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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.

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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 and Mapp, 2002). Strategies that aim to foster greater family-school partnerships by equipping parents to help their child academically have also demonstrated positive effects on both student academic success as well as increased family involvement (Hampton, Mumford & Bond, 1998).

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).

Overall family engagement improves when teachers invite families to participate in elementary students' in-school and at-home learning activities (Anderson & Minke, 2007) and 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). Structured school family involvement programs to connect with families at all income and education levels and encourage greater participation in their child's academic journey will attract families who are unlikely to become involved on their own (Epstein & Dauber, 1991).

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 (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. School staff can engage families through:

- A family-friendly environment.
- 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 engage elementary school families.

Audiences

The primary audience for this 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 both in-school and at-home. The activity highlighted is designed to engage families of elementary school students by creating a welcoming environment.

Classroom

- 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

- **Establish a welcoming school climate.**
- 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.
- 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.
- 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.
- 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.
 - Address barriers to family engagement.
- Use incentives to encourage family engagement.
 - Reward teachers and counselors who use innovative strategies to reach out to families.
- Develop a parent/family website.

Materials/Equipment/Space

- See Resources section for links to resources on school climate.

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

Time

- Staff review of school climate data and planning for improving/enhancing school climate should occur prior to the start of the school year and monitoring and adjustments should be ongoing.
- Allow four to six weeks for evaluation and implementation.



Lesson Plan of Activity

The sample lesson is designed to be spearheaded by a school administrator.

The lesson plan includes:

- Strategies for engaging families in the school community
- Guiding questions to evaluate the school’s climate

Sample Lesson – School Climate Evaluation

Activity	Process Notes
<p>Form a School Climate Evaluation team (5-7 individuals).</p> <ul style="list-style-type: none"> - Invite families to volunteer to be part of the team, including a staff member and a representative of the PTO/PTA. - Share key information and expectations (e.g., projected timeline, resources available, time commitment required, etc.) - Set meeting date. - Share objectives for the team. 	<p><i>Use various forms of invitation.</i></p> <ul style="list-style-type: none"> - <i>Attend the PTO/PTA meeting to make personal contacts.</i> - <i>Make contacts during student drop off and pick-up.</i> <p><i>State objectives of the team:</i></p> <ul style="list-style-type: none"> - <i>Work with administrators to promote a welcoming environment for families.</i> - <i>Suggest strategies for engaging more families in school-family partnerships.</i> - <i>Engage with families on various levels.</i>
<p>Conduct a family-friendly walkthrough/evaluation of the building (internal and external space).</p>	<p><i>Ask team members to look at the building through the eyes of a visitor.</i></p> <p><i>Sample Evaluation Questions:</i></p> <ul style="list-style-type: none"> - <i>Are external spaces well maintained (e.g., landscaping, parking lot, playground, etc.)?</i> - <i>Is the school entrance aesthetically appealing, clean, has welcome sign in various languages, etc.?</i> - <i>Is it easy to enter the building (secure/too secure)?</i> - <i>Do families know/understand the visitation policy?</i> - <i>Is the main office easy to find, pleasant, attentive to visitors, clean, decorative, etc.?</i> - <i>Is the waiting/welcoming area adequate?</i> - <i>Are there directional signs throughout the building?</i> - <i>Is the building clean and aesthetically appealing (e.g., hallways, bulletin boards, cafeteria, bathrooms, indoor temperature, air quality, etc.)?</i> - <i>Are there displays of student work throughout the building?</i> - <i>Is there a family resource room/learning center?</i> - <i>Is there a language interpreter (bi-lingual staff person) on site?</i> - <i>Is there a sense of order throughout the building?</i> - <i>Is the staff friendly toward visitors in the hallways?</i> - <i>Are the various methods of communication used by the school effective?</i> - <i>Is it easy to contact the school throughout the day</i>

Activity	Process Notes
	<p><i>(e.g., long hold times, voicemail, are calls returned)?</i></p> <ul style="list-style-type: none"> - <i>Does the school offer opportunities for families to serve the school?</i> - <i>How are new families assimilated into the school (beginning, mid-year)?</i> - <i>Is the building used by community groups?</i>
<p>Review the school climate data and share findings from the walkthrough.</p> <ul style="list-style-type: none"> - Prioritize areas of concerns. - Explore resources to make changes/improvements. - Communicate next steps to all families, i.e., improvements/changes to look forward to. - Establish a timeline. 	<p><i>Partner with families and community groups to make needed improvements.</i></p>
<p>Implement changes.</p> <p>Partner with the PTO/PTA to work on some of the priority issues that do not require administrative approval/oversight.</p>	<p><i>Creating a family friendly school should be a continuous quality improvement process.</i></p>
<p>Evaluate midyear/annually.</p>	<p><i>Short school climate surveys and/or brief focus groups with students, families and staff can be incorporated into future evaluations.</i></p>



Tier 2 Intervention and Support Examples

There are four areas of focus when examining school climate: safety, relationships, teaching and learning and institutional environment. Once a school determines the area that appears to have the most impact on family engagement, they can develop a plan to address those issues.

Example #1: Principal Leadership

Principal leadership establishes the appropriate contexts in which family, school and community partnerships thrive. The school district's focus on partnerships as a strategy for school improvement also provides strong support for principals in sustaining these partnerships.

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.

Example #2: Teacher-Family Relationships

Teachers desire to get to know their students and their families; yet, there will be some students that need more attention. These "intense" relationships should be viewed a way to identify student needs and provide solutions to the challenges students face. These actions may include home visits and providing referrals to other agencies.

Bryant, V.C., Shdaimah, C., Sander, R.L., & Cornelius, L.J. (2013). School as haven: Transforming school environments into welcoming learning communities. *Children and Youth Services Review, 35*(5), 848-855.

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.

National School Climate Center – <http://schoolclimate.org/>

U.S. Department of Education, National Center on Safe Supportive Learning.

School Climate Survey Compendium

<http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium>

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

Family Fun Fair. Retrieve

from: 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



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

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

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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 school climate
- Student perceptions of safe, welcoming, caring school climate
- Impact on student attitudes and behavior
- Staff perceptions of welcoming school climate
- Presence and perceptions of community partnerships

Parents

- Perceptions of welcoming school climate
- Developed relationships with school staff
- Accessed school/district and community resources that meet family needs
- Increased presence throughout the school building
- 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

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 (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

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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.

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., & 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: 4th – 5th grade parents surveyed School 2 & 3: all parents surveyed.</p> <p>Only English-language survey results reported (N=202); respondents primarily mothers and African-American.</p>	<p>Specific invitations from teachers had the largest effect on parent involvement: School-Events: $\beta = .43$, $p < .001$ School-Ongoing: $\beta = .49$, $p < .001$ Home: $\beta = .42$, $p < .001$</p> <p>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 ($\beta = .39$, $p < .001$).</p>	<p>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.</p> <p>Parental involvement (PI) at school was examined in terms of: PI-School-Ongoing: helping with homework, helping at school</p> <p>PI-School-Event: occurs one or few times during the school year (e.g., PTA meeting, fundraising, etc.)</p> <p>Parental involvement at</p>



FAMILY ENGAGEMENT THROUGH A WELCOMING CLIMATE

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Crosby, S. A., Rasinski, T., Padak, N., & Yildirim, K. (2015). A 3-year study of a school-based parental involvement program in early literacy. <i>The Journal of Educational Research, 108</i>(2), 165-172.</p>	<p>Parents work with children daily to master a poem or rhyme per week (10-15 min lesson).</p>	<p>Total elementary school enrollment = 610. Kindergarten and first grade classes have roughly 22 students per classroom.</p> <p>Year 1 – 11 1st 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 & Y2. Kindergarten classes tested on list of high frequency words at the end of the school year.</p>	<p>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.</p> <p>Parental participation grew over 3 years. ANOVA results showed statistically significant differences in parental participation (# lessons) over the years.</p>	<p>home was viewed as activities parents could do every day (used same scale as school-ongoing).</p> <p>Implementation of the <i>Fast Start</i> (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.</p> <p>A FS poem, activity page and log were sent home each week. Parents were asked to do the weekly assigned poem two</p>

FAMILY ENGAGEMENT THROUGH A WELCOMING CLIMATE



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			<p>From years 1-3, where M is average lessons, M=11.1; M=18.79; M=31.00, respectively.</p>	<p>evenings each week.</p> <p>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.</p> <p>Students were given an award for participation at the end of the school year.</p> <p>The program was implemented over 29 weeks.</p>
<p>Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy: Longitudinal associations between</p>	<p>Participants were part of an impact evaluation of a federally funded Comprehensive Child Development Program (CCDP) and follow-up investigation, School</p>	<p>Longitudinal data from K-5 students from an ethnically diverse, low-income sample (N=281).</p> <p>Used individual and latent growth modeling</p>	<p>The main effect of average family involvement in school was not significantly associated with average literacy performance or change in literacy</p>	<p>Eight measures of family involvement were combined and averaged. They included attending parent-teacher conferences, visiting child's classroom, attending school</p>



FAMILY ENGAGEMENT THROUGH A WELCOMING CLIMATE

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>and within families. <i>Journal of Educational Psychology, 98(4), 653-664.</i></p>	<p>Transition Study (STS), 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>to examine effect of family involvement on child literacy performance.</p>	<p>performance. However, within families, increased school involvement predicted improved literacy (coefficient = .07), $t(262)=2.27, p<.05$</p> <p>Average involvement levels between K-5 were positively associated with average literacy performance levels for children whose mothers were relatively less educated.</p>	<p>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.</p>
<p>Flay, B. R. & Allred, C. G. (2003). Long-term effects of the Positive Action® program. <i>American Journal of Health Behavior, 27(1), S6-S21.</i></p>	<p>Positive Action® (PA) is a comprehensive, integrated, holistic elementary school program designed to influence student behavior and performance. It</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</p>	<p>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</p>	<p>Elementary schools integrated the program units in a scoped-and-sequenced classroom curriculum and school-climate program. Classroom teachers present 15-20 minute</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>includes a detailed curriculum with daily lessons, a school wide climate program, and 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>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, % African American was the strongest predictor of behavior problems and % mobility was a strong predictor for behavior and achievement, and strongest predictor for</p>	<p>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.</p>	<p>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.</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
		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
<p>Meta-analytic review of the relationship between types of parental involvement and student academic achievement:</p> <ul style="list-style-type: none"> - 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 	<p>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. <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, $p < .001$).</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>

FAMILY ENGAGEMENT THROUGH A WELCOMING CLIMATE

Promising Practice	Source(s)	Comments/ Limitations
		**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. <i>Urban Education</i> , 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.
This study investigated the influence of parental involvement programs on pre-kindergarten through 12 th 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.	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).