

**15th International Network (INET) Roundtable
on School, Family, and Community Partnerships**

ABSTRACTS

Australia Canada China Iceland India Netherlands
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Sheraton Denver Downtown Hotel
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United States Taiwan Spain New Zealand

Co-Sponsors

Center on School, Family, and Community Partnerships at Johns Hopkins University
Nebraska Center for Research on Children, Youth, Families, and Schools
Family-School-Community Partnerships SIG/AERA
Harvard Family Research Project (HFRP)



9:00-10:00 AM

INTERNATIONAL PERSPECTIVES ON THEMES FOR THE DAY

Chair/Discussion Leader: Joyce L. Epstein

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

Sejal Patel, Carl Corter¹, & Janette Pelletier¹, Centre for Research on Inner City Health at St. Michael's Hospital and Ontario Institute for Studies in Education of the University of Toronto¹

It's All About Outreach: Family-School-Community Partnerships in the Early Years

School-based preschool service hubs offer promising new ways to build communities of support for families and to build "readiness" for school on the part of children, parents, and the educational system itself (Finn-Stevenson, 2007; Finn-Stevenson & Stern, 1996). However, any strategy for supporting families and children needs to include systematic outreach to parents to ensure equitable access to services by all families and should take into account parents' goals (Patel, Corter, & Pelletier, 2008), as well as the developmental needs of their children. This study examined outreach and family involvement in five Toronto First Duty (TFD) school-based sites that integrated kindergarten, child care, and family literacy, among other early childhood services (Cortet et al., 2007). Systematic intake and tracking data collected on more than 2500 families help answer the questions of "who participates?" and "what do parents want upon program entry?" Case study illustrations of outreach in the TFD project school sites will be highlighted. We will also consider more general implications of outreach and engagement strategies for equitable outcomes in both targeted and universal school-based family-school-community partnerships.

Philippa Struthers & Elizabeth Schaughency, University of Otago, Dunedin, New Zealand

Principals' and Teachers' Practices to Engage Families in Their Children's Schooling and Beginning Reading in New Zealand

School and teacher practices correlate with parent involvement and student achievement. To investigate school and teacher practices in New Zealand (NZ), surveys were sent to a random sample of 20% of primary school principals and teachers of beginning school students across NZ, stratified on socioeconomic make-up of the school community, region, and student population, following procedures in the National Educational Monitoring Project. Principals reported on school partnership practices in literacy, following Sheldon and Epstein (2005), and teachers completed the *Teacher Report of Invitations to Parental Involvement* (Hoover-Dempsey, Walker, Jones & Reed, 2002), with both forms inviting respondents to note other practices used but not included among questionnaire items. Of the 388 targeted schools, 35.05% of principals (n = 136) and 29.38% (n = 114) of teachers returned questionnaires, for a total of 101 principal-teacher pairs from the same school. Preliminary analyses examined internal consistency and scale structure, descriptive results, and correspondence between principals' and teachers' reported of practices. Results were generally consistent with those previously described by US scale developers, and suggest these scales hold promise for studying practices for promoting family-school partnerships in NZ, although additional strategies were also listed by principals and teachers for consideration in future work.

Rollande Deslandes, Marie-Claude Rivard, France Joyal & François Trudeau, Université du Québec in Trois-Rivières, Canada
School Staff Members', Parents' and Community Members' Perceptions of the Arts du Cirque Program: A Case Study

This qualitative study used focus groups to explore perceptions on the impacts of the Arts du Cirque program implemented in a primary school. Data are based on the discourse of school staff and parents and members of the community of a primary school. The impacts on students are illustrated in terms of prioritized values, academic and skill learning, behavior, self-esteem, sense of belonging and child-adult relationship. Impacts are also reported regarding school staff and parents. Adequacy is shown between the development and deployment of cross-curricular competencies in the Arts du Cirque program and what is prescribed by the Quebec School Program. Our results pinpoint the leadership as a key factor for the success of the program. Therefore it is not surprising that a main concern emerging from the findings was the question of who will take over when the leader of the program retires. Also the absence of continuity between this program offered in primary school and such programs in high school was a subject of concern.

Esther Sui-Chu Ho, The Chinese University of Hong Kong
Effect of School Organization, Family Involvement, and Investment on Adolescents' Career Aspirations

Using data from a current international study, Programme for International Student Assessment (PISA 2006), this paper aims to examine the possible impact of school and factors on adolescent' career aspiration from a comparative perspective. In particular, I will examine to what extent and how school organization (single sex vs. co-education schools) and family factors (including socio-economic status (SES), family investment and involvement) affect career aspiration of 15-year-olds students in Hong Kong. Findings from PISA supported that there is significant gender difference in career aspiration in many countries including Hong Kong. Although adolescent girls achieved equally well in science or even outperformed boys in reading, their career aspirations are significantly lower than the boys in many countries. In the case of Hong Kong, adolescent girls in single-sex schools tend to have higher career aspiration than the girls in co-educational school. Yet, the advantage of single-sex school disappears, when parental investment, parental involvement, and school mean-SES have been taken into the model. Moreover, the final analysis indicated that part of the influence of the family factors to adolescents' career aspiration is mediated by the students' self-confidence and students' enjoyment. In sum, parent factors have significant direct and indirect impact on adolescents' career aspiration.

10:15-11:25 AM

PARTNERSHIP BUILDING WITH DIVERSE FAMILIES AND COMMUNITIES

Organizer: **Camille Wilson Cooper**, The University of North Carolina at Greensboro
Chair/Discussion Leader: **Rollande Deslandes**, Université du Québec in Trois-Rivières, Canada

Erin Horvat, Juliet Curci & Michelle Chaplin Partlow, Temple University
Parents, Principals, and Power: Lessons from a Single Site Historical Case Study.

There is ample research showing that principals play a crucial role in school improvement and reform; yet, there is little research that examines the role of principals in promoting or creating the conditions under which social class integration, which has been shown to increase the achievement of students, can survive and thrive. Drawing on oral history data gathered in a yearlong case study of a school that underwent a significant transformation over a thirty-year period, we explore the different ways that the leaders at this school worked with critical activist parents to promote social class integration.

While the utility of a single site case study may be limited in terms of the generalizability of the findings, the research design of our study is well suited for understanding a single phenomenon in depth. Our study offers a unique opportunity for educators to better understand how the leadership needs of a community can change over time, and, how different principals can promote social class integration while working within different parent groups and different policy environments over time. Altogether, we consider how the educational change process is influenced by a school's individual context and the larger trends affecting principals during various social and political eras.

Susan Auerbach, California State University, Northridge

Beyond Coffee with the Principal: Toward Leadership for Authentic School-Family Partnerships

This paper problematizes conventional school-family partnerships, geared to narrow school agendas or mandates for collaboration, and documents efforts to lead more authentic partnerships as part of socially just, democratic urban schools. Just as meaningful parent involvement needs to go “beyond the bake sale,” so, too, leadership for authentic partnerships must go beyond symbolic activities like Coffee with the Principal. Using qualitative data from two studies of Los Angeles administrators in predominantly Latino immigrant schools, this paper proposes a continuum for understanding varying approaches to leadership for partnerships and composes portraits of three school leaders dedicated to dialogue, parent advocacy, and community uplift.

Camille Wilson Cooper, Carolyn J. Riehl, & Angela-Laila Hasan, University of North Carolina at Greensboro; Teachers College, Columbia University; and the University of Southern California

Leading with Diverse Families in Communities of Practice: Implications for Epistemology & Practice.

In this study we ask: How can educational leaders equitably address the structural, cultural and power discontinuities between schools and families to better engage diverse families in successful partnerships? We contend that successful school-family partnerships not only encompass collaborative structures, but they involve educators who perceive families as possessing valuable knowledge, believe in the goodness and care of families, and trust that families are vested in pursuing important educational goals for their children. Thus, we argue that educational leaders, along with members of their school communities, must develop a critical epistemological stance that compels them to learn and lead *with* diverse families. Critical philosophies and theories related to diversity, leadership and learning inform our discussion, as do data from studies we have conducted on school-family-community relations in California, New York and North Carolina. In all, we suggest that educators must revisit, rethink and extend what they know about the strengths and limitations of diverse families and also reconsider the nature of leadership and learning in order to build school-family partnerships within communities of practice.

Lucila D. Ek, Margarita Machado-Casas, Patricia Sánchez, & Cortez, Mari,

University of Texas at San Antonio

Collaborating across the Divides: La Clase Mágica as a University-Community-School Partnership

This paper examines the implementation of *La Clase Mágica*, a collaboration between the University of Texas at San Antonio (a Hispanic Serving Institution), a community center, and an elementary school located in a predominantly Latino working-class area. *La Clase Mágica* is a social justice action research project that is designed to promote the academic achievement of bilingual Latino/a elementary-aged students, particularly in the areas of bilingualism, bi-literacy, and technology. Of particular significance is addressing the digital divide that exists among racial and class lines. For many low-income Latinos/as, public classrooms are the only source of advanced technology.

Moreover, in schools where students of color are the majority, over half of educators only use the Internet and computers to teach rote skills. In *La Clase Mágica*, administrators, teachers, university researchers, and teaching candidates help children develop bilingual and bi-literate skills through using technology in meaningful learning activities. The curriculum has been carefully designed to engage students in culturally and linguistically relevant activities that incorporate family and community funds of knowledge, including traditional Latin American games. We draw upon observational, interview, video, and autonarrative data to explore the implementation of *La Clase Mágica*. We emphasize how school leaders, in collaboration with their staff, communities and universities, can positively transform the culture of schools in social justice-oriented ways.

CONNECTIONS THAT MATTER FOR STRUGGLING MIDDLE AND HIGH SCHOOL STUDENTS: PARENTS, GRANDPARENTS, MENTORS, AND MORE

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

Matthew Ohlson, University of Florida

CAMP (Collegiate Achievement Mentoring Program): A K-20 Partnership Creating the Next Generation of Leaders

C.A.M.P. (Collegiate Achievement Mentoring Program) is a leadership program where college students serve as mentors to at-risk middle school students. C.A.M.P. is a partnership between a K-12 urban school district and a large southeastern University. The hallmark of the program is leadership training that mentors and mentees complete collaboratively. The program immerses collegiate students from diverse populations into the field of education while introducing at-risk middle school students to higher education through campus outings and leadership activities. Early results from the C.A.M.P. pilot program showed a 13% increase in GPA, a 28% increase in attendance and a 70% decrease in the number of student suspensions for mentees and 20% of collegiate student mentors switched majors to pursue careers in education.

Jo Bennett, Wichita State University, KS

Surrogate Grandparents in an Urban School : Research, Policy Implication, and Next Steps

The environment of urban schools can be characterized by high drop-out rates; low performance on standardized tests; and shifting demographics. Students in an urban school environment often do not feel a connection to their school. This study of a high school for immigrant students, looks at the relationships that developed between older staff members, who acted as surrogate grandparents or “abuelos” and students. The relationships were framed in the care ethic and collected as oral narratives. The study found these staff members developed relationships that helped students feel a connection, have higher attendance, and perform better in school. The results provide implications for the new, but growing interest with grandparents as resources for the school setting.

Josefina V. Tinajero, Judith H. Munter, Luz Rolon, & Estella Valles, University of Texas at El Paso
The Mother Daughter - Action for Equity Program at UTEP: Negotiating New Frontiers in Student Success through School-University-Community Partnerships on the U.S./Mexico Border

The Mother-Daughter (M/D) Program has evolved over the past 23 years from a small pilot project to a multi-district program endorsed by schools, families and community leaders throughout the border region. The program promotes the completion of high school and the transition to higher education for first-generation college goers, focusing on Hispanic girls and mothers. In partnership with Project Action for Equity (ACE), the program currently focuses on promoting STEM in the lives of Hispanic

females, the preparation of future teachers to support academic success for Hispanic youth, and the promotion of gender equity in educational institutions. Our research has examined program development, implementation and preliminary outcomes of the M/D-ACE Program through in-depth examination of the experiences of project participants. Preliminary outcomes indicate that this program has encouraged over 5000 Hispanic/Latino girls and their mothers to pursue higher education by providing role models and information about career choices. This program model offers educational practitioners and policymakers with relevant information for the development of effective programs and policies that connect school, university and community to promote education in underserved communities.

Reyna G. Garcia Ramos, Pepperdine University, CA
***Constructing New Futures For Parents, Students, and Teachers:
An After-School Enrichment Program***

This paper will share findings of a research study that is examining 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 more contact and 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 will explain how this partnership is essential for the professional and academic development of future teachers and the students they are charged with. It will further demonstrate that the partnership has allowed parents to take a proactive approach in the education of their children.

PRESCHOOL AND ELEMENTARY SCHOOL PROGRAMS TO IMPROVE PARTNERSHIPS

Chair/Discussion Leader: **Claudia Galindo**, University of Maryland, Baltimore County

Jóhanna Einarsdóttir, University of Iceland
Quality of Preschools from the Perspectives of Parents

The aim of the study was to shed light on parents' views of their children's preschool education and discover how their views correspond to the policy presented in the National Curriculum Guidelines. The participants were 43 parents of five and six year old children in three preschools in Reykjavik who participated in group interviews about the playschool curriculum. The results indicate that parents' main expectations of the preschools are that they work with children's social development. Parents want their children to be happy and have the opportunity to enjoy themselves as individuals, learn self-reliance and respect for other people. Care-giving and thoughtfulness of the staff were more important than teaching of knowledge and skills.

Susan D. Holloway, University of California, Berkeley
Parental Involvement, Social Class, and Parenting Self-Efficacy in Japan

To explore the sociostructural and personal factors shaping maternal involvement in young children's education, we conducted a mixed method longitudinal study with 116 Japanese mothers of preschool children. Controlling for SES, mothers who perceived themselves as more efficacious were more involved in their children's schooling. Our multivariate analyses also found evidence of social class differences with respect to several aspects of parental involvement. Qualitative analyses illuminated the processes underlying these associations. The findings indicate that the factors associated with parental involvement are nation-specific in some but not all respects.

Bryce Jacobs, National PTA, Washington, DC

Perspectives on Parent Involvement: How Elementary Teachers Use Relationships with Parents to Improve Their Practice

Studies indicate that parents working as volunteers, homework helpers, and participants in school activities influence student success, but we do not know exactly how that happens or how teachers perceive their relationships with parents. This study suggests that teachers use information about students' home lives and outside interests to make their teaching more effective. They report doing this by motivating students, being sensitive to a student's mood, and being able to make changes to their curriculum based on student needs. Much of what elementary teachers know about their students is gleaned from the students' parents. This information affects teachers' practices in the classroom. Teachers do not treat all forms of parent involvement equally. They value communication and use what they learn from communications with parents to customize their curricula for individual students. The study suggests that teachers try to manage and negotiate their relationships with parents by setting boundaries and through their communication patterns. This study adds to the parent involvement research by examining teachers' views on their relationships with parents and helps educators and policy makers understand how parents contribute to classroom instruction.

Kay Phelps, Montezuma Cortez School District RE-1

Building Learning Communities that Foster Meaningful Partnerships With Navajo and Ute Mountain Ute Families of Early Elementary Children

This action research dissertation was designed to gather information for strengthening school staffs' abilities to engage Native American families in partnerships for student achievement. Kindergarten and first grade teachers, Native American parents and guardians, principals, and vice-principals from three schools on the Navajo Nation and three schools bordering the Navajo and Ute Mountain Ute Reservation were invited to participate in interviews and focus groups to gain insights into needs of families that would ultimately help school staffs to build meaningful and authentic home/school partnerships. Questions guiding the study were developed specifically to elicit best practices for invitational and collaborative learning communities. Comparisons in data gathered from schools on and bordering reservations highlighted differences and similarities of these practices. The findings helped to clarify misconceptions held by school staff and Native American family members while providing information for school staffs for the continued development of a contextually-appropriate infrastructure needed to engage Native American families in the education of their children.

Kamini Prakash Rege, University of Mumbai, India

Assessment of the Preschool and Primary School Levels on the Nature and Extent of Home-School Partnership

The dearth of research on the home-school partnership in the Indian context prompted the current research on the nature and extent of family and school partnership. In preschools and primary schools. The sample consisted of ten schools (20 supervisors, 60 teachers, 400 parents and 20 PTA representatives). An interview schedule for supervisors and teachers (76 items) and a questionnaire for parents and PTA representatives (84 items) elicited information on six types of home-school partnership, namely, *parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community*. Results revealed that the global scores of the ten schools ranged from 1113 to 2175, with a mean of 1525.10 (SD=309.48), which fell in the "slightly below moderate level" category. No significant differences were noted for any of the six types of involvement among ratings of supervisors and parents at the preschool and primary school levels. Higher ratings were assigned to "learning at home" by the preschool teachers (M=2.47; SD=.93) compared with the primary teachers (M=2.30; SD=.46), $p=.013$. Conversely, lower ratings were assigned to "decision-making" by preschool teachers (M=1.47; SD=1.50), as compared to their primary school counterparts (M=2.10; SD=1.32), $p=.009$. Guidelines are developed for enhancing home-school partnership.

11:35 AM - 12:30 PM

HIGH QUALITY DATA SYSTEMS IN EDUCATION: A NEW OPPORTUNITY FOR FAMILY ENGAGEMENT

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

Heather B. Weiss, Harvard Family Research Project

High Quality Data Systems in Education: A New Opportunity for Family Engagement

Discussants:

Eddie Denessen, Department of Educational Sciences, Radboud University, Netherlands.

Hélène Grégoire, Senior Policy Adviser, Ontario Ministry of Education, Canada

3rd discussant: TBD

Momentum is building across the U.S. to build high quality data systems in education that generate information about student, school and district performance. These systems are meant to provide timely and relevant data to teachers, school leaders and policymakers so that they can use the information to improve student achievement. Engaging families to use student data has received less policy attention but nonetheless has the potential to achieve education goals, such as school readiness, literacy and math proficiency, and college preparation. Drawing from several case examples, this paper illustrates families' access to, understanding and use of individual student data from early childhood through young adulthood. It makes the case that student data can (1) help families to support and monitor student achievement in a focused and concrete way, (2) promote shared family, school and student responsibility for progress in learning, and (3) enable schools to connect families with community resources that enrich student learning.

PARTNERSHIP PROGRAM DEVELOPMENT AND EVALUATIONS: WHAT ARE WE LEARNING?

Chair/Discussion Leader: **Martha Alleksaht-Snider**, University of Georgia, Athens

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

This project has developed and evaluated blended (face-to-face and online) courses for parent trainers and for parents in the area of helping children aged 6-15 with math and science. Courses are available online in four languages: Czech, Spanish, Greek and English. Courses involve members from many countries and start with a face-to-face element. This is followed by a week of seminars, collaborative activities and visits to external sites to consider their potential for parental involvement. The online element begins to engage members and this is intended to sustain them in future months when they are back in their home environment. Further evaluation follows after a period of online activity.

Maury Nation¹, Carol Nixon², Adam Voight¹, & Leslie Collins¹

¹Vanderbilt University, Dept. of Human and Organizational Development and ²Edvantia, Inc., Nashville, TN
A Community-Based Participatory Approach to Bullying Prevention and School Climate Change

This presentation describes a community-based participatory research project on middle-school students' achievement, attendance, and behavior in the Nashville Public Schools. The intervention, *Alignment Enhanced Services*, was developed to decrease disruptive, aggressive, and bullying behaviors by changing the school climate. It brought together educators, community-based service providers, and local university researchers to address the micro- and meso-systems that promote school climate. AES focuses on four primary components that are implemented by an AES Coordinator in each school: school administrative functioning, school-wide universal prevention, services for at-risk youth or selected/indicated prevention, and community and parent engagement. We assert that (a) using school climate as an overarching school improvement framework and (b) facilitating higher levels of collaboration and coordination to leverage school- and community-based prevention services in the targeted schools will positively impact key educational outcomes. Preliminary findings show a reduction in disciplinary referrals to the office; and longitudinal school climate data suggest positive impacts on student relations, prosocial behavior, and student self-reported grades at the four intervention schools relative to the comparison schools. This presentation will discuss the successes and challenges illuminated by the project's process evaluation.

Darcy J. Hutchins, Steven B. Sheldon, Jennifer Ganss, & Joyce L. Epstein, National Network of Partnership Schools at Johns Hopkins University, Baltimore, MD
2009 Data from Schools and Districts in NNPS Show Progress in Partnership Program Development

Data on an annual *UPDATE* survey from over 700 schools and over 100 districts in the National Network of Partnership Schools (NNPS) at Johns Hopkins University were analyzed for members' progress and challenges in developing strong programs of family and community involvement. The schools served highly diverse students and communities in 35 states and Canada. The districts varied in size from 1 school to over 200 schools in 31 states and Canada. The presentation summarizes data from schools on program quality, level of program implementation, structure and actions of Action Teams for Partnerships, and activities to meet challenges to reach all families. Data from districts included program quality, extent of district facilitation of schools, collegial support, funding, and whether district leaders are assisting schools to meet challenges to reach all families. Analyses showed that most schools and districts in NNPS were implementing many core components, but still had room to improve the quality of their outreach to families and the organizations of their programs. The summaries of *UPDATE* data are a service to schools, districts, states, and organizations in NNPS to help them compare their own programs with that of others across the country.

Oliver Moles, Social Science Research Group, LLC, Rockville, MD
U.S. National Education Programs and Families: 2000-2008

This paper reviews programs of the U.S. Department of Education that include roles for parents in K-12 schooling during the presidency of George W. Bush. Only programs with national research and evaluation of their parent aspects will be discussed. They are Title I of the No Child Left Behind Act (NCLB), the Parental Information and Resource Centers, after-school enrichment programs, and special education. The latter two programs had national longitudinal evaluations of involved students. For the special education studies, individual scholars can access the data to create their own tables. A few field experiments with random assignment also appeared. Regarding NCLB Title I, studies of parents focused on their options in failing schools to seek tutoring for their children or to transfer them to other schools. Despite much publicity of these options, only small percentages of parents chose them. Studies of other aspects of Title I parent involvement that were in the law before NCLB were ignored, and federal resources to monitor and enforce these provisions have been lacking. Having state and federal education offices responsible for supporting family engagement seems essential to building an infrastructure for this important work.

DEFINITIONS, PROGRAMS, AND EFFECTS OF FAMILY AND COMMUNITY INVOLVEMENT

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

Joan M. T. Walker, Christa Ice, & Kathleen V. Hoover-Dempsey, Pace University, NY, West Virginia University, Vanderbilt University

Comparing Definitions of Parental Involvement: What is the Best Predictor of Student Outcomes?

Articulating the “active ingredients” of effective parental involvement (i.e., involvement that supports student learning) is a major challenge. The issue is addressed in this study by (1) operationalizing three current definitions of parental involvement in students’ schooling and (2) examining the relative contributions of the three conceptualizations of parental involvement to student learning outcomes. In this study, we drew on several scholars’ work and conceptualized parental involvement as school-based involvement, home-based involvement, and parents’ use of psychological learning mechanisms (e.g., encouragement, modeling, reinforcement and instruction). These three understandings of involvement were used to predict student learning outcomes that contribute to academic achievement: academic self-efficacy, intrinsic motivation to learn, self-regulatory strategy knowledge and use, and social self-efficacy for relating to teachers. Regression analyses suggested that parental involvement defined as parents’ engagement of learning mechanisms was the best predictor of student learning outcomes, followed by involvement defined as home-based activities and involvement defined as school-based activities. Results are discussed in terms of their implications for fuller understanding of the links between parents’ involvement and their students’ learning.

Anne M. Seitsinger & Stephen Brand, Center for School Improvement and Educational Policy at the University of Rhode Island

A Large Scale Examination of the Effects of Family Engagement in Education on Middle School Students’ Academic Adjustment and Achievement

We examined the convergent and divergent validity of the multi-dimensional measure, Family Learning Environment scale, with particular attention to the degree to which student reports of family involvement in education were related to their academic adjustment and achievement. Canonical correlation analysis (CCA) was used to examine the extent to which the multi-dimensional family learning environment variables were related to multiple measures of student academic adjustment and achievement. We also examined the association between student reports of family learning environment with their teachers’ reports of parent contact practices. We found that family engagement in education-related activities was positively and significantly related to teachers’ practice in communicating with parents. Findings were consistent even after statistically controlling for differences in key demographic characteristics.

Marsha Greenfeld, Cntr on School, Family, and Community Partnerships, Johns Hopkins Univ.

Linking Research & Practice: Family and Community Involvement in Reading, Math, and Science

The NNPS *Sampler* is a new resource designed to increase family and community involvement using goal-linked activities that contribute to student learning and development. Each Sampler includes a description of the importance of family and community involvement for the selected academic or behavioral goal and a summary of related research. This presentation will highlight the connection between research and practice for three academic goals: reading, math, and science. Examples from the NNPS Sampler will be shared. The examples illustrate how members engage diverse families and community partners at all grade levels using the six types of involvement in the NNPS framework. The field-tested activities that are shared through the years provide ideas that can be adopted or adapted by other sites to strengthen programs of family and community involvement and help lead to student success.

2:00-3:10 PM

**COLLABORATIVE PROBLEM SOLVING AMONG FAMILIES AND SCHOOLS:
AN OVERVIEW AND FINDINGS FOR
STUDENTS, PARENTS, AND TEACHERS**

Organizer: **Susan M. Sheridan**, Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska-Lincoln

Tara Sjuts & Mike Coutts, University of Nebraska-Lincoln

Collaborative Problem Solving Among Families and Schools: An Overview of Conjoint Behavioral Consultation

The purpose of this paper is to describe Conjoint Behavioral Consultation (CBC) and to examine issues related to its practice. CBC is a structured, indirect form of service delivery wherein teachers, parents, and other providers are brought together by a consultant to collaboratively identify concerns and improve students' academic, behavioral and social-emotional skills. It aims to facilitate the acquisition of specific child-related goals across home and school settings, and to strengthen relationships and partnerships among systems. CBC is conducted using a problem-solving format across a series of collaborative interviews (needs identification, needs analysis, plan implementation, and plan evaluation). As a dynamic and responsive process, it is sensitive to individual family and school cultures. CBC has been implemented in various research and practice contexts, including schools and medical settings, to address learning and developmental challenges across systems. We will describe the conceptual and practical foundations of CBC and present various applications, including its utility as an individualized, targeted intervention for students demonstrating significant difficulties; an early intervention model aimed at preventing the development of intractable problems; a process for assisting problem-solving teams; and a model for linking family, school, and pediatric services.

Kyongboon Kwon & Carrie Semke, University of Nebraska-Lincoln

An Efficacy Trial of a Home-School Partnership Intervention

This paper will describe the results of an efficacy trial of CBC with a sample of students in Kindergarten through Grade 3 with disruptive behaviors ("CBC in the Early Grades"). Classrooms were randomly assigned to either CBC (113 students from 43 classrooms) or control conditions (94 students from 39 classrooms). Within CBC-assigned classrooms, consultants met with teachers and 2-3 parents for approximately 4-5 consultation sessions to co-construct home and school behavioral plans to address students' behavioral concerns across settings. Child behavior outcomes were assessed by teacher and parent report on the Behavioral Assessment System for Children – Second Edition (BASC-2) and Social Skills Rating System (SSRS). Intervention effects were determined by testing the significance of the slope differences between the CBC and the control groups from pre- to post-test. According to teacher reports, as compared to children in the control group, children in the CBC group demonstrated significantly greater decreases in externalizing problems and significantly improved adaptive behaviors and social skills. Parent reports did not support more positive changes for the CBC group than for the control group across behavioral outcomes. Both parents and teachers expressed high levels of satisfaction with CBC. Implications of these findings will be discussed.

Liz Moorman & Katie Woods , University of Nebraska-Lincoln
Collaborative Problem Solving Among Families and Schools: Findings for Parents and Teachers

A central goal of CBC is to enhance partnerships between families and schools (Sheridan & Kratochwill, 2008). The CBC process aims to do so by increasing parent involvement in problem solving, as well as enhancing parent-teacher relationships. This paper will present results for 207 parents and 82 teachers participating in the CBC in the Early Grades randomized trial. Findings revealed significant differences in favor of parents and teachers who participated in CBC relative to controls, and benefits that were unique for parents and for teachers. Specifically, significant increases in parents' communication with school personnel and participation in problem solving over time were found for CBC compared to control group parents. Additionally, CBC teachers demonstrated significantly enhanced beliefs about the appropriateness of parental involvement and the quality of parent-teacher relationships over time, relative to control teachers. Increases in parent-teacher relationship quality accounted for positive changes in children's adaptive and social skills for families participating in CBC, and partially accounted for decreases in children's externalizing behaviors. Improvements in the parent-teacher relationship appear to be one mechanism by which CBC exerts its effect on children. Implications of these findings and future directions in partnership research will be discussed.

TEACHER EDUCATION ON PARTNERSHIPS: TOOLS, PROGRAMS, AND RESULTS

Chair/ Discussion Leader: **Mavis G. Sanders**, Johns Hopkins University, Baltimore, MD

Amber Brown, Arminta Jacobson, & Mary Harris, University of Texas at Arlington
Family, School, and Community Partnerships: A Model for Pre-service Teacher Education

The purpose of this research project was to test the significance of changes in knowledge and attitudes related to family involvement in schools by pre-service teacher education students participating in the PTE Connect Curriculum- a web-based curriculum designed to improve the preparation of K-12 teachers to engage parents in the education of their students. One-tailed, paired sample t-tests were performed to compare mean scores on each of the six pre- and post- knowledge assessments as well as each of the three Factors on the attitude assessment. Results of the analysis of knowledge and attitude scores indicated significant changes between pre- and post-test scores for all six assessments ($p < .001$) when data were combined across all four participating universities. The results of this study indicate that students participating in the PTE Connect curriculum experienced greater gains in knowledge and attitude when the curriculum was presented in a systematic method. In addition, the power of the case study method in affecting learning in the field of parent involvement was exemplified in the results of this study.

Corey Drake & Lori Norton-Meier, Iowa State University and University of Louisville
Pre-Service Elementary Teachers Negotiating Multiple Perspectives on School-Family-Community Engagement

In this presentation, we examine theory and practice related to pre-service teacher learning about incorporating family and community resources into elementary mathematics and literacy instruction. Using interview data, as well as excerpts from pre-service teachers' reflections, we describe the tensions and opportunities for learning that result from pre-service teachers' exposure to a variety of approaches to school-family-community engagement. We then explore some of the ways in which pre-service teachers negotiated and made sense of these multiple approaches. We conclude with implications and questions for pre-service teacher education and school-university partnerships.

Betty Francis, Brigham Young University, Provo, UT

A Comparison of Pre-Service and In-service Teachers on a Self-Assessment of the National Standards for Parent/Involvement Survey

At the completion of a professional development on Parent/Family Involvement, a survey was collected from both Pre-Service and In-service teachers to examine the similarities and differences that educators at various stages of educational development generalize about their own practices and new potential practices based on the National Standards for Parent/Family Involvement programs standards for Communicating, Parenting, Student Learning, and Volunteering.

Carol St. George, Greece Central School District/University of Rochester/SUNY College at Brockport

How Can Elementary Teachers More Effectively Collaborate with Parents to Support Student Literacy Learning?

Parental involvement (broadly defined as including both natural parents and other significant adults) has consistently been shown to produce positive results in students' literacy achievement, and there is widespread agreement about the value of parental involvement in education. However, educators do not routinely include parents in their children's education. The literature suggests that there may be many reasons for this phenomenon, including educators' unfamiliarity with ways to build and sustain productive home-school connections. This study engaged a mixed group of twenty elementary teachers and parents from my school district in a semester-long Collegial Circle (a type of professional development offering). Participants engaged in readings and discussions to explore relevant literature findings, personal perceptions and biases, and alternative viewpoints about literacy learning and home-school partnerships, with the ultimate goal of initiating more effective collaboration between teachers and parents to support elementary students' literacy learning. The study has brought about positive changes in the way teachers and parents partner to support student learning in our district.

FAMILY INVOLVEMENT IN SECONDARY SCHOOLS

Chair/ Discussion Leader: **Catherine Hands**, Researcher/Educational Consultant, Toronto, Canada

Eva Patrikakou, DePaul University, Chicago, IL

We Don't See Eye to Eye: What Parents and Teachers of High School Students Have to Say About Home, School, and Beyond

Parent involvement during the high school years has been a puzzling process for educators and parents alike. While adolescents try to assert their independence from adults they are still looking up to parents and teachers as they develop their own opinions and ideas about a variety of issues. The present study examines parent and teacher perceptions on a broad variety of attitudes and behaviors regarding academic, social, and emotional learning that takes place both at school and at home. Participants are parents and teachers of high school students from three states who completed parallel versions of the School Community Survey. Results indicate points of divergence but also points of convergence between parents and adolescents on perceptions, attitudes, and reported behaviors. Discussion of findings and future research implications are presented.

Rema Reynolds, University of California Riverside

From Involvement to Engagement to Partnership: A Qualitative Examination of Parent-School Relationships Black Middle Class Parents Experience in Secondary Public Schools

This study focuses on parent involvement, engagement, and overall persistent parent-school relationships that Black middle class parents experience. Increasing numbers of Black families move to more affluent neighborhoods with seemingly successful schools (Ogbu, 2003; Patillo-McCoy, 1999). Yet, an analysis of educational outcomes for Black middle class students reveals that their academic performance still warrants a look into parent-school relationships of this sub-group (Ferguson, 2002). This study seeks to identify the practices school personnel employ that facilitate or thwart the engagement and involvement of Black middle class parents in public secondary schools from the perspective of parents. Using the self-reported accounts of parents' experiences, this paper offers critical distinctions between the terms involvement, engagement, and partnership as they relate to parent participation and activity in schools. The discourse around parents and schools often includes these terms interchangeably and an elucidation of these three different ways of framing parent participation in schools becomes critical as they each have real implications for diverse segments of populations. Schools wanting to comply with the federal mandates prescribed in NCLB need continued discussions about the ways parents want to participate in school operations.

Ronald C. Heredia, East Los Angeles College

Latino Parents' Perceptions of Their Involvement in Their Children's Secondary Education and the College Preparation Process

While much is known about the positive impact of parent involvement, the existing literature provides minimal insight into Latino parent perspectives regarding involvement in their children's education and college preparation. This mixed methods study explored the perspectives of Latino parents. Data was collected from questionnaires of 132 parents and five focus groups with 23 parents. Social and cultural capital theories provided the framework. Data analysis revealed that across focus groups, parents expressed high at-home support, want partnerships with teachers and need information about resources for higher education. Findings revealed six themes: leadership and parenting, family and culture, communication, partnerships and networks, educational background and knowledge, information and resources. Findings will be useful to policy makers, educators and educational programs.

Juana Maria Maganto, Juan Etxeberria, & Carmen Maganto, University of the Basque Country, San Sebastian, Spain

Personal, Family, Social Progress, and Conciliation: Identity, Emotional Strength, Communication Strategies and Resolution of Conflicts Among Adolescents and Other Young Adults

Striving to manage one's personal life is a challenge for individuals from all walks of life and is the way for becoming involved in the goal of equality. The ever-changing reality in which we live, concretely in those aspects related to masculine and feminine roles, requires us to implement educational training aimed at knowing, understanding and modifying attitudes and strategies of personal development. We have to explore what we are like, where we are at and where we want to get to. It behooves us to understand the areas of personal development needed in order to be thus more aware – if we wish to be part of this unstoppable process of change. An appropriate management of feelings and interpersonal relations can become an effective tool in boosting personal, family and workplace skills. New concepts of management currently emphasize the professional development of workers, i.e. fomenting team work, encouraging the autonomy of each member of the workforce, boosting closer relations with customers or suppliers, all this involving taking special care with the social skills of employees. To this end, we have sufficient reason for identifying the emotional strengths, communication strategies and resolution of conflicts with adolescents and young adults.

3:20-4:20 PM

CONTEXTS FOR LEARNING: INTEGRATING CONCEPTS AND METHODS TO ADVANCE RESEARCH ON FAMILY AND COMMUNITY INVOLVEMENT

Organizer: **Joyce L. Epstein**, Cntr on School, Family, and Community Partnerships, Johns Hopkins Univ.
Chair/ Discussion Leader: **Marsha Greenfeld**, Cntr on School, Family, and Community Partnerships

Mavis G. Sanders, School of Education, Johns Hopkins University, Baltimore, MD

Bringing Partnerships to Scale: The Role of District Leadership

Much of the literature on scaling up education reform has understandably focused on schools as the centers of teaching and learning. However given the important role that districts play in helping schools to achieve scale, deeper understanding of how leaders bring reforms to scale at the district level is also needed. In this paper, I draw on findings from a longitudinal multi-case study of district leadership for school, family, and community partnerships to argue that relationships are critical for achieving scale at the district level. I further contend that intent, knowledge and skills, access, and opportunity are factors that explain differences in the relationships that district leaders develop. I discuss implications of this focus on relationships for education reformers and qualitative research on reform implementation.

Joyce L. Epstein, Center on Sch, Fam, & Com Prtnshps, Johns Hopkins University, Baltimore, MD

Linking Theories and Methods for Studying District and School Leadership on Partnerships

This study tested theoretical constructs for their applicability in explaining the independent effects of district and school leadership on the quality of school-based programs of family and community involvement. We examined the *process of leadership development* by drawing from *sociocultural* and *organizational learning theories* (Honig, 2008). Key concepts include the role of *assistance* by district leaders for schools, *shared work* on partnerships, and *evaluations* to improve school programs to attain organizational goals. Data from 407 schools in 24 districts in 2005 and 2006 were analyzed for their “nested” nature and effects using Hierarchical Linear Modeling (HLM) to study whether and how district leadership affected the quality of schools’ partnership programs. Results show that principals’ leadership and school teams’ acceptance of district assistance improved the quality of school-based programs, and that district leaders’ direct assistance to school’s Action Teams for Partnerships significantly increased the quality of schools’ programs and outreach to more diverse families.

Steven B. Sheldon, Center on Sch, Fam, & Com Prtnshps, Johns Hopkins University, Baltimore, MD

Paths that Matter: Testing a Process Model for Effects of Family Involvement on Student Attitudes and Math Achievement

One of the most common questions educators ask is: How does family involvement affect student achievement? The answer is not always direct. This study examined the mediating processes that explain how school outreach and family involvement affect students’ attitudes and achievements. Survey data on parental involvement at home and at school and on several measures of student attitudes were collected from 1012 racially diverse sixth- (35%) and eighth-grade (65%) students attending 9 high-poverty public schools in a large mid-west city. Students’ math achievement test scores for 2005 and 2006 also were obtained. Structural Equation Modeling (SEM) was used to examine the simultaneous, independent, and mediated influences of family involvement, prior achievement, student attitudes, and background variables on student math achievement. Results show that, with all other variables statistically controlled, family involvement at home increased students’ self competence, which, in turn increased math achievement. The results supported the motivational hypothesis that family involvement indirectly and positively affected students’ math achievement.

Frances L. Van Voorhis, Center on Sch, Fam, & Com Prtnshps, Johns Hopkins Univ., Baltimore, MD
How Big? Effects of a Family Involvement Homework Intervention on Students' Emotional and Achievement Outcomes

Although 90% of teachers, students, and parents believe homework helps students reach important goals (MetLife, 2007), some question whether homework increases student achievement and how family involvement contributes to student success. This study examined the effects of the Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework process on family and student attitudes and student achievement. TIPS weekly assignments include guidelines for students to involve parents in a discussion, interview, or other interaction related to class lessons. Teachers were randomly assigned to TIPS and non-TIPS conditions in elementary math and middle grade science and language arts classes. Data were collected over two years from 575 students and families (30% in control classes, 35% in TIPS-1 year, and 35% in TIPS-2 years). Results for students with TIPS for one year indicated a medium effect of TIPS on family involvement in homework ($d=.66$); students' positive feelings about homework ($d=.54$); parents' feelings about homework ($d=.51$), and a small effect on students' standardized achievement test scores ($d=.23$). Effects on achievement increased ($d=.49$) for students with TIPS for two years. The effects of TIPS were educationally important, especially when longitudinal analyses of achievement controlled for students' prior test scores.

COMMUNITY CONNECTIONS IN PARTNERSHIP PROGRAMS: COLLABORATING FOR STUDENT SUCCESS

Chair/ Discussion Leader: **Darcy J. Hutchins**, Center on School, Family, and Community Partnerships at Johns Hopkins University

Margaret Ferrara, University of Nevada

The Collective Voice in Family Involvement: The Power of Data and Collaboration

This paper describes a three-year action-research collaboration that brings together a school district, a teacher preparation program in the College of Education, and community agencies involved in family involvement through a systematic way to study the importance of family involvement. Findings from data support that "casting the net" broadly to include multiple players helps provide a richer understanding of the importance of family involvement for higher gains in student achievement and a deeper understanding of the value of diverse family structures. Research design in this study uses mixed methods (qualitative and quantitative) to provide strong evidence of the impact of this collaboration in the multiple areas of the college and school classrooms as well as the local community agencies.

Viki L. Montera, Sonoma State University, CA

Reconceptualizing the Gap: Community and the Curriculum

The discussion around the importance of linking schools and community has continued for decades. Ideas framing this discussion focus on exploring and promoting ways to involve families in school activities and assist families in supporting school activities at home. This paper challenges and expands these ideas. Through the use of research conducted in a larger school reform project, new conceptions and activities for the connection of students' home and community lives to the school are illustrated. These connections focus educators on how including the home and community knowledge in the school corresponds to current research on learning and cognition. This focus also reveals a gap other than the current accepted 'achievement gap.' The author argues a more important gap for educators to address in the educational achievement of children from diverse backgrounds is the gap between home learning and school learning, between the community and the curriculum.

Soo Hong, Wellesley College, MA

The Ecology of Parent Engagement: An Emerging Framework

By exploring the strategies of one successful community organizing group in connecting families with local schools, this presentation seeks to present an emerging framework that can conceptualize issues of parent engagement in urban communities. Based in Chicago's northwest side, the Logan Square Neighborhood Association (LSNA) has developed a model of parent engagement that builds parents as school and community leaders. Findings from this study describe parent engagement as a process of Induction, Integration, and Investment. Through their school participation, parents can be inducted into previously unfamiliar environments to support their children as well as their own understanding of schools. Through a program that focuses on connecting parents to teachers and other parents in the school, parents become integrated into schools as key actors and role models. Finally, by developing parents as leaders rather than as passive participants in school-determined initiatives, parent engagement is seen as an investment in schools and the broader community.

Lusa Lo, University of Massachusetts Boston

Community Involvement: Impact on Home-School Partnerships

Epstein (1995) argues that partnerships between schools and families are indeed important, but community involvement is even more crucial. This is especially true for culturally and linguistically diverse (CLD) families. The purpose of this paper was to examine to what extent the community involvement had impact on the partnerships between schools and 20 Chinese families of children with disabilities. Results suggested that when parent education and advocacy trainings were provided in the local community in their primary language, the parent participants became more aware of the special education system and school's expectations of parents. With assistance, eight of the parents initiated meetings to discuss their children's progress with the teachers. Furthermore, all parents stated that they finally understood what Individualized Education Program (IEP) meetings were for and how they could be active participants in the meetings.

THE IMPORTANCE OF CONTEXTS FOR CONNECTIONS OF HOME, SCHOOL, AND COMMUNITY

Chair/ Discussion Leader: **Nancy Feyl Chavkin**, Texas State University, San Marcos

Hanne B. Mawhinney, University of Maryland College Park

Taking Stock of American Micropolitan Localism in Education: A Place-Based Portrait of Incorporation of Hispanic/Latino Immigrants

Paper explores incorporation of immigrants into new gateway communities in the United States, an unresolved issue in immigration reform in the country. Using an analytic frame of successful incorporation as a function of opportunities and barriers paper presents a portrait revealing that incorporation occurs in the context of the complex ecologies of emergent "micropolitan" localism which feature holistic, place-based strategies supporting sustainable socio-economic development. Paper contributes to call for recognition that at least in the U.S. local and state contexts must be taken into account in strategies for incorporation as a key element of immigration reform.

Lisa M. Dorner, Emily Hager, & Angela Layton, University of Missouri-St. Louis
From Recruitment to Engagement: The Process of Developing Partnerships at New Charter Schools

Few studies have explored how student enrollment processes may influence later family-school partnerships. Using a mixed-method case study of a new network of Language Immersion Charter Schools (LICS), we have examined recruitment and enrollment practices in depth: (1) How did LICS recruit students, and what discourse did they use as they enrolled families? (2) How did families respond to these efforts? We found that families of different SES and race/ethnicity were enrolled at different times of the year and integrated into the schools in different ways. The presentation will unpack these findings and address implications for policy and practice.

Hsiu-Zu Ho, Wei-Wen Chen, Connie Tran, & Chu-Ting Ko, University of California, Santa Barbara; National Taiwan University
Parental Involvement in Taiwanese Families: Father-Mother Differences

The proposed presentation will provide a review of parental involvement in historical and contemporary contexts in Taiwan and integrate findings from an empirical study of 26 Taiwanese families that addresses father-mother differences in: activity engagement with their children; parental involvement in discipline/moral domains; and parental role beliefs. Traditional Taiwanese society primarily viewed child rearing as more the mother's domain than the father's. However, the rapid changes in social and economic conditions in Taiwan and the concomitant shift from a traditional to a progressive society has contributed to mothers and fathers sharing more liberal beliefs about parenting roles and fathers becoming more involved with the everyday lives of their children. Although our study shows that when compared to fathers in our sample, Taiwanese mothers are, on average, still more involved with their children in the majority of activities and domains and hold more liberal views on various parental roles, results on fathers' involvement indicate their increasing engagement with their children. Results of our study suggest that Taiwanese views about parental involvement and engagement with children are shifting from traditional beliefs of a patriarchal society towards egalitarian beliefs of a contemporary society.

Loretta Salas & Blanca Martinez-Rolle, New Mexico State University
Going to the Supermarket with Mexican/Mexican American Families, Their Children, and Special Education

When Mexican/Mexican American families find out their child has a disability, they often enter the so-called supermarket called special education which has its own language, labels, rules, settings, and personnel. In addition to grappling with the meaning of this knowledge, families along the Border of the American Southwest must also deal with appetizing experiences such as the Border Patrol hovering around, fears of being deported and in some cases basic human necessities. Within this setting, these families along the border are also expected to walk down the aisle of special education and become principal advocates on behalf of their children. The research study reported here presents the qualitative findings of a Mexican/Mexican American family along the Border of American Southwest who have children with special needs. We argue that engaging in conversation with families around their needs (which may entail conversations about their fears), as well as assisting them in their efforts to advocate for their children, is the first step in building more equal partnerships between Mexican/Mexican American parents who have children with special needs and educational professionals. We begin with photos which we believe provide for context and setting.