



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](http://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.

---

Copyright © 2015. Communities In Schools of North Carolina (CISNC). All rights reserved. No portion of this document may be copied or reproduced in whole or in part without the express permission of Communities In Schools of North Carolina.

---

**Communities In Schools of North Carolina**  
222 North Person Street, Suite 203 | Raleigh, NC 27601  
Phone: (919) 832-2700 | Toll Free: (800) 849-8881 | Fax: (919) 832-5436  
[www.cisnc.org](http://www.cisnc.org)

## Table of Contents

Overview .....	1
CISNC Introduction .....	1
Using Evidenced-Based Strategies.....	1
Problem/Rationale.....	2
Purpose.....	3
Implementation Plan .....	3
Uses .....	3
Audiences.....	3
Activities.....	3
Materials/Equipment/Space.....	4
Time .....	5
Lesson Plan of Activity .....	5
Sample Lesson – Family Literacy Night.....	5
Tier 2 Intervention and Support Examples .....	10
Resources .....	11
Measuring Success.....	14
Appendices .....	15
A. Glossary .....	A-1
B. References .....	B-1
C. Research Alignment.....	C-1

## 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](http://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 – Homework strategy
- Family Engagement – Welcoming Climate 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).<sup>1</sup> 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 elementary 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 families' high expectations for success, constant communication with students about their school activities, and assistance in cultivating reading habits (Castro et al., 2015).

Family engagement in at-home literacy development significantly improves student reading outcomes (Crosby, Rasinski, Radak & Yildirim, 2015) and there is a positive association between family involvement and literacy performance levels for children whose mothers are relatively less educated (Dearing, Kreider, Simpkins & Weiss, 2006). Furthermore, structured school-family partnership programs that equip families to help their child academically, encourage greater participation in their child's academic journey, and connect with families at all income and education levels will attract families who are unlikely to become involved on their own (Epstein & Dauber, 1991).

---

<sup>1</sup> 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 (Ferland, 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.



## Purpose

The purpose of this document is to focus on one easy to implement family engagement strategy that can be used in elementary schools. Teachers and school staff can engage families through:

- A family event to promote literacy development.
- Additional strategies to promote and increase family engagement.
- Tools and resources to share with parents.

## Implementation Plan

### Uses

School staff can use the information provided in this guide to communicate the importance of family engagement in literacy.

### Audiences

The primary audience for the lesson is elementary school families.

### Activities

Listed below are several activities that schools can implement to engage families in the educational development of their student 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' literacy habits.**
- Two-way communication.
  - Progress reports, newsletters, conferences.
  - Publish materials in various languages.
- Create a welcoming climate.
  - Offer various methods of communication (phone, email, social media).
  - Provide opportunities to give feedback.
  - Provide families with a copy of the class's daily schedule.
  - 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 the school's mission.
  - Establish a standard set of evidence-based family engagement practices.

- Evaluate regularly through surveys, interviews, focus group, family advocacy team.
- Share data about the school/community to motivate action and participation.
- Organize programs with long-term focus.
- Evaluate programs/events and share feedback with staff and families.
- Establish a welcoming school climate – See *Family Engagement Welcoming Climate* curriculum.
  - Clean building, friendly office staff, welcome signs in multiple languages.
  - Family resource room.
  - Schedule evening events for working families – offer food, childcare, etc.
- Make student data easily accessible to families (e.g., grades, attendance records, etc.).
- Build relationships with families through activities that stress ownership, accountability and social networks.
  - Offer parent/family education workshops to increase knowledge and skills.
    - Curriculum and learning expectations.
    - Family-school communications.
    - Creating positive home learning environment.
  - Offer a parent/family website.
  - Leverage community resources.
    - Offer ESL, literacy and technology classes.
    - Parent advocates/liaisons to work with school staff and students.
    - Develop parental leadership.
    - Address barriers to family engagement.
  - Maintain visibility in the community (i.e., community events beyond the school walls).
- 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.
- Use incentives to encourage family engagement.
  - Reward teachers and counselors who use innovative strategies to reach out to families.
  - Praise families' efforts.

### Materials/Equipment/Space

- Presentation slides – See Appendix D.

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



**Time**

- Allow 20 minutes for the parent presentation and Q&A session.

**Lesson Plan of Activity**

Use the sample lesson with parents to promote literacy development and family engagement in students’ education.

The lesson plan includes:

- Strategies for family and student engagement in literacy.
- Strategies for communicating with families.
- Resources for families on literacy development.

Review the resources listed in the Resource section. A presentation slide deck is included in Appendix D.

**Sample Lesson – Family Literacy Night**

This lesson can also be used during PTO meetings, Open House, or at other events attended by families. The slide deck can also be incorporated into the school’s website or teacher’s blog, as well as condensed into bullet points for newsletters.

Activity	Process Notes
<p>Welcome families and thank them for their commitment to their child’s education.</p> <p>Let families know that the objectives of tonight are:</p> <ul style="list-style-type: none"> <li>- To gain a deeper understanding of literacy at our school, and</li> <li>- Leave with a sense of what they can do at home with their student</li> </ul> <p>Let families know that you want to spend about 10 minutes talking about literacy and how important it is to their child’s academic success.</p> <p>Let families know that you will answer general attendance questions at the end.</p>	<p><i>Slide #1</i></p>
<p>Tell families:</p> <ul style="list-style-type: none"> <li>- Nationally, fourth grade reading proficiency data indicates that 65% of elementary students scored below the “proficient” level in reading achievement.</li> <li>- These results reveal that millions of children cannot understand or evaluate text, provide relevant details, or support inferences about the written documents they read.</li> </ul>	<p><i>Slide #2</i></p> <p>Source: <a href="http://nces.ed.gov/nationsreportcard/subject/publications/main2013/pdf/2014451.pdf">http://nces.ed.gov/nationsreportcard/subject/publications/main2013/pdf/2014451.pdf</a></p>

Activity	Process Notes
<ul style="list-style-type: none"> <li>- The development of strong literacy skills requires explicit instruction and <b>extensive practice</b> in reading, writing, and thinking across the curriculum.</li> </ul>	
<p>Literacy at our School</p> <p>Insert your school and/or district reading data by grade.</p>	<p>Slide #3</p> <p>See North Carolina Department of Instruction – School Report Card Retrieve from <a href="http://www.dpi.state.nc.us/src/">http://www.dpi.state.nc.us/src/</a></p>
<p>Literacy challenges at our school</p> <p>Based on the data, highlight areas where it appears that students in your school are struggling.</p>	<p>Slide #4</p> <p>See North Carolina Department of Instruction – School Report Card Retrieve from <a href="http://www.dpi.state.nc.us/src/">http://www.dpi.state.nc.us/src/</a></p>
<p>Tell families research on adolescent literacy suggests classroom and intervention practices that:</p> <ul style="list-style-type: none"> <li>- Provide explicit vocabulary instruction.</li> <li>- Provide direct and explicit comprehension strategy instruction.</li> <li>- Provide opportunities for extended discussion of text meaning and interpretation.</li> <li>- Increase student motivation and engagement in literacy learning.</li> <li>- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.</li> </ul>	<p>Slide #5</p> <p>Talking points for each bullet point:</p> <p><b>Provide explicit vocabulary instruction.</b> - Expose students to new words in multiple ways. Consider creative ways to build up students’ vocabulary. Encourage students to look up word meaning in dictionaries; play Scrabble with older kids; while traveling in the car or bus, give students a word and ask them to come up with another word that has the same meaning. Use for all subjects including math, science, etc., not just English.</p> <p><b>Provide direct and explicit comprehension strategy instruction.</b> Help students understand how to read a text. For example, take a short story and starting with the title or headline, ask students to make predictions about what the article is about. After each paragraph ask students to give the main idea. Ask how the paragraph connects to the one before it.</p> <p><b>Provide opportunities for extended discussion of text meaning and interpretation.</b> Choose a text based on the student’s interest and ask stimulating questions that will keep the student digging into and talking about the text for a while. Examples of questions that stimulate extended discussion:</p> <ul style="list-style-type: none"> <li>- Ask students what they are thinking about as they are reading? What does the text remind you of?</li> <li>- What message do you think the author was trying to get you to understand/know/believe? Give an example.</li> <li>- Do you agree with the author; give an example to say why you agree or disagree?</li> </ul>





Activity	Process Notes
	<p>- <i>Did the text make you feel any different/change your thoughts about the topic discussed?</i></p> <p><b>Increase student motivation and engagement in literacy learning.</b>  <i>Provide a positive and engaging environment for reading at home. Build a home library based on student interest and grade level. Include challenging books. Read a book together that has been made into a movie. Watch movie together and compare and contrast the similarities and differences.</i></p> <p><b>Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.</b>  <i>If you notice your student is struggling, contact your child's teacher to learn about ways you can help at home and what the school can do to help. Spend more time reading aloud with your child. Look up resources online. Ask about nearby tutoring options offered through community groups or local colleges and universities.</i></p> <p>Source:  <i>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8</a></i></p>
<p>Tell families:</p> <ul style="list-style-type: none"> <li>- Third grade reading proficiency is associated with on-time graduation from high school.</li> <li>- Family involvement in students' early years has positive effects on reading achievement by third grade.</li> </ul>	<p>Slide #6</p> <ul style="list-style-type: none"> <li>- <i>Students who are not reading at grade level by third grade are four times less likely to graduate from high school on time compared to students who are reading proficiently at third grade.</i></li> <li>- <i>Family engagement in at-home literacy development significantly improves student reading outcomes.</i></li> </ul>
<p>Tell families that there are many ways that they can partner with our school to develop students' literacy skills.</p> <p>Ask families:</p> <ul style="list-style-type: none"> <li>- <i>What are some of the favorite reading materials at home?</i></li> <li>- <i>Does your family prefer print or digital books?</i></li> </ul>	<p>Slide #7</p> <p><i>Share examples for each of the bullets:</i></p> <p><b>Provide reading materials on topics that interest your child (fiction and non-fiction, digital print, etc.).</b>  <i>Reading materials include books, graphic novels, historical texts, magazines, newspapers, poems, internet, etc.</i></p>

Activity	Process Notes
	<p><b>Know what is grade-level appropriate.</b>  <i>Provide a handout of grade level reading materials (See NC Standard Course of Study for K-12 English Language Arts. Retrieve from <a href="http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/ncscs-ela.pdf">http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/ncscs-ela.pdf</a>).</i></p> <p><b>Consider the emotional level of your child.</b>  <i>Some students may be able to handle more mature subject matter, sensitive issues, debatable topics.</i></p> <p><b>Show that challenging books are worth reading.</b>  <i>Challenge and even provide incentives for reading a certain number of books, materials per week/month.</i></p> <p><b>Read and discuss the texts together.</b></p> <p><b>Encourage student to look up words they don't know.</b></p>
<p>Tell families:</p> <ul style="list-style-type: none"> <li>- Consider your child's interest</li> <li>- Texts should be engaging to their child</li> <li>- Students learn about the world by reading</li> <li>- Start with what you have at home and build a home library as you go.</li> </ul>	<p>Slide #8 and #9</p> <ul style="list-style-type: none"> <li>- Classics, Trade books, Oldies but Goodies</li> <li>- Poetry, (Auto) Biographies, Historical texts, etc.</li> <li>- Books you enjoyed at their age</li> <li>- Topics to debate and sensitive issues</li> <li>- Different points of view and stories with different versions</li> <li>- Magazines, newspapers, internet</li> </ul> <p>Give examples of each bullet from handout of grade level reading materials; highlight examples.</p>
<p>Tell families additional things you can do ...</p>	<p>Slide #10</p> <p>Share examples for each of the bullets:</p> <ul style="list-style-type: none"> <li>- Examples of books adapted to movies – Children's classics (e.g., Charlotte's Web), Dr. Seuss series, Chronicles of Narnia, Harry Potter Series, Biographies, etc.</li> <li>- Define Evidence – proof from the text, discussion, etc. to support ideas or conclusions.</li> <li>- Encourage students' use of various communication skills in sharing their experiences and expressing themselves.</li> <li>- Encourage students to think, express and reflect.</li> </ul>
<p>Resources</p>	<p>Slide #11</p> <ul style="list-style-type: none"> <li>- Allow time for families to write down the websites. Another option is to provide a list of resources as an additional handout. See Resources section.</li> </ul>
<p>Questions</p> <ul style="list-style-type: none"> <li>- Allow about 10 minutes for questions from parents.</li> <li>- Have staff on hand who can answer questions – e.g., principal, counselor, teachers, etc.</li> </ul>	<p>Slide #12</p>



Activity	Process Notes
<ul style="list-style-type: none"><li>- Don't get bogged down with student-specific issues, rather arrange to meet parent at the conclusion of the question period to answer his/her question.</li><li>- Be sure to thank parents for their participation and their commitment to not only their child, but to the school community as well.</li></ul>	
End slide	<i>Slide #13</i>

## Tier 2 Intervention and Support Examples

In elementary schools, family engagement strategies focused on literacy development include weekly telephone conference calls to the home, home visits, classroom interventions, student-to-student mentoring and parental education and equipping.

### **Example #1: 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.

### **Example #2: 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 an elementary school. *Children & Schools, 32*(3), 172-182.

## 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.

### EngageNY – <https://www.engageny.org/>

EngageNY.org is dedicated to providing educators across New York State with real-time, professional learning tools and resources to support educators in reaching the State’s vision for a college and career ready education for all students.

Planning a Parent Workshop Toolkit

<https://www.engageny.org/resource/planning-a-parent-workshop-toolkit-for-parent-engagement>

**Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008).** *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>

### North Carolina Department of Instruction: School Report Card

<http://www.dpi.state.nc.us/src/>

### Public Schools of North Carolina-Department of Public Instruction

NC Standard Course of Study for K-12 English Language Arts

<http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/ncscs-ela.pdf>

### The Nation’s Report Card

<http://www.nationsreportcard.gov/>

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. Retrieve

from: [http://www.csos.jhu.edu/p2000/ppp/2014/pdf/PPP\\_2014\\_62.pdf](http://www.csos.jhu.edu/p2000/ppp/2014/pdf/PPP_2014_62.pdf)

Family Fun Fair. Retrieve

from: [http://www.csos.jhu.edu/p2000/ppp/2014/pdf/PPP\\_2014\\_63.pdf](http://www.csos.jhu.edu/p2000/ppp/2014/pdf/PPP_2014_63.pdf)

Student Ambassador Program. Retrieve

from: [http://www.csos.jhu.edu/p2000/ppp/2014/pdf/PPP\\_2014\\_55.pdf](http://www.csos.jhu.edu/p2000/ppp/2014/pdf/PPP_2014_55.pdf)

**National Parent Teacher Association**

Tips for Teachers on Family Engagement

<http://www.pta.org/>

**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**

Offers free reading and language arts activities collected by the International Reading Association and the National Council of Teachers of English.

<http://www.readwritethink.org/>

**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/>

**Scholastic** – <http://www.scholastic.com>

Promotes literacy with books for kids of all ages and reading levels.

Kids & Family Reading Report

<http://www.scholastic.com/readingreport/Scholastic-KidsAndFamilyReadingReport-5thEdition.pdf?v=100>

**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](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](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](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 family engagement 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.
- Student literacy outcomes.
- Use multiple measures to record engagement.
  - Attendance at school events.
  - PTA/PTO membership levels.
- Number of Volunteers in school.
- 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

**Evidence:** proof from the text, discussion, etc. to support ideas or conclusions.

**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).<sup>2</sup>

**Fiction:** written stories about people and events that are not real; literature that tells stories which are imagined by the writer.

**Non-Fiction:** writing that is about facts or real events.

**Proficient reading level:** “Fourth-grade students performing at the Proficient level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.” (NC Public Schools, n.d.)

---

<sup>2</sup> 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 (Ferland, 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.
- Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth Services Review, 26*(1), 39-62.
- 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.
- Crosby, S. A., Rasinski, R., Padak, N., & Yildirim, 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.
- 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.
- Elish-Piper, L. (2014). Parent involvement in reading. *Illinois Reading Council Journal, 43*(1), 54-58.
- Epstein, J. L., & Dauber, S. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal, 91*(3), 289-305.
- 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.
- 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>

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>

North Carolina Public Schools (n.d.). Retrieved from <http://www.ncpublicschools.org/docs/accountability/policyoperations/naep/2013naepfinalresults.pdf>

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
<p>Anderson, K. J., &amp; Minke, K. M. (2007). Parent involvement in education: Toward an understanding of parents' decision making. <i>The Journal of Educational Research</i>, 100(5), 311-323.</p>	<p>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.</p>	<p>3 elementary schools in a large urban school district in the Southwest.</p> <p>49% African-American 39% Latino 8% Caucasian 4% Asian 77% received free and reduced-price lunches</p> <p>School 1: 4<sup>th</sup> – 5<sup>th</sup> grade parents surveyed School 2 &amp; 3: all parents surveyed.</p> <p>Only English-language survey results reported (N=202); respondents primarily mothers and African-American.</p>	<p>Anderson, K. J., &amp; Minke, K. M. (2007). Parent involvement in education: Toward an understanding of parents' decision making. <i>The Journal of Educational Research</i>, 100(5), 311-323.</p>	<p>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.</p>
<p>Crosby, S. A., Rasinski, T., Padak, N., &amp; Yildirim, K. (2015). A 3-year study of a school-based parental</p>	<p>Parents work with children daily to master a poem or rhyme per week (10-</p>	<p>Total elementary school enrollment = 610. Kindergarten and first grade classes have</p>	<p>Crosby, S. A., Rasinski, T., Padak, N., &amp; Yildirim, K. (2015). A 3-year study of a school-based</p>	<p>Parents work with children daily to master a poem or rhyme per week (10-15 min</p>

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
involvement program in early literacy. <i>The Journal of Educational Research</i> , 108(2), 165-172.	15 min lesson).	<p>roughly 22 students per classroom.</p> <p>Year 1 – 11 1<sup>st</sup> grade classes</p> <p>Year 2 – additional 4 kindergarten classes added</p> <p>Pre- and post-tests were given to the first grade classes in Y1 &amp; Y2. Kindergarten classes tested on list of high frequency words at the end of the school year.</p>	parental involvement program in early literacy. <i>The Journal of Educational Research</i> , 108(2), 165-172.	lesson).
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.	Participants were part of an impact evaluation of a federally funded Comprehensive Child Development Program (CCDP) and follow-up investigation, School Transition Study (STS),	<p>Longitudinal data from K-5 students from an ethnically diverse, low-income sample (N=281).</p> <p>Used individual and latent growth modeling to examine effect of</p>	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.	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

## FAMILY ENGAGEMENT IN ELEMENTARY LITERACY



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p><i>Journal of Educational Psychology</i>, 98(4), 653-664.</p>	<p>at three of the CCDP sites.</p> <p>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.</p>	<p>family involvement on child literacy performance.</p>	<p><i>Journal of Educational Psychology</i>, 98(4), 653-664.</p>	<p>sites.</p> <p>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.</p>
<p>Flay, B. R. &amp; Allred, C. G. (2003). Long-term effects of the Positive Action® program. <i>American Journal of Health Behavior</i>, 27(1), S6-S21.</p>	<p>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</p>	<p>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</p>	<p>Flay, B. R. &amp; Allred, C. G. (2003). Long-term effects of the Positive Action® program. <i>American Journal of Health Behavior</i>, 27(1), S6-S21.</p>	<p>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</p>

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>family- and community-involvement components.</p> <p>Overall, the program improved achievement by 16-52% and reduced disciplinary referrals by 78-85% in 2 separate school districts.</p>	<p>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, % 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</p>		<p>community-involvement components.</p> <p>Overall, the program improved achievement by 16-52% and reduced disciplinary referrals by 78-85% in 2 separate school districts.</p>



## FAMILY ENGAGEMENT IN ELEMENTARY LITERACY

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
		used to analyze the sustained effects of the program on secondary school achievement.		

### Best/Promising Practices

Promising Practice	Source(s)	Comments/Limitations
<p>Meta-analytic review of the relationship between types of parental involvement and student academic achievement:</p> <ul style="list-style-type: none"> <li>- General description of parent participation</li> <li>- Communication with children about school issues</li> <li>- Homework (parental supervision of schoolwork)</li> <li>- Parental expectations</li> <li>- Reading with children</li> <li>- Parental attendance and participation in school activities</li> <li>- Parental style</li> </ul>	<p>Castro, M., Esposito-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro-Asencio, E., &amp; Gaviria J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. <i>Educational Research Review, 14</i>, 33-46.</p>	<p>Positive association between greater parental involvement and better academic results (avg. effect size 0.124, <math>p &lt; .001</math>).</p> <p>Parental expectations (as a type of parental involvement) had largest effect on student academic achievement (effect size 0.224).</p> <p>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.</p> <p>*Parental attendance and participation in school activities showed no statistically significant relationship to student academic achievement.</p> <p>**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</p>

Promising Practice	Source(s)	Comments/ Limitations
		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. <i>Urban Education</i> , 33(3), 410-427.	<p>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.</p> <p>Attendance at the meetings was uniformly high (between 75% and 80%), and all parents or guardians attended at least some of the meetings.</p>
This study investigated the influence of parental involvement programs on pre-kindergarten through 12 <sup>th</sup> 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. <i>Urban Education</i> , 47(4), 706-742.	<p>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.</p> <p>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).</p>