

Making Key Connections with the Framework of Six Types of Involvement*



Type 1

PARENTING

Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.



Type 2

COMMUNICATING

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



Type 3

VOLUNTEERING

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.



Type 4

LEARNING AT HOME

Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.



Type 5

DECISION MAKING

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.



Type 6

COLLABORATING WITH THE COMMUNITY Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.



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The Mid-Atlantic Equity Consortium (MAEC) was awarded a federally-funded, five-year grant for **Parents as Essential Partners (PEP)**, Maryland's Parent Information Resource Center (PIRC). PEP will collaborate with the **National Network of Partnership Schools (NNPS)** at Johns Hopkins University to assist Maryland's school systems to strengthen district-level and school-based programs of family and community involvement to increase student success in school.

District leaders for partnership programs will be guided, step-by-step, to facilitate elementary, middle, and high schools in organizing and improving family and community involvement. Each school will have an Action Team for Partnerships of teachers, parents, and the principal, as a committee of the School Improvement Team. School programs will link family and community activities to specific school improvement goals so that all families will be productively involved in their children's education.

Research shows that comprehensive partnership programs create a welcoming school climate for students, educators, parents, and the community. Effective partnership practices help schools improve student achievement, attendance, behavior, and reach school improvement goals.

NNPS's research-based approaches ensure that LEAs and schools meet the requirements for family and community involvement in the *No Child Left Behind Act*, Section 1118, Maryland's *Achievement Matters Most*, and the state's *M-PAC: A Shared Responsibility*.



NATIONAL NETWORK OF
Partnership Schools

JOHNS HOPKINS UNIVERSITY

Working Together for Student Success

Dr. Joyce L. Epstein, Director

www.partnershipschools.org

Maryland Partnership Program Development

A Collaborative Effort of
The Mid-Atlantic Equity Consortium
& National Network of
Partnership Schools



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*Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., & Van Voorhis, F. (2002). *School, Family, and Community Partnerships: Your Handbook for Action, Second Edition*. Thousand Oaks, CA: Corwin Press.

National Network of Partnership Schools

at Johns Hopkins University

Established by researchers at Johns Hopkins University in 1996, the **National Network of Partnership Schools (NNPS)** invites schools, districts, and states to use research-based approaches to strengthen their programs of school, family, and community partnerships. Each Partnership School uses an action team approach, writes goal-oriented plans, and selects practices from the framework of six types of involvement to involve families and communities to increase student success in school. Districts and states assist schools to develop and sustain excellent programs of partnerships that fulfill NCLB requirements for parental involvement.

NNPS Benefits and Services for Developing Excellent Partnership Programs

- Provides a comprehensive *Handbook for Action* to each LEA and school that is a member to guide partnership program development
- Issues a certificate of membership and posters of six types of involvement in English and Spanish
- Communicates with district and school Key Contacts via monthly e-briefs
- Distributes *Type 2* newsletter semi-annually
- Provides annual collection of *Promising Partnership Practices*
- Provides on-call technical assistance by phone, e-mail, and website
- Conducts annual UPDATE survey to help districts and schools evaluate the quality and progress of programs
- Invites NNPS members to attend Leadership Development Conferences in Baltimore
- Provides additional training to districts and schools serving children from military families in the Military Child Initiative (MCI)
- Pays renewal fees each year for all districts and schools that return an *UPDATE* survey

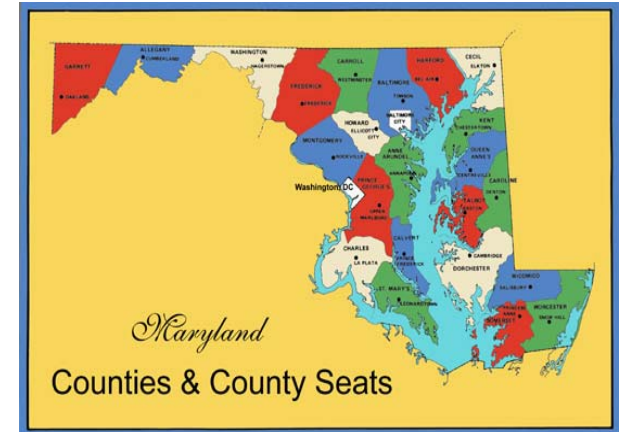
The Mid-Atlantic Equity Consortium

The mission of the **Mid-Atlantic Equity Consortium (MAEC)** is to build the capacity of educational and community-based organizations to support low-income children and their families. The Consortium is delighted to have been awarded the Parent Information Resource Center (PIRC) grant for the state of Maryland. The five-year grant establishes **Parents as Essential Partners (PEP)** to help Maryland's educators and parents address issues and improve programs of family and community involvement and student achievement. Visit PEP at www.ParentPEP.org for more information.

Parents as Essential Partners (PEP) Benefits and Services for Maryland's Districts and Schools for Developing Excellent Partnership Programs

- Offers direct, on-going, and on-call assistance from Brenda G. Thomas, Director of Maryland Partnership Program Development
- Prepares LEA directors and/or facilitators for Family and Community Involvement in separate training sessions
- Conducts initial NNPS Team Professional Development Day for schools' Action Teams for Partnerships (including teachers, principal, and parents)
- Provides all workshop materials and meals for the initial NNPS Team Professional Development Day
- Pays for 2 substitute teachers per school for classroom teachers on the Action Team for Partnerships to attend the initial NNPS Team Professional Development Day
- Convenes periodic cluster meetings with LEAs in Maryland to strengthen leadership, share ideas, and sustain progress on partnerships.

Your School System



Your School System's Next Steps for Developing Excellent Partnership Programs

- Identify a leader or leaders for School, Family, and Community Partnerships (i.e., one FTE for 15 to 30 schools or part-time equivalent for fewer schools)
- Pay initial (first year) membership fees for district (\$200) and for each school (\$100) to join NNPS to receive handbooks and on-going professional development materials and services
- Provide a venue for the One-Day Team Professional Development Workshop for schools' Action Teams for Partnerships
- Guide school principals to support their schools' Action Teams for Partnerships
- Enable school principals and teachers to attend the One-Day Team Professional Development Workshop (date selected by LEA) along with the parent representatives on the Action Team for Partnerships
- Provide on-going support for district-level and school-based programs of family and community involvement linked to school improvement goals for student achievement and success in school.