Chapter 1 : Emerging Issues in School, Family, & Community Connections

The Global Engagement Initiative is ADP's only Civic Engagement in Action initiative focused internationally. It contends with how best to educate undergraduates about world issues and prepare them to make informed judgments as, by-in-large, American citizens about pressing global challenges.

Balfanz has published widely on secondary school reform, high school dropouts, early warning systems, and instructional interventions in high-poverty schools. His recent work includes Locating the Dropout Crisis , a report he co-authored with Nettie Legters in which they identify the number and location of high schools with high dropout rates, and What Your Community Can Do to End Its Dropout Crisis , a practical guide for addressing dropout issues. To encourage family engagement and provide additional support for home-school connections, the district has implemented a standards-based school improvement approach that incorporates strategic parental involvement practices through Academic Parent-Teacher Teams APTT. This program has proved to be highly successful. As an adjunct faculty member at Arizona State University ASU , Boyle shares the success of DistrictsMovingUp and her knowledge and skill as a practicing superintendent with educators preparing to be administrators. Boyle has also served as a teacher, principal, and assistant superintendent for educational services. She holds a doctorate in administration and supervision from ASU and received master and bachelor of arts degrees from Western New Mexico University. Bryk is also the founding director of the Consortium on Chicago School Research, a federation of research groups that has produced a range of studies to advance and assess urban school reform. His most recently published book, of which he is a co-author, is Organizing Schools for Improvement: Lessons from Chicago , which synthesizes 15 years of evidence from Chicago on how the organization of schools and community context influences the capacity to enhance student engagement and advance student learning. Bryk was awarded the Thomas B. Most recently, Boston College conferred an honorary doctorate of Humane Letters on him for his contributions to educational reform. Bryk holds a doctorate from Harvard University and a bachelor of science degree from Boston College. Prior to joining the district, Crain was the grant administrator for the Nevada State Parental Information and Resource Center PIRC in Reno, Nevada, a development director for a health-related nonprofit organization, and a marketing director for a construction and engineering company. She was recently a presenter in the U. Department of Education webinar Data Driven: Crain holds a master of arts in education, a bachelor of arts in public relations, and a Nevada State teaching credential. He is the author or coauthor of numerous reports and articles as well as two books: Charting Chicago School Reform: Lessons from Chicago GUIDERA Watch video of Aimee Guidera Aimee Guidera is Executive Director of the Data Quality Campaign , for which she manages a growing partnership among national organizations collaborating to improve the quality, accessibility, and use of education data to improve student achievement. Working with 10 Founding Partners, Aimee launched the Data Quality Campaign in with the goal of every state having a robust longitudinal data system in place by The Campaign is now in the midst of its second phase focusing on State Actions to ensure effective data use. As National Alliance of Business Vice President of Programs, she managed the Business Coalition Network, comprised of over 1, business led coalitions focused on improving education in communities across the country. Prior to joining the Alliance, Guidera focused on school readiness, academic standards, education goals and accountability systems while in the Center for Best Practices at the National Governors Association. She taught for the Japanese Ministry of Education in five Hiroshima high schools where she interviewed educators and studied the Japanese education system immediately. Department of Education Carl Harris is the deputy assistant secretary for policy and strategic initiatives for the U. Department of Education in Washington, DC. Harris previously served as superintendent of Durham Public Schools. He began leading the North Carolina district with its 46 schools and nearly 32, students in July Prior to becoming superintendent, Harris served the district as deputy superintendent and as assistant superintendent of curriculum and instruction. During his education career, Harris has served in a

variety of roles including classroom teacher, coach, and district office administrator. He is a graduate of class of The Broad Superintendents Academy. Kennedy School of Government, the John F. Under his leadership, New Visions has created 96 public schools in New York City, provided mentoring services to new principals, developed school-based certification programs for teachers and principals, and created an inquiry process now in use in 1, New York City public schools. An attorney, Hughes has worked on public education issues for his entire career. He served as co-counsel in the case Campaign for Fiscal Equity v. He served as chair of the Committee on Education and the Law at the Association of the Bar of City of New York and as chair of the board for Advocates for Children of New York, where he was previously executive director. He was also on the board of the Center for Architecture. Hughes received his law degree from Stanford Law School and his undergraduate degree from Dartmouth College. Prior to her state government work, Jones worked for 16 years at the Educational Testing Service ETS as a senior research scientist and director of early childhood research and development. Jones has directed numerous federally- and foundation-funded projects on early childhood learning. She also has authored many publications, given numerous conference presentations, and lectured extensively on this subject. Working Together for Student Success Jordan has authored and co-authored numerous materials on family and community engagement and afterschool programs including Working Systemically in Action: Department of Health and Human Services, Washington, DC Joan Lombardi is the deputy assistant secretary and inter-departmental liaison for early childhood development for the Administration for Children and Families , U. Department of Health and Human Services. With 30 years of experience, she is a national and international expert on early childhood who has made significant contributions to the field as an innovative leader and policy advisor to national and international organizations. She is the author of Time to Care: She is a co-author of A New Wave of Evidence: Department of Education, Washington, DC As the assistant secretary for planning, evaluation and policy development, Carmel Martin serves as a senior adviser to Secretary Arne Duncan on Kâ€"12 and postsecondary education policy and oversees the Office of Planning, Evaluation and Policy Development, which coordinates policy and budget activities with the U. Prior to coming to the Department of Education, Martin served as general counsel and chief education adviser to Senator Edward Kennedy for his work on the Health, Education, Labor, and Pensions Committee; at the Center for American Progress as the associate director for domestic policy; and in the U. Senate as chief counsel and senior policy adviser to Senator Jeff Bingaman and as special counsel to Senator Tom Daschle. Throughout her years in Congress, she worked on legislation related to education, welfare, and other issues important to children and families. After graduate school, she was a law clerk to the Honorable Thomas Reavley, U. Court of Appeals for the Fifth Circuit. Through the Iowa PIRC, Mirr has helped integrate parental engagement as an indicator of effectiveness into the Iowa state standards for assessing administrators and teachers. It creates a structure for family engagement that can lead to better outcomes for schools, families, and youth by requiring a minimum set of commitments from participating schools for at least 2 years. Before coming to Nevada, Morrison was community superintendent for some of the most diverse and economically impacted areas for the Down County Consortium, Montgomery County Public Schools, Maryland. Morrison has presented at numerous state and national conferences on eliminating the achievement gap through data-driven decision making and leadership development. In Morrison was accepted into the Broad Superintendent Academy. Pearce-Tate is dedicated to ensuring that all students have an opportunity for a quality education and that parents have a role in the educational decisions that affect their children. In this position, she helps shape policy and management issues affecting special education and rehabilitative services and serves as the principal adviser to Secretary Arne Duncan on special education for individuals in preK, elementary, secondary, and postsecondary schools. She has also held numerous positions at the Kansas Department of Education including commissioner of education, deputy commissioner of education, and state director of special education. Earlier in her career, she was the director of special education for the Shawnee Mission School District in Shawnee Mission, Kansas, and a teacher at the elementary, middle, high school, and university levels. The project involved exploring an innovative, formal

dialogic practice called Way of Council. Every Friday, she and her students met in council circle as they struggled to build conceptual bridges between their life experiences and language arts and social studies. From â€", he served as a senior manager in the Head Start Bureau, where he led the development of initiatives in the areas of child assessment, program evaluation, professional development, family and community partnerships, and collaborations with other early care and education programs. He has also worked as a research manager in the U. In his policy work there, he focuses on technology and innovationâ€"specifically assessments, virtual schooling, and the use of data to improve student outcomes. Tucker is a social entrepreneur with a wide range of experience in organizational learning strategies and business models. His most recent work highlights the potential for better student data to bridge school-community-home boundaries and assesses the use of data to help improve day-to-day instruction. He also co-founded SmarterOrg, Inc. His recent publicationsâ€"Beyond the Bubble: Virtual High Schools and Innovation in Public Education , and an article for Education Nextâ€"provide insight and practical knowledge into how to use technology to improve assessment systems and practices and to support increased student learning. In this position, he leads an initiative to engage schools in a 3-year process to reorganize the schools around personalized models of learning. In addition, he founded and directed ActiveInk Corporation, a curriculum development and publishing company in Austin, Texas, which provided consulting and curriculum development services to state education agencies, Kâ€"12 school districts, university programs, and publishers in multiple disciplines. VanderVeen has authored numerous chapters, articles, and presentations on college readiness, assessment design, comprehensive school reform, academic content standards, curriculum development, and alignment methodologies. He holds a doctorate in English from the University of Texas at Austin, a master of divinity from Princeton Theological Seminary, and a bachelor of arts from Colorado College. Weiss testified before the U. She writes, speaks, and advises on programs and polices for children and families and serves on the advisory boards of many public and private organizations. She is also a consultant and advisor to numerous foundations on strategic grantmaking and evaluation. Weiss received her doctorate in education and social policy from Harvard University and was a postdoctoral research fellow at the Yale Bush Center in Child Development and Social Policy. Wilhoit began his career as a social studies teacher in Ohio and Indiana and went on to serve as a program director in the Indiana Department of Education; an administrator in Kanawha County, West Virginia; a special assistant in the U. He has shepherded finance reform, led equity initiatives, designed and implemented assessment and accountability systems, advanced nationally recognized preschool and technology programs, and reorganized state agencies to focus on service and support. Wilhoit is a member of numerous education organizations, has served on national and state commissions, and has written and spoken on a variety of education issues. As an English teacher in an inner-city high school near downtown Los Angeles, Yaron has spent the last 7 years working to increase opportunities for students to succeed. Yaron has also served as a mentor in the California Beginning Teacher and Support Assessment BTSA Program, working with new teachers to facilitate their development of curricular strategies, engagement, assessment, and what it means to be an effective teacher in an inner-city school. She also holds a National Boards Certification in English-language arts, teaching credentials in physical education and health, and a California Tier 1 Administrative Services Credential.

Publications on Global Issues. Global Engagement. CGS is an authority on global trends in graduate education and a leader in the international graduate community.

Our review of the literature revealed a number of critical research areas that are receiving much attention in research and practice. The purpose of this section is to highlight these critical areas, as well as to suggest directions for future research. The areas discussed in this section are: Forging connections with families from culturally diverse backgrounds Connecting families with schools in homework help Connecting school, family, and community for effective school reform Connecting school, family, and community through developmental approaches and integrated service delivery Connecting school, family, and community to support transitions throughout the education system Developing process-based approaches to make connections Preparing educators and other school personnel to make connections between schools, families, and communities Within each of the areas listed above, both promising directions and research needs within the area will be discussed. The promising directions sections center on the new thinking and research that have begun to emerge in the field. For each of these promising directions, key ideas are presented, as well as suggestions for ways that the field can continue to build on the research that is currently taking place. The research needs sections discuss gaps or inconsistencies in the current thinking and research that require additional research in the future. By beginning to address these research needs, the field can begin to develop more conclusive evidence to support the development of successful school, family, community connections. Forging Connections with Families from Culturally Diverse Backgrounds Connecting with families from diverse backgrounds has been a subject of interest, debate, and research. The importance of reaching out to diverse families has become even more evident as greater accountability policies are implemented and schools are held responsible for ensuring that all children are educated to high standards. Based on our review of the literature, the following topics are promising directions that have emerged in the field or are areas in which further research is needed to build conclusive evidence. Promising Directions Strategies of diverse families whose children are successful in school Research has begun to explore the involvement patterns of parents from diverse cultural backgrounds whose children have been successful in the school system. Another study Yan, found that families of successful African American students possessed average or above average social capital measured by parent-teen interactions, parent-school interactions, parent-parent interactions, and family norms and equal or higher levels of school contact than successful white students and non-successful African American families. A recent study of Hispanic high-performing schools by Scribner et al. Involvement patterns of diverse families that are culturally specific or different from mainstream involvement activities Research is also beginning to document the ways in which cultural minority parents interact with their children that support learning, yet differ from more mainstream or middle class approaches Cairney, ; Yonezawa, The strategies documented in this body of research reflect the cultural practices of the home that support success in school. Further research is needed to delve deeply into the connections that diverse families create that traditional indicators do not recognize and to consider the reasons why some diverse families might not be involved in the more traditional ways. Building a body of knowledge about the specific practices of various cultural groups can support the validation of those practices by school personnel and may support the sharing of effective practices across cultural groups. Research Needs The effect of family characteristics on family-school connections Researchers have explored the effects that family characteristics such as socioeconomic status, ethnicity, and cultural background have on family involvement in education, yet the body of research reviewed for this synthesis still presents an unclear picture. Some studies have found that these variables are not factors, and that non-majority families are as involved as majority families when they are given opportunities to be involved Kohl et al. Others have found family characteristics to be a significant factor affecting the level, extent, and forms of involvement Carey et al. Further research is needed to

understand how or if family characteristics affect family involvement. A better understanding of the perceptions that different groups hold would support the development of appropriate outreach and involvement strategies. Recently, Hoover-Dempsey et al. Promising Directions New concepts of homework help Hoover-Dempsey et al. Their work suggests new ways to conceptualize homework help and understand its impact on student outcomes. Parent training for homework help Hoover-Dempsey et al. One promising strategy emerging in the literature for involving parents effectively in homework help seems to be providing training to parents on subject-specific strategies that they can implement at home that support student learning Faires et al. Future research can build understanding of how to most effectively train parents to ensure that they have the skills to provide homework help. Interactive homework assignments The development of interactive homework assignments homework that requires parent-child interaction as part of the activity has also shown promise as a way of supporting parent involvement and student achievement. Homework activities that are explicitly designed to encourage interaction between parents and children have shown positive results for increasing achievement in several subject areas, including science and language arts Epstein et al. Van Voorhis suggests that well-designed interactive assignments can have a number of positive outcomes: Future research can continue to build understanding of the kinds of interactive assignments that best foster parent involvement and student achievement. Research Needs Effects of parental help style One ongoing concern seems to be with issues of parenting style and how it impacts the type and effect of the help parents provide. Further research is needed to fully understand the relationship between parenting style, homework help and the outcomes that are produced. School support of parental homework help Hoover-Dempsey et al. These topics for research are particularly important in light of findings that many parents assume that they should be involved in homework and value specific guidance for involvement from schools and teachers. This occurs across socioeconomic, ethnic, and geographic groups. These authors suggest that although parents express positive feelings about homework, they have concerns about homework, their limitations in subject-matter knowledge, and effective helping strategies. More research is needed on how school personnel can effectively support parental homework help. Homework help at different grade levels Changes in curriculum, as well as the maturity and development of the child, suggest the need to explore variations in parental homework involvement and the impact of the involvement as the child gets older. Walker and Hoover-Dempsey found that there are significant differences in the ways that older and younger children invite their parents to help with homework and in the parental help that results from these invitations. The authors concluded that despite an overall decline in homework involvement as student age increases, some active homework relationships do seem to persist. Connecting School, Family, and Community for Effective School Reform There is a growing body of literature on the role and impact of family and community members as participants, advocates, and full partners in school reform efforts Fege, ; Hirota et al. Family and community involvement in school reform seems to be a key connection that is surfacing in the field, particularly as standards-based reform policies are implemented in communities across the United States. Lewis has documented that parents who are organized and who seek powerful ways to participate in school reform have been a crucial element of school improvement beyond the traditional professional approaches to improvement. The literature also suggests that there is an important role for community organizing and constituency-building work in systemic school reform efforts. Promising Directions Impact of community-based efforts Recent research by Hirota et al. The collaboratives studied by Hirota et al. However, the authors cautioned that it is difficult to draw direct links between these collaborative efforts and policy changes, as there are many factors that impact the adoption and implementation of policies. Because of the complexity of this kind of collaborative policy effort, further research is needed to understand the process for building and sustaining collaboratives and for taking action for school reform. This collaborative action research project is in the process of examining the role of community organizing in developing a community constituency for reform and in improving teaching and learning in public schools. As community organizing develops as a strategy to support both school reform efforts and connections between schools, families, and communities, additional research is needed to

document both its processes and outcomes. Research Needs Role and impact of family and community in reform efforts There is a need to further document the role and impact of family- and community-initiated school reform efforts. With the exception of a few authors Gold et al. Finally, there is a need to study the impact of involvement in school reform efforts on individual parents and community members, as well as the community at large. There is some evidence that the roles that family and community members play in school reform efforts can have implications for the larger community as reform participants build capacity and skills that can be transferred to other arenas and community issues Shirley. Impact of reform involvement on future connections There is also a need for researchers to explore how parent and community involvement in reform efforts impacts how the school approaches future connections with families. More information is needed about how this inclusion in the reform process impacts the subsequent roles that family and community members play in the life of the school and how the school connects with the larger community. Conditions that support parent and community involvement in reform efforts In two publications, Lewis and Henderson , have discussed several areas of inquiry specific to community organizing for school reform for researchers to continue to explore. One area focuses on the elements accountability systems, governance structures, and policy contexts that must be in place before parents can be meaningfully involved in school improvement. Sarason suggests that there is a need to develop governance structures that build trust and respect among all parties involved in schools before any reform efforts can begin to make a difference for students. Lewis and Henderson also suggest that further research is needed about how to engage families, especially low-income families, in discussions about the key components of reform: These discussions will further the development of a common language and vision of what constitutes a successful school. As developmental theory continues to be applied in research and practice, there are a number of promising approaches and areas that need further research. These developmental approaches seek to reduce health, psychological, and other barriers so that children are ready to learn. They also seek to better understand the learning and development that take place in contexts other than schools. These authors suggest that both addressing barriers to learning and learning in other contexts can be important pieces to include in school reform efforts. Utilizing family and community connections to support community development Developmental theory can also be applied at a broader level, as researchers and practitioners explore the role of the school in the life and development of the community as a whole. Some rural education researchers embrace this perspective, as rural schools are often the largest local employer and one of the largest community institutions. The literature suggests that integrated school-community projects, such as service learning and entrepreneurial education, can benefit a rural community by: As we continue to conduct research on school, family, and community connections, there is a need to capture those outcomes that support enhanced community development. This school model seeks to integrate and connect various programs into comprehensive and multifaceted service delivery systems in order to support student success. There is evidence of positive impacts from these integrated approaches, including better family functioning and parent involvement, healthy youth development and improved social behavior, improved academic achievement and learning outcomes, and enhanced community life Dryfoos, a, Evaluations of community schools show an increase in mathematics and reading test scores, as well as improved attendance and decreased suspensions Dryfoos, While there is evidence that this model holds promise for improved student, family, and community results, further research is needed, as indicated below. Research Needs Further research and evaluation of full-service and community schools Despite a number of program evaluations and research studies that have been released, integrated services for comprehensive child and youth development remain an example of implementation outpacing research. Recent funding from a variety of sources, including the 21st Century Community Learning Centers grants through the United States Department of Education, has resulted in the widespread development of community and full-service school initiatives. However, a General Accounting Office GAO report to Congress Shaul, found that most school-community collaboratives have not been rigorously evaluated to determine their effect on student achievement. They found that many programs can point to improvement in some form of student outcomes,

such as attendance or higher graduation rates, but cannot link improvements directly to the initiatives. The report also found that many programs that are seeing positive results do not have the means funding, staff, or time to conduct evaluations or publish them. As a result, these integrated approaches have not been evaluated and researched to the extent that would be desirable, to understand both the complex process of fully integrating the services and the outcomes of these integrated efforts. Conditions and skills that support service integration To take a truly developmental approach, proponents suggest that comprehensive, multifaceted, and integrated continuums of school-community connections are required. These initiatives involve much more than providing a few services, recreation, and enrichment activities at school campuses. Specifically, we need a better understanding of the governance structures that support integration, the barriers that must be addressed for services to be delivered in school facilities, and the skills that are needed by both school and social services personnel to support integration. The literature also emphasizes the critical role of the principal in full-service and community schools. According to Lawson , effective principals of these schools must build knowledge and competence in four areas: More research is needed on the kinds of skills and preparation that school leaders, in particular, need in order to take an integrated approach to supporting student development. Rimm-Kaufman and Pianta suggest that a network of social connections that support children and families during the Kindergarten transition is needed, including interactions between teachers and children, children and peers, parents and teachers, and preschool teachers and Kindergarten teachers. While there is a growing body of evidence about the elements that support Kindergarten readiness, there is also a need to better integrate the early childhood development literature and the K literature to fully understand the connections that make a difference. For example, Fantuzzo et al. Studies such as this can begin to build understanding of how parent involvement changes from pre-school to Kindergarten. Future research can also build our understanding of the specific types of family and community connections that provide a strong support net for children, particularly those who come from disadvantaged backgrounds, as they prepare to enter Kindergarten. Family and community involvement in middle and high school Despite the continued prevalence of the myth that family and community connections are primarily important at the elementary school level, researchers have begun exploring the effects of school, family, and community connections during transitions to middle and high school. Gutman and Midgley found that during the transition from elementary to middle school, both school factors and family factors were important to support academic achievement in African American students. This study found that parent involvement does not decline, as expected, but rather shifts as students move into middle and high school. These results point to the importance of continued exploration of the needs that students have during the transition to middle school and to high school, and roles that families play in supporting these transitions. There is also some evidence that the involvement of social service agencies and school social workers can be particularly beneficial during the middle and high school transitions Marcon, b. More research is needed on how to use these professionals further to connect families and communities in supporting student transitions.

Chapter 3 : Family Engagement in Education

The Global Family Research Project is an independent, entrepreneurial nonprofit organization that supports all families and communities in helping children find success in and out of school. We create a worldwide exchange of ideas to further the understanding and implementation of anywhere, anytime learning for all.

They are likely to know of a variety of community projects that might fit with your research or teaching interests. Please see the Vanderbilt and Community Resources links below for more information. Ensuring Positive Community Impact What if your community-based project with students turns out to be of limited impact in the community? For many educators this is a significant concern since we would like to have our community partnerships be mutually beneficial and because we want our students to feel effective in their work. Therefore it is important to rely upon well-respected community leaders and organizations for an assessment of its needs and for greater background on the issues the community faces. This should be supplemented with academic or government research that may be available about the community. From these needs assessments, community goals should become clearer, which in turn will allow project ideas to emerge more easily. Again, public service offices or experienced faculty may have done this work already, so please rely upon them. It is helpful to be aware of these histories and the dilemmas they pose for new campus-community partnerships as you enter into dialogue with community members. Even when there are not histories of conflict, there can be an absence of communication that may cause each side to suffer misunderstandings about the other. Open, supportive communications are therefore essential to fostering mutually beneficial partnerships. Also helpful are public conferences, guest lectures, community talks, campus or community tours, and other exchanges that serve to build understanding and trust. Lastly, it is important to rely upon those bridge-builders between your campus and the community, whether they are community members with ties to the campus or staff and faculty who have been active locally. Creative and Flexible Project Design When designing a project with a community partner it is important to balance both community engagement and student learning goals equitably. This might involve some creativity and flexibility on both sides. Educators need to be flexible in adapting the learning goals of a course to the practical needs of a community partner. Likewise, community partners may need to be flexible in choosing projects that will provide meaningful learning experiences for students. Open and supportive communication, mutual understanding, and trust are invaluable in this process. Setting Realistic Project Goals In defining a mutually beneficial project, it is important to set learning and community goals that are manageable for your students within the time frame of your course. Further, it is important to communicate these goals clearly to your students and ensure they have a clear sense of what will be expected of them at every step in the course. Managing Community Expectations Community partners can be excited to have students working with them on new and valued projects, and they may have high hopes about what they can accomplish. While this enthusiasm is important for developing a good partnership, it is important to ensure your partner knows exactly what capacities your students do and do not have, and to set realistic expectations for project goals. Ensuring Continuity Community needs often exceed the limitations of one project and the semester time frame in which most educators teach. Therefore, it is helpful for the community and educators to develop lasting partnerships. Not only do lasting partnerships yield multiple projects over time that can result in a cumulative impact on the community, but they also allow for the trust and mutual understanding that ease future project planning and success. If these partnerships can be established between the community and entire departments, programs, or institutions, community needs can be addressed across multiple educators and courses over time. This ensures even greater community impact and partnerships that are less vulnerable to the career shifts of individual faculty. These ensure respect and just treatment for community members and may provided useful teaching moments with students about ethical dimensions of community research. Assessing Impacts As in any form of instruction, it is imperative to evaluate community-based teaching and its impact. While educators

typically gather student ratings of a course, there often is no such mechanism for community partner evaluation. Community partner evaluations can be done in the midst of a project for the purposes of implementing any mid-course corrections, but they also should be done once the project is finished to determine its final impact. This can be in the form of a final written evaluation that an educator asks them to submit, one with specific questions regarding every phase of the project â€" from the usefulness of project design, to student conduct, to the helpfulness of the final results. If there is more than one partner and they have online access, using an online survey service such as Survey Monkey can ensure greater anonymity and openness. While failure can happen in any teaching setting, the obligations educators and students may feel to community partners can make that prospect more worrisome. It is therefore important to ensure students have all the preparation necessary to succeed in their projects and to benefit from the learning experience that community engagement provides. Content For the greatest synergy between learning and service tasks, and for the greatest chance of project success, it is important to weave the project thoroughly into the content of the class. It is therefore helpful to provide students with course content â€" readings, lectures, discussions â€" that develop their knowledge of community issues and their understanding of relevant theoretical perspectives. When possible, it is helpful to have community partners suggest useful readings, provide a guest lecture, or participate in class dialogue. Orientation to the Community Partner Students may benefit from an orientation to the project and the community with their community partner, whether it is off campus or in a guest lecture. This helps to provide students with an introduction to the community and the project goals, and better understand the synergies that exist between service and learning goals. It also can help the students to make the community partner less abstract and enhance their sense of accountability to the project, serving as an important motivation for student performance throughout the course. Skills Training If students require skills training that will be helpful in the project â€" such as interviewing or film-making, just to name two â€" it is important to set aside time for this inside or outside of class. In these trainings it may be helpful to rely upon colleagues or support staff who have the relevant skills. Ethics Training It is always crucial to ensure students do no harm to their partners or those they represent. This may require special readings and discussions about potential ethical problems associated with your project and how students should avoid them. When possible, it is useful to have community partners participate in these discussions to help sensitize and inform students, and to enhance mutual trust. Logistical Support Students may have the motivation and knowledge to complete a successful project, but if logistical difficulties such as scheduling, IRB processes, transportation, or communications mount, success is less likely. Therefore it is important to provide students with the resources they need and that they are using them effectively. If the project is substantial, it is helpful to assign its component pieces throughout the course so that students gradually build towards the final result with important comments and corrections along the way. What if students cannot complete the project successfully and thus fail their community partner? If one has designed the project with realistic expectations, adequate student preparation, open communications with the community partner, and a thorough work schedule, it is unlikely that students will have nothing meaningful to share with the partner. Indeed, because students and faculty feel accountable to the community partner, it is rare to see community-based projects yield no results whatsoever. What is more likely is one of two scenarios: Students and community partners may encounter unforeseen obstacles that limit the project outcome in some way. In either of these cases it is important to see these as teaching moments, both for students and for the community partner. Research or service projects conducted in the context of real world constraints may indeed surface unforeseen issues that can be the subject of intensive reflection and critical analysis. When students have the opportunity to problem solve collaboratively to address these issues, they may learn even more about the complexities of real world contexts beyond abstract course content as well as valuable leadership skills of adaptation. However, for these moments to have the greatest educational and community impact, educators need to have the courage to teach in the context of real world complexities and challenges.

Chapter 4 : Global Engagement

Environment refers to global concerns around natural assets such as carbon and water. All of these issues are to be taken seriously by business. But there's something else.

Governance Political Engagement While our role in the world is always evolving, our positions on key issues affecting us all are clear and long-standing. At Caterpillar, we want to help our customers build a better world. The world is a big place, and there are big issues to face. However, the actions that governments take around the world can have significant impactâ€"both positive and negativeâ€"on Caterpillar, our employees, dealers, customers and stockholders. We think it is important for our government leaders to understand the impact of such policies. Therefore, on appropriate issues, when it is constructive, we advocate in a manner consistent with all governing laws and Our Values in Action. Advocacy and Contributions The form of advocacy we use may differ depending on political systems and local laws. We often communicate with our employees and other stakeholders about the importance of public policy issues. In some countries, we may encourage them to express their views with lawmakers, if it is consistent with local customs and citizenship rights. Our leaders also utilize opportunities to interact with government officials to directly advocate on policy issues as warranted. In the United States, in compliance with the Lobbying Disclosure Act, Caterpillar files a quarterly report that includes: This report incorporates expenses associated with lobbying the federal government, including the portion of trade association dues associated with federal lobbying. House of Representatives Office of the Clerk website. Where permitted, Caterpillar may make lawful political contributions in the United States to political candidate committees, political parties, political action committees, ballot measure committees, associations, and other political organizations including those operating under section of the Internal Revenue Code. These contributions are reported to governing agencies where required by law. The most recent list of approved corporate contributions, updated on a semiannual basis, can be found here. To view approved corporate contributions from years prior, please see the archive below. Caterpillar does not make independent expenditures on behalf of or in opposition to federal, state, or local candidates. If our position on supporting independent expenditures changes, that declaration would be made on this website and information about the independent expenditures would be posted to this website and updated at least twice annually and disclosed through Federal Election Commission reports, or applicable state or local agencies, as required by law. The committee is comprised of seven to twelve U. Trade Association Memberships Caterpillar also maintains memberships in trade associations that engage in advocacy on behalf of segments of the business community. We are committed to supporting these trade associations, which champion public policies that contribute to the success and growth of the business community.

Chapter 5 : Presenter Bios - National Policy Forum for Family, School, and Community Engagement

Students may select one of the global issues addressed in this course to study more in-depth, a specific sub-section of one of the global issues addressed in this course, or propose a new global issue for study.

The traditional model includes the broad pillars of workplace, marketplace and environment. Workplace speaks of topics such as equality, diversity, skills and employee engagement. Marketplace includes â€" but is not limited to â€" supply chain issues and the impact in society positive and negative of products and services. Environment refers to global concerns around natural assets such as carbon and water. All of these issues are to be taken seriously by business. Community engagement is the fourth pillar of CSR, the poor cousin, a nice to do alongside those critical business issues that make up the first three pillars. Despite the fact that many companies have poured more resource into volunteering â€" often for employee engagement and reputational purposes â€" community engagement is still not associated enough with core business concerns. But to view it as the additional bit is wrong, and here is why. For example, a push to create a more diverse workplace surely involves engaging with sections of society which are under-represented in the employee base. Addressing supply chain concerns around labour and human rights involves developing relationships with key stakeholders on the ground. If it is vital that companies engage in and understand critical external or material issues, how best can they go about it? Carry out market research? Bring in expert consultants? Put these traditional approaches aside and consider this: It is not additional; it is central. It is not about being nice; it is about addressing business objectives. Three brief examples illustrate the point. Sky engaged a group of future leaders on a two-day leadership development project with internet child safety charity Childnet International, not just to share business skills. The idea was to engage a group of influential employees in the topic of internet safety, which is a material issue for any internet service provider. If sustainability is about benefiting all stakeholders in the long-term, then community engagement can play a central role, helping companies and their people to understand and embrace issues, ensuring a positive impact on all stakeholders. Community engagement is not so much the poor cousin of CSR, but the esteemed grandfather. Jan Levy is managing director of Three Hands Read more stories like this:

Chapter 6 : Office of Global Engagement

international partners on the most pressing global issues and to offer innovative solutions. Furthermore, to buttress such engagement and innovation, institutional processes, policies and rewards systems will surely need to be revised and developed.

Chapter 7 : Caterpillar | Political Engagement

The school is open from pm to 6pm and offers a hot dinner, tutoring and mentoring, enrichment, parent and family engagement activities, and more. On site, students and families can access mental health and dental services.

Chapter 8 : Welcome to the Global Family Research Project | Global Family Research Project

NORTH CAROLINA FAmILy/SCHOOL/COmmuNITy ENgAgEmENT SummIT. Saturday, September 12, , was a beautiful, warm, sunny day in High School to examine the issues.

Chapter 9 : Orton Family Foundation | Community Heart & Soul Archives - Orton Family Foundation

Family and Community Engagement Early Learning Our mission is to promote student achievement and preparation for

global competitiveness by fostering educational excellence and ensuring equal access.