and increase understanding of the natural support systems and formal systems that assist families and children during the years youngsters are in school. The report outlines the study, the characteristics of the sample, and some comparisons of this sample with other Puerto Rican families in Boston and the United States.

Developmental Studies Center. (1997). **Actividades familiares (family activities): Introducing Spanish-speaking parents to the Homeside Activities program – New video examples from homes and classrooms**. Oakland, CA: Developmental Studies Center.  
**(SFCP IE 371.103 DEV – Inservice Education)**

This K-5 level, Spanish language video provides take-home activities for building on family strengths through conversations and activities in the home language. The activities help parents become involved, and teach students and teachers more about each other, creating a sense of trust and community among parents, students and teachers.

Developmental Studies Center (1994). **At home in our schools: A guide to schoolwide activities that build communities**. Oakland, CA: Developmental Studies Center.  
**(SFCP IE 371.9 DEV - Inservice Education)**

A 136-page guide to whole-school activities that help educators and parents create caring school communities. The guide includes ideas about leadership, step-by-step guidelines for 15 activities, and reproducible planning resources and suggestions for teachers. Also includes a 12-minute videotape for use in staff meetings and parent gatherings to create support for a program of whole-school activities that build community. The documentary footage shows diverse schools using community-building activities.

Developmental Studies Center (1997). **Homeside activities: Collegial study guide.** Oakland, CA: Author. (SFCP IE 371.103 DEV – Inservice Education)

This study guide was created for schools who want to incorporate the *Homeside* program as part of their teaching methodology. The *Homeside* program supports a strong relationship between teachers and parents, parents and children, and between the children in a classroom. Specific topics (for staff meetings) are detailed. Some of these include ‘The Classroom-Home-Classroom Cycle, Deepening Classroom Discussions’, and ‘End-of-Year Reflections’.

Developmental Studies Center (1997). **Homeside activities.** Oakland, CA: Author. (SFCP IE 371.103 DEV – Inservice Education)

A series of books (one for each grade, K-5) that contain numerous take-home activity sheets for students to extend upon various academic studies more thoroughly. Each text includes both English and Spanish versions of the activities.

Videos:

- (1) The first video (12 minutes) is a brief introduction to the *Homeside* program, its goal of school-to-home partnership, and some of the activities the program promotes.
- (2) The second video (31 minutes) includes in-depth presentations of three different activities that support family-school interactions/partnerships. The first clip (*The Story of My Name*) occurs between a parent and a first grade teacher conversing about how they got their names. Students in the video later ask their parents about their own names and come back to share their stories. The second clip (*Family Folklore*) encourages students to learn about their family history by interviewing a parent and later share their stories with their classmates. The third clip (*Old Enough*) centers around the idea of what it means to be mature and old enough to do certain activities.

Dietz, M.J. (Ed.) (1997). **School, family, and community: Techniques and models for successful collaboration.** Gaithersburg, MD: Aspen Publishers, Inc. (SFCP 306.43 DIE - Book)

The chapters in this volume are written to help readers learn about the framework of six types of involvement that creates a comprehensive program. Across the country, many educators, parents, community members, and students are seeking ideas and advice to achieve the goal of improving school, family, and community partnerships. This book is chock full of good ideas and examples of workable, useful practices to meet that goal.

Dolan, L.J. (1992). **Project self-help: A first-year evaluation of a family literacy program [Report No. 8].** Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children’s Learning. (SFCP VF-Families)

This report is the first-year evaluation of the implementation and effects of Project Self-Help, a family literacy program. Although there are many family literacy programs across the United States, there has been little systematic evaluation of such programs. This evaluation focused on twenty-four families from economically deprived communities in Southeast Baltimore. The adults involved in the program had children in two Baltimore city elementary schools. The parents’ reading levels were lower than the fifth grade and their children were experiencing academic difficulties.

Dolan, L. & Haxby, B. (1995). **Removing barriers to learning: Factors that affect participation and dropout in parent interventions [Report No. 27]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

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

Dryfoos, J.G. (1994). **Full service schools**. San Francisco, CA: Jossey-Bass Inc., Publishers. (SFCP 371.70973 DRY - Book)

It is believed that education is hindered because of external situations students bring into the classroom (e.g. poverty, hunger, and bad behavior). These issues need to be addressed before learning can occur. Some schools across the country are implementing services such as counseling and free and reduced priced lunches. This book examines the effectiveness of these "full service schools".

Duggan, M. A. (1997). **Powerful parent letters for K-3**. Thousand Oaks, CA: Corwin Press, Inc. (SFCP 372.1192 DUG - Book)

This is a collection of ready-to-use letters to educate parents on the practices that work with young children. This book teaches the "10 steps to effective written communication", the anatomy of a well-written letter, and how to organize a personal parent-communication system. The letters also serve as a guide to more effective face-to-face and telephone conversations with parents.

Dunst, C. (1995). **Key characteristics and features of community-based family support programs**. Chicago, IL: Family Resource Coalition. (SFCP 362.8280973 DUN - Book)

The goal of this resource is to operationally define the term 'family support program' and to establish key characteristics, especially in terms of the program's function. Up to this point, many family support programs were created throughout the country to instill a sense of power in parents as responsible participants in their child's life. However, most of these family support programs lack a concrete definition. Without an operable definition, such a program has no means of functioning properly.

Epstein, J.L. (ed.) (1988). **Educational horizons: The official publication of Pi Lamda Theta: Parents and schools**. Bloomington, IN: Pi Lamda Theta. (SFCP VF-Families)

Special issue of *educational Horizons* focuses on the importance of involving parents in schools as a key to success. Included are articles on working parents, high school parents, minority parents, barriers to home-school collaboration, private schools, teacher training, and parent-teacher conferencing.

Epstein, J.L. (1992). **School and family partnerships [Report No. 6]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

This report examines the progress made over the last decade in the involvement of parents in schools. The relationships between schools and families have begun to be viewed more as partnerships than as families and schools serving separate goals. This shift has allowed researchers to examine schools, families, and communities as "overlapping spheres of influence" on student development.

Epstein, J.L. & Connors, L.J. (1994). **Trust fund: School, family, and community partnerships in high school [Report No. 24]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

This report is the first in a series on high schools as they work to develop and improve their partnerships with students, families and communities. Although real advances have been made in understanding and developing school and family partnerships in preschool and elementary grades and some progress has been made in the middle grades, little attention has been given to family involvement in high schools.

Epstein, J.L., Connors, L.J., & Salinas, K.C. (revised 1993). **School and family partnerships: Surveys and summaries – Questionnaires for teachers parents and students in high schools, and for teachers and parents in elementary and middle grades, and How to summarize your schools' survey data**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

Designed to assess where schools are in their partnership programs, as well as to gather information with which to plan new directions and improved practices. Includes forms to summarize data and guide discussions about the implications for program plans. Parallel survey questions help identify common goals and needs of parents, teachers and students so they can work together toward better and more responsive partnership programs.

Epstein, J.L. & Herrick, S.C. (1991). **Improving school and family partnerships in urban elementary schools: Reading activity packets and school newsletters [CDS Report 19]**. Baltimore, MD: The Johns Hopkins University Center for Research on Effective Schooling for Disadvantaged Students. (SFCP VF-Families)

Two reports describe the development and beginning evaluations of two separate programs of the Baltimore School and Family Connections Project designed to increase parent involvement in their children's learning in urban elementary schools. Includes survey and interview materials used with parents and teachers.

Epstein, J.L. & Herrick, S.C. (1991). **Improving school and family partnerships in urban middle grades schools: Orientation days and school newsletters [CDS Report 20]**. Baltimore, MD: The Johns Hopkins University Center for Research on Effective Schooling for Disadvantaged Students. (SFCP VF-Families)

Two reports describe the development of two separate Baltimore programs designed to increase parent involvement in their children's learning. The first examines the reactions of parents, teachers and students to an orientation program for families of new sixth-graders. The second describes reactions to a newsletter initiated to improve parent-school communication. Survey and interview materials used in evaluating these programs is included.

ERIC/EDINFO Press (1995). **Hot topic guides: Involving parents in the reading process – Update (Report No. 7)**. Bloomington, IN: Author. (SFCP IE 372.4 ERI – Inservice Education)

This guide, designed to be implemented in workshops or through individual study, uses various articles and experiences to strengthen the role of parents in their children's reading development. Helpful guidelines for workshop use are discussed along with resources allowing parents to get involved in literacy development. Titles of the various articles include: *Parental influences on reading*, *Parent involvement in the secondary reading program*, and *Supporting reading at home*.

ERIC/EDINFO Press. (1994). **Hot topic guides: Parents and children together: Using the library**. Bloomington, IN: Author. (SFCP VF-Families)

Another volume in the *Hot Topics Guides* series, contains articles, event ideas, sample letters to families regarding ideas for home study that match curriculum, as well as tips and helpful suggestions for specific activities for children of all ages.

Faber, A. & Mazlish, E. (1980). **How to talk so kids will listen & listen so kids will talk**. New York, NY: Avon Books. (SFCP 649.125 FAB - Book)

This book offers innovative solutions to such common problems as how to find alternatives to punishment, how to listen to and understand your child's concerns and how to win cooperation in your family without nagging.

Family Resource Coalition (1996). **Making the case for family support**. Chicago, IL: Author. (SFCP VF-Families)

This book discusses the effectiveness of family support programs, which are aided by the federal government. Some of the topics include the premises of the family support movement, principles and components of family support programs, and helpful questions and answers about family support and their programs. Furthermore, family support resources, which are available through the Family Resource Coalition, are provided for the reader.

Fromboluti, S. (1990). **Helping your child learn geography**. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (SFCP IM 912. FRO – Instructional Material)

This purpose of this book is to help parents expand their child's basic understanding of geography. Five main areas of concentration are emphasized: 'Where are things located?' 'What makes a place special?' 'What are the relationships among people and places?' 'What are the patterns of movement, people, products, and information?' and 'How can Earth be divided into regions for study?' This resource provides a list of suggested activities to parents for them to engage in with their children, such as map drawing, cooking ethnic foods, and nature walks.

Glenn, C.L., McLaughlin, K., & Salganik, L. (1993). **Parent information for school choice: The case of Massachusetts [Report No. 19]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

This report examines the success of tying an extensive parent information system to a well-designed school assignment strategy in order to create a public school choice system which ensures fairness, integration, and school improvement and provides enough information to all parents so that they can make informed choices for their children. The report presents the results of a study in six cities in Massachusetts of the process by which urban parents choose schools and how parents experience that process.

Goetz, K. & Lalley, J. (Eds.) (1996). **Family Coalition Report: Fatherhood and family support. [Vol. 15, No.1]**. Chicago, IL: Family Resource Coalition. (SFCP VF-Families)

This edition of the Family Resource Coalition Report focuses on the importance of the father's parenting role in a child's life. Included in these articles are projects that are being conducted across the country to help support fathers. Results of the positive effects of an involved father are also included.

Golarz, R.J. & Golarz, M.J. (1995). **The power of participation: Improving schools in a democratic society**. Champaign, IL: Research Press. (SFCP 371.200973 GOL - Book)

This book provides the educational practitioner and community participants with the practical knowledge needed to follow a participatory governance process within an existing bureaucracy, a process that is consistent with research and founded in practical political realities. The authors explore the why (rationale, philosophy, and objectives) and the how (procedures for implementation and evaluation) of participatory governance and suggest five steps for schools and communities to implement a formalized movement to participatory governance.

Harrison, C., Morrow, L.M., Neuman, S.B., & Paratore, J.R. (Eds.) (1995). **Parents and literacy**. Newark, DE: International Reading Association. (SFCP 372.40973 MOR - Book)

This resource guide highlights the importance of the family's role in increasing the level of literacy in students. The articles provide results of successful projects as well. Some figures in this resource illustrate that there is a strong correlation between family involvement and student success.

Henderson, A. (1987). **The evidence continues to grow: Parent involvement improves student achievement: An annotated bibliography**. Columbia, MD: National Committee for Citizens in Education. (SFCP VF-Families)

The author of this annotated bibliography concludes that the evidence is beyond dispute: programs designed with strong parent involvement produce students who perform better. The introduction provides an overview of current literature and entries provide page-long summaries of each work.

Herrmann, B.A. (Ed.) (1994). **The volunteer tutor's toolbox**. Newark, DE: International Reading Association. (SFCP 371.14124 HER - Book)

A resource guide for educators working to develop children's and adults' literacy skills. This guide includes effective strategies and activities, such as how to help a student prepare for tests, and practical approaches on how to provide facts and other important information to the students. This resource also focuses on ways to understand the pupil and how best to apply teaching methods.

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. (SFCP 371.264 HEN - Book)

This report by the National Committee for Citizens in Education summarizes 66 studies, reviews, reports, analyses, and books, 39 of them recent, documenting gains resulting from helping families become more effective partners in their children's education. The studies tout interventions ranging from home visits and parent education in the preschool years to middle and high school programs that help teachers work with smaller groups and collaborate closely with families. These studies have added tremendously to our knowledge about the contributions families make to their children's success, and the supports families need from schools and community sources to guide their children successfully through the system. The report stresses that the "most accurate predictor" of student success is not a family's socio-economic status. Instead, it says the key factors are the extent to which the family encourages learning, expresses high expectations for children, and becomes involved in their school and community life.

Henderson, A.T. & Marburger, C.L. (1990). **A workbook on parent involvement for district leaders.** Washington, DC: National Committee for Citizens in Education. (SFCP IE 371.103 HEN - Inservice Education)

This workbook describes how school districts can help to increase the participation and involvement of parents and citizens in the affairs of the schools, and enable them to become more effective members of their school-based councils. The authors specify five ways parents can be involved in their children's schooling: (1) Parents as partners, (2) Parents as collaborators and problem solvers, (3) Parents as audience, (4) Parents as supporters, and (5) Parents as advisors and co-decision makers.

Hidalgo, N.M. (1992). **"I saw puerto rico once." A review of the literature on Puerto Rican families and school achievement in the United States [Report No. 12].** Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

The number of Puerto Rican school children in the United States is growing, especially in selected urban areas, but their educational progress has been hindered by economic, political, cultural, and structural obstacles. This report proposes that one cannot understand Puerto Rican students' school achievement without examining the historical experiences of Puerto Ricans in the United States and on the island. The author focuses on Puerto Ricans' history, migration and settlement, patterns of development of community organizations, student achievement, cultural values, family patterns and socialization, acculturation, and Puerto Rican identity.

Hydrick, J. (1996). **Parent's guide to literacy for the 21<sup>st</sup> century: Pre-K through grade 5.** Urbana, IL: National Council of Teachers of English. (SFCP 372.6 HYD - Book)

This resource focuses on reading, writing, and other basic literacy skills that elementary students should be mastering. It defines educational terms and provides activities for parent-child interaction that act as an extension of the material taught in school.

Johnson, F.R., Invernizzi, M., & Juel, C. (1998). **Book buddies: Guidelines for volunteer tutors of emergent and early readers.** New York, NY: Guilford Publications, Inc. (SFCP 371.14124 JOH - Book)

This tutorial manual provides a model to allow community volunteers to help children who are at risk for reading failure. A how-to resource is provided for both tutors and instructors with guidelines for setting up a tutorial program. Real-life examples and drawing are used and appendices provide alphabet cards and charts, lesson planning forms, sources for children's books, and a glossary.

Kagan, S.L., Neville, P., & Rustici, J. (1993). **Family education and training: From research to practice--implementation plan [Report No. 14].** Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

This report describes the criteria and decisions in developing a training program that will prepare low-income women for employment in early childhood education, improve parenting skills, and improve their children's cognitive and social competence.

Kagan, S.L., Costley, J., Landesman, L., Marz, F., Neville, P., Parker, S., & Rustici, J. (1992). **Family education and training: Obstacles, opportunities and outcomes for low-income mothers [Report No. 4].** Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

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

Kagan, S.L. & Weissbourd, D. (Eds.) (1994). **Putting families first: America's family support movement and the challenge of change.** San Francisco, CA: Josey-Bass Publishers. (SFCP 362.820973 KAG - Book)

Leading scholars and practitioners discuss issues and challenges faced in the field of family support. The authors discuss and suggest ways of strengthening family support policies, programs, and services. Specifically, the authors of the book discuss the present and future principles of family support. The authors also analyze the transition of family support programs into the mainstream societies of schools, work, and churches. Finally, the authors discuss how family support programs can be decisive in helping communities and national policies work to foster family wellness.

Kanter, P. (1992). **Helping your child learn math.** Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (SFCP IM 510. KAN – Instructional Material)

This book not only stresses the importance of learning math, but also the importance of school-to-home and home-to-school partnerships in academics. By engaging in mathematics activities (such counting change, studying graphs, and understanding word problems) with your child, you extend his or her learning beyond the classroom.

Katzman, C.S., Kidushim-Allen, D., & McCary, C. (1993). **Helping your child be healthy and fit.** Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (SFCP IM 371.71 KAT – Instructional Material)

This resource provides parents with methods of instilling confidence in young children, most notably through practices of good mental and physical health. Some of the activities in this book include ways for children to recognize and understand their emotions, eating nutritious foods, and preventing disease.

Larner, M. (1995). **Linking family support and early childhood programs: Issues, experiences, and opportunities.** Chicago, IL: Family Resource Coalition. (SFCP VF-Families)

This book begins with a brief review of family support principles, and examines the continuum of early childhood program types. It includes research on early childhood program efforts to serve and involve parents. Finally, the book concludes with a consideration of what is required to create early childhood programs that truly support both parents and children.

Leuder, D.G. (1998). **Creating partnerships with parents, an educator's guide.** Lancaster, PA: Technomic Publishing Company, Inc. (SFCP 371.103 LUE - Book)

This book provides the reader with the “why, where, when and how” of truly involving all families, especially the hard-to-reach parents, in the academic and social development of their children. It is designed to show the importance of creating partnerships between the families, schools, and communities.

Lewis, M. (1993). **Beyond barriers: Involving Hispanic families in the education process.** Washington, DC: The Center for Law and Education, National Committee for Citizens in Education. (SFCP VF-Families)

This handbook describes the history, accomplishments and learnings of the National Committee for Citizens in Education (NCCE) in reaching out and working with the Hispanic community in San Antonio, Texas. It features two positive partnerships on behalf of Hispanic children: on one level, a partnership between home, school, and community; and, on another level, a partnership between a national organization and a local community organization.

Literacy Volunteers of America, Inc. and Reading is Fundamental. (1995). **Becoming a family of readers.** :Author (SFCP IE 372.4 LIT – Inservice Education)

This video includes interviews with people who read to their children, showing the bonds that are formed with their children, how it sets a good example, and many other reasons that reading to children is important.

Macfarlane, E.C., Keltner, M., Smith, C.B., & Kielbasa, D. (1995). **Boost family involvement: How to make your program succeed under the New Title I guidelines.** Bloomington, IN: ERIC/EDINFO Press. (SFCP IE 371.103 MAC - Inservice Education)

Research indicates that parent involvement in children's education, from birth until they leave home, has a major positive impact on children's achievement. This booklet will guide you in developing the family involvement part of your Title I proposal. You will find a checklist based on the new Title I parental involvement guidelines, many sample forms, sample school district parental involvement

policies, sample program descriptions, an overview of some of the research on parental involvement, and a list of helpful resources and organizations.

McCaleb, S.P. (1997). **Building communities of learners: A collaboration among teachers, students, families, and community.** Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. (SFCP 371.103 McC - Book)

The approach to education described in this book is aimed at the entire family. Specifically, it calls for building a community of learners through a collaboration among teachers, students, and their families and communities that embraces the diversity of cultures and languages that families pass on to their children. By acquiring deeper levels of understanding of the realities of families, teachers can simultaneously expand acquisition of literacy skills by students and their families and greatly enhance the possibilities for academic success.

Metcalf, L. (1997). **Parenting toward solutions: How parents can use skills they already have to raise responsible, loving kids.** Englewood Cliffs, NJ: Prentice Hall. (SFCP 658.802 MET - Book)

This report was written to help parents by suggesting new ways of rearing and encouraging responsible, competent and self-confident children and adolescents. The parenting ideas included here were developed from the theories of solution-focused brief therapy (SFBT), a model of counseling that focuses on the times when a specific problem does not occur instead of why it happens. The ideas in this book stress a new approach: discovering within parents themselves the abilities they already possess that can make changes in the relationship with their children and adolescents.

Metropolitan Life Insurance Company (1997). **The Metropolitan life survey of the American teacher: Building family-school partnerships: Views of teachers and students.** New York: Louis Harris and Associates, Inc. (SFCP 371.103 MET - Book)

This report provides results of a survey conducted in 1997 using teacher and student perceptions of parental involvement in the child's education and its effect on student performance. This study examines different aspects of school life (e.g. curriculum, homework, volunteering) that parents participate in and the impact on student performance in school. Among other things, this study found that students with higher grades reported a high level of parental involvement, while students with lower grades reported lower parental involvement in their academics.

Morison, K. & Brady, S. (1994). **Homework: Bridging the gap.** Redmond, WA: Goodfellow Press. (SFCP 371.30281 MOR - Book)

This book serves as a guide to linking students, parents, teachers, and the community in developing essential study habits and learning skills. The authors illustrate the effectiveness of the Brady homework system and recent modifications to that system. The following questions are also themes for the book: 1) What does research have to say about homework? 2) Is the Brady System based on sound learning theory and practice? 3) Are student motivation and responsibility enhanced by a school-wide homework system? And 4) What are the essential qualities of any effective homework system?

Morrow, L.M. (Ed.) (1995). **Family literacy: Connections in schools and communities.** New Brunswick, NJ: International Reading Association, Inc. (SFCP 302.2244 MOR - Book)

The book discusses the various definitions of family literacy and the different programs of family literacy which could be helpful for schools, families, and the community. Furthermore, the book discusses the concept of family literacy in the United Kingdom, thus giving the reader an international perspective of how family literacy programs are effective in other countries.

Morrow, L.M., Tracey, D., & Maxwell, L. (1995). **A Survey of family literacy in the United States.** Newark, DE: International Reading Association.  
**(SFCP 302.244 MOR - Book)**

This book traces the historical development of family literacy in the United States. This resource for teachers, parents, and policymakers includes discussions of more than 100 sources about family literacy. Descriptions in this volume offer guidance for anyone interested in obtaining specific information about particular family literacy programs as well as new initiatives.

Mulroy, M.T. & Malley, C.Z. (1995). **Parenting people: Strategies for effective parenting.** Storrs, CT: University of Connecticut Cooperative Extension Service.  
**(SFCP IE 649.1 MUL – Inservice Education)**

This training manual is a four part video series on how to be an effective parent. The four videos are titled *Parenting style* (5 minutes), *Understanding children* (20 minutes), *Talking to your child* (30 minutes), and *Teaching children to behave* (5 minutes). Along with the videotapes, a leader's overview and guide are provided. Handouts, surveys, and evaluations are provided for parents to supplement the videotapes and workshop seminar.

National PTA. (1996). **Best ideas: Successful parent involvement programs for PTAs.** Chicago: Author. **(SFCP VF-Families)**

Describes over sixty successful events or programs held by different schools across the country in order to get parents and families involved. Contact person, names and addresses of schools are listed.

National Task Force on School Readiness (1991). **Caring communities: Supporting young children and families.** Alexandria, VA: National Association of State Boards of Education. **(SFCP VF-Families)**

This report was developed by the National School Readiness Task Force to encourage and guide public policy and community efforts to achieve National Education Goal #1: By the year 2000, all children in America will start school ready to learn. The report provides a well-developed plan for creating comprehensive support systems for young children and families. Action steps at the community, state and federal levels, as well as business and civic organizations are outlined.

Nelson, J. (1996). **Positive discipline.** New York: Ballantine Books.  
**(FAM 371.1024 NEL - Book)**

This classic guide for parents and teachers explains that the use of kindness and firmness to teach life skills will encourage self-respect, self-discipline, cooperation, good behavior, and problem-solving skills for children.

Nettles, S.M. (1992). **Coaching in community settings: A review [Report No. 9].** Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning.  
**(SFCP VF-Families)**

This report reviews literature from sports, management, and research on teaching in informal settings to derive a definition of coaching. Coaching is a form of instruction that places the responsibility for learning on the learner and fosters the development and maintenance of skills. Coaching involves specific, vigorous teaching practices, support, and continuous feedback on performance in settings that are designed for practice and the display of mastery.

Ooms, T. & Owen, T. (1991). **Coordination, collaboration, integration: Strategies for serving families more effectively. Part one: The federal role.** Washington, DC: The Family Impact Seminar (FIS), The AAMFT Research and Education Foundation. (SFCP VF-Families)

This report is the first in a series of five to explore the extremely complex and rapidly developing child and family services reform movement. It is an introduction to this topic presenting a broad overview of what is happening, where, and why. It outlines the major problems with the present categorical system, such as social services, and focuses on the current and potential federal role in these new initiatives.

Ooms, T., Staton, J., & Owen, T. (1991). **Family resource, support, and parent education programs: The power of a preventive approach.** Washington, DC: The Family Impact Seminar (FIS), The AAMFT Research and Education Foundation. (SFCP VF-Families)

This report seeks to clarify the terms “family support” and “parent education” and the need for policymakers to support these issues. It discusses how, in many states and communities, family support programs are patched together with unstable sources of funding, are isolated, not well known, or not coordinated with or integrated into existing service systems. This report notes that the government is now beginning to take note and consider their role.

Ooms, T. & Hara, S. (1991). **The family-school partnership: A critical component of school reform.** Washington, DC: The Family Impact Seminar (FIS), The AAMFT Research and Education Foundation. (SFCP VF-Families)

This report discusses how school policies and practices at the building and classroom level can help to create and strengthen the collaboration between families and schools, and how when they do so, children are more successful. It also discusses how educators need to harness the powerful potential of all these families in order to help their children succeed in school.

Ooms, T. & Owen, T. (1991). **Coordination, collaboration, integration: Strategies for serving Families more effectively. Part two: State and local initiatives.** Washington, DC: The Family Impact Seminar (FIS), The AAMFT Research and Education Foundation. (SFCP VF-Families)

This report presents some of the efforts toward service integration at local and state levels. It focuses specifically on the financing and organizational strategies being used to achieve more effective, family-centered services.

Palanki, A., Burch, P., & Davies, D. (1995). **In our hands: A multi-site parent-teacher action research project [Report No. 30].** Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children’s Learning. (SFCP VF-Families)

This report includes case studies describing each of eight elementary and middle schools in seven cities that participated in the Parent-Teacher Action Research (PTAR) project conducted by the Institute for Responsive Education and the Center on Families, Communities, Schools & Children’s Learning at Boston University. The schools’ reports include the results of their efforts to improve school climate, parent involvement in school, parent/teacher/staff attitudes, program development, and changes in policy and practice. Sources of data came from family members, children and youth, school and program staff, or district and state policymakers.

Palanki, A, Burch, P., & Davies, D. (1992). **Mapping the policy landscape: What federal and state governments are doing to promote family-school-community partnerships [Report No. 7]**. Baltimore, MD: Johns Hopkins University Center on Families, Communities, Schools & Children's Learning. (SFCP IE 371.103 CEN – Inservice Education)

Although federal, state and local policies can drive change, they can also hinder reform when efforts are not coordinated at all levels. This report outlines selected policy developments in six areas related to school-family collaboration: interventions for infants and toddlers, family support, coordination of health and human services with education, parent choice, school restructuring, and Chapter 1. An evaluative framework is outlined with seven criteria: flexibility, intensity, continuity, universality, participation, coordination, and comprehensiveness. Continuing positive efforts by policy makers are crucial, but coordination of federal, state and local policies that nurture partnerships is essential to their success.

Paulu, N. (1992). **Helping your child get ready for school**. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (SFCP IM 372.2 PAU – Instructional Material)

This book is designed for parents who want to prepare their children for entry into formal schooling. The material in this reference is aimed at infancy through preschool-aged children and includes expected behaviors and developments of children 0-5 years old, activities that help children develop, skills that are required for kindergarten, and ways to make the adjustment into kindergarten easier on the child.

Paulu, N. & Martin, M. (1992). **Helping your child learn science**. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (SFCP IM 372.35 PAU – Instructional Material)

This book is for parents of children age 3-10 who want to instill an interest in science. Included in this resource are general background facts of science, activities for children, and ways to promote a good science program in school.

Pawlas, G.E. (1995). **The administrator's guide to school-community relations**. Larchmont, NY: Eye on Education. (SFCP 370.1931 PAW - Book)

This book, written by a former high school principal, provides principals with the leadership skills needed to develop a relationship between schools and the community. The author discusses the need for sufficient school-community ties and provides examples and experiences of strategies, which have been proven useful by past principals. Topics discussed in the book include strengthening communications within school's internal and external publics, strategies for working with the media, and the effectiveness of parent-teacher conferences.

Perkinson, K. (1993). **Helping your child use the library**. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (SFCP IM 027.625 PER – Instructional Material)

This parent guide is directed at developing an interest in reading in children. Various approaches are presented, such as taking weekly trips to the public library. Included in this text are the services most libraries provide.

Perry, T. (1993). **Toward a theory of African-American school achievement [Report No. 16]**. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. (SFCP VF-Families)

In this report, Perry discusses a theory of African-American school achievement by examining the work of black family scholars on racial socialization, recent work on the social construction of “whiteness,” and the ongoing conversation among educational anthropologists about the relative power of the cultural difference versus social mobility explanations of school achievement among racial minorities.

Reed, A.J.S. (1988). **Comics to classics: A parent’s guide to books for teens and preteens.** Newark, DE: International Reading Association. (SFCP 028.1625055 REE - Book)

A compilation of titles and annotations serve as a guide to the world of young adult literature, not just for parents but for anyone who cares about adolescents. The early chapters discuss the stages of adolescent development. The heart of the book is about the books adolescents read. Later chapters discuss techniques parents can use to encourage their adolescents to read and examine the value of discussing books with their children.

Reed, E.W. (1993). **Helping your child learn history.** Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (SFCP IM 907. REE – Instructional Material)

This resource supports the study of history among elementary students and offers strategies for parents to take an active role in educating their children. This book contains general background information about history, activities for parent-child interaction in history, and a list of other pertinent resources.

Rich, D. (1992). **Helping your child succeed in school.** Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (SFCP IM 372.21 RIC – Instructional Material)

This resource emphasizes the importance of parent involvement in student’s education and includes various activities to extend education at home. A section on how to approach and talk to teachers is included as well.

Riox, J.W. & Berla, N. (1993). **Innovations in parent and family involvement.** Princeton Junction, NJ: Eye on Education. (SFCP 370.1931 RIO - Book)

This book reveals the results of a national search for exemplary parent and family involvement programs for diverse populations from pre-kindergarten through high school. It provides strategies and tips for those who are cultivating and strengthening parent and family involvement in education.

Rockwell, R.E., Andre, L.C., & Hawley, M.K. (1996). **Parents and teachers as partners: Issues and challenges.** Fort Worth, TX: Harcourt Brace College Publishers. (SFCP 371.103 ROC – Book)

It is parents’ right and responsibility to be involved in their children’s education. This cooperation is more important than ever before to children’s achievement. This practical text offers strategies for working with families from diverse backgrounds or those with children who have special needs, for organizing partnership programs, and for using volunteer, community and other support networks.

Romanek, E. (1991). **Communication skills that work: A functional approach for life and work, Book two.** Chicago: Contemporary Books.

**(SFCP IM 302.2 ROM - Instructional Material)**

This book is designed to help readers learn strategies for communicating more effectively in everyday life and at work. Through a series of lessons, listening, speaking and writing skills are reinforced both through individual practice and interactive pair activities. Sample topics are composing memos and notes, making effective telephone calls and participating in meetings.

Roskos, K.A., Vukelich, C., Christie, J.F., Enz, B.J., & Neuman, S.B. (1995). **Linking literacy & play.** Newark, DE: International Reading Association.

**(SFCP IE 372.4044 ROS – Inservice Education)**

This manual, along with accompanying videotape, is a facilitator's guide for workshop leaders stressing the relationship between literacy and play. The facilitator's guide is broken up into four components: exploring beliefs about literacy in play, creating literacy-enriched play environments, understanding adult roles that support literacy in play, and promoting literacy and preserving play.

Roskos, K.A., Vukelich, C., Christie, J.F., Enz, B.J., & Neuman, S.B. (1995). **Readings for linking literacy and play.** Newark, DE: International Reading Association.

**(SFCP VF-Families)**

These readings complement the manual and video, Linking Literacy and Play, stressing the relationship between literacy and play. It contains 5 separate readings, including one on linking home and school. Each includes specific suggestions for putting the theories into practice.

Salganik, L.H. & Carver, R.L. (1992). **Information about schools of choice: Strategies for reaching families [Report No. 5].** Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning. **(SFCP VF-Families)**

This is a study of parent information services in public school choice plans in operation in the United States during the 1990-91 school year. The report reviews school choice information for its content, format, and methods of distribution. The information was gathered from state departments of education, school districts, national and local nonprofit organizations, and the federal government. Educational researchers, program evaluators, and representatives of business communities were also interviewed.

Schorr, L. B. & Schorr, D. (1989). **Within our reach: breaking the cycle of disadvantage.** New York: Doubleday. **(SFCP 361.610973 SCH - Book)**

This book focuses on the needs of children and families that cannot be met by individual families alone. It describes the importance of health, education and social services that help every family, especially families whose children are growing up in at risk situations.

Shoultz, B. (1992). **A new challenge: Responding to parents of children with emotional, behavioral, and mental disorders.** Boston, MA: Technical Assistance for Parent Programs (TAPP) Project, Federation for Children with Special Needs, Center on Human Policy.

**(SFCP VF-Families)**

This paper presents stories about families of children with emotional, behavioral and mental disorders and the roles that Parent Training and Information Centers (PTIs) can play.

Simic, M.R. & Macfarlane, E.C. (1995). **Family book sharing groups: Start one in your neighborhood!** Bloomington, IN: EDINFO Press. (SFCP 374.22 SIM - Book)

This book offers plans and agendas for meetings where families can come together to gain mutual support and share ideas. Families learn how to select books that parents and children will enjoy reading together, how to make time for reading, and how to make book sharing a meaningful family activity.

Smethurst, W. (1998). **Teaching a young child to read.** Cambridge, MA: Brookline Books. (SFCP 372.4 SME – Book)

This 161-page book was written for parents, but presents such solid, time-tested basic reading instruction methodology that any practitioner faced with beginning or non-readers should also have a copy. Although designed for use with children up to age 7, it is also useful for remediation for somewhat older children. In fact the systematic phonics instruction can be adapted for any age.

Sobolov, L. & Deay, A. (1997). **Partnerships with Parents Professional Development Program.** Morgantown, WV: Rural Schools Consortium of Monongalia County. (SFCP IE 371.103 SOB – Inservice Education)

This eight-segment video in conjunction with the guidebook provides questions and agendas to: promote teacher, parent, and administrator awareness of the value of home/school partnerships; to explore best practices as related to home/school collaboration; to help school teams develop a plan that enables families to form partnerships with the school; and to further communication and understanding in home/school relationships.

Stein, W. (1991). **Communication skills that work: A functional approach to life and work, Book one.** Chicago: Contemporary Books. (SFCP IM 302.2 STE - Instructional Material)

This book is designed to help readers learn strategies for communicating more effectively in everyday life and at work. Through a series of lessons, listening, speaking and writing skills are reinforced both through individual practice and interactive pair activities. Topics include following oral directions, taking telephone messages, and filling out forms.

Stenmark, J. K. (1986). **Family math.** Berkley, CA: Equals Program, Lawrence Hall of Science, University of California Press. (SFCP IM 513.2 STE – Instructional Material)

A 319-page workbook designed to be used at home by parents and their children, ages 5 to 18, to reinforce classroom learning. Focus on: Word problems, logical reasoning, measurement, geometry, spatial thinking, probability, statistics, calculators, estimation, and arithmetic.

Stief, E.A. (1993). **The role of parent education in achieving school readiness.** Washington, DC: National Governors' Association. (SFCP VF - Families)

This report was produced to highlight the important role parents play in helping to ensure that their children are prepared for formal learning. It describes efforts to implement or expand parent education programs and components of successful programs. The report also identifies issues that future parent education programs should consider, such as the role of fathers, and coordinating parent education with other community services.

Stonehouse, A. (1995). **How does it feel? Child care from a parent's perspective.** Redmond, WA: Child Care Information Exchange. (SFCP 362.712 STO - Book)

This book uses simple language and cartoons to explain the vital role of childcare from the view of the parent. The author discusses what a healthy and unhealthy relationship is among parent and childcare professionals, along with techniques to either encourage a stronger relationship or prevent a poor relationship from developing. The book also discusses scenarios that may occur when a parent uses child care, thus enabling child care professionals to understand a parent's perspective.

Swap, S.M. (1993). **Developing home-school partnerships: From concepts to practice.** Colchester, VT: Teachers College Press. (SFCP 370.1931 SWA - Book)

This report was written to help parents and educators who are concerned about children's achievement in school. Partnership between home and school enhances children's achievement, and most parents and educators know that this is true. This volume presents an excellent review of much that has been learned, and offers scores of practical ideas to help more educators take steps along the path toward partnership. Another significant theme of this book is recognition and appreciation of the diversity in our schools and homes.

US Department of Education. (1994). **Strong families, strong schools: Building community partnerships for learning.** Washington, DC: Author. (SFCP VF-Families)

This publication is the result of a national initiative to encourage and support efforts by families to take a more active role in their children's learning. It examines the roles of families, communities, businesses, and state and federal programs, and gives each group specific ideas to make an active role possible.

U.S. Department of Education, Office of Educational Research and Improvement, & The American Educational Research Association (1995). **School-linked comprehensive services for children and families: What we know and what we need to know.** Washington, DC: Author. (SFCP 362.4082 USD- Book)

Warner, C. (1997). **Everybody's house: The schoolhouse.** Thousand Oaks, CA: Corwin Press, Inc. (SFCP 306.43 WAR - Book)

This handbook provides principals and other educators with practical techniques, based on case studies of successful programs, to reach out to parents, families, and other community members and keep them involved. Learn how to: design at-home and in-school involvement programs that work; provide purposeful opportunities for parents and other volunteers; include parents in decision making; engage community stakeholders and high-tech resources; create business/school partnerships; and reach diverse families.

Weinberg, P. (1990). **Family literacy and the school: How teachers can help.** Syracuse, NY: New Readers Press. (SFCP VF-Families)

This short book aims to help teachers identify and communicate with parents who shy away from involvement with schools because they lack confidence in their literacy skills. It profiles successful programs and suggests ways for teachers to work with the community to promote family literacy.

Wikelund, K.R. (1990). **Schools and communities together: A guide to parent involvement.** Portland, OR: Northwest Regional Educational Laboratory.

Written for families, educators and community members who want to work together to improve children's education, this guide discusses types of involvement, benefits and barriers to effective parent involvement, essential ingredients to successful school-family collaboration, and how to put these ingredients in place. The report describes the roles and responsibilities of administrators, teachers, outreach workers, parents, community members and children. It also gives specific suggestions for implementing effective parent involvement programs.

Zinn, M.B. & Eitzen, D. S. (1993). **Diversity in families: Third edition.** New York: HarperCollins College Publishers. (SFCP 306.850973 ZIN - Book)

This book examines families from a sociological perspective. This examination requires a critical analysis of society and the structural forces that impinge on families, affecting the behaviors of family members and ultimately affecting the forms that family units take. More importantly, the structured inequalities in society based on wealth, race/ethnicity, and gender are viewed as key determinants in the diversity of family forms and differential experiences within families. Finally, the sociological analysis of families examines them in historical and contemporary contexts to challenge the myths and erroneous assumptions about family living that persist.