

LOYOLA UNIVERSITY CHICAGO

SCHOOL OF EDUCATION

CIEP

Home School Collaboration

Online

Spring 2021

Office Hours By Appointment

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SYLLABUS:

This course will emphasize using family systems theory and community engagement as a guide to understanding, appreciating and supporting diverse families and developing strategies for collaborating with families and the community.

The impact of COVID 19 has underscored the importance of healthy and reciprocal family school engagement. We will explore this new area of focus during this course.

TEXTBOOK:

Grant, Kathy B., Ray Julie A. (2019) Home, School and Community Collaboration 4th Edition. California: Sage

ISBN: 9781506365732

Weiss, Heather B., Lopez, M.Elena, Kleider, Holly, Chatman-Nelson, Celina 3 Edition (2014), Preparing Educators to Engage Families: Case Studies Using an Ecological Systems Framework. California: Sage

ISBN: 9781452241074

Simon, D. (2020). Problem-solving parent conferences in schools : Ecological-behavioral perspectives. New York, NY: Routledge.

ebook on reserve in library-please use link below to access

https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/1ipaih/01LUC_ALMA51202328410002506

Note: Electronic Versions of these texts are available from the publisher and textbooks are available for rent.

Objectives:

The student will demonstrate a knowledge base and skills necessary to:

1. Express a comprehensive view of the importance of respectful, reciprocal relationships between the families and the educators to enhance children's success in the schools.
2. Demonstrate an understanding of family systems theory and models as a way to understand diverse family and community characteristics.
3. Demonstrate an understanding of the influence of family characteristics, such as family structure, race, ethnicity, socioeconomic status, and religion and its impact upon family involvement practices.
4. Demonstrate a basic understanding of how to be informed advocates for sound educational practices and policies that affect families and children.
5. Describe how to involve the community in children's learning and development through the use of available community resources.
6. Empower families to become leaders and decision makers in their child's education and school community, including families of children with exceptional needs

Learning Outcomes:

The National Association of School Psychology (NASP) lists 10 practice domains describing the knowledge and skills related to competent practice within the field of school psychology. Domain 7 (Family-School Collaboration Services) and Domain 8 (Diversity in Development and Learning) are most relevant to this course and directly influenced development of the learning outcomes for this course. Students in this course will be able to:

1. Demonstrate their knowledge of best practices in family engagement through an appraisal of current practices in their schools/districts for collaborating with and engaging with all parents in decision making about their children.
2. Describe how their cultural identities, as shaped by experiences in their families of origin, influence their current beliefs about respecting cultural and linguistic differences.
3. Demonstrate their knowledge of best practices in creating links among schools, families, and service providers through creation of a resource guide.

4. Identify the best practices in promoting fairness and social justice in school policies and programs via critique of the current research in written reflections and online discussions.

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return

[Spring 2021 RETURN to CAMPUS Checklist](#)

[Spring 2021 RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

Application of SOE's Conceptual Framework to This Course:

The School of Education at Loyola University Chicago's Conceptual Framework is *Our Mission is Social Justice, But Our Responsibility Is Social Action Through Education*.

The full text of this framework and associated elements of the college's mission can be found at www.luc.edu/education/mission/.

This course directly addresses the following concepts:

1. Applying culturally responsive practices that engage diverse communities;
2. Engaging with local and/or global communities in ethical and socially just practices.

These concepts will be evident throughout this course, particularly given that all students in this course are practicing school psychologists. A major focus of this course will be to expose students to “best practices” research on this topic and to a host of outstanding authors who write eloquently on the need for effective parent engagement. However, this course is designed to help students translate research into practice, especially as it relates to practice that supports those families who have been marginalized. How to apply culturally responsive practices and be an effective agent of social justice varies by person and by setting. But we start off this course by assuming that all seek to improve their skills in this area—we are all lifelong learners, the course instructor included! —and thus we will all work towards this goal.

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

All courses in the SOE assess student dispositions. **Professionalism, Inquiry, and Social Justice.** Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions include, professionalism, inquiry and social justice.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum. Developing knowledge and understanding of diverse perspectives.

Objectives

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Acquiring skills in working with others as a member of a team.
4. Learning how to find, evaluate and use resources to explore a topic in depth.
5. Developing ethical reasoning and/or ethical decision making.
6. Learning to analyze and critically evaluate ideas, arguments, and points of view.
7. Learning to apply knowledge and skills to benefit others or serve the public good

Dispositions

All courses in the SOE assess student dispositions. **Professionalism, Inquiry, and Social Justice.** Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions include, professionalism, inquiry and social justice

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Additional ONLINE Course Policies

***Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the

classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

***Synchronous Meetings**

All material is delivered asynchronously

***Student Participation**

All students are expected to participate in class either through written material as described in class assignments, discussion groups and blog entries

***Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

***Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

***Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

Syllabus Addendum Link

<https://www.luc.edu/education/studentlife/resources/syllabi/>

PLAGIARISM

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else's unpublished work, either with or without permission.

OFFICE OF ON LINE LEARNING ADDENDUM

<https://www.luc.edu/ool/onlinecourseguidelines/guidelinesforrecordingstudentsduringonlineclasses/>

GENERAL INTRODUCTION TO ASSIGNMENTS

This course is divided into 4 modules. Each module is meant to build upon the previous activities and will provide you the basic building blocks to develop your final project. Your family engagement project should be build using the knowledge you learn about best practices for inclusion of multi-cultural families and beliefs into a school in order to provide maximum benefit of the educational opportunities for each child and to afford the resources necessary to build a strong community.

Each assignment will allow you to develop a strategy which best informs your won personal growth and provides you the necessary knowledge to become a more effective professional. You have a total of 500 points 100 for each of the major module assignments, 70 for your discussions etc. and 30 **points** based on your blogs and professional class behavior.

Let's go to Assignment #

Family of Origin Analysis (100 points):

The purpose of this assignment is to reflect on your experiences with your family of origin and ways in which these experiences may impact your practice today. Although there are four required components, you are free to construct your submission in any way you choose. I will be providing you links to some powerful podcasts and videos and pictorial arrays which may be a modality you choose to use to illustrate your understanding of the importance of your family of origin.

Your submission must address four core questions:

- a. What are the core family values and/or experiences that are most important to you?

- b. How have your family values and/or experiences contributed to your current approach to the process of family engagement especially as it relates to families who differ from your family of origin?
- c. To what extent has your views on families changed since entering school psychology?
- d. Has your thinking about your family and your practice as a school psychologist changed due to working on this paper, or any other component of this course? If not, why not and if so, how?

The following section provides some guiding questions for the development of your submission. The questions in this guide are intended as suggestions to help you think through lessons/experiences that you have taken from your family of origin in terms of personal lessons learned and how these lessons may affect your school psychology practice. You are not required to address every one of these elements described in the guide, or even most of these elements (for example, you do not need to create a genogram, but if you are describing a recurring characteristic across many family members, a genogram may be a particularly instructive visual). These are intended as suggestions of the types of areas you might cover in describing your experiences growing up with your family as relates to your work today as a school psychologist.

You may also decide to use a single example as an exemplar of these areas and after you complete the paper, podcast or video you may then in a brief paper address the questions below.

Questions to Guide Development of Your Family of Origin Analysis Paper

Below are some questions which will help guide your journey to discover the impact of your family of origin. These are meant as guideposts in your journey.

1. A genogram for your family at the time of your adolescence. Include your generation, your parents' generation, and your grandparents' generation (more if you wish). Include relationship lines and cultural context information. Include as much additional information as feasible (but don't go crazy if there is information that is not accessible to you).
2. Develop a timeline of significant family events beginning, if you can, at the time your parents created your family of origin. This can take the form of a listing of years/dates and a brief description of the event.
- c. Choose and describe one effective and one ineffective family interaction sequence in your family of origin. How did the **organizational structure of your family** maintain particular behaviors? Consideration of the following questions will help you with this part. Most or all of these constructs should be cited in explaining the effective and ineffective sequences. Sometimes students find it

helpful to describe these elements (a-g) first, and then apply them to the effective and ineffective examples.

- a. What was the **family shape** during your adolescent years? Who were considered integral members? Who were important extended members?
- b. What were the typical **roles** of each family member?
- c. What types of **boundaries** existed within the family and between the family and other systems?
- d. Who **aligned** with whom and for what purpose? Identify any coalitions.
- e. Who was **in charge**? How was **power** exercised and maintained?
- f. What **implicit rules** seemed to guide system interaction? How did these complement or confuse the explicit rules?
- g. How was conflict managed? What **triangles** occurred to defuse conflict?

Connection:

- a. Choose the category of connection that best describes your family (recall that you are describing the family as a whole).
- b. Describe how family interaction patterns regulated closeness and distance among members.

Change:

- a. Describe the rituals and expectations your family used. Did your family provide a stable environment?
- c) How did your family cope with transitions, both normative and non-normative? Consider your timeline of significant events here.

Family Variations:

- a. How did your **family's shape** influence family process?
- b. What was the most predominant **parenting style** used in your family?

Culture & Traditions

- a. When and under what circumstances did your family come to the US? How did those experiences shape your family life?
- b. How did your family's ethnic affiliation(s) affect its functioning?

- c. How did privilege and your family’s position within the dominant culture affect your family’s functioning?
- d. Think about and describe a **family tradition** in your family. Describe how that tradition affected your **family's connectedness** and the **family rules** that were transmitted by that tradition. What happened to that tradition as your family moved through the family life cycle?

RUBRICK:

	Exceeds Standards	Meets Standards	Partially Meets Standards	Does Not meet Standards
Description of Core Family Values and influences an family engagement practices	Description is well detailed and the link between past experiences and current practice is clearly explained and highly reflective	There is an adequate description of the link between the past experiences and current practice.	Some description is provided about how past experiences has shaped current practice	There is no clear connection between past experiences and current practice
Description of how views have changed since becoming a school psychologist	Critical thorough description of how views have been informed by past and current professionalism	There is adequate description and evidence that views are informed within a multicultural framework.	The description of change is brief and does not address the importance of understanding family and culture in this job.	Description incomplete
Writing or presentation	Clear and information with minimal errors.	Writing or presentation is clear but errors occur	Writing and clarity inconsistent	Disorganized

Finally, some words about disclosure and confidentiality. I have never met the person who comes from a “perfect” family and by reaching this point it is clear that with the help of your own grit or your family or origin or a new “family” you created you have found the ability to work with or through some or many barriers. The decisions you make about what and how you disclose are yours to make. Your grade will reflect your understanding of the complexity of the importance, positive and negative of your family of origin. The goal is for you to examine, for yourself, the impact that family has had on you, so that you, in turn, become more emphatic with those with whom you interact professionally

ASSIGNMENT #2

Multicultural Critique of Your School/District's Family/School/Community Collaboration Practices (100 points):

In your readings (the Olivos et al. book) from the first several weeks of this course, there will be heavy emphasis on taking a multicultural perspective on family/school/community collaboration. For this paper, you are to provide a multicultural critique of the family/community practices that you see in the school that you are most familiar with from your work. What are some of the normative values held by individuals who work at this school, including persons with a lot of power? What characterizes the school culture from a collaboration perspective? What are some of the potential individual and structural explanations for what you have observed, both good and bad, at this school? What is your expected role at your school? How has your school adapted to the impact of virtual learning and engaging families?

First section (20 points): Provide a detailed description of your school's collaboration practices as you see them.

Second section (40 points): Provide a critique of the collaboration practices that you described in the first section. While I want you to be as candid as possible, I would also note that "critique" does not imply only criticisms. If there are positive areas, please evaluate these as well. What does the school do well? What are some encouraging individual or small group examples? For areas that need improvement, what are some of the individual and/or structural factors that may be exacerbating these problems?

Final section (40 points): Describe your suggestions for ways that your school can improve. Please reference the readings and your knowledge base as a practitioner in this section.

Evaluation criteria:

- a. Degree of clarity in describing the school's current practices.
- a. Level of analysis of potential factors underlying current practices including a critical self-examination of your role/contribution to this climate and of other individual and systemic factors.
- b. Proficiency with connecting the analysis and recommendations with core content and readings from this course.
- c. The paper is clear, well organized, free of typos and grammar errors.

	Exceeds Standards	Meets Standards	Partially meets Standards	Does Not Meet Standards
What multicultural practices are seen in the school	Explains Fully the multicultural practices in the school	Explains current practices in the school but does not relate them to best practices	Does not explain fully the practices in the school that relate to culture context	Does not discuss the essential components necessary to understand the current practices of the district
What collaboration activities are in place and how have they been impacted by COVID and virtual learning?	Reflects fully on the collaboration practices in the school	Briefly addresses the area of collaboration of all parties.	Does not discuss collaboration within the school in terms of culture	Does not discuss collaboration
A fair discussion of the positive and negative activities currently present in the school	Demonstrates an understanding of the positive and negative aspects of the current system in place	Is able to describe the positive or negative measures the school has taken but is less able to adequately look at both sides	Only addresses on component of this issue	Does not address either component
Concrete ideas for change	Sets forward some concrete ideas based on the literature to optimize change	Has a few ideas provides limited research support.	Provides no evidence for choosing a particular point of change	Does not provide any viable ideas

ASSIGNMENT #3

Development of a Resource(s) in Support of Transformative Family/School/Community Practices (100 points):

The essence of this assignment is to translate the suggestions you made at the end of your multicultural critique into a functional resource(s) for transformative family/school/community collaboration at a selected school/district. As such, you have some latitude as to the specific nature and format of this assignment. Foreexample, if in your multicultural critique, you indicated that a major area for growth in your school is teacher education related to culturally responsive practice with families, you might choose to create a resource guide for teachers on this topic. If you felt that there is a need for greater parent/family education on a particular topic, you might create a training module to be presented to parents in your district. I am flexible as to format, but again the goal is to develop a resource/product that can be utilized towards supporting transformative practices in your school/district. You may choose to focus on resources developed for COVID resources for families.

The major component is a description with an explanation of the rationale behind your project, your intended goals, key decisions/considerations in selecting your content. This section will provide a theoretical basis that will inform your action plan in the final assignment.

	Exceeds Standards	Meets Standards	Partially Meets Standards	Does Not Meet Standards
Resource Directory	Resource Directory reflects directly what is available in the community and demonstrates an understanding of how to maximize these resources	A resource directory is developed but does not fully address what collaborations are possible	A resource directory is developed but is not related to what this community is able to provide directly	No resource directory is developed that meets the family and culture goal.

ASSIGNMENT #4

FAMILY ENGAGEMENT PROJECT

The following assignment may be completed in one of two ways. Many of you are working in a school where you will have the opportunity of developing your own family engagement project. However, some of you may not be in a position where this is possible. Please try to develop your own project, unique to your district. This will benefit your own district directly and will provide you opportunities to interact positively with many administrators, faculty and families. If this is not possible feel comfortable using the example provided at the end of the assignment.

The plan will include the following six sections and will be based upon Epstein's National Network of Partnership Schools "Keys to Successful Partnerships" and modeled after Missouri's Parent/Family Involvement Policy.

1. Home-Based Family Engagement Activities Describe your home learning program for students throughout the school year. This program should include interactive "family homework" that is developmentally appropriate for your students. In your plan, tell how you'll organize a take-home kits or "mobile learning" program for the year and give examples of specific kits you might send home throughout the year.
2. Communication: Describe a minimum of three different ways you will communicate with your students' families throughout the year. At least TWO of these strategies must be reciprocal, or two-way communication, and your plan should include a way that your communication will be regular and frequent. Additionally, tell how you would use technology as an alternate form of communication.
3. Parents and Guardians as Decision Makers Describe at least three different ways that you will include families as partners in making decisions about their child's education. While some opportunities will arise unexpectedly, also think about how you can purposefully plan for families to share the decision-making power with you throughout the year. One of your three examples should be a description of how you would help support families to be decision makers for their child going through the referral and IEP process for specialized services.
4. Parent Education

Describe at least three different ways you will help support your students' families in their parenting skills. Your plan may include ways you'll communicate parenting information to your students' families and/or organized programs in which your entire

school will participate.

One of your three parent education activities might be a Home Visit(Virtual) program. Describe how you'd implement this program, including when visits would be done and strategies you and the teachers would use to have successful home visits.

1. **Community Resources** Describe how you would use community resources to support your project and your students' learning and development throughout the year. Give examples of resources you'd use from each of the following categories: service agencies, transportation services, government/political agencies, social, cultural, ethnic, or educational agencies, business and commercial enterprises, the media, the natural environment, and people in the community. Tell one idea for a district-level community partnership for your school district.
2. **School-Based Family Engagement Activities** Describe at least three different ways throughout the school year that you will actively solicit family support, assistance, and/or engagement for your classroom activities. This may include volunteer opportunities, family events, or other school activities for families to attend. Also include your plan for recruiting, training, and retaining volunteers.

Make sure the ideas for each section of your plan fit this community and school district's families. In particular, your plan should address the socioeconomic and cultural makeup of the community and school district, including the families that have limited English speaking skills. Also make sure your plans are developmentally appropriate for the age group you chose..

Use your textbook as a resource for ideas for your assigned section. This Family Engagement Plan is based upon the community, school, and teachers depicted in the case studies at the beginning of each chapter of your textbook, and these case studies can also be a resource for you in your plans.

Family Engagement Plan: School District and Community

Poplar Grove

Poplar Grove is a small Midwestern town, in a rural area with a population of around 16,000 people. It is within commuting distance of a bustling urban area, and many of the adults in Poplar Grove commute into the city for employment. Poplar Grove has a mix of socioeconomic levels, although the people who live here tend to be middle-class or blue-collar workers, as the area is one of the older rural towns and not a destination for new upscale housing developments or businesses. The community is near an interstate and has a few thriving businesses along that corridor, such as fast food franchise restaurants, a locally owned Mexican restaurant, and two gas stations for travelers. The community does have a regional hospital that employs several of its residents. There is an increasing unemployment problem, with the closure of a major factory, and housing foreclosures are

also on the rise. The city recently was awarded a grant to fund a homeless shelter and provide temporary housing for adults and children without a home. There is little demand for a taxi service, but the town does have a shuttle service during the day for senior citizens and low-income residents, funded by a state grant. City leaders have fought to retain that funding in state budget cuts.

The community tends to be conservative in values and many of the residents have lived here all their lives. The town's local radio station plays country music and broadcasts all the basketball games of the town's high school. The local newspaper is also supportive of the school district and has regular features such as "Student of the Month" or reports from school board meetings. A number of civic organizations, such as the Poplar Grove Rotary Club, have worked to improve the community through a variety of projects throughout the year. The crime rate is lower compared to the nearby urban area, although the local police have seen an increase in drug-related crimes, in particular methamphetamine use and sales. Poplar Grove is the county seat and the courthouse is located in the town square. Poplar Grove is surrounded by farm land, and the local farmers tend to be hard working, with farms in the same families for generations. Migrant workers come through Poplar Grove during harvest season, many of whom do not speak English as a first language. These children attend the local school while in the area. A state park with a lake is located about 30 miles west of Poplar Grove, and residents enjoy fishing and boating there. However, the community tends to not reap much economic benefit from the lake, other than the businesses on the interstate.

The racial/ethnic makeup of Poplar Grove is becoming increasingly diverse. About 61% of the population is White, and 22% are African American. The Hispanic population is the fastest growing population, and about 16% of the community members are of Hispanic descent, most of whom do not speak English fluently. The area is predominantly Christian based, and the local Catholic Church has been a leader in reaching out to Hispanic families by offering Mass in Spanish. The family structure of Poplar Grove mirrors the rest of the nation, with about 29% of families being two-parent, traditional families, about 31% are single-parent families, 32% are blended families, and the remaining 8% of families are headed by grandparents or other family members. Kennedy Elementary School is one of four elementary schools in Poplar Grove, serving Pre-K through fourth grade. Due to the strong leadership of the principal, Brenda Fraser, the school has been recognized by the state as a high-quality program. It is a Title I school, meaning that it qualifies for federal funds, due to the low-income children it serves. Approximately 68% of the children receive free or reduced lunches, higher than the state average. The school offers many activities for families, such as a Back to School picnic, the PTO-sponsored Fall Festival, and parenting workshops. The school currently does not offer an after-school program, and there is a concern about the number of latchkey children, since some families cannot afford after-school childcare. The teachers at Kennedy Elementary range in experience from first-year teachers to veteran teachers, and about 37% of the teachers have Masters' degrees. The university in the nearby city has a satellite campus in Poplar Grove, and many of the teachers have done additional course work through the university's extension center and online courses.

Note: For more information about the Kennedy Elementary teachers, principal, students, and families, read the case studies that are at the beginning of each chapter in your textbook.

	Exceeds Standards	Meets Standards	Partially Meets Standards	Does Not Meet Standards
Home-Based Culturally appropriate family Engagement	The paper reflects a full knowledge of the role of each participant in this process	The paper reflects an understanding of the role of each participant but does not fully address each area	The paper does not show a full understanding of the complex issues involved in success of this project	The paper lacks an understanding of the goal of this project
Communication	The paper reflects a full knowledge of the role of each participant in this process	The paper reflects an understanding of the role of each participant but does not fully address each area	The paper does not show a full understanding of the complex issues involved in success of this project	The paper lacks an understanding of the goal of this project
Role of Parents	The paper reflects a full knowledge of the role of each participant in this process	The paper reflects an understanding of the role of each participant but does not fully address each area	The paper does not show a full understanding of the complex issues involved in success of this project	The paper lacks an understanding of the goal of this project
Role of Administrators	The paper reflects a full knowledge of the role of each participant in this process	The paper reflects an understanding of the role of each participant but does not fully address each area	The paper does not show a full understanding of the complex issues involved in success of this project	The paper lacks an understanding of the goal of this project

Role of Psychologist	The paper reflects a full knowledge of the role of each participant in this process	The paper reflects an understanding of the role of each participant but does not fully address each area	The paper does not show a full understanding of the complex issues involved in success of this project	The paper lacks an understanding of the goal of this project
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GRADING:

Letter Grade	Points
A	500-480
A-	480-460
B+	460-444
B	444-415
B-	415-400
C+	400-385
C	365-400
D	335 and below
F	