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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/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/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 middle schools. In the context of our review, we propose three strategies designed to help improve family engagement:

- Family Engagement – College Goal Setting 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 middle 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 middle 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 middle 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 middle school student began or continue planning for college. The activity highlighted is designed to communicate with parents about the importance of helping middle school students begin setting goals and action steps to ensure they are prepared for a successful college experience.

- **Communicate with families about how to help their middle school student plan and prepare for college.**
- Conduct college planning workshops for families.
- Post information and links to resources about college planning on the school website.
- Establish a college-going culture in the school that engages students in conversations about college interests, expectations, plans.
- 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 - *Helping Your Middle School Student Plan and Prepare 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 their student plan and prepare for college.

Sample Lesson – Helping Your Middle School Student Plan and Prepare for College

Talking Points	Slides
<p>Let parents know that you will be taking about 10-15 minutes to share information with them about how they can help their middle 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 – Helping Your Middle School Student Plan and Prepare 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 more a year than someone with only a high school degree. - 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>	<p><i>Slide # 3 – Median Annual Earnings by Education Level (2011)</i></p>





Talking Points	Slides
<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>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>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>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><i>Slide # 5 – North Carolina Higher Education Options</i></p>
<p>While middle 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>Therefore, parents, as the main influencers in their child's life can help their child plan for college by actively engaging them in activities and discussions to:</p> <ul style="list-style-type: none"> - Identify career interests, set goals, and develop an action plan. - Understand and meet college entrance requirements. - Develop strong academic behaviors. - Develop a college financial plan. 	<p><i>Slide # 6 – How You Can Help Your Student Get Into the Right College</i></p>
<p>Parents can help their student begin planning for college by regularly engaging them in conversations and activities that help them explore their interests, reflect on their values and beliefs, and begin setting actionable goals.</p> <ul style="list-style-type: none"> - Talk to your student about their values and beliefs and encourage them to write these down and keep them in mind as they explore career options. - There are many surveys and profile instruments available, to help students identify strong skills and interests, and link them to career fields. Check out the College Foundation of North Carolina, better known as CFNC website to get started. <ul style="list-style-type: none"> • Students will need to set up an account (no fee is involved), and should keep their ID and passcode so as to have easy access, as this is a site with numerous resources to help NC students plan and prepare for college. - Spend time with your student searching college websites to find information related to degree programs and majors, entrance requirements, fees, financial aid options, and more. <ul style="list-style-type: none"> • Many college websites have virtual tours, but you will want to plan visits to college campuses of greatest interest with your students to get a sense of the culture and environment. • Students and families should reflect together on what factors are most important when considering a college. - Help your student begin setting career goals. 	<p><i>Slide # 7 – Identify Career Interests, Set Goals, and Develop Action Plan</i></p>

Talking Points	Slides
<ul style="list-style-type: none"> • Goals are not etched in stone, but it is important to set goals. <ul style="list-style-type: none"> ○ Individuals who set goals and develop action plans are more likely to stay on track and achieve what they want than those who do not set goals. - Develop action plans with dates and checklists to help your student stay on track. <ul style="list-style-type: none"> • Including a coursetaking plan will help students ensure they register for the high school courses they will need to meet college entrance requirements. • Likewise, adding SAT and/or ACT test dates to the action plan can help ensure that your student begins preparing for and takes the tests at the appropriate time. - Having your student create a notebook with a multi-year calendar, pages for journaling to explore interests and goals, and folders with information from colleges, as well as college applications and financial aid forms helps to keep all information in one place. <ul style="list-style-type: none"> • Plan time with your student to access this information periodically throughout each school year so that you and your student can review your family’s college planning progress for your student. • This also reinforces your expectation that your student will go to college. 	
<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 middle 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 middle school are not likely to change in high school.</p> <p>You can remind your student of the importance of their middle 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. • Visit 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>Slide # 8 – Understand and 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><i>Slide # 9 – Foster Strong Academic Behaviors</i></p>





Talking Points	Slides
<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). - 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 # 10 – Develop a College Financial Plan</i></p>
<ul style="list-style-type: none"> - Stay in contact with your student’s school to get additional information. - Name the best point of contact at the school. 	<p><i>Slide # 11 – Ask Questions</i></p>
<p>College Foundation of North Carolina offers many resources for helping students and their families plan for college.</p> <p>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>	<p><i>Slide # 12 – Utilize Resources</i></p>
<ul style="list-style-type: none"> - 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. - Let families know that school staff will be available to take questions. 	<p><i>Slide # 13 – Closing Slide</i></p>

Tier 2 Intervention and Support Examples

Middle schools can foster family engagement by ensuring that the school culture is one that is inviting and welcomes active parent involvement at all levels – ranging from including parents to the school leadership team to encouraging strong teacher-family relationships. Strong relationships between schools and families lead to increased engagement for both family members and students.

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: Teacher-Family Relationships

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

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

Resources

The following resources are 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

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

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

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.

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
- D. Parent Presentation Slides

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). 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>Flay, B. R., & Allred, C. G. (2003). Long-term effects of the Positive Action® program. <i>American Journal of Health Behavior, 27</i>(1), S6-S21.</p>	<p>Positive Action® (PA) is a comprehensive, integrated, holistic elementary school program designed to influence student behavior and performance. It includes a detailed curriculum with daily lessons, a school wide climate program, and family- and community-involvement components.</p> <p>Overall, the program improved achievement by 16-52% and reduced disciplinary referrals by 78-85% in 2 separate school districts.</p>	<p>A matched-schools design and school-level achievement and disciplinary data were used to examine program effects on middle and high school achievement and behavior. A large southeastern school district that had a significant number of elementary schools (n=93) that implemented PA for four or more years before the 1997-98 school year was chosen for the study. Schools were matched based on % FRPL, % mobility, then on similar ethnic distribution because for non-PA schools in the district, poverty (%FRPL) was the</p>	<p>Middle school results were analyzed by low-PA (<60% of students being PA graduates), medium-PA (60-79%) and high-PA (80-100% PA graduates). Compared to low-PA schools, medium-PA scored better on reading (10.8%) and high-PA (16.5%). For math, medium-PA scored 11.4% better and high-PA 20.6% better than low-PA schools. Students in medium-PA schools had 31-37% less behavioral problems and high-PA schools 52-75% than low-PA schools.</p>	<p>Elementary schools integrated the program units in a scoped-and-sequenced classroom curriculum and school-climate program. Classroom teachers present 15-20 minute scripted lessons (over 140 lessons per grade) involving stories, role playing, games, music, etc. almost every day. The school-wide program promotes the practice and reinforcement of positive actions in the entire school. The parent program includes weekly lessons that link the family to the school activities.</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
		strongest predictor of academic achievement, % African American was the strongest predictor of behavior problems and % mobility was a strong predictor for behavior and achievement, and strongest predictor for attendance. Multivariate and univariate General Linear Models were used to analyze the sustained effects of the program on secondary school achievement.		

Best/Promising Practices

Promising Practice	Source(s)	Comments/Limitations
Meta-analytic review of the relationship between types of parental involvement and student academic achievement:	Castro, M., Esposito-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro-Asencio,	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



Promising Practice	Source(s)	Comments/Limitations
<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>E., & Gaviria J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. <i>Educational Research Review, 14</i>, 33-46.</p>	<p>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 50 correlational studies investigated the relationship between an array of parental involvement activities (later classified into school-based, home based, academic socialization) and student academic achievement</p>	<p>Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement.</p>	<p>Overall, there was a positive association between general parental involvement and academic achievement for middle school students (0.18). More specifically, academic achievement had the strongest positive association with academic socialization (creating an understanding about the purposes, goals and meaning of academic performance; communicating expectations about involvement; and</p>

MIDDLE SCHOOL FAMILY ENGAGEMENT: College Goal Setting



Promising Practice	Source(s)	Comments/Limitations
(reading, math, GPA).	<i>Developmental Psychology</i> , 45(3), 740-763.	<p>providing strategies for student's achievement) as a type of parental involvement. There was also a positive, but moderate association with school-based types of involvement (visiting, volunteering and attending school events).</p> <p>**Helping with homework had the strongest negative association with achievement; increased homework help assumes students are struggling academically.</p>
The study examined how parenting practices (i.e., monitoring, warmth and autonomy support) in middle school are related to adolescents' college enrollment 3 years after students' expected high school graduation date and the indirect effects of students' aspirations and school engagement.	<p>Hill, N. E., & Wang, M. (2015). From middle school to college: Developing aspirations, promoting engagement, and indirect pathways from parenting to post high school enrollment. <i>Developmental Psychology</i>, 51(2), 224-235.</p>	<p>MADICS dataset was used for analysis.</p> <p>1,472 families; 58% African American; 35% European American (7% biracial or other ethnicities); 51% female</p> <p>Wave 1- 7th grade (n=1,452); Wave 3 – 8th grade (n=1,157); Wave 4 – 11th grade (n=1,084; Wave 6 – 3 years beyond when most of the adolescents graduated high school (n=987)</p> <p>Parenting practices in 7th grade had significant indirect effects on college enrollment 3 years post high school through their effects on aspirations, school engagement, and GPA. All three parenting practices were positively and significantly related to aspirations, GPA, and behavioral engagement.</p> <p>Higher levels of educational aspirations at 8th grade were related to increases in GPA and the three types of school engagement between 8th and 11th grades.</p> <p>Monitoring had strong associations with GPA and behavioral</p>

Promising Practice	Source(s)	Comments/Limitations
		engagement for African Americans, whereas autonomy support had stronger associations with GPA for European Americans. Monitoring was more strongly related to GPA and behavioral engagement for low achievers, whereas autonomy support was more strongly related to aspirations for high achievers.
Meta-analytic review of 51 studies investigated the influence of parental involvement programs on pre-kindergarten through 12 th 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. <i>Urban Education, 47</i> (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).
The study examined longitudinal trajectories of parental involvement across middle and high school, and how these trajectories related to adolescents' academic, behavioral, and emotional adjustment.	Wang, M., Hill, N. E., & Hofkens, T. (2014). Parental involvement and African American and European American adolescents' academic, behavioral, and emotional development in secondary school.	Overall, the parents on average reported declines in preventive communication and the quality of communication between school and home from grades 7 to 11. From grades 7 to 11, parents reported increased provisions of structure at home, scaffolding independence and linking education to the future. African Americans reported more provision of structure at home, higher levels of linking education to the future, and lower levels of scaffolding independence in grade 7 than did European American parents.



Promising Practice	Source(s)	Comments/Limitations
	<p><i>Child Development</i>, 85(6), 2151-2168.</p>	<p>Parents from higher SES backgrounds reported providing more opportunities for scaffolding independence.</p> <p>All aspects of parental involvement were associated with improvements in GPA from 7th to 11th grades. A one standard deviation (SD) increase led to a reduced rate of decline by aspect of:</p> <ul style="list-style-type: none"> - Preventive communication (0.11) - Quality of communication (0.18) - Providing structure @ home (0.20) - Scaffolding independence (0.19) - Linking education to future success (0.13) <p>A positive effect of providing structure at home was stronger for African Americans.</p> <p>A one SD increase in preventive communication, providing structure at home, and linking education to future success was associated with decreased problem behaviors of 0.06, 0.13, and 0.13 respectively. No ethnic or SES differences were observed.</p>

