

# **20<sup>th</sup> International Roundtable on School, Family, and Community Partnerships (INET)**

*Building on History: Improving Research, Policy, and Practice  
of Family and Community Engagement in Education*

# **ABSTRACTS**

# **INET 2022**

**Friday, April 22, 2022**

**8 a.m. - 1 p.m.**

**OMNI SAN DIEGO HOTEL**

Co-Sponsored by:

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

Family, School, Community Partnerships SIG/AERA

School of Education, Johns Hopkins University



With researchers from Canada, Germany, Hong Kong,  
Ireland, Israel, Netherlands, and USA



# INET 2022 ABSTRACTS

San Diego, CA

April 22, 2022

## International Perspectives and Themes for the Day Plenary Session 9-10 a.m. GALLERY # 1, Main Floor

Chair and Discussion Leader: Joyce L. Epstein, Johns Hopkins University

**Charlott Rubach<sup>1</sup> and Sabrina Bonanati<sup>2</sup>, Univ. of California-Irvine<sup>1</sup>, Universität Paderborn, Germany<sup>2</sup>**  
*The Impact of Parents' Home- and School-Based Involvement on Adolescents' Interest and Anxiety in Mathematics*

Parents experience difficulty helping their children with mathematics at home. Math teachers can provide guidance and materials to parents. Little is known about whether this kind of help from math teachers benefits parents' support at home and, thus, contributes to students' academic development in math. This study examines longitudinal associations between parents' perceived support from math teachers, parental academic support at home (reported by parents and students), and changes in students' intrinsic motivation and anxiety in math. Data were from ninth and tenth graders in 13 public schools and their parents (N = 157 parent-child dyads). The latent structural equation model demonstrated no association between parents' perceived support from math teachers and the academic support given at home. Parents' reports of their academic support at home were cross-sectionally and positively related to their students' perceived parental academic support at home and students' intrinsic motivation. In addition, students' perceived parental academic support at home was associated with positive changes in students' intrinsic motivation over the academic year. Furthermore, higher student intrinsic motivation led to a decrease in their anxiety in math over the academic year.

**Esther Ho and Mi Wang, Chinese University of Hong Kong**  
*Health Inequity and the Effect of Parental Involvement in Mainland China: What We Learned from the Large-Scale China Education Panel Survey*

The World Health Organization constitution affirms that *health* is a state of complete physical, mental, and social well-being—not merely the absence of disease or infirmity (WHO, 2005). A parent is key for promoting children's health, and different forms and styles of parenting may protect children from health problems. The health of students is an important issue in basic education particularly in Chinese Societies which tends to focus too much on cognitive development. Using the large-scale China Education Panel Survey (CEPS) with about 20,000 Grade 7 and Grade 9 students from 438 classes of 112 schools in 2013-14, this study examined: *To what extent and how do different forms of parental involvement affect students' health?* Results indicate that there are significant gender and social class inequities in the health of students in Mainland China. Parental engagement in family activities with their children is the strongest contributor to students' general health and the strongest protective factor for reducing children's mental distress. Also significant are parent-child discussions and homework supervision. We also found that excessive strictness in parenting is detrimental to students' general health and worsens mental problems. We will discuss the implications of these findings.

**Esther Maeers<sup>1</sup> and Debbie Pushor<sup>2</sup>, University of Regina<sup>1</sup>, University of Saskatchewan<sup>2</sup>**  
*Systematic Parent Engagement in Teaching and Learning: Creating a Prototype to Enhance Academic and Social Outcomes for Children and Parent*

Decades of research demonstrate parent engagement is linked to improved academic, social, and behavioral outcomes for students (Mapp, 2013, Jeynes, 2007) and to improved academic and social outcomes for parents (Brown, 2007, Hong, 2011). Regardless of confirmed results, many schools have remained virtually unchanged and parent engagement continues to be a "random act" (Weiss et al, 2010) rather than a systematic approach, integral in all schools. In our program of research into systematic parent engagement, we engaged parents in their children's teaching and learning on the school landscape of a Prekindergarten to Grade 8 Canadian school (Pillar 1), in out-of-school times and places (Pillar 2), and in their own educational opportunities (e.g., language classes, adult upgrading) (Pillar 3). One key finding from this study was how the principal's perceived understanding and enacting of her role and her sense of identity as a principal impacted the ways in which parent engagement became, or did not become, an integral part of the school landscape. In this presentation, we will provide an overview of our three-pillar approach and discuss our emerging understanding of the complexities and particularities of leadership critical to embedding a systematic approach to parent engagement in a school site.

**Petrie van der Zanden<sup>1</sup>, A. Struyf<sup>2</sup>, F. Cornelissen<sup>2</sup>, F. Geijsel<sup>1</sup>, B. Schreurs<sup>2</sup>, M. Volman<sup>2</sup>, E. Denessen<sup>1</sup>, and P. Slegers<sup>3</sup>, Radboud University<sup>1</sup>, University of Amsterdam<sup>2</sup>, BMC<sup>3</sup>, Netherlands**

***How schools resiliently shape school-family partnerships with parents of disadvantaged students during the COVID-19 pandemic***

This study investigated how Dutch secondary schools shaped school-family partnerships with economically-disadvantaged families during the COVID-19 pandemic, using the concept of resilience as an analytical lens (Williams, 2017). We applied a multiple case study design and collected data through group interviews with school board members, teachers, students, and parents in five schools. The results showed that schools responded resiliently in shaping basic conditions for learning and communications with parents of disadvantaged students, in particular. However, it was difficult for schools to encourage parents of disadvantaged students to support their children in learning at home. Teachers played a crucial role in picking up, recognizing, and responding appropriately to signs that student learning or well-being were at risk, such as absence from class or lack of materials and resources for online education. Importantly, schools' internal and external networks facilitated teachers' resilient responses. This study showed how schools rebound in unexpected situations, whilst protecting the development of disadvantaged students.

**Sandra Ryan, Mary Immaculate College, Limerick, Ireland**

***Pre-service Teacher Attitudes and Sense of Efficacy in Relation to Family Engagement***

Professional development for family and school collaboration is required worldwide for teachers (Shartrand et al., 1997; Epstein, 2013). However, despite increased legislation requiring schools and teachers to adopt a partnership approach in their work, as well as accreditation requirements for teachers, most teacher education programs worldwide do little to prepare teachers to establish positive relationships with parents or to pay attention to the place and voice of parents in their children's schooling (Pushor & Ciuffarelli Parker, 2013; de Bruine et al, 2014; Willemse et al, 2016; 2018). Drawing on Epstein's theoretical framework of parental engagement, this study examines the knowledge, skills, and attitudes of Irish pre-service teachers before and after a course on family engagement. Analysis of data from participants should (a) enhance understanding of student teachers' knowledge, skills, and attitudes towards family engagement, (b) expand ways to support beginning teachers to develop their family engagement practices, and (c) inform the development of ITE and CPD courses. Initial findings indicate that, having taken the *Working with Families* course, all respondents had more positive attitudes to engaging the parents of their future pupils and felt better prepared to engage parents in specific aspects (outlined in the paper) of their future work as a teacher.

10:15-11:30 a.m.

## PAPER SESSIONS

## 1. Family Engagement Programs and Practices during COVID-19

Gallery 2

**Chair and Discussion Leader: Darcy Hutchins****Audrey Addi-Racah, Tel Aviv University, Israel*****Digital Capital and Parent Engagement in Their Children's Learning during COVID-19: A Comparison Between Parents of Low and High SES***

COVID-19 set new challenges for parents who had to take charge of guiding their child's learning, even if they were not prepared and did not have appropriate resources and skills to do so. Following Bourdieu's (1986) forms of cultural and social capital and Ragnedda's (2018, 2020) concept of digital capital, the study used data from 600 Israeli parents of children in grades 3-6. We examined a model of the relations between parental engagement (PE) in their children's learning and types of capital, with digital capital as a mediator, while comparing families with low- and high-incomes. Digital capital has scarcely been examined in the context of parent engagement, although it may be relevant in the context of distance learning and the COVID-19 circumstances. Results indicate high-SES parents knew how to better convert cultural and social capital to high digital skills compared to low SES parents, who had to use their resources to connect more often with teachers. The results reinforce the fact that the teacher's role is pivotal for facilitating low-SES parent's engagement with their children's learning, as revealed during the current challenging period of the COVID crisis.

**Cory Buxton, Kathryn McIntosh, and Barbara Ettenauer, Oregon State Univ.*****Teachers Learning Lessons from Multilingual Family Engagement through the COVID-19 Pandemic***

The Teachers Educating All Multilingual Students (TEAMS) project supports teachers in five Oregon school districts in developing knowledge and skills for educating multilingual learners. Enhancing family and community engagement is a central component of the TEAMS model. Teachers work in partnership with local community organizations to co-design and co-plan education-focused community activities with families of multilingual students. Due to COVID-19, these efforts to deepen family engagement shifted suddenly and unexpectedly in 2020, from planning large community events, such as health fairs and cultural exchanges, to building individual connections with families focused on their basic day-to-day needs during quarantine. As teachers in the TEAMS project began to raise new questions about their roles as educators during a global pandemic, we conceptualized the teachers' choices and actions in terms of Harro's (2000) Cycle of Liberation. This views teachers' justice-centered agency as an act of becoming that evolves from individual action to collective action to structural change. We use this framing to explore the experiences of teachers in the TEAMS project as they engaged with students and families through the pandemic.

**Steven B. Sheldon and Joyce L. Epstein, with Rachel V. Chappell, Johns Hopkins University*****Shifting Landscapes: How Districts and Schools in NNPS are Responding to COVID 19 Challenges***

Every year, the National Network of Partnership Schools (NNPS) at Johns Hopkins University helps schools and districts evaluate the progress of their partnership programs and completes an *Annual Report*. In the 2020-21 school year, 27 districts and over 300 schools evaluated the quality of their partnership programs. The year was characterized by flexible schedules that required flexible thinking on school and family connections. We found that districts and schools across the country:

- Started the year on different schedules and in different locations (i.e., face-to-face, remote learning, hybrid plan). Most districts and schools changed locations at least once—most more often—during the year.
- Helped some students obtain computers and tech support, but large percentages of students still had no computers or internet access and could not participate in daily online learning.
- Reported that many students needed remedial instruction, especially those with no computers at home.
- Every district (100%) and 90% of schools reported that they improved their uses of technology to connect with all students' families.
- Over 90% of districts and 80% of schools agreed that they “gained new insights” into the lives of their students and families because of COVID-19 challenges.

The data show that district leaders who actively facilitated their schools, and ATPs with high-quality partnership programs did more to address unexpected challenges created by COVID-19.

**2. Preparing Teachers for School, Family, & Community Partnerships****GALLERY 3**

**Chair and Discussion Leader: Yolanda Abel, Johns Hopkins University**

**Faith Hardridge and Diana Hiatt-Michael, Pepperdine University**

***Parent Involvement Issues in Teacher Education Preparation***

This study addressed beginning teachers' college preparation and their reported challenges in dealing with their students' families. Studies indicate that new teachers report that they lack skills in dealing with parents and that dealing with parents is the second reason (the first being classroom discipline) new teachers give for leaving the profession. The study focused on the inclusion of family engagement issues in pre-credential/licensing programs in four-year colleges and universities across the United States. Responses were randomly collected from two colleges or universities in each of the fifty states for a total of 100 responses. Data were collected using the Hiatt-Michael Survey of 2001 with the addition of a question about communication using technology. Findings were similar in 2021 to the 2001 study. Teacher preparation programs include very limited information and skills to promote family engagement.

**Laura Nathans<sup>1</sup> and Amber Brown<sup>2</sup>, Penn State-Scranton<sup>1</sup>, University of Houston-Clear Lake<sup>2</sup>**

***An Analysis of Themes Regarding Preservice Teachers' Training in Parent Involvement at Four Universities***

This study explored the effectiveness of the Parent Teacher Education Connection (PTEC) curriculum in preparing 1948 preservice teachers (PSTs) to work with parents after they were placed in schools as new teachers. The teachers from four geographically-dispersed universities who taught various grade levels experienced the curriculum of six online modules based on Epstein's six types of parent involvement. Qualitative documents such as the minutes of meetings and reports of external evaluators documented the effectiveness of PTEC implementation. Both authors collapsed data into questions on coding sheets, resulting in seven a priori codes. Results indicated that PTEC was effective in changing knowledge, attitudes, skills, and cultural competence regarding parent involvement. Case studies and field experiences were particularly effective in helping PSTs benefit from the curriculum, and teacher educator commitment also was important. The results showed how an online curriculum can effectively prepare preservice teachers to work with parents.

**Patricia Edwards<sup>1</sup> and Lisa Domke<sup>2</sup>, Michigan State University<sup>1</sup>, Georgia State University<sup>2</sup>**

***Developing Teachers' Cognitive Flexibility to Support Family Engagement***

Even though family involvement in education is important, teachers often receive little to no training on this topic. This intervention study uses modules written to support asset-based perspectives and cognitive flexibility to determine the ways in which pre-service and in-service teachers' views and methods of family involvement change, and the ways in which they demonstrate cognitive flexibility. Over 20 pre- and in-service teachers are engaging in modules about multilingual families, honest parent-teacher conferences, and curriculum-based family involvement for which they complete short readings and discussion. Teachers also complete pre- and post-surveys including writing a reflection about a novel family engagement scenario which supports analysis of how their views change and how they employ cognitive flexibility. Initial findings from prior pilot work indicate that after participation, teachers began to move away from views of families' situations as insurmountable barriers to instead embrace problem-solving stances that were more nuanced and positive. This is important in considering ways of providing training for teachers related to family involvement and developing their cognitive flexibility to work with dynamic situations.

**Paper Session 2, continued**

**Diana Gonzales Worthen<sup>1</sup>, Eva Diaz<sup>1</sup>, Christine Smart<sup>1</sup>, Sandra Bowman<sup>1</sup>, and Conra Gist<sup>2</sup>, University of Arkansas<sup>1</sup>, University of Houston<sup>2</sup>**

***Grade Level Teachers of English Learners and Family-Teacher Relationships***

Family engagement, including positive family-teacher relationships, has been identified as an important element of English learners' language development and academic success (Niehaus & Adelson, 2014). However, cultural and linguistic differences between teachers and their English Learners (ELs), as well as their families, can strain the process of building relationships (Arias & Morillo-Campbell, 2008). With this in mind, the CLASSIC<sup>®</sup> model of capacity building for classroom cultural and linguistic diversity (Herrera, Murry, & Pérez, 2008) utilizes the Accommodation Readiness Spiral (ARS) as a tool to explore teachers' readiness for diversity. In particular, ARS enables us to focus on Level 2—readiness for culturally and linguistically diverse (CLD) students and families (Herrera & Murry, 2016; Murry, 2012). This presentation reports the findings of a naturalistic inquiry of teacher teams' engagement and learning in an authentic oral history course project on building capacity for relationships with CLD students and families including: 1) New awareness of (a) challenges/risks/sacrifices of CLD families; (b) assumptions on what is “normal” (religion); and (c) the value of teacher-family relationships; 2) Deeper understanding of sociocultural dimensions, specifically acculturation v. assimilation; and 3) Shared conundrum-perception assumptions about privacy v. relationship building and teachers' comfort levels in engaging with CLD students and their families.

**Judy Paulick, Soyoun Park, and Ariel Cornett, University of Virginia**

***Examining and Interrupting the Power Dynamics between Teachers and Diverse Parents during Home Visits***

We examined the power dynamics between elementary teachers and families during home visits in two states. We found that, overwhelmingly, teachers maintained control of the visits. There were promising instances of teachers ceding (or families assuming) power. In these moments, families were able to share important information with teachers. This work has implications for the importance of actively training teachers who conduct home visits so that the visits can be respectful, collaborative, and productive.

## ROUNDTABLES

## GALLERY 1

NNPS organizes “grouped roundtables” to encourage discussions on various topics.

**TABLE A. Student Roles for Effective Partnerships: Strengthening Personal Agency****Ashley Cureton, University of Michigan*****“After the School Day, What’s Next?” Exploring Refugee Youths’ Engagement in After-School Programs***

After-school programs provide essential contexts for youth development and well-being. Although these programs serve as an anchor for refugee youth, previous research cites challenges with their engagement. This study explores refugee youths' patterns of participation and motivation to engage in after-school activities. Semi-structured, in-depth interviews were conducted with 30 refugee youth who resettled to the U.S. Results show that refugee boys were involved in soccer, whereas girls engaged in arts-based programs to connect to peers with similar identities and to process their past traumas. Also, refugee youth preferred to seek homework assistance from stakeholders associated with refugee resettlement agencies and organizations instead of school staff due to their high level of trust and familiarity the agencies. Finally, youth participated in organizations that promoted civic engagement to advocate for refugee rights. The research sheds light on how after-school specialists and educators may offer comprehensive after-school programs to this understudied population.

**Mary Ann Burke, Novation Associates*****Parents Partner with Their Children’s Schools to Improve Students’ Ownership, Agency, and Achievement***

Students are successful when they (1) *understand* and *own* what they need to learn, (2) are *agents* who initiate actions to achieve learning goals, and (3) demonstrate *achievable results*. Parents reinforce these skills when they develop strategies that support children’s learning at home. This paper identifies specific skills and knowledge parents must have to help their children develop ownership and agency of learning and the role of teachers in advocating for these skills. The research relies on Epstein’s parent engagement framework and a project managed by the Santa Clara County Office of Education’s Region V Parent Engagement Initiative (PEI) in 2010 - 2014. The PEI project served culturally diverse family members and staff in over 20 school districts/programs in Santa Clara County, California. Follow-up observations and student reported results were evaluated at various school sites. The results indicated that students perform better with their parents’ support; parents are more confident in supporting their children’s learning; and parents and students are able to describe how students own their learning as agents with achievable results. Implications include teacher and student training about lesson outcomes and how students can measure achievement. Training can be provided to parents on how to effectively support children’s learning.



**TABLE B. Through an Equity Lens: Framing Programs and Practices of School, Family, and Community Partnerships**

**Jennifer McCarthy-Foubert, Knox College**

***Black Parents' Engagement for Educational Justice: Expanding the Reasons We Give for Family-School Partnerships***

This presentation draws from an ethnographic multi-case study of Black parents' school engagement purposes and experiences to examine participants' educational justice efforts. Unlike most of their White counterparts, school-engaged Black parents resisted competitive individualism and advocated for all marginalized children and families – despite having their efforts minimized, ignored, or blocked by some middle-class White parents, principals, and school leaders. These findings indicate a need for expansive visions of equality in family-school partnerships, and the need for school leaders and policy makers to move away from presenting parent engagement as simply a means to improving the education of individual children. Moreover, teachers and school leaders should see, give space for, and join Black parents as accomplices in their justice work. Teachers and school leaders must, themselves, take a lead in creating more equitable ownership by all parents of school governance spaces and in foreclosing unjust practices such as opportunity hoarding.

**Megumi G. Hine, Johns Hopkins University**

***Examining Barriers to Family Engagement Using a Structural Equation Modeling Approach***

This study uses data from the *Early Childhood Longitudinal Studies Kindergarten Class of 2010-2011* (ECLS-KNG) to explore the relationship between family background characteristics and family engagement (FE) practices, and the potential mediating role of barriers to FE. Analyses indicated distinct dimensions of school-based FE (collective and individual), home-based FE (cultural and academic), and barriers to FE (scheduling, transportation, and content). Direct associations highlighted patterns in FE participation: non-White parents conducted more collective school-based and cultural home-based FE compared to White parents, controlling for SES and potential barriers. Families from non-White and lower SES backgrounds were associated with experiencing more barriers, which were associated with lower levels of school-based FE. Implications are discussed.

**Reyes Quezada and Colleague, University of San Diego**

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

This presentation focuses our efforts as educators on inclusive ways to engage the diverse communities served by our schools. Two key features presented are (1) opportunities to learn concepts and strategies for engaging families and communities through a lens of culturally proficient relationship building; and (2) opportunities to reflect on your practice and to engage colleagues in dialog to consider school or district policies and practices on community engagement. We present concepts on family and community engagement through the lens of the Cultural Proficiency Framework. A key feature is to discuss how one may apply the Tools of Cultural Proficiency. The Seven Cs of Culturally Proficient Family, School, Community Engagement plus one-framework will be introduced. The seven Cs are: (1) Collaboration, (2) Communication, (3) Caring/ Compassion, (4) Culture, (5) Community, (6) Connectedness, and (7) Collective Responsibility, plus one—Commitment to Action. We will review preassessments and strategies to strengthen commitment and guide the initial development of a Cultural Proficiency Equity Action Plan so one may learn how to best plan, implement, and evaluate family, school, and community engagement and partnerships that serve and engage all families.

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

## PAPER SESSIONS

**3. Impact of Family Engagement on Academic and Behavioral Results for Students**

GALLERY 2

**Chair and Discussion Leader: Janet Chrispeels, UCSD****Susana Beltrán-Grimm, Purdue University*****No Solamente Ellos Aprenden, Apendemos Nosotros También: Latine Mothers Experiences with Co-Design Approaches for Family Math Learning***

This study views Latine families' capacities using a strengths-based and diversity/equity lens, honoring lived experience and cultural, traditional, environmental, and intergenerational knowledge just as highly as the academic knowledge recognized by the formal education system. There is a need to recognize sociocultural learning in how families engage with math. This research builds on sociocultural perspectives on learning through co-design approaches to support Latine families in helping their young children with early math learning. The purpose was not to find generalizable results in mathematical thinking, but to discover the meaning of behavior or culture-sharing interactions among Latine families in co-design workshops to understand how learning works and how to design learning endowments that support family math learning. The study broadens access and participation for transformative approaches, addressing equity and access while engaging these individuals around civic and racial dynamics within math learning experiences that can be scaled up in traditional teaching spaces and out-of-school spaces.

**Sabrina Bonanati<sup>1</sup> and Charlott Rubach<sup>2</sup>, U. Paderborn, Germany<sup>1</sup>, UC-Irvine<sup>2</sup>*****Reciprocal Relationship of Parents' School- and Home-Based Involvement and Children's Reading Achievement during the First Year of Elementary School***

Reading is an essential competence that students learn in school. One question is if and how parents can support their children's reading competence especially in the critical time at the start of elementary school. This study investigated the longitudinally reciprocal relationship of school- and home-based family involvement with children's reading competence. Further, we tested whether school- and home-based involvement mediated the relationship between structural context variables (e.g., migration background) and reading competence. In all, 254 parent-child dyads answered a questionnaire at two measurement points at the beginning and the end of grade 1. Home-based involvement and reading competence were reciprocally related. Further, we found a negative association between reading competence at the beginning of the year and the relative change in school-based involvement at the end of grade 1. This paper provides a deeper understanding of the complex inter-relations of family-school partnership during the first school year.

**Sheryl Davis, San Francisco Human Rights Commission*****Everybody Reads: Strategies and Guiding Principles to Increase Literacy Engagement***

Research asserts when we identify solutions to address the suffering and inequities of a specific group, other groups benefit and society as a whole wins (Stanford Social Innovation Review, 2017). The inequities Black students face in schools across the country are well documented, and there have been countless calls for action (Bowman, et al., 2018). This study explores targeted strategies to increase literacy engagement of Black youth. Others have suggested that book-rich environments (Sikora et al, 2019) and culturally relevant literature (Christ et al., 2018) have the potential to boost students' skills, critical thinking, and levels of literacy. Through surveys, observations, document analysis, and interviews, this study identifies the partners, participants, impacts, and stakeholder perceptions on the need for and impact of a targeted literacy engagement. Data analysis suggests the program impacted youth beyond the targeted population. Community partners, culturally-rich literature and the distribution of books to students are key components of the program. Program partners and participants credit access to resources, training, and support with consistent engagement and program success.

**PAPER SESSION 3, continued**

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**Yufeng Li and Esther (Sui-Chu) Ho, the Chinese Univ. of Hong Kong*****Student's Well-being in Mainland China and the Effect of Parental Investment and Involvement***

Previous studies suggested that there are two major domains of well-being: hedonic (HWB) and eudaimonic (EWB) (Ryan, & Deci, 2001; Dodge et al., 2012; Rahmani, Gnoth, & Mather 2018). However, current research on students' well-being focuses more on the hedonic aspects (e.g., Govorova, Benítez, & Muñiz, 2020; Marquez, & Long, 2021). This study takes into account both domains, investigating to what extent and how parental investment and involvement affect students' HWB (operationalized as *overall life satisfaction*) and EWB (operationalized as *meaning and purpose in life*). The data are from a sample of 12,058 15-year-old secondary school students from Mainland China who participated in PISA 2018. Results suggest that girls, senior students, and low SES students have lower levels of HWB and EWB than their counterparts. Although home cultural possessions and school-based parental participation contribute to EWB only, home educational resources and parental emotional support contribute to both HWB and EWB. After controlling background factors, certain forms of parental involvement and investment are significant contributors, and parental emotional support is the strongest for students' HWB and EWB. Implications for parents' role in nurturing students' well-being, and how schools support parents to promote students' well-being will be discussed.

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**4. Partnership Program Development and Implementation****GALLERY 3****Chair and Discussion Leader: Steven B. Sheldon, Johns Hopkins University****Gloria E. Miller<sup>1</sup> and Darcy J. Hutchins<sup>2</sup>, Univ of Denver<sup>1</sup>, Colorado Dept. of Education<sup>2</sup>**  
***Guiding the Implementation of High Impact Family, School, and Community Partnerships***

Family-School-Community Partnering (FSCP) is a multi-dimensional collaborative process to ensure the academic, social, and emotional success of all students. While high-impact FSCP initiatives have been identified, implementation challenges are often encountered by practitioners and researchers. Efforts in one western state to address such challenges resulted in a newly-adopted implementation guide to promote the integration of FSCP processes into statewide policy and practice. Future recommendations to improve the FSCP landscape in this state and nationally will be presented based on this work.

**Barbara J. Boone and Hadley Bachman, The Ohio State University**  
***Increasing Reciprocal Communication between Middle School Staff and Families***

This presentation will share the preliminary results of an in-progress study on increasing reciprocal communication between middle school staff and families. As researchers for the Ohio Statewide Family Engagement Center at the Center on Education and Training for Employment at the Ohio State University, Dr. Barbara Boone and Hadley Bachman will share their translational research on developmentally appropriate family engagement at the middle school level. They will present their review of the literature on the developmental needs of early adolescents and the most effective strategies for family engagement at this school level, the training and resources they created for middle school staff, and preliminary results and implications of their study of a reciprocal communication intervention that supports student success by building the collective efficacy and trust of parents/caregivers and teachers while attending to economies of time.

**Andrea McMurray, Donna M. Druery, Karen E. McIntush, Matthew J. Etchells, Beverly Irby,  
Fuhui Tong, and Rafael Lara-Alecio, Texas A & M University**  
***Dismantling Structural Marginalization in 21st Century Schools: Keys to School, Family and Community Partnerships***

The research team evaluated the interconnections of school, family, and community in the development of Campus Improvement Plans (CIPs). CIPs are considered the driving force for achieving the vision, mission, and direction of schools during the academic year. Mandates for stakeholder inclusion are included in federal, state, and local laws. CIPs (a multiple-step process) assist campuses in improving both student outcomes and parental involvement in the educational process. Although the *Every Student Succeeds Act (ESSA, 2015)* is a federal law, there is a dearth of information concerning research on CIPs. Content analysis was used to examine CIPs from 21 campuses that attended a Summer Leadership Institute focused on building instructional leadership capacity. The CIPs were examined according to *Epstein's Framework of Six Types of Involvement* to determine how schools were addressing family engagement and community partnerships. Results for each target revealed inconsistencies across schools and even within districts. Overall, findings indicate key areas need to be addressed in CIPs for campuses and their CIPs to be inclusive to all stakeholders.

## PAPER SESSION 4, continued

**Rebecca Winthrop, Adam Barton, Mahsa Ershadi, and Lauren Ziegler, Brookings Institute**  
**Presenter: Emily Markovich Morris, Brookings Center for Universal Education**

***Collaborating to Transform and Improve Education Systems: A Playbook for Family-School Engagement***

This presentation reports the results of a survey of close to 25,000 parents and more than 6,000 teachers in more than 10 countries about their education beliefs. The resulting publication on family-school collaboration explains why family engagement is essential for education system transformation and why families and schools must have a shared understanding of what a good quality education looks like. We found that family engagement contributes to four goals: improving student attendance; improving student learning and development; defining the purpose of school for students; and defining the purpose of school for society. The “playbook” discussed the context for family-school engagement in light of the COVID-19 pandemic, explores the good practices of family-school engagement from episodic involvement to continuous engagement; and shares effective strategies from across countries that stakeholders can use to improve their own partnership programs. Finally, the publication offers tools to help readers begin to explore how to help families and schools reach a shared understanding of what a good quality education looks like. For example, one finding is that the more receptive teachers are to parents’ inputs, the more parents feel they share teachers’ beliefs about schooling. Other findings and implications will be discussed.

## ROUNDTABLES

## GALLERY #1 Main Floor

NNPS organizes “grouped roundtables” to encourage discussions on various topics.

## TABLE C. Parent Roles in Effective Partnerships

**Erin Singer, Karla Garza, Beverly Irby, Rafael Lara-Alecio, Fuhui Tong, Texas A & M Univ.**

***Building Capacity for Involvement with Migrant Parents: Using Technology to Establish Partnerships***

Texas currently serves over 27,000 eligible migrant children in schools across the state. Each school district is required to provide assistance to parents in comprehending state assessment requirements, monitoring their child's academic progress, and providing materials to help parents work with their children at home. According to the Texas Education Agency, each school district must provide materials and training to help parents work guide their children to improve their learning and achievement. This includes literacy training and the use of technology. In general, family engagement continues to be a struggle for all school districts and even more of a challenge for migrant families. Migrant families are often transient and struggle to connect with schools due to language barriers, work schedules, poverty, and negative perceptions. Researchers contacted a local Title 1 school district with a large population of migrant families to offer additional resources of support for migrant parents in their native language and to supply technology to help those parents connect to their child's school. Findings from the pilot study have been promising and can be replicated in other schools.

**Amber Brown and Preeti Jain, University of Houston-Clear Lake**

***Satisfaction of Latina Mothers with Supports Received during HIPPY Program Participation***

This study examines the program satisfaction of Latina mothers who participated in the *Home Instruction for Parents of Preschool Youngsters (HIPPY)* program. Thirty-seven Latina mothers whose children were in kindergarten and completing their last year in the program completed the *HIPPY Satisfaction Survey*. The average rating on 13 quantitative questions related to satisfaction with program was 8.67, with a range of 1–10. This indicated that, overall, the Latina mothers completing the survey were highly satisfied with the HIPPY program. Analysis of the open-ended question (“*What specific component of the HIPPY program do you think was the most beneficial to you and your child?*”) resulted in six themes: general comments about HIPPY being helpful; specific components of the HIPPY program; academic benefits for their child; benefits to their child's social development; changes in their parenting; and changes in their relationship with their child. Analysis of the second open-ended question (“*What additional information or training do you feel HIPPY could provide to better support you as your child's first teacher?*”) resulted in themes related to mothers being completely satisfied with no suggested improvements to the HIPPY program, academic changes, and more parenting support.

## SIG & INET RECEPTION

will be conducted by the  
Family, School, Community Partnerships Special Interest Group (SIG)  
at its business meeting:

SATURDAY, APRIL 23, 6 to 7:30 p.m.  
Marriott Marquis San Diego Marina  
Lobby Level, Marriott Grand Ballroom 1

See you there!

**ABOUT INET.** INET was founded in 1991 by **Don Davies** and **Joyce Epstein** to encourage international interactions and collaborations for and about research on family and community involvement. Presently, about 300 scholars from over 30 nations in North and South America, Europe, Australia, Asia, and Africa are members of INET.

**INTERNATIONAL ROUNDTABLES.** Every other year, **INET** organizes a pre-conference roundtable at AERA to share progress in research and program development on school, family, and community partnerships in a friendly, informal, and productive forum.

The **European Research Network About Parents in Education (ERNAPE)** conducts its international conferences in alternate years. Due to COVID-19, ERNAPE's 2021 conference was postponed and rescheduled.

**ERNAPE-Nijmegen 2022, Netherlands, August 29 to 31, 2022**  
will be hosted by Radboud University Nijmegen.

See details at: <https://www.ernape.org/conferences/nijmegen-2022/>

**OTHER SERVICES.** Members of INET are notified of other international conferences on school, family and community partnerships. Members also may be referred to people seeking speakers, evaluators, and consultants on family and community engagement.

**NEW MEMBERS.** If you have colleagues and students working on topics of school, family, and community partnerships who want to be added to the INET e-mail list, contact [jepstein@jhu.edu](mailto:jepstein@jhu.edu) for an INET membership form.

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