

National Network of Partnership Schools at Johns Hopkins University

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Educators and families agree that school, family, and community partnerships are essential for children's success in school.

Based on more than three decades of research and the work of many educators, parents, students, and others, we know that it is possible for all elementary, middle, and high schools to develop and sustain strong programs of partnerships that help students succeed.

Districts and states can establish policies and take leadership to help all schools develop excellent programs of partnerships.

As a member of the National Network of Partnership Schools (NNPS), you will be guided, supported, and recognized in your efforts to improve and maintain goal-oriented school, family, and community connections.

What is the National Network of Partnership Schools?

Established at Johns Hopkins University in 1996, the National Network of Partnership Schools (NNPS) assists schools, districts, states, and organizations that are committed to developing strong programs of school, family, and community partnerships. Each Partnership School strengthens its program with an Action Team for Partnerships, a framework of six types of involvement to engage parents in different ways, and a written action plan for goal-oriented family and community involvement linked to the school improvement plan. District, state, and other leaders assist school to develop, evaluate, and continually improve their partnership programs.

Why Become a Member of the National Network?

- ★ Comprehensive handbook to guide partnership program development
- ★ Certificate of Membership
- ★ Invitations to attend leadership and development conferences
- ★ *Type 2*, NNPS Newsletter
- ★ Annual Collection, *Promising Partnership Practices*
- ★ Colorful posters of six "keys" to successful partnerships
- ★ Technical Assistance by phone, e-mail, and website
- ★ Opportunities to participate in research and evaluation projects
- ★ Other benefits and experiences

Members benefit from the experience of the NNPS staff and by sharing ideas with other schools, districts, and states working to increase and improve partnerships. In every issue of the NNPS newsletter, at workshops, and on the NNPS website, members share creative solutions for improving family and community involvement.

Who May Join the National Network of Partnership Schools?

Membership is open to all schools, districts, states, and organizations that agree to the requirements listed on the following page.



NATIONAL NETWORK OF
Partnership Schools
JOHNS HOPKINS UNIVERSITY

Membership Requirements

Developing good connections of home, school, and community is an on-going process that takes time, organization, and effort.

NNPS offers a research-based framework tools, and strategies that enable all schools, districts, and states to organize school, family, and community partnerships to improve schools, strengthen families, and increase student success.

Organization and university partners are welcome to join NNPS to assist schools and districts in their regions.

Members work with the NNPS to improve connections with students, families, and communities. Schools, districts, and states must meet a few requirements.

At the SCHOOL LEVEL, each Partnership School will:

- ✓ Create an Action Team for Partnerships.
- ✓ Use the framework of six types of involvement to plan and implement a goal-oriented program of partnerships linked to school improvement plans.
- ✓ Allocate an annual budget for the work and activities of the school's Action Team for Partnerships.
- ✓ Allocate time for an initial One-Day Team-Training Workshop and at least one hour per month for the Action Team for Partnerships to meet to plan and evaluate activities.

At the DISTRICT LEVEL, each Partnership District will:

- ✓ Assign the equivalent of one full-time facilitator to assist 15 to 30 schools to create their Action Teams for Partnerships. Part-time coordinators may work in districts with fewer than 15 schools.
- ✓ Allocate an annual budget for the district facilitator's salary and activities to develop, strengthen, and maintain programs of partnership in all schools.
- ✓ Assist each participating school to fulfill the requirements listed above for the school level.

At the STATE LEVEL, each Partnership State will:

- ✓ Create or identify an Office or Department for School, Family, and Community Partnerships.
- ✓ Assign the equivalent of one full-time coordinator and adequate staff to conduct state-wide leadership activities or school, family, and community partnerships.
- ✓ Allocate an annual budget for the work of this office and for the activities to support districts and schools to develop excellent partnership programs.
- ✓ Assist districts and schools to fulfill the membership Requirements.

ALL MEMBERS will:

- ✓ Complete an annual UPDATE survey to report progress and to renew membership in NNPS.

To join NNPS, there is a \$400 processing fee for schools, districts, states, and organizations.
Annual renewal fees of \$200 are sent with an *end-of-school year UPDATE SURVEY* to evaluate progress.

If your school, district, state, or organization is ready to develop strong programs of school, family, and community partnerships for student success, you are invited to join the National Network of Partnership Schools (NNPS).

For more information and membership forms visit www.partnershipschools.org and the section Join NNPS.

**Or contact us at NNPS, Johns Hopkins University, 2701 N. Charles Street, Suite 300, Baltimore, MD 21218
E-mail: nnps@jhu.edu Tel: 410-516-2318 Fax: 410-516-8890**

Visit us at www.partnershipschools.org

Member Benefits and Services

- One copy of *School, Family, and Community Partnerships: Your Handbook for Action, Third Edition* which includes research summaries, tools, and guidelines for developing effective partnership programs. The book includes a CD with the NNPS PowerPoint for conducting workshops for Action Teams for Partnerships (ATPs), with materials and activities in English and Spanish.
- Certificate of membership.
- Website with program guidelines, research results, best practices from NNPS members.
- Semi-annual newsletter, *Type 2*, which provides examples of best practices, solutions to challenges, and guidelines for continuous progress on partnerships.
- Annual collection of *Promising Partnership Practices*, with good ideas for improving goal-oriented activities of family and community involvement.
- Monthly e-briefs from NNPS Facilitators.
- Technical assistance “on call” by phone and e-mail from NNPS Facilitators.
- Professional development conferences and training institutes in Baltimore. Discounts on registration for NNPS members.
- Web-based conferences on strategies for program development.
- Posters of the six types of involvement in English and Spanish.
- Annual UPDATE survey to evaluate progress and assess challenges. At the end of each school year, UPDATE is returned to NNPS with a \$200 renewal fee for data processing and to continue membership and benefits for the next school year.
- Annual summaries of UPDATE data from schools and districts in NNPS; and customized summaries of UPDATE data for districts with 8 schools or more in NNPS.
- Networking opportunities to learn about effective partnership practices from other schools, districts, states, and organizations.
- Tools and training linked to Title I requirements for parental involvement.
- New research results, reports, tools, and materials as they are developed.
- NNPS “Reward and Recognition” items for ATP members and others who support school, family, and community partnerships.
- Contract services for on-site basic training, advanced workshops, and conference events.

For more information:

**National Network of Partnership Schools
Johns Hopkins University
2701 N. Charles Street, Suite 300
Baltimore, MD 21218**

**410-516-8800
*nnps@jhu.edu***

www.partnershipschools.org

No Child Left Behind

Meet the Staff

NNPS MODEL
For Schools, Districts,
States, & Organizations

Learn the components of research-based programs of school, family, and community partnerships in schools, districts, states, and organizations. See the School Model for the framework of six types of involvement, Action Team for Partnerships, and other features of successful programs of family and community involvement.

Success Stories

Explore over 700 activities from annual collections of *Promising Partnership Practices* submitted by school, district, state, and organization members of NNPS. Also, meet the winners of NNPS Partnership Awards and read about their excellent programs.

**Research &
Evaluation**

Read summaries of past studies and new research on the nature and effects of family and community involvement. See a list of over 60 publications by Center researchers that provide the research base for NNPS's tools and guidelines for partnership program

**Professional
Development**

Plan to attend an NNPS Leadership Development Conference, District Leadership Institute, or schedule other Professional Development Workshops to strengthen leadership and improve the quality of partnership programs and results.

**Publications &
Products**

Order NNPS books, tools, surveys, and other resources to strengthen knowledge, skills, and programs of family and community involvement. Read archived editions of the NNPS newsletter, *Type 2*, and shop for NNPS incentives (posters, mugs, T-shirts, pens) to motivate teams and colleagues.

**TIPS Teachers Involve
Parents in Schoolwork**

Learn how TIPS Interactive Homework in math, science, and language arts promotes connections of school and home for student success. Download examples of TIPS activities and see resources available.

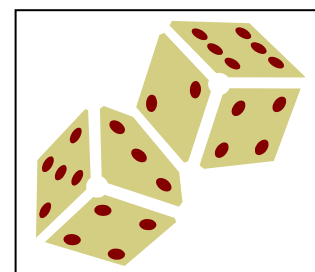
Also, learn how to organize volunteers in the middle grades with TIPS Social Studies and Art Volunteers.

JOIN NNPS

Download a membership form for your school, district, state, or organization. Join others across the country who are using the NNPS Framework and research-based approaches to improve policies, programs, and practices of family and community involvement.

DISCUSSION DICE

Share a positive partnership experience!



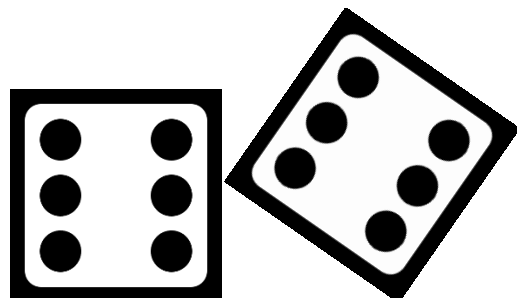
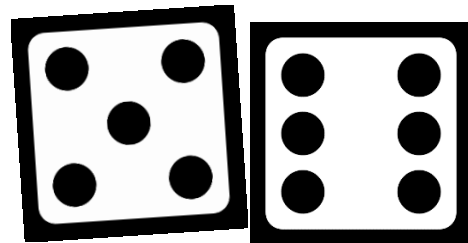
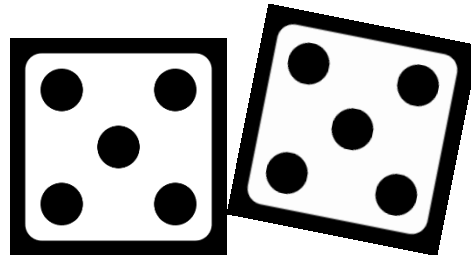
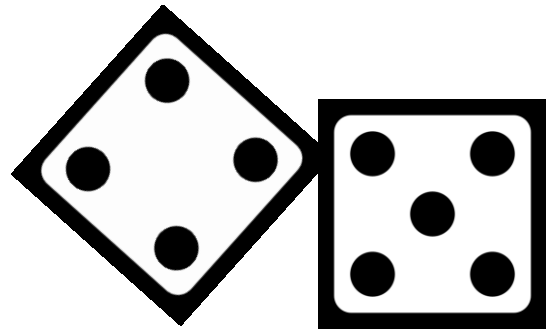
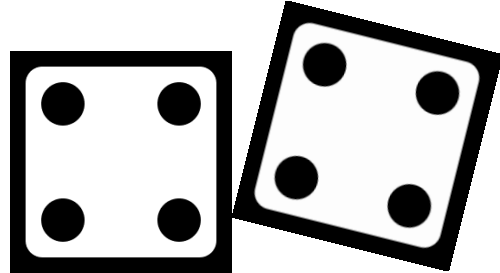
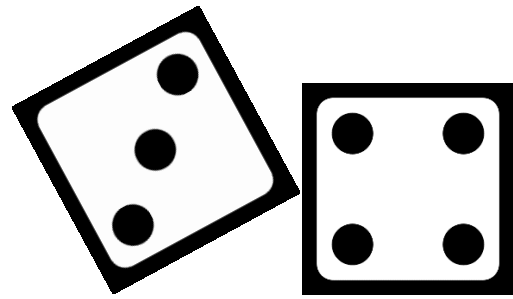
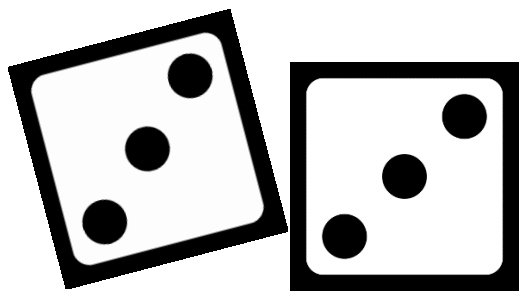
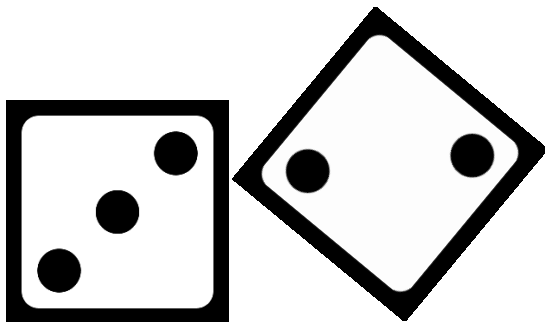
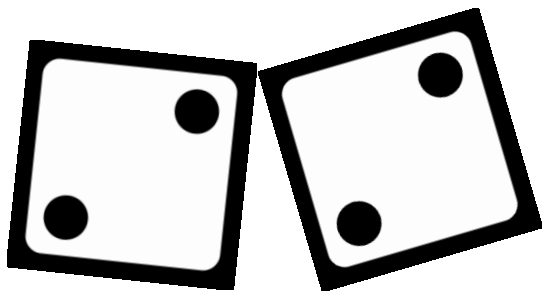
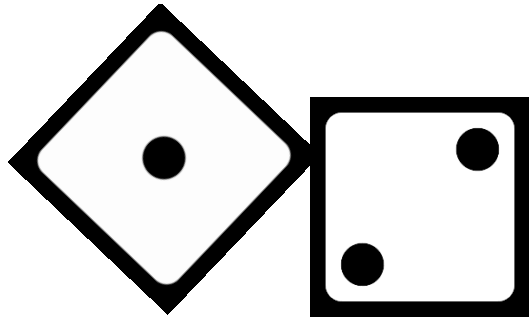
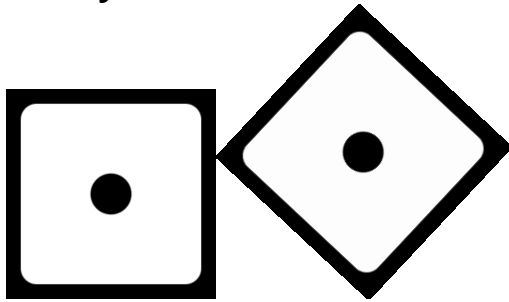
1. **Roll the dice. Match the sum of the dice to a topic below.**
In 1-2 minutes, share an experience that completes the sentence.
It may be an activity you conducted, experienced, or heard about.

Share a positive experience!	
ROLL of . . .	What good practices of family and community involvement have you conducted, experienced, or heard about?
2	A most inspiring family involvement activity was. . .
3	A successful collaboration with a community partner was. . .
4	An activity that made all families feel welcome at school was. . .
5	A great family involvement activity linked to children's reading was . . .
6	An excellent way that volunteers helped a school was. . .
7	One example of how teamwork produced a successful family involvement activity was. . .
8	An enjoyable family math or science activity was . . .
9	An example of how a principal's leadership improved school, family, and community partnerships was. . .
10	A great strategy to increase communication between home and school was . . .
11	One example of how a school district helped improve family and community involvement was. . .
12	One activity that kept parents involved in middle or high school was . . .

DISCUSSION DICE

Draw an X through one "roll" of the dice.

Match your roll to the question.
Give your Idea!





JUMPING HURDLES



All Action Teams for Partnerships (ATPs) face challenges in developing programs of school, family, and community partnerships. ATPs work to solve challenges and improve activities to reach more families, strengthen community ties, and boost students' success.

- List **ONE EXCELLENT ACTIVITY** that your school presently conducts to **involve families or the community** in students' education at home, at school, or in the community.
- Identify **ONE CHALLENGE** or obstacle that your school faced in implementing this involvement activity.
- Briefly describe how your school **SOLVED** that challenge.
- Note one **NEXT STEP** that your school could take to make the activity **even more successful**.

ONE SUCCESSFUL FAMILY or COMMUNITY INVOLVEMENT ACTIVITY

CHALLENGE

SOLUTION TO THE CHALLENGE

NEXT STEP to IMPROVE the activity EVEN MORE

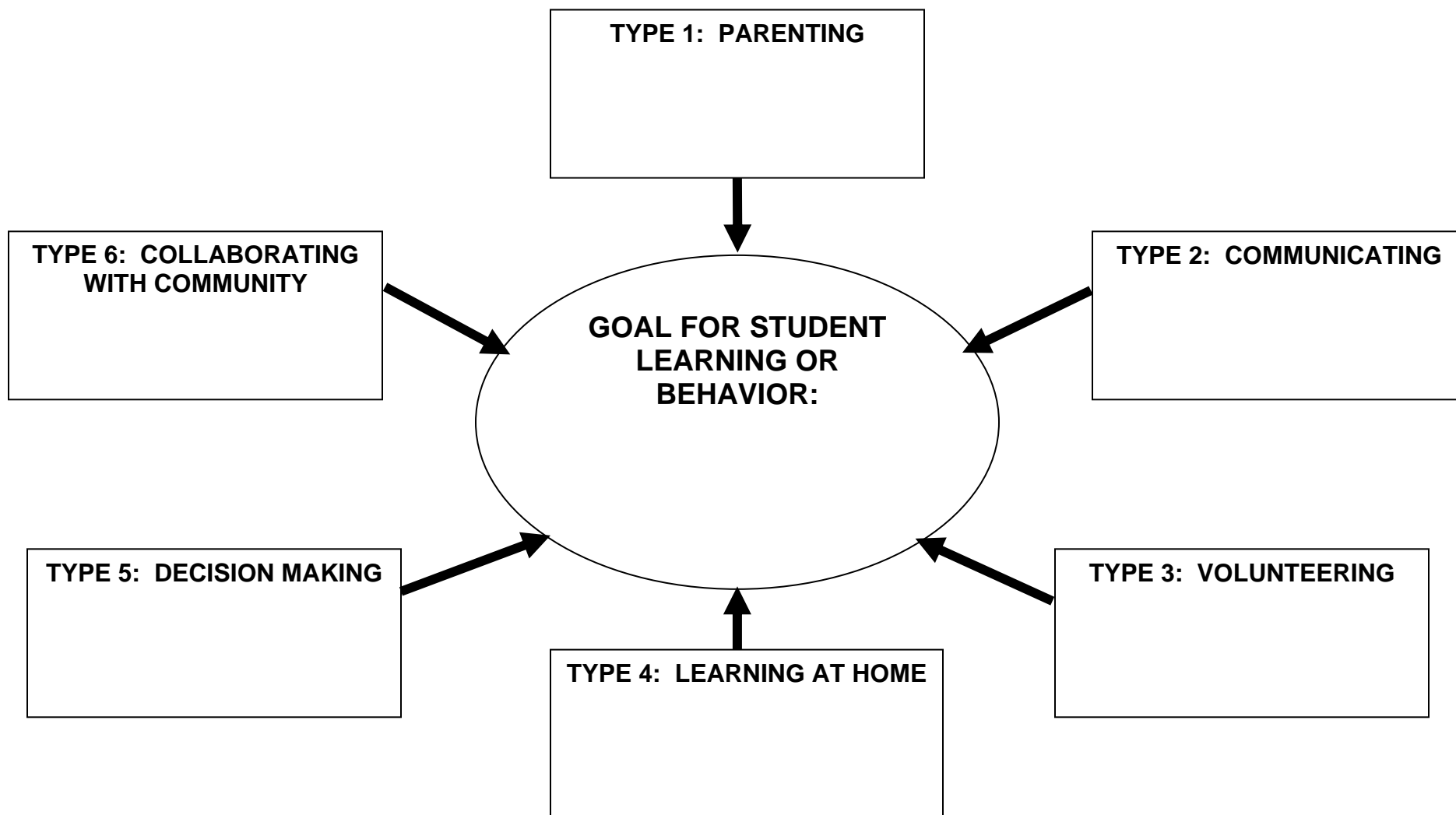
REACH A GOAL FOR STUDENT SUCCESS USING THE SIX TYPES OF INVOLVEMENT

Choose one GOAL for STUDENT LEARNING or BEHAVIOR that is important in your school.

How will results be measured? _____

With a partner, identify specific family and community involvement activities that support this goal.

Your ATP may use these ideas in your school's One-Year Action Plan for Partnerships.





WHOLE GROUP DISCUSSION
HOW CAN YOUR SCHOOL ORGANIZE AN ACTION TEAM FOR PARTNERSHIPS (ATP)?

Discuss the following decisions to organize a school's ATP.

1. Who will be the members and leaders of your school's ATP?

REMEMBER: There should be 6-12 members of the ATP, including 2-3 teachers, 2-3 parents, principal, and others from the community or from the school. Counselors may be one of the educators on the team.

- If there is a PTA or PTO at the school, it must have a representative on the ATP.
- If there is a Parent Liaison at the school, s/he must be on the ATP.
- If there is an After-School Program at the school, it may have a representative on the ATP.

Are there others at your school(s) who MUST be on the ATP?

2. When will the whole Action Team for Partnerships (ATP) meet?



Remember: The ATP must meet at least monthly. Committees of the ATP will meet **as needed** to plan and conduct activities.

How often? _____

What day? _____

What place? _____

What time? _____

How will the ATP get information from the meeting to those who could not attend?

**3. Which groups should hear from the ATP about its plans and progress?
 BE REALISTIC about how frequently reports should be made.**

<u>Which Groups?</u>	<u>HOW OFTEN?</u>	<u>WHAT FORM OF REPORT?</u>
<input type="checkbox"/> School Council	_____	_____
<input type="checkbox"/> PTA/PTO	_____	_____
<input type="checkbox"/> ALL Parents	_____	_____
<input type="checkbox"/> ALL Faculty	_____	_____
<input type="checkbox"/> LOCAL MEDIA	_____	_____
<input type="checkbox"/> _____	_____	_____

WHAT OTHER QUESTIONS DO YOU HAVE ABOUT THE ATP?

HELP!! This plan has some problems. Can you find some?

ONE-YEAR ACTION PLAN

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

School: XYZ Elementary School			School Year: NEXT SCHOOL YEAR		
GOAL 1-- ACADEMIC: (Select ONE curricular goal for students, such as improving reading, math, writing, science, or other skills that the school will address in the next school year.)					
To increase families' understanding of students' reading abilities.					
Desired result(s) for THIS goal:				How will you measure the result(s)?	
Students will increase their scores on the Maryland State Assessment in reading.				Review the state standardized test scores.	
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Family and community volunteers will mentor students during the after-school program (continuing).	3,6	All year	Grade 4-5	Recruit & train mentors (Fall) Match mentors with students (Fall) Inform parents about the program (Fall) Implement and monitor (Fall thru Spring)	Mrs. Smith & Mr. Lyons
Read-a-thon for students to read 100 minutes. Parents will sign that they know child has read (continuing).	1,4	January	All	Connect with the media center for a kick-off event (December). Send reading logs home (January). Announce top readers on the PA weekly (Jan.) Celebration in the media center (Feb. 1)	Mrs. Smith & Miss Garcia
Fifth grade students will be reading partners for third grade students. Two days per week for twenty minutes before end of the day. Parents will be informed about the program. (new)	3, 2	All year	3 rd & 5 th grades	Teachers will pair students (Oct.) Students will read together as scheduled. Include an article in school newsletter to inform parents about the program (March). Party to celebrate (May).	Mrs. Smith & Ms. Sands
Family Literacy Night to celebrate Dr. Seuss' birthday.	2, 4	March	All	Organize guest readers and solicit donations and refreshments from CBOs. (Jan) Decorate the school for theme. (March) Send fliers home to parents. (March)	Mrs. Smith & Ms. Garcia
Any extra funds, supplies, or resources needed for these activities? Seek donations from community businesses and organizations. Solicit from PTA.					

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

(SCHOOL LEVEL, FORM G-GOALS)

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

On this 4-page plan, select 2 academic goals, 1 behavioral goal, and 1 goal for sustaining a partnership climate. For each goal, outline the desired results, how results will be measured, family and community involvement activities, dates, responsibilities, and needed resources.

School: _____	School Year: _____
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GOAL 1-- ACADEMIC: (Select **ONE** curricular goal for students from the school improvement plan, such as improving reading, math, writing, science, or other skills.)

Goal 1 Chair or Co-Chairs: _____

Desired result(s) for THIS goal:	How will the school measure the result(s)?
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Organize and schedule family and community involvement activities to support THIS goal.

ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING

Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

GOAL 2--ACADEMIC: (Select **ANOTHER** curricular goal for students from the school improvement plan, such as improving reading, math, writing, science, or other skills.)

Goal 2 Chair or Co-Chairs: _____

Desired result(s) for THIS goal:	How will the school measure the result(s)?
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Organize and schedule family and community involvement activities to support THIS goal.

ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING

Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

GOAL 3--BEHAVIORAL: (Select **ONE** goal for improving student behavior, attendance, respect for others, safety, or other student outcome for the next school year.)

Goal 3 Chair or Co-Chairs: _____

Desired result(s) for THIS goal:	How will the school measure the result(s)?
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Organize and schedule family and community involvement activities to support THIS goal.

ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING

Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

GOAL 4--CLIMATE OF PARTNERSHIP (Required goal): Identify ALL OTHER family and community partnership activities for the six types of involvement that will create a welcoming school environment, not covered in GOALS 1, 2, and 3. Check *Starting Points* for activities to strengthen and sustain a climate of partnership.

Strengthen the six types of family and community involvement

Goal 4 Chair or Co-Chairs: _____

Desired result(s) for THIS goal:	How will you measure the result(s)?
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Organize and schedule family and community involvement activities to support THIS goal.

ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING

Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.