

INET 2024 DRAFT AGENDA

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 Ballroom A
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
8:40	9:00	WELCOME AND INTRODUCTIONS Joyce L. Epstein & Yolanda Abel Dean Christopher Morphew Johns Hopkins University Featuring participants and studies from Brazil, Canada, Chile, China, Colombia, Hungary, Ireland, Mexico/U.S. Border, and USA
9:00	10:00	<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 Chair and Discussion Leader: Joyce L. Epstein, JHU ROOM: INDEPENDENCE BALLROOM A Mi Wang, Nanjing Xiaozhuang University, China How to Enhance Home-School Collaboration: An Empirical Study on the Effects of Parental Connections 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 Sandra Ryan, University of Limerick, Ireland Student Teachers' Experience of Working Directly with Parents in the Classroom: Benefits and Challenges 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 Sobeida Velázquez, Univ. of San Diego Voices from Transfronterizx Families, Their Children, and U. S. Educators in Border Communities
	10:15	BREAK

10:15-11:30

PAPER SESSIONS

1. Student Roles and Results

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

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 Sebt¹, 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 C

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

ROUNDTABLES

PLENARY ROOM—INDEPENDENCE BALLROOM A

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 B

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 C

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, 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, 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

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, Tímea 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