



Leadership Line

Number 7

March 27, 2025

Leadership Line is the newsletter for NNPS Professional Development Partners. It includes summaries, recordings, and related notes at the end of each month that NNPS conducts institutes, workshops, and quarterly meetings to support and advance your program of family and community engagement.

Currently, NNPS Professional Development Partners include state, region, organization, and district leaders from AR, CT, KY, LA, MD, ME, NJ, NH, OH, PA, SC, and WA.

Please share each issue of ***Leadership Line*** with your colleagues and partners who are helping you to continually improve your partnership program.

NNPS Professional Development Activities - March 2025

NNPS School Team-Training Workshop for Action Teams for Partnerships

Conducted March 6, 2025

Recording: <https://youtu.be/90anD60DveA>



The **NNPS Workshop for School-based Action Teams for Partnerships** (ATPs) introduces Leaders for Partnerships and school teams to the basic structures and processes for research-based programs of family and community engagement. Some leaders attended this workshop with school-based ATPs. Other leaders came to “see” the workshop. They may bring school ATPs to the repeat session on April 2.

Topics included: Using the framework of six types of involvement; understanding challenges to reach all families; focusing partnership practices on academic and behavioral goals for students; creating a welcoming school climate; taking an action team approach; and writing a *One-Year Action Plan for Partnerships*. Each team’s Action Plan will connect parent engagement to goals for students in the ATPs’ own *School Improvement Plan*.

District Leaders for Partnerships will give their schools a deadline to complete their *One-Year Action Plan* for the 2025-26 school year.

Here are a few comments:

Attachments:

PDF of slides for this workshop (*Click PPT image above*)

Fillable template for schools' *One-Year Action Plan for Partnerships*

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS (SCHOOL LEVEL FORM-GOALS)

SCHEDULE OF SCHOOL, DISTRICT AND COMMUNITY MEETINGS TO DISCUSS SCHOOL GOALS

On this page you will select 2 action goals, 1 behavioral goal, and 1 goal of sustaining a relationship school climate. For each goal you will select a strategy, a timeline, and a responsible party. You will also identify any resources, tools, and community engagement that will support your goals, as well as any barriers, opportunities, and needed resources.

School

GOAL 1 (ACADEMIC): Select ONE curriculum goal for students from the School Improvement Plan, such as improving reading, math, writing, science, or other skills. Write a clear, specific, measurable (SMART) academic goal.

School Year

Goal 1 or Choose from AEP

Goal 2 (Behavioral or Relationship): Select ONE goal for students from the School Improvement Plan, such as improving reading, math, writing, science, or other skills. Write a clear, specific, measurable (SMART) academic goal.

School Year

Goal 2 or Choose from AEP

Desired Result(s) for this Goal

How will the school measure the result(s)?

FACTORS AND COMMUNITY ENGAGEMENT TO SUPPORT THIS GOAL

| ACTION | TYPE | DATE | WHO | HOW | WHERE | RESOURCES/NEEDED |
|---|------|------|-----|-----|-------|------------------|
| <p><i>(Add notes for each action that support this goal.)</i></p> | | | | | | |

Action Item for Community Engagement: For each action item, add a brief description of the action item, the date, the person responsible for the action item, the type of action item, the location, and the resources/needed.

Quarterly Meeting: Let's Learn More about Partnerships

What Research Says about Family and Community Engagement to Improve Students' MATH SKILLS and ATTITUDES

Conducted March 19, 2025

Recording: <https://www.youtube.com/watch?v=JKntxkV7-ik>

3/25/2025



This quarterly Let's Learn More session discussed what research says about **family and community engagement to improve students' math skills and attitudes**, and ideas for promising partnership practices in math.

Research summary. Dr. Joyce Epstein, Co-Director of NNPS, presented results of NNPS and other research on family and community engagement with students to improve math skills and attitudes. See details on the attached slide deck. Here are a few main points.

- Regardless of socioeconomic and linguistic backgrounds, parents are eager and able to conduct basic, enjoyable math activities with their children in preschool and primary grades.

- At the preschool level, more children were “ready” for kindergarten if their parents conducted math activities during the preschool years.

- Across grade levels, children did better on math achievement tests, math report card grades, and high school students took more math classes if their parents:

o Talked with them about school and math at home.

o Held high expectations for children's success.

o Were active partners in other ways at school.

- Researchers agree that because parents vary in comfort and ease with math, teachers must give parents easy-to-follow activities to talk with their children about math at home.

A few promising partnership practices. We shared a few activities that districts and schools in NNPS implemented to engage families with students on math at different grade levels. For example:

- Understanding “100.” Students talked with a family partner to identify something that is so much fun, they would do it 100 times. Students made drawings or collages showing their choices 100 times.
- In the middle grades, Family Counts Math Night was conducted at a local grocery store for students and parents to compare price, volume, and quality of goods. Activities were linked to the school’s math standards.
- Elementary and secondary schools implemented family engagement activities in math on the six types of involvement to engage parents in different ways and different places.
- Also see NNPS TIPS (Teachers Involve Parents in Schoolwork) Math resources on the website in the TIPS section. TIPS prototype activities enable teachers to assign math homework for students to conduct conversations with a family partner about what they are learning in math, and how math is useful in “real life.”

What did NNPS Professional Development Partners say about this session?

Typical comments include:

- *The research information was most useful to me.*
- *It was good to learn about the challenges parents face to talk with their child about math, and the challenges teachers face to engage families with students on math.*
- *I appreciated learning about activities to engage parents and students on math.*
- *I would like more information on how music, instruments, and art link to math.*
- *District leaders can use this information to guide their schools to engage students with a family partner on math.*

Attachments for Let's Learn More: Family and Community Engagement to Improve Students' MATH Skills and Attitudes.

- PDF slides for this session (*Click PPT image above*)
- Link to [NNPS Sampler for MATH](#)

Awareness Session

Conducted March 20, 2025

Recording: <https://youtu.be/41ZGfrqVHg0>



The NNPS Awareness Session is Part 1 of our 3-Part Professional Development Series to strengthen leadership for partnerships at the state, region, district, and organization levels. This session orients leaders for partnerships to the basic components of research-based programs of family and community engagement. We contrast the “old way” of thinking about parent involvement to the “new way” of using research-based structures and processes to organize and continually improve programs of school, family, and community partnerships.

The new way is the NNPS way of planning and conducting effective and equitable partnership programs.

The NNPS Awareness Session helps you onboard your colleagues and partners and newly hired leaders for partnerships with “the basics” for effective and equitable programs of family and community engagement.

New district partners with CAFE, the Statewide Family Engagement Center for Maryland and Pennsylvania, attended this repeat presentation to start their work as NNPS Professional Development Partners in the 2025-26 school year.

What did NNPS Professional Development Partners say about this session? Attendees reflected on which topics would be most important or most helpful for improving their programs. Here are a few typical comments:

- Goal-linked partnerships are important. It may be great to get folks to come to the school building, but it's more meaningful to link involvement to student achievement and other outcomes.
- Having an Action Team to write and implement the school's Action Plan.
- Networking and collaboration among our central office staff has been valuable this year.
- For my school, I would say focusing on equity is most important—making sure that all families are included and FEEL included.
- Everything about this session was very relevant and will be useful in helping me to be more successful in my position.
- I want to know more about evaluation, and how to link partnerships to school goals.
- I need information on how to rotate the volunteers so that no one person becomes overwhelmed.

Resources

PDF slides for this session. (*Click PPT image above*)

NNPS Leadership Institute

for New Professional Development Partners

Conducted March 25, 2025

For CAFÉ - MD/PA Partners

The link to the recording and resources for the Leadership Institute for the CAFE MD/PA Partners are in *Leadership Line #6*.

Follow the link on the homepage of the NNPS website, www.partnershipschoools.org, to all issues of *Leadership Line*.

COMING UP!

NNPS PROFESSIONAL DEVELOPMENT ACTIVITIES

April 2 REPEAT OPPORTUNITY

School Team-Training Workshop

10:30 a.m. - 1:30 p.m. (EDT)

April 16 Quarterly Knowledge-Building Session

Let's Learn More about Partnerships—

Evaluate Partnership Programs

at the District and School Levels

2 – 4 p.m. (EDT)

Watch your email for reminders about these activities.

INPUT—INPUT—INPUT

1. Are you working to solve an emerging challenge that you want to discuss at the next NNPS Let's Talk about Partnerships? Send your challenging topic to us at nnps@jhu.edu.
2. Do you need NNPS materials, resources, or other assistance to help you with your work? Send your request to us at nnps@jhu.edu.

3. Do you have an idea or new information to share with other Professional Development Partners in the next **Leadership Line**? Send your *INPUT* to us at nnps@jhu.edu.

**Keep planting the seeds and watering them for strong,
impactful programs of partnerships!**



**We are walking the Leadership Line with you
on the path to partnerships!**

Joyce Epstein

NNPS Co-Director

Steve Sheldon

NNPS Co-Director

Brenda Thomas

NNPS Senior Facilitator

The NNPS Leadership Line is disseminated quarterly during the school year.
Leadership Line is intended to:

1. Offer timely information to support your efforts to build comprehensive school, family, and community partnership programs.
2. Update you on available research, tools, materials, services, and training opportunities from the National Network of

Partnership Schools.

3. Provide you with a vehicle to exchange ideas with, ask questions of, and share resources with other NNPS Partners and the

NNPS staff.

To respond to NNPS about a Leadership Line, click “Reply” and you will send your email only to me, Brenda Thomas.

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