



NNPS WORKSHOPS ON THE ROAD

NNPS Services for On-Site Professional Development

- * Establish Excellent Partnership Programs *
- * Advance Knowledge and Skills *
- * Improve Program Quality *
- * Increase Student Success *

NNPS workshops help members organize and improve their programs of school, family, and community partnerships. On-site professional development includes *initial, basic training* for district, state, and organization leaders and for schools' Action Teams for Partnerships and *advanced workshops* to increase the quality of partnership programs.

NNPS on-site workshops enable members to:

- **Educate your school community** about the importance of partnerships.
- **Enrich your leadership, programs, and practices** with advanced topics of family and community involvement.
- **Energize school teams and district colleagues** to meet important challenges to involve all families

Benefits of NNPS Professional Development

The on-site workshops use NNPS research-based approaches and supplement information in the NNPS manual: *School, Family, and Community Partnerships: Your Handbook for Action, Third Edition*. You can work with NNPS Facilitators to:

- Provide professional development on partnerships for district, organization, and state leaders, and for school-based Action Teams for Partnerships of teachers, parents, administrators, and other team members.
- Take advantage of successful workshops that were originally presented at NNPS conferences and institutes in Baltimore. All workshops summarize research on the topic and include hands-on activities to apply information to your location.
- Tailor the workshops to meet the needs of the populations and learning goals in your location.
- Help your program meet requirements for family involvement in ESSA's Section 1010 and in state and district policies.

**Travel the Path to Partnerships with
NNPS Workshops on the Road!**

NNPS ON-SITE WORKSHOPS

I. BASIC TRAINING

The follow three workshops help new leaders in NNPS and their schools get started in developing research-based, goal-linked programs of partnerships.

Basic training may be scheduled over two days (see page 6 for suggested timing).

1. Awareness Session: Partnerships Then and Now

Explore the history of partnerships and see how research has improved our understanding of how to develop comprehensive programs of school, family, and community partnerships linked to student achievement and success in school. This overview of NNPS research and approaches is a first step toward partnership program development. The awareness session increases everyone's understanding and generates support and momentum for the new directions that schools, districts, and states will take to develop excellent programs of family and community involvement. The session is appropriate for any/all audiences of district leaders, principals, other administrators, counselors, parents, teachers, and community partners. Make sure that all partners in education are on the same page about making family and community engagement a component of good school organization. This is especially important for new members of NNPS or member sites where new leaders are in place.

2. Leadership Session for Districts, Organizations, and States

Leaders for partnerships at all policy levels learn strategies to select and strengthen their plans and activities, and to directly facilitate school-based Action Teams for Partnerships (ATPs). This is especially important for new members of NNPS and leaders who are ready to facilitate schools' ATPs. With this training, Leaders for Partnerships can help all preschools, elementary, middle, and high schools work better with their own students' families and with community partners to increase student success.

3. NNPS One-Day Workshop for School-Based Action Teams for Partnerships (ATPs)

Teams of teachers, parents, and administrators learn the basic components of the NNPS partnership model to develop comprehensive, goal-oriented school, family, and community partnership programs that support student success. Topics include using the framework of the six types of involvement; understanding challenges to reach all families; focusing partnership practices on academic and behavioral goals for students; taking an action team approach; and writing a One-Year Action Plan for Partnerships before leaving the workshop. Up to 30 teams of six persons each can attend the full-day training workshop in an appropriate location.

NOTE: Ask for the summary of the NNPS 3-Step Sequence of Professional Development with intended outcomes for the three sessions.

II. ADVANCED TOPICS

SOLVE CHALLENGES TO STRENGTHEN PARTNERSHIP PROGRAMS

A. Connect Family and Community Involvement to Goals for Student Learning and Success in School

The most important requirement for successful partnership programs is for district leaders and school teams to plan and implement activities that engage families in ways that are linked to goals in their own School Improvement Plans. This session offers examples and a hands-on activity to help attendees show that they understand how to link family and community engagement to goals for student achievement in specific subjects (e.g., reading, math, science), attendance, behavior, on time graduation, and postsecondary plans.

Solve Challenges, continued

B. Involve Fathers in Partnership Activities

Discover ways that schools can increase the participation of fathers and other positive male role models in their children's education. Learn the research base on father involvement. Explore practices to overcome challenges and strengthen the involvement of fathers and father figures in students' education at school and at home.

C. Develop Effective Partnerships in Middle and High Schools

Gain strategies to increase family and community involvement in middle and high schools by focusing on teen-appropriate activities linked to student achievement and other indicators of success in school. This includes engaging the teens—themselves—in conducting partnership activities. Also, it is important to engage families and community partners with students on the transition to high school with attention to regular attendance, course passing, on-time graduation, and plans for college or career. Research on family engagement in secondary schools will be summarized.

D. Engage Families with Low Income for High Student Achievement

Identify strategies for school, family, and community partnerships that defy the stereotype that low income and low achievement are inextricably linked. Learn about realistic ways to involve families and the community to help students overcome challenges and increase academic achievement at all grade levels.

E. Work Together with Multicultural Families: Create a Welcoming Climate

Identify the strengths of your racially, culturally, and linguistically diverse school community. Understand cultural variations and perspectives on parental involvement and eliminate racial and ethnic stereotypes. Gather ideas to build a welcoming climate of partnerships for all families and ways to engage all families in their children's education.

F. Engage Families in Helping Students Make Successful Transitions

At all transition points—preschool to elementary, elementary to middle, middle to high school, and high school to college or career—families make the transition *with* their children. Studies link smooth transitions with better student attendance, positive behavior, and readiness to learn in the new location. Family engagement in transition activities keep parents aware of the on-going importance of their involvement from one school to the next. Explore successful transition practices conducted by district leaders and by school ATPs.

G. Develop Effective Volunteers

Explore components of successful volunteer programs that can be adapted at your site to improve the climate of partnerships and increase student achievement and success. Learn about successful activities to strengthen the organization, recruitment, training, and results of volunteers.

DEVELOP LEADERSHIP AND COLLEGIAL CONNECTIONS

H. Strengthen Principal Leadership for Successful Partnership Programs

Studies confirm that principal leadership is key to whether and how well schools develop effective and equitable programs of school, family, and community partnerships. Learn how principals' roles and actions affect the school climate. Gather ideas on how principals can welcome families, encourage teachers to work with all students' families, and develop strong Action Teams for Partnerships.

NOTE: Studies also show that “nested leadership” is the strongest leadership model. This means that district leaders, principals, and school-based Action Teams for Partnerships all play important roles in strengthening plans and practices of family and community engagement for student success in school. This session can be tailored to focus on multi-level leadership at the district and school levels.

Develop Leadership and Collegial Connections, continued

I. Communicate to Improve School and Family Partnerships

Good communications between schools and families are essential for strong and sustainable partnership programs. This session includes a summary of research on the importance of two-way communications and an overview of best practices. We also discuss the use of the internet and other technologies to reach all families and to encourage useful exchanges. Attendees discuss challenges of communicating with families and how to solve these challenges in their own location.

J. Create Connections for Stronger Partnership Programs

This session is for district and organization leaders for partnerships. We will explore strategies to collaborate with colleagues across departments including Curriculum and Instruction, Title I, English Language Learning (ELL), Health and Safety, Bilingual Education, Migrant Education, Homeless Education, Indian Education, Accountability, Professional Development, and other departments and community organizations. Good connections help strengthen continuous improvement in partnership programs.

K. Unify Plans for Partnerships in School and After-School Programs

Explore ways for schools and after-school programs to collaborate on *unified* or *aligned* programs of school, family, and community partnerships. Discuss challenges that arise in coordinating school programs of family and community engagement with 21st CCLC and other after-school programs located in the school or in the community. Identify strategies to overcome these challenges.

L. Lead and Succeed: State Leadership on Partnerships

Discuss leadership roles for state-level leaders (e.g., in state departments of education, regional professional development service centers, or other organizations) to encourage district leaders across the state to take responsibility for guiding schools on research-based, goal-linked partnership programs. Share ideas and write next steps in a State Leadership Plan for professional development that will enable districts and schools to develop effective partnership programs. (Contact Dr. Joyce Epstein, NNPS Director, or Dr. Steven Sheldon, NNPS Associate Director for this workshop.)

M. Use Data to Evaluate and Strengthen Partnership Program Quality and Results

Learn basic elements of partnership program evaluation and how to apply these strategies to understand the strengths and weaknesses of your partnership program. Discuss goals for program evaluation, identify NNPS and other tools to measure progress, and plan realistic steps to evaluate important qualities and results of your program.

(Contact Dr. Steven Sheldon, NNPS Associate Director, or Dr. Joyce Epstein, NNPS Director, for this workshop.)

IMPROVE TEAMWORK AND COMMUNITY COLLABORATIONS

N. Leadership to Motivate Schools' Action Teams for Partnership (ATPs)

ATP chairpersons and district leaders who guide ATPs will gain strategies to maintain dedicated ATPs and motivated team members. Well-functioning teams share the school's vision for good partnerships, collaborate with other groups, engage more and different families, and produce positive results for students. The session includes examples of effective teamwork, common team challenges, and feasible solutions to ensure well-functioning ATPs.

O. Improve Connections with the Community for Student Success

A comprehensive program of school, family, and community partnerships brings together all partners in education. Learn how to identify and integrate helpful community groups, agencies, and individuals in a strong partnership program that enriches the school's curriculum, provides services to families, and extends learning opportunities for students. Discuss how to solve challenges to developing good community connections.

Improve Teamwork and Community Collaborations, continued

P. Follow-Up Session for Action Teams for Partnerships

Build the confidence of school-based ATPs about 6 months to 1 year after the initial One-Day Team-Training Workshop. Check in with ATPs about their progress in implementing the NNPS model. ATPs share successful practices, discuss challenges that arose and their solutions, and outline next steps. This workshop is for ATP chairpersons or all team members. The workshop demonstrates for district leaders how to conduct quarterly cluster meetings with ATPs and motivates teams to move forward in strengthening their partnership programs.

Q. Reveal the Secret: All Teachers Contribute to Your Partnership Program

Go the next step in program development by integrating family and community engagement activities conducted by individual and grade level teachers with the ATP's One-Year Action Plan for Partnerships. Use the NNPS tool, *The Big Picture*, to include all teachers' activities of family and community engagement in a school-wide partnership program.

INCREASE STUDENT ACHIEVEMENT AND SUCCESS WITH PARTNERSHIPS

R. TIPS Interactive Homework

Learn about the *Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework* process and how to design and implement TIPS in one or more subjects. Examine TIPS resources—over 700 interactive homework assignments in math, science, and language arts in the elementary and middle grades. Create a TIPS interactive homework activity for a learning objective in your curriculum.

NOTE: TIPS Interactive Homework strengthens Type 4-Learning at Home. Teachers design and assign homework that students conduct with a family partner (without requiring a parent to teach school subjects). This workshop can be tailored for a short introduction to TIPS, a few hours to include attention to how to implement TIPS, or several days for developing new TIPS materials for a new subject or local curriculum. (Contact Dr. Joyce Epstein, NNPS Director, for this workshop.)

S. Focus Partnerships on Improving Students' Reading and Literacy Skills

Learn strategies for increasing students' reading and language arts skills and attitudes with family and community involvement. Hear about research on partnership programs linked to student achievement in literacy. Draft a plan for age-appropriate activities involving families and the community to improve students' literacy development at all grade levels. This may include designing effective Family Reading Nights, reading at home initiatives, or other activities.

T. Focus Partnerships for Student Success on School Improvement Goals

Link goals in the School Improvement Plan for student learning in **reading/literacy, math, and/or science, other subjects, or behaviors (attendance, discipline, health)** to the One-Year Action Plan for Partnerships. Goal-linked partnerships are at the heart of the NNPS approach. Learn about the results of research on goal-linked partnerships and gather examples of successful activities.

Note: This workshop can be tailored to focus on one or more subjects (reading/literacy/writing, math, science, STEM, STEM to STEAM, the arts, health) or other school improvement goals.

U. Big Decisions: Involve Families with Students on Plans for College or Career

Gain strategies to help students and families make postsecondary plans for college or careers. Learn research results. Identify promising practices on how parents and community partners can guide students in middle and high school to plan for their futures.

V. Other Workshop Topics to Advance YOUR Partnership Program

Contract with an NNPS Facilitator to develop a workshop on a new topic on school, family, and community partnerships for your district, school, or state.

III. ARRANGEMENTS

TIME FOR WORKSHOPS

- The **One-Day Workshop for Action Teams for Partnerships** (ATP) is an NNPS requirement for preparing school teams to understand, plan, and implement a research-based partnership program. Any number of school-based teams may be included in a workshop, based on the facility. A full day (e.g., 8 a.m. – 3 p.m./9 a.m. – 4 p.m.) is needed to ensure that every ATP leaves the workshop with a draft plan for goal-linked family and community engagement for a full school year.
- The **Leadership Session** with district, organization, or state leaders requires at least ½ day. These leaders also must attend the full One-Day Workshop for ATPs (preferably on the next day). This ensures that the Leaders for Partnerships understand the basic components of district and school partnership programs, and how to facilitate their schools' ATPs.
- Topical workshops are sessions that may be scheduled for from 1 hr. to 2½ hrs. Longer time periods include one or two hands-on activities. NNPS facilitators can present 2 workshops or presentations per day. Advanced workshops should follow basic leadership and team training.
- Workshops are arranged by contacting NNPS Facilitators at least one month in advance. Schedules are set on a first-come/first-served basis.

COST OF WORKSHOPS

- Workshops and presentations may be scheduled with Facilitators, by contract, for \$1800 per day, plus travel and related expenses. This fee covers planning, preparation, presentation, and follow up. NNPS does not charge for travel time unless an extra day is needed for a return trip (e.g., west-coast travel often requires an extra contracted day).
- Workshops and presentations by the NNPS Director and Associate Director must be arranged individually and will be on a different rate scale. This includes keynote addresses, research panels, break-out sessions, and workshops on other topics.
- Skype workshops and webinars may be arranged on a contractual basis.

CONTACT INFORMATION

NNPS Senior Program Facilitators

Marsha D. Greenfeld	410-516-4193	mgreenfeld@csos.jhu.edu
Brenda G. Thomas	410-516-8819	bthomas@csos.jhu.edu

NNPS Directors

NNPS Director

Dr. Joyce L. Epstein	410-516-8807	jepstein@csos.jhu.edu
----------------------	--------------	-----------------------

Associate Director and Research Director

Dr. Steven B. Sheldon	410-516-5489	ssheldon@csos.jhu.edu
-----------------------	--------------	-----------------------

Network Coordinator

Megumi Hine	410-516-2318	mhine1@jhu.edu
-------------	--------------	----------------

For more information on NNPS and how to join, visit the website at

www.partnershipschools.org

or contact nnps@jhu.edu

National Network of Partnership Schools at Johns Hopkins University
2701 North Charles St., Suite 300 Baltimore, MD 21218