



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



The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina Greensboro organizations – The SERVE Center and The Office of Assessment, Evaluation, and Research Services (OAERS). NESP’s mission is to provide program evaluation services and program evaluation capacity building support to nonprofit and community-based organizations while providing authentic learning experiences for future leaders in the field of program evaluation.



The SERVE Center at The University of North Carolina Greensboro is a university-based research, development, dissemination, evaluation, and technical assistance center. For more than 24 years, SERVE Center has worked to improve K-12 education by providing evidence-based resources and customized technical assistance to policymakers and practitioners.



The University of North Carolina Greensboro (UNCG) is one of the sixteen university campuses of The University of North Carolina. UNCG holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a “research university with high research activity” and for “community engagement” in curriculum, outreach, and partnerships.

Copyright © 2015. Communities In Schools of North Carolina (CISNC). All rights reserved. No portion of this document may be copied or reproduced in whole or in part without the express permission of Communities In Schools of North Carolina.

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/>

Table of Contents

Overview	1
CISNC Introduction	1
Using Evidenced-Based Strategies.....	1
Problem/Rationale.....	2
Purpose.....	3
Implementation Plan	3
Uses	3
Audiences.....	3
Activities.....	3
Materials/Equipment/Space.....	3
Time	3
Lesson Plan of Activity	4
Sample Lesson – <i>Preparing for Transitions – Exploring Educational Aspirations</i>	4
Tier 2 Intervention and Support Examples	7
Resources	8
Measuring Success.....	11
Appendices	12
A. Glossary	A-1
B. References	B-1
C. Research Alignment.....	C-1



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 – 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 encourage family members to remain engaged with their student's educational path, including transitioning from middle school to high school, setting academic and career goals, and planning for college. The activity highlighted is designed to help parents maintain open lines of communication with their adolescent student as they navigate changes in educational expectations and experiences.

- Educate families on the importance of the transition from middle to high school (particularly the 9th grade).
- **Encourage families to discuss their educational experiences and lessons learned about pursuing educational and career goals.**
- Help families engage in their student's college and career goal setting.
- Include families in college and career fairs.

Materials/Equipment/Space

- Handout: Educational Journey – Family Interview worksheet (see link in the Resource section of this guide)

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

Time

- Allow 25 minutes for the initial lesson and 10 minutes for a class debrief at the time the assignment is due; for total class time of 35 minutes.

- Students will have additional time to complete the assignment as homework. Allow two to three days (perhaps over a weekend) for students to complete the assigned interviews and write-ups.

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.

Students will engage their parents in an activity to jump start family discussions about educational expectations and how to plan for educational goals and develop academic attitudes, behaviors, and skills to help students be successful in their educational and career aspirations.

Sample Lesson – Preparing for Transitions – Exploring Educational Aspirations

Activity	Process Notes
Teacher Preparation	<p><i>Teacher will prepare a version of their own Educational Journey in advance to share with students. Use the five questions from the Educational Journey Interview worksheet (refer to link in the Resource section of this guide) to begin framing your version, but feel free to be creative in the way that you present the information to students (e.g., a road map, an infographic, collage, story, poem).</i></p>
Introduce the Assignment	<p><i>Let students know that they will have a two-part assignment:</i></p> <ul style="list-style-type: none"> - <i>Students will:</i> <ul style="list-style-type: none"> • <i>Interview two family members (e.g., parent, guardian, older sibling, aunt, uncle, or grandparent) about their educational aspirations and journey,</i> • <i>Write an interview synopsis of each interview, and</i> • <i>Write a reflection of what lesson they learned from asking others about their educational aspirations and journeys.</i> - <i>Students will:</i> <ul style="list-style-type: none"> • <i>Allow family members to interview them about their educational aspirations and journey to date and where the student hopes the journey will continue.</i> • <i>Write a reflection on:</i> <ul style="list-style-type: none"> ▪ <i>What they learned about themselves and their own goals for their future educational aspirations and journey, and</i> ▪ <i>How might they use what they have learned in talking with others to achieve their goals?</i> <p><i>Suggestions for students:</i></p> <ul style="list-style-type: none"> - <i>This would be a good dinnertime activity to allow all family members to engage in the interview.</i> - <i>Students will want to consider how they might respond to some typical questions.</i> <p><i>Let students know that you will provide a document with some sample starter questions that they can share with their family members (family members should not feel restricted by the questions, rather should them questions to jumpstart the</i></p>



Activity	Process Notes
Introduce Concept of an Educational Journey (10 minutes)	<p><i>conversation).</i></p> <p><i>Share with students that an educational journey is the experience one has had from kindergarten through to the present. Tell students that no matter how much education we have had, we never stop learning.</i></p> <p><i>Share your educational aspirations and journey with students as an example.</i></p>
Group Discussion (10 minutes)	<p><i>Now that students have heard your educational journey, ask them to think about questions they would like to ask someone else who has been to college and embarked on their career.</i></p> <p><i>Ask students to reflect and comment on:</i></p> <ul style="list-style-type: none"> - <i>Why would asking someone about their educational experiences – through elementary, middle school, or high school be something that you might want to know?</i> - <i>Why would asking someone where they went to college be something you might want to know?</i> - <i>What other questions would you want to know about where their college experience (e.g., why they chose a particular college, how they prepared for entrance to the college, what their experiences were like, what lessons could they share about preparing for college)?</i> - <i>How can exploring others’ experiences in planning for and attending college benefit you?</i> <p><i>Use flipchart paper or white board to capture the types of questions students suggest that might be helpful to know as they explore planning options for furthering their own educational aspirations and journey in a purposeful manner.</i></p>
Formulating Interview Questions (5 minutes)	<p><i>Share the handout, “Educational Journey Take Home Activity worksheet” (refer to link in the Resources section of this guide,) with students.</i></p> <p><i>Give students a few minutes to capture some ideas for additional interview questions to pose to their interviewee. Let students know that while they should include the five questions on the worksheet that they should not be limited by these questions and the expectation is that they will ask questions to understand their family member’s educational aspirations and journey as well as identify lessons the student can learn about planning for his/her educational future.</i></p> <p><i>Also, let students know that they can share the bottom half of the worksheet with family members, but family members should not feel restricted by the worksheet, rather should use the questions to jumpstart their interview of the student.</i></p> <p><i>Allow students a few days to:</i></p> <ul style="list-style-type: none"> - <i>Refine their interview questions</i> - <i>Conduct their interview of two family members</i> - <i>Write their interview synopsis and reflection of what lesson they learned from asking others about their educational aspirations and journeys.</i> - <i>Write a short reflection about:</i> <ul style="list-style-type: none"> • <i>What they learned about themselves and their own goals for their future educational journey.</i> • <i>How might they use what they have learned in talking with others to achieve their goals?</i>

Activity	Process Notes
Whole Class Debrief (10 minutes)	<p>On the day the assignment is due, take a few minutes to ask students to share (in as much or as little detail as they feel comfortable):</p> <ul style="list-style-type: none"> - <i>What they learned about themselves and their own goals for their future educational journey.</i> - <i>How might they use what they have learned in talking with others to achieve their goals?</i> <p><i>Be sensitive to the fact that some students may not have family members who have attended college or even completed high school.</i></p>
Extend the Activity	<p><i>Refer to the sample lesson plan, Helping Your Middle School Student Plan and Prepare for College, to extend opportunities for student academic planning and family involvement in the helping their student plan their educational future.</i></p> <p><i>Encourage students to develop a slogan (either with their family or individually [if created individually, encourage students to share with their family]) that represents their educational goal(s). Refer to links in the Resources section of this guide for examples.</i></p>

This lesson was adapted from the Center for Educational Partnership (2015). *Educational Journey [lesson]*. Berkley, CA: University of California, Berkeley.

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., & 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 handouts to be used with the primary or extended activities in the sample lesson.

Center for Educational Partnership, University of California, Berkley. Believing the College Dream resources – <http://cep.berkeley.edu/resources>

Educational Journey – Family Interview worksheet

http://cep.berkeley.edu/sites/default/files/pdf/educational_journey_take_home_english.pdf

Create Your Own Future poster

<http://cep.berkeley.edu/sites/default/files/pdf/poster-createlyourownfuture.pdf>

Education is Key poster

http://cep.berkeley.edu/sites/default/files/pdf/education_is_key_poster_0.pdf

The following resources are appropriate resources to share with parents to help them become/remain engaged with their student’s educational and career aspirations.

Family Doctor. 10 Ways to Help Your Child Succeed in Middle School.

http://kidshealth.org/PageManager.jsp?dn=American_Academy_of_Family_Physicians&lic=44&cat_id=163&article_set=98680&tracking=P_RelatedArticle

Sylvan Learning. Middle and High School Transitions.

<http://www.sylvanlearning.com/docs/default-source/Resources/middle-and-high-school-transitions.pdf?sfvrsn=0>

College Foundation of North Carolina. Plan for High School.

https://www1.cfnc.org/Plan/For_High_School/default.aspx

The following resources are optional resources identified to provide additional information and concepts related to adolescent development of academic behaviors for college preparedness.

ACT. Enhancing College and Career Readiness and Success: The Role of Academic Behaviors

http://www.act.org/engage/pdf/ENGAGE_Issue_Brief.pdf

Aguilar, Claudia C., and Morales, Claudia (2009). Believing the College Dream: Schools and Families Working Together (Teacher Advisor Guide). Center for Educational

Partnerships, University of California, Berkley. Berkley, CA: ECMC Foundation.

<http://www.mcisd.net/ourpages/auto/2013/7/5/68040447/Believing%20the%20Dream.pdf>

Association for Middle Level Education

<https://www.amle.org/Home/tabid/401/Default.aspx>

Conley, D. T. (2007). *Toward a more comprehensive conception of college readiness*. Eugene, OR: Bill & Melinda Gates Foundation.

<https://docs.gatesfoundation.org/documents/collegereadinesspaper.pdf>

The following resources are optional resources identified to provide additional information and concepts related to family engagement.

Davis, Deborah (2000). *Supporting Parent, Family, and Community Involvement in Your School*. Portland, OR: Northwest Regional Educational Laboratory.

http://www.pacer.org/mpc/pdf/titleipip/SupportingInvolvement_article.pdf

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

Note: All posters, images, and activity guides identified are copyright cleared for non-commercial use.



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



Appendix A: Glossary

Academic Behaviors – are those behaviors that students possess to “demonstrate high degrees of self-awareness, self-control, and intentionality” (Conley, n.d.).

Cognition – is the mental act or process by which knowledge is acquired, including perception, intuition, and reasoning (British Dictionary). **Cognitive Strategies** expected of college ready students include “analysis, interpretation, precision and accuracy, problem solving, and reasoning” (Conley, n.d.).

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.

Contextual Skills and Knowledge – as it applies to college readiness include those skills to understand “how college operates as a system and culture” and the ability to cope with and utilize the system to one’s benefit (Conley, 2007).

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

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>).

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., & Steuve, A. (2009). *Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region* (Issues and Answers Report, REL 2009–No. 069). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>
- Alameda-Lawson, T., Lawson, M. A., & Lawson, H. A. (2010). Social workers' roles in facilitating the collective involvement of low-income, culturally diverse parents in elementary school. *Children & Schools, 32*(3)172-182.
- Anderson, K. J., & Minke, K. M. (2007). Parent involvement in education: Toward an understanding of parents' decision making. *The Journal of Educational Research, 100*(5), 311-323.
- 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.
- Castro, M., Exposito-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14*, 33-46.
- College Foundation of North Carolina. <http://www.cfnc.org>
- Conley, D. T. (n.d.). Rethinking college readiness. *Forum: College and Career Readiness*. New England Board of Higher Education. Retrieved from <http://files.eric.ed.gov/fulltext/EJ794245.pdf>
- Conley, D. T. (2007). *Toward a more comprehensive conception of college readiness*. Eugene, OR: Bill & Melinda Gates Foundation. Retrieved from <https://docs.gatesfoundation.org/documents/collegereadinesspaper.pdf>
- Elish-Piper, L. (2014). Parent involvement in reading. *Illinois Reading Council Journal, 43*(1), 54-58.
- Epstein, J. L., & Dauber, S. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal, 91*(3), 289-305.

- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action (2nd ed.)*. Thousand Oaks, CA: Corwin Press.
- Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *Journal of Educational Research*, 95 (5),308-318.
- Ferlazzo, L. (2011). Involvement or engagement? *Educational Leadership*, 68(8), 10-14.
- Harvard Family Research Project (2010). *Parent-Teacher conference tip sheets*. Retrieved from <http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf>
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement. Annual synthesis 2002*. Austin, TX: National Center for Family and Community Connections with Schools. Retrieved from <http://files.eric.ed.gov/fulltext/ED536946.pdf>
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740-763.
- NC Ready for Success (2015). Career/College Readiness Definition. Retrieved from <http://www.ncreadyforsuccess.com/how-were-helping/alignment-initiatives/definition/>
- Whitehurst, G. J. (2004, April). *Making education evidence-based: Premises, principles, pragmatics, and politics*. Evanston, IL: Northwestern University Institute for Policy Research, Distinguished Public Policy Lecture Series. Retrieved from <http://www.northwestern.edu/ipr/events/lectures/DPPL-Whitehurst.pdf>

Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<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>

TIER 1: MS FAMILY ENGAGEMENT: TRANSITIONING TO HS



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





TIER 1: MS FAMILY ENGAGEMENT: TRANSITIONING TO HS

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>

TIER 1: MS FAMILY ENGAGEMENT: TRANSITIONING TO HS



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>
<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.</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>



TIER 1: MS FAMILY ENGAGEMENT: TRANSITIONING TO HS

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</i> , 47(4), 706-742.	Overall, parental involvement programs statistically significantly impacted student achievement on all measures (effect size = 0.3). Program effect overall was stronger for secondary students (0.35) than for younger students (0.29), and a little stronger for standardized achievement (0.31) than for non-standardized measures such as GPA and teacher ratings. Shared reading programs yielded the highest statistically significant effect sizes (0.51), followed by those that emphasized partnership (0.35), communication between parents and teachers (0.28), and checking homework (0.27).
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>

