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

The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina 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.

Table of Contents

Overview

CISNC Introduction

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

Using Evidenced-Based Strategies

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

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

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

This document is written to provide schools with family engagement strategies based on the best evidence from prior research and recent evaluations in high schools. In the context of our review, we propose three strategies designed to help improve family engagement:
- Family Engagement – Student-Led Conference strategy
- Family Engagement – College & Career Readiness Planning 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). 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).

Purpose

The purpose of this document is to focus on one easy to implement strategy that will help prepare students to communicate with family members about their academic progress and interests, thus fostering opportunities for families to engage with their student about their academic learning, college and career goals, and desired family supports.

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

Implementation Plan

Uses

School staff can use the information provided in this guide to prepare students to lead conferences with parents and teachers. This activity will aid students in obtaining skills for revising their work, being more reflective about their learning, and connecting learning to interests and college and career goals.

Audiences

The primary audience for the lesson is high school teachers to help prepare students for leading parent-teacher conferences.

Activities

Listed below are several activities that schools should consider when planning to implement student-led conferences (SLCs) as a way to engage families in their student's learning. The activity highlighted is designed to help prepare students to lead a conference with teachers and parents.

- Read the literature on SLCs.
- Talk with schools that have successfully implemented SLCs.
- Offer professional development to teachers on implementing SLCs.
- Include opportunities in the curriculum for students to practice aspects of analyzing and reflecting on work, and communicating with others about academic progress and goal setting.
- Have students participate in values inventory to understand their own motivations.
- **Use rubrics to demonstrate how to evaluate work.**
- Prepare parents to participate in student-led conferences.
- Celebrate student successes following SLCs.
- Debrief with students following initial SLCs (Tuinstra & Hiatt-Michael, 2004).

Materials/Equipment/Space

- Unit/Lesson content with assignment that is suitably complex for demonstrating understanding
- Rubric
- Notebook or laptop for recording reflections on student work and scripting discussion for SLC

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

Time

- Allow 2 ½ hours (in addition to instruction and assignment time associated with the subject of unit/lesson) to: discuss rubric, conduct self-assessment of initial work; write a reflective summary of final work; practice SLC discussion with peers; and participate in a class debrief. Teachers may choose to assign one activity as homework (where indicated), thereby reducing classroom.
- Teachers will use a rubric with this lesson. If teachers do not have a rubric, additional time will be required to create a rubric (refer to Resources section), and to grade assignments and provide feedback aligned with rubric criteria.

Lesson Plan of Activity

Teachers can use the sample lesson as a guide to assist students with planning for and conducting their student-led conference with family member(s).

Sample Lesson – *Preparing Students to Lead Parent Conferences*

Activity	Process Notes
Teacher Preparation Select a unit or lesson in which students will be required to submit an individual assignment.	*A writing intensive assignment, such as a research paper, or an individual project or problem-based assignment would work well for this activity.* *The assignment should allow students the opportunity to do a self-assessment and revision of their work prior to submitting the final for grading.*
Introduce the Unit/Lesson and Assignment – 5 minutes Share with students the learning objectives of the unit/lesson. Let students know that with this unit/lesson they will have one specific assignment that they will complete and include in their student portfolio and should consider using in their student-led conference. Let students know that they should record notes about their learning and their thinking/working processes throughout the unit/lesson. Let students know what the assignment is, what the process is for working through the assignment, including submitting topics for approval, interim drafts, self-assessment reports, and final submission dates.	*There may be multiple student assignments, but the assignment for the portfolio should be sufficiently complex and demonstrate significant learning.*
Let students know that they will be conducting a practice conference with a group of peers after they	*Teachers should not require students to reveal their final grades with peers, rather students should*

Activity	Process Notes
have received their final graded assignment.	*discuss aspects of their learning, learning/work processes, and strengths and weaknesses, etc., when practicing with peers (see guiding reflective questions).*
Introduce the Assignment and Rubric – 20 minutes At the appropriate time in the unit/lesson, introduce the assignment students will use for inclusion in their portfolio and for their SLC. At the time the assignment is introduced, share the rubric with students and guide them through the criteria for each domain of the rubric. - Discuss with students some general examples of the criteria (this will be particularly important if rubrics have not been used for student grading regularly). - Talk through your logic for setting the criteria for each domain and provide examples of what a strong rating and a lesser rating would be. Remind students of due date for initial submission of their assignment.	*Teachers may want to create a resource folder on a common drive or learning management platform with specific instructions about the assignment and the scoring rubric that students can access. Additionally, teachers may want to set dates for students to post their progress to the folder for teacher review and feedback.* *Teachers may want to create some samples to accompany their various criteria listed in the rubric. If the assignment has been used previously, Teacher may request from a former student of a strong submission to show excerpts of their work to illustrate how they arrived at grading. Note: student samples should be used only as positive examples; if the teacher wants to show a comparison that is less than adequate, the teacher should create that sample.* *Some teachers may choose to have students provide feedback on the rubric before finalizing it, or engage the students in a whole class activity of creating the rubric.*
Student Self-Assessment of Initial Assignment – 35 minutes for reflective activity Review the rubric criteria with students. If you recognize patterns in which students did not do a good job of demonstrating understanding of the content, then you may want to review the content. If you recognize patterns in which students seem to have an understanding of content, but did not do well in presentation (e.g., poorly stated thesis, poor grammar or organization, incomplete thoughts, etc.), then you may want to provide some general feedback or restate examples that differentiate the criteria between a high score and a lesser score. In class, have students grade own paper/project using the scoring rubric and recording their justification for their scoring of each domain based on the rubric criteria. Students will keep this information for now to guide their revisions to	*Have students submit their initial assignments to you several days in advance of this activity so that you will have had time to review and provide feedback on the student work. However, do not give feedback to students until after they have completed their own self-assessment of their work.* - *During the initial feedback phase, teacher should pose feedback as questions so as to require students to be reflective and/or analytical about how to make changes.* *Teachers may want to create a template to guide student self-assessment comments. This could easily be done by adding a comment box for each domain in the rubric.*

Activity	Process Notes
their work, but will submit their self-assessment when they submit their final paper/project.	*After students have completed the self-assessment of their assignment, provide students with your written feedback on their assignment.*
Announce the date students must submit their final paper/project. - Let them know that they will also need to submit their self-assessment when they submit their final.	*Allow appropriate time in class and/or for homework for students to make revisions to their paper/project.*
Student Reflection of Learning – 30 minutes for reflective activity Have students review their work and write a reflective summary that includes: - What were the strengths of their work on this assignment? - What were the weaknesses of their work on this assignment? • Why do they think this was the case? Where there aspects of the content that they did not fully understand? Did they have trouble communicating their understanding? What could they have done differently to better understand the content and/or demonstrate their understanding? - What were their greatest learnings from the assignment? Content? Process? - What aspects of the assignment did they like most? Why? - Did this assignment relate to their college and/or career interests in any way? If yes, how?	*Return final graded assignments to students.* *This can be done as a class assignment or as homework.*

Practice Student-Led Discussion of Portfolio Assignment – 45 minutes
 	
Let students know that they will have 5 minutes to present to their peer group their reflections on their performance and learning during their work on the assignment. Students should use the reflective summary questions noted above as their guide.
 	
Outline the process in the notes for presentation and active listening.
 	
Remind students that feedback should be constructive and meaningful as students prepare for student-led conferences with parents and/or other adults about their work.
	Depending on class size, group students into teams of three. The process will be:
	1. *Presenting student will have 5 minutes to give his/her presentation.*
	   - *Peers will listen only during the presentation.*
	2. *At completion of the student presentation, first peer will have 1 minute to give feedback on how well s/he presented reflective information about his/her learning.*
	   - *Presenting student will listen only.*
	3. *Repeat process with second peer in group.*
	4. *After peers have provided feedback, presenting student will have 1 minute to repeat the salient points heard from the feedback provided by peers.*
	5. *Return to step 1 and repeat process for each student in the group.*

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Activity	Process Notes
At the completion of this activity conduct a whole-class debrief. Encourage students to share: - How comfortable they felt discussing their learning strengths and /or weaknesses with peers. - How comfortable they think they would feel presenting this type of information to family members during a conference. - How (if) the process contributed to their learning of the content. - How (if) the process helped them think more about how to better demonstrate their understanding of the content. - How (if) the process helped them be more reflective about their own learning.	

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., and 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.

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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.

Andrade, Heidi (2008). Self-Assessment Through Rubrics. *ASCD, Educational Leadership 65*(4), 60-63.

Andrade, Heidi (2005). Teaching with Rubrics: The Good, the Bad, and the Ugly. *College Teaching 53*(1), 27-30. Retrieved from
https://e-learn.sdu.dk/bbcswebdav/courses/E-learn_Support_Center/Andrade_2005_good_bad_ugly.pdf

Edutopia – http://www.edutopia.org
Resources for Using Rubrics in the Middle Grades http://www.edutopia.org/rubrics-middle-school-resources

Kathy Schrock's Guide to Everything
Assessment and Rubrics
http://www.schrockguide.net/assessment-and-rubrics.html

New York City Department of Education: Washington Heights Expeditionary Learning School – http://schools.nyc.gov
Student-Led Conference Faculty Handbook.
http://schools.nyc.gov/NR/rdonlyres/74094537-E265-44BE-A841-EBE5C6139714/0/WHEELSStudentLedConferenceHandbook20082009.pdf

The Cornerstone for Teachers – http://thecornerstoneforteachers.com/
Sample (teacher) Questions For Student-Led Conferences http://thecornerstoneforteachers.com/documents/Student%20Led%20Conference%20Question%20Sheet.pdf

The following resources will provide additional information and suggestions for enhancing activities related to family engagement. 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.

Bailey, J., & Guskey, T. (2001). Implementing student-led conferences (Experts in Assessment Series). Thousand Oaks, CA: Corwin Press.

Goodman, A. (2008). Student-led, teacher-supported conferences: Improving communication across an urban district. *Middle School Journal*.
See Figure 3: Tri-fold roles at-a-glance
http://www.asdk12.org/middlelink/SLC/about/MSJ_Jan08_Goodman.pdf

National Association of Secondary School Principals – http://www.nassp.org/
Shulkind, S. B. (2008). New conversations: Student-led conferences. *Principal Leadership*, *9*(1), 54-58.
http://www.nassp.org/Portals/0/content/58058.pdf

Pihlgren, A. (2013, September). Student-led parent conferences: An evaluation. Paper presented at the European Conference on Educational Research, Istanbul, Turkey.
http://www.kunskapskallan.com/wp-content/uploads/2013/09/Student-Led-ParentConferences-Ann-S-Pihlgren.pdf

The following resources are optional resources identified to provide additional information and concepts, or to be used in sharing with others or to expand the activity. Read through these resources to become familiar with the information 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

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 – 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:
> 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.

Students
- Use rubric to both guide and assess:
  - Student's selection and organization of schoolwork to present during conference.
  - Discussion of academic progress.
- Student feedback about comfort level in leading parent-teacher conferences.
- Changes in student performance.
- Changes in student engagement.
- Changes in student metacognitive processes.

Parents/Family Members
- Participation in student-led conference.
- 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.
  - Participation in student-led conferences.
  - Attendance at school events.
  - PTA/PTO membership levels.

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]

Rubric – "A rubric is typically an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards in the classroom, or to measure their attainment against a consistent set of criteria. In instructional settings, rubrics clearly define academic expectations for students and help to ensure consistency in the evaluation of academic work from student to student, assignment to assignment, or course to course" (Great Schools Partnership, n.d.). Rubrics are also used as scoring instruments to determine grades or the degree to which learning standards have been demonstrated or attained by students. While "rubrics are often used to grade student work, they can serve [to] teach as well as evaluate. When used as part of a formative, student-centered approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work. Students should be able to use rubrics in many of the same ways that teachers use them—to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards" (Andrade, n.d.).

Student-Led Conference – a conference in which the teacher, parent, and student meet (typically at the end of the first few grading periods) and in which the student takes the lead to present examples of his/her work to the parent that reflects his/her academic progress, strengths and weaknesses, discusses academic progress goals, and suggests support for meeting goals. Students may also discuss academic behavioral strengths and weaknesses (e.g., study skills, time management, attendance, etc.) as they relate to academic performance and needed supports. Parents listen to student and pose questions for clarification, to identify support needs, and to help set expectations. Teachers listen and facilitate discussion between student and parent, and provide constructive input on academic performance and goal setting.

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

Appendix B: References

Agronick, G., Clark, A., O'Donnell, L., and 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.

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.

Andrade, H. (n.d.). What is a rubric? ALTEC at University of Kansas. Retrieved from: http://rubistar.4teachers.org/index.php?screen=WhatIs

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

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

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.

Great Schools Partnership (n.d.). The Glossary of Education Reform. Retrieved from: http://edglossary.org/

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

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

Tuinstra, C. and Hiatt-Michael, D. (2004). Student-Led Parent Conferences in Middle School. *The School Community Journal.* Retrieved from: http://www.adi.org/journal/ss04/Tuinstra%20%26%20Hiatt-Michael.pdf

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
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. *Psychological Science, 23*(8), 899-906.	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. Parents in the control group did not receive any of these materials.	181 students Control = 100 Experimental = 81	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) $F(1,180)=4.70$, $p=.03$, $\beta=0.16$. Children of more highly educated parents took more math and science courses in high school $F(1,180)=9.35$, $p<.01$, $\beta=0.23$. Mother in the experimental group reported higher perceived utility value of math and science for	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

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			their child than did mother in the control group (z=2.09, p.04, β=0.17). 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, β=0.17). Students perceived more STEM utility of their mothers had higher perceived utility (z=2.13, p=.03, β=0.18) and if they had more conversations with their parents (z=3.11, p<.01, β=0.23).	complete an online questionnaire to evaluate the Choices Ahead website.

Best/Promising Practices

Promising Practice	Source(s)	Comments/Limitations
Looked at relationship between types of parental involvement and student academic achievement: - 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	Castro, M., Esposito-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14*, 33-46.	Positive association between greater parental involvement and better academic results (avg. effect size 0.124, p<.001). Parental expectations (as a type of parental involvement) had largest effect on student academic achievement (effect size 0.224). 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. Largest, positive effects were on the secondary education level (0.138), though not distinguishable by middle school vs. high school. *Parental attendance and participation in school activities showed no statistically significant relationship to student academic achievement. **Authors note that "the largest effects are associated with variables outside of the scope of administrators or policy makers." (p.43) In other words, parents talking to their children about expectations and setting goals emerged as the most significant influence on student academic achievement.

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Promising Practice	Source(s)	Comments/Limitations
Meta-analytic review of 51 studies investigated the influence of parental involvement programs on pre-kindergarten through 12th grade students and the types of programs that help students the most.	Jeynes, W. (2012). A meta-analysis of the efficacy of different parental involvement programs for urban students. *Urban Education, 47*(4), 706-742.	Overall, parental involvement programs statistically significantly impacted student achievement on all measures (effect size = 0.3). Program effect overall was stronger for secondary students (0.35) than for younger students (0.29), and a little stronger for standardized achievement (0.31) than for non-standardized measures such as GPA and teacher ratings. Shared reading programs yielded the highest statistically significant effect sizes (0.51), followed by those that emphasized partnership (0.35), communication between parents and teachers (0.28), and checking homework (0.27).
Meta-analytic review investigated the influence of parental involvement on educational outcomes: - 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. *Urban Education, 42*(1), 82-110.	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. 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. Parental involvement programs had a positive effect (0.36) on student achievement. Overall, attendance and participation in school activities had

Promising Practice	Source(s)	Comments/Limitations
		no statistically significant effect on academic achievement overall, but did show some positive impact on grades.