

Establishing a Practice-Informed Research Agenda: The Family-School Partnership Research We Need

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Editor's Note: This is not a peer-reviewed article but rather information and a call for research from respected individuals and groups in the field, as described below. Thus, no abstract is included.

At present a tension often exists between professionals, on the one hand, who espouse the concept that they alone are qualified to make complex decisions affecting the education of our nation's children, and parents, on the other hand, who believe that they should have a voice in their children's compensatory public education....Collaboration among the various constituencies is critical to mutual understanding and support between the school and home, as interdependent not independent entities.

- Diana Hiatt-Michael, 2001

More than 25 years ago, Diana Hiatt-Michael (2001) argued in the *School Community Journal* that throughout history, relationships among families, schools, and communities have played a critical role in children's learning and development, an insight that remains highly relevant today.

Since her writing, the body of research focused on family, school, and community partnership has grown substantially. This research grows from its roots in the 1960s—when parent involvement in schooling was introduced as a democratic right and families were positioned as partners in school improvement—to today’s more relational conceptualizations that paint families and teachers as equal partners working together to foster children’s holistic education and well-being (Epstein et al., 2025; Hiatt-Michael, 2001; Mapp et al., 2022; Turnbull et al., 2022). Yet, this conceptual expansion has not consistently translated into practice. In general, schools and other formal educational institutions continue to frame family engagement¹ through narrow, school-centric forms of participation, such as receiving information or attending events, and discount the myriad ways that families across races and cultures engage in their children’s education (Hine, 2025; Ishimaru & Takahashi, 2019; Sherman et al., 2026). Thus, while family engagement is increasingly framed as a relational partnership, we must critically examine why there is a gap between the conceptualizations and ideals provided through research and the implementation of policies and widespread practice around partnering with families in their children’s education.

Research

A strong body of research demonstrates the benefits of family engagement (Epstein, 2010; Epstein et al., 2018) on parent–teacher relationships (Hindin & Mueller, 2016), family–school and community partnerships (Cuevas, 2023; Haines et al., 2015; Mapp et al., 2014; Turnbull et al., 2022), children’s academic success (Lv et al., 2025; Sheldon, 2003, 2007; Sheldon & Epstein, 2002; Sheridan et al., 2008), children’s social–emotional well-being (Albright & Weissberg, 2010; Edwards, 2018; Maiden et al., 2025), and student self-determination (Annisa et al., 2026; Summers et al., 2014). In addition to student-centered benefits, family–school partnerships have the potential to enhance family outcomes such as parenting self-efficacy (Garbacz et al., 2024) and family quality of life (Balcells-Balcells et al., 2019; Kyzar et al., 2019), particularly when families are positioned as knowledgeable partners rather than passive recipients of school support (Mapp et al., 2022). In addition, recent research documents the beneficial effects of family–school partnership on educators’ well-being (Haines et al., 2022; Haines et al., 2025; Strolin-Goltzman et al., 2024). However, these benefits are not automatic. The effects of family engagement efforts are shaped by context, program design, the quality of relationships, and the extent to which families have meaningful opportunities to participate in decision-making (Pervaiz et al., 2026). Family engagement efforts are most effective when

embedded within broader systems of support (Santamaría Graff & Sherman, 2020), centered on families' strengths (Baquedano-López et al., 2013), and oriented towards culturally sustaining partnerships between families, schools, and communities (Beltrán-Grimm, 2024, 2025; Geller & Perry, 2023; Haines & Reyes, 2025; Kang et al., 2024; Paulick, 2025).

Preparing and equipping educators with the knowledge, skills, and dispositions they need to meaningfully engage families equitably (Sherman et al., 2026) is critically important. Yet, this preparation is often lacking (Casper & Hernandez, 2024; Epstein & Sanders, 2006; Francis et al., 2021; Kyzar et al., 2019), and educators report feeling unprepared for meaningfully partnering with families (Buchanan & Buchanan, 2016). Moreover, educators can often feel anxiety when interacting with families, especially families from racialized or low income backgrounds (Kirmaci, 2019), and may inadvertently reinforce their own deficit-based perspectives (Lawson, 2003; Posey-Maddox & Haley-Lock, 2020).

Research informing family-school partnership comes from a range of methodological approaches. Qualitative studies have been useful for capturing the lived experiences, relationships, cultural contexts, and power dynamics that shape family-school partnerships (e.g., Beltrán-Grimm, 2024, 2025; Delale-O'Connor et al., 2020; Haines et al., 2015; Hannon & O'Donnell, 2022; Ishimaru & Takahashi, 2019; Kang et al., 2023; Klingner & Harry, 2006; Lynch, 2021; Vogel-Campbell, 2023). Quantitative studies have provided evidence of measurable associations between family engagement and children's academic outcomes (e.g., Hayakawa et al., 2013; Reynolds et al., 2022; Varshney et al., 2020). Mixed methods studies have further deepened the field's understanding of what family engagement looks like, how it is enacted, and why it matters across different school and community contexts (e.g., McWayne et al., 2013; Reynolds et al., 2015). Community-based participatory action research studies have shown how specific communities have addressed family-school partnership and the results of their efforts (e.g., Haines et al., 2023; Ishimaru & Takahashi, 2019). Together, these diverse methodologies contribute to a rich, multidimensional understanding of family-school partnership as both a relational practice and a lever for educational improvement. At the same time, this vast body of research shows that family partnership cannot be reduced to a single point of engagement, outcome, or intervention. Rather, it must be understood as a situated practice shaped by relationships, institutional constraints and affordances, sociopolitical contexts, and families' everyday lives.

Family–School Partnership Policy and Models

Family–school partnership in preK–12th grade education has evolved significantly since the turn of the century, shaped by federal legislation, national frameworks, and the guidance of professional organizations. At the school-age level, the No Child Left Behind (NCLB) Act of 2001, which mandated meaningful family participation in school activities as a condition of Title I funding, was foundational legislation that signaled a federal commitment to positioning families as active partners in education rather than passive recipients of school communication. Later developments in early childhood reinforced this shift. The National Association for the Education of Young Children (NAEYC) issued a position statement emphasizing the centrality of family–teacher relationships to children’s development and learning, establishing a professional standard that continues to influence preparation and practice in early childhood settings. Similarly, the Office of Head Start revised its Parent, Family, and Community Engagement Framework (2018), deepening its emphasis on family well-being, family engagement in learning, and the development of strong school partnerships as interconnected drivers of child outcomes.

At the federal level, the U.S. Department of Education’s *Dual Capacity-Building Framework for Family–School Partnerships* (Mapp & Bergman, 2019; Mapp & Kuttner, 2013) provided an influential conceptual foundation, articulating the conditions and opportunities necessary to build the capacity of both educators and families to engage in meaningful partnership. Funding streams including Title I, Statewide Family Engagement Centers, Head Start, Community Schools, and afterschool programs have further operationalized these commitments by resourcing engagement efforts across diverse school and community contexts.

Currently, family engagement policy has the potential to address persistent challenges in education, including teacher shortages, chronic absenteeism, and the lasting academic and social–emotional impacts of COVID-19 (Epstein & Boone, 2022). However, shifting state and federal landscapes have meant that policy frequently falls short of connecting to these challenges. Many states are developing family engagement frameworks, establishing dedicated offices and advisory councils, embedding family engagement into educator preparation and accountability systems, and including families more intentionally in educational decision-making. Collectively, these policies aim to strengthen the capacity of schools, districts, and communities to build authentic partnerships that support student learning and well-being (Hernandez et al., 2025).

Professional organizations, including NAEYC, the National Association for Family, School and Community Engagement (NAFSCE), the Council for Exceptional Children's Division for Early Childhood, and the Institute for Educational Leadership continue to provide guidance and professional learning resources to state and district leaders, working to fill gaps left by lacking federal policy. These organizations play an important role in helping practitioners navigate changing educational contexts marked by new social configurations, including shifting family structures, demographic diversification, and evolving community needs (Nogueira & Coutinho, 2025). Ultimately, family engagement policy and practice needs to be responsive to the varied and dynamic landscapes schools and families inhabit and the myriad (sometimes unrecognized) ways that families are already engaged in their children's education.

Family–School Partnership Practice

In practice, partnerships among families, universities, community organizations, and public schools can create conditions for more meaningful family partnership. Such collaborations are not hypothetical ideals; they already exist across educational contexts that have demonstrated the potential to strengthen learning opportunities and support children and families in more holistic ways. De La Garza and Kuri (2014) offer an example of this kind of collaborative work through their study of a university–community–school partnership designed to support Latine students' literacy development. Other community collaboratives similarly reinforce how such partnerships can highlight learning as a cultural process shaped by children's identities, communities, histories, and everyday interactions (Nasir et al., 2020). The community school strategy has been a particularly effective approach in connecting families with resources and services, especially during uncertain times such as the COVID-19 pandemic (Hine et al., 2023, 2025). Public media initiatives have also used community-based models to reach families facing educational barriers in working more effectively with practitioners to support children and caregivers with educational resources (Balfanz et al., 2013; U.S. Department of Education, n.d.).

Yet, despite a strong body of research and policy supporting family–school partnership, the ability to do this work is increasingly under strain. Political polarization, anti-immigrant narratives, and the growing “parental rights” movement are weakening the conditions for authentic family–school partnerships, which is exacerbated by significant funding disruptions (NAFSCE, n.d.). At the same time, societal expectations for schools to meet the needs of families have risen without the parallel adjustment of school

structures, particularly in the wake of the COVID-19 pandemic (Sullivan et al., 2021). As broader societal systems increasingly emphasize efficiency, technological advancement, and measurable outputs, family, school, and community partnership is increasingly important as schools are sites for fostering human connection, well-being, and collective care.

Simply put, family–school partnership is a critical component of the human aspect of education, and it is currently at risk in our nation’s schools. Without a clear, coordinated research agenda, efforts risk becoming fragmented, siloed, or disconnected from the realities of practice. Now, more than ever, the field must take stock of what we know, identify what remains unanswered, and align research with the urgent needs of families, educators, and communities. A forward-looking research agenda that is tightly tied to the needs of the field can help ensure that the next decade of work strengthens the evidence base and advances more equitable, collaborative, and sustainable approaches to supporting children’s learning and well-being in ways that also support and sustain educators and families.

The purpose of this study is to identify the priorities, needs, and perspectives of practitioners and researchers to develop a future-oriented, practice-informed research agenda for family, school, and community partnerships. This agenda is intended to strengthen collaborative efforts across the educational ecosystem and support more equitable and sustainable approaches to children’s learning and well-being. By centering both research and practice perspectives, we aim to clarify questions, challenges, and opportunities that practitioners and researchers believe should guide the field over the next decade. Specifically, we sought to answer these two overarching research questions:

1. What research priorities do practitioners and researchers identify as most critical for advancing family, school, and community partnerships over the next decade?
2. How do practitioners and researchers envision the role of research in addressing persistent challenges and strengthening collaboration among families, schools, and communities?

Methods

Alongside the growth of research and practice, the field has developed formal structures to support knowledge generation and exchange. A primary research group is the Family, School, and Community Partnerships Special Interest Group (FSCP–SIG) within the American Educational Research Association (AERA), which serves as a leading collaborative for

advancing research in this area. In practice, established in 2014, NAFSCE has served as the field's main professional association. Leaders of FSCP–SIG and NAFSCE partnered on this research project, which grew out of a conversation between members at the FSCP–SIG business meeting at the 2025 AERA annual conference in Denver, Colorado.

Informed by the literature and our collective expertise related to family, school, and community partnerships, we created an expert-reviewed questionnaire on Qualtrics to circulate widely to practitioner and family engagement researchers. We asked participants to envision what family, school, and community partnership could look like in 10 years; what challenges currently hinder these partnerships; how research could help address these challenges; what research would support practice; how research could capture and share family stories; and what other research questions they would like answered. We also requested demographic data from participants (e.g., gender, years in the field, race/ethnicity, role). Between January and March 2026, we disseminated the survey link to all members of the FSCP–SIG (approximately 350 members) and all subscribers to NAFSCE's mailing list (approximately 40,000 practitioners); biweekly reminders were sent by the FSCP–SIG chair and three reminders were sent out by NAFSCE during this time period. We also asked direct recipients to share the link with their networks.

We received 45 responses; 21 completed questionnaires included optional demographic information. The first author imported the data into Dedoose and conducted an initial analysis of the data by open coding the responses (Saldaña, 2025). An example of an open code for the 2036 Vision question was “Families are valued and community cultural wealth uplifted.” A second researcher checked this initial coding and confirmed the application. We compiled the open codes into word clouds, even though there was a little overlap, and presented them as our initial analysis of the data at AERA 2026, during both a conference session and our FSCP–SIG Business Meeting. We fostered a discussion of the data that deepened our analysis. We then returned to Dedoose to find themes in the data, which is what we present below. We did not collect any identifiable data. Please see Table 1 for available demographic information.

Table 1. Participant Demographics

Characteristic	<i>n</i>	%
Role		
Family or community liaison	5	23.8
Researcher or university faculty	5	23.8
Parent leader	2	9.5
Coach or professional development facilitator	2	9.5
Educator	2	9.5
Gender		
Female	19	90.5
Nonbinary	1	4.8
Male	1	4.8
Ethnicity		
Spanish/Hispanic/Latine	6	28.6
Not Spanish/Hispanic/Latine	15	71.4
Race		
White	14	66.7
Black/African American	3	14.3
Asian	1	4.8
More than one race	1	4.8
Other	2	9.5
Years in education		
More than 20 years	13	61.9
Less than 5 years	2	9.5

Findings

Overall, our analysis revealed three main findings. First, participants all held forward-facing visions for family, school, and community engagement that were predicated on a renewed commitment to partnership, collaboration, and communication. Second, respondents identified challenges to implementing the visions that ranged from individual- to systems-level barriers. Finally, based on these visions and challenges, participants identified lines of research that would be critical to move the field forward and closer towards desired aspirations. We outline each of these areas below.

Vision for Family–School–Community Partnerships

Visions for family–school–community partnerships in the next decade focused on schools as central to the community and a place where everyone belongs, with meaningful communication between all partners. Participants envisioned a space where the following conditions are in place: (a) families are valued and community cultural wealth is amplified; (b) families are leaders; (c) families are knowledgeable and have training opportunities; (d) teachers have the attitudes, skills, time, and resources to prioritize fostering partnerships with families; (e) technology reduces the paperwork burden on educators and facilitates partnership; and (f) authentic relationships (rather than interactions or transactions) are centered by all and based on respect, humanity, and mutual value. One participant’s description beautifully summarized the common hope:

In 2036, schools have become true community anchors where families, educators, and local partners work together in relationships grounded in trust, cultural humility, and shared purpose. Families feel a deep sense of belonging because their cultural knowledge, lived experience, and hopes for their children shape the direction of the school. Educators center strengths rather than deficits, communication is accessible and linguistically responsive, and youth play an active role in decision making. Special education is collaborative and humanizing, technology supports equity, and community organizations are integrated partners in daily learning. This transformed reality is defined by authentic partnership rather than compliance, with relationships serving as the core of the educational ecosystem. Classrooms are joyful, inclusive, and culturally sustaining, and families of all identities feel heard, welcomed, and valued. The result is a vibrant and interconnected environment where schools and communities work together to support the success and well-being of every child.

Challenges to Achieving the Desired Vision

Respondents shared a variety of current challenges to family–school partnership including (a) the attitudes and beliefs of educators and (b) structures and systems.

Attitudes and Beliefs of Educators

A common challenge respondents noted was that educators often do not perceive schools to be vital components of healthy communities where families and students live. In other words, educators view schools and communities as separate spaces, or the school located within a community

but “isolated” from it. Furthermore, educators may espouse “deficit-based thinking” or “fear” and see “families as the problem.” Participants stated that educators may perceive families as “scary,” and believe that educators “have all the answers,” meaning they would not learn from partnering with families. One participant highlighted the importance of understanding that “schools are part of communities, not isolated entities within them” and “Educators must look beyond school dashboards and demographics to truly understand community issues and how the families they serve navigate them.” Participants also identified that it is a challenge when educators hold “low expectations.” Another participant specified that “some [educators] still don’t see the value of family engagement.” Participants explained that a challenge to family–school partnership is educators who do not espouse “creativity or innovation” or “feasible ideas or knowledge” and therefore cannot partner with families. Furthermore, educators and families bring various perspectives, and friction occurs when they are “not willing to accept that and be curious/learn about others perspectives with whom they need to work and collaborate.” Additionally, there may be a “lack of trust between stakeholders.” Educators also may dismiss innovative ideas as “pie in the sky” best practices due to a “lack of buy-in between stakeholders.”

Structures and Systems

Structures and systems identified as challenging to family–school partnership include schools as part of discriminative systems, insufficient prioritization of family–school partnership, limited partnership-oriented skill, and lack of equitable access to resources for families.

A current challenge emphasized by many participants is the perception that schools are an extension of a dysfunctional or harmful governmental system. One participant noted that families may “distrust [schools] after other systems fail.” Another participant explained that “historical mistrust and systemic inequities create real relational barriers. Experiences with racism, ableism, colonization, and other forms of marginalization shape how families engage with schools.” An additional participant explained that “schools have become institutions in the community as means of control and as an extension of the carceral system. Families no longer trust schools because of a punitive culture that either punishes or rewards compliance.” One participant wrote, “schools are unsafe: carceral system, ICE, immigration enforcement.” This is a current and pressing issue: “Current immigration policies are increasing barriers to partnerships with families. Trust is getting harder to build, especially when we can no longer guarantee that students and families will be safe from ICE on our campuses.” Another participant highlighted that:

Schools often hold the authority, the technical language, and the decision-making structures, which can leave families feeling intimidated or unsure of how to participate. This imbalance is especially hard on culturally and linguistically diverse families, families of students with disabilities, and families who have had negative experiences with schools in the past.

An additional challenge identified by participants was that schools do not fully prioritize family-school partnership by providing adequate time on teacher workload for meaningfully partnering with families. This challenge was identified by almost all participants. Some stated something like “not enough time to meet too many expectations” or “teacher workload is too high,” or “competing priorities.” However, we recognize that educators are also spread thin across the many priorities of schools, and that a challenge overall is “the funding and the workload that teachers face. There are too many responsibilities...not enough support system.” As one participant wrote, “Teachers and education staff are burned out. Families are stretched to their limits.” While priorities, time, and funding are challenges, “teachers and administrators are overwhelmed. It makes it difficult for them to partner in meaningful ways when they are in survival mode. We need to make it easier for schools to partner with families and communities.” Another participant wrote, “When everyone is operating in survival mode, collaboration becomes hard to sustain.”

Another challenge is that educators do not have the requisite partnership-oriented skills, especially related to communication. For example, several participants highlighted that educators do not have “the skill set to talk to families” or that they “seem to lack basic communication and relationship building skills needed to support open dialogue and collaboration.” Furthermore, a challenge is when educators use “communication styles that do not reflect the needs or preferences of all families. This can lead to misunderstandings, missed opportunities, and feelings of exclusion.”

Last but not least, participants emphasized that family engagement is shaped by whether systems and schools provide the conditions and support families need to participate fully. For example, participants pointed to barriers such as limited access to transportation, child care, translation and interpretation services, and flexible scheduling that aligns with families’ work responsibilities as barriers to participation. As one participant noted, “people need to work and make money in this economy.” Others highlighted the additional challenge of finding transportation in rural communities.

Needed Knowledge and Research

Participants expressed a strong need for additional knowledge, research, and practical guidance to strengthen family–school partnerships across contexts. While some participants emphasized broader cultural concerns and called for understanding of how to restore “dignity” or “combat the pervasive culture of disrespect that has overtaken our society,” most emphasized the need to document and elevate effective practices in fostering family–school partnership that authentically center the voices of the whole community. Four major areas of inquiry emerged: family voice, training and professional learning, systems and funding, and positive practice.

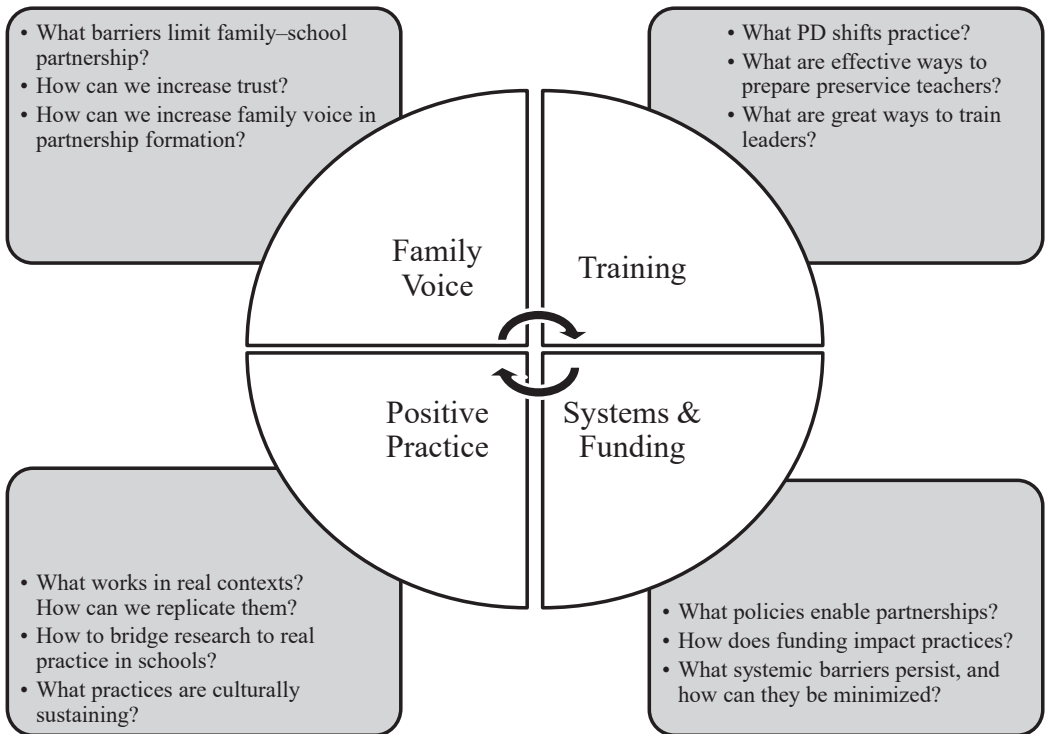
First, many participants emphasized the importance of elevating family and community voice within research and practice. Participants questioned how schools and communities can build greater trust and create more authentic opportunities for shared decision-making. Several participants called for research that examines how families themselves define meaningful engagement and partnership, rather than relying solely on school-centered perspectives. Others discussed how family engagement or family–school partnership might be measured in ways that reflect community experiences and priorities.

A second area of focus centered on educator and leader preparation. Participants raised questions about what types of professional development meaningfully shift educator practice and what effective approaches exist for preparing preservice teachers to build authentic partnerships with families and communities. Participants also emphasized the importance of leadership development that prioritizes trust with families. There were also calls to have a universally accepted framework for family–school partnership that would guide practice and preservice teacher preparation.

Third, participants highlighted the importance of better understanding the broader systems that shape family and community engagement and which practices work, under what conditions, and why. Participants called for additional research examining how sustainable partnership initiatives are funded and supported over time, as well as how systemic barriers can be reduced through stronger institutional support.

Finally, participants expressed a strong desire for more practice-based evidence and examples of effective implementation. Several participants called for detailed case studies that examine budget and funding, practices, leadership, and outcome measures of family–school partnership efforts that center communities and families, bringing effective practice in one context to life and enabling it to be applied to other contexts. These four areas are consolidated and illustrated in Figure 1.

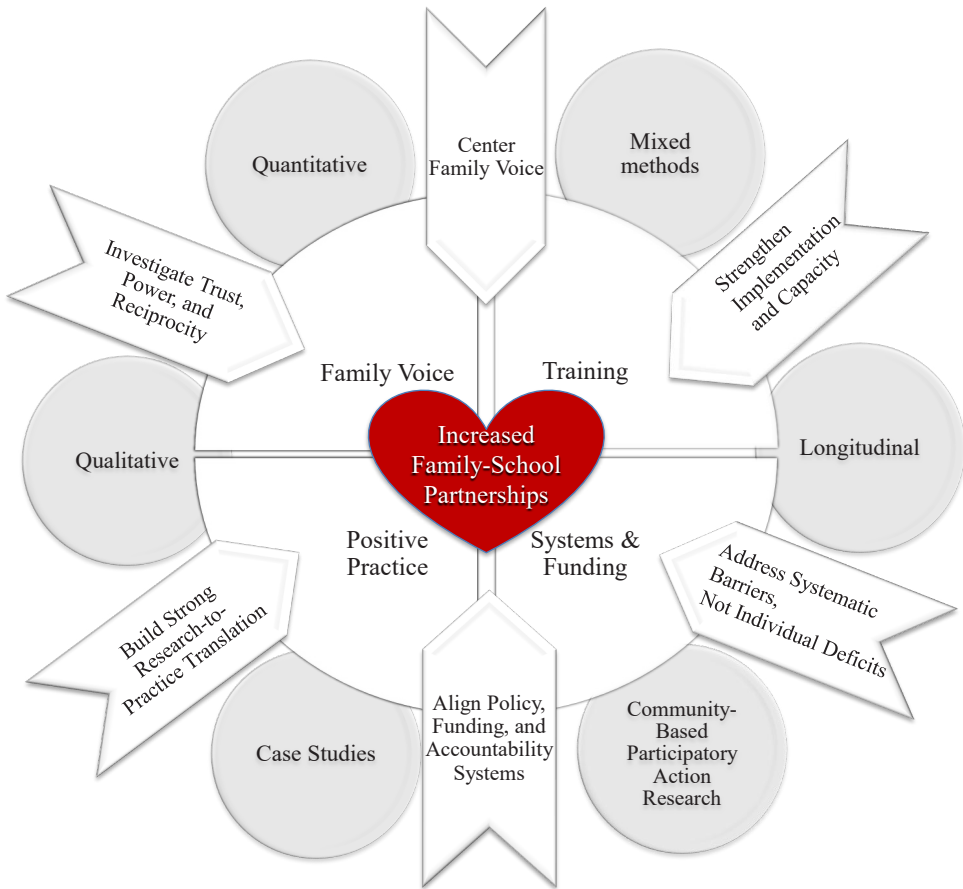
Figure 1. What Research Needs to Investigate



A Practice-Informed Research Agenda

A clear, practice-informed research agenda can help us coordinate and align research with the urgent needs of families, educators, and communities to enhance our schools. The research agenda proposed here is tightly tied to the needs of the field and can help ensure that the next decade of work strengthens the evidence base and advances more equitable, collaborative, and sustainable approaches to supporting children’s learning and well-being in ways that also support and sustain educators and families. Our practice-informed research agenda calls for what we seek answers to, as illustrated in Figure 1. In addition, we apply six practices to inform *how* we seek to answer these research questions to generate knowledge. With a range of pressing research foci, we need to draw on a variety of methods. Figure 2 is an illustration of the four main areas of needed research merged with the six ways of generating needed research, as explained below.

Figure 2. Proposed Research Agenda



1. Center Family Voice in Research

Research must prioritize the lived expertise of families—especially those from groups who have been historically marginalized—as a primary source of knowledge. Researchers using community-based participatory methods will reposition families and liaisons as co-researchers, reflecting authentic experiences and priorities without asking too much of a community. We must co-design studies and use in-depth qualitative methods to seek to understand:

- What “partnership” means across diverse communities.
- Which voices remain excluded, why, and how to hear them.

2. Investigate Trust, Power, and Reciprocity

Future research must investigate examples of schools with trusting family–school partnerships and distill how these partnerships are formed and sustained, examining leadership practices, educator practices, and family practices at these schools. Research must also directly confront:

- How we can increase trust in meaningful, measurable ways.
- How power is distributed and negotiated in family–school relationships.
- How families, schools, and communities contribute to and benefit from partnership.

3. Address Systemic Barriers (Not Individual Deficits)

We must shift the research lens from “how to get families involved” to “how systems must change to facilitate family–school partnership.” Research must:

- Identify structural barriers (e.g., policy constraints, inaccessible communication, funding inequities).
- Test system-level reforms (e.g., community schools, policy redesign, funding models).

4. Build Strong Research-to-Practice Translation

The field must:

- Bridge the gap between research and practice by translating findings into usable tools, frameworks, and professional learning.
- Study “what works” in real-world contexts, including comparative case studies of high-functioning partnerships.
- Expand dissemination beyond academic journals into practitioner-facing formats (e.g., podcasts, webinars, modules).
- Co-design approaches to address this persistent gap between the language of partnership and the actual practices through which family engagement is designed and enacted.

5. Strengthen Implementation and Capacity

Research should focus on how to operationalize partnership, including:

- Which professional development models and tools shift educator beliefs, expectations, and practices, and why.

- How to prepare preservice educators to engage families as authentic partners from the outset.
- How to help educators understand behavior that comes from their own emotions (e.g., feeling scared or insecure) and how their emotions, expectations, and bias may result in deficit-based thinking.

6. Align Policy, Funding, and Accountability Systems

Research must document:

- How funding structures enable (or constrain) time and resources for engagement.
- What accountability systems incentivize authentic collaboration rather than compliance.
- How family–school partnership affects student outcomes, family outcomes, educator outcomes, and the school system as a whole.
- How disparities experienced by marginalized or underrepresented families can inform policies to promote the engagement of all families.

Taking the Next Steps: An Invitation

We conclude this agenda with an invitation to engage in collaborative work to bring to life the hopeful visions for what family, school, and community partnerships can look like in a decade. Through partnership between families, educators, leaders, and researchers, we can study, uplift, and measure successful practices. We can work together to conduct studies using a variety of methods, and we can find the answers to the pressing research questions listed above. Educators can invite researchers to help them investigate practice, and researchers can invite families and educators to co-design research projects and make their research findings widely consumable. What practices are you involved with that could be explored through research? What types of research would you like to conduct? We invite you to use this Practice-Informed Research Agenda to consider what collaborative research projects you will engage in next. The FSCP–SIG will use this research agenda in our work moving forward, including evaluating and organizing conference proposals for the 2027 Annual Conference in Toronto. In addition, we are currently seeking collaborators and any feedback on this research agenda via this form: https://qualtrics.uvm.edu/jfe/form/SV_2iCUSc3URhcCPxs (Open through September 2026).

Endnotes

¹The concept of family engagement is itself a recognition and change from “family involvement” to shift the focus from transactional, unidirectional, school-centric modes of eliciting family participation to more reciprocal models (Ferlazzo & Hammond, 2009; Gaspar & Sahay, 2025); this language has further shifted toward family–school partnerships to encompass the more multidimensional approaches that push toward greater family inclusivity (Haines et al., 2017).

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