

# References

---

- Adger, C., & Locke, J. (2000). *Broadening the base: School/community partnerships serving language minority students at risk*. (Educational Practice Rep. No. 6). Santa Cruz, CA: Center for Research on Education, Diversity and Excellence.
- Auerbach, S. (2010). Beyond coffee with the principal: Toward leadership for authentic school–family partnerships. *Journal of School Leadership*, 20(6), 728–757.
- Baars, S., Shaw, B., Mulcahy, E., & Menzies, L. (2018). *School cultures and practices: Supporting the attainment of disadvantaged pupils*. Research Report. Social Science in Government. Department of Education. Retrieved December 21, 2019 from [https://www.researchgate.net/profile/Loic\\_Menzies/publication/330812071\\_School\\_cultures\\_and\\_practices\\_supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_A\\_qualitative\\_comparison\\_of\\_London\\_and\\_non\\_London\\_schools\\_Research\\_Report/links/5c54d2ea92851c22a3a25d20/School-cultures-and-practices-supporting-the-attainment-of-disadvantaged-pupils-A-qualitative-comparison-of-London-and-non-London-schools-Research-Report.pdf](https://www.researchgate.net/profile/Loic_Menzies/publication/330812071_School_cultures_and_practices_supporting_the_attainment_of_disadvantaged_pupils_A_qualitative_comparison_of_London_and_non_London_schools_Research_Report/links/5c54d2ea92851c22a3a25d20/School-cultures-and-practices-supporting-the-attainment-of-disadvantaged-pupils-A-qualitative-comparison-of-London-and-non-London-schools-Research-Report.pdf)
- Baker, A. J. (2000). Making the promise of parent involvement a reality. *The High School Magazine*, 7(15), 15–17.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman.
- Bauch, J. P. (1989). The transparent school model. *Educational Leadership*, 47(2), 32–34.
- Bauch, P. A., & Goldring, E. B. (1995). Parent involvement and school responsiveness: Facilitating the home–school connection in schools of choice. *Educational Evaluation and Policy Analysis*, 17(1), 1–21.
- Bean, R. A., Bush, K. R., McKenry, P. C., & Wilson, S. M. (2003). The impact of parental support, behavioral control and psychological control on the academic achievement and self-esteem of African American and European American adolescents. *Journal of Adolescent Research*, 18(5), 523–541.
- Bhargava, S., & Witherspoon, D. (2015). Parental involvement across middle and high school: Exploring contributions of individual and neighborhood characteristics. *Journal of Youth and Adolescence*, 44(9), 1702–1719.
- Blank, M., Melaville, A., & Shah, B. P. (2003). *Making the difference: Research and practice in community schools*. Washington, DC: Coalition for Community Schools. Retrieved from <http://www.communityschools.org/CCSFullReport.pdf>
- Bolman, L. G., & Deal, T. E. (2002). *Reframing the path to school leadership*. Thousand Oaks, CA: Corwin.

- Botha, J., & Kourkoutas, E. (2015). A community of practice as an inclusive model to support children with social, emotional and behavioural difficulties in school contexts. *International Journal of Inclusive Education*, 20(7), 784–799.
- Bouffard, S. M., Westmoreland, H., O'Carroll, K., & Little, P. M. (2011). Engaging families in out-of-school time programs. In H. Kreider & H. Westmoreland (Eds.), *Promising practices for family engagement in out-of-school time* (pp. 3–19). Charlotte, NC: Information Age Publishing.
- Boyd, V. (1992). *School context: Bridge or barrier to change?* Austin, TX: Southwest Educational Development Laboratory.
- Brinckerhoff, J., & Vincent, L. (1986). Increasing parental decision-making at their child's individualized educational program meeting. *Journal of the Division for Early Childhood*, 11(1), 46–58.
- Bryk, A. S. (2010). Organizing schools for improvement. *Phi Delta Kappan*, 91(7), 23–30. <https://doi.org/10.1177/003172171009100705>
- Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York, NY: Russell Sage Foundation.
- Caplan, J. G. (2000). *Building strong family-school partnerships to support high student achievement*. Arlington, VA: Educational Research Service.
- Chavkin, N. F. (2017). *Family engagement with schools*. New York, NY: Oxford University.
- Cherng, H-Y. S. (2016). Is all classroom conduct equal? Teacher contact with parents of racial/ethnic minority and immigrant adolescents. *Teachers College Record*, 118(11), 1–32.
- Christenson, S. L., & Sheridan, S. M. (2001). *School and families: Creating essential connections for learning*. New York, NY: The Guilford Press.
- Claridge, T. (2004). *Social capital and natural resource management: An important role for social capital?* Unpublished Thesis, University of Queensland, Brisbane, Australia.
- Clark-Loque, A. R., Lindsey, R. B., Quezada, R. L., & Jew, C. L. (2020). *Equity partnerships: A culturally proficient guide to family, school and community engagement*. Thousand Oaks, CA: Corwin.
- Coleman, J. S. (1985). Schools and the communities they serve. *Phi Delta Kappan*, 66, 527–532.
- Commissioner's Parent Advisory Council. (2007). *The missing piece of the proficiency puzzle*. Final Report to the Kentucky Department of Education. Pritchard Committee for Academic Excellence.
- Constantino, S. M. (2003). *Engaging all families: Creating a positive school culture by putting research into practice*. Lanham, MD: Rowman and Littlefield.
- Cross, F. L., Marchand, A. D., Medina, M., Villafuerte, A., & Rivas-Drake, D. (2019). Academic socialization, parental educational expectations, and academic self-efficacy among Latino adolescents. *Psychology in the Schools*, 56(4), 483–496.
- Crozier, G., & Davies, J. (2007). Hard to reach parents or hard to reach schools? A discussion of home-school relations, with particular reference to Bangladeshi and Pakistani parents. *British Educational Research Journal*, 33(3), 295–313.

- Cullingford, C., & Morrison, M. (1999). Relationships between parents and schools: A case study. *Educational Review*, 51(3), 1, 253–262.
- Deal, T. E. (1993). The culture of schools. In M. Sashkin & H. J. Walberg (Eds.), *Educational leadership and school culture*. Berkeley, CA: McCutchan Publishing.
- Deal, T. E., & Peterson, K. D. (1990). *The principal's role in shaping school culture*. Washington, DC: Office of Educational Research and Improvement.
- Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership*. San Francisco, CA: Jossey-Bass.
- DeLaney, R. (1997, March). *Parent participation in educational decision making: A high stakes procedure*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- DeMatthews, D. (2018). School leadership, social capital, and community engagement: A case study of an elementary school in Ciudad Juarez, Mexico. *School Community Journal*, 28(1), 167–194.
- Derubetis, D., & Yanok, J. (1989). Comparative study of parental participation in regular and special education programs. *Exceptional Children*, 56, 195–200.
- Deslandes, R., Royer, E., Potvisn, P., & Leclerc, D. (1999). Patterns of home and school partnership for general and special education students at the secondary level. *Exceptional Children*, 65, 496–506.
- DeSpain, S. N., Conderman, G., & Gerzel-Short, L. (2018). Fostering family engagement in middle and secondary schools. *The Clearing House*, 91(6), 236–242.
- Doucet, F. (2011). Parent involvement as a ritual system. *Anthropology and Education Quarterly*, 42(4), 404–421.
- Drake, D. D. (2000). Parents and families as partners in the education process: Collaboration for the success of students in public schools. *ERS Spectrum*, 34–35.
- Eccles, J. S., & Harold, R. D. (1994, November). Family involvement in children's and adolescents' schooling. In *Family-school links: How do they affect educational outcomes?* Symposium conducted at Pennsylvania State University.
- Ehlen, C. G. J. M., van der Klink, M. R., & Boshuizen, H. P. A. (2015). Unravelling the social dynamics of an industry-school partnership: Social capital as perspective for co-creation. *Studies in Continuing Education*, 38(1), 61–85. doi: 10.1080/0158037X.2015.1030610
- Epstein, J. L., & Becker, H. J. (1982). Teacher practices of parent involvement: Problems and possibilities. *Elementary School Journal*, 83, 103–113.
- Epstein, J. L., & Salinas, K. C. (2004). Partnering with families and communities. *Educational Leadership*, 61(8), 12–18.
- Epstein, J. L., & Sanders, M. G. (2006). Prospects for change: Preparing educators for school, family, and community partnerships. *Peabody Journal of Education*, 81(2), 81–120.

- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., . . . Williams, K. J. (2009). *School, family, and community partnerships: Your handbook for action* (3rd ed.). Thousand Oaks, CA: Corwin.
- Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., & Voorhis, F. (2002). *School, family and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin.
- Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *Journal of Educational Research*, 95, 308–318.
- Espinosa, L. M. (1995). *Hispanic parent involvement in early childhood programs*. ERIC Clearinghouse on Elementary and Early Childhood Education. Retrieved from ERICDigests.org (ED382412).
- Finders, M., & Lewis, C. (1994). Why some parents don't come to school. *Educating for Diversity*, 51(8), 50–54. Available at <http://www.ascd.org/publications/educational-leadership/may94/vol51/num08/Why-Some-Parents-Don%27t-Come-to-School.aspx>
- Flamboyan Foundation. (2019). *HS series: 5 barriers to family engagement in high school*. <http://flamboyanfoundation.org/ourstories/barriers-to-family-engagement-in-high-school/>
- Flanagan, A., & Grissmer, D. (2002). The role of federal resources in closing the achievement gap. In J. E. Chubb & T. Loveless (Eds.), *Bridging the achievement gap* (pp. 199–225). Washington, DC: Brookings Institute.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Gaitan, C. D. (2012). Culture, literacy, and power in family–community–school relationships. *Theory into Practice*, 51(4), 305–311.
- Garcia, J. (2019). Sustaining indigenous family and community engagement. In S. B. Sheldon and T. A. Turner-Vorbeck (Eds.), *Family, school, and community relationships in education* (pp. 71–90). Hoboken, NJ: John Wiley and Sons.
- Geertz, C. (1973). *The interpretation of cultures*. New York, NY: Basic Books.
- Gladwell, M. (2000). *The tipping point*. New York, NY: Little, Brown.
- Glenn, H. S., & Nelsen, J. (1988). *Raising self-reliant children in a self-indulgent world*. Roseville, CA: Prima Publishing.
- Gonder, P. O. (1994). Improving school climate & culture. In D. L. Hymes (Ed.), *AASA critical issues series*. Retrieved from <http://files.eric.ed.gov/fulltext/ED371485.pdf>
- Gonzalez-Mena, J. (2014). *50 strategies for communicating and working with diverse families* (3rd ed.). Boston, MA: Pearson.
- Gottfried, M. A., & Gee, K. A. (2017). Identifying the determinants of chronic absenteeism: A bioecological systems approach. *Teachers College Record*, 119(7).
- Grant, K. B., & Ray, J. A. (2019). *Home, school, and community collaboration: Culturally responsive family engagement* (4th ed.). Thousand Oaks, CA: SAGE.
- Gretz, P. (2003). School and community partnerships: Cultivating friends (High school ed.). *Principal Leadership*, 3, 32–40.

- Hallgarten, J. (2000). *Parents exist, ok!?* Norfolk, UK: Biddles.
- Halsey, P. A. (2005). Parent involvement in junior high schools: A failure to communicate. *American Secondary Education*, 34(1), 57–69.
- Harris, A. (2009). *Distributed leadership: Different perspectives*. Amsterdam, the Netherlands: Springer.
- Harvard Family Research Project. (2013). *Tips for administrators, teachers, and families: How to share data effectively*. Cambridge, MA: Harvard Family Research Project. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/tips-for-administrators-teachers-and-families-how-to-share-data-effectively>
- Haviland, W. A. (1975). *Cultural anthropology* (3rd. ed.). New York, NY: Holt, Rhinehart & Winston.
- Havinghurst, R. J. (1972). *Developmental tasks and education*. New York, NY: McKay.
- Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family–school partnerships*. New York, NY: The New Press.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740–763. doi: 10.1037/a/0015362
- Hoover-Dempsey, K. V., & Sandler, H. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3–42.
- Hoover-Dempsey, K. V., Walker, J. M. T., & Sandler, H. M. (2005). Parents' motivations for involvement in their children's education. In E. N. Patrikakou, R. P. Weisberg, S. Redding, & H. J. Walberg (Eds.), *School–family partnerships for children's success* (pp. 40–56). New York, NY: Teachers College Press.
- Hornby, G. (2011). Barriers to parent involvement in education: An exploratory model. *Educational Review*, 63(1), 37–52.
- Inoa, R. (2017). Parental involvement among middle-income Latino parents living in a middle-class community. *Hispanic Journal of Behavioral Sciences*, 39(3), 316–335. Available at <https://doi.org/10.1177/0739986317714200>
- Jensen, K. L., & Minke, K. M. (2017). Engaging families at the secondary level: An underused resource for student success. *School Community Journal*, 27(2), 167–191.
- Kania, J., & Kramer, M. (2011, Winter). Collective impact. *Stanford Social Innovation Review*. Retrieved from [https://ssir.org/articles/entry/collective\\_impact](https://ssir.org/articles/entry/collective_impact)
- Kena, G., Aud, S., Johnson, F., Wang, X., Zhang, J., Rathbun, A., . . . Kristapovich, P. (2014). *The condition of education 2014* (NCES 2014-083). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch>
- Kirwan Institute for the Study of Race and Ethnicity. (2019). *Understanding implicit bias*. Retrieved from <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>
- Kotter, J. P., & Cohen, D. S. (2002). *The heart of change*. Boston, MA: Harvard Business School Press.
- Kretzmann, J. P., & McKnight, J. L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Evanston, IL: Institute for Policy Research.

- Lake Forest College. (2010). *History of the effective schools movement*. Retrieved from <https://www.lakeforest.edu/library/archives/effective-schools/HistoryofEffectiveSchools.php>
- Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of Education*, 60, 73–85.
- Learning Policy Institute. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Retrieved from <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-brief>
- Lehr, C. A., Hansen, A., Sinclair, M. F., & Christenson, L. L. (2003). Moving beyond dropout towards school completion: An integrative review of data-based interventions. *School Psychology Review*, 32(3), 342–364.
- Lenhoff, S. W., & Pogodzinski, B. (2018). School organizational effectiveness and chronic absenteeism: Implications for accountability. *Journal of Education for Students Placed at Risk*, 23(1–2), 153–169.
- Liontos, L. (1992). *At-risk families and schools becoming partners*. ERIC Clearinghouse of Educational Management. Retrieved from EricDIGEST (ED242055).
- Livingtree, Inc. (2019). *Can technology improve family engagement?* Retrieved from <http://learn.livingtree.com/can-technology-improve-family-engagement/>
- Love, H. R., Zagona, A. L., Kurth, J. A., & Miller, A. L. (2017). Parents' experiences in educational decision making for children and youth with disabilities. *Inclusion*, 5(3), 158–172.
- Mac Iver, M. A., Sheldon, S., Epstein, J., Rice, E., Mac Iver, D., & Simmons, A. (2018). Engaging families in the high school transition: Initial findings from a continuous improvement initiative. *School Community Journal*, 28(1), 37–66.
- Malen, B., & Ogawa, R. T. (1988). Professional–patron influence on site-based governance councils: A confounding case study. *Educational Evaluation and Policy Analysis*, 10, 251–270.
- Mapp, K. L. (2003). Having their say: Parents describe why and how they are engaged in their children's learning. *The School Community Journal*, 13(1), 35–64.
- Mapp, K. L., Carver, I., & Lander, J. (2017). *Powerful partnerships: A teacher's guide to engaging families for student success*. New York, NY: Scholastic.
- Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for building family school partnerships*. Austin, TX: SEDL.
- Markow, D., Macia, L., & Lee, H. (2013). *The Metlife survey of the American teacher: Challenges for school leaders*. New York, NY: Metlife.
- McBride, B. (1991). Preservice teachers' attitudes toward parental involvement. *Teacher Education Quarterly*, 18, 59–67.
- McGill, R. K., Hughes, D., Alicea, S., & Way, N. (2012). Academic adjustment across middle school: The role of public regard and parenting. *Developmental Psychology*, 48(4), 1003–1018. doi: 10.1037/a0026006

- McKnight, K., Venkateswaran, N., Laird, J., Robles, J., & Shalev, T. (2017). Mindset shifts and parent teacher home visits. *RTI International*. Retrieved from <http://www.pthvp.org/wp-content/uploads/2018/12/171030-MindsetShiftsandPTHVReportFINAL.pdf>
- Meador, D. (2018). Transform your school with collaborative decision making. *ThoughtCo*. Retrieved from [thoughtco.com/transforming-your-school-collaborative-decision-making-4063907](https://thoughtco.com/transforming-your-school-collaborative-decision-making-4063907)
- National Assessment of Educational Progress (NAEP). (2019). *Results from the 2019 mathematics and reading assessments*. Retrieved from [https://www.nationsreportcard.gov/mathematics/supportive\\_files/2019\\_infographic.pdf](https://www.nationsreportcard.gov/mathematics/supportive_files/2019_infographic.pdf)
- National Association for Family, School, and Community Engagement (NAFSCE). (2019). *NAFSCE's policy agenda*. Retrieved from <https://nafsce.org/page/PolicyAgenda>
- National Association of Secondary School Principals. (2004). *Breaking ranks II: Strategies for leading high school reform*. Reston, VA: Author.
- National Association of Secondary School Principals. (2006). *Breaking ranks in the middle*. Reston, VA: Author.
- National Equity Project. (2019). *Core beliefs*. Retrieved from <https://nationalequityproject.org/about/core-beliefs>
- National Middle School Association/Association for Middle Level Education. (2010). *This we believe: Keys to educating young adolescents*. Columbus, OH: Author.
- National Network of Partnership Schools. (n.d.). *Epstein's six types of parent involvement*. Retrieved from <http://www.csos.jhu.edu/p2000/sixtypes.htm>
- National PTA. (2000). *Building successful partnerships*. Bloomington, IN: National Education Service.
- Parsons, B. A., & Schmitz, C. C. (1999). *Everything you wanted to know about logic models but were afraid to ask*. Paper presented at the annual meeting of the American Evaluation Association, Orlando, FL.
- Patterson, J. L., Purkey, S. C., & Parker, J. V. (1986). *Productive school systems for a nonrational world*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations: Tools for talking when stakes are high* (2nd ed.). New York, NY: McGraw-Hill.
- Pew Research Center. (2019). *Technology adoption*. Retrieved from <https://www.pewresearch.org/topics/technology-adoption/>
- Phi Delta Kappa. (2014, September). *Kappan*. Available at <https://pdkpoll.org/assets/downloads/2014pdkpoll46.pdf>
- Phi Delta Kappa International. (2019). *PDK poll of the public's attitudes toward the public schools*. Retrieved from <https://pdkpoll.org/results>
- Phi Delta Kappan. (2017). *Why I'm not involved: Parental involvement from a parent's perspective*. Retrieved from <https://kappanonline.org/choi-why-im-not-involved-parental-involvement-parents-perspective/>



- Pink, D. (2009). *Drive: The surprising truth about what motivates us*. New York, NY: Riverhead.
- Price, H. B. (2008). *Mobilizing the community to help students succeed*. Alexandria, VA: ASCD.
- Pritchard Committee for Academic Excellence. (2015). *About the Governor's Commonwealth Institute for Parent Leadership*. Retrieved from <https://www.americaspromise.org/resource/commonwealth-institute-parent-leadership>
- Rodriguez, R. J., Blatz, E. T., & Elbaum B. (2014). Parents' views of schools' involvement efforts. *Exceptional Children*, 81(1), 79–95.
- Sanders, M. G., & Harvey, A. (2002). Beyond the school walls: A case study of principal leadership for school–community collaboration. *Teachers College Record*, 104(7), 1345–1368.
- Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). San Francisco, CA: Jossey-Bass.
- Scholastic FACE (n.d.). *District family engagement policy toolkit*. New York, NY: Scholastic.
- Seitsinger, A. M. (2019). Examining the effect of family engagement on middle and high school students' academic achievement and adjustment. In S. B. Sheldon & T. A. Turner-Vorbeck (Eds.), *Family, school, and community relationships in education* (pp. 163–182). Hoboken, NJ: John Wiley & Sons.
- Seitsinger, A. M., & Brand, S. (2012). The school–family context for adolescent development during high school. In T. Patelis (Ed.), *Research studies, literature reviews and perspectives in psychological science* (pp. 49–56). Athens, Greece: Athens Institute for Education and Research.
- Shafer, L. (2018, July 23). What makes a good school culture? *Harvard Graduate School of Education*. Retrieved from <https://www.gse.harvard.edu/news/uk/18/07/what-makes-good-school-culture>
- Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education*. New York, NY: Routledge. <https://doi.org/10.4324/9781315773339>
- Sheldon, S. B., & Jung, S. B. (2018, November). Student outcomes and parent teacher home visits. *Johns Hopkins School of Education*. Retrieved from <http://www.pthvp.org/wp-content/uploads/2018/12/18-11-30-Student-Outcomes-and-PTHV-Report-FINAL.pdf>
- Simon, B. S. (2004). High school outreach and family involvement. *Social Psychology of Education*, 7, 185–209.
- Sims, S. J., & Sims, R. R. (2004). *Managing school system change: Charting a course for renewal*. Greenwich, CT: Information Age Publishing.
- Smrekar, C., & Cohen-Vogel, L. (2001). The voices of parents: Rethinking the intersection of family and school. *Peabody Journal of Education*, 76(2), 75–100.
- Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational Psychology Review*, 17(2), 125–146.
- Stilwell, A., & Ferguson, D. (n.d.). [Did you know . . .] *About four ways to increase parental efficacy?* National Institute for Urban School Improvement. Retrieved from [http://www.niusi.org/pdf/parent\\_efficacy.pdf?v\\_document\\_name=Increase%20Parental%20Efficacy](http://www.niusi.org/pdf/parent_efficacy.pdf?v_document_name=Increase%20Parental%20Efficacy)
- Stolp, S., & Smith, S. C. (1994, January). School culture and climate: The role of the leader. *OSSC Bulletin*. Eugene: Oregon School Study Council.



- Suizzo, M. A., Jackson, K. M., Pahlke, E., McClain, S., Marroquin, Y., Blondeau, L. A., & Hong, K. J. (2016). Parents' school satisfaction and academic socialization predict adolescents' autonomous motivation. *Journal of Adolescent Research, 31*(3), 343–374.
- University of Washington. (2017, July 24). From volunteer to decision-maker: How parents can play a greater role in schools. *ScienceDaily*. Retrieved from <http://www.sciencedaily.com/releases/2017/07/170724162124.htm>
- Valli, L., Stefanski, A., & Jacobson, R. (2018). School–community partnership models: Implication for leadership. *International Journal of Leadership in Education, 21*(1), 31–49.
- Voydanoff, P. (2004). Work, community, and parenting resources as predictors of adolescent problems and grades. *Journal of Adolescent Relations, 12*(2), 155–173.
- Wallace, C. (2017). *Parent/guardian perspectives on chronic absenteeism and the factors that influence decisions to send their children to school*. Unpublished Doctoral Dissertation, University of Pittsburgh.
- Wallace, M. (2013). High school teachers and African American parents: A (not so) collaborative effort to increase student success. *The High School Journal, 96*, 195–208.
- Waller, W. (1932). *The sociology of teaching*. New York, NY: Wiley.
- Wang, M., Hill, N. E., & Hofkens, T. (2014). Parental involvement and African American and European American adolescents' academic, behavioral, and emotional development in secondary school. *Child Development, 85*(6), 2151–2168. doi: 10.1111/cdev.12284
- Wehlage, G., Smith, G., & Lipman, P. (1992, Spring). Restructuring urban schools: The new futures experience. *American Educational Research Journal, 29*(1), 51–93.
- Wilkerson, D., & Kim, H-W. (2010). “We have a lot of sleeping parents”: Comparing inner-city and suburban high school teachers' experiences with parent involvement. *Advances in Social Work, 11*(2), 144–157.
- Zacarian, D. (2011). *Transforming schools for English learners: A comprehensive framework for school leaders*. Thousand Oaks, CA: Corwin.