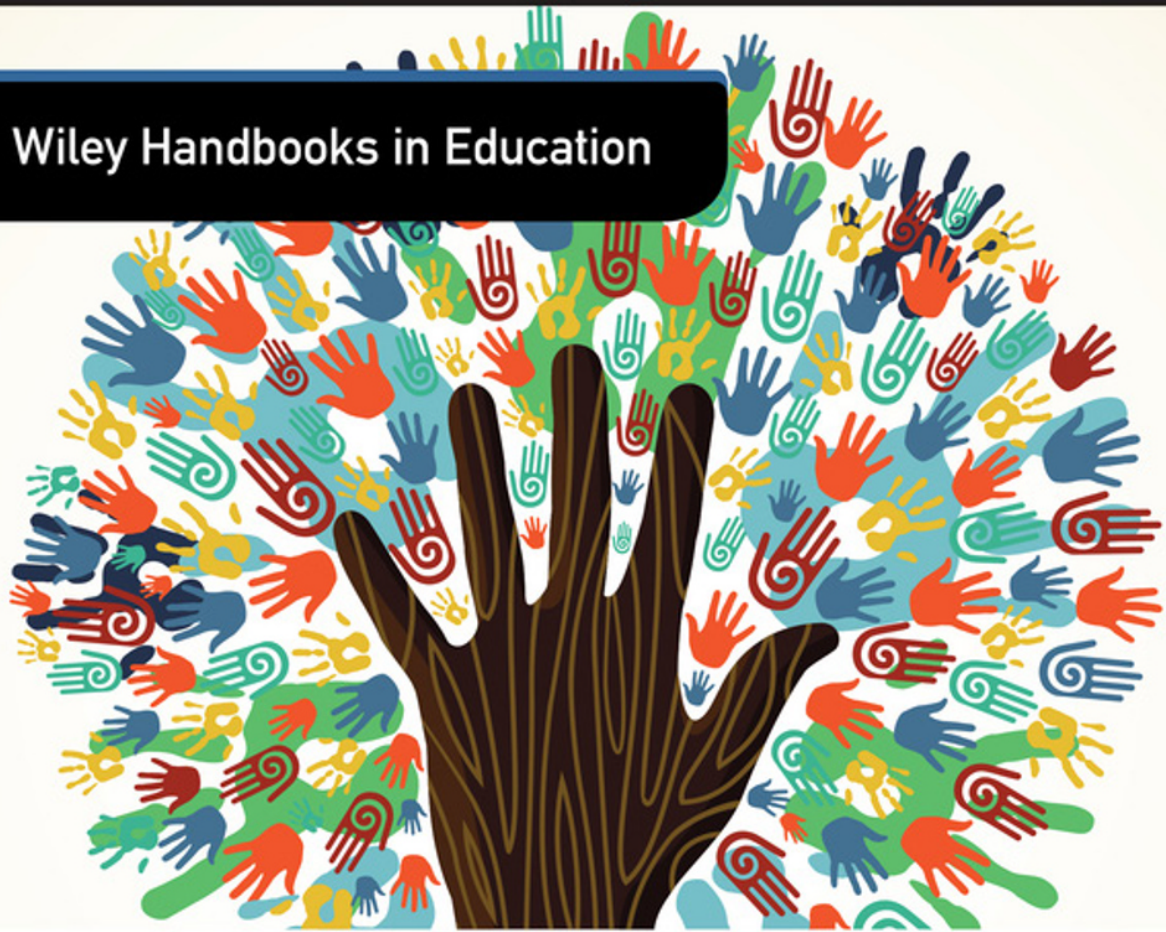# THE WILEY HANDBOOK OF FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS IN EDUCATION

Edited by

STEVEN B. SHELDON AND
TAMMY A. TURNER-VORBECK

WILEY Blackwell

The Wiley Handbook of Family, School, and Community Relationships in Education

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This volume contains the culmination of the efforts of many scholars and represents the history, as well as the ongoing legacy, of one of the most vital areas in the realm of education research and practice: Families, Schools and Communities. As its editors, we are indebted to those colleagues who agreed to contribute and helped us shape this collection. We would like to dedicate this handbook to them and to the mentors we have had in our academic careers, whose vision created the unique space within which we place our professional lives. We also hold deep gratitude to our own families and their significant patience and unceasing support for our meaningful projects and labors of love, such as this one.

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Contributor Biographies

Curt M. Adams is an Associate Professor of Educational Leadership and Policy Studies at the University of Oklahoma and co-director of the Oklahoma Center for Educational Policy. In 2014, he was awarded the Linda Clarke Anderson Presidential Professorship for outstanding contribution to the university, field, and community through research, teaching, and service. He conducts research on the social-psychology of school systems, performance measurement, leadership, and improvement science. Recent publications include: *The School Principal and Student Learning Capacity, Principal Support for Student Psychological Needs*; and *Toward a Positive Explanation of Student Reading Growth.*

Susan Auerbach is a Professor Emeritus in the Department of Educational Leadership and Policy Studies at California State University, Northridge, and the editor of *School Leadership for Authentic Family and Community Partnerships: Research Perspectives for Transforming Practice* (Routledge, 2012). She has published on family engagement in the *Harvard Educational Review, Educational Administration Quarterly, Journal of School Leadership, Teachers College Record*, and other books and journals. She served as chair of the AERA Family-School-Community Partnerships Special Interest Group (SIG) from 2007 to 2010.

Julia Bryan is an Associate Professor of Counselor Education at The Pennsylvania State University. Dr. Bryan examines the role of school counselors in school-family-community partnerships and has developed an equity-focused partnership process model to foster positive academic mindsets, academic achievement, and college access for marginalized students. She also uses large national secondary datasets to research school counselors' roles in addressing academic achievement, college access, disciplinary referrals, school bonding, and other equity issues in students' lives. Dr. Bryan has written over 50 peer-reviewed empirical publications including a special issue of the *Professional School Counseling* journal on *Collaboration and Partnerships with Families and Communities.*

Sandra L. Christenson, Professor Emeritus, Department of Educational Psychology at the University of Minnesota, continues to research interventions that enhance engagement at school and with learning for marginalized students with and without disabilities. She has been a principal investigator on several federally-funded projects in the areas of dropout prevention and family-school

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Gill Crozier is Professor of Education, former Director of the Centre for Educational Research in Equalities, Policy, and Pedagogy (2012–2015), School of Education, University of Roehampton, London, UK and a Fellow of the Royal Society of Arts. As a sociologist of education, she has researched and written extensively about parents/families and school relationships, young people in urban schools, and access to and participation in higher education. Her work is underpinned by a deep concern for social justice and is informed by the analysis of race, class, and gender and the ways these social locations and identities intersect and impact on life chances.

Maia Cucchiara is an Associate Professor of Urban Education at Temple University. A sociologist by training, she applies a sociological lens to issues of urban education policy and practice. Her research focuses on the intersections between social policies, race, class, and the lived experiences of people targeted by policy initiatives. A former National Academy of Education/Spencer Foundation Postdoctoral Scholar, she is the author of *Marketing Schools, Marketing Cities: Who Wins and Who Loses When Schools Become Urban Amenities*, (University of Chicago Press, 2013), which received the Pierre Bourdieu Award for the Best Book in the Sociology of Education in 2014.

Katherine A. Curry is an Associate Professor and John A. and Donnie Brock Professor of Educational Leadership and Policy in the Educational Leadership/ School Administration Program at Oklahoma State University in Stillwater, OK. She also serves as Program Coordinator for the EDLE/SA program. Her research interests include family engagement in education, school-family-community partnerships, social network analysis, and school climate factors that influence student success. Dr. Curry enjoys international work in Vietnam, Belize, and Thailand. She is a 2017 recipient of the President's Cup Collaborative Research Award in Education at OSU.

Eric Dearing is Professor of Applied Developmental Psychology in the Lynch School of Education at Boston College and a senior researcher at the Norwegian Center for Child Behavioral Development at the University of Oslo. Eric's research is focused on the consequences of children's lives outside of school for their performance and well-being in school; he is particularly interested in the ways that family, caregiver, and community engagement in the lives of children can bolster achievement and help them thrive.

Amy L. Dent an Assistant Professor in the School of Social Ecology at the University of California, Irvine. Her research integrates the many theoretical and methodological approaches to self-regulation by exploring its academic context and consequences. She primarily uses meta-analysis to do so, and she developed a new approach that overcomes common conceptual obstacles when integrating research in the behavioral sciences. Dr. Dent was a College Fellow in

Harvard University's Department of Psychology. She earned her Master's and doctorate degrees in developmental psychology from Duke University.

Joyce L. Epstein is Professor of Education and Director of the Center on School, Family, and Community Partnerships at Johns Hopkins University. In 1995, she established the National Network of Partnership Schools (NNPS) to guide educators to implement research-based policies and programs of family and community engagement (www.partnershipschools.org). Dr. Epstein has over 150 publications including the texts, *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* and (with coauthors), *School, Family, and Community Partnerships: Your Handbook for Action*, Fourth Edition.

Michael P. Evans is Associate Professor of Family, School and Community Connections at Miami University. Dr. Evans holds a joint appointment in the Departments of Teacher Education, Educational Leadership, and Family Sciences and Social Work. Dr. Evans' research is focused on grassroots and community-based efforts to create educational change. He has published over 20 articles and book chapters on these topics and is currently serving as co-editor for the Family-School-Community Partnership Series through IAP Press.

Claudia Galindo is an Associate Professor of Education at the University of Maryland. She conducts interdisciplinary research that integrates the fields of sociology of education, educational policy, developmental psychology, and immigration. In her research, she uses quantitative and mixed-methods inquiry strategies to examine racial/ethnic minority and poor students' academic outcomes and school experiences, paying particular attention to the Latin@ and immigrant populations. She also studies family and school factors that affect and can lead to improving the educational experiences of underserved students.

Jeremy Garcia is an Assistant Professor of Indigenous Education at the University of Arizona. He is a member of the Hopi/Tewa Tribes of Arizona. Previously, he was an Assistant Professor in the School of Education and an Endowed Professor of the Electa Quinney Institute for American Indian Education at the University of Wisconsin-Milwaukee. His research focuses on critical Indigenous curriculum and pedagogy, teacher education, and family and community engagement within Indigenous education. He is co-editor of the developing book, *Indigenizing Education: Transformative Theories and Possibilities in Indigenous Communities*. He also serves on editorial boards of the *Mellon Tribal College Research Journal* and the *American Educational Research Journal*.

Dana Griffin is an Associate Professor at The University of North Carolina at Chapel Hill. Dr. Griffin teaches in the School Counseling, Human Development and Family Studies, and Applied Developmental Sciences and Special Education programs in the School of Education. She researches best practices for schools and school counselors for working with culturally diverse families

and communities. Dr. Griffin also has a strong commitment to social justice and advocacy, and as such, believes that school counselors are in crucial roles to pave the way for bridging the gap between families, schools, and communities.

Dominiqua M. Griffin is an Assistant Professor of School Counseling at California State University-Fresno. Griffin's research focuses on the roles, practices, challenges, and demands of school counselors in Barbados and other small states. Her research has implications for policy and counselor training related to school counseling in the Caribbean context, and other small states. Her research includes school-family-community partnerships and influencing policy regarding counseling services for the K-12 setting. Griffin combines her passion for counseling, multiculturalism and international education to advance school counseling systems domestically and internationally.

Catherine M. Hands is an Associate Professor of Educational Administration and Leadership at Brock University. Catherine has worked with Canadian and American school boards, teachers' unions, and the Ontario Ministry of Education as a researcher and consultant. Catherine's research interests stem from her classroom experience as well as her work with school leaders and teachers, and include school-community relations, family involvement in schooling, educational leadership, values, and ethics in education, social justice, professional learning communities, and educational reform. She maintains an active research agenda in these areas, and has presented and published her work regionally, nationally, and internationally.

Leslie R. Hawley is a Research Assistant Professor in the Nebraska Academy for Methodology, Analytics, and Psychometrics (MAP Academy), which is housed with the Nebraska Center for Research on Children, Youth, Families, and Schools at the University of Nebraska-Lincoln. Dr. Hawley specializes in psychometrics, test validity, instrument development, and evaluation. She has applied experience working with researchers at various universities as well as organizations such as Educational Testing Service, the Buros Center for Testing, departments of education, UNL Extension and National 4-H Council.

Esther Sui Chu Ho is Professor in the Department of Educational Administration and Policy, and Director of the Hong Kong Centre for International Student Assessment at the Chinese University of Hong Kong. She had been the Project Manager of HKPISA-2000 to HKPISA-2015; Founding and Steering committee member of UNESCO Network of Education Quality Monitoring in Asia-Pacific Region; Chairman and Member of OECD/PISA Analysis and Dissemination Group (2009–2015); Fulbright Scholar at Pennsylvania State University (2004) and Johns Hopkins University (2010); Research Associate in the Project on Education and Development in South China; Teaching consultant of the World Bank in the District Primary Educational Program, India. Her current research interests focus on Home School Collaboration, Student Learning Assessment, and Longitudinal Study of Adolescents and Young Adults.

Hsiu-Zu Ho is Professor at the University of California Santa Barbara's Gevirtz Graduate School of Education. Her current research examines cultural variations in parent involvement and student outcomes. With particular focus on paternal influences, Professor Ho has conducted several studies on father involvement in several modern East Asian societies. She coedited with Dr. Hiatt-Michael, *Promising Practices for Fathers' Involvement in Children's Education*. She has been a Fulbright Scholar and past-president of AERA's International Studies Special Interest Group.

Erin McNamara Horvat is Professor and Senior Vice Provost for Faculty Affairs at Drexel University, Philadelphia, PA. An ethnographer and sociologist of education, her research agenda has explored how race and class shape access throughout the educational pipeline, focusing especially on the role of social and cultural capital in shaping families' interactions with schools, students' college experiences, college access, and high school dropout and reentry. She has been deeply committed to work with out-of-school youth through her work with YouthBuild Philadelphia Charter School. Her publications include *Beyond Acting White: Reframing the Debate on Black Student Achievement* (coedited with Carla O'Connor), and *Doing Qualitative Research*, published by Teachers College Press as well as numerous peer-reviewed articles.

Ann M. Ishimaru is an Associate Professor of Educational Policy, Organizations, and Leadership at the College of Education at the University of Washington. Her scholarship focuses on the intersection of leadership, school-community relations, and educational equity in P-12 systems. Through the Family Leadership Design Collaborative, her research seeks to leverage the expertise of minoritized students, families, and communities in systemic change. She received the 2017 AERA Exemplary Contributions to Practice-Engaged Research Award, the 2016 UCEA Jack A. Culbertson Award, and spoke at the 2014 White House Symposium on Transformative Family Engagement.

Gaëtane, Jean-Marie is dean of the College of Education and Richard O. Jacobson Endowed Chair of Leadership in Education at the University of Northern Iowa. She is also the interim director of the Center for Educational Transformation, series editor of *Studies in Educational Administration Series*, and former editor of the *Journal of School Leadership*. Dr. Jean-Marie's research focuses on educational equity and social justice in K–12 schools, women and leadership in P-20 system, and leadership development and preparation in a global context. She has over 90 publications which include books, book chapters, and academic articles in peer-reviewed journals. She is the recipient of the 2017 *Distinguished Career Alumni Award* from her alma mater.

Karen Julien is a PhD student at Brock University studying cognition and learning. She is interested in the development of scholarly writing skills in higher education students. She is also interested in innovative and inclusive teaching practices, motivation for writing in early childhood, and the impact of educators' social–emotional skills in STEM classrooms. Karen enjoyed a career as a teacher and as an educational researcher for school boards, and for provincial and national associations prior to returning to university for graduate studies.

Sol Bee Jung, Johns Hopkins University School of Education. Dr. Jung conducts research and program evaluations on various education topics, including the effects of school and family partnership programs on student outcomes. Her dissertation, *Effects of Within-School Influence and Control on Teachers' Attitudinal and Turnover Outcomes across Varying School Contexts*, explores the complex patterns of voluntary teacher turnover in the profession. She is co-author (with Stephen Morgan) of "Still no effect of resources, even in the new gilded age?" published in the *Russell Sage Foundation Journal of the Social Science*.

Jungnam Kim is Assistant Professor of Educational Psychology and has been at Ball State since 2014. Her areas of expertise include parent empowerment, Asian immigrant parents and their children in schools, and school counselor's roles in college related counseling in high schools. She proposes the conceptual framework of parent empowerment in school settings and explores its effect on academic and college outcomes. Her second line of research includes school counselors' roles in enhancing college-going culture.

Lisa L. Knoche is a Research Associate Professor and Director of the Nebraska Academy for Early Childhood Research in the Nebraska Center for Research on Children, Youth, Families, and Schools at the University of Nebraska-Lincoln. Dr. Knoche is an applied developmental psychologist with expertise in the design and evaluation of early childhood intervention and prevention programs to support young children's healthy development and support family engagement. She is interested in identifying effective professional development strategies for early childhood professionals and has extensive experience in implementing collaborative research programs with community partners. She received her PhD in Developmental Psychology from the University of Nebraska-Lincoln.

Janice Kroeger is an Associate Professor and Graduate Coordinator in Early Childhood Education at Kent State University in N.E. Ohio. Kroeger is a third generation reconceptualizing scholar (and active in Reconceptualizing Early Childhood Education, RECE organization). Dr. Kroeger specializes in qualitative research methodologies and emancipatory community engagement practices. Dr. Kroeger has interest in home, school, community partnerships within marginalized communities and is interested in the intersectionality of social class, race, gender, sexuality. She has researched and published numerous articles related to the experiences of refugees, LGBTQI persons, middle class and professional families as well as teachers and young children.

Yeana W. Lam is Research Analyst at the systemwide University of California Education Abroad Program. Dr. Lam's research concerns the influence of contextual factors, such as family structure, family functioning, culture, social attitudes, and institutional policies, on student identity development, behavior, and academic performance. Her current interests focus on the academic integration of study abroad and the assessment of intercultural learning, cognitive, and psychosocial skills, and other learning outcomes in education abroad activities.

Guofang Li is a Professor and Canada Research Chair (Tier 1) in Transnational/ Global Perspectives of Language and Literacy Education of Children and Youth in the Department of Language and Literacy Education, Faculty of Education, University of British Columbia, Canada. Her recent research interests are longitudinal studies of immigrant children's bicultural and biliteracy development through the educational systems, immigrant children's new literacies practices in and out of school, technology-infused ESL/EFL instructional approaches, diversity and equity issues, and teacher education and professional development for culturally and linguistically diverse children and youth.

Dr. Francesca Longo is an applied developmental psychologist with expertise in early developmental contexts and interest in policy and its implications for child and family wellbeing. Prior to earning her Ph.D. at Boston College, Francesca evaluated scale, early childhood education interventions and welfare-to-work demonstrations at MDRC, a non-profit dedicated to improving the knowledge base to influence social policy. Francesca also worked with the Development and Research in Early Mathematics Education (DREME) network participating in efforts to improve caregiver-child interactions involving math and developing benchmarks for executive functioning to create a curriculum integrating these skills with math learning. She is passionate about improving life experiences for children in poverty, and her current research focuses on integrating classroom and parent interventions for enhancing executive functions in preschool children. Last year she was an SRCD Congressional Fellow in Senator Gillibrand's office working on Defense, Nutrition, Immigration, Health, and Education portfolios. This year she has transitioned into the SRCD Executive Branch Fellowship working in the Office of Child Care on understanding state child care quality initiatives.

Elizabeth McGhee Hassrick is an Assistant Professor with the Life Course Outcomes Research Program at the A. J. Drexel Autism Institute. She received her masters and doctoral degrees in Sociology from the University of Chicago and a master's in Education from the University of New Mexico. Her research has been funded by grants from the National Science Foundation, the National Institute of Child Health and Human Development, the Spencer Foundation and the National Academy of Education. Dr. McGhee Hassrick is currently investigating social network interventions that promote positive outcomes for people with ASD, their families and communities.

Monica Miller Marsh is Associate Professor of Early Childhood Education and Director of the Child Development Center at Kent State University. Her areas of interest include family diversity, the formation of teacher and student identities, and curriculum development. She is co-founder, with Dr. Tammy Turner-Vorbeck, of the Family Diversity Education Council, a non-profit organization, which launched the *Journal of Family Diversity in Education* in the spring of 2014.

José Moya. Born and raised in Spain, José has been living in Illinois for 12 years. He began his career as a teacher in a predominantly Hispanic suburb in

Chicago area. He was the school district's teacher of the year in 2013. His interest in finding ways to help Spanish-speaking parents to be integrated into the American education system led José to pursue a PhD in Educational Psychology. His research focuses on the use of social media as a way to connect school and home. Currently, he collaborates in the formation of a Hispanic parent group in his district while he is completing his PhD at Northern Illinois University.

Edward M. Olivos is an Associate Professor specializing in bilingual education and bicultural parent involvement at the University of Oregon. His research focuses on the relationship between bicultural parents and schools as well as the development of bilingual educators. He is the author of *The Power of Parents: A Critical Perspective of Bicultural Parent Involvement in Public Schools* (2006, Peter Lang Publishers, Inc.) and co-editor of *Bicultural Parent Engagement: Advocacy and Empowerment* (2011, Teachers College Press). Dr. Olivos has published work in the areas of policy studies, school reform, parent participation, critical pedagogy, teacher credentialing, and biliteracy issues of K-12 classrooms. He is a former San Diego elementary school teacher, where he taught for more than 10 years.

Adonia Porto is a master teacher at the Child Development Center at Kent State University. Dr. Porto also teaches a math and science methods course in the Early Childhood program. Her research interests include phenomenological and visual methodologies, children's scientific inquiry, and conceptualization of nature and natural environments.

Debbie Pushor is a Professor in the Department of Curriculum Studies, University of Saskatchewan, Canada. Debbie has engaged in narrative inquiries into parent engagement and leadership, a curriculum of parents, and parent knowledge. In her undergraduate and graduate teaching, Debbie makes central an often absent or underrepresented conversation about the positioning of parents in relation to school landscapes. Debbie, in collaboration with the Parent Engagement Collaboratives I and II, published, *Portals of Promise: Transforming Beliefs and Practices through a Curriculum of Parents* (Sense Publishers, 2013) and *Living as Mapmakers: Charting a Course with Children Guided by Parent Knowledge* (Sense Publishers, 2015).

Amy L. Reschly is Professor of Educational Psychology and Coordinator for the School Psychology Program at the University of Georgia. She studies student engagement, dropout prevention, and working with families to promote student success. She was the co-editor of the *Handbook of School-Family Partnerships* and the *Handbook of Research on Student Engagement*. She is currently the Editor of *School Psychology Review*.

Nora Pillard Reynolds approaches this work from her experiences as a non-profit practitioner, educator, and researcher. In 2002, Nora co-founded Water for Waslala, an NGO that worked for access to water and sanitation in rural Nicaragua. In her research, Nora utilizes participatory methods to explore multiple perspectives in civic engagement and community campus

partnerships. She is the Fellow for Ethical Global Learning in the Center for Peace and Global Citizenship at Haverford College and serves as Editor of globalsl, a multi-institutional hub supporting ethical global learning and community campus partnerships.

Mavis G. Sanders is a Professor of Education and Affiliate Professor for the doctoral program in language, literacy, and culture at the University of Maryland, Baltimore County (UMBC). Her research and teaching focus on the processes and outcomes of school, family, and community collaboration. Her current research examines the role of principal and teacher leadership in restructuring learning opportunities for low income students through full-service community schools. Dr. Sanders also serves as director of UMBC's Sherman Center for Early Learning in Urban Communities, a multidisciplinary center focused on improving the educational experiences and outcomes of young children in Baltimore City.

Katelyn Scott is currently teaching grade 3 in HDSB (Ontario, Canada) while finishing her Master of Education part-time. Her thesis project investigated teacher self-efficacy for teaching with technology as she engaged in action research with two experienced in-service junior teachers around integrating various educational technologies into their teaching practices. She continues to collaborate with other teachers and community partners around educational technologies, and enthusiastically shares her learning through social media platforms and a professional blog.

Anne M. Seitsinger is the Associate Dean for the Alan Shawn Feinstein College of Education and Professional Studies and Professor in the School of Education at the University of Rhode Island. Her research interests include comprehensive school improvement, with a particular focus on family and community engagement. Her work is published in leading research journals, including *Educational Psychologist, Journal of Educational Psychology, Journal of Educational Research, Journal of School Psychology*, and *Psychology in the Schools*.

Steven B. Sheldon is an Associate Professor in the Johns Hopkins University School of Education and a Research Scientist with the Center on School, Family, and Community Partnerships. His research focuses on the predictors and impact of family involvement in children's education. He is the author of numerous peer-reviewed articles about the development and impact of school, family, and community partnership programs in schools, and has co-authored the books, *Principals Matter: A Guide to School, Family, and Community Partnerships* (Corwin Press) and *School, Family, and Community Partnerships: Your Handbook for Action*, 4th edition (Corwin Press).

Susan M. Sheridan is director of the Nebraska Center for Research on Children, Youth, Families, and Schools (CYFS), and George Holmes University Professor of Educational Psychology at the University of Nebraska-Lincoln.

Dr. Sheridan's research is concerned with promoting children's social–emotional and behavioral competencies through parent partnership interventions. As an intervention scientist focusing on children's learning and development, she develops, investigates, and adapts interventions intended to close achievement and opportunity gaps for a diverse array of children through early childhood education and intervention; parenting and parent engagement; and family-school relationships and partnerships. She earned her PhD from the University of Wisconsin-Madison.

Lee Shumow is an Emeritus Professor at Northern Illinois University, where she was honored with the title of Distinguished Teaching Professor. She was a classroom teacher and served as a parent educator before earning a doctorate in Educational Psychology at the University of Wisconsin-Madison. As a professor she applies her knowledge about parents, learning, motivation, and human development in her research, teaching, and writing. Shumow has focused on understanding how to better foster students' school adjustment generally and in STEM subjects specifically through school, family, and community linkages.

Erin Sibley is a developmental psychologist and the Associate Director of Research Protections at Boston College. She was previously a postdoctoral research associate at the Center for Optimized Student Support. Her research interests include family engagement among immigrant families, and the effects of immigrant parents' documentation status on child outcomes.

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Dana Thomson is a research scientist in early childhood development at Child Trends. Dana's research explores how caregivers, practitioners, and policymakers can best support the learning and well-being of children and their families, especially those facing adversity, poverty, and social disadvantage. Her recent work has investigated how early adversity and poverty-associated stressors impact families and the developing minds of young children; identified protective processes that promote positive development and resilience; and used this research to inform the development, implementation, and refinement of early education and family-based programs and interventions designed to achieve improved life outcomes for children.

Tammy A. Turner-Vorbeck is co-founder (with Dr. Monica Miller Marsh) of the Family Diversity Education Council (FDEC), a non-profit corporation comprised of advocates, practitioners, and researchers interested in generating and sharing knowledge related to issues of family diversity and family-school-community relationships. The FDEC has an ejournal, *The Journal of Family Diversity in Education*, hosted at Kent State University. Her research interests center upon family structure diversity and equity issues in education. Related

publications include*: (Mis)Understanding Families:Learning to Listen to Real Families in Our Schools* (2010); *Other Kinds of Families: Diversity in School and Culture* (2008); *Representations of Family: A Poststructural Analysis* (2006); Expanding *Multicultural Education to Include Family Diversity* (Multicultural Education, Winter, 2005).

Katriina Vasarik Staub is a Researcher at the Institute of Educational Science at the University of Zurich in Switzerland. Having worked extensively as a teacher in secondary schools and in education management, she currently investigates and lectures in the field of Educational Psychology, instruction, and school development. Her research interests include policy and practice in school, family, and community partnerships, behavior difficulties in classroom as well as qualitative research methods.

Joan M. T. Walker is an Associate Professor at Pace University (NY). At Pace, she teaches courses in psychology, assessment and action research, and has co-led the faculty development center. Broadly interested in how people learn, she has examined the development of expertise, with attention to overlap between the cognitive and interpersonal demands of professionals' work. She leverages new technologies and models of apprenticeship to design and test simulations as performance assessments and tools for coaching and self-reflection. Since 2016, Joan has served a program officer in the National Science Foundation's Education and Human Resources Directorate.

Manya C. Whitaker is an Assistant Professor of Education at Colorado College. She is a developmental educational psychologist with expertise in social and political issues in education. Her courses include Urban Education, Diversity and Equity in Education, and Educational Psychology, among others. She researches preservice teachers' diversity-related self-constructions prior to them working in culturally and linguistically diverse schools. She is the author of *Learning from the Inside-Out: Child Development and School Choice* and is the founder and president of an education consulting firm, Blueprint Educational Strategies.

Andrew S. White is a doctoral candidate in Educational Psychology at the University of Nebraska-Lincoln, with a concentration in School Psychology and a minor in Statistics and Measurement. Andrew's research and clinical interests focus on academic enablers in early childhood; that is, those student characteristics, beyond academic skills alone, that lead to academic success. He is especially interested in promoting early identification and intervention when these enablers are lacking, with an emphasis on adopting family-school partnership approaches to intervention.

Camille M. Wilson is a Professor of Educational Foundations, Leadership, and Policy at the University of Michigan. Her research is interdisciplinary, and she chiefly explores school-family-community engagement, urban education reform, and transformative leadership. She considers these issues—and their

interconnections—from holistic, critical, and culturally relevant perspectives. Dr. Wilson is currently leading a study of the educational advocacy and activism of Detroit community organizers. She has published dozens of articles and book chapters in national and international venues. Dr. Wilson is also the co-editor of *Advancing Equity and Achievement in America's Diverse Schools: Inclusive Theories, Policies, and Practices* (Routledge).

Anita Young is an Associate Professor at Johns Hopkins University. She earned a PhD from The Ohio State University, an MEd from Boston University, and a BS from the University of Southern Mississippi. Prior to her current position, Dr. Young served as a district school counseling supervisor in Fairfax County Public School Division. Her research agenda focuses on using data to close achievement gaps and building school counselor leadership capacity. She has authored numerous refereed journals and presented her results at national and state conferences. She is co-author of Making DATA Work and School Counselor Leadership: The Essential Practice.

Ilfa Zhulamanova is a doctoral student in Curriculum and Instruction/Early Childhood Education program at Kent State University in Ohio. Her research interests include diverse children and families, curriculum and instruction, teacher education, play and learning in early childhood, child development. Ilfa serves as an editorial assistant for *the Journal of Family Diversity in Education.* She studied the foundations of Waldorf/Steiner pedagogy and was a founder of a Waldorf kindergarten in her home country, Kyrgyzstan.

Introduction

Steven B. Sheldon[1] and Tammy A. Turner-Vorbeck[2]

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[2] *Family Diversity Education Council, USA*

The study of family, school, and community relationships represents a diverse area of research within an already interdisciplinary metafield of education. The chapters in this handbook thoroughly survey current research, noting historical origins wherever necessary to provide context, while projecting the breadth and depth of the field into the future. Designed for use by readers as a research reference text, it is written to be accessible to both novice and established researchers. Generally, this text is intended to be an authoritative reference for education researchers in the multidisciplinary area of family-school-community partnerships and to fill a significant void in the current publications in the field. Specifically, by including detailed chapters focused on foundational work in the field, research methodologies, theoretical frameworks, and current and emerging trends in research, its primary audience includes education faculty members, researchers, and graduate students. Teacher educators, preservice and inservice teachers, curriculum specialists, and policymakers will also find this text to be of useful reference.

The handbook features 29 chapters, plus this Introduction, situated within a broader framework of five major themes: "Families and Advocates," "Curriculum and Practice," "Policies and Sociopolitical Concerns," "Leadership and Engagement," and "Important Trends and Emerging Research." These five sections build upon one another, beginning with the agents from each of the three spheres in the Family-School-Community triad. Chapters in the first section, Families and Advocates, present research on how teachers view partnerships, how families view partnerships, and how community members and organizations understand these relationships. Following this, the section on Curriculum and Practice illuminates the field's leading theories and their translation into practice. The next section, Policies and SocioPolitical Concerns, elucidates how the field's prevailing ideals and perspectives shape and are shaped by social and political forces. The fourth section, Leadership and Engagement, delves deeply into the definition and enactment of critical elements of the field. Our decision to pair leadership with the enactment of efforts to engage families reflects the

vast amount of evidence pointing to the essential need for educational leaders to support any school based reform or improvement programs (Bryk, Seabring, Allensworth, Luppescu, & Eaton, 2010; Bryk & Schneider, 2002; Leithwood, Louis, Anderson, & Wahlstrom, 2004). Finally, research that is at the leading edge of the field and propelling it forward is presented to position the field in the future. This last section, Important Trends and Emerging Research, includes emerging topics, as well as emerging research and analytic approaches to studying family, school, and community relationships.

The myriad topics addressed, explored, and explained within this handbook include issues of prominence and importance in the field of family-school-community partnerships today. Examples include Challenges of Poverty, Preservice Teacher Education/Pedagogy, Teacher Practices, Community-Based-Organizations, Family/Student Cultural Capital, Diverse Families, Family Demographics, Immigrant Families, School Outreach, Family Stories, Student Learning, Urban Schools and Families, Sharing Power/Power Dynamics, Developing Policy, Special Needs Families, Early Childhood and Family Engagement, Family Literacy Practices, Family Math Practices, STEM, Bicultural Family Engagement, Teacher Identity, Role of Advocacy Groups, and International Perspectives. This diversity of topics is indicative of how much students' families, communities, and larger cultural and political issues can impact the experiences of children in school.

The scholars whose work is featured within this handbook represent some of the leading thinkers whose work touches on the issue of family, school, and community relationships. It has been a critical mission of ours to bring together diverse voices positioned in their unique domains to illustrate the breadth of the field through their work. Each of the chapter authors within this handbook was selected to write about topics deemed most important within the field and which aligned with their expertise.

Families and Advocates

This first section focuses on the intersection of schools and families. The collection of chapters within this section is intended to highlight the rich diversity in families throughout our society. The first four chapters delve into how members of racial and ethnic groups well recognized in our society still struggle in their interactions with schools as a social institution. The opening chapter by Olivos provides insight into Latinx families' experiences with their children's school and with the community. He argues that bicultural families, such as those with Hispanic descent, are poorly served by the current education system and schools, and that these students and families are best served by school-community collaborations that are led by the parents themselves. Next, Li and Sun provide a rich review of the literature on Asian immigrant families' transitions into Western schools. Although many studies suggest students of Asian families tend to perform well, the authors point out the diversity in families from East Asia and that many students from these countries (particularly those from Southeast Asian) struggle within the American education system. The authors describe the strengths and challenges families from Far East cultures face bringing their children to our public system of education. In the next chapter, discussing how African American families

interact with educators, Wilson outlines an argument for educators and researchers to co-develop partnership experiences with African American families, those she calls Afro-Affirmative, that are respectful and responsive to their strengths and needs. The fourth chapter in this section by Garcia investigates the intersection of history, epistemologies and values, and educational opportunities in the indigenous communities of this country. In his chapter, he proposes a conceptual framework using a critical and culturally sustaining approach supporting the family dynamics of indigenous populations in the context of education.

In recognizing family diversity, it is vital that discussions extend beyond categories of race and ethnicity. To this end, we have included chapters focused on families of children in special education and lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) youth and families. McGhee Hassrik examines family engagement in the context of special education. Rather than cover family engagement in practices like Individual Education Plans or advocates within the school building (see Fylling & Sandvin, 2006; Zablotsky, Boswell, & Smith, 2012 for more), her chapter investigates social capital in this context, studying the role of social networks in parents' access to resources supporting their children's schooling. In the final chapter of this section, Kroeger attends to the intersection of family, school, and community relationships for families in the LGBTQI community. Her chapter seeks to understand and summarize some of the current conditions in schools, historical issues and inclusive strategies that have been theorized and practiced in successful school communities to include lesbian, gay, bisexual, transgender, queer and intersex youth and families. Explicit here is her belief that schools contribute to societal development and that practices in school communities have a role to play in creating and maintaining inclusive spaces for youth and families.

Curriculum and Practice

This section of the book emphasizes partnerships in practice. The chapters in this section relate to the outcomes, theories for implementation, and actual teacher practices for engaging families and community partners in children's schooling. The first two chapters provide an overview of research on family and community engagement and student outcomes. Shumow and Moya focus on the relationship between family involvement and children's academic learning, paying particular attention to intervention studies. Their chapter identifies what is currently known about family-school partnerships that most effectively promote students' academic learning. Next, we included a chapter by Seitsinger, specifically focused on secondary schools in recognition that most of the research and practical attention related to family and community engagement focuses on early childhood education and elementary schools. Inclusion of her chapter is also acknowledgment that the nature of partnerships in secondary schools needs to be different from those developed for younger students. Seitsinger's chapter focuses on what matters most to middle and high school students and how schools can facilitate and increase family engagement in education at the secondary school level.

The next two chapters provide theoretical frameworks and program models through which to understand educators' efforts to engage families and community partners. Sheridan, Knoche, and White discuss the importance of

family-school partnerships for optimizing positive early development. Drawing upon the Ecological-systems theory, the authors provide their framework within which the goals and components of effective partnerships are described. They explicate their program "Getting Ready" as an exemplar for family-school partnerships in early learning contexts. Next, Reschly and Christensen address the creation of conditions to facilitate family engagement. They do so by summarizing the research on families and achievement, highlighting relevant theory, and providing practice recommendations. With their chapter, Reschly and Christensen argue that school support personnel such as counselors, school psychologists, social workers are critical partners in school efforts facilitating family engagement.

The final three chapters focus on specific school actors' role to develop strong and positive school, family, and community relationships. The chapters provide innovative research about how teachers and other important school staff have implemented family and community engagement practices. Miller Marsh, Zhulamanova, & Porto present a participatory action research study focused on visualizing children's and families funds of knowledge and incorporating these social and intellectual resources into the preschool curriculum. By considering children's lived experiences, they contend, teachers allow for the positive identity formation of all children. Their collaborative action research project used innovative methods such as digital photographs and photo-elicitation interviews to highlight the mismatch between the knowledge and interest children brought with them from their homes and communities and the curriculum that was being offered in their preschool classroom.

Next, Pushor discusses how parents can be invited to share with educators the particular knowledge they hold about their children, teaching, and learning. She details practices of teachers who are working with parents in collective ways both within and outside of the school landscape: co-planning and co-teaching curricular units with parents, inviting parent input into the selection of children's literature, collaboratively shaping home reading practices, and bringing home learning to school and school learning home, as a way to learn from and with parents. Pushor further details practices of teachers who are working with parents to position parent knowledge alongside teacher knowledge as a critical contributor to the schooling endeavor.

In the final chapter of this section, Bryan and her colleagues present a partnership process model for school counseling, synthesizing the literature on school counselor-led school-family-community partnerships over the past two decades. They discuss school counselors' roles in partnerships, the facilitators and barriers to school counselor partnership involvement, their application of partnership models to school counseling, and the sociocultural considerations and principles that influence partnership-building with marginalized students and families.

Policies and Sociopolitical Concerns

The third section of this handbook examines family, school, and community relationships within larger sociopolitical contexts. As social institutions, schools and the relationships they have with students' families and communities are affected by sociocultural and political trends and events. The chapters in this

section document and discuss how these forces influence the way schools and educators relate to and serve the local communities in which they exist, as well as how the public views schools and education.

The first two chapters take the most macro lens, looking at how national policies are enacted and shape the family-school relationships. Ho & Vasarik Staub examine the historical evolution of political trends related to family and community engagement in Europe and East Asia, showing similar trajectories in the way two countries and cultures have evolved educational practices to support closer ties between schools and families. In both cases, where family and community engagement are still relatively new and emerging ideas, governments and policies tend to emphasize involvement at school. Next, Crozier examines national education policy in the United Kingdom to show how these policies for family and community engagement have the potential for greater social and economic stratification within society. She discusses the role of policy in determining "good" vs. "bad" forms of engagement. In the chapter by Ho and Lam, the authors describe how socio-economic changes throughout East Asian countries have changed the nature of school-family relationships in those countries. They discuss how gender roles are being socially re-defined in response to these larger forces. Together, these three chapters illustrate the way large macro factors like regional economics and national policies shape relationships among families, schools, and communities, as well as highlight the promises and perils of this work.

The next set of chapters look more locally at the social and political forces that shape how we understand family, school, and community relationships. In her chapter, Auerbach demonstrates how the media, in particular newspapers, do more than simply report on educational reform movements. They are, she argues, active players in this discussion who position and privilege certain viewpoints over others, shaping the way local education policy and reform become enacted. Following that chapter, Evans, in contrast, focuses on the role community-based organizations play as an influence on education policy and schools. He, like Auerbach, questions the extent to which these organizations represent the public good, as is often assumed, and provides guidance for educators to help them better understand how to determine the true interests of community-based organizations.

The final chapter in this section presents an overview of the role community plays shaping families' and students' approach to schooling. Sibley and her colleagues provide an extensive review of research documenting the developmental risks associated with growing up in poverty. Their chapter also highlights interventions that have improved family contexts, as well as neighborhood interventions to improve student outcomes.

Engagement and Leadership

This handbook includes a section focused on how schools and educators can begin to think about ways to engage families and the communities they serve. Given the wealth of research connecting family and community engagement to student and family outcomes, it is vital that equal attention be given to understanding how educators and community organizations can enact programs and practices that facilitate this engagement in ways that maximize equity.

The section begins with two chapters outlining theoretical approaches to family and community engagement. These authors share insights into the psychology about why families become engaged in their children's schooling and the impact of these interactions. Additionally, both chapters provide guidance to educators about how lessons from motivation research can strengthen outreach to families. Whitaker provides us an overview of the Hoover-Dempsey and Sandler theory of family engagement (Hoover-Dempsey et al., 2005) describing the psychological foundations that explain why families are involved and how these interactions lead to student outcomes. Her chapter also, and importantly, discusses the implications of the theory for teacher and classroom practice. Next, Curry and her colleagues forward an alternative theoretical framework from which to understand the motivations of family engagement. They suggest that Self-Determination Theory (SDT) (Deci & Ryan, 2000) adds value to the research and practice of family engagement because it offers an explanation of how to motivate families for involvement by meeting their psychological needs of autonomy, competence, and relatedness. Both chapters highlight the value in understanding constructs of achievement motivation as applied to family engagement.

School and district leadership have been shown to be essential to the effective implementation of family and community engagement practices in schools (Auerbach, 2012; Epstein, 2011; Sanders & Sheldon, 2009). In their chapter, Hands, Julien, and Scott illustrate these findings, studying school and district leadership in the context of building school-community partnerships. Their chapter emphasizes the importance of having systemic support for family, school, and community partnerships, showing the value to school and district leaders of having support for this work from the school board. Ishimaru's chapter also focuses on leadership, showing how principals can work with community organizing groups to promote greater educational equity. She suggests that a *combination* of high organizing and school leadership for partnering can develop positive parent-school climates. She cautions, however, that this requires significant shifts in the professional norms and assumptions that shape the practice of school leaders, whose training and socialization align with more hierarchical management-focused models of leadership.

The final chapter of this section focuses on full service schools. In this chapter, Galindo and Sanders examine how community schools are engaging families to address a diverse range of needs common to families and communities in urban settings. The authors outline the theory of change underlying full service schools, then cover the research that has studied community schooling. Finally, the authors describe some of the challenges that must be addressed if full-service and community schools are to realize their potential.

Important Trends and Emerging Research

The final section of this handbook is intended to encourage readers to look forward toward some of the next important questions we must confront in this field. This section provides readers with a diverse set of topics that our authors view as critical to the continued development and relevance of this work. To that end, we have included a chapter on research design and methodology. Hawley and Dent discuss how the quality of partnership research includes the translation and