

Why NNPS?

Do you know that one person—working alone—cannot create, implement, and continually improve a school’s program of family and community engagement?

**Do you want to guide school-based partnership teams
to engage all families in ways that increase student success?**

NNPS will help you reach this goal!



TEAMWORK

ACTION TEAM FOR PARTNERSHIPS (ATP)

In NNPS, each school has an Action Team for Partnerships (ATP)—a standing committee or work group—composed of the principal, parents, teachers, others (e.g., counselors, community members, alumni), and students in high schools. At the preschool, elementary, middle, and high school levels, each ATP writes an annual plan for partnerships to ensure a welcoming school climate and to conduct engagement activities linked to academic and behavioral goals for students in their own *School Improvement Plan*.

ATP members meet monthly, work together, share leadership, and conduct activities that engage all families in their children’s education. The team evaluates the quality of each activity implemented to continually improve outreach to all families. NNPS helps each team assess the quality and progress of its work on partnerships at the end of each school year.

Members of the ATP do not work alone. They recruit other teachers, students, administrators, parents, community members, parent association, parent liaison, nurse, counselors, district leaders, and others to lead and participate in family and community involvement activities.

The ATP should report, periodically, on the partnership program to the School Improvement Team, full faculty, school board, parent association, all parents, and other appropriate groups. In short, the ATP takes a leadership role in creating a Partnership School that engages all families in ways that benefit students.

District leaders¹ for partnerships provide professional development workshops to prepare school ATPs to plan their partnership programs. They also provide on-going technical assistance to guide ATPs to implement plans and practices, share best practices, evaluate progress, and improve their programs from year to year.²

¹ In this summary, “district” also applies to organization and state leaders that are working with schools to improve programs of family and community engagement.

² See Chapter 3 in Epstein, et al. (2019). *School, family, and community partnerships: Your handbook for action. Fourth edition*. Thousand Oaks, CA: Corwin Press. For special guides for state leaders, see Chapter 7 in Epstein et al., 2019, and Estein & Boone, 2022 for the roles of principals, counselors, teachers, parents, other family members, community partners, and students on strong ATPs.