Communities In Schools of North Carolina is leading the national network in providing the most effective student supports and wraparound interventions and supports directly in schools to support students and teachers. Working collaboratively with 400 schools across North Carolina, Communities In Schools impacts the lives of more than 230,000 youth each year. Driven by research-based practices surrounding the best predictors of student success – attendance, behavior, coursework and parent and family engagement – Communities In Schools is changing the picture of education for students across North Carolina. Learn more about Communities In Schools of North Carolina at www.cisnc.org.

The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina at Greensboro organizations – The SERVE Center and The Office of Assessment, Evaluation, and Research Services (OAERS). NESP's mission is to provide program evaluation services and program evaluation capacity building support to nonprofit and community-based organizations while providing authentic learning experiences for future leaders in the field of program evaluation.

The SERVE Center at The University of North Carolina at Greensboro is a university-based research, development, dissemination, evaluation, and technical assistance center. For more than 24 years, SERVE Center has worked to improve K-12 education by providing evidence-based resources and customized technical assistance to policymakers and practitioners.

The University of North Carolina at Greensboro (UNCG) is one of the sixteen university campuses of The University of North Carolina. UNCG holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a "research university with high research activity" and for "community engagement" in curriculum, outreach, and partnerships.

Table of Contents

Overview

CISNC Introduction

In the 2014-2015 school-year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student's academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at www.cisnc.org.

Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address family engagement, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

Evidence-based practice means delivering interventions and supports to students (clients) in ways that integrate the best available evidence from data, research, and evaluation; professional wisdom gained from experience; and contextual knowledge of the particular classroom, school, district, or state that might impact the design or implementation.

This document is written to provide schools with family engagement strategies based on the best evidence from prior research and recent evaluations in elementary schools. In the context of our review, we propose three strategies designed to help improve family engagement:
- Family Engagement – In-School strategy
- Family Engagement – At-Home strategy
- Family Engagement – Literacy strategy

This document will focus on one easy to implement family engagement strategy for elementary schools.

Problem/Rationale

Family engagement is a shared responsibility between families, schools and communities for the educational development of children from birth through adolescence, operating across the various settings where children grow and learn (Harvard Family Research Project, 2010). [1] Family involvement in the elementary years is significantly associated with lower rates of high school dropout and increased on-time high school graduation (Barnard, 2004), and it has the greatest impact on students from low-income homes with lower parental educational attainment (Henderson & Mapp, 2002). Moreover, engagement increases when parents feel a sense of ownership and are able to participate substantively into the design and implementation of programs and activities (Alameda-Lawson, Lawson & Lawson, 2010) and when teachers invite families to participate in students' in-school and at-home learning activities (Anderson & Minke, 2007).

Epstein and colleagues (2002) suggest that there are six types of parental involvement: parenting, communication between school and home, volunteering, learning at home, decision-making (as partners in schools), and community collaboration. Parental involvement at home, however, can be misunderstood because it is not as visible to school staff, particularly in families of color or those in urban, low-income contexts because their involvement tends to occur away from the school building (Anderson & Minke, 2007). Yet, studies show that students' academic achievement is most strongly associated with high family expectations for success, constant communication with students about their school activities, and helping them to cultivate reading habits (Castro et al., 2015). Moreover, parents' decision to become involved in students' homework is based on the belief that they should be involved, that involvement will make a difference, and that it is desired and expected by both the student and teacher (Hoover-Dempsey et al., 2001).

Children benefit from parental involvement in homework activities because the interaction allows parents to: a) model proper attitudes, knowledge and skills toward learning; b) reinforce and provide feedback to their child on performance, behavior and capability; c) offer further instructional support to help the student's development; and, d) interact with the child's teacher and school (Hoover-Dempsey et al., 2001). In light of parental decision-making about homework and the benefits students receive from parental involvement,

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[1] Within this curriculum guide, we use the term *family engagement* synonymously with parental involvement and/or parental engagement to recognize the fact that there are various types of primary caregivers (e.g., parents, grandparents, aunts, uncles or another adult) overseeing students' educational development (Elish-Piper, 2014; Henderson & Mapp, 2002) and to emphasize the notion of a partnership between school and family on behalf of the student's academic success (Ferlazzo, 2011). The use of "parent", "parents", "parental" or "involvement" within this section is solely for the purpose of accurately communicating the original definitions used in the research being cited.

schools might consider strategies that impact students' attitudes, self-discipline, and perceptions of personal ability with regard to homework (Hoover-Dempsey et al., 2001).

Purpose

The purpose of this document is to focus on one easy to implement family engagement strategy for elementary school families. Teachers and school staff can engage families through:
- One easy to implement family engagement strategy
- Additional strategies to promote and increase family engagement
- Tools and resources to share with parents

Implementation Plan

Uses

Teachers can use the information provided in this guide to equip and encourage elementary school families to nurture students' homework habits.

Audiences

The primary audience for this lesson is elementary school students.

Activities

Listed below are several activities that schools can implement to engage families in the educational development of their student both in-school and at-home. The activity highlighted is designed to promote family engagement in the literacy development of elementary school students.

Classroom
- **Encourage parents to nurture students' homework habits**
    o Assign meaningful parent-child homework activities
    o Make learning fun, interactive, creative
    o Provide resources/lending library for interactive learning at home
- Two-way communication
    o Progress reports, newsletters, conferences
    o Translate materials
- Provide a welcoming classroom climate
    o Offer various methods of communication (phone, email, social media)
    o Provide opportunities to give feedback
    o Publish meeting schedule
    o Contact new families to welcome them to the school

School-wide
- Set measurable goals and objectives to increase family engagement
    - Establish family, school, community partnership as a core value or aspect of school mission
    - Review and implement evidence-based strategies and/or best practices
    - Evaluate regularly through surveys, interviews, focus group, family advocacy team
    - Share data about the school/community to motivate action and participation
    - Make student data easily accessible to families (e.g., grades, attendance records, etc.).
    - Organize programs with long-term focus
    - Evaluate programs/events and share feedback with staff and families
    - Establish a standard set of family engagement practices
- Provide a welcoming school climate
    - See *Family Engagement - Welcoming School Climate* curriculum.
- Sponsor a family engagement in education event/week/month
- Build relationships with families through activities that stress ownership, accountability and social networks
- Give praise and positive feedback on engagement to families and staff
- Invite families to give regular feedback on school practices
    - Address barriers to engagement (childcare, transportation, language)
    - Implement family-generated solutions
- Use incentives to encourage family engagement
    - Reward teachers and counselors who use innovative strategies to reach out to families
    - Create opportunities for families to accumulate volunteer service hours
    - Contests through social media, door prizes at events, etc.
- Offer professional development for staff
    - Communicating with families: positively, frequently, personally, and timely
    - Understanding family context, perspectives, culture/diversity
    - Collaborating with other in-school programs (e.g., afterschool, Head Start, etc.)
    - Creating a culture of shared learning
- Offer parent/family education workshops to increase knowledge and skills
    - Curriculum and learning expectations
    - Family-school communications
    - Creating positive home learning environment
- Leverage community resources
    - Offer ESL, literacy and technology classes
    - Parent advocates/liaisons to work with school staff and students
    - Develop parental leadership
- Parent website
- Maintain visibility in the community (i.e., community events outside of school)

Materials/Equipment/Space

- Handout explaining homework assignment
- Template for student log and rubric
- Family Engagement in Elementary Literacy curriculum

Note: For presentations, check for access to computer, Smartboard or data projector and screen, relevant power cords, and remote slide advancer.

Time

Depends on teacher preference. For example, assignment can be broken into several mini-assignments (10-20 min per section).

Lesson Plan of Activity

The lesson plan includes:
- Strategies for parents to model proper attitudes, knowledge and skills toward learning.
- Strategies for developing interest in math and science.
- Resources for promoting family engagement in homework.
- Sample activity appropriate for all elementary students.

Sample Lesson – Creative Discovery in the Kitchen

This activity is meant to reinforce and enhance what students are learning in math and science and to encourage family engagement in students' homework activities. The activity can also be used quarterly to reinforce key math and science concepts, as well as to promote literacy.

Activity	Process Notes
Assign the *Creative Discovery in the Kitchen* project. - Allow one or two week(s) for the project to be completed. - Provide a grading rubric and guidelines for the homework assignment. - Break the assignment into parts.	*Communicate the value of the homework assignment to the student's grade. Inform about consequences for not doing the assignment.* *For example, assign the project on Monday. Require that students bring in the recipe on Tuesday. Shop for ingredients Wednesday, etc.*
Choose the recipe. - Tell the student to ask a family member to help them choose a recipe of something they can make together. Let students know that they can also choose a family recipe. - Set a date for when students will need to submit their recipe of choice. - Have family member who will be helping the student sign an acknowledgement that they have	*Provide a few websites where families can go to find simple recipes that will guide them through the cooking exercise. Note: difficulty of the recipe should be appropriate for the child's age to ensure the child can fully participate.* *If teacher has a blog, webpage, class Facebook page, etc., consider directing the family to the teacher's page (or school's website) to access the resources. A*

Activity	Process Notes
reviewed and understand the project guidelines.	*current, teacher resource page can be a strategic tool to expose families to what's going on in class, the school, other family resources, initiate two-way communication, etc.*
Obtain the ingredients. - After choosing the recipe, students will work with the family member to determine where the ingredients will come from. - Work with family members to figure out what's already at home and what they will need to buy. - Allow class time for students to discuss their progress on their projects. (e.g., What ingredients or what quantities they will need to purchase?). - Make connections to subject lessons (e.g., fractions, plants, etc.).	*Include family tips for discussion.* - *What is a particular ingredient made of?* - *How to measure ingredients?* - *Difference between fruits, vegetables, dairy, dried goods, etc.?* - *Where do they come from/how are they made?* - *How much money will be needed obtain the needed ingredients?* - *Discuss counting, patterns, shapes with younger children.* - *If family recipe, what is the history of the recipe?* *Encourage parents to have children accompany them to purchase ingredients.*
Make the recipe. - Have students keep a log of the steps in making the recipe. - Record their role in each step. - Students can also track the total time it took to complete the recipe. - Encourage student to take a photo of the completed recipe to share in class. - Require family member signature on the log and accompanying written assignment.	*A writing assignment should accompany the log.* - *Have students write about whether the actual time to make the recipe differed from the time the recipe stated that it would take? Why?* - *What was their favorite part of the project (e.g., choosing the recipe, shopping for ingredients, helping, etc.)?* - *What was the family member's favorite part?* - *If a family recipe, tell about the history of the recipe.* *Reinforce importance and objectives of the project components on the log. Suggest additional strategies for continued skill development and learning at home.*
Bonus: Show and Tell - Choose one Friday each quarter when students can bring in what they made at home to share with the class. - Invite family members to participate and share their experiences with the class.	*Connect family attendance during Show and Tell to a class reward (e.g., class gets extra recess, game day, etc.) to motivate attendance from the family members who assisted the student with the project.* *If time permits, talk to parents on the importance of family engagement in school and at home. See Family Engagement in Elementary Literacy curriculum.*

Tier 2 Intervention and Support Examples

Strategies to promote family engagement at the elementary level involve parental involvement programs centered around home visitation and outreach, parental education and incentives.

Example #1: Collective Family Involvement Program
School social workers collaborated with low-income, culturally diverse parents to design, implement and operate parental involvement activities. Collective activities included a home visitation and outreach program, a school-based referral and information center, a classroom intervention team, and a student-to-student mentoring program.

> Alameda-Lawson, T., Lawson, M. A., & Lawson, H. A. (2010). Social workers' roles in facilitating the collective involvement of low-income, culturally diverse parents in elementary school. *Children & Schools, 32*(3)172-182.

Example #2: Weekly telephone conference with parents
Parents received weekly telephone conference calls to address questions or concerns regarding tutoring their child at home. Parents developed a sense of trust with the educator, were more accountable and encouraged in their efforts to improve their child's literacy, and slightly improved the amount of tutoring time they devoted to their child.

> Rasinski, T. & Stevenson, B. (2005). The effects of fast start reading: A fluency-based home involvement reading program, on the reading achievement of beginning readers. *Reading Psychology, 26*(2), 109-125.

Resources

The following resources are identified as part of the activity. Read through these resources carefully to become familiar with any concepts and instructions as they pertain to the content and activity.

Bright Horizons Family Solutions
> Kitchen Math: Teaching Kids Counting, Patterning & Sorting
> http://www.brighthorizons.com/family-resources/prepare-your-child-for-school/teaching-math-kitchen

Teacher Vision
> Food Resources for Teachers
> https://www.teachervision.com/foods/teacher-resources/6621.html

The Kids Cook Monday
> http://www.schoolnutritionandfitness.com/data/pdf/tkcm_educator_kit_lessons.pdf

The following resources will provide additional information and suggestions for enhancing activities related to family engagement and using data for decision-making. Read through the resources carefully to become familiar with the information, any concepts and instructions as they may pertain to the content and the extension of activities, and to determine their level of usefulness within the school setting.

Harvard Family Research Project – http://www.hfrp.org/
> Parent-Teacher Conference Tips
> http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf
> Engaging Families in Science, Technology, Engineering, and Math (STEM) Project-Based Learning
> http://www.hfrp.org/out-of-school-time/publications-resources/engaging-families-in-science-technology-engineering-and-math-stem-project-based-learning

Institute of PLAY
> Creates learning experiences rooted in the principles of game design which support teachers and other learning leaders in making learning irresistible.
> http://www.instituteofplay.org/resources-for-quest-parents/

National Network for Partnership Schools @ Johns Hopkins University –
> http://www.csos.jhu.edu/p2000/

NNPS invites schools, districts, states and organizations to join together and use research-based approaches to organize and sustain excellent programs for family and community involvement that will increase student success in school.
Ellis Tech Coffee House and Family Game
Night http://www.csos.jhu.edu/p2000/ppp/2014/pdf/PPP_2014_62.pdf
Family Fun Fair
http://www.csos.jhu.edu/p2000/ppp/2014/pdf/PPP_2014_63.pdf
Student Ambassador
Program http://www.csos.jhu.edu/p2000/ppp/2014/pdf/PPP_2014_55.pdf

National Parent Teacher Association – www.pta.org
Tips for Teachers on Family Engagement

NC Read to Achieve LiveBinder – http://www.livebinders.com/play/play?id=850102
Read to Achieve for Parents
http://www.livebinders.com/play/play?id=1326906

ReadWriteThink.org – http://www.readwritethink.org/
Offers free reading and language arts activities collected by the International Reading Association and the National Council of Teachers of English.

SEDL (American Institutes for Research) – http://www.sedl.org/
The Center links people with research-based information and resources that they can use to effectively connect schools, families, and communities.
The SEDL National Center for Families and Community Connections with Schools
http://www.sedl.org/connections/

US Department of Education: Family and Community Engagement Framework –
http://www.ed.gov/family-and-community-engagement
Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships
http://www2.ed.gov/documents/family-community/partners-education.pdf

Toolkit of resources include:
Part I: Building an Understanding of Family and Community Engagement
http://relpacific.mcrel.org/resources/~/media/RELPacific/Files/ToolkitPart1.ashx
Part 2: Building a Cultural Bridge
http://relpacific.mcrel.org/resources/~/media/RELPacific/Files/Part%202_Jan2015.ashx
Part 3: Building Trusting Relationships With Families and Community Through Effective Communication
http://relpacific.mcrel.org/resources/~/media/RELPacific/Files/Part%203_Jan2015.ashx

Part 4: Engaging All in Data Conversations
http://relpacific.mcrel.org/resources/~/media/RELPacific/Files/Part4_Mar2015.ashx

Note: All posters, images, and activity guides identified are copyright cleared for non-commercial use.

Measuring Success

Identifying outcomes and collecting data to measure the success of PBIS strategies can help the school track quality of implementation as well as the effectiveness of these strategies. Following are some suggestions that schools may find useful to begin measuring success.

School-wide
- Gather baseline information on family engagement
- Use multiple measures to record engagement
  - Attendance at school events
  - PTA/PTO membership levels
- Measure recruitment efforts
- Number of Volunteers
- Number of workshops offered to families
- Staff development training

Parents
- Developed relationships with school staff
- Accessed school/district and community resources that meet family needs
- Increased attendance at school events
- Increased contact with school

Teachers
- Engaged with parents as equal partners in their child's learning
- Developed meaningful relationships with students' families
- Worked with families to overcome challenges (e.g., student absenteeism, behavior, etc.)

Appendices

A. Glossary

B. References

C. Research Alignment

Appendix A: Glossary

Family engagement: a shared responsibility between families, schools and communities for the educational development of children, from birth through adolescence, operating across the various settings where children grow and learn (Harvard Family Research Project, 2010). [2]

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[2] Within this curriculum guide, we use the term *family engagement* synonymously with parental involvement and/or parental engagement to recognize the fact that there are various types of primary caregivers (e.g., parents, grandparents, aunts, uncles or another adult) overseeing students' educational development (Elish-Piper, 2014; Henderson & Mapp, 2002) and to emphasize the notion of a partnership between school and family on behalf of the student's academic success (Ferlazzo, 2011). The use of "parent", "parents", "parental" or "involvement" within this section is solely for the purpose of accurately communicating the original definitions used in the research being cited.

Appendix B: References

Alameda-Lawson, T., Lawson, M. A., & Lawson, H. A. (2010). Social workers' roles in facilitating the collective involvement of low-income, culturally diverse parents in elementary school. *Children & Schools, 32*(3)172-182.

Anderson, K. J. & Minke, K. M. (2007). Parent involvement in education: Toward an understanding of parents' decision making. *The Journal of Educational Research, 100*(5), 311-323.

Castro, M., Exposito-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14*, 33-46.

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R. & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action (2nd ed.).* Thousand Oaks, CA: Corwin Press.

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Ferlazzo, L. (2011). Involvement or engagement? *Educational Leadership, 68*(8), 10-14.

Harvard Family Research Project (2010). Parent-Teacher conference tip sheets. Retrieved from http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement. Annual synthesis 2002.* Austin, TX: National Center for Family and Community Connections with Schools. Retrieved from http://files.eric.ed.gov/fulltext/ED536946.pdf

Hoover-Dempsey, K. V., Battiato, A. C., Walker, J. M. T., Reed, R. P., DeJong, J. M., & Jones, K. P. (2001). Parental involvement in homework. *Educational Psychologist, 36*(3), 195-209.

Rasinski, T. & Stevenson, B. (2005). The effects of fast start reading: A fluency-based home involvement reading program, on the reading achievement of beginning readers. *Reading Psychology, 26*(2), 109-125.

Whitehurst, G. J. (2004, April). *Making education evidence-based: Premises, principles, pragmatics, and politics.* Evanston, IL: Northwestern University Institute for Policy Research, Distinguished Public Policy Lecture Series. Retrieved from http://www.northwestern.edu/ipr/events/lectures/DPPL-Whitehurst.pdf

Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Anderson, K. J., & Minke, K. M. (2007). Parent involvement in education: Toward an understanding of parents' decision making. *The Journal of Educational Research, 100*(5), 311-323.	The study explored the relationship among 4 parent variables (role construction, sense of efficacy, resources, and perceptions of teacher invitations) with parent involvement activities at home and at school.	3 elementary schools in a large urban school district in the Southwest. 49% African-American 39% Latino 8% Caucasian 4% Asian 77% received free and reduced-price lunches School 1: 4th – 5th grade parents surveyed School 2 & 3: all parents surveyed. Only English-language survey results reported (N=202); respondents primarily mothers and African-American.	Specific invitations from teachers had the largest effect on parent involvement: School-Events: β =.43, p<.001 School-Ongoing: β =.49, p<.001 Home: β =.42, p<.001 Parents' belief about the role that they should play in their children's education (role construction) also showed a significant relationship to specific teacher invitations (β =.39, p<.001).	Specific invitations included helping with homework, helping at school, attending PTA meeting, Open House, or fundraising event. All items were collapsed into a single scale; higher scores indicated more frequent perceived invitations. Parental involvement (PI) at school was examined in terms of: PI-School-Ongoing: helping with homework, helping at school PI-School-Event: occurs one or few times during the school year (e.g., PTA meeting, fundraising,

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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
				etc.) Parental involvement at home was viewed as activities parents could do every day (used same scale as school-ongoing).
Crosby, S. A., Rasinski, T., Padak, N., & Yildrim, K. (2015). A 3-year study of a school-based parental involvement program in early literacy. *The Journal of Educational Research, 108*(2), 165-172.	Parents work with children daily to master a poem or rhyme per week (10-15 min lesson).	Total elementary school enrollment = 610. Kindergarten and first grade classes have roughly 22 students per classroom. Year 1 – 11 1st grade classes Year 2 – additional 4 kindergarten classes added Pre- and post-tests were given to the first grade classes in Y1 & Y2. Kindergarten classes tested on list of	Program implementation yielded higher level of children's achievement in foundational literacy competencies. A correlational analysis showed a low but statistically significant correlation (.20) between the number of lessons provided by parents and children's word recognition gain scores. Parental participation grew over 3 years. ANOVA results showed	Implementation of the *Fast Start* (FS) program school wide was initiated by the principal. Faculty and staff received in-service training on the program with an implementation book. Teachers held two parent meetings (day and evening) to inform parents and held a parent night workshop. Year 1 - 1st grade only; Year 2 - four kindergarten classrooms added to program.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
		high frequency words at the end of the school year.	statistically significant differences in parental participation (# lessons) over the years. From years 1-3, where M is average lessons, M=11.1; M=18.79; M=31.00, respectively.	A FS poem, activity page and log were sent home each week. Parents were asked to do the weekly assigned poem two evenings each week. Poems were displayed on poster size paper on the school hallways and changed each week to coordinate with poem being sent home. Principal bought FS folders for each student. Students were given an award for participation at the end of the school year. The program was implemented over 29 weeks.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy: Longitudinal associations between and within families. *Journal of Educational Psychology, 98*(4), 653-664.	Participants were part of an impact evaluation of a federally funded Comprehensive Child Development Program (CCDP) and follow-up investigation, School Transition Study (STS), at three of the CCDP sites. The CCDP intervention included services aimed at children (e.g., high-quality preschool) and their families (e.g., education and job training), with dual goals of enhancing child development and family economic self-sufficiency.	Longitudinal data from K-5 students from an ethnically diverse, low-income sample (N=281). Used individual and latent growth modeling to examine effect of family involvement on child literacy performance.	The main effect of average family involvement in school was not significantly associated with average literacy performance or change in literacy performance. However, within families, increased school involvement predicted improved literacy (coefficient = .07), t(262)=2.27, p<.05) Average involvement levels between K-5 were positively associated with average literacy performance levels for children whose mothers were relatively less educated.	Eight measures of family involvement were combined and averaged. They included attending parent-teacher conferences, visiting child's classroom, attending school performances, attending social events at school, attending field trips, volunteering in the child's classroom, attending meetings like PTO/PTA, and attending classroom open house.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Flay, B. R. & Allred, C. G. (2003). Long-term effects of the Positive Action® program. *American Journal of Health Behavior, 27*(1), S6-S21.	Positive Action® (PA) is a comprehensive, integrated, holistic elementary school program designed to influence student behavior and performance. It includes a detailed curriculum with daily lessons, a school wide climate program, and family- and community-involvement components. Overall, the program improved achievement by 16-52% and reduced disciplinary referrals by 78-85% in 2 separate school districts.	A matched-schools design and school-level achievement and disciplinary data were used to examine program effects on middle and high school achievement and behavior. A large southeastern school district that had a significant number of elementary schools (n=93) that implemented PA for four or more years before the 1997-98 school year was chosen for the study. Schools were matched based on % FRPL, % mobility, then on similar ethnic distribution because for non-PA schools in the district, poverty (%FRPL) was the strongest predictor of academic achievement,	In the all elementary schools analysis, scores were over 40% better on the Florida Reading Test in schools with PA compared to schools without PA, and remained significant after adding %FRPL as a covariate. In the matched controls analysis, PA school students scored 45% better than students in matched control schools. However, improvements were minimal for the Florida Comprehensive Achievement Test.	Elementary schools integrated the program units in a scoped-and-sequenced classroom curriculum and school-climate program. Classroom teachers present 15-20 minute scripted lessons (over 140 lessons per grade) involving stories, role playing, games, music, etc. almost every day. The school-wide program promotes the practice and reinforcement of positive actions in the entire school. The parent program includes weekly lessons that link the family to the school activities.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
		% African American was the strongest predictor of behavior problems and % mobility was a strong predictor for behavior and achievement, and strongest predictor for attendance. Multivariate and univariate General Linear Models were used to analyze the sustained effects of the program on secondary school achievement.		

Best/Promising Practices

Promising Practice	Source(s)	Comments/ Limitations
Meta-analytic review of the relationship between types of parental involvement and student academic achievement:	Castro, M., Esposito-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14*, 33-46.	Positive association between greater parental involvement and better academic results (avg. effect size 0.124, p<.001). Parental expectations (as a type of parental involvement) had largest effect on student academic achievement (effect size 0.224).

Promising Practice	Source(s)	Comments/ Limitations
- General description of parent participation - Communication with children about school issues - Homework (parental supervision of schoolwork) - Parental expectations - Reading with children - Parental attendance and participation in school activities - Parental style		Communication with students about school activities (mean effect size 0.2), reading with children (0.168), overall parent participation (0.167) and parental style (0.130) had positive association with academic achievement. *Parental attendance and participation in school activities showed no statistically significant relationship to student academic achievement. **Authors note that "the largest effects are associated with variables outside of the scope of administrators or policy makers." (p.43) In other words, parents talking to their children about expectations and setting goals emerged as the most significant influence on student academic achievement.
Project FAST is a multifaceted model of school improvement that relies on parent involvement, multiyear class assignments (K-2), effective teaching, summer enrichment and team implementation.	Hampton, F. M., Mumford, D. A., & Bond, L. (1998). Parent involvement in inner-city schools: The project FAST extended family approach to success. *Urban Education, 33*(3), 410-427.	Parent involvement involved monthly parent workshops focused on teaching parents to reinforce instruction at home; developing a home environment that facilitates achievement, including developing children's self-concept; and, discussions in basic parenting skills. Attendance at the meetings was uniformly high (between 75% and 80%), and all parents or guardians attended at least some of the meetings.

Promising Practice	Source(s)	Comments/ Limitations
This study investigated the influence of parental involvement programs on pre-kindergarten through 12th grade students, and what types of programs help students the most.	Jeynes, W. (2012). A meta-analysis of the efficacy of different parental involvement programs for urban students. *Urban Education, 47*(4), 706-742.	Overall, parental involvement programs statistically significantly impacted student achievement on all measures (effect size = 0.3). Program effect overall was stronger for secondary students (0.35) than for younger students (0.29), and a little stronger for standardized achievement (0.31) than for non-standardized measures such as GPA and teacher ratings. Shared reading programs yielded the highest statistically significant effect sizes (0.51), followed by those that emphasized partnership (0.35), communication between parents and teachers (0.28), and checking homework (0.27).

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