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The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina 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 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 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 high schools. In the context of our review, we propose three strategies designed to help improve family engagement:

- Family Engagement – Goal Setting for College strategy
- Family Engagement – Transition to High School strategy
- Family Engagement – Literacy strategy

This document will focus on one easy to implement family engagement strategy for High 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 Epstein and colleagues (2002) suggests 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 as their involvement tends to occur away from the school building (Anderson & Minke, 2007).

Overall family engagement improves when teachers invite families to participate in their 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). 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). Research suggests that when parents are involved with their student’s academic socialization, such as creating understanding about purposes, goals and the meaning of academic performance as well as communicating expectations and providing strategies for student achievement, students have more positive academic outcomes (Hill & Tyson, 2009).

The literature also suggests that students who set goals for themselves, including academic, social, and personal, may develop behaviors that lead to increased attendance, motivation, engagement, and self-regulation, and may do better in school (Epstein & Sheldon, 2002).

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).

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 strategy that will help family members understand the importance of engaging their High school student in college and career goal setting and action planning, as well as, provide resources families can use with their students to plan for a successful college experience.

Implementation Plan

Uses

School staff can use the information provided in this guide to share with parents at any event, such as a PTA/PTO meeting, school orientation, preceding an athletic or other extracurricular event, or school career fairs.

Audiences

The primary audience for the lesson is families of High school students.

Activities

Listed below are several activities that schools should consider in order to communicate with families about resources and opportunities to help their High school student began or continue planning for college. The activity highlighted is designed to communicate with parents about the importance of helping High school students begin setting goals and action steps to ensure they are prepared for a successful college experience.

- **Communicate with families about how to best ensure their high school student is ready for college.**
- Conduct college planning workshops for families.
- Conduct FAFSA workshops for families.
- Post information and links to resources about college planning on the school website, including key dates related to testing, application deadlines, and financial aid deadlines.
- Establish a college-going culture in the school that engages students in conversations about college interests, expectations, and planning.
- Teach goal-setting strategies.
- Teach strong academic behaviors.
- Conduct or announce local career fairs.
- Conduct college campus tours (encourage parent participation).

Materials/Equipment/Space

- Presentation slides – Ensuring *Your High School Student is Ready for College*
- Handouts (see Resource section)

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

Time

- Allow 15 minutes for the presentation.
- School staff should remain available for an addition 15 minutes to take individual questions from parents and provide handouts as requested.

Lesson Plan of Activity

School staff can use the presentation slides to communicate with parents about the importance of being engaged with their student and the school to help ensure their student is prepared for college. The individual most actively involved in assisting students with their college planning would be the most appropriate person to conduct this activity with parents.

Sample Lesson – *Ensuring Your High School Student is Ready for College*

Talking Points	Slide
<p>Let parents know that you will be taking about 10-15 minutes to share information with them about how they can help their High school student begin or continue actively planning for college.</p> <p>Ask parents to raise their hand if they expect their student to go to college following high school.</p> <p>Ask parents to raise their hand if they have questions (<i>stress</i> questions of any nature) about the planning, application, or financial processes their student will go through to attend college.</p>	<p><i>Title slide – Ensuring Your High School Student is Ready for College</i></p>
<p>Typically, as individuals increase their education levels, they experience an increase in:</p> <ul style="list-style-type: none"> - Earnings potential. - Employment stability. - Employment benefits. - Healthy lifestyles. - Ability to move up the socioeconomic ladder. - Quality family time. 	<p><i>Slide # 2 – Benefits of a College Degree</i></p>
<p>The key point from this bar graph is that median annual income increases as the individual earns higher education degrees. For example:</p> <ul style="list-style-type: none"> - An individual with an Associate’s Degree (2 year) will earn nearly \$10 thousand 	<p><i>Slide # 3 – Median Annual Earnings by</i></p>



Talking Points	Slide
<p>more a year than someone with only a high school degree.</p> <ul style="list-style-type: none"> - An individual with a Bachelor’s Degree (4 year) will earn more than \$20 thousand a year than someone with only a high school degree. <p>Ask parents to think about what difference \$20 thousand a year in income would mean for their child each year.</p> <p>Ask parents to consider what \$20 thousand or more a year in in extra income would mean for their child over the course of their working life.</p> <ul style="list-style-type: none"> - Based on the \$20k per year differential, that would be about \$800,000 over the course of a 40-year career more than if the child only had a high school degree (based on a college graduation age of 25 and a retirement age of 65 with continuous employment). 	<p><i>Education Level (2011)</i></p>
<p>Every student should explore their career interests and goals, and how college will help them reach their goals.</p> <p>North Carolina alone has 110 institutions of higher education, providing endless opportunities for students to pursue their educational and career goals.</p> <p>Paying for college is easier than families may be aware. Options for supplementing family college expenses include grants, scholarships, loans, work-study programs, and the NC 529 Savings Plan.</p>	<p><i>Slide # 4 – Is College Possible for My Student?</i></p>
<p>Students can pursue higher education to obtain vocational certificates, or degrees ranging from associates to post-doctoral degrees to meet their career goals.</p> <p>As previously mentioned, North Carolina alone has 110 institutions of higher education, providing endless opportunities for students to pursue their educational and career goals.</p> <p>Ask parents to raise a hand if their student plans to attend a two- or four-year college or university in North Carolina.</p>	<p><i>Slide # 5 – North Carolina Higher Education Options</i></p>
<p>Expectations of college students are different than expectations of high school students in many ways, including the ability to behave and perform more independently, and at higher levels of academic performance.</p> <ol style="list-style-type: none"> 1. Cognitive strategies involve: analysis, reasoning, intellectual openness, inquisitiveness, interpretation, precision and accuracy, and problem solving. 2. Academic knowledge and skills include: writing, research, core content subjects knowledge and skills (e.g., English, math, science, social studies, world languages, and the arts) 3. Academic behaviors include: self-monitoring skills (e.g., time management, self-motivation, persistence) and study skills. 4. Contextual skills and awareness involves understanding and negotiating the college system to maximize resources and opportunities. <p>From: Conley, David T. <i>Redefining College Readiness</i>. Eugene, OR: Bill & Melinda Gates Foundation.</p>	<p><i>Slide # 6 – Facets of College Readiness</i></p>
<p>While High school students are curious and have a strong interest in learning, they are also egocentric and typically more concerned with their current social status than they are about academic goals and lifelong consequences.</p> <p>While college may seem a long way off, it really isn’t.</p>	<p><i>Slide # 7 – How You Can Help Your Student Get Into the Right College</i></p>



Talking Points	Slide
<p>College entrance requirements include more than what goes on the application. Student academic performance and relevant extracurricular activities are also important. While high school GPAs are important for college entrance, student academic performance in High school academic performance is also important as it is a predictor of how well students will do in high school. Students who are not serious about their academic performance in High school are not likely to change in high school.</p> <p>You can remind your student of the importance of their High school academic performance and at the same time encourage them by engaging with them to:</p> <ul style="list-style-type: none"> - Review entrance requirements: <ul style="list-style-type: none"> • Review websites of colleges your student may be interested in attending and begin making a list of entrance requirements. • View the Plan for College page of the CFNC to review entrance requirements for NC colleges and learn about transfer requirements across schools. • View website to access tools for searching college websites, explore majors. - Take academically challenging courses. - Stay abreast of your student’s academic progress and potential: <ul style="list-style-type: none"> • Participate in school events. • Attend parent-teacher conferences. • Meet with the school counselor. • Talk with your child about their: <ul style="list-style-type: none"> ○ Homework. ○ Test scores. ○ End of semester grades. ○ Concerns. - Track your student’s achievements: <ul style="list-style-type: none"> • Keep hard and/or digital copies of: <ul style="list-style-type: none"> ○ Special honors or awards. ○ Extracurricular involvement such as clubs, service learning, and athletics. ○ Work experience, including, volunteer work, internships, and paid employment. 	<p><i>Meet College Entrance Requirements</i></p>
<p>Students with strong academic behaviors will more likely be able to better manage the increased coursework, instructor expectations, and less-structured learning environment of the college going culture.</p> <p>Families can:</p> <ul style="list-style-type: none"> - Talk with students about their learning styles and study habits to help them recognize which habits are most effective for them. <ul style="list-style-type: none"> • Ask them to share examples of study habits that have worked best for them. • Explore articles on learning styles and strategies, such as this one by Richard Felder (http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm). • Education Planner learning styles inventory (http://www.educationplanner.org/students/self-assessments/index.shtml). 	<p><i>Slide # 10 – Foster Strong Academic Behaviors</i></p>

Talking Points	Slide
<ul style="list-style-type: none"> - Ask students regularly about key assignments and due dates. <ul style="list-style-type: none"> • Encourage students to keep a calendar of due dates and prioritize their work. • Encourage students to work before play. - Encourage students to explain their decision-making process as they discuss with you their goals and strategies, their career interests, college preferences, etc. - Ask students questions to help them talk through their stresses and fears. <ul style="list-style-type: none"> • Talk through coping skills with students–share examples of coping skills that worked for you at a time of extreme stress. • Encourage students to find techniques for relaxing when feeling stressed, such as yoga, meditation, participating in sports, listening to calming music, talking with family or friends. - Encourage students to be advocates for themselves. <ul style="list-style-type: none"> • Help students feel confident in communicating with adults by treating and speaking with them respectfully, showing that you value them and their opinions, and treating their questions and concerns seriously. 	
<p>There are a number of ways that families can fund their student’s college education.</p> <ul style="list-style-type: none"> - Access www.CFNC.org as a first step in exploring financial options. - When visiting college websites, explore the financial aid section of their site. - There are many grants and scholarships available. <ul style="list-style-type: none"> • Finding scholarships does require some work in locating and applying for them, but there are many options and in many cases the application process is not complex. - Student work-study programs can help offset some college expenses, while providing work experience (a good start for building a professional resume). 	<p><i>Slide # 11– Develop a College Financial Plan</i></p>
<p>Stay in contact with your student’s school to get additional information.</p> <p><i>Name the best point of contact at the school.</i></p>	<p><i>Slide # 12 – Ask Questions</i></p>
<p>College Foundation of North Carolina offers many resources for helping students and their families plan for college.</p> <ul style="list-style-type: none"> - The list provided on the slide reflects some key resources available on the site, but there are many more resources available for both students and parents. 	<p><i>Slide # 13 – Utilize Resources</i></p>
<p><i>Thank families for coming and giving you their attention. Stress that the school is their partner in helping their student be successful in school and in life.</i></p> <p><i>Let families know that school staff will be available to take questions.</i></p>	<p><i>Slide # 14 – Closing Slide</i></p>

Tier 2 Intervention and Support Examples

At the high school level, strategies to foster family engagement involve including family members on the school leadership team, providing parent leadership training, and encouraging family members to be active partners in their student’s educational process.

Example 1: Leadership Teams

One way to include families in the decision-making process is to include them as leadership team members. For example, your school could develop and implement parent leadership training for those parents that want to become more involved in the school. The training could include showing parents how to navigate through the educational jargon, data monitoring, and overall school improvement.

Agronick, G., Clark, A., O’Donnell, L., & Steuve, A. (2009). *Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region* (Issues and Answers Report, REL 2009–No. 069). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>

Example 2: College Readiness and Parental Support

One way to include families at the high school level is to include them as meaningful partners in the educational process. In one Early College case study, parents played a key role in recruitment and enrollment, financial support, and emotional guidance. While the role they played may not appear “typical,” the program required they be engaged and have “college going conversations” with their student. For example, your school could provide talking points for parents whose students are on the cusp of transitioning out of high school and into a postsecondary institution.

Leonard, J. J. (2013). Maximizing College Readiness for All Through Parental Support School. *Community Journal*, 23(1), 183-202.

Resources

The following resources are suitable handouts to download and make available at meetings with parents. Links to these resources can be made available on a college planning page on the school website.

College Foundation of North Carolina (CFNC) – <http://www.cfnc.org>

Are You on Track for

College? https://www.cfnc.org/static/pdf/home/sc/pdf/on_track_college_8th.pdf

Brochure: Five Ways Education Pays

<https://www.cfnc.org/static/pdf/paying/pubs/pdf/pdf/5WaysEdPaysBrochure.pdf>

High School Planner for College (see last page)

<https://www.cfnc.org/static/pdf/home/sc/pdf/HSPlanner.pdf>

The College Board (n.d.). The Eight Components of College & Career Readiness Counseling (Applied as a Student)

<http://americanacc.org/wp-content/uploads/2013/06/General-Information-about-College-and-Career-Readiness.pdf>

The following resources will provide additional information and suggestions for enhancing activities related to helping students plan for college. 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. Links to these resources can be made available on a college planning page on the school website.

College Foundation of North Carolina (CFNC) – <http://www.cfnc.org>

College Planning Timeline and Tools (starting with 7th

grade) [https://www1.cfnc.org/Plan/For College/Prepare For College/College Planning Timeline/College Timeline - Landing Page.aspx](https://www1.cfnc.org/Plan/For%20College/Prepare%20For%20College/College%20Planning%20Timeline/College%20Timeline%20-%20Landing%20Page.aspx)

Financial Aid Fact

Sheets http://cfnc.financialliteracy101.org/home/factsheets_public.cfm#4

Glossary of Key College

Terms [https://www1.cfnc.org/Plan/For College/Prepare For College/Getting Ready For College/College Planning Glossary.aspx](https://www1.cfnc.org/Plan/For%20College/Prepare%20For%20College/Getting%20Ready%20For%20College/College%20Planning%20Glossary.aspx)

Know the Steps–Tips for Navigating the College Planning and Application

Process [https://www1.cfnc.org/Plan/For College/Prepare For College/Getting Ready For College/Know The Steps.aspx](https://www1.cfnc.org/Plan/For%20College/Prepare%20For%20College/Getting%20Ready%20For%20College/Know%20The%20Steps.aspx)

Interest and Skills

Inventories [https://www1.cfnc.org/Plan/For A Career/Learn About Yourself/ default.aspx](https://www1.cfnc.org/Plan/For%20A%20Career/Learn%20About%20Yourself/default.aspx)

Federal Student Aid (An Office of the U.S. Department of Education) –

<https://studentaid.ed.gov/sa/>

College Preparation

Checklist <https://studentaid.ed.gov/sa/sites/default/files/college-prep-checklist.pdf>

My Future, My Way: First Steps Toward College. A workbook for Middle and Junior High School Students

<https://studentaid.ed.gov/sa/sites/default/files/my-future-my-way.pdf>

Types of Financial Aid

<https://studentaid.ed.gov/sa/types>

The following resources are optional resources identified to provide additional information and concepts related to family engagement. Read through these resources to become familiar with the information and to determine their level of usefulness within the school setting.

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 – <http://www.pta.org/>

Take Your Family to School

Week <http://www.pta.org/programs/content.cfm?ItemNumber=3262&navItemNumber=3986>

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](http://relpacific.mcrel.org/resources/~media/RELPacific/Files/Part%202%20Jan2015.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%20Jan2015.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%20Mar2015.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.

Parents/Family Members

- Participation in career fairs and college tours.
- 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., academic achievement, student absenteeism, behavior, etc.).
- Ability to prepare and support students for student-led conferences.

School-wide

- Gather baseline information on family engagement.
- Use multiple measures to record engagement.
 - Attendance at school events.
 - PTA/PTO membership levels.

Students

- Track student data on number of students who enter college.
- Track student data on number of students who complete college.

Appendices

- A. Glossary
- B. References
- C. Research Alignment
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Appendix A: Glossary

ACT – is the college entrance exam required by more four-year colleges than any other exam. It measures high school students' educational development and ability to do college-level work. The multiple test section includes English, math, reading and science. There is also an optional writing test. It is usually taken during the junior year of high school, but many students opt to re-take the test as seniors. Highest possible score: 36 (College Foundation of North Carolina, <http://www.cfnc.org>).

CFNC (College Foundation of North Carolina) – is a free service of the State of North Carolina that helps students plan, apply, and pay for college (College Foundation of North Carolina, <http://www.cfnc.org>).

College and Career Ready – “In North Carolina, students are considered career and college ready when they have the **knowledge and academic preparation** needed to enroll and succeed, without the need for remediation, in introductory college credit-bearing courses in **English Language Arts and Mathematics** within an associate or baccalaureate degree program. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education, the military or directly into a job that offers gainful employment and career advancement” (NC Ready for Success, <http://www.ncreadyforsuccess.com/how-were-helping/alignment-initiatives/definition/>). This definition was endorsed in early 2015 by both the UNC Board of Governors and the NC Community College Board.

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

FAFSA (Free Application for Federal Student Aid) – is the application for applying for federal student aid, such as Pell grants and other financial support (Federal Student Aid, <https://studentaid.ed.gov/sa/>).

Financial Aid – comprises various forms of college funds, including scholarships, grants and loans. Many schools also offer work-study programs to offset tuition costs (College Foundation of North Carolina, <http://www.cfnc.org>).

GPA (Grade Point Average) – is calculated based on the grades obtained in individual classes, usually on a four-point scale. A equals four points, B equals three points, C equals two points, D equals one point, and F equals zero points. High school GPA is indicated on the student's school transcript, and is part of the evaluation for college admission. Postsecondary GPA is used to evaluate students transferring from one college to another (College Foundation of North Carolina, <http://www.cfnc.org>).

Grants – are sources of funds students can apply for to help off-set the expense of college and are typically based on financial need. Evidence of income is required. While grants may be offered from various sources, a common grant available to college students by apply to FAFSA is the Pell Grant. In 2013-2014 more than one-third of undergraduate college students received a Pell Grant.

Scholarships – are another source of funds students can apply for to off-set the expense of college. Scholarships are generally merit-based rather than need-based and may come from a number of sources, including colleges (e.g., athletic scholarships) or foundations. Foundations typically have specific interest areas or requirements (e.g., students pursuing a STEM career, or veterans or children of veterans).

SAT (Scholastic Assessment Test) – is a test that measures mathematical, critical reading and writing skills. Students take this test during their junior or senior year. Many colleges require SAT scores as part of their application process (College Foundation of North Carolina, <http://www.cfnc.org>).

Work-study programs – provide students with part-time jobs during the school year as part of their financial aid package. The jobs are often located at the school (College Foundation of North Carolina, <http://www.cfnc.org>).

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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Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Harackiewicz, J. M., Rozek, C. S., Hulleman, C. S., & Hyde, J. S. (2012). Helping parents to motivate adolescents in mathematics and science: An experimental test of a utility-value intervention. <i>Psychological Science</i>, 23(8), 899-906.</p>	<p>A three-part intervention consisting of 2 brochures and a Web site, designed to help parents convey the importance of math and science courses to high school-aged children, was employed to determine whether it could lead students to take more math and science courses in high school.</p> <p>Parents in the control group did not receive any of these materials.</p>	<p>181 students Control = 100 Experimental = 81</p>	<p>Students in the experimental group took significantly more math and science classes during their last 2 years of high school (8.31 semesters) compared to the control group (7.5 semesters) $F(1,180)=4.70, p=.03, \beta=0.16$.</p> <p>Children of more highly educated parents took more math and science courses in high school $F(1,180)=9.35, p<.01, \beta=0.23$.</p> <p>Mother in the experimental group reported higher perceived utility value of math and science for</p>	<p>The intervention was administered over a 15-month period when students were in 10th and 11th grades. In October of 10th grade, a glossy brochure titled “Making Connections: Helping Your Teen Find Value in School” was addressed to both parents and mailed to each household. In January of 11th grade, a brochure titled “Making Connections: Helping Your Teen With the Choices Ahead” was mailed to each parent separately, along with a password giving access to a dedicated password-protected website called “Choices Ahead.” In the Spring of 11th grade, parents were asked to</p>

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			<p>their child than did mother in the control group ($z=2.09$, $p=.04$, $\beta=0.17$).</p> <p>Student in the experimental group reported having had more conversations with their parents about course choices, educational plans, and the importance of math and science ($z=2.30$, $p=.02$, $\beta=0.17$).</p> <p>Students perceived more STEM utility of their mothers had higher perceived utility ($z=2.13$, $p=.03$, $\beta=0.18$) and if they had more conversations with their parents ($z=3.11$, $p<.01$, $\beta=0.23$).</p>	<p>complete an online questionnaire to evaluate the Choices Ahead website.</p>



Best/Promising Practices

Promising Practice	Source(s)	Comments/ Limitations
<p>Looked at 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>Largest, positive effects were on the secondary education level (0.138), though not distinguishable by middle school vs. high school.</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 children about expectations and setting goals emerged as the most significant influence on student academic achievement.</p>
<p>Meta-analytic review of 51 studies investigated the</p>	<p>Jeynes, W. (2012). A meta-analysis of the</p>	<p>Overall, parental involvement programs statistically significantly impacted student achievement on all measures (effect size = 0.3).</p>



Promising Practice	Source(s)	Comments/ Limitations
influence of parental involvement programs on pre-kindergarten through 12 th grade students and the types of programs that help students the most.	efficacy of different parental involvement programs for urban students. <i>Urban Education, 47(4), 706-742.</i>	<p>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>
<p>Meta-analytic review investigated the influence of parental involvement on educational outcomes:</p> <ul style="list-style-type: none"> - Overall academic achievement. - Grades. - Standardized tests. - Other measures such as teacher rating scales and indices of academic attitudes and behaviors. 	Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student achievement: A meta-analysis. <i>Urban Education, 42(1), 82-110.</i>	<p>Overall, general parental involvement had a statistically significant positive effect (0.46) on the academic outcomes of urban secondary school students. Effect size decreased, but remained positive and significant with inclusion of statistical controls (i.e., SES, ethnicity). In other words, the correlations held across race.</p> <p>Parental expectations had the largest effect (0.88) on overall academic achievement, followed by parental style (0.40). Both measures of parental involvement had strongest effect on grades.</p> <p>Parental involvement programs had a positive effect (0.36) on student achievement.</p> <p>Overall, attendance and participation in school activities had no statistically significant effect on academic achievement overall, but did show some positive impact on grades.</p>