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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 – Student Led Conferences strategy
- Family Engagement – College and Career Readiness strategy
- Family Engagement – Financial 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 to engage families in their student's college planning by assisting them with completing the FAFSA form. Through this strategy schools foster college going expectations, engage families and students as partners in student's academic future, and prove valuable 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 assist families and students in becoming aware of the financial aid opportunities available to students for paying for college as well as help families understand and complete the FAFSA form. The school counselor or college liaison should likely be the leader of the workshop since this is the person who likely has the most contact with students in assisting with college-related questions. The school counselor may connect with the financial aid officer at a local University or Community College to assist with the training.

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 begin or continue planning for college. The activity highlighted is designed to help families and students become more aware of the financial aid opportunities available to students for paying for college as well as help families understand and complete the FAFSA form.

- 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

- Space for families and students to sit together to complete FAFSA form
 - Consider holding in a computer lab (or make computers available) to walk families through the online application; but have copies of the mail-in form available as well in case families are not comfortable submitting online or may not have home access for online submission
- Presentation slides (refer to Resource section for links)
 - Financial Literacy Resources Presentation
 - Finding Money for College Presentation
 - 2015-2016 FAFSA on the Web Screen Shots
- Handouts (refer to Resource section for links)
 - College Preparation Checklist
 - Do You Need Money for College? Federal Student Aid at a Glance 2015-16
 - Funding Your Education
 - Be a Responsible Borrower: Plan Ahead and Graduate with Less Debt
 - Federal Student Loan Programs
 - Federal Student Grant Programs
 - How to Create an FSA ID FAFSA on the Web Worksheet (for those planning to apply online)
 - FAFSA Full Application (for those mailing application)

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

Time

- Allow 45-60 minutes for the *Financial Literacy Resources* overview workshop.
- Allow 90 minutes for the *FAFSA Step-by-Step* workshop.
- School staff should remain available for an additional 15 minutes to address individual questions from parents.

Lesson Plan of Activity

School staff can use this guide to plan a family engagement activity that provides financial literacy instruction for students and family members during a FAFSA Night. Depending on the needs of high school seniors and their families, the school can plan a 45-60 minute broad overview of options for funding their student's college education, which would include an overview of the FAFSA process and resources to guide financial options. Or if the school determines that there is a need to assist students and their families with completing the FAFSA form, then a 90 minute workshop can be conducted to guide participants step-by-step through the application process.



Sample Lesson – Family FAFSA Night

Activity	Process Notes
Planning Phase	
Set Goals	<p>Determine the goals for this event.</p> <ul style="list-style-type: none"> - Is the goal of the event to share information with students and families about the broad range of options for financing college, of which discussing the FAFSA and tips related to completing it is just one aspect of the workshop? Or - Is the goal to take students and families step-by-step through completing the FAFSA form? - It could be that both types of events are needed, but they may not occur at the same time (could be very lengthy to combine both together), and because of the difference in focus, will require different planning and materials.
Use a Checklist	Use the checklist “How to Host a Financial Aid Event in Your Community” referenced in the Resource section of this guide to help you plan your event.
Select Location, Date, and Time (allow 60 days for planning phase)	<p>Identify the best date and time to hold the training. Check the CFNC calendar to see when FAFSA forms are due each year to alert families of the timeline.</p> <ul style="list-style-type: none"> - Consider holding the event during the annual CFNC College Application Week (check http://www.cfnc.org for annual dates). <p>Depending on the workshop, plan for 60 or 90 minutes. Anticipate what time will work best for the majority of parents to attend.</p> <ul style="list-style-type: none"> - Consider holding multiple sessions at varied times to accommodate parents who work both evening and daytime hours. <p>Identify a location that will accommodate family members and students.</p> <ul style="list-style-type: none"> • Consider holding training in a computer lab (or make computers available) to walk families through the online application; but have copies of the mail-in form available as well in case families are not comfortable submitting online or may not have home access for online submission.
Advertise the Event (30 days before event)	<p>Advertise event well in advance through multiple venues. Consider your event goals when planning advertising. Consider advertising:</p> <ul style="list-style-type: none"> - On school website. - Through social media. - With letters home to parents. - On posters throughout the school. - By posting announcements at local venues (e.g., libraries, local shops and cafes). - With announcements on local news stations.
Gather Materials (30 days before event)	<p>Materials and handouts identified in this sample lesson can be obtained from the U.S. Department of Education Financial Aid Toolkit website (see the Resources section of this guide for links to specific materials).</p> <ul style="list-style-type: none"> - Plan for the number of copies you will need of each handout. <ul style="list-style-type: none"> • Review list of handouts – some should be included in each family packet and some may be made available as supplementary materials. • Handouts are available in English and Spanish. - Order at least 30 days in advance to ensure materials arrive in time.

TIER 1: HIGH SCHOOL FAMILY ENGAGEMENT: FAFSA NIGHT

Activity	Process Notes
Obtain Assistance (30 days before event)	<p><i>Solicit additional school staff to assist with the workshop.</i></p> <ul style="list-style-type: none"> - <i>Anticipate the number of participants that you are likely to have and solicit enough school staff to assist. If conducting the FAFSA Step-by-Step Application workshop, then you are likely to need more supporting staff to help (e.g., to check for understanding, help answer individual questions, ensure participants are on pace).</i> - <i>Review the content, materials, and specifics of how they will assist during the workshop (e.g., common FAFSA questions, helping with calculations, understanding what documents families need to complete the FAFSA, helping with translations if ESL participants).</i> - <i>Consider contacting the financial aid officer at a local university or community college to assist with training.</i> <ul style="list-style-type: none"> • <i>Someone who has worked in the financial aid office of an IHE (Institute of Higher Education) for several years will be able to answer questions quickly and provide tips to avoid pitfalls.</i>
Content Planning (1-2 weeks before event)	<p><i>Download, review, and customize the presentation slides listed in the Resource section of this guide. The slides were developed for FAFSA training and provided by the U.S. Department of Education.</i></p> <ul style="list-style-type: none"> - <i>Review slides to determine which to use based on proposed workshop goals and intended outcomes.</i> <ul style="list-style-type: none"> • <i>Consider most important needs of families attending training.</i> • <i>Consider the amount of time available for the workshop (e.g., is the workshop an informational overview of financial aid options, or is it intended as a FAFSA step-by-step process).</i> - <i>Customize the slides with school information as appropriate (e.g., opening and closing slides, contact information).</i> <p><i>Prepare handout packets for each family.</i></p> <ul style="list-style-type: none"> - <i>Refer to list in the Resources section for handouts to include.</i> - <i>Prepare a summary agenda.</i> - <i>Collect other materials (e.g., extra pencils, note pads, calculators).</i> <p><i>Review agenda, presentation, and roles and responsibilities with others presenting and/or assisting with the training.</i></p> <ul style="list-style-type: none"> - <i>Ensure that those who are assisting with the event have a complete packet of all materials, including the speakers' materials.</i>
The Workshop	
Meet & Greet	<p><i>Allow a few minutes before the workshop start for families to sign-in, fill out a name tag, pick up handout packet, and meet staff and other families.</i></p> <ul style="list-style-type: none"> - <i>Provide self-stick name tags and markers for participants to fill-out.</i>
Introductions and Workshop Overview	<p><i>Introduce all school staff and presenters.</i></p> <p><i>Quickly ask family members to introduce themselves and who their student is.</i></p> <p><i>Provide short overview of the purpose and intended outcomes of the workshop (e.g., there are options for obtaining financial aid to help students pay for college, will be reviewing process for completing the FAFSA).</i></p>



Activity	Process Notes
Financial Literacy Resources Presentation (Broad overview of options for financing college)	<p><i>Presentation provides an overview of financial literacy resources available to help students prepare financially for college and borrowing.</i></p> <ul style="list-style-type: none"> - 23 slides. - Talking points embedded in notes section of slides. - This presentation might be optional depending on what the workshop goals are (i.e., if you intend to do a full FAFSA step-by-step process, then you may not have time, nor have the need to do this presentation).
Finding Money for College Presentation (Can be used as secondary presentation with the Financial Literacy Resources event, listed above, or as introductory presentation to the Step-by-Step FAFSA event listed below).	<p><i>This presentation provides a basic introduction to types of financial aid and how to apply for federal student aid using the FAFSA.</i></p> <ul style="list-style-type: none"> - 20 slides. - Talking points embedded in notes section of slides. - Some content is dollar amount specific and may change with each academic year depending on federal and state funding. Check the ED and CFNC websites to update dollar amounts. - If collaborating with an IHE, consider asking IHE to review, update, and present this information.
2015-2016 FAFSA on the Web Screen Shots Presentation	<p><i>Presentation provides screen shots of the 2015-2016 FAFSA site.</i></p> <ul style="list-style-type: none"> - 102 slides. - Talking points embedded in notes section of slides. - Step-by-step guide of the online application form. - Presentation is specific to the year; check website for annual updates. <p><i>This presentation is the step-by-step guide for completing the online application, thus:</i></p> <ul style="list-style-type: none"> - Refer to the Step-by-step Instructions for Completing the FAFSA (refer to link in the Resources section of this guide). - Plan for pacing during this part of the workshop. - Ask staff to circulate to check for understanding of instructions and to assist with individual questions. <ul style="list-style-type: none"> • Staff should be discrete as they may see some sensitive family information while responding to individual questions.
Q & A	<p><i>Allow some time before the workshop ends to take some general questions.</i></p> <ul style="list-style-type: none"> - Take questions with broadest appeal. - Offer to stay and talk to those who may have specific questions or questions that may require additional time for response. <p><i>Provide some summary tips such as key dates, links/resources to obtain additional information, etc.</i></p>
Wrap-up the training, provide contact information, and make additional handouts available.	<p><i>Thank families for coming and giving you their attention. Stress that the school is their partner in helping their student to be successful in school and in life.</i></p> <p><i>Identify the point of contact if students have additional questions.</i></p> <ul style="list-style-type: none"> - Let families know the types of questions that you will be able to answer and those you will not be able to answer as it pertains to families completing the application.



TIER 1: HIGH SCHOOL FAMILY ENGAGEMENT: FAFSA NIGHT

Activity	Process Notes
Assess Success	
Participant Survey	<p><i>Consider developing a short participant survey to assess how well the event met the goals and needs of the participants.</i></p> <ul style="list-style-type: none"> - <i>Provide opportunities for open-ended responses to gain insight into questions that participants may still have concerning finding their child's college education.</i>
Event Leaders Reflective Debrief	<p><i>Invite event planners, presenters, and support staff to debrief the overall effectiveness of the event in relation to the goals and intended outcomes. Record lessons learned about the planning process as well as the event presentation/activity.</i></p> <ul style="list-style-type: none"> - <i>What worked?</i> - <i>What could work better?</i> - <i>Should anything be added or dropped?</i> - <i>Where there any special contextual factors that should be considered before making changes to the next event?</i>



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: 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.

Example 2: 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>

Resources

The following links offer resources to assist schools in planning and implementing a FAFSA night. Visit links for information, checklists, presentation slides, workshop handouts, and supplementary materials.

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

Preparation: additional tips for planning a FAFSA event.

How to Host a Financial Aid Event in Your Community

<http://www.financialaidtoolkit.ed.gov/resources/how-to-host-a-financial-aid-event-in-your-community.pdf>

Order Federal Student Aid Publications

<http://www.financialaidtoolkit.ed.gov/resources/order-federal-student-aid-publications.pdf>

Step-by-step Instructions for Completing the FAFSA

<https://studentaid.ed.gov/sa/sites/default/files/2015-16-completing-fafsa.pdf>

2015-2016 Counselors and Mentors Handbook on Federal Student Aid: A Guide for Those Advising Students About Financial Aid for Higher Education -

<https://studentaid.ed.gov/sa/sites/default/files/financial-aid-and-undocumented-students.pdf>

Presentation Slides: Access and customize to school event.

List of all resources available in the Financial Aid Toolkit

<http://www.financialaidtoolkit.ed.gov/tk/resources/all.jsp>

Scroll to the following presentations and download to computer for editing and use:

Financial Literacy Resources Presentation

Finding Money for College Presentation

2015-2016 FAFSA on the Web Screen Shots Presentation

Workshop Handouts: Order hard copies of handouts and forms (available in English and Spanish) in advance (allowing at least 30 days in advance is recommended) to create a handout packet or have on hand. Links to these resources can be made available on a college planning page on the school website as well.

College Preparation Checklist

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

Do You Need Money for College? Federal Student Aid at a Glance 2015-16

<https://studentaid.ed.gov/sa/sites/default/files/2015-16-do-you-need-money.pdf>

Funding Your Education

<https://studentaid.ed.gov/sa/sites/default/files/funding-your-education.pdf>

Be a Responsible Borrower: Plan Ahead and Graduate with Less Debt

<https://studentaid.ed.gov/sa/sites/default/files/responsible-borrower.pdf>

Federal Student Loan Programs

<https://studentaid.ed.gov/sa/sites/default/files/funding-your-education.pdf>

Federal Student Grant Programs

<https://studentaid.ed.gov/sa/sites/default/files/federal-grant-programs.pdf>

How to Create an FSA ID

<http://ifap.ed.gov/eannouncements/attachments/050415FSAIDReplaceHowToCreateFSAIDGuideATTACH.pdf>

FAFSA on the Web Worksheet (for those planning to apply online)

<https://studentaid.ed.gov/sa/sites/default/files/2015-16-fafsa-worksheet.pdf>

FAFSA full application for those mailing application

<https://studentaid.ed.gov/sa/sites/default/files/2015-16-fafsa.pdf>

Supplementary Resources: For students and parents.

Step-by-step Instructions for Completing the FAFSA

<https://studentaid.ed.gov/sa/sites/default/files/2015-16-completing-fafsa.pdf>

Am I Dependent or Independent?

<https://studentaid.ed.gov/sa/sites/default/files/2015-16-fafsa.pdf>

Financial Aid and Undocumented Students

<https://studentaid.ed.gov/sa/sites/default/files/financial-aid-and-undocumented-students.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>

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>

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>

Interest and skills inventories

<https://www1.cfnc.org/Plan/For A Career/Learn About Yourself/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>

Glossary

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

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 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>

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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.

Family Data

- Track participation data
- Participant exit survey
 - Develop short participant survey to be completed before participants leave.
 - Give one to the family member(s) and one to the student to complete.
 - Assess how well the event met the goals and needs of the participants.
 - Provide opportunities for open-ended responses to gain insights into questions that participants may still have concerning finding their child's college education.
 - If school conducts an annual family or student survey, include questions that ask whether student plans to go to college following high school and whether students plans to apply for financial aid to assist in paying for college.

School Staff Data

- Conduct an event leaders reflective debrief
 - Invite event planners, presenters, and support staff to debrief the overall effectiveness of the event in relation to the goals and intended outcomes. Record lessons learned about the planning process as well as the event presentation/activity.
 - What worked?
 - What could work better?
 - Should anything be added or dropped?
 - Where there any special contextual factors that should be considered before making changes to the next event?

Appendices

A. Glossary

B. References

C. Research Alignment



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 or 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 influence of parental involvement programs</p>	<p>Jeynes, W. (2012). A meta-analysis of the efficacy of different parental involvement</p>	<p>Overall, parental involvement programs statistically significantly impacted student achievement on all measures (effect size = 0.3). Program effect overall was stronger for secondary students (0.35) than for younger students (0.29), and a little stronger for standardized achievement (0.31)</p>



Promising Practice	Source(s)	Comments/ Limitations
<p>on pre-kindergarten through 12th grade students and the types of programs that help students the most.</p>	<p>programs for urban students. <i>Urban Education</i>, 47(4), 706-742.</p>	<p>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. 	<p>Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student achievement: A meta-analysis. <i>Urban Education</i>, 42(1), 82-110.</p>	<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>