

Research Spotlight

**Recent Studies of Leadership
on Partnerships**

NNPS Leadership Institute, March 2022

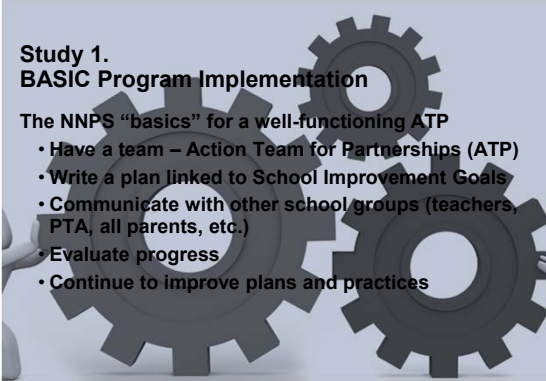
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Study 1.
BASIC Program Implementation

The NNPS “basics” for a well-functioning ATP

- Have a team – Action Team for Partnerships (ATP)
- Write a plan linked to School Improvement Goals
- Communicate with other school groups (teachers, PTA, all parents, etc.)
- Evaluate progress
- Continue to improve plans and practices



A Research-Based Approach


How do district and school leaders affect the quality and progress of partnership programs?

How do partnership programs affect parent participation and student outcomes?

Study 1.
Advanced Program Implementation

Meet challenges to engage “hard to reach” parents/families . . .

- Communicate in languages parents understand (translations, interpreters)
- Develop 2-way channels of communication
- Engage fathers and father figures
- Help parents understand how to help with homework
- Collaborate with community partners



Studying Leadership and Program Development

How does LEADERSHIP affect the implementation of:

(a) basic structures and processes of a program?

(b) advanced outreach activities to involve families?

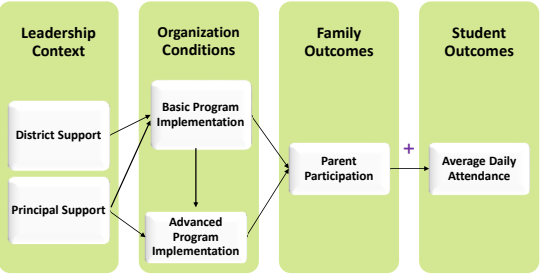
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How do basic and advanced partnership programs affect the percentage of parents who are “good partners” with the school?

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To what extent does program quality and parent participation predict the rate of student attendance?

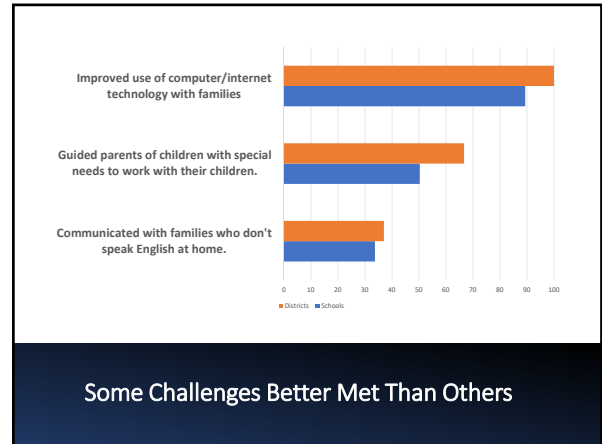
District Leadership and Principals’ Support Affect Partnership Program Quality, Parent Participation, and Student Attendance Rate



Analyses statistically controlled for Grade Level, % FARMS, School Size, % ELL.

Epstein, J. L., & Sheldon, S. B. (2016). Necessary but not sufficient: The role of policy for advancing programs of school, family, and community partnerships. *Russell Sage Foundation Journal of the Social Sciences*, 2 (5), 202–219.

Partnerships During COVID-19



COVID-19: A Varied and Shifting Landscape

When the 2020-21 School Year began:

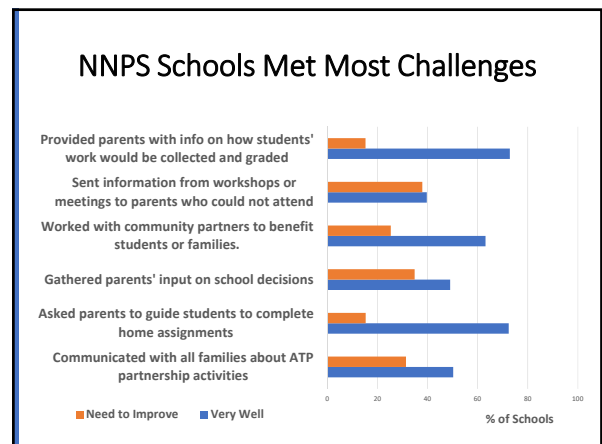
- Full-time remote learning for all students (43%)
- Fully in-person schooling (17%)
- Daily in-person schooling for some students (22%),
- Some face-to-face school on some days of the week (18%)

During the school year:

- Fewer than 20% reported their school schedule and location remained constant
- About 60% reported that their school operations changed *more than once*

- ### Addressing Challenges During COVID-19
1. Communicated with all families about ATP partnership activities
 2. Conducted workshops or meetings with parents or online
 3. Asked parents to guide students to complete home assignments
 4. Gathered parents' input on school decisions
 5. Worked with community partners to benefit students or families.
 6. Got information from workshops or meetings to parents who could not attend
 7. Provided parents with info on how students' work would be collected and graded

What were districts and schools doing to support partnerships during COVID-19?



Which Schools were more likely to meet these challenges?

Questions or Comments?
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