

# Strategic Partnership for Family Leadership: Education CAFE

**Aurelio M. Montemayor**

*Intercultural Development Research Association, USA*

**Nancy Feyl Chavkin**

*Texas State University, USA*

## **EXECUTIVE SUMMARY**

*This chapter shares the organization background, theoretical frameworks, the case example of an Education CAFE model, challenges, and recommendations by the Intercultural Development Research Association (IDRA) from its more than 45 years of ground-breaking work in strategic partnerships focused on family leadership in education. The IDRA Education CAFE (Community Action Forums for Excellence) is a parent group that is rooted in a community-based organization, rather than in a single school. Its sole purpose is to collaborate with schools to improve the success of students in the community. IDRA developed the model through strategic partnerships with schools, families, and communities. It is the central focus of this case study illustrating lessons learned and next steps for successful strategic partnerships for family leadership in education.*

## **INTRODUCTION**

This chapter shares the organization background, theoretical frameworks, the case example of an Education CAFE model, challenges, and recommendations by the Intercultural Development Research Association (IDRA) from its more than forty-five years of ground-breaking work in strategic partnerships focused on family leadership in education. The IDRA Education CAFE (Community Action Forums for Excellence) is a parent group that is rooted in a community-based organization, rather than in a single school. Its sole purpose is to collaborate with schools to improve the success of students in the community. IDRA developed the model through strategic partnerships with schools, families, and communities. It is the central focus of this case study illustrating lessons learned and next steps for successful strategic partnerships for family leadership in education.

## **METHODOLOGY**

This chapter is a case description and not a report of a research study. The Education CAFE model is currently being studied in more depth with multi-pronged approaches using fidelity of implementation, quantitative methods, and qualitative methods. Researchers are looking at both short and long-term results. In addition to program evaluations for the U. S. Department of Education and the Kellogg Foundation, an ethnographic study with thirty family interviews has helped guide the preliminary recommendations of this case study of a strategic educational partnership.

## **BACKGROUND**

Throughout IDRA's more than 45-year history, a strong model of family engagement in education has evolved, constructed from the experiences in the field, especially with Title I schools and the families whose children attend them. The research-based practices and experiences grew into the Education CAFE initiative, where the IDRA Family Leadership in Education model is thriving, embodied in grassroots organizations with effective community outreach. This section describes the rich history of IDRA's family leadership efforts leading to the current strategic partnership, namely IDRA Education CAFE. As Figure 1 illustrates, IDRA's Quality Schools Action Framework™ (Robledo Montecel & Goodman, 2010) incorporates family engagement in several key sections of a comprehensive change model. It shows how quality public education for all students can be achieved. The framework—or theory of change—is grounded in school reform research and practice.

25 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/strategic-partnership-for-family-leadership/255877](http://www.igi-global.com/chapter/strategic-partnership-for-family-leadership/255877)

## Related Content

---

### Rethinking Writing Pedagogy: Supporting Preservice and Inservice Teachers' Digital and Multimodal Writing Practices

Melanie Hundley, Robin Jocius and Emily Pendergrass (2020). *Participatory Literacy Practices for P-12 Classrooms in the Digital Age* (pp. 184-199).

[www.irma-international.org/chapter/rethinking-writing-pedagogy/237421](http://www.irma-international.org/chapter/rethinking-writing-pedagogy/237421)

### Database Security and Statistical Database Security

Edgar R. Weippl (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 610-616).

[www.irma-international.org/chapter/database-security-statistical-database-security/10884](http://www.irma-international.org/chapter/database-security-statistical-database-security/10884)

### Can Everyone Code?: Preparing Teachers to Teach Computer Languages as a Literacy

Laquana Cooke, Jordan Schugar, Heather Schugar, Christian Penny and Hayley Bruning (2020). *Participatory Literacy Practices for P-12 Classrooms in the Digital Age* (pp. 163-183).

[www.irma-international.org/chapter/can-everyone-code/237420](http://www.irma-international.org/chapter/can-everyone-code/237420)

### Online Analytical Processing Systems

Rebecca Boon-Noi Tan (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 1447-1455).

[www.irma-international.org/chapter/online-analytical-processing-systems/11011](http://www.irma-international.org/chapter/online-analytical-processing-systems/11011)

### Clustering Data in Peer-to-Peer Systems

Mei Li and Wang-Chien Lee (2009). *Encyclopedia of Data Warehousing and Mining, Second Edition* (pp. 251-257).

[www.irma-international.org/chapter/clustering-data-peer-peer-systems/10829](http://www.irma-international.org/chapter/clustering-data-peer-peer-systems/10829)