

Appendixes

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in Education*

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Examples of Compacts



Example no. 1

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Spokane, Washington**

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Portland, Oregon**

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Saint Paul, Minnesota**

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Palm Bay, Florida**

Example no. 1

Bemiss Elementary School, Spokane, Washington

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

Community, Parents, Schools, and Students Partners in Each Child's Education • Success for All

As a teacher, I, _____, will strive to

- believe that each child can learn;
- respect and value the uniqueness of each child and his or her family;
- provide an environment that promotes active learning;
- enforce the Bemiss "Bees" in the classroom and throughout the school in a fair and consistent manner;
- assist each child in achieving the essential academic learning requirements;
- document ongoing assessment of each child's academic progress;
- maintain open lines of communication with students and parents;
- seek ways to involve parents in the school program; and
- demonstrate professional behavior and a positive attitude.

As a parent/guardian, I, _____, will strive to

- believe my child can learn;
- show respect and support for my child, the staff, and the school;
- see that my child attends school regularly and is on time;
- provide a quiet place for my child to study at home;
- encourage my child to complete all homework assignments;
- attend parent-teacher conferences;
- support the school in developing positive behaviors in my child;
- talk with my child about his or her school activities each day; and
- encourage my child to read at home and apply all their learning to daily life.

As a student, I, _____, will strive to

- believe that I can learn;
- show respect for myself, my school, and other people;
- always try to do my best in my work and my behavior;
- work cooperatively with students and staff;
- obey the Bemiss "Bees" in the classroom and throughout the school; and
- come to school prepared with my homework and supplies.

As members of the Bemiss educational community, together we are partners in your child's education as we uphold the intent of this compact.

As principal, I, _____, represent all Bemiss School staff in affirming this contract.

Example no. 2

Clinton Kelly Elementary School, Portland, Oregon

Effective schools are a result of families and school staff working together to ensure that children are successful in school. A compact is a voluntary agreement between two groups that firmly unites them. You are invited to be involved in a partnership with Kelly Elementary School.

Kelly School Vision Statement

We are a family of learners dedicated to nurturing a strong sense of self among all students, staff, family, and community members.

When we have a strong sense of self—

- We respect ourselves, fellow human beings, and our earth.
- We value our differences and our connections.
- We have the knowledge and skills necessary to participate in and contribute to our community, country, and the family of nations.
- We believe in and have hope for the future.

Student Pledge

I will strive to. . .

- Attend school regularly.
- Complete assignments and return homework on time to the teacher.
- Show respect for myself, other people, animals, and property.
- Accept responsibility for my own actions.
- Make an effort to do my best to learn.
- Resolve conflicts peacefully.

Family Involvement

Parents and other significant adults are asked to agree to the following commitments as they are involved in assisting the school in ensuring a productive school experience for their children.

Parent Pledge

Schools as a community:

- To help my children be successful by volunteering at school and/or providing other support to teachers.
- To attend school functions and parent-teacher conferences.

A curriculum with coherence:

- To be involved in the amount and content of my child's TV viewing and radio listening.
- To stay aware of what my child is learning, and communicate regularly with school staff and with my child.
- To assist with homework and read with my children every day.

A climate for learning:

- To provide adequate rest, food and medical attention so that my child is ready to learn.
- To help my child get to school on time and attend regularly.

Staff Pledge

School as a community:

- Communicate and work with families to enhance students' learning.
- Respect the cultural differences of students and their families.
- Continue efforts to develop professionally.

A curriculum with coherence:

- Provide curriculum that promotes literacy through the study of literature, math, and the arts.
- Explain assignments clearly and provide homework that supports the curriculum.
- Encourage students and parents by providing information about student progress.

A climate for learning:

- Provide a safe, pleasant, and caring atmosphere.
- Provide resources to help all children be successful in their school experience.

A commitment to character:

- Maintain high expectations for myself, students, and other staff.
- Assist students in the development of a sense of personal and civic responsibility.
- Help students learn to resolve conflicts in an appropriate and positive manner.

Example no. 3

Jackson Preparatory Magnet School, Saint Paul, Minnesota

We, the Jackson School community, establish this compact in order to foster the core values of honesty, integrity, respect, trust and responsibility and to support the success of Jackson students.

As a parent/caregiver I pledge to:

- Maintain and foster high standards of academic achievement and positive behavior.
- Find out how my child is doing by attending conferences, looking at my child's schoolwork, or calling the school.
- Spend time each day with my child reading, writing, listening, or just talking.
- Respect, love, and encourage my child's growth and ideas.
- Help my child to resolve conflicts in positive, non-violent ways.

Parent/caregiver signature _____

As a Jackson School staff member I pledge to:

- Maintain and foster high standards of academic achievement and positive behavior.
- Respectfully and accurately inform parents of their child's progress.
- Have high expectations for myself, students, and other staff.
- Respect the cultural differences of students, their families, and other staff.
- Help children to resolve conflicts in positive, nonviolent ways.

Staff signature _____

As a Jackson School student I pledge to:

- Work hard to do my best in class and complete my homework.
- Discuss with my parents what I am learning in school.
- Have a positive attitude towards self, others, school, and learning.
- Respect the cultural differences of other students, their families, and staff.
- Work to resolve conflicts in positive, nonviolent ways.

Student signature _____

Example no. 4

Roosevelt High School, Dallas, Texas

The purpose of the parent-school compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high standards and a quality education.

The parents' responsibility

- As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.
- I will encourage my son/daughter to participate in at least one extracurricular activity.
- I will seek information regarding my son's/daughter's progress by conferring with teachers, principals and other school district personnel.
- I will attend districtwide parent conferences and visit my son's/daughter's classrooms to discuss and participate in their education.
- I will participate in parent groups/activities to contribute to the decision-making process within the Dallas Public Schools.
- I will communicate positive information regarding teachers, principals, and other campus personnel when discussing school with my son/daughter.
- I will encourage my son/daughter to follow the rules and regulations of the school.
- I will encourage my son/daughter to dress according to the district's dress code.

The school's responsibility

- Roosevelt High School will solicit parent and community input (through meetings, interviews, questionnaires, surveys, etc.) regarding the education of the students it serves.
- Roosevelt will offer flexible scheduling of parent meetings, training sessions, assemblies, school functions to maximize parent participation.
- Roosevelt will provide translations of written notifications and interpreters at parent conferences, parent meetings, and training sessions.
- Roosevelt will give assignments at least once per week. Assignments will be an extension of what is learned in the classroom and not merely "busy work" or untaught concepts that may cause parents and students undue stress at home.
- Parents will be notified of school events in a timely, efficient manner.
- Training sessions/workshops on diverse topics and issues will be offered to parents and community members.
- The school buildings will be used to foster the growth and advancement of the community by being offered for parent training workshops, ESL classes, adult basic education classes, computer classes, etc., before, during, and after the regular school day.
- Roosevelt will convey instructional thrusts and initiatives to parents at schoolwide meetings and parent conferences.
- Roosevelt will inform parents of the individual achievement levels of students.

Student _____

Parent _____

Teacher _____

Example no. 5

Riviera Elementary School, Palm Bay, Florida

It is our belief that student performance will improve as a result of our cooperative efforts to support this compact. This is a three-way partnership with a specific goal in mind. It is imperative that each person assume his or her responsibilities.

Parent responsibilities

- Provide a quiet place to do homework.
- Set aside a specific time to do homework.
- Study area should be well-lit and well-equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Look over homework assignments to check for understanding.
- Be available to assist.
- Sign and return all papers that require a parent's or guardian's signature.
- Encourage positive attitudes toward school.
- Require regular school attendance.
- Attend parent-teacher conferences.

Student responsibilities

- Ask the teacher any questions about the homework.
- Take home materials and information needed to complete the assignment.
- Complete homework in a thorough, legible, and timely manner.
- Return homework on time.
- Return signed homework form.
- Comply with school rules.
- Attend school regularly.
- Respect the personal rights and property of others.

Teacher responsibilities

- Provide quality teaching and leadership.
- Assign homework using grade-level form.
- Coordinate with other programs to make sure nightly assignments do not exceed time limits.
- Give corrective feedback.
- Recognize that students are accountable for every assignment.
- Check that homework has been completed and homework form has been signed by parent/guardian.
- Respect cultural, racial, and ethnic differences.
- Hold at least two teacher-parent conferences.

Student signature _____

Parent signature _____

Teacher signature _____

The Community Commitment

B

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

Shared responsibility for learning

Setting high standards and high expectations

- Keep informed about the academic standards and the performance of your local schools.

Providing and supporting sound instruction

- Organize and participate in tutoring and mentoring programs to provide reading partners with whom children can read for 30 minutes a day.

Making schools safe and drug free

- Open other community facilities and churches as neighborhood-based safe havens and meeting sites for parent-teacher conferences and other school-related gatherings.
- Sponsor, plan, and participate in alcohol- and drug-free activities (e.g., dances, proms, graduation parties).
- Sponsor bands, athletics, arts programs, clubs, and other wholesome activities for students.

Applying modern technology

- Help teachers, students, and their families learn to use computers and the Internet.
- Support, organize, and participate in Net Day and other activities to wire schools.
- Donate the technology and support necessary for school projects, whether it be computers, computer training, or telephones for teachers or for a home-work hotline.

Shared responsibility for communication

- Share expertise to help prepare students to go to college and to find good jobs (for example, financial planning for college).
- Build a community network of concerned adults, including community leaders, law enforcement officers, journalists, and others, to talk about and publicize issues of concern to the schools and to the community (for example, school safety, school modernization).

Shared responsibility for building capacity through training and volunteering

- Encourage employers to adopt flexible employee leave policies that accommodate parent-teacher conferences and volunteering opportunities in the schools.
- Use businesses and community organizations to help students with special projects.

Key Resources



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

For more information about compacts and Title I:

Title I of the Improving America's Schools Act, which provides resources to schools needing extra help to strengthen programs in the basics and core academics, requires the creation of family-school compacts in all Title I schools. The Office of Elementary and Secondary Education at the U.S. Department of Education posts valuable information and resources about Title I, school improvement, and other topics on its Web site at www.ed.gov/offices/OESE.

The Partnership for Family Involvement www.ed.gov/PFIE/titlei.html

The Partner for Family Involvement's web site provides a link to a Web page for compacts where you can find this publication along with examples of compacts and the compact process and links to other related Internet resources. Please feel free to send your comments, tips, and ideas to the Partnership for Family Involvement in Education for possible inclusion on the Web site.

Organizations that can help:

National Coalition of Title I Parents
1352 Q Street NW, 2nd Floor East
Washington, DC 20005
E-mail: NCTIC1P.aol.com

Education Trust
1725 K Street NW, Suite 200
Washington, DC 20006
202-293-1217

Publications:

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

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

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

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

- 1996. *Parents ask about parent involvement policies*. Portsmouth, NH: Author.
- 1996. *Parents ask about school profiles*. Portsmouth, NH: Author.
- 1996. *Parents ask about Title I*. Portsmouth, NH: Author.

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

For more information about standards:

Local and state activities. Contact your local school district or state department of education to find out how your community and state are developing and setting higher education and occupation standards.

The Goals 2000: Educate America Act provides funding to help schools raise standards and improve their accountability. It encourages communities to create their own school improvement plans. For information, telephone your state education department or the U.S. Department of Education at 202-401-0039.

The Education Excellence Partnership has published a booklet about standards for parents called *Strengthening your child's academic future*. To get your copy, call 1-800-382-3762.

The National Urban League has a new video, *Putting standards into action*, to help parents understand what academic standards are and what they can do to help children reach them. For more information, call 212-558-5450.

Internet resources:

Developing Educational Standards
putwest.boces.org/standards.html

This Internet address takes you to an outstanding Web site run by Putnam Valley Schools, Putnam Valley, New York, which posts links to other sites with K-12 education standards and curriculum framework documents, including sites from every state.

Achieve
www.achieve.org

Achieve Resource Center on Standards, Assessment, Accountability, and Technology is home to a National Clearinghouse database that contains easily accessible information on standards-based education

reform for educators, governors, and business leaders.

Eisenhower National Clearinghouse's "Standards and Frameworks"
www.enc.org

The Eisenhower National Clearinghouse contains useful information about curricula, standards, and frameworks for mathematics and science.

American Federation of Teachers, Educational Issues Department
www.aft.org/edissues.htm

Find out more about the American Federation of Teachers' campaign for high standards at the Web site, which mentions related resources and information about standards nationally and internationally.

Mid-Continent Regional Educational Laboratory (McREL)
www.mcrel.org

McREL, one of the U.S. Department of Education's 10 regional labs, maintains a database on standards and benchmarks. A number of its publications on standards also are available on-line.

Organizations that can help:

American Federation of Teachers
555 New Jersey Avenue NW
Washington, DC 20001
202-879-4400
www.aft.org

Business Coalition for Education Reform
c/o National Alliance of Business
1201 New York Avenue NW, Suite 700
Washington, DC 20005
202-289-2888
www.bcer.org and www.nab.com

Business Roundtable
1615 L Street NW, Suite 1100
Washington, DC 20036
www.brtable.org

Council for Basic Education

1319 F Street NW
Washington, DC 20004
202-347-4171
www.c-b-e.org

Council of Chief State School Officers

1 Massachusetts Avenue NW, Suite 700
Washington, DC 20001-1431
202-408-5505
www.ccsso.org

Education Excellence Partnership

1615 L Street NW, Suite 1100
Washington, DC 20036
1-800-382-3762

National Education Association

1201 16th Street NW
Washington, DC 20036
202-833-4000
www.nea.org

National Education Goals Panel

1255 22nd Street NW
Suite 502
Washington, DC 20037
202-724-0015
www.negp.gov

National Governors' Association

444 North Capitol Street NW
Suite 267
Washington, DC 20001
202-624-5300
www.nga.org

**U.S. Chamber of Commerce
Center for Workforce Preparation**

1615 H Street NW
Washington, DC 20062
202-463-5525

**Publications available from the
U.S. Department of Education
(Call 1-800-USA-LEARN):**

Strengthening your child's academic future. 1997.
Educational Excellence Partnership.

*Improving America's schools: A newsletter on issues in
school reform.* Spring 1996. "Standards: What
are they?"

Moving America to the head of the class. 1995.
Educational Excellence Partnership.

*Teachers and GOALS 2000: Leading the journey
toward high standards for all students.* June 1995.

Other publications:

American Federation of Teachers. 1997.
*Making standards matter: An annual fifty-state
report on efforts to raise academic standards.* Wash-
ington, DC: Author.

Council for Basic Education. 1996. *How does
your school measure up?* Washington, DC:
Author.

Pritchard, Ivor. 1996. *Judging standards in
standards-based reform.* Washington, DC:
Council for Basic Education.

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

**For more information
about family involvement:**

**Join the Partnership for Family Involvement in
Education.** More information and sign-on
forms may be found in Appendix D.

**Parental Information and Resource
Centers** in 40 states have been funded
through the Goals 2000: Educate America
Act. For more information on these centers,
telephone the U.S. Department of Education
at 202-401-0039.

The Individuals with Disabilities

Education Act funds 70 Parent Training and Information Projects across the 50 states to help parents of children with disabilities. To get a copy of *A Directory of Parent Training and Information Projects* and for more information, telephone the National Information Center for Children & Youth with Disabilities at 1-800-695-0285.

Publications available from the U.S. Department of Education:

The following are available free of charge at 1-800-USA-LEARN

(Many are also available on the Internet at www.ed.gov.)

Strong families, strong schools: Building community partnerships for learning. This report summarizes 30 years of research showing that greater family involvement in children's learning is crucial to providing a good education and a safe, disciplined learning environment for every student. The report, released as part of the Partnership for Family Involvement in Education, suggests what schools, communities, businesses, government, and families themselves can do to strengthen family involvement in children's learning.

Reaching all families: Creating family-friendly schools. This publication presents accumulated knowledge and fresh ideas on school outreach strategies to reach out to all families and help get them involved in their children's education.

America Goes Back to School partners' activity guide. This publication encourages parents, citizens, and all Americans to rally around their local schools and make a commitment to support education improvement throughout the year.

Keeping schools open as community learning centers: Extending learning in a safe, drug-free environment before and after school. This guidebook is designed to help schools and community-based organizations begin the process of keeping schools open for children and families beyond the traditional school hours to provide access to valuable education resources in a building free of violence and drugs.

Employers, families and education. This publication explores the benefits of family-friendly policies for employers and employees focused on educational activities for children.

Brochures on family involvement—

- *Team up for kids! How schools can support family involvement in education*
- *Get involved! How parents and families can help their children do better in school*
- *Be family-friendly: It's good business!*
- *Join together for kids! How communities can support family involvement in education*
- *Summer home learning recipes.* Developed by the Home and School Institute, these four brochures contain reading, writing, math, and science activities that parents can do with their children by age groups.

America Reads Challenge:

*READ*WRITE*NOW! basic kit.* Developed by reading experts using the best research and successful experiences of teachers, librarians, and families, this kit can help increase and maintain reading skills for all children—including those with disabilities—during the summer.

Preparing your child for college. This resource book is designed to help students, their parents, and others prepare academically and financially for college.

Getting ready for college early. This booklet is designed to help parents and students in the middle and junior high school years understand the steps needed to get ready for college.

The following are available through the National Library of Education at 1-800-424-1616.

- *Overcoming barriers to family involvement in Title I schools: Report to Congress*, February 1997.
- *Family involvement in children's education: Successful local approaches: An idea book*, June 1997.
- *Learning Partners* series.
- *Helping your child* series, including:
 - *Helping your child learn math*
 - *Helping your child learn to read*
 - *Helping your child learn science*
 - *Helping your child learn history*
 - *Helping your child get ready for school*
 - *Helping your child use the library*
 - *Como ayudar a su hijos a usar la biblioteca*
 - *Helping your child with homework*
 - *Helping your child succeed in school*

Internet resources:

National Parent Information Network (NPIN)
www.aspensys.com/eric

To reach this Web site, click on "Links to all ERIC sites" and then scroll down until you reach the NPIN link. At this Web site, you will find a collection of materials for parents and parent educators, monthly news for parents, information about the Parenting Discussion List (listserv), and instructions for using Parents' AskERIC, a component of the award-winning AskERIC project, which responds to e-mail questions on child development, child care, parenting, and child rearing.

Family Education Network
www.familyeducation.com

At this Web site, you will find information about learning at home and at school; links to school Web sites and other related sites; updates on education-related legislation; numerous activities and tips for parents; and a forum for discussion of related topics.

The Children, Youth, and Family Consortium, University of Minnesota
www.cyfc.umn.edu

The Children, Youth, and Family Consortium provides information on health and education for children and families. Also, in conjunction with the vice president's Family Reunion Conference on Families and Learning, the Web site includes postings of family involvement programs. Read what other communities are doing or post your own program.

Organizations that can help:

ASPIRA Association, Inc.
1444 Eye Street NW, Suite 800
Washington, DC 20005
202-835-3600

Betty Phillips Center for Parenthood Education
Box 81, Peabody College of
Vanderbilt University
Nashville, TN 37203
615-322-8080

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

Family Math
Lawrence Hall of Science
University of California
Berkeley, CA 94720-5200
510-642-1823

Other publications:

Bamber, Chrissie, Nancy Berla, and Anne T. Henderson. 1997. *Learning from others: Good programs and successful campaigns*. Washington, DC: Center for Law and Education and the Academy for Educational Development.

Coleman, Mick. July 1997. *Families and schools: In search of common ground*. *Young Children*, vol. 52, no. 5: 14-21.

Dietz, Michael J., ed. 1997. *School, family, and community: Techniques and models for successful collaboration*. Gaithersburg, MD: Aspen Publications.

Epstein, Joyce L. May 1995. *School, family, community partnerships: Caring for the children we share*. *Phi Delta Kappan*, vol. 77, no. 9: 701-12.

Harvard Education Newsletter. September-October 1997. *Special issue on parent involvement*. Cambridge, MA (1-800-513-0763).

hugse1.harvard.edu/~hepg/helso97.html

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

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

Rich, Dorothy. 1997. *MegaSkills: Building children's achievement for the information age*. Boston: Houghton Mifflin.

1994. *The new MegaSkills bond*. Washington, DC: Dorothy Rich Associates.

1997. *What do we say: What do we do? Vital solutions for children's educational success*. New York: Forge.

1997. *What do I say? What do I do? Problem solving handbook*. Washington, DC: Home and School Institute.

Struck, Darla, ed. 1995. *Involving parents in education*. Gaithersburg, MD: Aspen Publications.

Warner, Carolyn with Marilyn Curry. 1997. *Everybody's House—The schoolhouse: Best techniques for connecting home, school, and community*. Thousand Oaks, CA: Corwin Press.

For more information about measurement and evaluation:

Internet resources:

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

Publications :

The Education Trust. 1997. *Education watch: Community data guide*. Washington, DC: Author.

The Partnership for Family Involvement

D





PARTNERSHIP
for Family
Involvement
in Education

The Partnership for Family Involvement in Education

"Better Education Is Everybody's Business."

U.S. Secretary of Education Richard W. Riley

What is the Partnership's mission? To promote children's learning through the development of family-school-community partnerships.

Who are the Partners for Learning? Thousands of family, school, community, employer and religious groups comprise the Partnership. They have come together to support student learning to high standards. These Partners represent a growing grassroots movement across this country organized into four areas:

- "Family-School Partners for Learning" support school-home partnerships where communication and mutual responsibility for children's learning to high standards are key.
- "Employers for Learning" adopt family- and student-friendly business practices, such as providing leave time to attend parent conferences and volunteer in school, providing parent training and child care, and working with neighborhood schools.
- "Community/Cultural Organizations for Learning" support learning communities through organized before- and after-school and summer activities. They volunteer in the schools, help to make streets safe for children, and support supervised recreational activities.
- "Religious Organizations for Learning" provide parent education programs and reading tutoring programs for children, sponsor cultural programs, make their buildings available for organized activities, and support out-of-school learning.

What are the benefits of joining the Partnership? Partners improve their effectiveness by connecting with other groups and drawing on each others' strengths. The benefits of being part of a coordinated effort are key: Partners learn about and share the latest and best practices from other Partner organizations. Recognition is earned for organizations' visible commitments at the national, state, and local levels. Members of the Partnership for Family Involvement in Education receive support through conferences, publications and on-going communication, including newsletters and an Internet home page at www.ed.gov/PFIE.

What are activities that the Partnership supports? As the Partnership grows, special projects support family involvement and student learning across communities:

- **READ*WRITE*NOW!**, an intensive summer component to the **America Reads Challenge**, encourages children's reading and writing with a reading partner 30 minutes a day.
- **America Goes Back to School: Answering the President's Call to Action** encourages every American to go back to school each fall to share their talents and experiences. Taking the challenge means addressing local educational concerns on a continuous basis and making a year-long commitment to learning.
- **Getting Ready for College Early**, an initiative to encourage all students to take courses they need to enter college and to inform parents of the sequence of courses their child needs to take, as well as the financial planning involved. To be launched in winter 1998.



How can your organization join the Partnership? If your organization wants to become a **Partner for Learning** fill out one of the following sign-on sheets and send it in. You will receive your Partnership member's kit soon after.



**PARTNERSHIP
for Family
Involvement
in Education**

Join the Partnership for Family Involvement in Education...

Family-School Partnership Promise

Families and schools across America are increasingly accepting mutual responsibility for children's learning. When families are involved in children's learning, at school and at home, schools work better and students learn more. Schools and families are working with employers and community organizations to develop local partnerships that support a safe school environment where students learn to challenging standards. By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the education process.

Coming together as families, local school board governance, administration, teachers and school staff, we form this partnership and affirm the importance of family involvement in children's learning. We pledge to:

- Share responsibility at school and at home to give students a better education and a good start in life.
- Our school will be welcoming to families; reach out to families before problems arise; offer challenging courses; create safe and drug-free learning environments; organize tutoring and other opportunities to improve student learning; and support families to be included in the school decision-making process.
- Our families will monitor student attendance, homework completion and television watching; take the time to talk with and listen to their children; become acquainted with teachers, administrators and school staff; read with younger children and share a good book with a teen; volunteer in school when possible; and participate in the school decision-making process.
- Promote effective two-way communication between families and schools, by schools reducing educational jargon and breaking down cultural and language barriers and by families staying in touch with the school.
- Provide opportunities for families to learn how to help their children succeed in school and for school staff to work with families.
- Support family-school efforts to improve student learning by reviewing progress regularly and strengthening cooperative actions.

We would like to become a member of the Partnership for Family Involvement in Education. We commit to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following.)

School Name: _____

School Address: _____

City: _____ State: _____ Zip: _____

School Phone: _____ Fax: _____ E-mail: _____

Principal: _____ Signature: _____

Parent Organization Representative: _____ Signature: _____

Teacher Representative: _____ Signature: _____

School Staff Representative: _____ Signature: _____

Contact Person: _____ Title: _____ Contact Phone: _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your **Family-School Partnership Promise Certificate**.





PARTNERSHIP
for Family
Involvement
in Education

Join the Partnership for Family Involvement in Education...

The Community Promise

A strong and vigorous community, one that is supportive of all citizens, depends upon an educated, skilled, competent and involved citizenry. Schools, families, and community organizations are increasingly accepting mutual responsibility for children's learning. By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the educational process. As a community-based organization, we support family-school compacts and affirm the importance of family-community involvement in students' learning.

We commit to involve our organization and its community members in a family-school-community partnership. By coming together with other organizations, we will:

- Make safe schools/safe neighborhoods a priority.
- Combat alcohol, drugs, and violence in and around schools and neighborhoods.
- Reinforce parenting skills using community institutions to provide family and literacy training and referral services.
- Provide mentoring and homework help programs so that children may be assured of tutoring and guidance from knowledgeable and responsible adults.
- Come together to coordinate delivery of services and to eliminate duplication of efforts.
- Help develop and sponsor affordable and quality after-school, weekend and summer learning, cultural, and community recreational activities.
- Support school improvement efforts in the local community.
- Support and become informed about school governance issues.
- Encourage schools to be involved in the life of the community, through co-sponsorship of community outreach activities of partner organizations.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our community organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

Official: _____ Signature: _____

Community Group: _____ Date: _____

Contact Person: _____ Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-Mail: _____



Appendix D



PARTNERSHIP
for Family
Involvement
in Education

Join the Partnership for Family Involvement in Education...

Employers for Learning Promise

A strong and vigorous economy, for our employers and our nation, depends upon an educated, skilled, and competent citizenry. Today's students are tomorrow's citizens, and are our long-term investments for the future.

Employers play an important role in the school-improvement efforts on local, state, and national levels. We can now multiply the effectiveness of such efforts by enlisting our current employees as partners in the campaign to support and better the American educational system. Any company, regardless of its size, can take steps to support parents in its workforce and to support local education.

Over 30 years of research shows that greater family and adult involvement in children's learning is a critical link to achieving a high-quality education.

Small investments that enable employee participation in students' academic success, and in our education system, lead to a win/win for everyone:

- **Employers Win** by helping prepare a highly skilled and globally competitive workforce.
- **Employees Win** by making positive differences in children's education and in their local schools.
- **Schools Win** from increased parental and community involvement.
- **Students Win** from better education.

We recognize there are many ways to get started:

- Contact a local school to discuss opportunities for cooperation.
- Explore with employees ways in which they can help children learn.
- Explore with employees ways in which they can help local schools better educate their students.
- Explore policies and practices to encourage and enable employee involvement in schools and learning.
- Contact the Partnership for Family Involvement in Education for information.

We commit to:

- Identify a contact person, authorized to explore and develop options for company involvement in our family-school-community initiatives.
- Take action to implement programs.
- Share best practices after evaluating programs annually.
- Form partnerships with other stakeholders to promote, implement, and improve family-friendly policies and practices.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

President/CEO: _____ Signature: _____

Company/Organization: _____ Date: _____

Contact Person: _____ Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-Mail: _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your **Employers for Learning Promise Certificate**.





PARTNERSHIP
for Family
Involvement
in Education

Join the Partnership for Family Involvement in Education...

Statement of Common Purpose Among Religious Communities Supporting Family Involvement in Learning

"Train children in the right way, and when old, they will not stray"

Proverbs 22:6

As members of religious communities from across the land, we join to affirm the vital and enduring role of families in the education of children. We have always regarded families--and parents in particular--as the primary teachers of children. Encouraged by Secretary of Education Richard Riley's concern for all children and his commitment to the role of families in educating children, we call upon all people of good will to stand as one with us in support of families' participation in children's learning.

Parents and guardians need to immerse themselves in the education of their children as never before. Children need the immediate and constant support of their families. But there are other voices at odds with these goals: the voices of poverty, loneliness, and fear. Because of this, there are children who do not attend school regularly, whose test scores and grades falter, who have too much idle time, and whose parents are absent, too overwhelmed or too busy to spend time reading, talking, praying, playing, listening, helping or encouraging them.

Religious communities hear this cry. It is with this knowledge and in our unique roles that we stand united in our commitment to the involvement of family members in the education of children. We believe the participation of family members in the education and spiritual development of young people is fundamental to a child's preparation for adulthood and the responsibilities of citizenship. Our nation's future depends upon a shared concern for the education of young people.

It is imperative that religious communities join together with governments, community organizations, businesses, and public and private schools in striving to provide families, parents, grandparents, foster parents, guardians, or extended family members with the information, skills, tools, and opportunities that will encourage their participation in the total education of their children, including character education. We are committed to working together to improve children's learning through family involvement partnerships.

We are thankful for the blessings of religious liberty, a sacred trust, stated in the Declaration of Independence and guaranteed by the First Amendment of the Constitution, that enables the members of all faiths to work together freely and openly for the common good. As beneficiaries of this great legacy, we pledge our support in encouraging family involvement in the education of children.

We call upon all citizens, religious communities, community organizations, and businesses to do their share. We urge family members to become actively involved in their children's education, religious communities to work to better understand and meet educational and family needs, community organizations to sponsor meaningful youth- and family-oriented activities, and businesses to adopt family-friendly policies in the workplace. Governments need to promote public policies that encourage greater family involvement in the education of all children. We challenge our society to value and nurture our children of today so that they can be productive citizens of tomorrow.

We would like to become a member of the Partnership for Family Involvement in Education. We commit our religious organization to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following information.)

Official: _____ Signature: _____

House of Worship/Religious Organization: _____ Date: _____

National Affiliation/Denomination: _____

Contact Person: _____ Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-Mail: _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-205-9133 to receive your **Statement of Common Purpose Among Religious Communities Certificate**.



Appendix D

Survey and Comment Form

We value your opinions! Please let us know what you think about this action handbook.

	Strongly agree	Agree	Disagree	Strongly disagree
This handbook:				
Is clear and understandable				
Provides valuable information				
Provides the right amount of information				
Is presented in an accessible format				
Will be valuable to my compact team				
Can help create and strengthen partnerships				
Can help improve student learning				
I wish there was more information provided on:				
What a compact is and what it can look like				
Getting started				
Writing the compact				
Using your school's compact				
Evaluating the results of the compact				
Strengthening your compact				
The activity sheets				
Examples of what schools are doing				
Key resources				
The Partnership for Family Involvement in Education				

Please feel free to add your own comments and return them to the following address:

Partnership for Family Involvement in Education
 U.S. Department of Education
 600 Independence Avenue SW
 Washington, DC 20202-8173
 Fax: 202-205-9133