ABSTRACTS
INET 2014

Thursday, April 3, 2014

PHILADELPHIA MARRIOTT DOWNTOWN
1201 Market Street, Philadelphia, PA 19107

Co-Sponsored by:
Center on School, Family, and Community Partnerships at Johns Hopkins University
Heising-Simons Foundation
Family, School, Community Partnerships SIG/AERA

Researchers from Australia, Belgium, Canada, Chile, China, Hong Kong, Italy, Mexico, Netherlands, New Zealand, Northern Ireland, Portugal, Taiwan, UAE, UK, and USA (24 states).
9:00-10:00

International Perspectives and Themes for the Day: Family Involvement in Early Reading, Partnerships to Promote Health, Partnership Program Development, Adolescent and Parent Educational Expectations, and Preservice Education of Teachers for FSC Partnerships

Grand Ballroom E - 5th Floor

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

New Zealand Educators’ Reported Practices and Beliefs about Parent Involvement in Early Reading

Philippa S. McDowall and Elizabeth Schaughency
University of Otago, Dunedin, New Zealand

To identify and describe educators’ use and evaluations of practices to invite family involvement and support for literacy learning with beginning elementary students in New Zealand, and explore demographic and attitudinal factors linked with involvement practices; questionnaires were adapted for beginning reading instruction in New Zealand to assess endorsement or frequency of strategies to invite parent involvement, perceptions of effectiveness of strategies, and importance and efficacy of parent involvement. Two independent representative samples of elementary principals and teachers of beginning elementary students were invited to participate through stratified random sampling. Questionnaires were sent to principals of 379 schools in Sample 1 and 454 schools in Sample 2, with principals requested to invite an appropriate teacher in their school to complete teacher questionnaires. Across samples, questionnaires were completed by 290 principals and 246 teachers. Exploratory and confirmatory factor analytic approaches across two samples suggested ratings of effectiveness of involvement practices tapped into multiple reliable dimensions, with ratings of effectiveness associated with reported use. Few associations were found between school demographic characteristics and educator ratings. Preliminary analyses of attitudinal factors suggest independence of evaluations of involvement practices and beliefs about parent involvement. Results support multidimensional and multi-tiered conceptualizations of involvement practices.

Preparing Schools and Day Care Stakeholders to Promote Healthy Environments in a School-Community Partnerships Perspective: Evaluating the Contribution of Awareness Sessions

Rollande Deslandes, Jean Lemooyne, Marie-Claude Rivard, François Trudeau, Virginie Roy & Sébastien Blanchette, Université du Québec à Trois-Rivières

Numerous studies at the provincial, national and international levels have shown the importance of working in partnership to promote health among youth. Over the last decade in the Province of Quebec (Canada), it has become vital to work on obesity prevention and healthy lifestyle promotion. This study looks into the contribution of awareness sessions on health promotion stakeholders regarding their intentions to implement changes in order to build up healthier environments in their schools and daycare centers. Based on the Theory of Planned Behavior, findings from questionnaires suggest that for most school and daycare centers stakeholders, awareness sessions contributed positively to enhance knowledge and competencies towards the intentions of implementing healthy environments. Attitudes and social norms regarding the implementation of health favorable environments were favorable, and consequently, significantly associated with the intentions of doing so. However, some differences were observed regarding perceived barriers and perceived control, where most of the stakeholders seemed to recognize their lack of abilities (i.e., lack of time, insufficient resources…) towards implementation. Obviously, getting every participant on the same page in terms of common understanding and relevant terminology seems of utmost importance when aiming to develop partnerships in the context of health promoting environments.
Model of the “Aprender en Familia” Program

Claudia Guazzini & Magdalena Sánchez
Programa Aprender en Familia, Fundación CAP, Chile

The “Aprender en Familia Program”, aims to enhance the family in children’s comprehensive development and learning. The aim of presenting this program is to share our experience with more than 28,000 families in 60 Chilean public schools, since 2009. The model considers three years of gradual, continuous and systematic implementation in schools with high ranges of vulnerability. The intervention strategy includes a monthly visit by a consultant, where different actors of the school system are provided with tools and are accompanied in the process of strengthening and organizing family participation. One of its pillars is the work carried out by the “School-Family Team” (made up of school representatives and parents), which leads the partnership, develops a School-Family Policy, and elaborates an Action Plan. Also relevant is the work done through the “School for Parents” where volunteer parents are trained to deliver parents’ workshops in monthly parents’ meetings. These workshops aim to strengthen parental abilities through 6 sessions each year, differentiated by level, that deal with topics of family identity, networks and risk behavior prevention, and supporting learning at home. A third important action line is called “NetCreating,” which seeks to strengthen and increase affective and collaborative bonds between children, families, and school.

Adolescents’ Educational Expectation: Discrepancy and Consistency with Parental Expectations

Esther Sui Chu Ho and Chrysa Pui Chi Keung
The Chinese University of Hong Kong

This paper examines the difference between adolescents’ perception of parents’ educational expectations and their own, and the role of parental involvement in developing adolescents’ educational expectations. The sample was drawn from the fifth cycle of the Programme for International Student Assessment (PISA) in 2012. About 3,000 Hong Kong 15 year-old students participated in the longitudinal study by completing the questionnaire. Using a logistic regression model, we investigated to what extent and how parental expectations and involvement were related to Hong Kong adolescents’ expectations for pursuing a university degree. The effects of individual characteristics (i.e., gender and cognitive ability) and family background (i.e., family structure and family SES) were controlled in the model. Results indicated that perceived and actual parental expectations were important predictors shaping adolescents’ educational expectations even after the academic and socio-economic backgrounds of adolescents were taken into account. The model also suggested that less privileged adolescents might be able to overcome their socio-economic disadvantages in achieving high educational attainment if a parent was involved in helping them to make educational plans. The importance of family interventions—in particular, home-based communication between parents and adolescents—is discussed in this paper.
ABSTRACTS FOR THE 17TH INTERNATIONAL ROUNDTABLE ON SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

9:00-10:00
International Perspectives and Themes for the Day, continued

The Preparation of Teachers for FSP in the Netherlands and Belgium: Plans for the Future?
Lijne Vloeberghs\textsuperscript{1}, Sofie Van Eynde\textsuperscript{1}, Martijn Willemse\textsuperscript{2}, Erica de Bruïne\textsuperscript{2}, Peter Griswold\textsuperscript{3}, and Jeanne D’haem\textsuperscript{3}, University College Leuven, Belgium\textsuperscript{1}; Windesheim University of Applied Sciences, The Netherlands\textsuperscript{2}; William Paterson University, Wayne, NJ\textsuperscript{3}

Parent-teacher collaboration is internationally recognized as a critical factor in the academic and social-emotional development of students in primary and secondary education. In the Netherlands and Flanders (the Dutch-speaking part of Belgium) collaboration with parents' is a legally required competency for teachers. However, international research has shown that teacher candidates are not sufficiently prepared for family-school-partnership (FSP). The aim of this study was to explore how Teacher Education Institutes (TEI’s) in the Netherlands and Flanders prepare their students. An online survey based on Epstein and Sanders’ questionnaire (2006) was sent to program managers of all TEI’s for primary and secondary education asking them about the importance, the level of preparedness of their students, the program parts and intentions for changes. Sixty TEIs responded. All considered preparation for FSP important. However, according to them, teacher candidates are not prepared enough. Attention for FSP is mostly focused on learning how to communicate with parents, and more complex issues were neglected. Attention to FSP is merely integrated in other courses. This might indicate that preparing for FSP is largely dependent on individual teacher educators. Intentions for changes in the program include providing more field experiences with parents.

10:15-11:30
PANEL SESSION: Engaging Families in Early Mathematics
Salon C

Chair/Discussion Leader: Eric Dearing, Lynch School of Education, Boston College

Growing evidence suggests that the math skills children develop before entering elementary school are highly predictive of later academic achievement, not just in math, but in literacy as well (Duncan et al, 2007; Shoenfeld & Stipek, 2011). Moreover, a recent review of research suggests that family engagement offers much potential for promoting young children’s math skills (Van Voorhis, Maier, Epstein & Lloyd, 2013). Yet family engagement in early mathematics is both an understudied phenomenon and an underutilized practice in early childhood classrooms and family homes. This symposium will bring together researchers at the intersection of family engagement and early math to highlight the existing knowledge base about the kinds of parent-child and family-school interactions that promote math attainment, the barriers parents and early childhood educators face in making math an intentional part of their conversations with one another and with children, and specific interventions for supporting family engagement in early math. Future directions for research and practice will be discussed.

The symposium format features expert scholars presenting and discussing findings from individual studies, literature reviews, and program documentation to address objectives 1-3 (below), and presenter and audience discussion to address objective 4, with the aid of a symposium chair to facilitate the conversation. The symposium will be organized around the following four learning objectives:
10:15-11:30

PANEL SESSION: Engaging Families in Early Mathematics, continued

1. To understand the existing knowledge base on the kinds of parent-child and family-school interactions that promote math attainment during early childhood and the barriers parents and early childhood educators face in making math an intentional part of their conversations with one another and with children.

Panelist: Michelle Maier, Research Associate in the Family Well-Being and Children's Development Policy Area at MDRC, will share results from a review of studies from the past decade that examine the impact of family involvement on the education of children ages 3 to 8, with particular attention to a section focused on family engagement and math, drawing from 7 intervention studies and more than 20 intervention studies included in 2 meta-analyses, that demonstrate overall, a positive link between family involvement and children's math skills in preschool, kindergarten, and the early elementary grades, as well higher engagement in math among families of diverse backgrounds, when given explicit support for such activity, compared to families operating without such supports.

2. To learn about specific home activities, such as math talk and math-themed storybook reading, that support student learning.

Panelists: Beth Casey, Research Professor at Boston College, will share findings from research she has conducted on predictors of young children’s spatial math, including parent-child interactions, and practice strategies she has developed including math-themed storybooks and television shows aimed at young children and families. Susan Levine, Professor at the University of Chicago, will share research on how number and spatial talk by parents and other adults scaffolds children’s math skills, but how these potential sources of learning support may be thwarted by parents’ math anxieties.

3. To become familiar with particular program interventions aimed at supporting family engagement in early math.

Panelists: Marta Civil, Professor at the University of North Carolina at Chapel Hill, and Kathy Nakagawa, Associate Professor at Arizona State University, will describe two innovative programs aimed at increasing family engagement in early math – the Math and Parent Partnerships in the Southwest (MAPPS) and Join Up for Math Play (JUMP), respectively. MAPPS aimed to promote Latino/a parental involvement in mathematics by developing parent-educator leadership teams that facilitated math workshops for parents, and JUMP offered storytimes, math games, and other math-related activities to families and young children in a county health clinic setting while they waited for other appointments.

4. To craft actions steps that include new research directions, program pilots and adaptations, and research-practice partnerships that further build our understanding and impact of family engagement in early math.

Eric Dearing, Associate Professor of Applied Developmental Psychology in the Lynch School of Education at Boston College, will help to facilitate a conversation between the audience and presenters about the findings and implications of the early math studies and reviews.
One characteristic of effective schools is their capacity to effectively engage a wide range of families and community members. To date the emphasis in much of the family, school and community literature is on school-based and/or school-centric practices. While these practices can be very valuable, there are also numerous innovations in education that are initiated outside of schools. The six papers in this session are presented by a combination of researchers, community activists, and school leaders. Each paper highlights examples of communities (non-profits, community organizing groups, advocacy organizations, etc.) leading successful initiatives intended to improve educational outcomes for classrooms, schools, and school districts.

**Urban Charter Schools Prioritizing Community Engagement**

Brian R. Beabout & Joseph Boselovic
The University of New Orleans and Homer A. Plessy Community School

While there is a growing body of literature on community engagement and community organizing as tools for school reform, the primary focus is on improving quality or equity in predominantly low-income schools. The focus of this presentation is how to improve quality or equity in existing, intentionally diverse charter schools. The schools under study were built using a community-organizing paradigm during the rapid charter expansion in post-Katrina New Orleans. The stories of the creation of the Morris Jeff Community School and the Homer A. Plessy Community School highlight the significant opportunities and challenges that present themselves in regions where market-based reforms have become popular. These include the need to integrate personal and community needs, the need to emphasize ongoing leadership development, the need to ensure local communities have support in the development of charter schools. Most importantly, these narratives emphasize the need for building interpersonal trust if community-based schools are to achieve both the academic and civic missions that their founders have established.

**From Private Citizens to Public Actors: The Development of Parent Leaders through Community Organizing**

Mark R. Warren¹, Karen L. Mapp², and Paul J. Kuttner²
University of Massachusetts Boston¹ and Harvard Graduate School of Education, MA²

In this paper we identify and describe the kinds of development public school parents experience through their participation in community organizing. Data come from in-depth, semi-structured interviews conducted with sixty parents (primarily black and Latina women) who participate in six community organizing groups that were part of a larger study of education organizing conducted by the authors and their colleagues. We find support for the findings of previous research that show how participation in organizing provides support, confidence-building, skills and knowledge. However, we also find that parents report that they undergo a powerful transformational experience - by which we mean an internal change in how people think and act - through their participation in community organizing efforts. We characterize this change as the shift from private citizen to public actor. In the paper we identify and describe the five core organizing practices that seem to produce this kind of development: listening, building parent community, linking personal and political development, mentoring, encouraging risk-taking, and learning through action. We draw out the lessons for educators and others interested in building more meaningful and powerful forms of parent engagement in schools.
Grow Your Own Teachers: Community Organizing for Highly Effective Teachers
Anne Hallett and Michael D. Rodriguez
Grow Your Own Illinois and Enlace Chicago

This paper will describe the history, implementation, and outcomes of the innovative Grow Your Own Teachers (GYO) program in Illinois. GYO was first initiated in Chicago as a way to prepare teachers of color to work in their own low-income neighborhood schools. Community members formed partnerships with higher education colleagues and school districts in an effort to develop and support highly effective community-based teachers (Skinner, et al, 2011). GYO teachers share the race/ethnicity, language, culture, and community of their students, and are committed to teaching in their communities as a long term career. There are close to 200 GYO candidates in the pipeline attending college and another 50 on waiting lists. As of December 2013, over one hundred GYO candidates have graduated—almost all people of color. They are now teaching in low-income schools, usually in the same communities where they themselves live. The authors provide a first-hand account of the development of this program and share new research regarding the impact that GYO teachers are having on their students and local communities.

The Effects of Grassroots Groups’ Influence on a Large School District’s Educational Decision-making
Delia Castillo
Pepperdine University, CA

This presentation describes a study that examined how grassroots groups coalesced and attempted to influence decision-making in a large urban school district in California. The research focused on how these grassroots groups influenced the development of a major school district project, a proposed high school, which added a second proposed site as a result of the actions of these groups. This study provided an opportunity to learn about each grassroots group, how leaders emerged within these groups, what perceptions of success existed in relation to each group’s stated outcome, and the identification of specific outcomes that appear to have been influenced by such groups.

Engaging Families for Academic and Social Success: The Power of an Inner-City School District’s Partnership with Community Organizations for Supporting Refugee Students
Sergio Keck¹, Shirin Timms², Guofang Li³
Instructional Support, Lansing School District¹; Refugee Development Center, Lansing, MI², Michigan State University, East Lansing, MI³

How can school districts work together with local community organizations to support new refugee and immigrant children to address their unique challenges in the education process? This presentation describes the partnership between an inner-city school district, the Lansing School District (LSD) in Michigan, and a local community-based non-profit organization, the Refugee Development Center (RDC), to support new-coming immigrant and refugee families and children, and the impact of this joint effort on the refugee and immigrant children’s academic achievement and social and cultural integration. The collaboration has significant implications for building successful partnerships between community organizations and schools in serving immigrant and refugee populations.
Adapting a Government-sponsored After-School Program to a Family-focused Non-profit Model

Diana B. Hiatt-Michael, Pepperdine University, CA

This presentation shall address the development and implementation of a community-family-public school-university after-school program for middle school youth. Based upon Elmoghrabi’s (2012) study, the need for a quality after-school program for middle school youth from middle-income parents emerged, and these parents could afford a moderate monthly fee. Such schools would not qualify for government-sponsored programs, yet parents had limited financial resources to support after-school opportunities found in upper class neighborhood schools. This unfulfilled need led to the creation of a non-profit organization. A model that emerged from the study was utilized to coordinate the four entities and design a functioning program that attempted to meet the needs of these four entities.

ROUNDTABLE 1: Early Childhood Literacy and Transition Practices and Teacher Effects on Partnership Development

Teachers’ Contributions to Effective Parent Involvement Practices: A Review Study

Helma Oolbekkink, Eddie Denessen, Marjolein Dennissen, & Joep Bakker
Radboud University Nijmegen, The Netherlands

National policy in the Netherlands stimulates schools to invest in their relationships with families. To guide national policy on this topic we were asked to perform a review study of the empirical literature on the effects of parental involvement on student outcomes and on the contributions of teachers to parent involvement practices. Empirical studies on parental involvement published between 2003 and 2012 were reviewed. We found that the influence of parental involvement on student outcomes was similar as in previous review studies. Regarding the role of teachers we found that they do make a difference, especially in the quality of the communication with parents. We also found teacher attitudes towards parents to be of crucial importance. Implications for schools and teacher education are discussed.

“I Wasn’t a Number, But a Child That She Cared For” – Unpacking Preservice Teachers’ Histories and Perceptions of Culture and Education

Erin C. Hamel & Diana Murdock
Winthrop University, Rock Hill, SC

Recognizing the importance of family-school partnerships, preparing preservice teachers for working with families from diverse socioeconomic, racial, and cultural backgrounds is a vital component of teacher education programs (Allen, 2007; Dantas & Manyak, 2010; Epstein & Sanders, 2006). A critical first step in this process is helping preservice teachers recognize and value the diverse cultures of the families with whom they will work so they can create meaningful family engagement opportunities in their classrooms and schools (Allen, 2007; Dantas & Manyak, 2010; Souto-Manning, 2013). In an effort to help preservice teachers unpack and examine their personal school experiences (Kuby, 2013), our study aims to shed light on preservice teachers’ perceptions of ways in which their own cultures were valued or devalued in schools and the ways those perceptions might impact their future work with families. Approximately sixty-five preservice teachers intentionally reflected and examined their perceptions of ways their family cultures were valued or devalued in their school settings (early childhood through high school). Preliminary findings have important implications for all classroom teachers as well as preservice teacher education programs.
ROUNDTABLE 1, continued: Early Childhood Literacy and Transition Practices
and Teacher Effects on Partnership Development

Re-conceptualizing Parents’ Participation during the Transition from Home to
Infant-Toddler Centers: Insights and Examples from Cross-Cultural Research
in Two University-Lab Centres (Italy-USA)

Chiara Bove¹, Mary Jane Moran², Silvia Cescato¹, Piera Braga¹, & Robyn Anne Brookshire²; University of Milano-Bicocca, Italy¹ and The University of Tennessee²

Research in early childhood education (ECE) highlights that good relationships between parents and educators is a crucial component of high quality education, and this is especially true during the early years (Bronfenbrenner, 1979; Epstein, 2001). In Italy, parents’ involvement represents a main axis in the discussion on the quality of services (Mantovani, 2007). Attachment theory (Bowlby, 1969) and an emphasis on routines during transitions in infant-toddler centers have informed “typical practices” such as “inserimento” (Bove, 2001) versus “pick-up and drop-off” in the US. These disparate practices of participation are challenged today by encounters with families who have different educational values, customs, and ideas on how to best educate their children. The presentation will illustrate lessons learned from a cross-cultural study of teacher’s practices in two Italian/US lab schools (Moran et al., in preparation). We will make the case that there is a need to find and re-define a good balance in parents’ participation during the transition process, seen as privileged observatory, by: illustrating selected culturally-situated definitions of parent involvement during transitions in both contexts, revealing differences in how teachers interpret and interact with parents, and showing the impact of iterative cycles of video and discourse analyses to de-automatize teachers’ practice.

Family Engagement with Preschool Students on Reading Readiness:
Research Findings and Practical Implications

Frances L. Van Voorhis¹, Michelle F. Maier², Joyce L. Epstein¹, & Chrishana M. Lloyd²
Center on School, Family, and Community Partnerships at Johns Hopkins University¹ and MDRC, NY²

Fifty-two articles published since 2001 were reviewed for new knowledge on the results of family engagement with preschool children on reading and literacy readiness skills. The overwhelming majority of studies reported positive results of parents’ supportive parenting and engagement on reading activities with children at home, at school, and due to school outreach in preschool through early elementary grades. In particular, strong intervention studies guided parents to teach, tutor, or practice literacy skills with their children; conduct dialogic reading strategies and book reading, conversations, and story-telling; and volunteer on school reading activities. Positive results occurred for code-related skills in general and specific literacy skills such as print knowledge, preschool phonological awareness, preschool alphabet knowledge and decoding, spelling, etc. Other results emerged for comprehension-related literacy skills and specific skills such as preschool vocabulary development; narrative comprehension and quality. Practically speaking, parents want clear information and guidelines to interact with their young children on learning activities, and even families living below the poverty line can and will conduct enjoyable reading readiness activities with their preschool children. Improvements in policy, materials, implementation, and sharing of exemplary practice will help move our research understanding to practice.
ROUNDTABLE 2: Studies of Diversity: Ethnic Minority, American Indian, & Migrant Families

Conceptualizing Indigenous Family-School Partnerships in an Urban Setting
Jeremy Garcia
University of Wisconsin-Milwaukee
This Indigenous qualitative research study examined the varying perspectives and experiences of American Indian parents and educators located in a Midwest school serving American Indian K-8 grade students and families in an urban setting. This study involved a series of interactive opportunities for parents and teachers to co-construct whole school activities; specifically, examining how Indigenous parents and educators contextualize the process and experience of engaging in opportunities to collaborate with educators. The research also explored how family partnerships can be rooted within an American Indian cultural framework that honors both tribal knowledge and education within a schooling context.

Storylines of School Involvement from Ethnic-Minority Families Crossing Cultures
Martha J. Strickland¹, Beatrice Adera², Lyn Fasoli³, Elena Lyutykh⁴
Penn State Harrisburg, PA¹; West Chester University, PA²; Batchelor Institute of Indigenous Tertiary Education, Australia³, Concordia University, IL⁴
Globally, millions of people are migrating across cultures bringing together students with cultural and linguistic backgrounds different from their teachers (Settles, 2001). Schools are challenged to connect with families from increasingly diverse cultural and linguistic backgrounds (Kim, 2009; Turney & Kao, 2009). Parents' views of school impact their children's school adjustment and academic achievement (Lahaie, 2008). Ethnic-minority parents find that interactions with new schools expose their educational values and beliefs, challenging their identity, sense of belonging, and the academic success of their children (Nette & Hayden, 2007). Listening to families' "storylines" (Gee, 2009) of schooling elucidates the understandings parents bring into the children's school experiences. Understanding these storylines is vital to fostering connections between families and schools (Gallimore & Goldenberg, 2001). To-date there is scant work reporting ethnic-minority families' storylines (Kim, 2009; Huntsinger & Jose, 2009). Conversations of 15 ethnic-minority families from seven countries revealed the storylines these families brought into their interactions with schools outside the parents' cultural experience. These storylines expose family members' understandings of school engagement, bullying within the school context, rigor and relevance of school work, and the role of their cultural traditions and language in school. These findings problematize present approaches to family school engagement.

Making Impossible into Possible: A Case Study on Parent Participation in One Migrant School in Shanghai
Jiacheng Li¹, Yan Qin², Jicheng Lv², Xiaojuan Ruan³, Yucheng Guo³
East China Normal University, China¹; Save the Children, China², Yumiao Elementary School, Shanghai, China³
The migrant parents are often very low SES in Shanghai, and they have limited access of education participation. By qualitative and quantitative methods, the authors found that the obstacles were always related to educator's understanding, beliefs and practice. By the case study in the Spring Rain Project conducted by the authors, Save the Children, and the district, the paper finds that school’s transformation can make a great difference for the migrant parents, and the parent’s participation can change the educators who are involved in the project too. The reform in the case school astonished more schools and the superintendent. It shows that the parents are willing to provide the time for their children, with the strong influence of Chinese culture. By involving themselves into the professional practice in the school, the abilities of the parents can be educated and developed by the educators; and the family lives can be influenced by school lives, and the parents and teachers can be partners even in such disadvantaged conditions.
ROUND TABLE 3: Improving Communication: School Websites, Written Information to Families, and Translating Research

21st Century Tool, 20th Century Thinking: An Analysis of School Websites as a Channel for Parent Public Relations

Jaime Madison Vasquez
University of Illinois at Chicago

Effective schools engage in ongoing communication with parents. Increasingly, schools are looking to online platforms to facilitate home-school communication. Little is known about how schools use these platforms to communicate with parents. This mixed-methods analysis examined design and content for parents on 250 school websites representing varying school types and demographics. Using multimodal design theory and two-way symmetrical public relations theory, the study examined the messages communicated through images and content available. Significant differences between public and private schools were found on every variable. Websites for private schools appeared to be explicitly geared for marketing to prospective parents. In contrast, public school websites were more likely to house logistical information for parents. Pages hosted by parent organizations offered different content than pages hosted by schools. While most schools outsourced their web design, only some schools effectively used the design to communicate relevant information to parents. We will discuss implications for moving schools towards a new ethos of home-school communication – both off- and on-line.

The Note in the Backpack: Comprehensibility of Home School Written Communication for Culturally and Linguistically Diverse Families

Caroline Linse
Queen’s University, Belfast, Northern Ireland

Schools increasingly attempt to engage with the families of all learners, including those with culturally and linguistically diverse backgrounds. One common, but uninvestigated, form of contact between school and families are written pieces of school-generated correspondence. Written information, notices, and letters, are frequently sent to families, including culturally and linguistically diverse ones, entirely in English. Due to the large and increasing percentage of diverse students, schools should strive to send home written information in clear language that is easy for individuals with limited English to understand. This original research examined exemplar pieces of written school-generated communication, using principles of discourse analysis to determine the efficacy of the communications and, more specifically, what impeded or facilitated the comprehensibility of each piece of communication. Each of the pieces of written communication was assessed from several different angles to ascertain whether it facilitated a transaction between homes and schools and whether the piece of communication contained an adequate amount of interactional and relationship building language. Additionally, a text assessment tool which can help schools to analyze the written text communication they send to families was developed and refined.

Linking Research and Practice: NNPS Samplers

Marsha D. Greenfeld
National Network of Partnership Schools, Johns Hopkins University, Baltimore, MD

The NNPS Samplers are a resource designed to increase family and community involvement using goal-linked activities that contribute to student learning and development. Each of the 15 Samplers 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 used to develop this resource. Examples from the NNPS Samplers 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 activities that are shared have been implemented through the years in schools and selected as effective practices to 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.
10:15-11:30

ROUNDTABLE 4: Understanding Parent-Child Relationship in Taiwan and China
Grand Ballroom E

Exploring Parental Role Beliefs in Taiwan: Perceptions of Parents and Their 5th Grade Student

Ann Y. Kim¹, Hsiu-Zu Ho¹, Jane Y. Choi¹, Yin Yu¹, Chu-Ting Ko², Hui-Ju Pai¹, Hsin-Yi Kung³
University of California, Santa Barbara¹; Taipei Municipal University of Education, Taiwan²; National Changhua University of Education, Taiwan³

With changes in social attitudes and family structures in Taiwanese society, parenting responsibilities are becoming less gender-bound and the roles of parents in the everyday lives of their children are being redefined. The study examines parental role beliefs from the perspectives of both parents and their 5th grade student. The study primarily addresses whether: (1) mothers and fathers differ in their parental role beliefs, (2) 5th grade girls and boys differ in their perspectives on parental roles and if so, in which domains, (3) mothers and fathers differ in their participation with their child, and (4) parent-child correlations of parental roles vary with the frequency of parent involvement (as determined by parents' reports of frequency of specific activities).

Data collected from both parents and their children from two 5th grade classrooms in Taipei, Taiwan will be analyzed utilizing principal components analysis, ANOVA, and regression. Findings of the current study will advance the existing literature by informing ways in which parenting responsibilities are becoming less gender-bound in Taiwanese society. Findings of children's attitudes on parental role beliefs will make a unique contribution and may also have important significance for school curriculum and program development and government policies.

Me, Between Us, and Among Us: How Parenting and Filial Piety Influence Taiwanese Adolescents’ Happiness, Parent-Child Relationships, and Quality of Family Life

Wei-Wen Chen, Chih-Wen Wu, and Kuang-Hui Yeh
University of Macau, China

This study explores how parenting shapes adolescents’ dual (reciprocal and authoritarian) filial piety, which in turn exerts different impacts on Taiwanese adolescents’ subjective happiness, quality of parent-child relationships, and quality of family life. Data from the Taiwan Youth Project (TYP), a longitudinal panel study of 2696 students since the year 2000, were used in the present study. The present study utilized the data in 2007 and 2011 which included a total of 1,186 adolescents, 316 fathers, and 870 mothers. Using structural equation modeling, the present study found: (1) Perceived supportive parenting influences adolescents’ subjective happiness and quality of parent-adolescent relationships through the mediating effect of reciprocal filial piety. (2) Perceived supportive parenting influences adolescents’ quality of family life through the mediating effects of both reciprocal and authoritarian filial piety. (3) Perceived supportive parenting from mothers can have a positive influence on the quality of mother-adolescent relationships by facilitating not only reciprocal filial piety, but also authoritarian filial piety. (4) Compared to adolescents’ perceived supportive parenting, parents’ self-reported supportive parenting does not influence adolescents’ filial piety, or any indicator of life adjustment. Cultural factors and considerations are addressed to clarify the findings.
11:45 a.m. - 1:00 p.m.

Paper Session: Critical Perspectives on Family Engagement: A Forward-Thinking Dialogue
Salon C

Chair/Discussion Leader: Monica Miller Marsh, Kent State University, OH

This session seeks to instigate a forward-thinking dialogue to deepen inquiry into the involvement in school of family and community members who are from diverse racial, national, and class backgrounds. Researchers from multiple universities rely on a variety of theoretical perspectives to investigate the interrelationships of school ↔ family ↔ community ↔ school, while acknowledging the complexities of diversity in the experiences of families and the work of school professionals. The presenters in this session find troubling “one size fits all” approaches to family involvement. Instead, they situate their work within historical and emergent notions of diversity, empowerment, and marginalization. They will discuss how understanding the interactions of families and schools reveal the impacts of national status, race, and class on practices of school professionals and the experiences of students’ families. The papers discuss:
1) impediments to engagement presented by cross-cultural perceptions of inequitable distributions of school resources; 2) efforts of families of color to develop and enact their power through community organizing; 3) challenges to normalizing the experiences of White, middle-class families that drive typical parent engagement policies and practices; and 4) a socio-spatial lens of the purpose of school in different understandings by family members and school professionals in a local community context.

The panel includes four papers on INET’s emphases on “family involvement at the preschool, elementary, middle and high school levels—with attention to equity in engaging families with diverse socioeconomic, racial and cultural backgrounds.” Collectively, these papers also integrate an awareness of the community as a context for family engagement with schools.

Explorations of Race, Class, and National Origins in an Urban Community School
Yolanda Abel¹, Claudia Galindo², and Mavis Sanders²
Johns Hopkins University¹, Baltimore, MD & University of Maryland, Baltimore County²

This paper draws on interview, observation, and school document data from a qualitative case study of how issues of race, class, and national origins influenced the development and operation of an urban full-service community school in the eastern U.S. The case school has been a full-service community school since 2006 and serves approximately 200 students from diverse backgrounds in grades PK-5. Data analyses revealed that a critical understanding of race and class disparities and a commitment to social justice guided the development and operation of the school. The importance of an underlying critical understanding of race and class disparities and a commitment to social justice was revealed in the types of services provided at the school; the selection of faculty and staff; the school’s engagement with families and surrounding community; and its leadership and advocacy for community schools in the district.

Neo-wave Parent Organizing:
A Different Side of the Same Old Coin or a Whole New Currency?
Sara McAlister & Keith Catone
Annenberg Institute for School Reform at Brown University, RI

This paper examines the approaches and assumptions of two schools of education organizing: community organizing for school improvement and a newer set of education organizing efforts that center on specific policy goals derived from market-based theories of education reform. Using a critical review of the literature, the authors compare and contrast the theoretical bases and analyses of how families and communities build and wield power, and to what end. Preliminary findings indicate that the much less extensive literature documenting the newer national parent organizing efforts adopts an instrumental, rational-actor view of parent mobilization (Hirschman, 1970; Olson, 1965) that casts organized parents as a useful counterweight to other interests in service of pre-determined policy agendas (Moe, 2011).
Walking With Families: Three White Teachers and their Journeys toward Critical Family Engagement
Soo Hong
Wellesley College, MA

This paper seeks to explore the new and developing area of teachers building and sustaining relationships of mutual trust and respect with families through examination of data from a larger research study of five successful teachers’ relationships with families. The researcher explores the experiences and perspectives of three White urban teachers as they build relationships with their students’ families in urban communities of color. This paper focuses on teachers’ motivations for engaging with families/communities and their strategies for making connections. While teachers are the primary focus of this study, the author also explores the experiences and perspectives of 2-3 families within each teacher’s classroom to understand how parents interact with these teachers and understand their efforts. The study interrogates race, class and other pertinent identity dimensions as they shape the interactions and experiences between these three White teachers and the families they get to know. Data for this paper is part of a three-year ethnography. Data consists primarily of informal/formal interviews and participant observations in school and community settings.

Schools of Thought: Finding Variations in Family and School Understandings of the Purpose of School
Antwan Jefferson, University of Colorado Denver

This paper explores the understandings of the purpose of school held by school professionals, members of a local community, and family members. Identifying the diverse understandings of the purpose of school as a criterion upon which family members become involved in their children’s school revealed gaps and overlaps. This study occurred in a community of poor and working class African American and Latino families. Data were gathered through in-person interviews, group interviews, street interviews, and observation field notes. The implications of this study are related to the work of community organizers, school-based parent involvement groups, education and school policymakers, family members, and school professionals. A major conclusion of this study is that, given the roles of family members constructed by school, and the implications of diversity within local community contexts, the question we should be asking is not, how do we get families more involved in school? Instead, we must step away from the assumption that family members should simply be involved in school because their involvement will increase their children’s school achievement and decrease discipline problems.
11:45 -1:00

Paper Session: Results of Family Involvement in Adolescents: Longitudinal Effects and Advanced Methods

Salon D

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

Parental Involvement, Academic Outcomes, and Academic Aspirations of High School Seniors Who Participated in HIPPY as Preschoolers

Amber L. Brown
University of Texas Arlington

The purpose of this project was to examine the long-term effects of the HIPPY program participation during the preschool years on the educational achievement, aspirations, and parent involvement of high school seniors. Participants were high school seniors at a large, urban school district in the Southwest who were flagged as having participated in HIPPY as preschoolers as well as their parents/guardians. Former HIPPY students performed either significantly above or on par with the district average on the following: GPA, state mandated exams, PSAT, SAT, and ACT scores. They had high academic motivation (M=4.29 out of 5) and educational aspirations as well. In addition, the parents of these former HIPPY students report themselves to be highly involved in their children’s education.

Types of Parent Involvement as Predictors of the Educational Plans and Aspirations of 7th and 9th Grade Students

Kristin Skells and Lee Shumow
Northern Illinois University

This study examines the impact of different types of parent involvement on the educational plans and aspirations of 599 students in seventh or ninth grade. Parent involvement in school, parent involvement at home, and mothers’ and fathers’ expectations for their children were measured to assess how parent involvement predicts educational plans and aspirations, and whether parent involvement predicts educational plans (level of education the student plans to pursue immediately after high school) and aspirations (goal for years of education) differently by student gender. Results of OLS regressions indicated that the father’s academic expectations significantly predicted students’ plans after high school for ninth graders, but not seventh graders. For seventh graders, results indicated that the father’s academic expectations were the only parent involvement variable that predicted educational aspirations. For ninth graders, parent involvement in school and the father’s academic expectations predicted educational aspirations. The mother’s academic expectations did not predict educational plans or aspirations for seventh or ninth graders. Further analyses suggest that fathers’ academic expectations are particularly predictive for female students. Implications are discussed for promoting subtle, yet impactful forms of parent involvement.
Gender, Meditational, and Longitudinal Considerations of Parental Involvement and Student Academic Achievement in Taiwan: A Latent Growth Model

Hsiu-Zu Ho¹, Kuang-Hui Yeh², Chi-Wen Wu², Ann Y. Kim¹, Yin Yu¹, Wei-Wen Chen³, University of California, Santa Barbara¹; National Taiwan University²; University of Macau, China³

The proposed paper extends the literature on parent involvement and student achievement in Taiwanese society to include investigations on gender influences, meditational processes, and longitudinal stability. This study employed structural equation modeling on longitudinal data from the Taiwan Education Panel Survey (TEPS). The TEPS data analyzed includes indices of parent involvement, students' educational aspiration, and students' academic achievement obtained from a nationally representative sample of Taiwanese students surveyed in 7th, 9th, and 11th grades. The gender examination allows for distinctions among influences of maternal and paternal involvement on male and female students' academic achievement. The meditational examination furthers our understanding about the processes by which parental involvement influences students' academic achievement. Lastly, longitudinal analysis investigates the stability of parental influences on academic growth. Results of the study may significantly impact programs and policies in Taiwan.

Reflected Appraisals, Perceived Self-Competence, and Rural 5th-12th Graders' College Plans

Heather A. Bouchey and Ui Jeong Moon
Leahy Center for Rural Students, Lyndon State College, VT

Rural youth have historically exhibited lower postsecondary educational attainment than non-rural youth. To better understand this phenomenon with respect to interactions among family, school, and community factors, we are conducting the Rural Adolescent Plans study, a 5-year longitudinal survey of 5th-12th grade youth residing in the Northeastern corner of Vermont. This survey focuses on tracking students' aspirations, social experiences, self-perceptions, and plans with respect to life after high school and identifies contextual predictors of their postsecondary outcomes. Using the first wave of this study, collected in 2011, we examined how students' values and expectations about postsecondary education, along with parents' and teachers' values and expectations, were associated with students' own plans for college. We also examined socioeconomic factors linked to these associations. Results show that students from families without college-educated parents [i.e., first-in-family-modest-income (FFMI) students] were more likely to decide to go college when they had a higher self-perception of the importance of a college education and when they perceived that their parents feel that college is important. Students whose parents were college-educated were less likely to be influenced by these factors. For FFMI students, anticipating a higher degree of self-competence in college was also greatly associated with students' concrete plans.
Paper Session: Results of Family Involvement in Adolescents: Longitudinal Effects and Advanced Methods, continued

The Extent and Contributions of Various Types of Parental Engagement on Adolescents' Motivation in Classrooms during 7th, 9th, and Higher Grades

Lee Shumow, Kristin Skells, Jennifer Schmidt, & Hayal Kackar-Cam
Northern Illinois University, De Kalb, IL

This study compares several types of parent engagement with 981 adolescent students who attended either seventh, ninth, or higher (10th-12th) grades, and examines how those types of parent engagement contribute to student motivation (effort, interest, and valuing what they were learning) during science classes. The results of this cross-sectional study showed that parent engagement with homework declined steadily, whereas parent engagement in educational planning increased steadily across grades. Parent engagement at school declined with the transition to 9th grade but subsequently rebounded for students in higher grades in high school. Informal parent student discussions about science decreased after seventh grade. Each form of parent engagement, except engagement in educational planning, contributed to students' motivation during class as measured by the Experience Sampling Method. Grade moderated the impact of parent engagement at school and informal talk on student interest. Implications are discussed for both theories about how parent engagement facilitates success and for educational practices.

11:45 -1:00
ROUNDTABLES
Grand Ballroom E

Roundtable 1: Programs to Improve Family Engagement in Literacy, Science, & Math Achievement

Open Books Open Doors: Ideology and Intentionality Beyond the First Iteration

Colleen Whittingham
University of Illinois at Chicago

The benefit of highly literate home environments on the future academic successes of young children is oft cited and widely accepted (e.g., Hart & Risley 2003). The dominant achievement gap discourse emphasizes a deficit model, placing blame on families and children of color (Ladson-Billings 2007). Concerned with the wide acceptance of these fallacies, and particularly those associated with urban adolescent parents, in 2013 I initiated a multigenerational summer literacy experience that facilitates the early language and literacy development of toddlers while building confidence in adolescent parents' capacity as their child's first teacher. This became the first iteration of Open Books Open Doors (OBOD). This paper presents the findings of ongoing facilitator reflections for the purpose of informing and reframing future iterations of OBOD. Issues of special consideration are taken with participant recruitment successful retention through the co-construction of program goals in order to build rapport and community, and the leadership role of prior participants in future iterations. Also of interest are facilitator reflections on the tensions between and/or hybridization of multiple dialects and discourses. The implications of these findings on future iterations and pedagogical decisions will be discussed.
Roundtable 1: Programs to Improve Family Engagement in Literacy, Science, & Math Achievement, continued

Parents as Researchers and Storytellers: The Composing Stories Project
Kathryn F. Whitmore, James Chisholm, and Jane Andris
University of Louisville, KY

*Parents as Researchers and Storytellers: The Composing Stories Project* has two components. First, it is a critical ethnography of Family Scholar House, a residential community of low-income, single-parent, first-generation college students and their children. Second, the project provides single parents with research tools and arts-based digital storytelling devices to support their roles as advocates in their children's literacy learning and development. These initiatives are built on a theoretical frame that values the existing resources and strengths in families and the transformative potential of storymaking to increase agency. This presentation will engage session participants in analysis of data in a variety of forms, including fieldnotes, narratives, digital stories, photographs, and visual artifacts such as maps. Open discussion and arts-based methods will invite participants to talk with the researchers about an evolving analysis of metaphors that explain family literacy. Multimodal analyses of artifacts from a neighborhood mapping and digital storytelling activity and our analysis of field notes and interview transcripts reveal the variable ways in which metaphors such as doors, roots, and paths shaped the turning point narratives represented in the stories that participants related.

Viewing Science Education with a Karen Refugee Community through a Lens of Resilience
Susan Harper
University of Georgia, Athens, GA

Children of immigrant and refugee families are at high risk for educational marginalization, particularly in science and math. This participatory action research study used the principles of social-ecological resilience to explore how Karen refugee families re-construct cultural resilience in resettlement. Photovoice, participant observation, and semi-structured interviews were used to create visual and written narrative portraits of three Karen married couples. Cultural keystone characteristics that contribute to cultural resilience in these families were identified: the community garden; education as a gateway to a transformed future; Christianity; the Sgaw-Karen language; and the history of the Karen people. Drawing on these findings in a second phase of this project, these keystone characteristics were integrated as cultural funds of knowledge into plans for an afterschool science learning curriculum in an attempt to provide a cross-cultural bridge to science learning for refugee children. This project is based on the premise that a community of learning composed of the families, cultural knowledge-keepers in the community, students, teachers, and school administrators is a vital framework of support for marginalized science learners.

A Methodological Prospect for Discovering Young Children's Mathematics: Video-Cued Multivocal Parental Dialogs
Elif Karsli and Martha Allexsaht-Snider
The University of Georgia

A substantial body of research highlights young children’s mathematics experiences in- and out-of-school. However, much of this research has underestimated the potential role of parental engagement in early childhood mathematics. Analysis of the limited studies that connect young children’s mathematics and parental engagement makes it apparent that rich mathematical practices of parents can be overlooked because of the limitations of the methodologies employed to conceptualize and understand their efforts to develop children’s mathematics and enhance their mathematical interests. This study, drawing on video-cued multivocal interviews with parents of four-year-old children about their children’s mathematical practices, sought new methodological tools to help us to view parents as intellectual resources and to develop counterstories to the prevailing portrayals of parents’ general lack of mathematical understandings and interests.
Roundtable 2: Improving Partnership Policy and Practice

A Comparative Analysis of One State’s Educational Reform Legislation: Shifting Educator Practices to Partner with Families
Cathy Lines¹, Gloria Miller², Kirsten Hermanutz², Jes Colebrook², and Erin Sullivan¹
Colorado Department of Education and University of Denver¹ and
Morgridge College of Education, University of Denver²

This presentation focuses on a comparative analysis of family, school and community partnership requirements embedded within seven recently adopted educational reform laws in one western state. The laws were analyzed for similarities and differences in partnering language, funding and oversight responsibility, links to other reform legislation, implementation strategies, and professional development guidelines. A summary matrix will relate these factors to newly adopted student academic and behavioral standards and educator effectiveness and evaluation processes. A major question is whether requirements across legislation help or hinder the creation of a coordinated and comprehensive statewide framework for effective school-family partnership practices, considering criticalness, sustainability, and integration. The discussion will focus on how the results will be disseminated to families, practitioners, educator leaders, and policy makers at institutions of higher education, state education agencies, and public profit and nonprofit organizations to help guide the development of future regulations.

Powerful Family Leadership for Educational Success: PTA Comunitario in the Rio Grande Valley
Nancy Feyl Chavkin¹, Aurelio Montemayor², Hector Bojorquez², & Josie Danini Cortez²
Texas State University, San Marcos, TX¹ and
Intercultural Development Research Association, San Antonio, TX²

The Intercultural Development Research Association has transformed the traditional PTA organizational model into a more effective vehicle for parents who have been previously excluded or underserved through a mutual school-home partnership in support of children’s academic and social success. PTA Comunitarios gather family leaders in the poorest communities in Texas and bring families together to examine Texas education policies and their implications for children’s access to advanced placement, dual credit, pre-algebra courses, the state’s education budget, and college readiness strategies. Parents meet with school administrators to talk about shared concerns. They are influencing changes in policy and practice at the local, state, and regional levels. The idea that parents don’t care about education is a myth. We report the results of the first wave of research that is now extended by an i3 grant to five school districts and 20 schools in the Rio Grande Valley of Texas.

Moving from Convincing to Capacity-Building: Results of a Needs Assessment of Family Engagement in 21st Century Community Learning Centers (21st CCLC)
Sally M. Wade
Manhattan Strategy Group, Bethesda, MD

This presentation includes results and implications of a national needs assessment of family engagement in the 21st Century Community Learning Centers (21st CCLC). The results indicate that the family engagement field should consider moving from a stance of “convincing” to a focus on capacity-building efforts. There is little need in the 21st CCLC landscape to convince the field of the importance of family engagement. One participant summed up this point: “We struggle with family engagement and ‘what’ that involves at the local level. We require services to be offered to adult family members, but programs confuse services/learning and family engagement. We have enhanced communication around the subject, but need more assistance, best practice, research, etc.” This needs assessment was limited to 21st CCLC professionals, but the results have implications for the broader arenas of family engagement in out-of-school time and education as a whole. The Family Engagement Resource Providers (FERP) effort is a U.S. Department of Education funded contract to enhance family engagement in 21st CCLC nationwide.
Engagement as Process: A Participatory Action Partnerships Between Schools, Families, and a Higher Education Setting

Tina M. Durand
Wheelock College, Boston, MA

New conceptualizations of engagement in children’s educational settings contain imperatives for schools to partner with families and communities in meaningful ways that move beyond the notion of school involvement as a set of school-sanctioned, scripted activities. Participatory action research (PAR) is a framework that holds particular utility for recasting traditional power relations between organizations, communities, and individuals, in the service of transformative change. In this discussion, we reflect on the process of implementing a participatory, collaborative partnership of 11 urban schools, families, and a neighboring college to significantly advance family engagement and parent-led initiatives in these school communities. Results of our investigation suggest that although all stakeholders expressed enthusiasm about engaging in a PAR project, their readiness to do so was often challenged by reflexive notions of educational professionals as the “experts.” The focus on ongoing, generative dialogue, rather than measurable outcomes with set timelines, was a particular challenge of this approach. However, traditional definitions of family involvement were broadened for all stakeholders, and a more urgent commitment to legitimate engagement of families was generated, resulting in new parent-led initiatives in several schools.

Evaluation of a Model for Collaboration Between School and Families

Estela Jiménez, Benilde García, Cecilia Morales, Alejandra Valencia, Aurora Vargas and Nallely Vázquez
School of Psychology, National Autonomous University of Mexico

Considering the evidence suggesting that the best approach to achieve family involvement is the formation of a partnership of school, family and community, a group of school psychologists and teachers designed and applied a model and strategies to increase collaboration with families to promote children’s achievement in a public elementary school. Questionnaires and interviews assessed the effectiveness of the program from the perspective of all actors. The views of the teachers indicated that communication between parents and children increased, as well as parental support for children’s learning and development. Absenteeism of children decreased, and motivation in class, social relations, and school performance improved. Parents perceived that trust between teachers, psychologists, parents, and students strengthened, and they developed greater confidence and skills to support their children. The children said they felt loved by their parents and got more support in their homework. We concluded that it is necessary to diversify the ways and methods to involve all parents and to demonstrate the impact of this on children success at school.

Re-centering Community and Families: Co-constructing Authentic Initiatives for Family Engagement

Joyce M. Duckles, Kimberly Nelson, Brittany Calvin, and Joel Gallegos
Greenwich University of Rochester, NY

Working together in a community-university partnership on two very different family engagement projects, we articulate the “lessons learned” from our first project to inform our current initiative. Our interactions with schools and families, our findings, and our conclusions from a program with a local high school led us to challenge the school-centric nature of many family-school partnerships. Through our current initiatives, we are re-framing our notions of collaborative research, re-conceptualizing our understanding of family engagement, and creating meaningful, authentic, and organic opportunities along with the children and adults in our community. We illustrate the unique characteristics of collaborations that re-center community and families and build capacity for families to transform themselves, their schools, and their communities.