Tools

Toolkit of Resources for Engaging Families and the Community as Partners in Education
Part 2: Building a cultural bridge

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Overview

The Toolkit of Resources for Engaging Families and the Community as Partners in Education is a four-part resource that brings together research, promising practices, and useful tools and resources to guide educators in strengthening partnerships with families and community members to support student learning. The toolkit defines family and community engagement as an overarching approach to support family well-being, strong parent–child relationships, and students' ongoing learning and development. The primary audiences for this toolkit are administrators, teachers, teacher leaders, and trainers in diverse schools and districts. Part 2 is designed to tap into the strengths of families and community members and help families establish active roles in the school community in support of student learning.

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Overview of the Toolkit of Resources for Engaging Families and the Community as Partners in Education

Family engagement is one of the strongest predictors of children's school success, according to more than 40 years of steadily accumulating evidence (California Department of Education, 2011; Weiss, Bouffard, Bridglall, & Gordon, 2009). In some communities, particularly culturally diverse communities, achieving a level of family and community engagement that supports student success is a challenge. The Toolkit of Resources for Engaging Families and the Community as Partners in Education addresses this challenge by bringing together research, promising practices, and useful tools and resources. Its purpose is to guide educators in strengthening partnerships with families and community members to support student learning. The primary audiences for this toolkit are administrators, teachers, teacher leaders, and trainers in diverse schools and districts.

This four-part toolkit defines family and community engagement as an overarching approach to support family well-being, strong parent–child relationships, and students' ongoing learning and development. Although school engagement often refers to parent involvement, this toolkit broadens the scope to include other family and community members. This definition encompasses existing definitions (for example, in the No Child Left Behind Act of 2001, 2002) and emphasizes the importance of educators working as partners with families to support students in multiple ways. Toolkit activities can be used with or adapted for diverse groups.

The toolkit offers an integrated approach to family and community engagement. It helps educators understand how their own culture influences their beliefs and assumptions about families and community members and consequently their efforts to engage them in support of student learning. It also addresses how to build a cultural bridge through cross-cultural communication and uses strategies that build trust among families, community members, and the school. In addition, the toolkit helps educators understand how to use two-way communication with families to gather and share information about student interests, progress, and outcomes.

Regional Educational Laboratory (REL) Pacific originally developed a toolkit in response to a request from members of the Guam Alliance for Family and Community Engagement in Education[1] for activities and tools to help them effectively engage families and community members from diverse backgrounds. A prior version of the toolkit was published and distributed to alliance members and has been widely shared within Guam. Teachers and administrators at three pilot schools, along with other school and community members, have received hands-on training on each toolkit part's activities, and the toolkit has been presented to schools and at conferences across the region, such as the Guam Striving Readers Conference in May 2015, the Micronesian Teachers Education Conference in July 2015, and the Guam Family Outreach Conference in November 2015. The toolkit has also been introduced to teacher education students at the University of Guam and is listed as a reference in the Draft Literacy Plan developed by the Guam Department of Education. In addition, teachers have adapted the tools for use in their classrooms, noting, for example, that the Iceberg Concept of Culture activity "helps the students and the teachers recognize the diversity of [their] school cultures" and that it is "a great way to learn more about their students" (R. Abaday, teacher, John F. Kennedy High School, personal communication, May 13, 2016).

The Toolkit of Resources for Engaging Families and the Community as Partners in Education addresses the challenge of achieving a level of family and community engagement that supports student success by bringing together research, promising practices, and useful tools and resources

This version of the toolkit has been expanded for a broader audience. To expand the toolkit for use beyond the REL Pacific Region, the study team identified research and resources, including appropriate activities and tools, by conducting a web and database search (see appendix A for a full list of resources, including a description of how they were identified). Some tools have been adapted, with permission, for use in the toolkit. The toolkit is based primarily on research and supplemented by expert opinion from a variety of sources that address family and community engagement in diverse communities. It is applicable in a variety of contexts—and wherever educators are interested in enhancing engagement of families and community members in support of student learning.

Toolkit contents

The toolkit is presented in four parts. It includes information and activities that reflect research-based family involvement approaches associated with student learning. Each part of the toolkit focuses on an aspect of developing strong partnerships between schools and families and between schools and communities to support student learning. The four parts of the toolkit, published separately, are described below:

The toolkit is based primarily on research and supplemented by expert opinion from a variety of sources. It is applicable in a variety of contexts—and wherever educators are interested in enhancing engagement of families and community members in support of student learning

- Part 1: Building an understanding of family and community engagement (Garcia, Frunzi, Dean, Flores, & Miller, 2016a)

Educators build awareness of how their beliefs and assumptions about family and community engagement influence their interactions with families and the community and how the demographic characteristics of the families in their schools can inform educators about what might support or hinder family engagement with schools.

- ○ Section 1.1: Reflecting on beliefs and assumptions
- ○ Section 1.2: Getting to know school families
- ○ Section 1.3: Understanding the influence of a cultural lens
- ○ Section 1.4: Acknowledging cultural differences

- Part 2: Building a cultural bridge

Activities focus on tapping into the strengths of families and community members and helping families establish active roles in the school community in support of student learning.

- ○ Section 2.1: Tapping into the strengths of families and community members
- ○ Section 2.2: Establishing roles for building family and community engagement

- Part 3: Building trusting relationships with families and the community through effective communication (Garcia et al., 2016b)

Cross-cultural and two-way communication enhance family and community engagement.

- ○ Section 3.1: Cross-cultural communication in a school community
- ○ Section 3.2: Preparing educators for two-way communication with families

- Part 4: Engaging all in data conversations (Garcia et al., 2016c)

Educators learn which student data are important to share with families and community members and how to share such data in a meaningful way.

  - Section 4.1: Determining what student data are important to share with families and community members
  - Section 4.2: Presenting student data in meaningful ways

Each section includes an introduction, a discussion of key points, and activities for educators to use to understand the what, why, and how of family and community engagement. The activities, which are defined as structured learning experiences that involve discussing, reading, writing, or creating something for a specific purpose, include one or more tools (see appendix A for a description of activity and tool selection). The tools include activity sheets, graphics, handouts, worksheets, charts, scenarios, information sheets, information and note-taking sheets, graphic organizers, planning templates, and note-taking templates. Each activity includes the purpose of the activity, the materials and time needed for the activity, directions, and any other information or handouts necessary for conducting the activity.

The toolkit can be used to stimulate discussion and increase understanding about family and community engagement—both its importance and how to approach it

How to use the toolkit

The toolkit can be used to stimulate discussion and increase understanding about family and community engagement—both its importance and how to approach it. Some schools might choose to proceed systematically through each part of the toolkit, using each activity and associated tools. Other schools might focus on only one part of the toolkit or only some activities or tools from different parts, depending on the needs of educators and the strength of partnerships with their families and community members. Each part of the toolkit can stand alone or can be used with any other part or with all the other parts for a more comprehensive approach to family and community engagement. Facilitators (for example, school or district administrators) can choose from among the many options the one that is right for their school or district.

Introduction to part 2:
Building a cultural bridge

When a school community includes people of diverse cultural backgrounds, educators may need to take steps to ensure broad family and community engagement. Part 1 of the toolkit laid the foundation for taking these steps by helping educators examine their beliefs and assumptions about family and community engagement and understand how one's cultural lens influences interactions with others. Part 1 also introduced the idea of using demographic data to shed light on family circumstances and how those circumstances might affect the design of family and community engagement activities. In addition, part 1 provided information that helped build understanding about potential barriers to family and community engagement.

Part 2 builds on this foundation by providing activities and tools that help educators bridge cultures to address those barriers so that families can become partners in support of student learning. Building that bridge is important because when families are involved in student learning, students achieve more regardless of their socioeconomic status, racial/ ethnic background, or parents' education level (Antunez, 2000; Henderson & Mapp, 2002).

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Information, activities, and tools in part 2 address the important aspects of building a cultural bridge: developing trusting relationships, tapping into and respecting families' strengths, and helping families build their role as partners who share power and responsibilities (Henderson & Mapp, 2002). These activities and tools provide guidance on asking families and community members how they want to be engaged in the school and in student learning, which helps them develop a sense of ownership and responsibility and can bring about more meaningful and active participation (Avvisati, Besbas, & Guyon, 2010; Goddard, Tschannen-Moran, & Hoy, 2001; Hoover-Dempsey & Sandler, 1995; Stoicovy, Murphy, & Sachuo, 2011).

Description of part 2 sections

Part 2 of the toolkit has two sections that focus on ways schools can bridge the culture between home and school by valuing and respecting families' strengths and experiences. The activities in these sections expand educators' understanding of the different ways that families and communities can support student learning and increase their ability to overcome the barriers that keep families from engaging with schools.

Section 2.1: Tapping into the strengths of families and communities

This section emphasizes the importance of educators focusing on families' strengths and respecting their role as partners working toward co-constructed goals for student success. It also addresses parents' and families' beliefs about the value of engaging with schools.

Section 2.2: Establishing roles for building family and community engagement

This section provides guidance around establishing positive roles for educators and families in support of student learning. It includes an explanation of the variety of roles that family and community can assume when they engage with schools and provides a tool to help educators and parents understand those roles.

Summary of part 2 activities and tools

The activities in part 2 of the toolkit are summarized in table 2.1, including the name and number of the activity and the type of tool or tools (information sheet or note-taking template) included in the activity. Activity and tool numbers include the number of the toolkit part and the number of the section. For example, activity 2.1 is in part 2, section 1 of the toolkit.

Table 2.1. Summary of part 2 activities and tools

Activity number	Activity	Tool type included in the activity
2.1	Identifying family and community strengths 1-2-4-ALL	Note-taking template
2.2	Planning for school, family, and community partnerships jigsaw	Note-taking template
		Information sheet

Source: Activities were developed by Regional Educational Laboratory Pacific for the toolkit, using sources listed in table A1 in appendix A.

Part 2 of the toolkit focuses on ways schools can bridge the culture between home and school by valuing and respecting families' strengths and experiences

Section 2.1: Tapping into the strengths of families and communities

The growing diversity of school communities requires that educators understand the characteristics and strengths families bring to the school so those strengths can be used to support student achievement. Educators must recognize that parents (and other family and community members) are not all the same; they have strengths and weaknesses, complexities, problems, and questions, and educators must see them as more than "just parents" (Edwards, 2009). Engaging families goes beyond simply aligning school and parent needs for communication and information. It also involves getting to know individual parents and their stories to understand what they need in order to support their children's learning.

Key points

- *Identifying family strengths is critical to engaging families as partners in their children's education.* To identify and make use of family strengths, educators may need to shift from a deficit-based model, which focuses on what families are not doing, to a strengths-based model, which acknowledges that families want to help their students succeed (Moore, 2011). For example, in the Chuukese population on Guam it is not unusual for the extended family or an interested community member to come to school functions when a child's parent is not available. Rather than seeing this as a case in which parents do not care about their child's education, educators can see the involvement of others as a reflection of a cultural strength—the community is interdependent and focused on group success. If the parent is not available, another member of the community steps in to support the student. Of course, educators must avoid the pitfall of thinking that all family characteristics in a culture can be generalized. Instead, they must get to know each family.

- *Collaborating with families based on strengths develops strong relationships between home, school, and community.* Educators can help families build on their strengths by asking them how they want to be involved and how the school and community can create opportunities for that involvement. When educators recognize families' strengths, they are more likely to reach out to parents or other family members as true partners in their children's education (for example, working with them to set goals for their children's education, helping them understand how to support their children's learning at home, or acknowledging the importance of the home language). To make use of family strengths, the school and community need to engage families through diverse and culturally appropriate approaches. They need to provide opportunities for parents to be viewed as individuals, recognizing the diversity that occurs within and between cultural groups.

- *Partnering with communities to promote family engagement helps schools and families support student learning.* Family, school, and community have overlapping spheres of influence, and if the three spheres interact and communicate with one another, students are more likely to receive common messages about their success (Epstein, 2010). By partnering with communities (for example, businesses, faith-based organizations, or community centers), families and schools can maximize their efforts to support student success (Epstein et al., 2002). Research shows that all students can benefit when all stakeholders work together.

- *Activity 2.1: Identify family and community strengths 1-2-4-ALL.* Brings together the collective knowledge of the group to recognize the strengths that families bring to the school environment in support of student learning.

Activity 2.1: Identifying family and community strengths 1-2-4-ALL

Purpose

To raise awareness of the many strengths that families and communities have to improve the partnership among family, school, and community.

Materials needed

Chart paper, markers, copies of the "Identifying family and community strengths note-taking template."

Time

45 minutes.

Directions

1. Introduce participants to the purpose of the activity and the importance of knowing and appreciating the many strengths that families and the community bring to the table.

2. Ask participants to silently reflect on family and community strengths that could support student learning and achievement in school.

3. Ask participants to form pairs. Distribute copies of the "Identifying family and community strengths note-taking template." Ask pairs to share the family and community strengths that could support student learning and achievement in school that they have each identified and then brainstorm others.

4. Ask pairs to form groups of four and share their thoughts, adding ideas that were shared by the other pair in their group to their "Identifying family and community strengths note-taking template."

5. Ask groups of four to form groups of eight. Ask the groups to share and combine their ideas into one list of family strengths and one list of community strengths using the chart paper and markers.

6. Have each group of eight post their lists on the wall or easels and guide the group in a discussion of the lists.

7. Ask the group to reflect on the lists by answering the following questions:
    *   Which family strengths should we make use of in our classrooms? In our school?
    *   Which community strengths should we make use of in our classrooms? In our school?

8. Debrief the process with the large group by asking the following questions:
    *   How did this activity shift your thinking about family and community strengths?
    *   How can you help families see the strengths they have to support their children's learning?

1. On your own, silently reflect on family and community strengths that could support student learning and achievement in school. Write down your ideas in the table below.

2. Find a partner and share the family and community strengths that could support student learning and achievement in school that each of you identified individually and brainstorm others together. Record these in the table.

3. With your partner, join another pair. Share each pair's thoughts, adding ideas shared by the other pair to your table below.

4. With your group of four, join another group of four. Share and combine your ideas into one list of family strengths and one list of community strengths using the chart paper and markers provided.

5. Post your group's lists of family and community strengths as requested by the facilitator.

Family strengths	Community strengths

Reflection
- Which family strengths should we make use of in our classrooms? In our school?

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- Which community strengths should we make use of in our classrooms? In our school?

- How did this activity shift your thinking about family and community strengths?

- How can you help families see the strengths they have to support their children's learning?

Section 2.2: Establishing roles for building family and community engagement

Schools that focus on educating students without considering the impact of family and community members on student learning are missing an opportunity to create powerful learning environments. Educators are largely responsible for establishing the nature of the relationships and the roles that families play within the school community. To determine the roles that would most benefit student learning, educators need in-depth knowledge of the community they serve, including the community's needs (Gray, 2013). This section provides guidance to help educators work with families to clarify and establish positive roles for educators and families in support of student learning.

Key points

- *Family and community can take on a variety of roles when they engage with schools.* Roles for family and community in schools can be broadly defined, including helping their children learn at home, participating in school activities, being involved in school decisionmaking regarding their children, and collaborating to support student learning (Goodall & Vorhaus, 2011). Joyce Epstein and colleagues have created a research-based framework for developing community partnerships that includes six types of involvement: parenting, communicating, volunteering, learning at home, decisionmaking, and collaborating with the community (Epstein et al., 2002). Paying attention to these six types of involvement can help schools coordinate their efforts so that family and community members can assume a variety of roles as partners with the school (Epstein & Salinas, 2004).

- *Connecting family and community engagement to school improvement helps focus roles.* Family and community engagement efforts are often uncoordinated and separate from school improvement efforts. This has been described by Kressley (2008) as "random acts of family involvement." To ensure that family and community engagement promotes student growth and school success at every grade level, schools can help families understand the critical role they play in supporting student learning and achievement of school improvement goals. For example, family members can serve as volunteers, participate in school decisions, set learning goals with their children, and participate in other curriculum-related activities (Van Roekel, 2008).

- *Bureaucracy can discourage engagement and limit the roles that family and community members are willing to accept.* If families feel they lack the knowledge and confidence to operate within the bureaucratic structure of the school community, they may involve themselves at lower levels or not at all (Young, 1998). Many school districts try to involve families in the actual planning and operation of schools by encouraging them to help make important decisions, such as how to allocate resources. Families may see decisionmaking as a consensus-building process, while the school may instead value "one person, one vote" (Trumbull, Rothstein-Fisch, & Greenfield, 2000). This disparity between these decisionmaking processes may cause some families to seek other, more comfortable ways of engaging with the school.

- *One role may not fit all.* It is clear that parental situations, perspectives, and skills affect parents' ability to support their child in particular ways. For example,

asking parents to read at home with their child might seem an easy request, but some parents have never been shown how to read interactively with their children or they may lack the reading skills to do so. In addition, some parents might not believe that reading to their child will make a substantial difference. Families with different perspectives and skills need different supports to effectively respond to requests to support their children's learning (Edwards, 2011). In this example, support from other family or community members could act as a scaffold for parents to understand the benefits of reading aloud.

Toolkit activity

- *Activity 2.2: Planning for school, family, and community partnerships jigsaw.* Guides educators in understanding and establishing possible roles that family and the community could play in supporting student achievement.

Activity 2.2: Planning for school, family, and community partnerships jigsaw

Purpose

To increase the skills of educators to empower families to use their own strengths to become active participants in their children's education.

To understand the components of a comprehensive program of family and community engagement and be able to plan a program that will increase student success in school.

Materials needed

Copies of the "Planning for school, family, and community partnerships note-taking template" and "A framework for programs of school, family, and community partnerships information sheet."

Time

60 minutes.

Directions

1. Ask participants to count off from one to six and assign each numbered group one of the six types of parent involvement in the Epstein framework.

2. Distribute copies of the note-taking template and information sheet. Ask the small groups to discuss the questions under their assigned type of parent involvement with all members recording group consensus on the note-taking template (10 minutes).

3. Form new groups that include one person from each of the groups representing the components of Epstein's six types of parent involvement.

4. Explain that the representative from the group that discussed Epstein's first type of parent involvement has five minutes to read the description of the type of parent

involvement, read the questions, and describe the group's responses to the questions to the new group.

5. Ask that representative to lead a five-minute discussion of the type of involvement to gain more perspectives and responses for the questions.

6. Ask the representative from the second of Epstein's types of parent involvement to follow the same procedure as the representative for the first type of involvement (steps 4 and 5).

7. Ask each of the other representatives to repeat the process (steps 4 and 5).

8. Ask representatives to return to their home group and share any additional perspectives and ideas related to the group's assigned type of parent involvement.

9. As a large group, come to consensus on three actions or ideas that participants would be willing to implement in the next month of school.

1. With your home group, discuss the questions under your assigned type of parent involvement on the "A framework for programs of school, family, and community partnerships information sheet." Record your notes in the table below.

Type of parent involvement	Notes
Parenting	
Communicating	
Volunteering	
Learning at home	
Decisionmaking	
Collaborating with community	

2. Form new groups that include one person from each of the groups representing the components of Epstein's six types of parent involvement.

3. With your new group, serve as the expert on your assigned type of parent involvement by reading the description of it and the questions about it, and then describing to your new group your home group's responses to the questions.

4. Lead a five-minute discussion of the type of involvement to gain more perspectives and responses for the questions. Add these to your note-taking table.

5. Listen to what the other members of your new group share about their assigned type of parent involvement and record the ideas they share and that your group discusses about the assigned type of parent involvement.

6. Return to your home group and share any additional perspectives and ideas related to the group's assigned type of parent involvement.

7. With the large group, come to consensus on three actions or ideas that you will implement in the next month of school. Record those actions or ideas below.

Action/idea 1:

Action/idea 2:

Action/idea 3:

1. Parenting: Epstein's first type of involvement focuses on how parenting practices empower children by building and maintaining home environments that support children as students. This type of involvement also refers to schools understanding their students' families.
   * How can we strengthen parents' understanding of child development at each grade level?
   * How do we make sure information and resources are accessible to all families that want or need it?
   * How can we learn about parents' goals and dreams for their children's education and future plans?

2. Communicating: Epstein's second type of parent involvement aims for clear parent–teacher communication about school programs, happenings, and student work and progress.
   * In what ways do we need to improve communication between home and school to make sure that it is regular, two-way, and meaningful?
   * What steps can we take to promote regular, two-way, and meaningful communication between teachers and families?

3. Volunteering: Epstein's third type of parent involvement is volunteering. When teachers effectively recruit, train, and schedule parents' volunteer time, students and parents benefit.
   * What prevents parents from volunteering in our school or conducting volunteer activities at home? What prevents us from counting family members who come to watch and support student activities as volunteers?
   * How can teachers encourage and use parent support in their classrooms?

4. Learning at home: Epstein's fourth type of involvement is providing information and strategies for parents to use with their children at home.
   * What strengths do parents have and how can we help them use these strengths to help their children academically?
   * What are some challenges to promoting learning at home and how can these challenges be overcome?

5. Decisionmaking: The fifth type of involvement in Epstein's model is decisionmaking, in which parents and teachers are partners in creating, discussing, or implementing shared views and actions to achieve shared goals for student improvement in school.
   * How can we ensure that all parents' voices are heard on decisions that affect students and families?
   * In which areas of school decisionmaking are some parents involved as leaders on committees and are all parents involved as valued partners?

6. Collaborating with community: Epstein's sixth type of involvement is collaborating with the community. It is important to involve local community members and organizations in comprehensive partnership programs to support and inspire students and teachers, to strengthen families, and to enable students to give back to the community.
   • What resources and services from the community will strengthen family practices and student learning?
   • How can we promote opportunities for connecting students, educators, families, and community resources?

Source: Epstein et al., 2002, 2009.

Appendix A. Activity and tool selection

The Toolkit of Resources for Engaging Families and the Community as Partners in Education was originally developed to provide activities and tools to help educators in the Regional Educational Laboratory (REL) Pacific Region understand why and how to engage parents, families, and community members from diverse cultures, specifically in Guam. REL Pacific developed a toolkit for schools in Guam in response to a request to help them more effectively engage all their families, not just those from a particular economic or ethnic group.[2] Like many schools on the U.S. mainland and in the REL Pacific Region, Guam's schools have an increasingly diverse population.

To expand the toolkit for use beyond the REL Pacific Region, the study team identified resources with appropriate activities and tools by conducting a web search using ERIC, Google, Google Scholar, and ProQuest Education Journals using the following search terms: parent engagement, parent involvement in the REL Pacific Region, cross-cultural communication with families, building trusting relationships with parents in the REL Pacific Region, Micronesian education, indigenous learning, cultural competency with families and communities, cultural beliefs and assumptions, community partnerships, parent information resource centers, federal policy parent engagement, and access and equity for families. The web search focused initially on publications released after 2000. Because this focus yielded few publications related specifically to the culture and context of the REL Pacific Region, the search was expanded to 1990. Additionally, the study team reviewed websites of nationally recognized centers, including the Center for Study of Social Policy; Center on Innovation and Improvement; Center on School, Family, and Community Partnerships; Harvard Family Research Project; McREL International; National Center for Parents with Children with Disabilities; National Coalition for Parent Involvement in Education; SEDL; and WestEd. These sites were accessed to review their resources and to identify commonly referenced websites that might also serve as resources.

In reviewing the resources, the study team looked for appropriate activities and tools. It adapted some activities and tools and developed others to fit the topics in each section of the toolkit. These activities and tools reflect the study team's experience working with a variety of schools, including those in the REL Pacific Region, on the U.S. mainland, and in Canada. Each activity in part 2 is listed in table A1 along with a description of how it was adapted or developed and its source.

Some activities and tools developed by the study team are based on general group processes (that is, inner and outer circle and carousel brainstorming) for exploring people's knowledge or beliefs about a topic or generating ideas. Some are based on an existing graphic, and others were developed by the study team with guidance. For example, the study team developed "Activity 2.2: Planning for school, family, and community partnerships jigsaw," based on research by Joyce Epstein, who provided suggestions for and feedback on the activity when asked for permission to use her framework.

Taken together, the activities in the toolkit provide many avenues for educators to enhance their understanding of family and community engagement in education and their ability to involve families and communities as partners in supporting student learning.

Table A1. Development of activities and tools in part 2 of the toolkit

Activity number	Activity name	Development	Citation
2.1	Identify family and community strengths 1-2-4-ALL	Regional Educational Laboratory Pacific staff developed this activity, the template, the questions for reflection, and the debriefing of the process.	na
2.2	Planning for school, family, and community partnerships jigsaw	Regional Educational Laboratory Pacific staff developed this activity using an existing framework as the focus.	Epstein et al. (2002). *School, family, and community partnerships: Your handbook for action, 2nd ed.* Thousand Oaks, CA: Corwin.
			Epstein et al. (2009). *School, family, and community partnerships: Your handbook for action, 3rd ed.* Thousand Oaks, CA: Corwin.
			For more information, visit the National Network of Partnership Schools at Johns Hopkins University, Baltimore, www.partnershipschools.org.

na is not applicable

Source: Developed by Regional Educational Laboratory Pacific.

Notes

1. Alliance members include administrators and teachers from Guam Department of Education schools and faculty from Guam Community College and the University of Guam who work with K–12 schools.
2. A prior version of the toolkit was published and distributed to Guam alliance members for use within the REL Pacific Region; this version of the toolkit has been revised and expanded for a broader audience.

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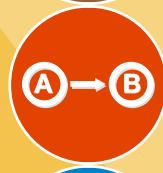
Making an Impact
Studies of cause and effect

What's Happening
Descriptions of policies, programs, implementation status, or data trends

What's Known
Summaries of previous research

Stated Briefly
Summaries of research findings for specific audiences

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