

INET 2024 PROGRAM

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

Thursday, April 11, 2024 8 a.m. – 1 p.m.

**SHERATON PHILADELPHIA DOWNTOWN - Mezzanine Level - Independence BallroomA/
201 North 17th Street, Philadelphia PA**

Co-Sponsors

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

Family, School, Community Partnerships SIG of AERA

School of Education, Johns Hopkins University

8:00	8:40	Registration and Continental Breakfast - INDEPENDENCE BALLROOM A/B
8:40	9:00	<p>WELCOME AND INTRODUCTIONS Joyce L. Epstein & Yolanda Abel Dean Christopher Morpew Johns Hopkins University</p> <p>Featuring participants and studies from Brazil, Canada, Chile, China, Colombia, Hungary, Ireland, Mexico/U.S. Border, and USA</p>
9:00	10:00	<p><u>International Perspectives and Themes for The Day</u> Toward Greater Equity in Partnership Programs Parent and Teacher Voices on Partnerships Follow-up to the COVID Crisis Preservice / Inservice Teacher Training Program Implementation and Student Outcomes of Family and Community Engagement</p> <p>Chair and Discussion Leader: Joyce L. Epstein, JHU ROOM: INDEPENDENCE BALLROOM A/B</p> <p>Mi Wang, Nanjing Xiaozhuang University, China How to Enhance Home-School Collaboration: An Empirical Study on the Effects of Parental Connections</p> <p>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 Preschools and Elementary Schools</p> <p>Sandra Ryan, University of Limerick, Ireland Student Teachers' Experience of Working Directly with Parents in the Classroom: Benefits and Challenges</p> <p>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</p> <p>Sobeida Velázquez, Univ. of San Diego Voices from Transfronterizx Families, Their Children, and U. S. Educators in Border Communities</p>
	10:15	BREAK

10:15-11:30

PAPER SESSIONS

ROUNDTABLES

PLENARY ROOM—INDEPENDENCE BALLROOM A/B

1. Student Roles and Results

Chair and Discussion Leader: Ann Gaudino, Millersville Univ.
Room: INDEPENDENCE BALLROOM C

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)

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

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

Jingyang (Max) Zhang, Thomas Capretta, and Barbara Boone, OSU
Students at the Center: Adolescents' Voices and Roles in Family-School Partnerships.

Aurelio Montemayor, Intercultural Development Research Association
Intergenerational Organizing in Support of Ethnic Studies (Role of HS Students)

2. Parent Roles and Results in Partnerships

Chair and Discussion Leader: Yolanda Abel, JHU
Room: INDEPENDENCE BALLROOM D

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

Darla Edwards, William & Mary Univ.
The Impact of Family Efficacy on Minority Students' Math Achievement

Veronica Ferrufino, Reyna Garcia Ramos, Pepperdine Univ.
A Study of Spanish-Speaking Latina Immigrant Mothers' Experiences When Participating in the IEP of Their Children with Disabilities

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

Kristin Vogel-Campbell, San Mateo Foster City Schools
Parent Perceptions of Inclusion in the Development of District Community Schools

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

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

Charisse Gulosino³ and Elif Sesli-Ciamarra⁴, University of Memphis³, Stonehill College⁴
Relationships of Charter School Board Governance and Student Achievement

Elizabeth Kim⁵ and Pricilla Wohlstetter⁶, Monterey Bay⁵, Teachers College, Columbia University⁶
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

Molly Buren, National Louis University
A Study of Latina Mothers and Teachers' Experiences with Home-School Partnerships in Special Education

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

Reyes L. Quezada¹, Angela Louque², Reyna G. Garcia-Ramos³, Univ. San Diego¹, CSU-San Bernardino², Pepperdine Univ.³
Equity Partnerships—A Culturally Proficient Guide to Family, School, and Community Engagement

PAPER SESSIONS

**3. Teacher Roles in Family Engagement –
Inservice and Preservice Training and Practice**

Chair and Discussion Leader: Yolanda Abel, JHU **Room: INDEPENDENCE BALLROOM C**

Judith Paulick, University of Virginia
A Framework for Solidarity-Driven Home Visiting

Katheen Jablon Stoehr¹, Marta Civil², Fany Salazar², Claudia Rodriguez Mojica³, Marco Bravo¹, Santa Clara Univ.¹, Univ. of Arizona², Univ. of CA-Davis³
Working to Create Genuine Relationships between Home and School and Collaborating for Success in Mathematics: Latinx Parents and Latinx Teachers Working Together

Gloria Miller¹, Rashida Banerjee², 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

Hadley F. Bachman, Karen Stansberry Beard, and Barbara Boone, OSU
Family Engagement Efficacy Beliefs: Measuring the Mindsets of Educators

Ann Gaudino, Abdulsalami Ibrahim, Nanette Marcum-Dietrich, and William McConnell, Millersville Univ.
Shared Waters: An Upstream Downstream Collaborative of School and Community Partners

4. School Programs of Family and Community Engagement: Structures and Processes

Chair and Discussion Leader: Steven B. Sheldon, JHU **Room: INDEPENDENCE BALLROOM D**

Camille A. Hopkins and Ann C. Gaudino, Millersville University, PA
Parent and Central Office Administrator Perceptions of Family Engagement in an Urban District

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

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

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

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

ROUNDTABLES

Plenary Room: **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

Emma Chen, Western Washington University
Learning from Transnational Parents: Narratives of Chinese Mothers in Heritage Language Education

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

Megumi Hine, Johns Hopkins University, for Gabriella Pusztai, Katinka Bacskai, Timea Ceglédi, Zsófia Kocsis, University of Debrecen, Hungary
Effects of Family-School-Community Partnership Policies on Parental Involvement in Three Central and Eastern European Countries

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

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

Nicole Megan Edwards, 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

INTERNATIONAL NETWORK OF SCHOLARS — INET 2024

What YOU Need to Know!

INET was founded by the late Don Davies and Joyce Epstein in 1991 as an informal, international network. It includes over 300 scholars from over 30 nations who study many aspects of school, family, and community partnerships.

INET convenes every other year at the start of AERA for researchers to report new work on family and community engagement, share ideas, and renew friendships.

Today, you will hear over 40 presentations by researchers with data from Brazil, Canada, Chile, China, Colombia, Hungary, Ireland, Mexico-U.S. Border, and USA. The researchers from the USA are from 21 states and DC: AZ, CA, CO, DC, GA, IL, IN, LA, MA, MD, MI, MO, NJ, NY, OH, OR, PA, TN, TX, VA, VT, and WA.

INET PROGRAM and ABSTRACTS are online. Click www.partnershipschoools.org
Follow the link from the homepage.

SIG CONNECTIONS: The Family, School, Community Partnerships SIG co-sponsors INET. SIG members are invited to participate in INET and other international meetings.

The SIG sponsors the **INET RECEPTION** at its business meeting at AERA:

Friday, April 12, 6:45-8:15 p.m.
Pennsylvania Convention Center
Level 100, Room 113 A
See you there!

INET Registration Payment by CREDIT CARD

See posters at the Registration Desk. Scan the QR code or copy the link to your phone. Complete all information.

In this system, you request an **INVOICE** to register for INET.
JHU will email an invoice to you with directions on how to pay.

PUBLICATION POSSIBILITY

We have been asked to consider developing a special issue on family engagement with the journal *Social Sciences*, an international, peer-reviewed, open-access journal. If your study has not been published and has not been submitted for review, contact Joyce Epstein, jepstein@jhu.edu, for more information on contributing to a special issue to be published in 2025.

ERNAPE, our “sister” organization (European Research Network About Parents in Education), conducts conferences in alternating years with INET.

2025 ERNAPE in Verona, Italy
See: <https://www.ernape.org/>

INET 2024 ORGANIZERS

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