



Part 1. Review and Extend SST Coaches' Leadership on Partnerships

**For SST Coaches:
NNPS Model of "NESTED" LEADERSHIP**

1

SST Coaches should know and be able to share the research base that guides all work on partnerships.

Why is it important to engage families and community partners in children's education?

Research shows that:

- **Students with involved parents** – regardless of their income or background – do better in school, like school, and stay in school longer.
- **Partnership programs** can increase student achievement, improve attendance, behavior, and social skills.
- **Partnership practices linked to school goals** engage more and different families in ways that improve students' learning and behavior.

2

WHY is it important for DISTRICTS to have LEADERS for PARTNERSHIPS?

Research shows that:

When **Leaders for Partnerships** provide training and facilitation to schools' Action Teams for Partnerships (ATPs), **their schools:**

- Have **higher quality partnership programs**
- **Address more challenges** to involve all families, including those who are typically "hard to reach."

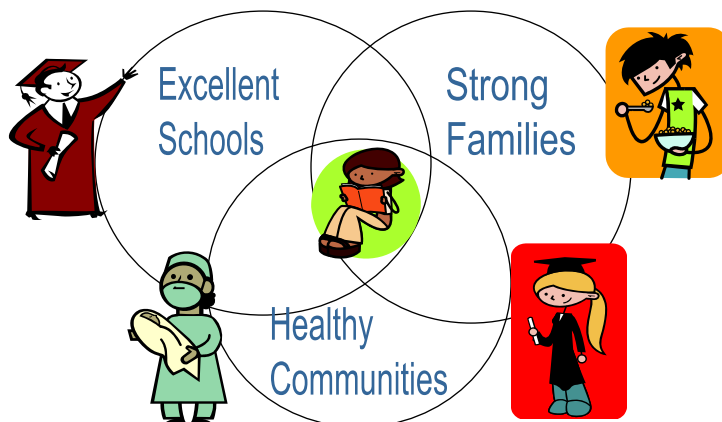
SST Coaches will guide District Leaders for Partnership to facilitate their schools' ATPs to continually improve their programs of family and community engagement.

Source: Epstein, Galindo, & Sheldon, 2011. Article in *Education Administration Quarterly*
Epstein & Sheldon, 2016. Article in *Russell Sage Foundation Journal of the Social Sciences*.

3

Everyone wants **EXCELLENT** and **SUCCESSFUL** **SCHOOLS** and **STUDENTS.** *How will we reach these goals?*

Theoretical Framework: **Overlapping Spheres of Influence**



4

Review and Extend Knowledge and Skills of SST Coaches
 Last summer, we reviewed major changes from the “old way” to the “new way” of organizing effective and equitable programs of family and community engagement.

Definition
All Grade Levels
ACTION TEAM
 including the Principal
Framework- 6 Types
ANNUAL ACTION PLAN
 linked to SCHOOL GOALS
Budgeting
RESULTS
 for **STUDENTS**
EVALUATION
Networking
DISTRICT and
SST
LEADERSHIP

Let’s take a quick look to recall information on a few **SST Coach Essentials**.
 You can review these components in your NNPS *Handbook for Action, 4th edition*. YOU will be an expert on partnerships!

5

SST Coach Essential
ACTION TEAM
 including the Principal

	RESPONSIBILITY
<u>THEN</u>	<u>NOW</u>
Up to parents	Shared responsibility
	Part of school and classroom organization
Organized by one person or just a few	Organized by Action Team for Partnerships

6

Action Team for Partnerships (ATP)

- ✓ 2-3 teachers
- ✓ 3 parents/family members
- ✓ Principal

- ✓ Others (PTA or PTO representative, nurse, counselor, parent liaison, community partners)

- ✓ 1-2 students at the high school level

7

**SST Coach Essential
Framework- 6 Types**

PROGRAM DESIGN

THEN

Incidental or
accidental

Off to the side

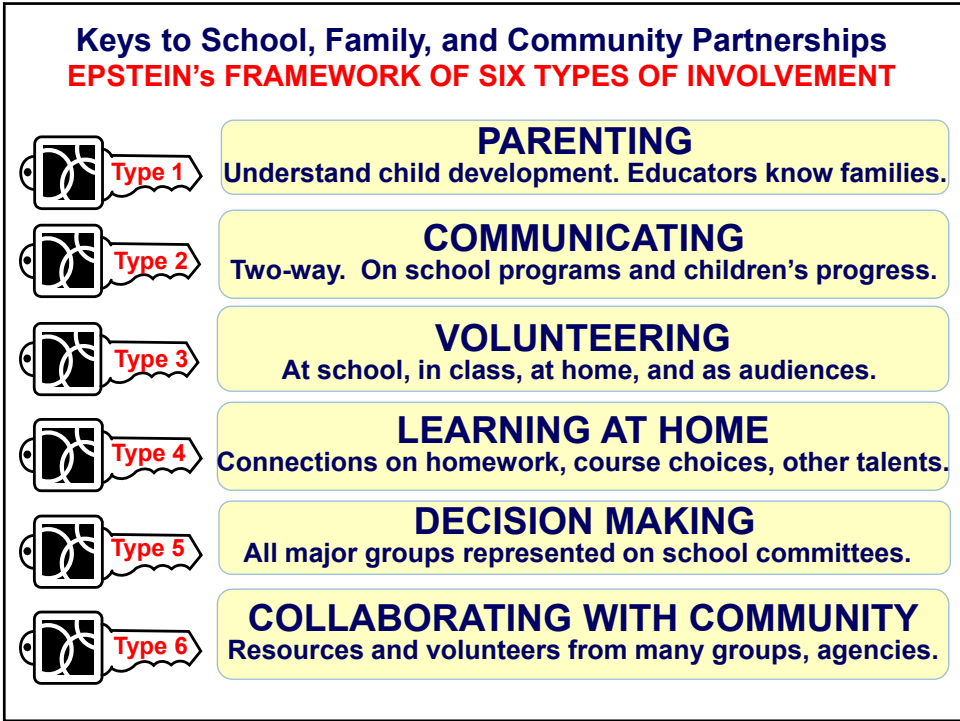
NOW

Part of
comprehensive
school
improvement

Goal-oriented

**Framework of
6 types of
involvement**

8



9



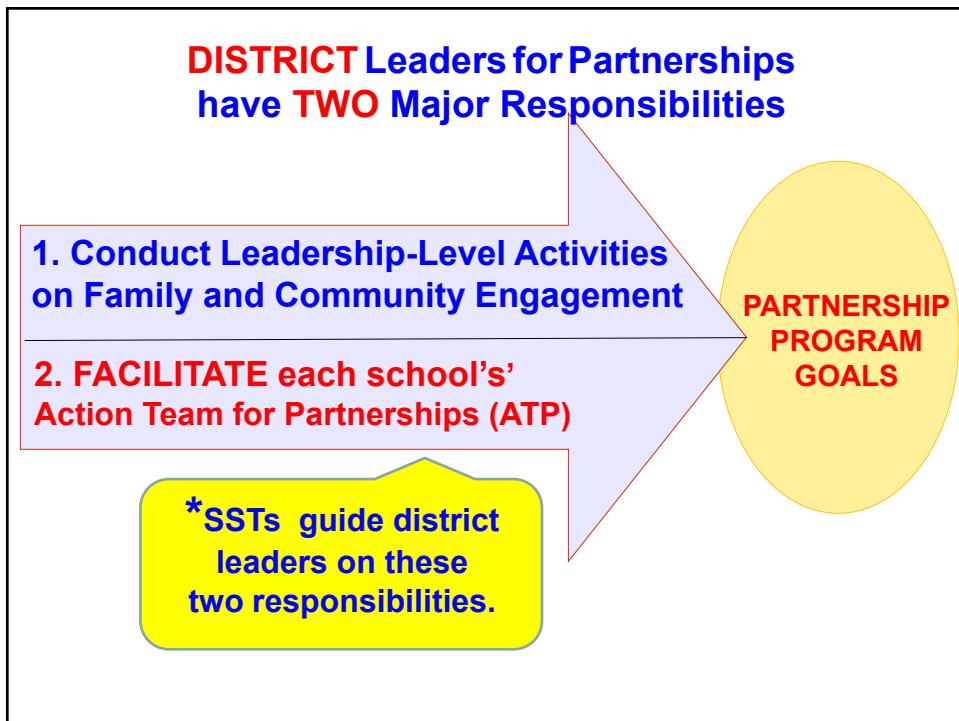
10

SST Coach Essential DISTRICT and SST LEADERSHIP

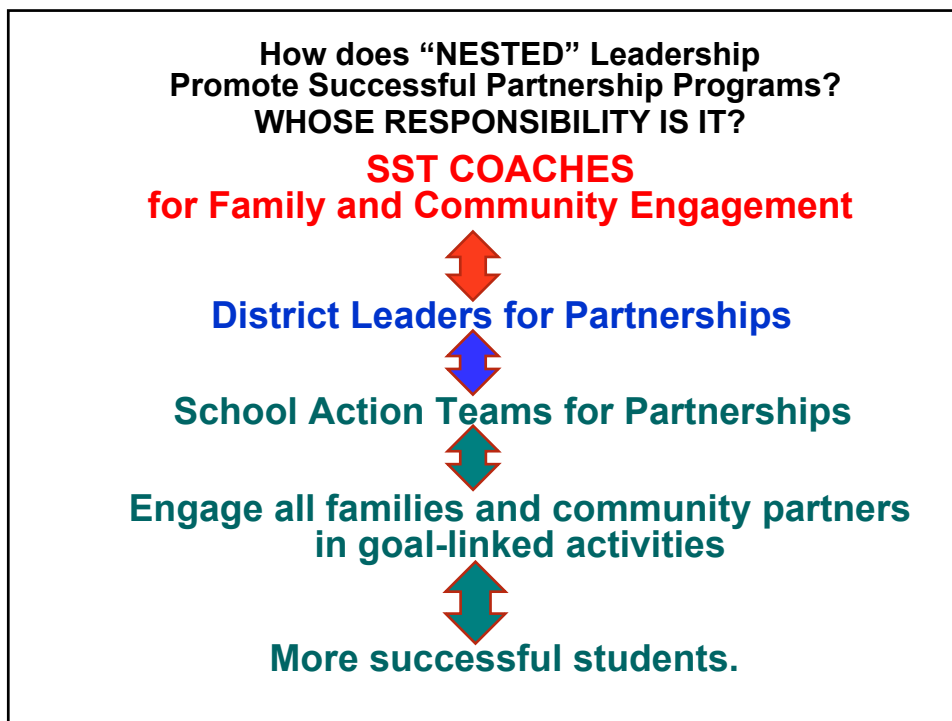
IMPLEMENTATION

<u>THEN</u>	<u>NOW</u>
School by school decisions	Multi-level leaders: School, District State, Organization, and Federal
	Meet requirements for official policies on family involvement
	“Nested” networks

11



12



13

**SST Coaches: Questions about COVID19
and Partnership Programs**

1. COVID19 put School, Family, and Community Partnerships “front and center” of the work of districts and school nationwide.
2. NNPS provided information to help partnership leaders think about and talk about the implications of COVID19 for programs of family and community engagement.

See NNPS Blogs and related video at:
www.partnershipschoools.org
<http://nnps.jhucsos.com/type-2-blog/>
[https://video.ibm.com/recorded/127292336.](https://video.ibm.com/recorded/127292336)

14

COVID19 Changed Schools and Schooling

Teachers and parents are, in fact, “Essential” workers.

Learning at home is NOT “home schooling” in traditional terms.

Educators developed creative uses of Zoom, Videos, TV, and other communications, parades, and projects to motivate students and to maintain connections with families.

Teachers and parents now must “juggle” mixed designs for “school” in 20-21: **Open Doors, Hybrid, Closed doors**

What are your questions about connections during COVID of SST Coaches with



District Leaders for Partnerships with



School Contacts & Action Teams for Partnerships (ATPs)



Other communications and connections?

15

Return to OSU

16



Part 2. Prepare for District and School Workshops in September

Effective Actions:

- How SST Coaches Guide District Leaders
- How District Leaders Guide School ATPs
- Ideas for Effective SST **Monthly Meetings** with District Leaders for Partnership
- Your Examples of Early Leadership Activities
- Questions on these topics.

17

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18

Leadership-Level Activities

SST Coaches AND District Leaders for Partnerships

- Know the official **policy** on family involvement (state, organization, or district)
- Conduct **staff development** on partnerships
(Special Focus: SST Monthly Meetings
with District Leaders for Partnerships)
- Conduct **workshops for parents**
- Make other **presentations** on partnerships
- Update partnership information on your website
- **Collect best practices** for districts/schools to consider
- Conduct **OTHER** leadership activities on partnerships
(**YOUR examples to date**)

Discuss and Clarify:

What is similar and what is different about these leadership-level activities for SST Coaches and District Leaders for Partnerships?

19

Facilitation of School ATPs

Should District Leaders for Partnerships conduct these facilitation activities on their own or with SST Coaches' help?

- Conduct the NNPS **One-Day Workshop** for Action Teams for Partnerships (ATPs).
- Make **monthly or weekly contact** with school ATPs.
- Hold **quarterly cluster meetings** for ATP Chairs.
- Schedule an annual **meeting with each principal**.
- Convene **end-of-year celebrations** for ATPs to share best practices, discuss challenges, and write next plans.
- Guide ATPs to **evaluate** programs and progress.
- **Facilitate schools** in **OTHER ways** to help them improve their partnership programs—**YOUR examples to date**.

Discuss and Clarify:

What will help District Leaders become confident leaders of school ATPs?
See in Resource file: *What Do Facilitators Do?*

20

Leadership & Facilitation Strategies
SST Coaches AND District Leaders for Partnerships

- **Create awareness**
 Actively promote your partnership program with key stakeholders. Share your own and NNPS websites to show that you are using research-based approaches.
- **Align program & policy**
 Show how official policies, priorities, “pillars” and Strategic Plans are supported by your leadership and programs of partnerships.

 Help schools link partnership practices to school goals for student achievement and behavior, and to the school climate for good partnerships.
- **Guide learning & program development**
 Conduct the NNPS One-Day Team Training Workshops for schools’ ATPs. Conduct other professional development activities on partnerships.

21

Leadership & Facilitation Strategies
SST Coaches AND District Leaders for Partnerships, continued

- **Share knowledge**
 Communicate on a regular schedule with **DISTRICT LEADERS for PARTNERSHIPS** to increase knowledge about effective partnership programs.
 (District leaders conduct meetings to share knowledge with ATP Chairs/Co-chairs)
 Collect best practices and network with others—locally, nationally, and internationally.
- **Celebrate milestones**
 Recognize progress and excellence.
- **Document progress & evaluate outcomes**
 Evaluate teamwork, program quality, and progress. Keep records of plans, activities, and evaluations. Work with OhSFEC and NNPS to conduct scheduled and annual evaluations.

22

SST Monthly Meetings (Share Knowledge)

Plan Productive Monthly Meetings of SSTs with District Leaders for Partnerships

1. Prepare and share the agenda for the meeting.
2. Plan time periods to cover important topics.
For a **one-hour** meeting:
 - 20 minutes** for District Leaders to share successes in the past month.
 - 20 minutes** for District Leaders to discuss challenges that arose in the past month and solutions or needed ideas.
 - 20 minutes** for SST Coach to **share new knowledge** to improve District Leadership and/or school teamwork and partnership programs (e.g., from OhSFEC newsletter and NNPS E-Briefs, or other resources on partnerships).

2-hour meeting? Time x 2.

23

Common Challenges for SST Coaches Let's discuss: What would YOU do?

Communication. The SST Coach communicates weekly with District Leaders. . . One leader e-mailed back that everything was going well and that she'll be in touch if she has a question or problem. What should the SST Coach do?

Implementation. One District Leader has done little or nothing to guide schools' Action Teams for Partnerships (ATPs) with their work. What should the SST Coach do?

Parents and Teachers on ATPs. The SST Coach learns that at one school, there are no parents on the ATP. At another, there are no teachers on the ATP. She is told that everyone was too busy and there were no volunteers for these teams. What should the SST Coach do?

24

Return to OSU

25



Examples of **Small Grants** to Districts and Schools to Improve Partnership Programs

Guide: Joyce Epstein

1. How small is a **SMALL** Grant?
2. Why should SSTs make small grant(s) to the districts and schools in the OhSFEC project?
3. What should a “good” small grant proposal include? For Districts? For Schools?
 - Identify activity in the District Leadership Plan or school Action Plan for Partnerships.
 - Report results of funded project to local network of SSTs, districts, and/or schools in the OhSFEC project.
 - Report results in NNPS annual book of *Promising Partnership Practices* to “network” and share best practices across country.

26

Examples of goal-linked small grants for schools in South Carolina

Find the link to a goal for student success in the School Improvement Plan and Action Plan for Partnerships.

Camp Read-a-Lot: [Families] choose from a collection books for students that were purchased as prizes for the event with a small grant . . . Then, everyone went to a classroom to participate in a literacy session. There were four session topics: reading accuracy, fluency, comprehension, and stamina/engagement . . .

Family Counts—Math Night: At the store, parents and children checked prices, compared brands, explored bulk purchasing, and accounted for costs by volume. They discussed why cheaper is not always better . . . [The] prizes, clipboards, calculators, and pencils were purchased for \$250 and with a small grant . . .