

14th INET 2008
**International Roundtable
of Scholars on
School, Family, and Community
Partnerships**



ABSTRACTS

MORNING PROGRAM

8:00-8:45 **Registration and Continental Breakfast**
President Room

8:45-9:00 **Welcome**
President Room
Don Davies & Frances L. Van Voorhis

9:00-10:00 **International Studies on Themes for the Day:
Parenting, Partnership Programs, and Teacher Training-**
President Room

Chair/Discussion Leader: **Joyce L. Epstein**, Center on School, Family, and Community Partnerships, Johns Hopkins University, MD.

Raquel-Amaya Martínez González, María del Hénar Pérez Herrero, and Lucía Álvarez-Blanco
Oviedo University, Spain

Promoting Family-School-Community Partnership through Parenting Programs

Epstein, Coates, Salinas, Sanders, and Simon (1997)¹ have suggested that schools may help parents to be better involved in their children's education through promoting family-school-community partnerships. One way of doing so is performing parenting programs within the schools in areas of interest for parents. Accordingly, the main objective of this research is to evaluate the adequacy of a parenting program aimed to support parents with their task of raising their children. The study looks also for analyzing the potential that performing parenting programs at schools may have to promote family-school-community partnerships. Information on parenting strategies obtained from 258 parents who participated in a parenting program has been analyzed in this study. Significant statistical differences have been found in several variables, which show that parents have gained in Assertiveness, Self-Esteem, Self-awareness, Self-Regulation, Communication, Participation, Democratic Authority, and Problem Resolution skills. Thus, parenting programs seem to be a useful strategy to help parents to cope with their educational responsibilities towards their children. When these programs are performed at schools, parents perceive that teachers support them, which helps both parents and teachers to promote school-family-community partnerships.

Michelle Pieri, University of Milano-Bicocca, Italy

Mobile Phones to Connect School and Family: Differences Emerging Between a Big City and a Small Town

In Italy, like in many other Countries, there are more mobile phones than citizens. Mobile phones have become part of our everyday life: even if not everybody is able to use a computer, everyone is able to use a mobile phone. In schools, mobile phones are generally considered to be a nuisance; but given their pervasive diffusion, in our opinion, they could also be used as a means to foster family-school communication. In a previous work (Castelli, Pieri, 2007), we organized three focus groups about mobile-mediated home school partnership in Milano, a big city. The results showed different and sometimes conflicting expectations and attitudes of teachers, families and students toward a mobile-mediated home-school partnership. In this work we present the results of three focus groups realized in Piacenza, a small city near to Milano. Our aim was to see what are the aptitudes toward mobile-mediated home school partnership in a small city, where family school relationships are easier than in a big city. Our hypotheses were that in a small city new technologies, in general, like forum-s and e-mail, are less relevant than in a big city; mobile technologies can be used for marginal tasks. The outcomes partly support the hypotheses.

M. Adelina Villas- Boas, University of Lisbon, Portugal

Reducing the Intergenerational Gap Through the Interaction With Common Cultural Grounds

This experimental study lasted for one year, and is being replicated to become part of an International Project which aims to help children be aware of their cultural, linguistic and urban background with the collaboration of their own families and use that information to promote their further knowledge and achievement in literacy/mathematics also in cooperation with families. Two main questions were asked: Is it possible to increase literacy development by involving parents and children in cultural conversations about their common grounds? How do these activities influence their home environment? Thirty-six 2nd graders from two different classes constituted the sample which was divided into the test and the control groups. In the experimental class, the teacher built partnerships with parents who agreed to develop fourteen different activities. Each activity followed three steps: conversation between parent and child, writing of a computerized text at home, and reading and editing the text at school. The final outcome was a book entitled "When my mother/father was a little child..." The results from the questionnaires which were used as pre and post-tests indicated significant positive differences both in the parents' home *curriculum* and in the children's literacy development.

Esther Sui-Chu Ho, The Chinese University of Hong Kong

Parental Investment in Shadow Education: The Cases of East Asian Societies

In the face of high-stake testing and external examination pressure, parental investment in private and after-school educational services have become a worldwide trend. In the East Asian societies, some schools and many private institutions organize supplementary classes for students during weekends and public holidays. These parental investments of after school tutoring activities *shadow* the requirements of the public school that a child attend. In Hong Kong, Japan and Korea, investment in shadow education are so prevalent that they have become a *de facto* parallel educational system, in which many students spend considerable amounts of time and money after the regular school hours. The purpose of the paper is three-fold: first is to examine the participation rate of investment in shadow education is worldwide with particular focus on the three East Asian Societies – Hong Kong, Japan and Korea; second is to explore the actual time investment in shadow education; third is to investigate the possible reasons for proliferation of parental investment in shadow education.

Maureen Ryan, Victoria University, Australia

Exploring School, Family, and Community Partnerships with Pre-service Teachers

In this presentation, the scenario based teaching approach was explored with third year teacher education students as part of a subject, The Culture of Professionalism. In this subject, students were presented with several open ended scenarios covering a broad range of inter-professional and engagement issues within the context of school, family and community partnerships. Working in teams, students used their selected scenario as the basis for a session they conducted with their colleagues. Examples included professional development sessions, radio talkback programs and public meetings. Following these sessions, each group contributed several weeks later to a poster session where they outlined the outcomes and further direction resulting from the initial scenario sessions. In the presentation, the eleven original scenarios will be presented along with the several steps in the process undertaken to ensure full class participation. As well, the themes in the individual reflections that all students wrote at the conclusion of the subject in which they detailed their understandings of school, family and community partnerships will be presented.

10:00-10:15—BREAK

10:15-11:30—Concurrent Sessions A, B, C, and D

A Teacher Training on Partnerships

President Room

Chair/Discussion Leader: **Dan Safran**, Children's Council of San Francisco, CA

Arminta Jacobson, Mary Harris, and Amber Brown, University of North Texas

Analysis of Pre- and Post Assessment of Attitude Toward Parent Involvement Survey: Factor Analysis and Application with Pre-Service Teachers in Four Universities

The Attitude Towards Parent Involvement Survey was administered to 1658 undergraduate pre-service teacher education students at the beginning and end of 23 classes in four demographically diverse universities in which students studied the *Parent Teacher Education Connection* on-line modules as part of their curriculum. Through Factor Analysis three factors were identified as *Parents and Teachers as Partners in Learning, Teacher Initiated Partnership Activities*, and, *Parent Initiated Community and School-wide Partnership Activities*. Differences in pre- and post-assessment of parent involvement attitudes were analyzed using an independent samples t-test. There were highly significant changes in attitudes on all three factors. Results suggest that knowledge can impact attitudes toward parent involvement of pre-service teacher education students.

Benjamin H. Dotger, Syracuse University, NY

Practicing What to Say and How to Say It: The Parent/Caregiver Conferencing Model

While research clearly documents the importance of parent involvement in schools, teacher preparation institutions often fall short of preparing future teachers to engage in and successfully navigate anxiety-producing communications with parents and caregivers. This presentation outlines a conceptual model for helping teachers develop their professional communication and parent conferencing skill sets. I focus on a medical education signature pedagogy, outlining a conceptual model for enacting this clinical pedagogy with teacher education. I describe how this pedagogy is currently in practice, examining the collaboration between a teaching hospital and a teacher preparation institution in providing future teachers with multiple opportunities to practice and reflect upon their professional communications. Data from three groups of pre- and in-service teacher participants are reported, focusing on the degree to which the teachers' professional verbalizations change as they engage in multiple simulated parent-teacher conferences. Implications center on the broad applicability of this simulated conferencing model to more effective preparation of teachers, counselors, and school administrators.

Ramona Cutri, Brigham Young University, UT

A Day in the Life: Using Ethnographies to Understand Second Language Learners

When teachers are required to teach children significantly different from themselves, they may be hesitant and unsure of how to reach out and interact with and include the families of these children in educational settings. It may be difficult for teachers to conceive of the real needs and strengths of linguistically and culturally diverse children and their families. This session will share the results of a project designed to create a multi-media representation of a day in the life of a second language learner. The case can be used both to educate teachers about culturally diverse families as well as guide them in learning how to interact with the families and communities of culturally and linguistically diverse children. By providing a window into the lives of second language learners, teachers should be better prepared to reaching out to meet, interact and engage with the parents of linguistically and culturally diverse children in their own classrooms.

Judy Trotti and Mary Harris, University of North Texas

Relationship Between Multicultural Teaching Concerns and Parent Involvement Knowledge of Preservice Teachers

A correlation between multicultural teaching concerns and parent involvement knowledge was established in this study of 68 teacher candidates in one southwestern university. Teacher candidate participants in this study were enrolled in an online course which focused on the parent involvement typology proposed by Epstein (1995). Specifically, teacher candidates who were highly concerned about methods and strategies for teaching culturally diverse students made significant gains in knowledge about parent involvement practices focused on Advocacy and School Decision Making. Additionally, significant relationships were noted for multicultural teaching concerns and post-knowledge scores involving Learning at Home and Volunteering. Results of this project indicate that teacher candidates who are particularly concerned about methods for teaching culturally diverse students are likely predisposed to considerable learning about parent involvement practices of Advocacy, Learning at Home, and Volunteering.

Aline Maria de Medeiros Rodrigues Reali and Regina Maria Simoes P. Tancredi
Federal University of São Carlos, Brazil

Improving School-Family Interaction: The Importance of the University Collaboration

This paper analyzes preliminary results of an intervention-research project carried out by researchers from a Brazilian public university in collaboration with schoolteachers of a medium-size city in the state of São Paulo, Brazil. It adopted a research design comprising an in-service teacher education intervention aimed at strengthening interactions between schools and students' families. Data were collected through observations, reports and written accounts at meetings between the researchers and groups of teachers. Results will be discussed with regards to teachers' conceptions about the program, its impacts and their use of collected data, teachers' professional development and learning processes, the development process of actions aimed at implementing the Família@Escola program, and some paradoxes involved in planning and implementing educational policies.

Linda Clinard*, Deborah Mercier, and Silvia Swigert*, University of California, Irvine* and Concordia University

A Mixed Method Study Explores the Impact of UCI-NSF PreK/K Leadership Training for Early Childhood Educators Integrating Science, Math, and Literacy

This study explored the impact of training PreK/K educators as leaders by addressing the following research questions: (1.) Did teacher confidence increase through their collaboration with other professional colleagues to plan and carry out more effective instruction of science, math, and literacy for all learners? (2.) How do PreK/K teachers plan collaboratively to organize and implement professional development opportunities for parents and colleagues? (3.) How do PreK/K teacher leaders describe their roles and goals as education leaders? Three sources of data were collected and analyzed: (1) pre-post "Goal-Setting Confidence Survey" Likert-scale data; (2) interview responses related to the items on the survey; and (3) artifacts from teacher leadership participant portfolios. The presentation will include a summary of survey and interview data with photos, parent feedback and other artifacts from participant portfolios to demonstrate how PreK/K leaders (a) implemented strategies integrating science, math and literacy while addressing California PreK expectations and Kindergarten standards and (b) made science/math/literacy presentations to parents and colleagues. Data strongly supports that PreK/K teachers became leaders who reflect upon their instruction to continually improve as they collaborate with parents and fellow educators to effectively guide young children to learn at school, at home, and in the community.

**B Research on Student Outcomes:
Effects of Family Involvement Interventions**

Morris Room

Chair/Discussion Leader: **Steven B. Sheldon**
Center on School, Family, and Community Partnerships at Johns Hopkins University

Douglas Powell, Seung-Hee Son, Nancy File*, and **Robert San Juan**
Purdue University, West Lafayette, IN and University of Wisconsin-Milwaukee*

Parent Involvement at Home and School from Preschool to First Grade in Urban Public Schools

A three-year longitudinal study of the contributions of parent involvement in school and in home educational practices to children's academic and social skills during preschool through first grade is described. Participants were 94 parents/caregivers and their children (50 boys) enrolled in public schools in a major urban area of the Midwest United States; 48% represented racial or ethnic minority backgrounds. Parent interviews, individual child assessments, and teacher surveys were conducted at the beginning and end of the school year when children were enrolled in public school pre-kindergarten classrooms, and at the end of kindergarten and first grade (4 data points across 3 years). Level of parent involvement in school was relatively constant from preschool to kindergarten and increased significantly at first grade. Explicit educational activities (e.g., direct teaching of academic skills) at home decreased from preschool to first grade whereas implicit educational activities (e.g., extracurricular activities) increased across the 3 years. Higher levels of parent involvement in preschool were predictive of children's social skills and lower problem behaviors at first grade, and higher levels of explicit educational activities at home during the preschool year were predictive of children's academic motivation at first grade. Implications for facilitating family involvement in transitions to school are discussed.

Eric Dearing*, **Christina Cipriano***, **Suzanne M. Bouffard****, and **Heather B. Weiss****,
Boston College* and Harvard University**, MA

Do Increases in Parent Encouragement of School Promote Children's Achievement?

Despite an empirical consensus that achievement is, on average, higher for children whose families are more involved in their education than for children of less involved families, recent media attention has focused on educators' concerns with parents who are overly involved. Using longitudinal analyses of an economically and geographically diverse sample (n = 1,364), we examined associations between parent encouragement of school and literacy and math achievement from first to fifth grade. Higher levels of parent encouragement of school were associated with higher literacy and math achievement. Moreover, increases in parent encouragement of school predicted improvements in literacy and math achievement, and the direction of effect was most consistent with a pathway from encouragement to achievement rather than vice versa. The implications of increases in parent encouragement of school, however, were moderated by first grade level of encouragement. Increases in encouragement were most strongly associated with improved achievement for children whose parents were initially the least encouraging. On the other hand, for children whose parents were very encouraging at first grade, further increases in encouragement inhibited growth in their children's achievement. These results may be helpful in targeting intervention efforts towards children most likely to evidence achievement benefits.

Virginia Bartel, Diane Ross, & Kristina Webber, College of Charleston and Memminger Elementary School

The Power of Substantive Relationships: A Summer Literacy Program for Urban Elementary Students and Their Parents

The story will be told of the relationships established this past summer by a teacher education professor and her students in a summer program with some urban elementary school children and their parents in a coastal city in South Carolina, and why they matter. The five-week program was part of a year-long project to increase parental involvement in children's education. Based on the family-literacy model, parent, adult, and community education classes were provided for parents as well as "day camp" at the school for children of those parents participating. Results of the interviews with parents before the program commenced will be shared as well as efforts made to improve home-school practices this school year.

Vishna A. Herrity, Hsiu-Zu Ho, and Carol Dixon
University of California Santa Barbara

Sustaining University and Community Collaboration to Promote Educational Success in Schools

University-school-community partnerships are effective ways of establishing valuable support systems for intergenerational family literacy programs. Project SUCCESS is a research-based family literacy program that has been proven to be successful in building linkages among a unique consortium of ten university-school-community partners to address the complex literacy needs of English Language Learners and their families. This program offers integrated and targeted services that address the multiple literacy needs of diverse families in a southern California community. This value-added family literacy program includes adult English language development, school readiness for pre-school children, parent support strategies to increase student learning, parent and child computer literacy, in-school and at-home tutoring/mentoring, parent leadership and advocacy, and parent involvement in schools. The study examines the impact of Project SUCCESS and identifies culturally relevant strategies that are effective in increasing school connection and involvement for language minority families and enhancing their multiple literacies. The study increases our understanding about the strategies used for developing, expanding, and sustaining collaborative partnerships to support intergenerational family literacy programs.

Frances L. Van Voorhis, Center on School, Family, and Community Partnerships at Johns Hopkins University

Stressful or Successful? An Intervention Study of Family Involvement in Secondary Student Science Homework

This presentation focuses on the first year results of a two-year intervention study of the Teachers Involve Parents in Schoolwork (TIPS) weekly science homework intervention on student grades, benchmark science results, attitudes and emotions of seventh grade students and families. One-hundred and twenty-nine students completed TIPS science homework assignments with instructions for family involvement in certain sections, while one-hundred and eighty students served as control students and did not complete the TIPS intervention. Over 70% of students in both groups were considered "average," and about 70% of students were African-American, about 15% were White, and 10% Hispanic. The results indicate both cognitive and affective benefits of the TIPS program for students and families, with significant differences in benchmark science scores, report card grades, and emotions. The results suggest the need for teachers to have time to create and develop meaningful homework assignments like TIPS to engage students and families in a positive science learning experience.

Chair/Discussion Leader: **Don Davies**, Founder of the Institute for Responsive Education (IRE)

Suzannah Herrmann, American Institutes for Research, Washington, DC

The Micro-Politics of Integrating Even Start Services for Family Literacy

This study explores family literacy coordinators' perceptions of the micro-politics in working to integrate services for family literacy. Because family literacy programs rely heavily on service integration, this study expands upon conceptual work already done on studying power in service integration and the micro-politics of education. This qualitative study collected in-depth information through structured and semi-structured interviews from 14 coordinators of family literacy programs offering direct educational, social, and health services to children and adults. Findings demonstrate that family literacy coordinators hold identifiable perceptions about the micro-politics in working to integrate services, and that coordinators may make choices for their program based on these perceptions. These findings have distinct lessons for collaboration efforts in family literacy.

Miriam David, Institute of Education, London

Critical Review of British Educational Policies on Children, Schools, and Families

In this paper I will provide a critique of the development of neo-liberal educational policies for pre-school and school-age children and families in the UK over the last decade. The official discourse surrounding these policies is that they have been designed to raise educational standards and educational achievements, through choice and opportunities. In fact, however, despite these moves, and the recent creation of the national/central government Department of Children, Schools and Families (DCSF), there remain gaps in terms of class, ethnicity/race and gender which are increasingly discounted in official discourses about diversity, equity and choice.

Celia Burn, Learning and Teaching Scotland, United Kingdom

Built In, Not Bolt On--Developing Parent Partnerships in Scotland

This presentation will outline the background to the Scottish Schools Parental Involvement Act 2006 and its implementation to date in schools throughout Scotland. The purposes of the Act are: to modernize and strengthen the framework for supporting parental involvement; to engage parents meaningfully in the education of their children and in the school community; to support parents and staff to work in partnership. The background to the Act and the consultation processes will be covered as well as the key elements of the Act itself and the processes that have supported its implementation. Although it is still in early days, it is also possible to give some initial indication of the difference the Act has made to the numbers of parents involved prior to and subsequent to the Act becoming law. The presentation will describe how partnership with parents is now enshrined within the planning processes of schools and local authorities and how quality is monitored through inspection processes.

Jennifer Vargo* and **Barbara Boone**, Center for Students, Families, and Communities at the Ohio Department of Education* & Independent Consultant for Family-School Partnerships and Evaluation

Breathing Life into State Education Policy: A Collaborative Approach to Statewide Parent and Family Involvement

On July 10, 2007 the Ohio State Board of Education (ODE) adopted a new Parent and Family Involvement Policy. While having a state parent and family involvement policy is necessary, the policy alone is not sufficient to increasing parent involvement in Ohio. ODE is challenged with the question of how to get the policy effectively implemented by all districts and schools throughout Ohio. To answer this question ODE is reaching out to those responsible for implementing the policy to ask the question "What will it take to get the policy implemented". The presenters led focus groups with principals from across Ohio. This session will discuss the conditions and impetus for developing a new state board policy on parent involvement; benefits of involving education professionals, families, and communities from the beginning of policy development; and lessons learned from asking principals the question "What will it take to get the policy implemented?"

Darcy J. Hutchins, National Network of Partnership Schools at Johns Hopkins University, MD

District Implementation of “No Child Left Behind” Section 1118: A Multiple Perspectives Approach

This paper presents an in-depth analysis of one school district’s implementation of *No Child Left Behind* (NCLB) Section 1118 during the 2005-2006 school year. The author uses data collected by researchers at the National Network of Partnership Schools (NNPS) at Johns Hopkins University to examine the extent to which a predominantly Title I, 16 school rural district executes school, family, and community partnership programs. This paper explores the federal policy through a multiple perspectives analysis. The author analyzes the focal district’s implementation of NCLB Section 1118 using tenets from the rational, organizational, and symbolic perspectives. The paper concludes with implications and suggestions for improving partnership-driven education policy.

Hanne B. Mawhinney, University of Maryland, College Park

Standards Based Evidence of Aspiring School and District Leaders’ Dispositions to Promoting School, Family, and Community Partnerships

Paper presents an analysis of dispositions reported by 42 aspiring school and district leaders toward school, family and community engagement in a web-based performance assessment system used by a graduate school education to meet the requirements for accreditation by the Education Leadership Constituent Council. Four of seven ELCC standards (common to both aspiring school and district leaders) focus on the engagement of schools with communities. At least 17 dispositions are evident in examples the 42 candidates provided. While there are similarities in dispositional orientations toward school community engagement taken by candidates for certification for school and district leadership, there are also important differences. The analysis suggests that standards-based performance assessment systems provide the scaffolds that enhance the development of dispositions by school and district leaders to the engagement of schools and school systems with families and community partners. As such the findings are a significant contribution to understanding the potential benefits and limitations of standards-informed, and performance-based assessment models to foster the dispositional shift that policy makers and researchers have suggested must be the next frontier of policy activity focused on enhancing school-community partnerships.

**D Partnerships for Secondary Students:
Navigating the Worlds of School, Family, and Community**

*Harison
Room*

Chair/Discussion Leader: **Zena Rudo**, SEDL, Austin, TX

Patricia A. Bauch and **Judy Giesen**, University of Alabama

Parent Involvement, School Climate, and Post-Secondary Plans: Factors for Academic Success

I will present the findings and implications of a study of over 2,000 inner-city high school youth who completed a survey instrument asking them about their perceptions of parents’ involvement at home and at school, school climate, teacher support, and peer influence on their motivation to succeed and their post-high school plans. Half the students were sophomores and half were seniors. We used a series of analyses including factor analyses, inter-correlation matrix, hierarchical log liner analyses, and structural equation modeling to determine the relative influence of the chosen variables on student motivation and their post high school plans. Lastly, we used discriminate analyses to determine differences among school types. We expect to find that student motivation plays a larger role on student success and decisions about post-high school plans, while parent involvement, school climate, and other variables play an intervening role. If we can determine what most influences students’ toward their goal of graduation, then schools may be able to design effective classroom strategies and school environments that will increase the probability that students will be motivated to master the necessary tasks required for high school graduation and continue on to post-secondary institutions.

Claire Safont-Mottay*, **Nathalie Oubrayrie-Roussel***, **Michel Rousseau**, and **Rollande Deslandes**
Université de Toulouse le Mirail*, Université du Québec à Rimouski, Université du Québec à Trois-Rivières

Parents and Homework at the Secondary Level in France and in Quebec

In this communication, we compare French and Quebec parents with regards to their attitudes and their beliefs concerning the benefits of homework, homework characteristics as well as parent role comprehension and parent self-efficacy in helping their adolescent with homework. Exactly 220 French parents of adolescents aged 11 to 14 years and 336 Quebec parents of adolescents aged 12 to 15 years responded to the questionnaire on a voluntary basis. Results reveal both similarities and differences between French and Quebec parents. Future comparison analyses should investigate more deeply parents' role comprehension and understanding of what is expected of them regarding their adolescent homework and the relation between parents' self-efficacy and the type of strategies they chose to employ when helping their adolescent with homework.

Juana Maganto Mateo, **J. Etxeberria**, **C. Maganto**, **R. Frago**, and **I. Iriondo**
University of de Basque Country, Spain

Reconciling Work and Family Responsibilities: Views of Teenagers and Young Adults

We hereby present the results of a research project regarding the training needs and demands perceived by young people and teenagers as the necessary elements in the reconciliation of work and family responsibilities. Young people's and teenagers' perceptions, ideas and beliefs about the joint responsibilities of work and family will be analyzed as the key to reconciling work and family life.

Rakel Del Frago, **J. M. Maganto**, & **J. Etxeberria**, University of de Basque Country, Spain

Guidance Needs for the Professional Project Training: Implications of Family Environment

From a holistic perspective: interrelation individual-family-educational institution-society, throughout this study we go into matters such as if families today think about their children's needs for a future scope; if, in a deliberated or specified way, the educational centres are training the young people in order to allow them to make grown up decisions and to contribute to help the students in their process of planning and elaborating their professional and personal project; if society promotes the creation of future projects related to the new generations ... All these questions, complex and difficult to be answered in just one work are, nevertheless, the underground/basis/roots where we base on, in order to formulate in a concise way the main objective of the study we are presenting and which is part of a wider research project (Del Frago, R. 2005).

Keith Topping, University of Dundee, United Kingdom

SMASH (Success in Math and Science at Home): Helping Parents to Help their Children Excel in Mathematics and Science

Mathematics and science provide essential knowledge tools and the foundations for lifelong learning skills, but cross-national studies of student achievement in Europe (e.g. TIMSS, PISA) indicate lack of mathematical and scientific competence for a considerable proportion of the student population. Acknowledging the central role of parents in children's learning, this project aims to raise the European educational standards in mathematics and science by cultivating underlying home cultures as springboards for youth learning. The overall aim of the program will be to offer high-quality training to parent educators around Europe that will equip them with the required knowledge, skills, and resources to provide professional guidance to parents of elementary and middle school children (ages 6-15) in how to best support their child's development in mathematics and science. More specifically, the project has the following objectives:

- a) Developing, pilot testing, and offering an intercultural parent-trainer training course for European teachers, school administrators, representatives of parent associations, and others involved in training activities for parents.
- b) Developing, pilot testing and distributing to parent educators a culturally differentiated training pack for parents.
- c) Designing and developing a multilingual knowledge website.
- d) Initializing networking among parent educators across Europe by building an online community.

Paula E. Egelson and Steven L. Thomas, College of Charleston, SC

A Foundation for Change: First Year Results of a University-High School Partnership

The primary mission of the Center for Partnerships to Improve Education (CPIE) at the College of Charleston is to work collaboratively with schools to improve student outcomes. In late 2005, CPIE entered into a collaborative agreement with the Charleston County School District (SC) to improve student outcomes at Burke High School (Grades 7-12), a low-performing school in downtown Charleston. CPIE utilized a three-strand collaborative partnership model—Teaching and Learning, Community Outreach, and Research—to improve student outcomes at Burke. The first annual evaluation of the effort was completed in 2007. Based on evaluation results, the partnership laid a foundation for change at Burke High School. Student outcome results were mixed; levels of student absences, suspensions, and discipline incidents remained high but the dropout rate was cut in half, the school rating improved, and test results in several academic areas increased. Five themes emerged from the qualitative data analysis process:

- The College of Charleston faculty's technical assistance had some impact on Burke faculty;
- The College of Charleston faculty had some limited impact on Burke students;
- The availability of time and structural barriers at Burke High School limited the impact of the partnership;
- The principal coach had a positive impact on the administrators at Burke; and
- CPIE has helped organize the external community partners to more effectively support the school.

The results established a baseline with which to measure future impacts of the collaborative reform effort on student outcomes at Burke High School.

11:30-11:45 BREAK

11:45-12:45—Concurrent Sessions A, B, C or D

A Implementation Strategies:

Reaching More Students and Families

President Room

Chair/Discussion Leader: **Darcy J. Hutchins**, National Network of Partnership Schools at Johns Hopkins University, MD

Judy Carson, Betsy LeBoriosis, and Barbara Slone, Connecticut State Department of Education, Capitol Region Education Council, and CT State Education Resource Center

Evaluation of a State's Approach to Promoting District-Wide Partnership Programs: Barriers, Benefits, and Lessons Learned

This study follows a state professional development program as it moved from focusing on training schools directly, to training districts as a whole with an emphasis on capacity building. The district level approach is more costly in terms of both time and resources – this study asks the question: is the additional cost and effort worth it? An earlier evaluation indicated that when school teams are trained directly about a third of those teams are no longer active after three years. This three-year evaluation indicates that, although each of the districts implemented the project in a unique way, the district-wide approach does add value beyond a school-by-school approach. Results of this evaluation reveal the importance of district leadership and of state resources to build and nurture district capacity. This presentation will highlight the state team's method for engaging and working with districts, strategies for linking the Partnership Project to broader school and district reforms, and lessons learned for avoiding potential pitfalls in the process.

Dave Guzman, Fort Worth Independent School District, TX

First-Year Implementation and Evaluation of Fort Worth ISD's School, Family, and Community Partnership Pilot Program

Over twenty years of research has established that when parents are involved with their children's education, children are more successful academically. This presentation will focus on one large urban school district's steps toward implementing a comprehensive parent engagement initiative. Additionally, the presentation will review promising findings regarding the evaluation of the first year program.

Dawn Anderson-Butcher*, Hal A. Lawson, Jerry Bean, Paul Flaspohler, Aidyn Iachini & Rebecca Wade Mdivanian, The Ohio State University*, University at Albany

Key Process and Product Innovations Resulting from Pilot School and District Implementation of the Ohio Community Collaboration Model for School Improvement

Family and community partnerships with schools and districts require new organizational, programmatic, and human resource capacities. These new capacities are especially important when schools and districts view their partnerships as part of a systems development agenda, i.e., they seek institutionalized and sustainable arrangements for expanded school improvement. Moreover, such capacity-related innovations comprise important outcomes that are prerequisite to better outcomes for schools, families, and students. What new capacities-as-innovations do schools and districts develop as they implement a complex partnership model? To address this research question, this study employed mixed methods with a sample of 6 pilot schools and 6 pilot districts in Ohio. Every site developed new capacities, and many developed more than one. For example, site teams learned to employ logic models in their program and service planning. Schools and districts developed innovative funding streams, changed policies and procedures, and integrated their programs for non-academic barriers within their continuous improvement plans. These capacities, organized as process innovations (new ways of operating and “doing business”) and process innovations (new structures), provide important knowledge and understanding about what partnerships require and also about the proximal outcomes of partnership implementation.

Diana B. Hiatt-Michael, Pepperdine University, CA

Site Parent Councils in Public Schools of Oman

The development of parent involvement in school decision-making has extended to countries in many parts of the world. This action-research, descriptive study describes one nationwide activity in a small Middle East country to promote and increase parent involvement in public schools by establishing model site-based Parent Councils in each region of the country. In order to establish these councils, representatives from each region participated in a series of professional development sessions in the nation’s capital. These sessions included leadership assessment, team-building activities, productive meeting skills, and knowledge acquisition of various parent involvement activities. Following these session, each regional team designed an action plan for Parent Council activities for the forthcoming academic year. Data was gathered through analysis of artifacts, observational notes, and interviews.

Martha Alleksaht-Snider and **Esperanza Mejia-Quijano**, University of Georgia

International Context for Participatory Action Research with Families, Schools, and Communities: Retrospectives and Potentials

Participatory Action Research with parents, educators, students, and community members participating in collaborative research has been conducted infrequently in communities around the world. We drew on findings from previous studies in education (Davies et al, 1996; Urdanivia-English, 2003) and lessons learned from participatory action research investigating social, health, environmental and economic issues (e.g., Cooper, 2005; Perdomo, 1994; Garcia et al, 2000) to design a comparative study in Mexico and the U.S. The Mexico study was carried out by young people who had graduated from a rural elementary school, their former teacher, and university educators. The U.S. study was conducted by Latino parents, school and university educators, and children from a rural community in Georgia. Findings from these studies in some ways parallel earlier findings that educators and parents began with common concerns regarding school-family separation. We also found that participation of community and institutional power brokers such as political leaders and school administrators yielded two way benefits: participants were motivated to engage actively when their leaders showed their commitment, and also leaders and community members developed mutual understanding of issues and ways to act together to support children’s learning.

B Student Learning Outside of School: Lessons Learned and Fresh Approaches

Morris Room

Chair/Discussion Leader: **Barbara Boone**

Independent Consultant for Family-School Partnerships and Evaluation, OH

Chris Ferguson, Lacy Wood, and Zena Rudo, SEDL, Austin, TX

A Review of Family Literature: Lessons Around Diversity and Out-of-School Time

In 2005, SEDL presented a framework for effective family involvement programs drawn from recent literature. Three characteristics—relationships, recognition, and involvement—and three actions—prepare, focus, and advocate—were common to effective family involvement efforts. Using this framework, SEDL completed a new review of current literature with more than 40 resources published between 2005 and 2008 on the involvement of families representing *diverse populations* and the impact of school-based and community-based *out-of-school time*. The review describes factors that impact student academic, health, and behavioral needs and factors that foster (or stifle) meaningful family involvement. The studies reinforce previous findings and describe investigations on transcending context, culture and language; bridging differences in perceptions; impact of actual trust versus “power-driven trust”; structural frameworks for effective programs; and role construction. The authors will discuss the implications of the findings on policy, practice, and research.

Bricca P. Sweet*, **Lisa A. Runner**, and **Alice Phoebe Naylor**

ED-LBEX, Inc.* and Appalachian State University, Boone, NC

Rural Family and Community Involvement: Connections with Program Sustainability

Three case studies conducted in elementary schools in rural communities in two southern states illuminated similar factors contributing to family and community involvement (FCI) and the sustainability of after-school programs. Culturally relevant opportunities in these school-based programs helped build social capital among families and the community. Conscious development of locally meaningful curricular activities, youth engagement, and successful efforts to overcome perceived class distinctions contributed to FCI and the sustainability of the programs. Shared recognition of children’s needs by school personnel, families, and community members, along with commitment to meet these needs, led to widespread family and community support. Each program was grounded in social cultural activity theory that insured family and community involvement. Ultimately, program sustainability begins with the sustainability of family and community involvement. Also, leadership, formal and informal, must give first priority, not only to the innovation, but to widespread FCI at all levels. This presentation includes practical suggestions for specific supportive leadership behaviors. Of interest also are the possibilities for qualitative research methodologies to identify the connections between FCI and program sustainability.

Reyna Garcia Ramos, Maria Eva Valle, Tania Amezcua, & Khoa Ngo, Pepperdine University, CA

Constructing New Futures: After-School for Parents, Students and Teachers

This presentation will focus on findings of research on the effects of an after-school enrichment program for 9th grade Latino English Language Learners. The after-school program is part of a partnership between a teacher education program at a university and an urban public charter high school in Los Angeles. While the partnership began with the intention to give teacher candidates a context for working with urban youth, the results have exponentially blossomed into a complex collaborative that continues to grow due to commitment of all parties involved. The voices of the site supervisor, a teacher candidate, and the researchers explain how this partnership is essential for the professional and academic development of future teachers and their students. It also demonstrates that the partnership allows parents to take proactive approaches in the education of their children.

Cheryl T. Desmond, Millersville University, PA

Diggin’ at the Roots: High School Youth, Community-Based Agriculture, School-Community Engagement, and School Progress

This study focuses on the effects of a community-based summer urban sustainable agricultural project for low income, academically challenged, high school students, ages 14-18, on the engagement of families and community in the support of the students as they develop life and career skills. This research documents the historical development of the non profit organization and its youth project. The study investigates and analyzes the mediation of human capital, space and time that have occurred within this community to youth to school project.

Alexander Chen and Tiffany Williams, University of Maryland

Connecting Community Through Children: A University--High School--Community Partnership

For the past three years, the Urban Studies and Planning (URSP) program at the University of Maryland met with high school students to present the principles of the planning profession. The effort is part of a partnership between University and High School to create a collaborative learning community in support of an early college - high school model. In Fall 2006, 10th and 11th graders in an elective environmental science course examined the revitalization efforts in a nearby downtown area. Over two semesters, students assessed neighborhood conditions via a field survey, a community audit and videotaped interviews with residents and business owners. They developed recommendations for action and made an oral presentation of their work to the local Redevelopment Agency. Students expanded their knowledge about communities and became active participants in the planning process. This paper describes the processes that involved students, evaluates the benefits of engaging students in community planning from the perspective of the University, the High School, the Community, and the students. It concludes with a discussion of lessons learned and the potential for replication in other locations.

C Build Partnerships for Students with Special Needs *Randolph Room*

Chair/Discussion Leader: **Frances L. Van Voorhis**

Center on School, Family, and Community Partnerships at Johns Hopkins University

Loretta Salas and Blanca Martinez-Rolle, New Mexico State University

Can We Find Common Ground Among Children of Culturally Linguistically Diverse (CLD) Backgrounds, Their Families, and Special Education? Is This Possible?

Children of diverse backgrounds are the future of this nation and as such require that teachers come to know the cultural contexts that they are born into. Culture defines children and provides teachers with wonderful tools to work with if they are interested in truly educating other people's children. This requires that teachers shift their mentality about these children and their families. Special Education requires that families be part of the decision making process, especially during the IEP process and yet culturally and linguistically diverse families have and continue to be alienated from the process? We ask the question, why?

Deborah Jones and Roy Evans, Brunel University, UK

Developing Parent Partnership: Exploring Links in a School for Children with Autistic Spectrum Disorders

The paper presents an account of one aspect of a larger research project to evaluate a residential school's program for severely autistic and low functioning children and young people. The main phenomenological study used mixed methods and multiple data sources. This paper concerns the nature of partnerships built with parents and the challenges and constraints experienced in varying school contexts. Parents were interviewed for their perspectives on both *school provision and ethos*. Although parents were appreciative of the positive school environment and philosophy, there were areas of perceived need for more regular and efficient communication, and a desire for key school workers to develop an awareness of parents' emotional needs. The paper discusses the implications of the research in terms of communication mechanisms, parental training needs, parental emotional support and ways in which the parent-school partnership could be strengthened.

Jeffrey Lewis and Amy Hilgendorf, University of Wisconsin-Madison

Just Across the Street from the School's Front Doors: The Problem of Unexamined Assumptions about African American Families

Social relationships and social support are key ingredients in the educational success of all children. However, we still have much to learn about the types of social ties that African American boys find supportive, and how to engage these supports for the boys' social and educational success. In this study, we extend our knowledge of school-related social support for African American boys through a case study of two brothers undergoing the process of evaluation for special education. Using individual interviews, group interviews, and participant observation we compare school staff's perceptions of the boys' strengths and challenges and the nature of their social supports, with the perspectives of the boys and their family. We also identify how the school staff's faulty assumptions and incomplete information about the boys' family resulted in missed opportunities to form a more productive and collaborative relationship with the family and produced negative outcomes for the boys.

Luba Falk Feigenberg, John C. Buckner, Kristen Bonistall, and Caroline Watts
Children's Hospital Boston/ Harvard Medical School, MA

The School Mental Health Capacity Assessment and Consultation Instrument

This presentation discusses the School Mental Health Capacity Assessment & Consultation (SMHCA&C) Instrument, a measure that quantifies a school's capacity to address students' mental health needs. The instrument's primary focus is on the structures, programs, and activities a school has in place for students, families and school staff related to mental health. The SMHCA&C Instrument assesses a school's mental health capacity along five dimensions:

1. Crisis Intervention: the systems, procedures, and policies to recognize, address, and manage crises;
2. Referrals: the systems and procedures to take action when students' mental health issues are detected;
3. Prevention & Promotion Activities: the programs for students about the prevention of specific problems and the promotion of mental health;
4. Staff Training & Awareness: the professional development about mental health issues and the staff's knowledge and understanding of mental health issues; and
5. Family Engagement & Outreach: the efforts taken to involve families in mental health related activities.

Pilot data will be shared along with analyses of the internal consistency, test-retest stability, and evidence of validity. Lastly, potential uses of the instrument as a needs-assessment, consultation tool, and evaluation measure will be discussed.

Lusa Lo, University of Massachusetts, Boston

General and Special Educators' Experiences of Family, School, and Community Partnerships

The purpose of this study was to explore the experiences of general and special educators regarding the issues of family, school, and community partnerships. Participants included 20 general educators and 10 special educators. Focus groups were used for data collection. Results suggested that low levels of parental involvement were often found at participants' schools. Due to the lack of administrative support and resources, educators had difficulties improving their partnerships with family. The participants reported that they would like schools to be accessible for them after school hours, so that they could hold meetings with parents who were unavailable during school hours. Furthermore, educators suggested schools to hire interpreters and/or bilingual staff members and offer parent education training, especially for those parents who have children with disabilities. Results also suggested that educators were not familiar with the types of support and resources local community organizations offered. Implications for practice are discussed.

D How Should Parent Engagement Be Evaluated? Policies and Advice in Ontario Canada

Special Topic Symposium

Harison Room

Although state and federal policies have sought to increase schools' and administrators contact with parents, and although the current educational policy environment is characterized by accountability, there is surprisingly little published about the ways that parental engagement policy is, should be, or could be systematically evaluated and assessed. Given the known pitfalls to comparisons of parental involvement across racial, socioeconomic, and geographic contexts, what measures or indicators are fair and provide the most accurate answer to the question of whether one school (or school system) is doing a good job of engaging parents than another? This symposium brings together voices from government, from the research community, and from parent organizers to articulate different perspectives regarding what can or should be "measured" in order for parental engagement policy to move beyond the merely aspirational. The symposium will include four different presentations and will be followed by an interactive discussion so that audience members may share lessons learned in other jurisdictions and contribute to advancing our common understanding of the possibilities and challenges of evaluating parent engagement policies.

Chair/Discussion Leader: **Claudia Galindo**
Center on School, Family, and Community Partnerships at Johns Hopkins University

Hélène Grégoire, Ontario Ministry of Education
*Enhancing and Supporting Parent Engagement in Ontario:
A Perspective from the Ministry of Education*

Dominique Riviere, Ontario Institute for Studies in Education (OISE)
Taking Minoritized Parents' Engagement Seriously

Joseph Flessa, Ontario Institute for Studies in Education (OISE)
Counting Parental Engagement: Pros and Cons of Typical Approaches to Its Assessment and Evaluation

Jeff Kugler, Ontario Institute for Studies in Education (OISE)
Ways to Encourage and Assess Parental Engagement: A New Group of Parent Organizers in Toronto

12:45-2:00—LUNCH (On your own)
Please return promptly for the start of afternoon sessions!

AFTERNOON PROGRAM

2:00-3:15—Concurrent Sessions A, B, or C

A Homework Policies in Different Countries *President Room*
Special Topic Symposium

Members of the International Homework Research Team will report on the current homework policies in their own countries: Quebec (Canada), France, Spain, Israel, The Netherlands, and Hong Kong (China). The information will serve as a backdrop for comparisons in the analysis of the data that each one is presently collecting in his/her own country. The importance and functions assigned to homework as well as the quality of home-school relationships will be discussed in the light of the homework policies put in place.

Chair/Discussion Leader: **Frances L. Van Voorhis**, Center on School, Family and Community Partnerships at Johns Hopkins University

Rollande Deslandes, Université du Québec à Trois-Rivières -- QUEBEC

Nathalie Oubrayrie-Roussel and **Claire Safont-Mottay**, Université de Toulouse le Mirail -- FRANCE

Raquel-Amaya Martínez González and **Beatriz Rodriguez Ruiz**, Oviedo University -- SPAIN

Bruria Shaedel and **Simcha Sharf**, Western Galilee College -- ISRAEL

Frederik Smit and **Geert Driessen**, ITS, -- THE NETHERLANDS

Esther Sui-Chu Ho, The Chinese University of Hong Kong -- HONG KONG, CHINA

B Teacher Attitudes and Behaviors in Working with Families *Morris Room*

Chair/ Discussion Leader: **Arminta Jacobson**, University of North Texas

Stefano Castelli, **Loredana Addimando**, & **Alessandro Pepe**, Bicocca University of Milan, Italy

Italian Teachers' Strategies for Managing Parents' (Mis)Behavior: A Qualitative Analysis

Family and community involvement in children's schooling is recognized as one of the most important issues in school life. Unfortunately, the problem of parental (mis)behavior ranks at the top or near the top of many teacher stress surveys (Sakharov & Farber, 1983). The present study describes which strategies are used by Italian primary and lower secondary teachers in handling different parents' *challenging behaviors*. In 2007, as a part of an international research project on teacher stress, a sample of in-service Italian teachers (N=1025) were asked to reply to open ended questions on strategies adopted to deal with *challenging parents*. The main research question concerns the kind of strategies used by teachers when dealing with parents' participatory (mis)behaviors and parents' non-participatory (mis)behaviors. In depth analysis of qualitative data were mainly conducted via frequency counts, factor analysis of correspondences and cluster analysis in order to provide a few insights on the relationships between teachers and *challenging parents*. Teachers adopt individual strategies in dealing with participatory parent's (mis)behaviors. By contrast, when non-participatory parents' (mis)behaviours occur, teachers tend to adopt more system-comprehensive strategies.

Joan Walker, Long Island University, NY

***Teacher Beliefs as a Foundation for Parent Involvement Practice:
Are There Differences Across School Contexts?***

By 2020 minorities are expected to comprise 40% of the U.S. population. The fastest growing subset of minorities is Hispanic. How do teachers, who may already struggle to productively involve “typical” parents, engage parents of this burgeoning minority group, especially those who are English Language Learners (ELLs)? To learn more about this, we implemented a teacher in-service training program within a suburban public elementary school where teachers are largely English-speakers only yet students and families are not. The study had two goals: (1) replicate an intervention program designed to enhance teachers’ beliefs and practices relevant to parent involvement; and (2) compare the program’s implementation and results across ELL and non-ELL populations. Qualitative and quantitative data provide convergent evidence that the program can increase teachers’ efforts to involve parents and that doing so across ELL and non-ELL settings requires targeting not only pragmatic issues of language, but also psychological barriers such as teacher knowledge and beliefs about parent involvement.

Ginny Birky, George Fox University, OR

Everyone Wins: Teacher Education and School Districts as Partners for Effective Teaching

Literature indicates that partnerships and collaboration often result in a more effective teaching practice. It also informs us that educational reform efforts call for partnerships and for collaboration. In her study on teacher education programs, Darling-Hammond (as cited in Fullan, 2001) stated that one common attribute of exemplary teacher education programs is that of strong relationships and shared beliefs among school- and university-based faculty. As a result, everyone wins when partnerships are cultivated and nurtured. The purpose of this presentation is to share the model of a partnership between a local school district and a teacher education program. The goal of this partnership is to create a mutually beneficial relationship between the school district personnel and university that enriches both preservice and inservice teachers’ professional lives through professional development, collaboration, and resource enhancement. The partnership especially facilitates collaboration with preservice teacher education by deliberately creating experiences for students to improve their teaching practice. In addition, it facilitates professional development for inservice staff, supports the district’s goal of school reform, and energizes school faculty.

Betty Powers, Brigham Young University, UT

Family Involvement: A Teacher's Perspective

Parent involvement has long been viewed as a cornerstone of students’ educational success. Professional development usually involves educating teachers in school wide practices encouraging them to agitate or collaborate within their setting to improve such practices. However, research shows that teachers can do much to involve parents within their own classrooms, regardless of what the school chooses to do. Recently, professional development research has shown that through self-reflection and analysis teachers can make choices that improve their own practices. This study utilized a survey based on the National PTA Standards that could be used as a self-reflection tool. Forty teachers, who had been engaged in professional development on parent involvement in general, were asked to use the tool to consider their own practices. In a follow-up questionnaire, teachers were queried about the usefulness of the tool for analyzing their practice and its helpfulness in shaping new practices. Teachers reported that the survey was useful in guiding their self-reflection and instrumental in their expansion and development of new practices. This kind of self-reflective approach to teaching improvement shows promise for professional development.

Stefinee Pinnegar, Brigham Young University, UT

Continuum of Change: Implementing Family Involvement Projects

Researchers suggest that teachers play a critical role in engaging parents in education, however, few teacher education programs help teachers learn such skills. This project studies the types of parent involvement practices teachers design for culturally and linguistically diverse students after professional development learning about the importance of engaging parents in student learning. From an analysis of descriptions of potential parent involvement projects proposed by the teachers, researchers were able to develop a three-part continuum. This continuum shows promise for evaluating parent involvement practices and guiding schools in designing activities that attempt to engage these parents.

Anne M. Seitsinger, Robert D. Felner, Stephen Brand, & Amy Burns, University of Rhode Island

A Large Scale Examination of the Nature and Efficacy of Teachers' Practices to Engage Parents

As schools move forward with comprehensive school reform, parents' roles have shifted and been redefined. Parent-teacher communication is critical to student success, yet how schools and teachers contact parents is the subject of few studies. Evaluations of school-change efforts require reliable and useful measures of teachers' practices in communicating with parents. The structure of teacher-parent-contact practices is examined using data from multiple, longitudinal cohorts of schools and teachers from a large-scale project and found to be a reliable and stable measure of parent contact across building levels and localities. Teacher/school practices in contacting parents were found to be significantly related to parent reports of school contact performance and student academic adjustment and achievement. Implications for school improvement efforts will be discussed.

**© Organizational Leadership on Partnerships:
Learning from the Past and Exploring the Present** *Randolph Room*

In the early 1970's, three national organizations emerged at about the same time with somewhat similar missions -- to promote increased parent and citizen participation in the public schools. These organizations were the **National Committee for Citizens in Education (NCCE)**, which began as an organization to re-name and re-conceptualize a prior national organization, the National Committee for the Support of Public Schools (NCSPS), with leadership from three educators, Carl Marburger, Bill Rioux, and Stan Salett. The **Institute for Responsive Education (IRE)** was founded by Don Davies, with ambitions to increase citizen participation in educational decision-making. And, in Oakland, California, Dan Safran started, on a small scale, the **Center for the Study of Parent Involvement**, which sought to bring results of parent/community involvement research to the attention of parents and community leaders. Three presenters will briefly talk about why his or her organization emerged when it did, what the mission was at the outset, how in each case the missions changed (and why), and, finally, when and how and why the organization ceased to exist.

Three active organizations that are presently working on related topics will report their work, with an eye to the continuity of the long-standing agenda of organizational leadership on school, family, and community partnerships.

Chair/Discussion Leader: **Oliver Moles**, Social Science Research Group, LLC, Rockville, MD

LESSONS FROM PAST ORGANIZATIONS:

Don Davies, Founder of the Institute for Responsive Education (IRE)

Anne T. Henderson, Former Associate of National Committee for Citizens in Education (NCCE)
Presently with Annenberg Institute for School Reform, Washington, DC

Dan Safran, Originator of the Center for the Study of Parent Involvement
Presently with Children's Council of San Francisco, CA

PATHS OF PRESENT ORGANIZATIONS:

Diana I. Melendez and **Sophie Maxis**, University of Florida

Integrating Resiliency Models into School Partnerships: Empowering Parents to Empower Their Children

Using the predictive theory of resiliency research, the presenter will discuss the asset-based approach to student success and highlight current initiatives that effectively demonstrate asset-building in action to promote parent empowerment in high poverty low performing urban high schools, higher education awareness, and educational goal setting for first generation college students. Participants will discuss and explore the application of the model in their educational practice and communities in ways that will positively impact social change, parent engagement and student achievement.

Jana Noel, California State University, Sacramento

A School-Based Urban Teacher Education Program that Enhances School-Community Connections

Urban schools today face numerous challenges. Urban poverty; high mobility in and out of neighborhoods; schools with inadequate funding to cover the educational, social, and health needs of urban children and their families; and high teacher turnover are just a few of the vital issues that call for partnerships with communities, service agencies, and universities. Three years ago, the California State University, Sacramento Urban Teacher Education Center (UTEC) moved into an urban elementary school that serves children from two public housing projects. By establishing an ongoing presence at the school, this teacher education program has become positioned well to help enhance the school-community efforts to collaborate. This was seen especially during one year when the school had four rotating principals, and the community turned to UTEC for some stability. Examples include UTEC providing a “community liaison,” providing tutors for the neighborhood tutoring/mentoring program held within the housing complex, parents asking UTEC to speak to administration on their behalf, and UTEC’s creation of a Family Resource Center. This proposed presentation will discuss the process of gaining the trust of community members and describe examples of how this program has been able to enhance school-community connections.

Lora A. Bailey, Cheron N. Hunter, and Shelia Moore, Auburn University, AL

University-School Partnerships: Strengthening School, Family, and Community Relationships to Enhance Teaching and Learning

The Holmes Partnership is a consortium of universities, public school districts, teachers associations and local, as well as, national organizations that serve as a major vehicle to reform teaching and learning, influence practice and policy in teaching, and strengthening diversity and learning in K-12 and higher education settings. As a member of the national organization, the Auburn Partnership Network, with the inclusion of Auburn University, Auburn City Schools, and the local community, has made a tremendous effort to impact the growth of administrators, teachers, higher education faculty, and most importantly, the students of Auburn City Schools. The Auburn University Holmes Scholars, with the assistance of advisor and Holmes Scholar Alumni Dr. Lora A. Bailey, continue this work throughout the community by providing professional development opportunities for administrators, teachers, pre-service teachers, and parents in order to enhance the learning of K-12 students. The purpose of our panel discussion is to discuss the partnerships currently in place in our local school systems and to exchange ideas and research findings with other partnerships that we all may have an impact on teaching and policy in our respective work.

3:15-3:30—BREAK

3:30-4:30—Concurrent Sessions A, B, or C

A Family Roles in Reading Achievement

President Room

Chair/Discussion Leader: **Judy Carson**, Connecticut State Department of Education

Olivia N. Saracho and **Bernard Spodek**
University of Maryland and University of Illinois

Family Literacy through Story Reading

This study investigated the story reading behavior of parents and their kindergarten children. Parents attended an intervention program twice a week to learn and practice story reading techniques. The measures included an open ended interview, a questionnaire, and videotaped observations. The results provided insight in relation to the parents’ perceptions about literacy, reading with families, and story reading. All members of the families read to their children frequently or daily and engaged the children in conversations about the books read. The books chosen to be read to the children were categorized by genre, with modern fiction being the most popular type. The results indicated that the families engaged in a variety of literacy experiences. They motivated their children to read and write stories through engaging in conversations, reading children’s books, writing stories, and providing incidental reading experiences. These experiences are consistent with those in the literature on literacy development.

Marsha Greenfeld, National Network of Partnership Schools at Johns Hopkins University, MD

Family Reading Nights: Building Partnerships for Student Success

Research shows the importance and need to create positive relations with families and communities that build a deeper understanding of curriculum. Family Reading Nights offer participants an opportunity to explore the reading curriculum utilized in the classroom and to discover ways to extend these learnings at home. This strategy helps build “school-like” homes in a “home-like” school setting. Family Reading Nights are a popular, beneficial activity used in many schools that are part of the National Network of Partnership Schools at Johns Hopkins University. Research indicates that programs and practices of partnership make a difference in whether, how, and which families are involved in their children’s education. This presentation will outline structures and procedures for educators to plan, implement, and evaluate successful family reading nights. Tested strategies in conducting these nights from the recent publication, *Family Reading Night* (Hutchins, Greenfeld, and Epstein, 2007) will be shared. Additional ideas for family reading nights from schools across the country reported in NNPS’s collections of Promising Partnership Practices will be presented, along with information on how family reading nights fit in a comprehensive partnership program.

Ying Wang, Mississippi Valley State University

“I’m Gonna Need a Good Grade,” Exploring Mississippi Delta Students’ Experiences in Learning to Read

This study used qualitative inquiry to describe and explore a group of Mississippi Delta children’s learning experiences. Four 6th grade students and their teachers were interviewed and the students were observed during the school year of 2005 and 2006. The study found that nurturing environment from home is critical for a child to develop interests and skills in reading. Recommendations of this study include after school or weekend parental programs in promoting the parent and the child reading together activities. Tips and help should be provided to those who have less competent in raising a child in the education arena.

Jason King and Oliver Moles, Turning the Page, Washington, DC
and Social Science Research Group, LLC, Rockville, MD

School Community Nights for Parents: The Program and Research Findings

This presentation will describe and evaluate a Community Nights (CN) program conducted in eight elementary schools during the 2003-04 school year. CNs are organized by Turning the Page (TTP) in Washington, DC. CN workshops were held on five topics related to children’s literature and education. Four closely scheduled evening sessions were held on each topic. Each CN included a buffet dinner, parent workshops, child mentoring, discussions by local children’s authors, and books distribution. TTP set objectives for continued attendance, parent satisfaction with the programs, skills learned by parents through the CNs, use of TTP-provided resources, staff collaboration with school and community, and other areas. Program records, parent surveys and staff surveys showed that all measurable objectives were attained. The evaluation was done by an independent organization.

 Partnerships with Diverse Families

Morris Room

Chair/Discussion Leader: **Chris Ferguson**, SEDL, Austin, TX

Guofang Li, Michigan State University

Low-SES Families and Inner City Schooling: Implications for Building School-Home Partnerships

Drawing on a larger ethnographic study, this presentation documents the various cultural, socio-economic, and environmental factors that shape low SES families’ literacy practices in the home milieu and their interactions with schools in an urban context. Data analysis reveals that the families’ literacy practices and their children’s schooling are seriously constrained by various out-of-school factors such as school-home literacy fracturing, a declining neighborhood and school culture, different forms of racism, the family’s social class status, and differential gender role expectations within the families. These findings suggest there is a need to broaden the existing efforts to address the “limit situations” outside school that affect students’ lives and impede their school achievement. A concerted endeavor must be made to improve the urban social and physical environment as well as to implement a better school-home partnership that connects students’ learning inside school with their lived realities outside school.

Victor Córdova & Elsa-Sofia Morote, Southampton High School and Dowling College, NY

Parental Involvement in Education: The Perceptions and Practices of Latinos in Chelsea, Massachusetts

This study examined Latino parents' perceptions of the nature, purposes, and consequences of their involvement (or lack thereof) in elementary and middle schools and in their children's education. Parents provided their views of education as well as the positive and negative factors perceived to affect their involvement: aspects of parents' own situation and institutional/contextual factors. The study focused on the views and experiences of parents of the two major Latino groups of Chelsea (Puerto Ricans and Central Americans) with children in different grades in the four regular elementary schools and the two regular middle schools of Chelsea, Massachusetts.

Tammy A. Turner-Vorbeck & Monica Miller Marsh, Wabash College, IN & Desales University, PA

Embracing Family Diversity in Schools: Focus on Family Structure

Educational and social issues surrounding family diversity are of critical importance as the demographics of families in the United States change, but often are ignored in broader discussions of diversity discussions. Family structure remains an often-neglected topic in diversity studies and in education. The vast diversity of families found in schools and society today suggests an urgent need to reconsider the ways that families are represented in school curriculum and culture. Along with such critical analyses, an examination of the school experiences of members of diverse families is needed to bring insight into what it means to live as a member of an *othered* family and the implications such experiences have for family, school, and community relationships.

Jo Bennett, University of Texas at Austin

"Care Ethic" In an Urban School

Before schools can build partnerships with families and communities, a school must build its own capacity to work as a unified team through collaboration and open communication. This paper shares results of interviews from a public school created for new immigrants in the southwestern U. S. One interview, in particular, discusses how educators 'care for' students and relate to their families (Noddings, 2004; Valenzuela, 1999). Included in the conversation were the principal, social worker, school registrar, and two teachers. Who a school chooses to include in conversation; how regularly the conversations take place; how empowered the teams are; and how they approach students and families all contribute to an overall 'ethic,' which extends into the community.

Grace Hui-Chen Huang and Kim Mason, Cleveland State University, OH

Motivations of Parental Involvement in Children's Learning: Voices from Urban Families of Preschoolers

This study examines parents' motivations for their involvement in their young children's education and learning. Focus group method was employed in this research. Participants were four urban African American parents of preschoolers attending Head Start Programs in a large, mid-western city where they participated in an early literacy initiative called Project LEAPS (Literacy Enrichment and Achievement for Preschool Success), funded by U.S. Department of Education. The purpose of Project LEAPS was to prepare preschool children to enter kindergarten with the language, cognitive, and early reading skills necessary for reading success. Supported by McClelland's (1987) motivational theory, findings indicate that parents were motivated to develop relationships with others, exert influence over their children's learning, and ensure their children's academic success.

© Parent Involvement: Research and Programs

Randolph Room

Chair/Discussion Leader: **Nancy Chavkin**, Richter Institute of Social Work Research, Texas State University- San Marcos

Albert Inserra*, **Robert Rotunda**, & **Stephanie Tatum***
Dowling College*, NY, and New York Institute of Technology

Parent Involvement Survey: A Factor Analysis and Construct Validity Study

This study investigated the construct validity of the Parent Survey, which was based on the work of Joyce Epstein, to measure the attitudes of parents toward their involvement in schools. The theoretical framework for the instrument was Epstein's Theory of overlapping spheres of influence, which recognizes that the three major contexts in which students learn and grow are the family, the school and the community. In order to study the model, Epstein developed a framework of six types of involvement that can be used to help develop a purposeful program of partnership: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. A Factor Analysis, using 189 middle school parent surveys on the items measuring these dimensions, suggested that there are only five dimensions: Volunteering/Decision Making, Communicating, Parenting, Learning at Home including a new dimension identified as Outreach.

Salvador Peiró i Gregòri, University of Alicante, Spain

Variables and Factors of Peaceful Coexistence in the Educational System: The Importance of the Family

This research is an activity that we have been developing at the University of Alicante since 1999. It is a heuristic aspect with relationship to the interdisciplinary group that I direct, on the topic “Indiscipline, violence, and values in education”. This work is a continuation of the work in Granada’s University deed between 1985 and 1997. First, the author upgrades a synthesis from the factors to such an imbalance in the human relationships and their consequences. Then, he focuses on the theme in the part of it that concerns the family. The findings are: 1. The peaceful coexistential problems of families are social-cultural and often of school causality. 2. The family educational pattern plays an important role in the origin of conflicting behaviors. Finally, he relates the diverse discoveries and offers some pedagogic propositions.

A. G. (Sandy) Stewart, Clayton State University, GA

Māori (New Zealand) Parents in the Classroom as Co-Teachers

This research documents the results of a three-year intervention study of a group of language teachers, their pupils and Māori parent communities in the Northland region of New Zealand. The researcher facilitated groups of parents to come into middle and high school classrooms to assess written essays of their students. The researcher described the type and quality of interaction between teachers and parent and to learn how such interaction affected the progress of these pupils in their schools. This research documents and formulates the “rules of the engagement” between teachers and parents in order to improve the teaching, learning and outcomes, and concludes that not just of minority language pupils could benefit but any other cultural grouping of school students at any level.

Josefina V. Tinajero, Judith Munter, and Maria Elva Silva, University of Texas at El Paso

Engaging Hispanic Parents In Education Across Borders: Parent Power Nights in El Paso, Texas and Ciudad Juarez, Mexico

This presentation will examine preliminary results from the adaptation of a successful model of parental engagement that works with K-12 teachers, community leaders, twin plant (“maquiladora”) industry leaders and school administrators on both sides of the US-Mexico border to engaging parents, families and communities in educational programs with schools and children. Panelists will discuss key components of a model (Parent Power Nights) that has proved effective in engaging parents as partners in schools in the U.S., followed by description of processes used in adapting this model to educational communities in Mexico. The panel will engage the audience in discussion about opportunities for enhancing school-home collaboration to provide a seamless educational network for children and families in transition between two or more nations, with a particular focus on immigrant children from Mexico.

4:30-5:00 Reflections and Discussion

President Room

**New Knowledge. Next Steps.
Reports from Session Moderators and Group Discussion
with All INET Attendees**

Chair/Discussion Leader: **Joyce L. Epstein**
Center on School, Family, and Community Partnerships, Johns Hopkins University, MD.

6:00 PM

No Host Dinner (Optional)
Sign in at Registration Table and obtain directions to Becco’s.
(The number is limited. If you register, you are expected to attend.)