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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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Communities In Schools of North Carolina
222 North Person Street, Suite 203 | Raleigh, NC 27601
Phone: (919) 832-2700 | Toll Free: (800) 849-8881 | Fax: (919) 832-5436
<http://www.cisnc.org/>

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

- Family Engagement – Goal setting strategy
- Family Engagement – Middle school transition 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).

Family engagement in at-home literacy development significantly improves student reading outcomes (Crosby, Rasinski, Padak & Yildirim, 2015), and there is a positive association between family involvement and literacy performance levels for children whose mothers are relatively less educated (Dearing, Kreider, Simpkins & Weiss, 2006). Currently, more than 60% of middle and high school students are below the “proficient” level in reading achievement and 23% of eighth-grade students are below the basic reading level (Alliance for Excellent Education, 2014). These data indicate that millions of adolescents are not acquiring the essential skills needed for future success.

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 family engagement strategy that can be used in middle schools. Teachers and school staff can engage families through:

- A family event to promote literacy development.

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.

- Additional strategies to promote and increase family engagement.
- Tools and resources to share with parents.

Implementation Plan

Uses

School staff can use the information provided in this guide to communicate the importance of family engagement in literacy.

Audiences

The primary audience for the lesson is middle school families.

Activities

Listed below are several activities that schools can implement to engage families in the educational development of their student in school and at home. The activity highlighted is designed to promote family engagement in the literacy development of middle school students.

Classroom

- **Encourage parents to nurture students' literacy habits.**
- Two-way communication.
 - Progress reports, newsletters, conferences.
 - Publish materials in various languages.
- Create a welcoming climate.
 - Offer various methods of communication (phone, email, social media).
 - Provide opportunities to give feedback.
 - Provide families with a copy of the class's daily schedule.
 - Contact new families to welcome them to the school.

School-wide

- Set measurable goals and objectives to increase family engagement.
 - Establish family, school, community partnership as a core value or aspect of the school's mission.
 - Establish a standard set of evidence-based family engagement practices.
 - Evaluate regularly through surveys, interviews, focus group, family advocacy team.
 - Share data about the school/community to motivate action and participation
 - Organize programs with long-term focus.
 - Evaluate programs/events and share feedback with staff and families.
- Establish a welcoming school climate – See *Family Engagement Welcoming Climate* curriculum.

- Clean building, friendly office staff, welcome signs in multiple languages.
- Family resource room.
- Schedule evening events for working families – offer food, childcare, etc.
- Make student data easily accessible to families (e.g., grades, attendance records, etc.).
- Build relationships with families through activities that stress ownership, accountability and social networks.
 - Offer parent/family education workshops to increase knowledge and skills.
 - Curriculum and learning expectations.
 - Family-school communications.
 - Creating positive home learning environment.
 - Offer a parent/family website.
 - Leverage community resources.
 - Offer ESL, literacy and technology classes.
 - Parent advocates/liaisons to work with school staff and students.
 - Develop parental leadership.
 - Address barriers to family engagement.
 - Maintain visibility in the community (i.e., community events beyond the school walls).
- Offer professional development for staff.
 - Communicating with families: positively, frequently, personally, and timely.
 - Understanding family context, perspectives, culture/diversity.
 - Collaborating with other in-school programs (e.g., afterschool, Head Start, etc.).
 - Creating a culture of shared learning.
- Use incentives to encourage family engagement.
 - Reward teachers and counselors who use innovative strategies to reach out to families.
 - Praise families' efforts.

Materials/Equipment/Space

- Presentation slides – See Appendix D

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

Time

- Allow 20 minutes for the parent presentation and Q&A session.



Lesson Plan of Activity

Use the sample lesson with parents to promote literacy development and family engagement in students' education.

The lesson plan includes:

- Strategies for family and student engagement in literacy.
- Strategies for communicating with families.
- Resources for families on literacy development.

Review the resources listed in the Resource section. A presentation slide deck is included in Appendix D.

Sample Lesson – Family Literacy Night

Activity	Process Notes
<p>Welcome families and thank them for their commitment to their child's education.</p> <p>Let families know that the objectives of tonight are:</p> <ul style="list-style-type: none"> - To gain a deeper understanding of literacy at our school, and - Leave with a sense of what they can do at home with their student <p>Let families know that you want to spend about 10 minutes talking about literacy and how important it is to their child's academic success.</p> <p>Let families know that you will answer general attendance questions at the end.</p>	<p>Slide #1</p>
<p>Tell families:</p> <ul style="list-style-type: none"> - Nationally, the majority of students are leaving high school without the reading and writing skills needed to succeed in college and a career. - More than 60% of middle and high school students scored below the "proficient" level in reading achievement. - These results reveal that millions of young people cannot understand or evaluate text, provide relevant details, or support inferences about the written documents they read. - The development of strong literacy skills requires explicit instruction and extensive practice in reading, writing, and thinking across the curriculum. 	<p>Slide #2</p> <p><i>Note: Each percentage is an average of HS and MS reading combined.</i></p> <p>Source: http://www.nationsreportcard.gov/reading_math_g12_2013/#/what-knowledge</p>

Activity	Process Notes
<p>Tell families:</p> <ul style="list-style-type: none"> - Nationally, Twenty-two percent of eighth-grade students scored below the basic level in reading, which means that they do not have even partial mastery of the appropriate grade-level knowledge and skills. 	<p>Slide #3</p> <p><i>Basic level definition:</i> <i>Eighth-grade students performing at the Basic level should be able to locate information; identify statements of main idea, theme, or author’s purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.</i></p> <p>Source: http://www.ncpublicschools.org/docs/accountability/policyoperations/naep/2013naepfinalresults.pdf</p>
<p>Literacy at our School</p> <ul style="list-style-type: none"> - Insert your school and/or district reading data by grade. 	<p>Slide#4 - <i>If possible, incorporate a chart.</i></p> <p><i>See North Carolina Department of Instruction – School Report Card</i> <i>Retrieve from http://www.dpi.state.nc.us/src/</i></p>
<p>Literacy challenges at our school</p> <ul style="list-style-type: none"> - Based on the data, highlight areas where it appears that students in your school are struggling. 	<p>Slide #5 - <i>If possible, incorporate a chart.</i></p> <p><i>See NC Standard Course of Study for K-12 English Language Arts. Retrieve from http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/ncscs-ela.pdf</i></p>
<p>Tell families research on adolescent literacy suggests classroom and intervention practices that:</p> <ul style="list-style-type: none"> - Provide explicit vocabulary instruction. - Provide direct and explicit comprehension strategy instruction. - Provide opportunities for extended discussion of text meaning and interpretation. - Increase student motivation and engagement in literacy learning. - Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. 	<p>Slide #6</p> <p><i>Talking points for each bullet point:</i></p> <p>Provide explicit vocabulary instruction. <i>Expose students to new words in multiple ways. Consider creative ways to build up students’ vocabulary. Encourage students to look up word meaning in dictionaries; play Scrabble with older kids; while traveling in the car or bus, give students a word and ask them to come up with another word that has the same meaning. Use for all subjects including math, science, etc., not just English.</i></p> <p>Provide direct and explicit comprehension strategy instruction. <i>Help students understand how to read a text. For example, take a short story and starting with the title or headline, ask students to make predictions about what the article is about. After each paragraph ask students to give the main idea. Ask how the paragraph connects to the one before it.</i></p>



Activity	Process Notes
	<p>Provide opportunities for extended discussion of text meaning and interpretation. <i>Choose a text based on the student's interest and ask stimulating questions that will keep the student digging into and talking about the text for a while. Examples of questions that stimulate extended discussion:</i></p> <ul style="list-style-type: none"> - Ask students what they are thinking about as they are reading? What does the text remind you of? - What message do you think the author was trying to get you to understand/know/believe? Give an example. - Do you agree with the author; give an example to say why you agree or disagree? - Did the text make you feel any different/change your thoughts about the topic discussed? <p>Increase student motivation and engagement in literacy learning. <i>Provide a positive and engaging environment for reading at home. Build a home library based on student interest and grade level. Include challenging books. Read a book together that has been made into a movie. Watch movie together and compare and contrast the similarities and differences.</i></p> <p>Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. <i>If you notice your student is struggling, contact your child's teacher to learn about ways you can help at home and what the school can do to help. Spend more time reading aloud with your child. Look up resources online. Ask about nearby tutoring options offered through community groups or local colleges and universities.</i></p> <p>Source: <i>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8</i></p>
<p>Tell families, the expectations for future success have changed.</p>	<p>Slide #7</p> <p><i>More than a high school education means some</i></p>

Activity	Process Notes
	<p>college, vocational or trade school training is required. Source: http://www.achieve.org/north-carolina</p>
<p>Tell families that there are many ways that they can partner with our school to develop students' literacy skills.</p> <p>Ask families:</p> <ul style="list-style-type: none"> - What are some of the favorite reading materials at home? - Does your family prefer print or digital books? 	<p>Slide #8</p> <p>Share examples for each of the bullets:</p> <p>Provide reading materials on topics that interest your child (fiction and non-fiction, digital print, etc.). <i>Reading materials include books, graphic novels, historical texts, magazines, newspapers, poems, internet, etc.</i></p> <p>Know what is grade-level appropriate. <i>Provide a handout of grade level reading materials (See NC Standard Course of Study for K-12 English Language Arts. Retrieve from http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/ncscs-ela.pdf).</i></p> <p>Consider the emotional level of your child. <i>Some students may be able to handle more mature subject matter, sensitive issues, debatable topics.</i></p> <p>Show that challenging books are worth reading. <i>Challenge and even provide incentives for reading a certain number of books, materials per week/month.</i></p> <p>Read and discuss the texts together.</p> <p>Encourage student to look up words they don't know.</p>
<p>Tell families you can start with what you have at home and build a home library as you go.</p>	<p>Slide #9</p> <ul style="list-style-type: none"> - Classics, Trade books, Oldies but Goodies - Poetry, (Auto) Biographies, Historical texts, etc. - Books you enjoyed at their age - Topics to debate and sensitive issues - Different points of view and stories with different versions - Magazines, newspapers, internet <p><i>Give examples of each bullet from handout of grade level reading materials; highlight examples.</i></p>
<p>Tell families additional things you can do ...</p>	<p>Slide #10</p> <p>Share examples for each of the bullets:</p> <ul style="list-style-type: none"> - Books adapted to movies – Chronicles of Narnia; Harry Potter Series; Shakespeare; Biographies



Activity	Process Notes
	<ul style="list-style-type: none"> - <i>Define Evidence – proof from the text, discussion, etc. to support ideas or conclusions.</i> - <i>Encourage students’ use of various communication skills in sharing their experiences and expressing themselves.</i> - <i>Encourage students to think, express and reflect.</i>
Resources	<p><i>Slide #11</i></p> <p><i>Allow time for families to write down the websites. Another option is to provide a list of resources as an additional handout. See Resources section.</i></p>
<p>Questions</p> <ul style="list-style-type: none"> - Allow about 10 minutes for questions from parents. - Have staff on hand who can answer questions – e.g., principal, counselor, teachers, etc. - Don’t get bogged down with student-specific issues, rather arrange to meet parent at the conclusion of the question period to answer his/her question. - Be sure to thank parents for their participation and their commitment to not only their child, but to the school community as well. 	<p><i>Slide #12</i></p>
End slide	<p><i>Slide #13</i></p>

Tier 2 Intervention and Support Examples

At the middle school level, strategies to foster family engagement involve mentors and parent liaisons who work with families and school staff to set goals and monitor student progress.

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: School-Based Mentors

School staff, including teachers, principals and counselors, work collaboratively with parents to set goals for the student and determine how best to achieve those goals. Students are then matched with school-based mentors who provide one-on-one mentoring to improve their academic, behavioral and social skills. Parents also receive additional support through classes that build their knowledge and skills to academically support and set high expectations and boundaries for their child.

Gordon, J., Downey, J., & Bangert, A. (2013). Effects of a school-based mentoring program on school behavior and measures of adolescent connectedness. *School Community Journal*, 23(2), 227-250.

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.

Achieve – <http://www.achieve.org/>

Achieve is an independent, nonpartisan, nonprofit education reform organization dedicated to working with states to raise academic standards and graduation requirements, improve assessments, and strengthen accountability.

North Carolina Data

<http://www.achieve.org/north-carolina>

Alliance for Excellent Education

Adolescent Literacy Fact Sheet

<http://all4ed.org/wp-content/uploads/2014/06/AdolescentLiteracyFactSheet.pdf>

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>

North Carolina Department of Instruction: School Report Card

<http://www.dpi.state.nc.us/src/>

Public Schools of North Carolina-Department of Public Instruction

NC Standard Course of Study for K-12 English Language Arts

<http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/ncscs-ela.pdf>

The following resources will provide additional information and suggestions for enhancing activities related to family engagement and using data for decision-making. Read through the resources carefully to become familiar with the information, any concepts and instructions as they may pertain to the content and the extension of activities, and to determine their level of usefulness within the school setting.

Harvard Family Research Project – <http://www.hfrp.org/>

Parent-Teacher Conference Tips

<http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf>

Engaging Families in Science, Technology, Engineering, and Math (STEM) Project-Based Learning

<http://www.hfrp.org/out-of-school-time/publications-resources/engaging-families-in-science-technology-engineering-and-math-stem-project-based-learning>

Institute of PLAY

Creates learning experiences rooted in the principles of game design which support teachers and other learning leaders in making learning irresistible.

<http://www.instituteofplay.org/resources-for-quest-parents/>

National Network for Partnership Schools @ Johns Hopkins University –

<http://www.csos.jhu.edu/p2000/>

NNPS invites schools, districts, states and organizations to join together and use research-based approaches to organize and sustain excellent programs for family and community involvement that will increase student success in school.

Ellis Tech Coffee House and Family Game Night. Retrieve

from: http://www.csos.jhu.edu/p2000/ppp/2014/pdf/PPP_2014_62.pdf

Family Fun Fair. Retrieve

from: http://www.csos.jhu.edu/p2000/ppp/2014/pdf/PPP_2014_63.pdf

Student Ambassador Program. Retrieve

from: http://www.csos.jhu.edu/p2000/ppp/2014/pdf/PPP_2014_55.pdf

National Parent Teacher Association

Tips for Teachers on Family Engagement

<http://www.pta.org/>

NC Read to Achieve LiveBinder – <http://www.livebinders.com/play/play?id=850102>

Read to Achieve for Parents

<http://www.livebinders.com/play/play?id=1326906>

ReadWriteThink.org

Offers free reading and language arts activities collected by the International Reading Association and the National Council of Teachers of English.

<http://www.readwritethink.org/>

SEDL (American Institutes for Research) – <http://www.sedl.org/>

The Center links people with research-based information and resources that they can use to effectively connect schools, families, and communities.

The SEDL National Center for Families and Community Connections with Schools

<http://www.sedl.org/connections/>

US Department of Education: Family and Community Engagement Framework –

<http://www.ed.gov/family-and-community-engagement>

Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships

<http://www2.ed.gov/documents/family-community/partners-education.pdf>

Toolkit of resources include:

Part I: Building an Understanding of Family and Community Engagement

<http://relpacific.mcrel.org/resources/~media/RELPacific/Files/ToolkitPart1.ashx>

Part 2: Building a Cultural Bridge

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

Part 3: Building Trusting Relationships With Families and Community Through Effective Communication

[http://relpacific.mcrel.org/resources/~media/RELPacific/Files/Part%203 Jan2015.ashx](http://relpacific.mcrel.org/resources/~media/RELPacific/Files/Part%203%20Jan2015.ashx)

Part 4: Engaging All in Data Conversations

[http://relpacific.mcrel.org/resources/~media/RELPacific/Files/Part4 Mar2015.ashx](http://relpacific.mcrel.org/resources/~media/RELPacific/Files/Part4%20Mar2015.ashx)

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Measuring Success

Identifying outcomes and collecting data to measure the success of family engagement strategies can help the school track quality of implementation as well as the effectiveness of these strategies. Following are some suggestions that schools may find useful to begin measuring success.

School-wide

- Gather baseline information on family engagement
- Student literacy outcomes
- Use multiple measures to record engagement
 - Attendance at school events
 - PTA/PTO membership levels
- Number of Volunteers in school
- Number of workshops offered to families
- Staff development training

Parents

- 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., student absenteeism, behavior, etc.)



Appendices

A. Glossary

B. References

C. Research Alignment

D. Parent Presentation Slides – Family Literacy Night

Appendix A: Glossary

Basic reading level – “Eighth-grade students performing at the Basic level should be able to locate information; identify statements of main idea, theme, or author’s purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.” (NC Public Schools, n.d.)

Evidence – proof from the text, discussion, etc. to support ideas or conclusions.

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

Fiction – written stories about people and events that are not real; literature that tells stories which are imagined by the writer.

Non-Fiction – writing that is about facts or real events.

Proficient reading level – “Eighth-grade students performing at the Proficient level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.” (NC Public Schools, n.d.)

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

- 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>.
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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</i>, 27(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
		<p>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.</p> <p>Multivariate and univariate General Linear Models were used to analyze the sustained effects of the program on secondary school achievement.</p>		

Best/Promising Practices

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

FAMILY ENGAGEMENT IN MIDDLE SCHOOL LITERACY

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>*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 (reading, math, GPA).</p>	<p>Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. <i>Developmental Psychology, 45</i>(3), 740-763.</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 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>

Promising Practice	Source(s)	Comments/ Limitations
		**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>	<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. 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 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.</p>

FAMILY ENGAGEMENT IN MIDDLE SCHOOL LITERACY

Promising Practice	Source(s)	Comments/ Limitations
<p>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.</p>	<p>Jeynes, W. (2012). A meta-analysis of the efficacy of different parental involvement programs for urban students. <i>Urban Education</i>, 47(4), 706-742.</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) 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>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.</p>	<p>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. <i>Child Development</i>, 85(6), 2151-2168.</p>	<p>Overall, the parents on average reported declines in preventive communication and the quality of communication between school and home from grades 7 to 11.</p> <p>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.</p> <p>Parents from higher SES backgrounds reported providing more opportunities for scaffolding independence.</p> <p>All aspects of parental involvement were associated with</p>

Promising Practice	Source(s)	Comments/ Limitations
		<p>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>