



Book Series

Family School Community Partnership Issues

Series Editors

Diana Hiatt-Michael, *Pepperdine University*

(Supported by Family-School-Community Partnership groups)

The purpose of this series is to provide practitioners and researchers a forum for securing contemporary knowledge on Family School Community Partnership issues. Family School Partnerships involve persons across educational and relational groups, including administrators, parents and family members, students, community groups, teacher training institutions, policymakers, and businesses.

This series will produce one issue a year and focus on selected themes each year. Each monograph will highlight the most comprehensive and robust theory and practice. The themes and topics will be determined by the Series Editor—a founding member and former Chair of AERA’s SIG FSCP, on ERNAPE council, and review board for School Community Journal—in conjunction with current members of the family school community partnership professional groups.

Books in this series:

- Composing Storylines of Possibilities
- Critical Perspectives on Education Policy and Schools, Families, and Communities
- Promising Practices for Engaging Families in STEM Learning
- Family Involvement in Faith-Based Schools
- The Power of Community Engagement for Educational Change
- Promising Practices To Empower Culturally And Linguistically Diverse Families Of Children With Disabilities
- Promising Practices for Engaging Families in Literacy
- Promising Practices for Fathers' Involvement in Children's Education
- Promising Practices for Family Engagement in Out-of-School Time
- Promising Practices to Support Family Involvement in Schools
- Promising Practices for Family and Community Involvement during High School
- Promising Practices for Partnering with Families in the Early Years
- Promising Practices for Teachers to Engage with Families of English Language Learners
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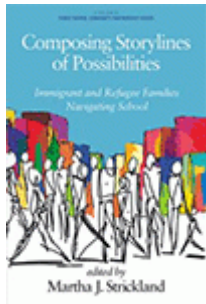
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Composing Storylines of Possibilities Immigrant and Refugee Families Navigating School

Martha J. Strickland, Pennsylvania State University

2022. Paperback 978-1-64802-715-4 \$52.99. Hardcover 978-1-64802-716-1 \$94.99. eBook 978-1-64802-717-8 \$85.

In this book, internationally migrant families invite us to listen to the storylines of their mostly muted voices as they navigate the local schools in their new cultural context. They call us to hear them as they grapple with issues they encounter. They implore us to feel like an outsider and see the school as a foreign culture with language and communication barriers. The book is organized to enhance this carework. Each chapter begins with a vignette that includes the voices of one or more members of international migrating families, while introducing the context of the chapter. At the end of each chapter readers will find specific implications to consider. These are constructed with preservice teachers, practicing teachers, and educational administrators in mind.

As you read each chapter, there is the call for school transformation. The families in this book entreat school personnel to engage with international migrant families and to embrace a risk and resilience model as we strive together for success. These storylines challenge us to examine our personal storylines for biases and deficit understandings and call us all to purposefully rewrite these in the spirit of possibilities as the families in this book have embodied for us.

CONTENTS: Preface. Introduction. **PART I: Multivocal Storylines:** One Pakistani Immigrant Mother's Pursuit to Understand Her Children's Schooling, *Karmina (pseudonym) Mahmood and Martha J Strickland*. "I Just Don't Belong": A Latina Immigrant Mother's Journey From Locker Room Attendant to Teacher, *Seung Eun (Sunny) McDevitt*. Raising Humble Learners: Asian Immigrant Families' Socialization and Children's School Experiences, *Yoko Yamamoto, Jin Li, Andy Li, Raket LaFave, and Catherine J. Reichling*. The Unheard Storylines: Pakistani Families Make Sense of Their Children's School Experiences in the United States, *Martha J. Strickland and Elena Lyutykh*. Saliendo Adelante: Indigenous Im/migrant Family Agency in Navigating Linguistic Barriers to School Resource Access, *Rebecca Campbell-Montalvo*. "¿Cómo no quieren que me enoje?": Latinx Immigrant Parents' Engagement in the Early Grades, *Kiyomi Sánchez-Suzuki Colegrove, Molly E. McManus, and Jennifer Keys Adair*. Stories Highlighting One Refugee/Immigrant Family's Values That Contributed to Their Children's Academic Success, *Carmen Shahadi Rowe, Marlene Walli Shade, Benjamin Donald Rowe, Sarah Elisabeth Hostetter, Abigail Emily Rowe, and Gabriel Robert Rowe*. **PART II: "We're Family":** Community Centers as a Space of Healing for Immigrant Families, *Nga-Wing Anjela Wong*. Centering Care Work in Education: Lessons From Indonesian Youth, *Grace D. Player, Alicia Rusoja, Yared Portillo, Olivia Vazquez, and Gerald Campano*. "I Know You Are Trying to Help Me, But ...": Complexity in Supporting Immigrant Youth and Communities Through Schooling, *Evelyn C. Baca and Ramona M. Fruja*. High School Immigrant and Refugee Students and Families' Participatory Educational Transformations, *Leticia Alvarez Gutiérrez, Patricia D. Quijada Cerecer, and Josie J. Wankier*. The Effects of Anti-Immigrant Sentiment on Teachers, Immigrant Students, and Parents, *Selcuk Sirin, Elysia Choi, and Esther Sin*. About the Editor. About the Contributors.



Critical Perspectives on Education Policy and Schools, Families, and Communities

Sue Winton, York University; Gillian Parekh, York University

2020. Paperback 978-1-64113-879-6 \$52.99. Hardcover 978-1-64113-880-2 \$94.99. eBook 978-1-64113-881-9 \$85.

Critical Perspectives on Education Policy and Schools, Families, and Communities offers scholars, students, and practitioners important new knowledge about how current policies impact families, schools, and community partnerships. The book's authors share a critical orientation towards policy and policy research and invite readers to think differently about what policy is, who policymakers are, and what policy can achieve. Their chapters discuss findings from research grounded in diverse theories, including institutional ethnography, critical disability theory, and critical race theory. The authors encourage scholars of family, school, and community partnerships to ask who benefits from policies (and who loses) and how proposed reforms maintain or disrupt existing relations of power.

The chapters present original research on a broad range of policies at the local, state/provincial, and national levels in

Canada and the USA. Some authors look closely at the enactment of specific district policies, including a school district's language translation policy and a policy to create local advisory bodies as part of decentralization efforts. Other chapters reveal the often unacknowledged yet necessary work parents do to meet their children's needs and enable schools to operate. A few chapters focus on challenges and paradoxes of including families and community members in policymaking processes, including a case where parents demonstrated a preference for a policy that research demonstrates can be detrimental to their children's future education opportunities. Another set of chapters emphasizes the centrality of policy texts and how language influences the educational experiences and engagement of students and their families. Each chapter concludes with a discussion of implications of the research for educators, families, and other community partners.

CONTENTS: Introduction, *Sue Winton*. In/Exclusive Engagement of School Communities Through School District Decentralization, *Sarah Diem, Laura G. Browning, and Carrie Sampson*. YPAR as Policy Production: Youth Building Relationships With Home, School, and Community to Mobilize Change, *Cristina Guerrero*. To Interpret or Not to Interpret? That is the Question for Refugee Mentors in Schools, *Jill Koyama and Lindsay DeMartino*. Radically Rethinking School Choice With Youths, *Ee-Seul Yoon*. Leaders of Color Navigating Policy in Diversifying Schools, *Ain A. Grooms and Dong Hoon Shin*. Responsible for Normal: The Contradictory Work of Families, *Kathryn Underwood, Kathryn Church, and Tricia van Rhijn*. Parent Fundraising in Toronto Schools: Coordinating Policy Layers, *Sue Winton*. How Inclusive Do We Really Want to Be? A Critical Exploration of the Toronto District School Board's Special and Inclusive Education Policies and Outcomes, *Gillian Parekh*. Applying Critical Race Theory to District-Level Behavior Policy: Empty Promises, *Erica E. Young*. The (Un)Intended Consequences of Equity-Minded Educational Policy on Family and Community Engagement, *Vidya Shah*. Parent/Caregiver Involvement in Schools: Rhetoric Versus Reality, *Michelle D. Young and Bradley W. Carpenter*. The Implications of News Media Discourse About Immigrants and Immigration Policy for School-Family Engagement, *Ruth M. López*.



Promising Practices for Engaging Families in STEM Learning

Margaret Caspe, Global Family Research Project; Tanesha Woods, Independent Consultant; Joy Lorenzo Kennedy, Databrary

2018. Paperback 978-1-64113-280-0 \$52.99. Hardcover 978-1-64113-281-7 \$94.99. eBook 978-1-64113-282-4 \$85.

The technology revolution has made it critical for all children to understand science, technology, engineering, and math (STEM) or risk being left behind. *Promising Practices for Engaging Families in STEM Learning* explores how families, schools, and communities can join together to promote student success in STEM by building organized and equitable pathways for family engagement across all of the settings in which students learn - including, schools, early childhood programs, homes, libraries and museums -from the earliest years through adolescence.

This thought-provoking monograph includes three main sections with chapters from leading thinkers in the field:

> The first section provides the theoretical and research base for the importance of family engagement in STEM and draws out the challenges and opportunities that exist- from the transmission of adults' anxiety and lack of confidence in their own STEM skills, to inequalities in out-of-school learning opportunities, to biases and misconceptions about the kinds of STEM supports offered by families from low-income and immigrant homes.

> The second section builds on this research by presenting success stories, best practices, and approaches to engaging families in STEM.

> The final section focuses on how policies at the local, state, and federal level can support the promotion of family engagement in STEM.

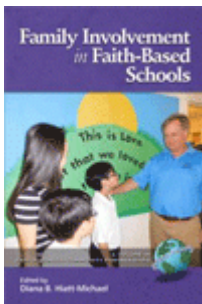
Taken together, the monograph shows that STEM is a powerful mechanism to connect, engage, and empower families.

> STEM provides opportunities for parents and children to spend time together asking fun and meaningful questions that link in-and out-of-school learning.

> STEM creates new experiences for families to co-construct and support learning with their children from the earliest years throughout formal schooling and onto college and career pathways.

> STEM also presents possibilities for families to build confidence and agency in supporting children's interests; especially those families who might be marginalized because of their economic or language status, race, or culture.

CONTENTS: The 5Rs: Research-Based Strategies for Engaging Families in STEM Learning, *Margaret Caspe and M. Elena Lopez*. Supporting Science, Technology, Engineering, and Mathematics (STEM) Learning by Helping Families Overcome Math Anxiety, *Talia Berkowitz, Marjorie W. Schaeffer, Christopher S. Rozek, Sian L. Beilock and Susan C. Levine*. Listening for Strengths in Diverse Families' Conversations about Science, *Graciela Solis and Maureen Callanan*. Culturally Competent Mathematics Instruction for African American Children: A Review of Promising Practices in Schools, Classrooms, Homes and Communities, *Jeffrey Brown, Cassandra Schreiber, and Oscar A. Barbarin*. Using a Behavioral Economics Perspective to Boost Family Engagement in the Getting Ready for School Preschool Intervention, *Helena Duch and Lisa A. Gennetian*. Supporting Family Engagement in Science, Technology, and Engineering (STE) Curriculum among Low-income Immigrant Families with Preschool Children, *Christine M. McWayne, Jayanthi Mistry, Kimberly Brenneman, Betty Zan, and Daryl Greenfield*. Collective Impact Approach to STEM: The Case of Iridescent, *Tara Chklovski and Maggie Jaris*. Interactive Digital Storybooks and the Role of Parents in Supporting Young Children's Mathematics Development, *Colleen Uscianowski, Ma Victoria Almeda, and Herbert Ginsburg*. NYSCI Neighbors: Creating Locally-Driven Authentic Opportunities for Immigrant Parents in a STEM Ecosystem, *Andrés Henríquez*. Policy Supports for Family Engagement in Early STEM, *Matthew Weyer*. How the National Science Foundation Supports Family Engagement in STEM Learning, *Joan Walker*. About the Authors.



Family Involvement in Faith-Based Schools

Diana Hiatt-Michael, Pepperdine University

2017. Paperback 9781681239200 \$52.99. Hardcover 9781681239217 \$94.99. eBook 9781681239224 \$85.

An essential read for all school principals and persons engaged in educational policy. Parental interest in faith-based schooling for children has surged and the contents of this book reveal the reasons for this surge. This book provides insights to school choice, support for faith-based schooling, and opening doors for increased parent involvement in schools.

Authors focus on promising practices that these schools utilize to engage parents in the daily life of school and the effects of such practices on the educational life of the school. Their work cover Catholic, Jewish, Christian and Muslim schools within the U. S. and internationally. In addition, chapters suggest ways to market schools and promote social justice in faith-based schools.

CONTENTS: Foreword. **PART I: ISSUES.** Family Involvement in Faith-Based Schools, *Diana B. Hiatt-Michael*. Religious School Brands as a School Choice Communication Tool, *Albert Cheng and Patrick J. Wolf*. Considerations for Addressing Diversity in Christian Schools, *Allison H. Blosser*. **PART II: CROSS SECTION OF FAITH-BASED SCHOOLS IN THE UNITED STATES OF AMERICA.** Family Involvement in Protestant Christian Schools, *William D. Walner and Diana B. Hiatt-Michael*. Family Engagement in Jewish Day Schools, *Dan Ahlstrom*. Family Involvement in Catholic Schools, *Jacqueline Davis and Diana B. Hiatt-Michael*. Muslim American Families and Their Child's Education in America, *Yolanda Dawson*. **PART III: FAMILY INVOLVEMENT IN INTERNATIONAL FAITH-BASED SCHOOLS.** Catholic Schools and the Community in the Philippines, *Eleuterio Buquiran and Jeremy Villar*. Parental Choice and Changing Christian School Identity in the Netherlands, *Gerdien Bertram-Troost and Siebren Miedema*. Parental Involvement in Faith-Based Elementary Schools in Israel, *Bruria Schaedel*.



The Power of Community Engagement for Educational Change

Michael P. Evans, Miami University; Diana Hiatt-Michael, Pepperdine University

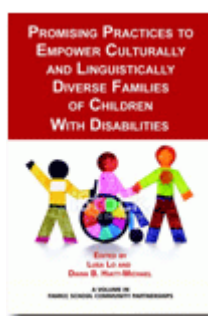
2015. Paperback 9781681231884 \$52.99. Hardcover 9781681231891 \$94.99. eBook 9781681231907 \$85.

Effective schools engage a wide range of families and community members to support their award-winning programs. This monograph highlights exemplary examples of communities, including foundations, community organizers, non-profit organizations, community agencies, as well as school districts, that lead successful group, school, district and state level

initiatives to improve educational outcomes.

Practitioners and scholars join hands to share promising practices and research-based examples of community initiatives that have had positive impacts on families, schools, and communities. This monograph is vital to educational leadership preparation programs; education policymakers at the local, state, and national levels; school and district level administrators; and a broad range of community leaders.

CONTENTS: Foreword, *Diana B. Hiatt-Michael*. The Power and Potential of Community-Based Approaches to Educational Change, *Michael P. Evans*. Two Concepts of Community Engagement: Interviews with Don Davies and Martin Blank, *Diana B. Hiatt-Michael*. From Private Citizens to Public Actors: The Development of Parent Leaders Through Community Organizing, *Mark R. Warren, Karen L. Mapp and Paul J. Kuttner*. Community Engagement as a Central Activity in New Charter Schools, *Brian R. Beabout and Joseph L. Boselovic*. Parents and School Fundraising Policies: From Donors To Equity Advocates, *Sue Winton*. Youth Engagement in Educational Change, *Cristen Jenkins*. Promising Practices for Principals: Partnering With Youth Organizers Inside Schools, *Jerusha Conner*. Operation Dream: The Formation of an Out-of-School Time Program for Youth, *Martin Scanlan*. Foundation Support for Bridge-building Between District Personnel and Local Communities, *Mara Casey Tieken, Tracie Potochnik and Keith C. Catone*. Community Organizing for Highly Effective Teachers: Grow Your Own, *Anne Hallett and Michael D. Rodríguez*. Important Qualities In A School Community Partnership: Focus On Refugee And Immigrant Families, *Sergio Keck, Shirin Timms, and Guofang Li*.



Promising Practices To Empower Culturally And Linguistically Diverse Families Of Children With Disabilities

Lusa Lo, University of Massachusetts-Boston; Diana Hiatt-Michael, Pepperdine University

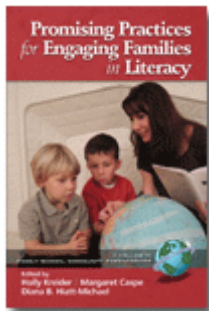
2014. Paperback 9781623966317 \$52.99. Hardcover 9781623966324 \$94.99. eBook 9781623966331 \$85.

(sponsored by the Family School Community Partnership Issues SIG)

Promising Practices to Empower Culturally and Linguistically Diverse Families of Children with Disabilities offers research-supported school practices to empower families from diverse cultural backgrounds to make informed decisions regarding their children with diverse disabilities. In order to insure that every child is receiving the most appropriate educational program, these practices should be included in teacher and administrator preparation program throughout every county, state, and province.

Every site administrator, school counselor and special education teacher should have a copy of this book at one's fingertips for ready reference. Suggested practices include activities for parent organizing, parent education, ways to provide co-mentoring of families, and formal support at Individualized Education Program meetings.

CONTENTS: Foreword. **PART I: PRACTICES IN SCHOOLS.** Learning to Navigate the Special Education Maze: A 3-Tiered Model for CLD Family Empowerment, *Tracy Mueller*. Family Involvement in Culturally Responsive Social-Skill Instruction for Latino Students With Disabilities, *Ya-yu Lo, Vivian I. Correa, Adrienne L. Anderson, and Katherine Swart*. Postsecondary Transition Planning for Families and Teachers With CLD Students With Disabilities, *Rebekka J. Jez*. **PART II: PRACTICES IN COMMUNITIES.** The Development of Grassroots Networks for Latino Families of Children With Disabilities, *Michael P. Evans*. Family School Partnering to Support New Immigrant and Refugee Families With Children With Disabilities, *Gloria E. Miller and Vy Nguyen*. Community Support for Parents of Young Children With Developmental Disabilities, *Dana Kalek*. Community Organizations Supporting Special Education Advocacy With Diverse Families, *Terese C. Aceves and Ignacio Higareda*. **PART III: PRACTICES IN ASIAN COUNTRIES.** A School-Based Parent Support Group: Empowering Hong Kong Parents of Children With Disabilities to be Advocates, *Lusa Lo, Tak-foo Cheng, and Kwok-ching Chan*. Parent Advocacy Groups in Taiwan: Support for Families of Children With Disabilities, *Hsiu-Zu Ho, Min Chia Tang, Whitney J. Detar, and Mian Wang*. About the Authors.



Promising Practices for Engaging Families in Literacy

Holly Kreider, The Heising-Simons Foundation; Margaret Caspe, Global Family Research Project; Diana Hiatt-Michael, Pepperdine University

2013. Paperback 9781623962982 \$52.99. Hardcover 9781623962999 \$94.99. eBook 9781623963002 \$85.

(sponsored by the Family School Community Partnership Issues SIG)

Promising Practices for Engaging Families in Literacy fulfills the need from parents and teachers to improve home/school assistance in every child's literacy development. Literacy skills are required and valued in all academic areas and at all levels of education from preschool through adulthood.

This volume provides suggestions and support to improve parent/child involvement in literacy activities from preschool through teacher education programs. Research is provided to undergird the documented practices that increase student academic achievement through improved literacy skills across academic areas. Practices include connections between home and school across age groups, developmental needs groups, universities, community groups, and technologies.

CONTENTS: List of Contributors. Foreword. **PART I: EFFECTIVE INTERVENTIONS AND APPROACHES FOR ENGAGING FAMILIES IN CHILDREN'S LITERACY.** 1 An Intergenerational Approach to Family Literacy, *Joy Lorenzo Kennedy and Margaret Caspe*. 2 Effects of Parent Read-Aloud Programs, *Pam Sullivan and Mary von Witzleben*. 3 Engaging Families in Promoting Emerging Literacy for Children with Down Syndrome, *Anne van Bysterveldt, Susan Foster-Cohen, and Gail T. Gillon*. **PART II: HONORING AND INCORPORATING PARENTS' EXPERTISE IN CHILDREN'S LANGUAGE AND LITERACY ACQUISITION.** 4 Érase Una Vez: Latino Family Narrative Practices During the Preschool Years, *Gigliana Melzi, Adina R. Schick, and Emily Bostwick*. 5 Family Engagement in Heritage Language and Literacy, *Elena Lyutykh and Lee Shumow*. 6 Engaging Parents as Researchers to Support Children's Language and Literacy Development, *Lori A. Norton-Meier and Kathryn F. Whitmore*. 7 A Dialogue of Three: The Use of Family Dialogue Journals in The High School ELA Classroom, *Amber Simmons*. **PART III: NEW APPROACHES TO ENGAGING FAMILIES IN CHILDREN'S LITERACY.** 8 Engaging Families in Science and Literacy Through Museums and Libraries, *Dale McCreedy and Julia Skolnik*. 9 Literacy Space: Partnering with Families to Support Struggling Literacy Learners, *Jennifer Tuten and Deborah Jensen*. 10 Using Technology to Engage Families in Young Children's Literacy, *Holly Kreider*.



Promising Practices for Fathers' Involvement in Children's Education

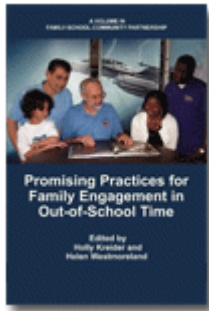
Hsiu-Zu Ho, University of California, Santa Barbara; Diana Hiatt-Michael, Pepperdine University

2013. Paperback 978-1-61735-950-7 \$52.99. Hardcover 978-1-61735-951-4 \$94.99. eBook 978-1-61735-952-1 \$85.

A timely collection of sound research addresses father involvement in their children's education. Promising Practices for Fathers' Involvement in Their Children's Education visits a less known side of parent involvement, the side of fathers' active engagement with their children's education in the home and that is less visible in the schools. Their contributions from preschool to career decision-making and accessibility to their children's education are covered in ten chapters, focusing on in-depth research from Canada to Argentina and Korea to Africa.

CONTENTS: Foreward. Chapter 1: American Fathers, Children, and Their Educational Experience: Qualitative Reflections on Promoting Social Capital, *William Marsiglio and Justin J. Hendricks*. Chapter 2: Father Involvement in Canada, *Rollande Deslandes*. Chapter 3: Father Involvement in Students' Education in Taiwan, *Hsiu-Zu Ho, Kuang-Hui Yeh, Chih-Wen Wu, Connie N. Tran, and Wei-Wen Chen*. Chapter 4: Latino Fathers and Their Involvement in Their Children's Schooling, *Robert P. Moreno and Susan S. Chuang*. Chapter 5: Fathers' and Teachers' Perceptions Regarding Their Partnership in Compulsory Schools in Spain, *Raquel-Amaya Martínez-González, Beatriz Rodríguez-Ruiz, María José Rodrigo-López*. Chapter 6: A Cross-cultural Perspective on Father Involvement in Early Education: Turkey and the United States, *Elif Karsli and Martha Alexsaht-Snider*. Chapter 7: Father and Parent Involvement Across Africa: A Time of Transition, *Diana B. Hiatt-Michael, Ugo Nwokeji, and Cheri Scriptor*. Chapter 8: Education and Fatherhood in Argentina, *Ana Inés Heras*.

Chapter 9: Father Involvement in South Korea, *Ann Y. Kim and Hsiu-Zu Ho*. Chapter 10: Father-Child Relationships and Schooling Outcomes for Ethnic Minority Adolescents, *Brett Kia-Keating, Maryam Kia-Keating, and Karen Nylund-Gibson*.



Promising Practices for Family Engagement in Out-of-School Time

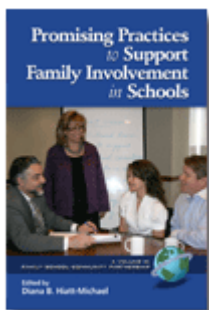
Holly Kreider, The Heising-Simons Foundation; Helen Westmoreland, The Flamboyan Foundation

2011. Paperback 978-1-61735-447-2 \$52.99. Hardcover 978-1-61735-448-9 \$94.99. eBook 9781617354496 \$85.

This concise monograph addresses the expanding field of family involvement to out of school time (OST). OST may be defined as time outside of state required time limits for compulsory school attendance but time in which students are engaged in planned academic or enrichment activities. During the past decade, OST programs have burgeoned across the United States. OST programs are offered to children and youth, elementary through high school, as structured and safe venues to increase student academic achievement, and extend students' interests.

Chapter authors share promising practices from a range of backgrounds, including nonprofit organizations, faith-based, health, and governmental agencies as well as university-school connections. Contents describe the benefits and concerns of parent engagement in OST, such as student outcomes of parent engagement in OST, how parents select appropriate programs, ways to connect with parents to assure regular attendance of youth, methods to solicit families to participate in OST activities, and evaluation measures.

CONTENTS: Foreward. Acknowledgements. **SECTION I: CONCEPTUALIZING FAMILY ENGAGEMENT IN OUT-OF-SCHOOL TIME (OST).** Engaging Families in Out-of-School-Time Programs, *Suzanne M. Bouffard, Kelly L. O'Connell, Helen Westmoreland, and Priscilla M. Little*. A Typology of Family Engagement in Youth Development Settings, *Holly Kreider and Shayna Cunningham*. Developmental Assets as a Framework for Engaging Families in Out-of-School Time, *Andrew Schneider-Muñoz*. **SECTION II: FAMILIES' SELECTION OF AND ADVOCACY THROUGH OST PROGRAMS.** The Role of Parents in Students' Structured and Unstructured Out-of-School-Time Activities, *Amanda Sommerfeld*. Faith-Based Out-of-School-time Opportunities: Impacts of Faith-Based Initiatives on Children and Families, *S. Russell Vaden*. Empowering Families to Guide and Advocate for Their Child's Education: Lessons From the Higher Achievement Program, *Richard A. Tagle*. **SECTION III: USING OST TO HELP FAMILIES SUPPORT CHILDREN'S LEARNING PROCESS.** Engaging Families in Student Homework: Action Steps for Educators, *Frances L. Van Voorhis*. Promoting Language and Literacy Outcomes Through Shared Reading at Home, *Holly Kreider, Georganne Morin, Gabrielle E. Miller, and Angie Bush*. **SECTION IV: REACHING FAMILIES THROUGH NONTRADITIONAL OST SETTINGS AND PARTNERSHIPS.** Family Engagement in Health Clinics, *Kathryn Nakagawa, Martha Cocchiarella, Emily Earl, Stacy Moreno, and Rebecca Birr*. It Takes a Village: Community Schools and Family Engagement, *Michael P. Evans and Darlene Kamine*. Developing University and Community Partnerships That Support Family Engagement in Out-of-School Time Settings, *Barbara C. Jentleson*. List of Contributors.



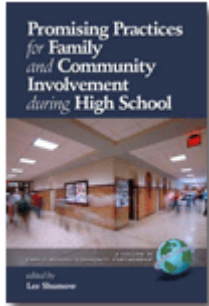
Promising Practices to Support Family Involvement in Schools

Diana Hiatt-Michael, Pepperdine University

2010. Paperback 978-1-61735-023-8 \$52.99. Hardcover 978-1-61735-024-5 \$94.99. eBook 9781617350252 \$85.

Promising Practices to Support Family Involvement in Schools is a must-have volume for every contemporary educator. This monograph provides a broad array of exciting research-supported practices to reform schools for the benefit of students, teachers, administrators, families and their communities. These practices will lead to higher student academic and school satisfaction outcomes. Experts in the field prepared this highly readable volume for teachers, school administrators, educational researchers, policymakers, and university faculty. The authors share their decades of educational research, wise insights and practical experiences with hopes to better life for individual families, educators, and society. This book belongs on every educator's desk!

CONTENTS: Foreword. 1 Family Involvement Policy, Research and Practice, *Diana B. Hiatt-Michael and Catherine M. Hands*. 2 Theoretical Perspectives on Family Involvement, *Holly Kreider and Steven B. Sheldon*. 3 Communication Practices that Bridge Home with School, *Diana B. Hiatt-Michael*. 4 Parental Involvement at Home, *Lee Shumow*. 5 Parent Engagement at School, *Kathy L. Church and Cynthia A. Dollins*. 6 Parent Engagement in School Decision-Making and Governance, *Catherine M. Hands*. 7 Educating Teachers and School Leaders for School-Family Partnerships, *Benjamin H. Dotger and Jo Bennett*. 8 Evaluating Parent Programs, *Sam Redding and Julia B. Keleher*. 9 Family Involvement in Federal Education Programs: The Bush Years, *Oliver C. Moles, Jr.*



Promising Practices for Family and Community Involvement during High School

Lee Shumow, Northern Illinois University

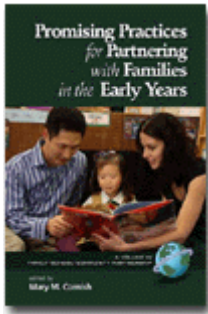
2009. Paperback 978-1-60752-124-2 \$52.99. Hardcover 978-1-60752-125-9 \$94.99. eBook 9781607521969 \$85.

This volume focuses on family and community connections with education during the high school years. In comparison to the wealth of attention that has been focused on involving parents with schools during the early childhood and elementary school years, less attention has been directed to parents of high school students and fewer educational programs have been developed to forge connections between family, community, students, and educators at the high school level. Researchers have found that family and community have a very significant impact on student achievement and on post secondary attainment despite the considerable decline in parental involvement by high school. Educators know that family and community factors are important for student success in high school while, at the same time, they identify working with families and connecting the curriculum to the community as difficult.

Currently, scholars from various fields are involved in conducting research to better understand how schools can best enhance the education of the young through interactions with students' families and communities. Educational practitioners also are pioneering efforts to involve and serve families as well as to connect with communities in order to enrich the educational environment and enlarge opportunities for students, teachers, families, and community members. This volume, which will be of interest to both researchers and educators, reflects the interdisciplinary nature of the field. The contributors were recruited from diverse fields and workplaces.

Chapters are organized into two sections to reflect whether the genesis of the work described is from theory and research or from practice and policy. Chapters originating from theory and research address: adolescent development and family involvement; the role of family and community in extracurricular activity participation; and the evolution of trust relationships in school community partnership development. Chapters originating from practice and policy address: transition to high school, using the community as a "text" for learning; career education partnerships with businesses, post secondary institutions, and community organizations; as well as, state policies and programs that support parental involvement in postsecondary planning.

CONTENTS: Foreword. Introduction to Promising Practices for Family and Community Involvement during High School. **SECTION ONE: PERSPECTIVES FROM THEORY AND RESEARCH.** Adolescent Development and Family Involvement, *Holly Kreider and Marie Suizzo*. The Role of Family and Community in Extracurricular Activity Participation: A Developmental Approach to Promoting Youth Participation in Positive Activities during the High School Years, *Nicole Zarrett and Jacquelynne Eccles*. The Evolution of Trust Relationships in School-Community Partnership Development: From Calculated Risk-Taking to Unconditional Faith, *Catherine M. Hands*. **SECTION TWO: PERSPECTIVES FROM PRACTICE AND POLICY.** Transition to High School: Creating Community, *Joan Lampert*. The Foxfire Approach to Student and Community Interaction, *Hilton Smith*. Career Education Partnerships with Businesses, Postsecondary Institutions, and Community Organizations through Consequential Learning, *Jack Shelton*. Emerging State Policies and Programs Designed to Support Parental Involvement in Postsecondary Planning, *Jennifer Dounay*



Promising Practices for Partnering with Families in the Early Years

Mary M. Cornish, Plymouth State University

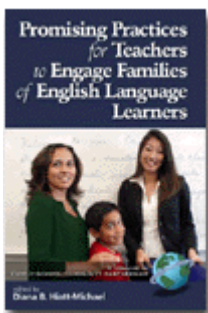
2008. Paperback 978-1-59311-946-1 \$52.99. Hardcover 978-1-59311-947-8 \$94.99. eBook 9781607529354 \$85.

This volume is directed toward research to practice issues related to partnering with families of children birth through age 5. This monograph and the next monograph focuses on family and school involvement issues in two age categories. This sixth volume analyzes family involvement practices across a variety of settings and programs at the early childhood level. The seventh monograph in this series addresses research and practices related to family-school issues in middle and secondary schools. The chapters address, to varying degrees, five themes based on the principles of familycentered partnerships:

1. Recognizing and respecting one another's knowledge and expertise;
2. Sharing information through two-way communication;
3. Sharing power and decision making;
4. Acknowledging and respecting diversity; and
5. Creating networks of support

The monograph supports the accomplishment of these goals as a whole by providing important insights about exemplary programs and promising practices, informed by current research. Also it highlights policies and theoretical perspectives relevant to these aims. Individual chapters offer a variety of practical strategies and recommendations that families, early childhood practitioners, policymakers, and researchers can use to enhance their knowledge and strengthen their skills for partnering effectively.

CONTENTS: Acknowledgments. List of Contributors. Foreword. Introduction, *Mary M. Cornish*. Family Involvement Promotes Success for Young Children: A Review of Recent Research, *Heather Weiss, Margaret Caspe, and M. Elena Lopez*. Learning from the Field of Early Intervention about Partnering with Families, *Pamela J. Winton, Mary Jane Brotherson, and Jean Ann Summers*. Family Partnerships in Early Childhood Programs: Don't Forget Fathers/Men, *Brent A. McBride, Wm. Justin Dyer, and Thomas R. Rane*. Easing the Transition: Family Support Programs and Early School Success, *Billie Enz, Michelle Rhodes, and Marilyn LaCount*. Home-Based Care Plays an Important Role in Meeting Family Needs, *Lori Connors-Tadros and Dawn Ramsburg*. What Do Families Want?: Understanding their GOALS for Early Childhood Services, *Sejal Patel, Carl Corter, and Janette Pelletier*. Breaking New Ground: The Evolution of the Community School Concept in One City, *Judy Harris Helm and Douglas P. Clark*. APPENDIX: Recommended Resources.



Promising Practices for Teachers to Engage with Families of English Language Learners

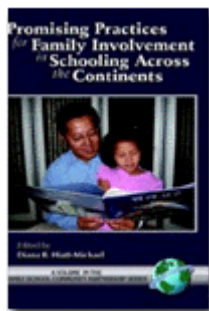
Diana Hiatt-Michael, Pepperdine University

2007. Paperback 978-1-59311-660-6 \$52.99. Hardcover 978-1-59311-661-3 \$94.99. eBook 9781607525967 \$85.

The monograph *Promising Practices for Teachers to Engage with Families of English Language Learners* provides practical activities, communication skills, events, resources, and policies to work with families who are English language learners. This book is primarily targeted toward preservice and novice teachers who are searching for ways to connect with families from diverse cultures and varying proficiency levels in English. However, the contents contain an array of practices that are useful for teachers at all levels, parents, other educator groups, and administrators.

CONTENTS: Acknowledgments. Engaging English Language Learner Families as Partners, *Diana Hiatt-Michael*. Building Meaningful Relationships: Caring and Respect, *Chris Ferguson*. Developing an Understanding of Families and the Community, *Reyna García Ramos*. Reaching Out from the Classroom to the Families, *Diana B. Hiatt-Michael and Linda Purrington*. Making Your Classroom Parent-Friendly to Families of English Language Learners, *Hsiu-Zu Ho, Kathy R. Fox and Margarita Gonzalez*. Providing Culturally Sensitive Parent Education Programs, *Margarita Gonzalez, Hsiu-Zu Ho and*

Kathy R. Fox. *Engaging Parents as Leaders in Schools with ELLS*, Judith Munter, Josefina Tinajero and Antonio del Campo. About the Contributors.



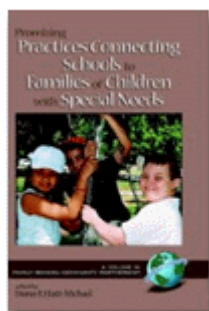
Promising Practices for Family Involvement in Schooling Across the Continents

Diana Hiatt-Michael, Pepperdine University

2005. Paperback 1-59311-222-X 978-1-59311-222-6 \$52.99. Hardcover 1-59311-223-8 978-1-59311-223-3 \$94.99. eBook 9781607527527 \$85.

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CONTENTS: **Chapter I:** Global Overview of Family-School Involvement, *Diana B. Hiatt-Michael*. **Chapter II:** The Cultural Context of Parental Participation and Scandinavian/Western European Issues, *Birte Ravn*. **Chapter III:** Family-Community Involvement Practices in West Africa, *Binta M. Colley*. **Chapter IV:** Family-School-Community Partnerships in Russia: Traditions and Innovations, *Ida Jeltova and Yuri Gatanov*. **Chapter V:** Brazilian Perspectives on Family-School Involvement, *Aline Maria de Medeiros Rodrigues Reali and Regina Maria Simoes Puccinelli Tancredi*. **Chapter VI:** Family and Community Involvement in Quebec Schools, *Rollande Deslandes and Andre Lemieux*. **Chapter VII:** Neighbors Across the Border: Parental Involvement in Texas and Mexico, *Arminta Lee Jacobson*. **Chapter VIII:** Building Family-School Relationships in Australia and New Zealand: Debates, Dilemmas, and Promising Directions, *Patricia Thomson*. **Chapter IX:** Parental Involvement in East Asian Schools, *William Jeynes*. **Chapter X:** The Contribution of Family Involvement and Investment on Students' Literacy Performance: A Comparative Study of the US and Three Asian Societies Utilizing PISA, *Esther Sui-cho*.

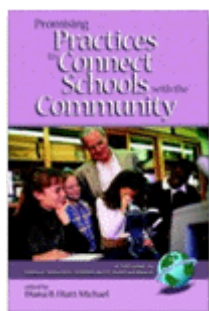


Promising Practices Connecting Schools to Families of Children with Special Needs

Diana Hiatt-Michael, Pepperdine University

2004. Paperback 1-930608-98-5 978-1-930608-98-6 \$52.99. Hardcover 1-930608-99-3 978-1-930608-99-3 \$94.99. eBook 9781607526889 \$85.

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Promising Practices to Connect Schools with the Community

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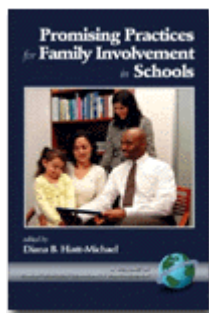
2003. Paperback 1-930608-96-9 978-1-930608-96-2 \$52.99. Hardcover 1-930608-97-7 978-1-930608-97-9 \$94.99. eBook 9781607527763 \$85.

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This is the second in a series of monographs by the Family, School, Community Partnership (FSCP) Special Interest Group of the American Educational Research Association. Parent involvement, as one of the eight National Education Goals in 1994, has brought heightened awareness to the importance of connecting educational institutions and their communities.

The goal envisions "school partnerships that will increase parent involvement and participation in promoting the social, emotional, and academic growth of children." The U.S. Congress additionally supported this goal in the passage of the No Child Left Behind Act in 2001. This act is the renewal of the Elementary and Secondary Education Act and strongly promotes schools' active involvement with families and the surrounding community.

CONTENTS: Foreword. Acknowledgments. Introduction: The School-Community Connection, *Diana B. Hiatt-Michael*. Educational Reform: The Community Schools Approach, *Martin J. Blank*. A Full-Service Community School, *Joy G. Dryfoos*. School-Linked Service Programs: Opportunities and Challenges, *Nancy Feyl Chavkin*. Schools and Communities Working Together to Implement Youth Behavioral Health Programs, *Carl I. Fertman*. School-Business Partnerships, *Mary Ann Burke*. Community Museums Support School Curriculum, *Lorrie Beaumont*. 8. Improving K-16 Education through School-Community-University Partnerships, *Barbara Lieb*



Promising Practices for Family Involvement in Schools

Diana Hiatt-Michael, Pepperdine University

2001. Paperback 1-930608-94-2 978-1-930608-94-8 \$52.99. Hardcover 1-930608-95-0 978-1-930608-95-5 \$94.99. eBook 9781607525448 \$85.

This volume will address major frameworks for understanding family involvement and government support of family involvement projects in the initial chapters. The following six chapters present a theoretical base for understanding school, family, and community partnerships and research supporting promising practices. Included within each chapter are examples of research in action, focusing on specific interactive activities or programs designed to bring families and schools together. Such promising practices are organized into chapters dealing with two-way home-school communication, family literacy projects, school-site parent centers, parent-school collaborative governance, and family-school education programs spanning infancy through young adulthood. The monograph concludes with a chapter on teacher preparation for work with family, school, and community partnership issues.

Besides their research expertise, each author brings a unique background as classroom teacher, parent, and community social advocate to their writing. Individually, most of us have spent our early professional years within the classroom, acquiring the value of connecting home with school for the benefit of the children. As parents and grandparents, we have advocated for parental interests within the school. As community advocates, we strive for collaborative communication across groups who serve children and their families. We invite you to share our passion for working with families and community groups within our schools.

CONTENTS: Introduction, *Diana Hiatt-Michael*. School, Family, and Community Partnerships: Linking Theory to Practice, *Beth S. Simon and Joyce L. Epstein*. Family Involvement in Federal Education Programs, *Oliver C. Moles Jr.* Home-School Communication, *Diana Hiatt-Michael*. Parent-Child Literacy Projects, *Francesca K. Pomerantz*. Family Centers in Schools: Expanding Possibilities for Partnerships, *Vivian R. Johnson*. Family Participation in Decision Making and Advocacy, *Don Davies*. Parent Education as an Essential Component of Family Involvement Programs, *Mary P. DiCamillo*. Educating Professionals for School, Family, and Community Partnerships, *Howard Kirschenbaum*.



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