

21st International Roundtable on School, Family, and Community Partnerships:

*Research, Policy, and Practice: Issues of Equity
in Family and Community Engagement in Education*

ABSTRACTS INET 2024

Thursday, April 11, 2024

SHERATON PHILADELPHIA DOWNTOWN

Co-Sponsored by:

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

Johns Hopkins University School of Education

Family, School, Community Partnerships SIG/AERA



Featuring Researchers and Studies from Brazil, Canada, Chile, China, Columbia,
Hungary, Ireland, Mexico/U.S. Border, and USA

INET 2024 Abstracts

Philadelphia, PA

April 11, 2024

International Perspectives and Themes for the Day
Plenary Session 9-10 a.m. Independence Ballroom A/B

Chair and Discussion Leader: Joyce L. Epstein, JHU

Mi Wang, Nanjing Xiaozhuang University, China

How to Enhance Home-School Collaboration: An Empirical Study on the Effects of Parental Connections

This study categorizes parental involvement into three domains: home-based involvement, school-based involvement, and community-based involvement. This study investigates the impact of parental connections on the home-school collaboration which is a crucial aspect of educational reform in modern China. An analysis of the current state of home-school collaboration in Nanjing primary schools reveals that "assisting children with their studies" emerges as the most prevalent form of collaborative activity, while "participating in school decision-making" shows the lowest level of engagement. Furthermore, by employing variance analysis, the study demonstrated significant differences in parental connections at both the individual and organizational levels regarding "parenting education," "parent-school communication," "volunteering," "participating in decision-making," and "community collaboration." Notably, stronger interconnections among parents and a deeper comprehension of the organizational context led to increased levels of parental involvement. Consequently, the study recommends that schools enhance interpersonal communication among parents, recognize the existence of "exclusion mechanisms" in potential parent-school collaborative efforts, and establish clearly defined partnerships between schools, families, and communities, thereby collectively promote the holistic development of children.

Oriana Pizarro, María José Camus, Emilia Tagle, Claudia Soto

Programa Aprender en Familia de Fundación CAP, Chile

Transformative Partnerships: A Decade of Positive Outcomes of 'Programa Aprender en Familia de Fundación CAP' in Enhancing Family Involvement in Education across Chile's Disadvantaged Elementary and Preschools

This paper explores the transformative impact of collaborative efforts among schools, families, and communities on the academic achievement, educational commitment, and students overall school experience, showing the results of Programa Aprender en Familia (PAF) de Fundación CAP. Implemented in 195 schools throughout Chile, it targets vulnerable contexts and involves a sustained intervention lasting up to 3 years per school, including parenting workshops, and family participation in language development and reading promotion, and comprehensive training for teachers, principals, and community members. This review poses two central questions: 1) What practices facilitate positive transformations in school and family partnerships? 2) What are the main outcomes following a sustained intervention in schools focusing on strengthening family-school partnerships? The impact evaluation conducted in 2016 by JPAL reveals that the program adheres faithfully to its design, achieving multidimensional objectives and demonstrating scalability. Positive impacts are observed in learning and development support, family relationships, family-school partnerships, environmental relationships, and educational outcomes. Teachers confirm these impacts, noting improvements in communication, parental skills, and overall commitment. With over a decade of experience, PAF's pioneering role in fostering parental involvement and positive family-school relationships provides valuable insights and a consistent intervention model for enhancing partnerships in diverse educational settings.

Sandra Ryan, University of Limerick, Ireland

Student Teachers' Experience of Working Directly with Parents in the Classroom: Benefits and Challenges

This study is based on the teaching and learning experiences associated with helping 30 student teachers in three schools to work with the parents of their students on *Science for Fun*. The presentation features initial findings of a study conducted in cooperation with the Irish schools that hosted the student teachers. Data include feedback from a college course for future teachers on family engagement, reflections of the student teachers about family engagement, and the professor's records of issues that emerged. Results will be discussed to better understand how to prepare future teachers to connect successfully with students' families on school subjects.

Opening Session, continued

Sylvie Barma¹, Rollande Deslandes², Nathalie Ste-Marie²,
Univ. Laval¹, Univ. du Québec à Trois-Rivières², Canada

Perceptions of Quebec Adolescents in Times of Pandemic: Family and School Challenges and Adjustments

This study took place in Quebec high schools during the COVID-19 pandemic. Conducted online with 1,057 adolescent students, the qualitative and quantitative study, focuses on the impact of health measures in times of pandemic. The results revealed tensions linked to modified mediation tools as learners (distance learning, hybrid mode) and modifications of relationships with adults significant to them. The students also reported a drop in motivation and a loss of reference points at school, in family, and with friends. Flexibility, enlightened use of social media, more technical and human resources are all tools likely to support the adolescents' necessary adaptations. Youngsters also need to self-regulate and to strive for a better balance between school time and free time.

In addition, a subset of parental caregivers from a rural early learning center in the United States completed an anonymous, expert-reviewed survey prior to and following the COVID-19 pandemic. Noteworthy findings and implications for research and practice will be discussed. These data indicate that Birth-5 providers can help parental caregivers better understand their role in early social-emotional development and in response to behavior-related concerns by suggesting and modeling use of recommended practices.

Sobeida Velázquez, Univ. of San Diego

Voices from Transfronterizx Families, Their Children, and U. S. Educators in Border Communities

Transfronterizx are individuals who cross the US/Mexico border daily for academic, economic, social, cultural, and linguistic reasons. Economic disparities coupled with the deportation have propelled families to live in Mexico and enroll their children in US schools to provide opportunities for US-born children and, in some cases of deportation, to maintain the family together (Orta, 2021; Ojeda, 2009; Tessman, 2016; Velasco et al., 2014). Educators of transfronterizx are uniquely tasked to work with students and families who are non-traditional; their engagement in schools is unique, and educators, schools, districts, and policymakers should acknowledge this to create a more equitable, inclusive view of engagement that incorporates the transfronterizx Community Cultural Wealth and experiences as valid and legitimate forms of participation and engagement in US schools. Two critical outcomes for this presentation are (1) the opportunity to learn about the experiences of transfronterizx students, families, and educators; (2) the opportunity to learn strategies to engage in effective partnerships with families that are transfronterizx; (3) learn from participants about possible strategies to use with transfronterizx students, families, and educators.

10:15-11:30 a.m.

PAPER SESSIONS

1. STUDENT ROLES AND RESULTS

Independence Ballroom C

Chair and Discussion Leader: Ann Gaudino, Millersville University

Megumi Hine, Johns Hopkins University/School of Education

From Crisis to Community: Examining Learning Loss in Community Schools during the COVID-19 Pandemic (2019-2023)

This study examines the learning loss in traditional and community schools between 2019 and 2023. Using data from a large urban school district located in the East Coast, the findings indicate learning loss for all students in both English Language Arts (ELA) and mathematics. Of note, schools implementing a community school framework experienced a smaller learning loss than traditional schools in both ELA and math. This study suggests the potential mitigating element of the community school framework, particularly in times when schools and formal education face significant disruptions. Further analyses will delve deeper into these relationships.

Rafael Inoa¹ and Fausto Lopez², Kean Univ., NJ¹, Praxis Institute, Chicago²

Family and Youth Context in Promoting Youth Participation in Out-of-School Time Programs

Out-of-school time programs are structured and supervised activities for youth offered before and after school, on weekends, and during school breaks. They are offered through schools, churches, and community centers, among other providers. In this study, we identify how youth, including Latine youth, are attracted, engaged, recruited, and retained in these programs. We also investigate barriers to youth participation. Data were collected through interviews and focus groups with 10 program coordinators and 10 young adults, and a strengths-based perspective was utilized when analyzing and interpreting the data.

Some youth found out about the program through a parent or other adult family member, while parents who did not identify the program as beneficial for their child were said to impede their participation. It was also considered easier to retain youth when family members, including their parents, were engaged in the program themselves. Among Latine families, youth would initially advocate for their participation to their parents, and once their parents identified the value of the program, they advocated for their child's participation thereafter. Lastly, youth play critical roles within their family context and among their peers, leading to further implications for the participation of youth in out-of-school time programs.

Latifa Sebti¹, Zeynep Isik-Ercan¹, and Nicole Megan Edwards², William Paterson Univ.¹ and Rowan Univ.²

Ecological Understanding of Immigrant Families with Young Children's Support System

In an Urban City

Linked to the INET and AERA conference themes to develop more equitable school programs, this study uses a mixed-methods triangulation design study to explore the ecologies and systems of support around immigrant families in a mid-Atlantic urban city. The study focuses, specifically, on families with children under age 5 who are subject to many economic and racial injustices. Bronfenbrenner's Bio-Ecological Systems Theory frames our understanding of immigrant families and their children's development and experiences within their multidimensional networks of interactions in their environment. We conducted three surveys with families, stakeholders, and state administrators and presented each of these perspectives in quantitative analysis. Results inform policy, practice, and future intervention to support the development and well-being of young children in immigrant families.

Paper Session 1, Continued

Jingyang (Max) Zhang, Thomas Capretta, and Barbara Boone, The Ohio State Univ.

High-School Adolescents' Perceptions of Family-School Engagement and Students' Roles in School-Family Partnerships

This study examines high-school adolescents' perceptions of family-school engagement and their own roles in the partnerships between their schools and families. Through semi-structured interviews following a constructivist paradigm, researchers explored with ten high-school adolescents their experiences with and opinions about their schools' family engagement practices. We investigated adolescents' understanding of how their voices about such practices had been heard and responded to by their school, the roles they played in school-family partnerships, and how important it was that their voices are heard and that they play an active role in the partnerships. We gauged their perspectives on what their school could do differently to elevate their voices and roles in family-school engagement. Specifically, we explored the support and opportunities the participants believed they need to make more active and effective impacts on how their school works with their family to support their education. The findings may inform educators, administrators, and policymakers of ways to elevate student voice and role in family engagement practices, programs, and policies.

Aurelio Montemayor, Intercultural Development Research Association, TX

Intergenerational Organizing in Support of Ethnic Studies (Role of HS Students)

Over nearly two decades, San Antonio educators championed Mexican American Studies, culminating in Texas State Board of Education's approval of a high school elective. Collaborating with UTSA, these advocates evolved their meetings, Cafecito Y MAS, from teacher showcases to inclusive dialogues, aiming to foster community involvement and support for ethnic studies in high schools. These meetings that engaged high school students in planning and facilitation led to impactful developments:

- High school students initiated a research project on the state of Mexican American Studies (MAS) in their school district.
- The Education CAFÉ program by IDRA emphasized community influence on education policy and practice, while teachers worked on expanding MAS lessons and access.
- A student-formed group, MASISTAs, emerged to advocate for MAS across San Antonio's 13 school districts, prompting a shift to bi-monthly Cafecito Y MAS sessions

Implications: Educators committed to ethnic studies need inclusive partnerships with students and communities for sustained growth. While educator communities foster improvement, their expansion to involve students and broader communities is vital for the survival and advancement of ethnic studies in secondary schools. The IDRA Family Leadership in Education model, emphasizing critical dialogue, honors each participant's contribution, amplifying actions that bolster ethnic studies.

2. PARENT ROLES and RESULTS in PARTNERSHIPS

Independence Ballroom D

Chair and Discussion Leader: Yolanda Abel, JHU

Susana Beltrán-Grimm¹, Karlena D. Ochoa², Purdue¹, CSU-Fullerton²

Engaging Latine Families in Mathematics during COVID-19: An Evaluation of a Virtual Family Math Night Program

Latine children from low-income families generally have less access to parks, recreational facilities, and science centers within their neighborhoods and often have fewer resources like puzzles and blocks at home. Yet, these experiences are important in supporting the development of skills foundational to science, technology, engineering, and math learning and predict later academic achievement (Bustamante et al., 2018). Our study evaluated Latine families' experience in a *Family Math Night* focused on interactive, hands-on math activities during the COVID-19 pandemic. The *Family Math Night* program included 124 parents and their children, and 60 parents completed a survey about their attitudes toward math, perceptions of their child's engagement and learning, motivation for home-based learning, and satisfaction with the session's educational value.

Survey results revealed primarily positive outcomes: 95% found the activities educationally valuable and easy to replicate at home, 97% were motivated to teach math creatively, and 98% reported high child engagement. The *Family Math Night* program effectively bridged learning between school and home, highlighting the importance of community-based programs in enhancing educational experiences during COVID-19. These findings suggest that such initiatives may be crucial for fostering family involvement in education and offer insights for future educational program improvements.

Paper Session 2, Continued

Darla Edwards, William & Mary Univ.

The Impact of Family Efficacy on Minority Students' Math Achievement

The gap in mathematics achievement between minority and non-minority students continues to be of concern for schools. By the time students complete middle school, 91% of African American and 87% of Latino students are not proficient in mathematics as measured by the National Assessment of Educational Progress (NAEP). Research shows that foundational math skills are a powerful predictor of students' math learning outcomes in elementary and high school (Duncan et al., 2007). Unfortunately, drastic variations in the home learning opportunities experienced by low-income minority students have a devastating impact on their success. This is why it is critical to understand how family efficacy operates as a potential mitigating factor. This project explored the influence of family efficacy on the math achievement of minority students in elementary school. By understanding how family efficacy influences minority students' attitudes towards math, study habits, and overall academic self-concept and achievement, educators and policymakers can devise targeted interventions that promote inclusive and equitable family engagement programs.

Veronica Ferruffino, Reyna Garcia Ramos, Pepperdine Univ.

A Study of Spanish-Speaking Latina Immigrant Mothers' Experiences Participating in IEPs of Their Children with Disabilities

There has been an increase in the number of students receiving special education services in U.S. public schools since the inception of the Individuals with Disabilities Education Act (IDEA) (U.S. Department of Education, 2004). Parents of children with disabilities seek to actively participate in the educational decision-making process. Spanish-speaking Latina immigrant mothers also seek to be a part of the educational journey of their children with disabilities. This qualitative study explored the experiences of twelve Spanish-speaking Latina immigrant mothers in California who attended individualized education plan (IEP) meetings. All participants were interviewed through a phenomenological approach to learn how they utilized concepts of self-determination and advocated for their children's education despite cultural and linguistic barriers and challenges. Through a partnership with a nonprofit community-based organization that serves the Latinx community, this study gave voice to the Spanish-speaking Latina immigrant mothers who now advocate for others like themselves to become "educated" in the complexity of the special education world.

Laura Nathans¹ and Smita Guha², Penn State Scranton¹, St. Johns Univ.²

An Analysis of Parental Involvement in their Children's Learning Process during Summer Months

This study is an analysis of parental involvement for their children's learning process during the summer months. A survey was developed to examine to what extent parents were involved. The survey was given to 55 parents of mixed races/ethnicities of children between the ages of 4 and 13 at a summer enrichment program in the Northeast. Results indicated that parents created a space for their children at home during the summer and communicated well with the summer program instructors. They did not, however, volunteer or engage directly in summer enrichment programs. Inter-item correlations suggested that parents communicated with the instructors regarding their child's learning and participated in multiple domains of learning activities with their children during the summer. The study also provided evidence for the reliability of the questionnaire.

Kristin Vogel-Campbell, San Mateo Foster City Schools

Parent Perceptions of Inclusion in the Development of District Community Schools

The San Mateo Foster City School District is in its second year of developing Community Schools. District leaders are striving to better understand families' views and definitions of inclusion. Eight listening sessions were held with target schools' parents, families, and caregivers. Participants emphasized that inclusion should be a mutual, universal process that fosters a sense of belonging. They expressed concerns about how students in Special Day Classes are excluded from their General Education peers, and called for more inclusion in general education. Positive experiences included after-school programs, language representation, and awareness initiatives. The observed benefits of inclusion ranged from increased community engagement and positive updates to a joyful environment, academic and social development, enhanced parental involvement, confidence, and more understanding and empathy. Challenges included concerns about class size, lowered expectations in SDC, language barriers, funding disparities, and insufficient training for staff working with students with disabilities. Recommendations include enhancing parent information, smaller class sizes, ensuring highly trained paraprofessionals, and providing ongoing professional development on inclusion and Universal Design for Learning (UDL).

ROUNDTABLES 10:15-11:30 a.m.

*NNPS organizes “grouped roundtables” to encourage discussions on various topics.
Independence Ballroom A/B*

Table A. Building Global Praxis: An International Research Collaboration to Strengthen Family, School, and Community Engagement Assessment and Practices (Symposium)

Darcy Hutchins, Colorado Department of Education

Colorado’s P-12 FSCP Framework and Rubrics

From Brazil to Australia, and from Colorado to Colombia, members of the Global Family Engagement in Education Network—a community of practice coordinated by the Center for Universal Education at the Brookings Institution—identified a need for school-based resources to collectively assess family, school, and community engagement practices and to build more inclusive and equitable partnerships. In 2022, the Center Universal Education teamed up with the Colorado Department of Education and education leaders from five countries to co-construct the Global Family, School, and Community Engagement Rubrics tool. This participatory and open-access tool guides schools, districts, and civil society organizations through their own community-based research and strategy development process. These internationally piloted rubrics examine schools’ progress on building inclusion, trust, learning, and resources for engaging families (Epstein et al., 2018; Mapp & Bergman, 2021). The rubrics were piloted over the course of two years with school districts in Colorado, as well as in six government schools in Brazil and Colombia. This panel details the process of developing and testing the rubrics and making the tool accessible and relevant for diverse school communities around the world.

Emily Markovich Morris, Adelaisa Gomez, Brookings Institution and Red PaPaz

The Need to Build Global Praxis on Family, School, and Community Engagement

Laura Nora, Instituto Salto

Piloting the Global Rubrics in Brazil and Colombia

Steve Sheldon, Johns Hopkins University (Discussant/Discussion Leader).

Table B. A Panel Discussion of Family and Community Engagement in Charter Schools

Brian R. Beabout¹ and Shante Williams², Univ. of New Orleans¹, Rapides Parish Public Schools²

Relationships between Principals in Charter and State-Run Schools

As policy instruments, charter schools have been described as playing a variety of roles including: state takeover of low performing schools (Beabout, 2010; Wright, Whitaker II, Khalifa & Briscoe, 2018); the creation of white-flight schools in diverse districts (Eckes, 2015; Wilson, 2019); the gentrification of urban neighborhoods (Hankins, 2017); the integration of segregated schools and districts (Kahlenberg & Potter, 2014); and the creation of niche options unavailable in public school districts (Brown & Vollman Makris 2018; Lauen, Fuller, Dauter, 2015). Each of these uses of charter schools means different things for the relationships between schools, families, and communities. Mapping this diversity was a key goal of the authors of this project, which examines several perspectives on family and community engagement in charter schools. The authors examine the relationship between charter school board membership and student achievement in Massachusetts, how co-located schools failed to capitalize on their proximity in New Orleans, and finally how families engage in diverse-by-design charter schools in New York, California, and Colorado.

Charisse Gulosino³ and Elif Sesli-Ciamarra⁴, University of Memphis³, Stonehill College⁴

Relationships of Charter School Board Governance and Student Achievement

Elisabeth Kim¹, Pricilla Wohlstetter², California State University, Monterey Bay¹ Teachers College, Columbia University²

“We’re trying to break apart the idea of what engagement looks like:” Family and Community Engagement in Diverse by Design Charter Schools

Table C. Idea Bank: Ways to Strengthen Programs of Family Engagement

Moraima Machado and Janette Hernandez, San Lorenzo Unified/UC Berkeley

Cultivating Hope, Love and Trust in School Communities

In this study, we implemented family wisdom circles instead of conducting traditional Back-to-School Nights. Storytelling can be a critical pedagogy to uplift family knowledge and experiences in a community school. With this strategy, educators and families learn from each other about their hopes, dreams, and goals for their children, for families, and for schools. When information is shared in two directions, parents and teachers learn from each other. This shifts the connections of families and schools from hierarchical to horizontal, creating more equal exchanges between parents and teachers. In particular, teachers learned what families wanted and needed from the school to enable them to encourage and guide their children’s learning and development through the grades. Teachers also saw the need to listen—as a witness—to family stories.

Molly Buren, National Louis University

A Study of Latina Mothers and Teachers’ Experiences with Home-School Partnerships in Special Education

Teacher-family relationships and active family engagement are essential components to positive outcomes for students with disabilities. Latinx students are an increasingly growing student population. However, there are limited studies about the experiences unique to Latinx parents concerning family engagement and home-school partnerships in public schools. There also are limited studies on experiences in Catholic schools. To address this gap, focus groups and individual interviews were conducted with five Latina mothers of children with disabilities and five teachers in a Catholic school. There were two main purposes: 1) identify barriers and facilitators to successful home-school partnerships between Latina mothers with children with disabilities and their teachers in a Catholic setting, and 2) examine the role of family engagement in the formation of the home-school partnerships. Constant comparative analysis was used to analyze the data. There were two main findings. First, parents actively engaged in school events and home-school partnerships when opportunities for reciprocal relationships were present. Second, mothers and teachers participated in reciprocal and equitable home-school partnerships fostered through frequent, two-way communication, home-school updates, shared strategies and supports, and mutual respect for one another’s expertise.

Jennifer L. McCarthy Foubert, Knox College

“Those parents scare me:” Proposing a Collective Educational Justice Framing to Engage Middle- and Upper-Middle-Class White Parents

Research has shown that relationships between schools and middle- and upper middle-class parents typically harm the education of Black and Brown children (Lewis, 2003; Lewis & Diamond, 2015; Lewis-McCoy, 2014; Posey-Maddox, 2014). As such, educators who care about educational justice need to learn new ways of engaging with these parents. This study argues that a school community commitment to collective educational justice can support teachers, principals, and district leaders in shifting their relationships with white parents to focus on improving the education of every child. Results suggest that educators evaluate white parents’ demands and advocacy for whether it is humanizing or liberating, and the effects on the collective. This involves three possible responses to their contributions: blocking, reorienting, and/or amplifying. The author includes implications for family, school, community partnership research, practice, policy, and teacher and school education.

Reyes L. Quezada¹, Angela Louque², Reyna G. Garcia-Ramos³, U. San Diego¹, CSU-San Bernardino², Pepperdine U.³

Equity Partnerships—A Culturally Proficient Guide to Family, School, and Community Engagement

This presentation focuses on inclusive ways to engage diverse communities served by our schools. Two key features are presented: (1) opportunities to learn concepts and strategies for engaging families and communities; (2) opportunities to reflect on one’s practice and to engage colleagues in dialog for considering policies and practices on community engagement. We present concepts of family and community engagement through the lens of Cultural Proficiency and introduce the framework of seven Cs: (1) Collaboration, (2) Communication, (3) Caring/ Compassion, (4) Culture, (5) Community, (6) Connectedness, and (7) Collective Responsibility, plus one—Commitment to Action. A case study of a Southern California district exemplifies how Cultural Proficiency was central to the collaboration between teachers and administrators to implement action plans designed to address the challenges that surfaced during the social justice movements and COVID-19 challenges in spring of 2020. Grant funding allowed facilitators to host ongoing professional development sessions to incorporate the Cultural Proficiency Framework to increase parent engagement and student success. What began as an abstract idea is emerging as a central component of how the

district's initiatives may improve the success of students and families.

11:45 a.m. - 1:00 p.m.

Paper Sessions

3. TEACHER ROLES IN FAMILY ENGAGEMENT
In-service and Preservice Training and Practice

Independence Ballroom C

Chair and Discussion Leader: Yolanda Abel, JHU

Judith Paulick, University of Virginia

A Framework for Solidarity-Driven Home Visiting

One way for teachers to learn from and about families and build trust is to engage in relationship-building home visits. These visits are different from home visits that aim to bring school-based practices into the home and often position families as deficient and educators as experts. On the contrary, relationship-building home visits flip that power dynamic by centering families and positioning educators as learners and collaborators. The framework presented in this paper describes educators who effectively engage in these visits as embodying the following five descriptors: humbly responsive, professionally forthcoming, respectfully conversational, culturally honoring, and receptively collaborative. I begin by situating these visits as different from traditional home visits and describing the dispositions, skills, and training necessary for educators (many of whom have dominant identities) to be prepared to engage in these visits with families (many of whom have non-dominant identities). I continue with portraits of reflection and examples of the kinds of family practices that teachers may learn about during these visits. I conclude with a brief section focused on how that knowledge may translate into culturally responsive/sustaining instruction.

Kathleen Jablon Stoehr, Marta Civil, and Fany Salazar¹, Santa Clara University¹

Claudia Rodriguez Mojica², Marco Bravo¹, Univ. of CA-Davis²

Study 1: Working to Create Genuine Relationships between Home and School

Study 2: Collaborating for Success in Mathematics: Latinx Parents and Latinx Teachers Working Together

It is important for parents and teachers to have opportunities to create genuine relationships between home and school as a means to support children's learning of mathematics. This is particularly important with immigrant parents whose home language may be other than English and who are likely to contribute different mathematical experiences. In this presentation, we report on how 31 Latinx parents (all mothers) and 30 teachers (with the majority of the teachers Latinx and bilingual in Spanish and English) in the Southwestern and West United States worked together to learn about each other's knowledge and experiences as a means to support children's mathematics learning. We report on six themes that captured the main ideas across the various conversations and reflections between the mothers and teachers. Our findings suggest the importance of creating opportunities for parents and teachers to get to know each other in general and when children are learning specific school subjects—including mathematics.

Gloria Miller¹, Rashida Banerjee, and Lydia Dumam², University of Denver¹, Denver Regional Council of Governments²

Leading in Newcomer Communities and Schools (LINCS): Strengthening Family and School Partnerships through Community Navigation

Many immigrant families arrive in the U.S. with children who will enter the public education system. Educators frequently struggle culturally and linguistically to build collaborative relationships with these families, while recognizing this is critical to students' success. The Leading in Newcomer Communities and Schools (LINCS) program was designed to address this need through a ten-session, virtually delivered community-of-practice conducted with community leaders. These leaders sought to increase their consultancy with newcomer students and families through strong family-school-community partnerships. We will share lessons learned from the project's implementation, pre- and post-participation surveys, and formative assessments collected during and one month following the final session. Recommendations will be forwarded for creating similar preservice and in-service experiences that encourage collaborative strategies to intentionally build a network of identified community leaders who can translate ideas for engaging newcomer families and students into practice.

Paper Session 3, Continued

Hadley F. Bachman, Karen Stansberry Beard, and Barbara Boone, the Ohio State University

Family Engagement Efficacy Beliefs: Measuring the Mindsets of Educators

A research agenda advancing equity in education must acknowledge family partnership as “a pillar of effective teaching and school improvement and require[ing] significant attention and investment” (Mapp & Bergman, 2021). This study addresses a research gap by investigating educators' family engagement efficacy beliefs, defined as the degree to which educators believe themselves capable of organizing and executing the course of action required to partner with families for improving instruction and student learning. Such a mindset is crucial for effective school-family partnerships. Grounded in social cognitive theory, the Family Engagement Efficacy Beliefs of Educators (FEEB-E) scale was developed and the interpretation and uses of its scores were validated, revealing a robust factor structure with high internal consistency ($\alpha = .917$) and good fit. Results of exploratory and confirmatory factor analyses from two separate samples ($n = 318$, $n = 308$) support a five-factor model aligned with NAFSCE's Family Engagement Core Competencies (2022). The FEEB-E offers a comprehensive tool to assess efficacy beliefs in family engagement. Positive correlations surfaced between family engagement efficacy, general teaching efficacy, and teachers' trust in families. This study improves understanding of educators' efficacy beliefs about partnerships with families.

Ann C. Gaudino, Abdulsalami Ibrahim, Nanette Marcum-Dietrich, and William McConnell, Millersville Univ.

Shared Waters: An Upstream Downstream Collaborative of School and Community Partners

Millersville University of Pennsylvania (MU), Virginia Wesleyan University (VWU), Penn Manor School District (PA), and Norfolk Collegiate School (VA), together with student teachers, teachers, administrators, and parent and community partners in both PA and VA, implemented an upstream, downstream collaborative for the systemic implementation of Meaningful Watershed Education Experience (MWEE) in elementary schools. This project and resulting research focused on school/family/community partnerships bringing together schools in PA (upstream) and coastal VA (downstream) to learn about local watershed issues and how local actions impact the overall health of the watershed. Community partners were integral to the success of the project. The Pennsylvania Department of Natural Resources (PA-DCNR) and the National Park Service (NPS) hosted students at local parks where Park Rangers led students on outdoor field experiences, including stream health assessments. Students used this knowledge and data to inform their watershed stewardship projects. Quantitative and qualitative data collected over two years demonstrate how this university/school/community partnership across two states impacted professional development for 20 elementary teachers and 500 student teachers, and learning opportunities for 1,550 elementary students.

4. SCHOOL PROGRAMS OF FAMILY AND COMMUNITY ENGAGEMENT STRUCTURES AND PROCESSES ES

Independence Ballroom D

Chair and Discussion Leader: Steven B. Sheldon, JHU Room Independence Ballroom D

Camille A. Hopkins, Ann C. Gaudio, Millersville University

*Parent and Central Office Administrator Perceptions of Family Engagement
In an Urban District*

This qualitative study investigated family, principal, and central office administrator perceptions of family engagement in the Tillman School District, an urban, high-poverty, high-minority district. Focus groups in four quadrants of the district were conducted with 20 parents representing families of elementary, middle, and high school students. Interviews were conducted with principals and central office administrators to garner leadership feelings at the building and district levels. Data was analyzed both within and across role-alike and non-alike groups of subjects.

Paper Session 4, Continued

Andrea McMurray, Henan Zhang, Cindy Guerrero, Kara Sutton-Jones, Fubiao Zhen, Rafael Lara-Alecio, Beverly Irby, and Fuhui Tong, Texas A&M University

Family Involvement in Science (FIS): Nurturing Curiosity, Inspiring Discovery

Opportunities for research in literacy-infused science are created by the proven advantages of family involvement in students' reading and science education. Because scientific terminology hinders students' comprehension of the material, literacy-focused activities help students learn science and expand their vocabulary. Science activity kits, which have a literacy focus and can be completed at home, were created to promote family engagement in their third- through fifth-grade children's science education. Using survey and coded observation data from two federal education projects in Texas, we evaluated how participant families felt about the activity kits and how they spent their time during those activities. Family members' opinions on their experiences using the kits were gathered using evaluative and exploratory questions that provided information about who was practicing science at home with the students, as well as their thoughts on the advantages of doing science-related activities at home. We also present observation data obtained from self-recorded video interactions by the families as they work through the science kits and coded via the Family Involvement in Science Observation Protocol (FISOP). The findings have implications for understanding parent and student science interactions.

Shannon L. Michael, Seraphine Pitt Barnes, and Natalie J. Wilkins, Centers for Disease Control and Prevention (CDC)

Scoping Review of Family and Community Engagement Strategies Used in School-Based Interventions to Promote Healthy Behaviors

School efforts to promote health among students are more successful when families and community members are involved. We conducted a scoping review to summarize and categorize family and community engagement strategies used in US school and out-of-school time (OST) interventions to address physical activity (PA) and nutrition in kindergarten through 12th grade students. We used the National Network of Partnership Schools' Six Keys to Success framework to organize the types of family and community engagement strategies included in interventions. Many interventions used multiple family and community engagement strategies, with the most common being communicating with families and community members; providing support or education to families; and collaborations among school/OST program and community to support students and their families. This review identified 6 common family and community engagement strategies used in school and OST interventions for PA and nutrition. Including family and community engagement strategies in school and OST interventions could play an important role in maximizing support, resources, and expertise to promote healthy behaviors among all students. More research is needed to determine the effect of family and community engagement strategies on healthy behaviors of students.

Denise M. Joseph and Felicia Sanders, U. S. Department of Education (OPE, IES)

Exploring Evidence Based Practices, Whole Child Approach, and Community-Based Programs to Improve Postsecondary Success

This session will highlight postsecondary measures that use Evidence Based practices (EBP) and the Whole Child Approach (WCA) via community-based approaches to improve student success. The session will provide a program and strategy overview, highlight a real time example in action and highlight resources from IES and WWC to highlight the value and validity of these programs and approaches.

Patricia Edwards¹, Michigan State University¹ and Co-Authors Marliese Peltier, Ball State U., Jacqueline Sweeney, Bowie State U., Heather Reichmuth, U. of Southern Maine, Kristen White, Northern Michigan U., Ann Castle¹, Darreth Rice¹

Supporting Educational Stakeholders to Enact Forms of Racially Just Family Engagement

As racial, linguistic, and cultural diversity grows within school districts there is a need to assist educational stakeholders with (re)envisioning how to engage with diverse families in ways that dismantle racial inequities. In this project, 34 participants from four states participated in a virtual book club that provided opportunities to discuss family engagement scenarios. Findings include: the ways in which participants conveyed increased positive perceptions about families; the ways in which the book club interactions helped members to engage with families; and participants' desire to attend more professional development opportunities around family engagement. These findings are important when considering format for professional development, namely modality and cultivation of inter-professional conversations.

ROUNDTABLES
11:45 a.m. - 1:00 p.m.
INDEPENDENCE BALLROOM A/B

Table D. Parent Funds of Knowledge

Diana Crespo-Camacho, Oregon State University

Paseos: A Way to Enhance Latina/o/x Student Learning in Outdoor School

"Education in, about, and for the outdoors" has existed for many decades in the U.S., but until now, outdoor education has primarily been a select white and privileged class realm. But this has recently changed in the Pacific Northwest, where Latina/o/x students and other minority students can attend outdoor school for the first time. Given the importance of understanding the learning experience of these participants and considering supports that might enhance their learning, a qualitative study of three family field trips, *paseos*, as four Latina mothers called them, was conducted prior to the outdoor school experience. *Pláticas* with families after the *paseos* revealed the mothers' cultural-historical repertoires and their corresponding areas of expertise in nature. They also showed how, through the *paseos*, families made outdoor engagement a part of their repertoires of practice. Educators may build on this knowledge and use *paseos* to enhance students' learning experiences in outdoor school.

Emma Chen, Western Washington University

Learning from Transnational Parents: Narratives of Chinese Mothers in Heritage Language Education

This research explores the experiences of Chinese mothers in the diaspora, focusing specifically on their roles in heritage language education. Using narrative inquiry and participant-led conversations in Mandarin-Chinese, the study uncovers the complexities of transnational motherhood within the Asian context. Mothers navigate life in the diaspora, often parenting alone with digital aids, while transitioning from immigrant families to transnational families. They create academic environments that foster intergenerational teaching, integrating Chinese and Western practices. The study highlights the transformative power of motherhood in a transnational context and contributes to our understanding of parent engagement in language learning. Furthermore, the findings have implications for educational policies and practices, and for supporting families in similar contexts.

Charmaine Campbell¹, Karen S. Beard², Columbus City Schools¹, The Ohio State University²

Parents at the Table: An Exploratory Study of Family Engagement in a Large Urban School District

This study examined the existence of hospitality within school settings. We researched aspects of family engagement with a focus on the relationships between schools and families in elementary schools. To formulate the research questions and remain consistent with the *complex systems paradigm*, we outlined the historical context from the time of No Child Left Behind (NCLB). We focused on local educational agencies to learn about parent engagement at the school level. The study included 15 families with children in elementary schools in Region 5 in Columbus City Schools, a large urban school district. We used Latunde's hospitality model (2017) to learn if and how well schools connected to families in a hospitable way or if there was a disconnect with four major spaces that exist in schools. We aimed to find the "big idea" of making connections between schools and families; overcoming the challenges of making connections; and sustaining these relationships over time. Many Black students and their families have been isolated and disenfranchised from larger society due to structural racism and anti-Blackness. Yet, it is important to connect families to key people in schools and districts (Latunde, 2017). Two major themes emerged related to our research questions: safety and trust. Additional themes related to the COVID-19 Pandemic and social capital.

Megumi Hine, Johns Hopkins University, for Gabriella Pusztai, Katinka Bacskai, Tímea Ceglédi, and Zsófia Kocsis, University of Debrecen, Hungary

Effects of Family-School-Community Partnership Policies on Parental Involvement in Three European Countries

The impact of family socioeconomic status (SES) on parenting activities has been thoroughly researched. Studies suggest that a more favorable socioeconomic status results in more active and effective parental involvement (PI). Epstein argues that school policies that support Family-School-Community Partnership (FSCP) can reduce the disadvantageous impact on PI of families' low SES. Research is not clear about which school policies are effective in involving parents with low SES. This study explored the types and effects of FSCP policies in Central and Eastern Europe (CEE) of Hungarian-speaking families of primary and middle school students (N=1002) in Hungary, Romania, and Ukraine. We hypothesized that (1) A more favorable SES results in more active home-based and school-based PI. (2) Parental SES affects parents' perceptions of FSCP policies. (3) Parents' perceptions of FSCP have a greater impact on PI than individual student- and parent characteristics. Results indicate that parents with low-SES perceive community development policies and special support as more significant than do other parents. Also, parents' perceptions of FSCP policies have greater impact on PI than individual student- or parent-related factors. The results suggest that schools should develop demand-responsive community programs and offer parents personal consultations with teachers and

school support staff.

Table E. Pre- and Post-COVID Program Designs and Developments

George E. Fitch, Jr., School District of the City of York, PA, and Ann Gaudino, Millersville Univ.

*Engaging Parents and Families Living in Acute Poverty during the Pandemic:
A Case Study of How One Superintendent Led the Response*

This session presents a case study of the School District of the City of York (SDCY) and how the superintendent led the design of a comprehensive contingency plan for educating students through distance learning and connecting with families during the COVID-19 pandemic. SDCY is a small, urban, highly diverse district with 49% of families living in acute poverty. Specifically, the district continued student learning by evoking equitable practices and effective communication by deploying electronic devices to students as instructional tools and to families as communications devices. The district provided quality online instruction, increased transparency of communication, and developed new avenues for parental engagement. Major implications of this study include the key role of the superintendent in the development of contingency and monitoring plans, mental health services, and highly effective parental engagement.

Rachel A. Glickman, SIT Graduate Institute

The Shifting of Educational Priorities in the Wake of the COVID-19 Pandemic: A Case Study in Rural Vermont

In this study, I explore the experiences of educators in three Vermont elementary schools to better understand how priorities have shifted during the pandemic and what this might portend for the future of schooling. Findings indicate that roles have evolved to encompass a greater range of responsibilities. The primary function of educators no longer rests only with academic instruction but instead centers on managing student behavior and supporting complex social and emotional needs. Consequently, participants reported feeling overwhelmed, unprepared, and unsuccessful in their jobs. Staff shortages have resulted as more educators are leaving the profession. The major implication of the study is the need for schools to reconfigure their operations to better serve students and allow educators to return to their main function of providing academic instruction. Act 67, the Vermont Community Schools Act, provides support for public schools to serve as resource hubs by coordinating services with outside community agencies. Moving towards a community school model will help to address many of the stressors that have dominated the professional lives of educators since the onset of the pandemic.

Nicole Megan Edwards and Katherine B. Green, Rowan University

*Social-Emotional Information-Sharing and Preferred Mode of Outreach with Childcare Providers
and Other Community Stakeholders: Self-Report from Rural Parental Caregivers Pre/Post-Pandemic*

Birth-5 providers can help parental caregivers better understand their role in early social-emotional development and in response to behavior-related concerns by suggesting and modeling use of recommended practices. Although professionals are encouraged to share relevant information, ideally using tailored modes of outreach (e.g., workshop, small group, phone call, and home visit), and the extent to which this is happening remains unclear. Parental caregivers also may have potentially evolving experiences with and/or preferences for connecting with professionals on these topics emerging during the COVID-19 pandemic. To assess which resources/community stakeholders, if any, may be sought for social-emotional-related information as well as to pinpoint desired mode(s) of outreach, a subset of parental caregivers from a rural early learning center in the United States completed an anonymous, expert-reviewed survey prior to and following the COVID-19 pandemic. Noteworthy findings and implications for research and practice will be discussed