REL NORTHEAST & ISLANDS

Regional Educational Laboratory
At Education Development
Center, Inc.

Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region

REL

NORTHEAST & ISLANDS

Regional Educational Laboratory
At Education Development
Center, Inc.

Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region
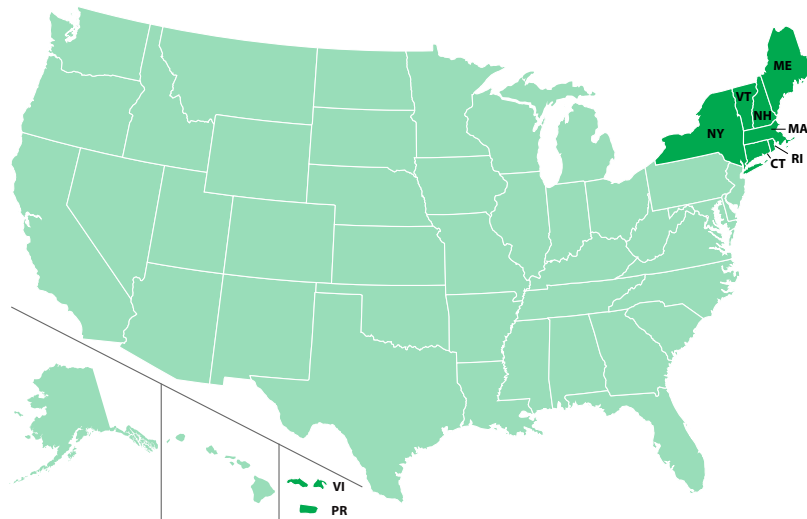
April 2009

Prepared by

Gail Agronick, Ph.D.
Education Development Center, Inc.

Amy Clark, Ed.M.
Education Development Center, Inc.

Lydia O'Donnell, Ed.D.
Education Development Center, Inc.

Ann Stueve, Ph.D.
Education Development Center, Inc.

ies

NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE

Institute of Education Sciences

U.S. Department of Education

Issues & Answers is an ongoing series of reports from short-term Fast Response Projects conducted by the regional educational laboratories on current education issues of importance at local, state, and regional levels. Fast Response Project topics change to reflect new issues, as identified through lab outreach and requests for assistance from policymakers and educators at state and local levels and from communities, businesses, parents, families, and youth. All Issues and Answers reports meet Institute of Education Sciences standards for scientifically valid research.

April 2009

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.

This report is available on the regional educational laboratory web site at http://ies.ed.gov/ncee/edlabs.

Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region

This report summarizes efforts to develop and pilot test a protocol for collecting information about parent involvement policies, practices, and programs being implemented at the middle and high school levels. The protocol can be used to expand documentation of strategies selected, adapted, and sustained in future years.

Education leaders in the Northeast and Islands Region have indicated the need to identify strategies for engaging parents of adolescents in their child's education and in school governance and improvement. To address this need, this project developed and piloted a protocol that asks the following questions:

- Which strategies are middle and high schools using to engage parents and sustain their involvement, which parent involvement goals do these strategies target, and how are local efforts monitored?

- Which parent involvement strategies have been evaluated, and what evidence is there of their effectiveness in achieving desired outcomes for schools, students, and parents?

- Are district strategies consistent with the requirements and guidance of the No Child Left Behind (NCLB) Act and with research that "meets the highest professional

and technical standards" (U.S. Department of Education 2002)?

The study reviewed the literature on parent involvement practices and programs to inform development of a protocol for collecting and organizing data on practices and programs. The review included studies that met screening criteria for the timeframe (1997–2008), intervention strategy (parent involvement policies, practices, and programs), sample (parents of students in grades 6–12), and outcome. Practices and programs encompassed efforts to encourage parent involvement with students at home and school. Relevant outcomes included parent involvement, with or without linkages to student outcomes.

The search yielded information on a diverse set of discrete practices and a small number of well articulated programs, but there had been little rigorous evaluation of these practices and programs. Evidence was also lacking on whether they increase parent engagement or contribute directly to intended student outcomes, such as improved academic performance, graduation, or enrollment in postsecondary education.

A typology of parent involvement practices was created based on the literature review. Information on practices was categorized as either general information exchange or

information exchange on individual student performance, special events, volunteer opportunities, parent education, professional development for faculty and staff, home-school coordination and outreach to traditionally hard to reach parents, or parent resource centers. Programs were summarized by their goals, populations reached, content, outcomes, and evidence of effectiveness.

Although some of the programs have been evaluated and some have been widely disseminated, evidence is insufficient to make causal statements about their effectiveness. And no evaluation study of the programs meets the evidence standards for experimental or quasi-experimental study design detailed in *What Works Clearinghouse Evidence Standards for Reviewing Studies* (U.S. Department of Education 2008).

The literature review provided a context for understanding the information that was then collected from nine urban districts in Connecticut, Massachusetts, New Hampshire, and New York. The project focused on districts where engagement is especially challenging— districts that serve large proportions of racial/ethnic minority families and families living in poverty. Each Northeast and Islands state education commissioner's office selected one district in the state; a second district in each state was selected at random. A ninth district was selected to round out the diversity of populations served. Interviews on parental involvement policies were conducted with an average of five to six informants from state education agencies, selected districts, and schools. Data from interviews were supplemented with information from public records, including searches of state, district, and school web sites.

The nine pilot districts implemented multiple practices that were supported by state and district policies and were consistent with NCLB and Title I provisions. In general, these practices were not organized into formal programs or articulated in ways that would support rigorous evaluation and identification of "what works."

Across the pilot districts only a handful of identified programs had at least one of the following characteristics:

- Parent involvement in children's education and academic achievement as a primary goal.

- Articulated objectives, with specific activities to meet these objectives.

- Sufficient descriptions of activities to support replication.

- Ongoing and coordinated implementation of one or more strategies.

Further, the programs did not necessarily target parent populations that have been difficult to engage or whose children may be at higher academic risk (Appleseed 2006; Vaden-Kiernan and McManus 2005).

Evidence from the evaluation of parent involvement practices and programs is minimal. Beyond fulfilling requirements for monitoring and reporting on program parents, few of the programs in the pilot districts had conducted quasi-experimental or experimental studies or had such studies under way. The evidence on what works is limited, and the evaluations that do exist are frequently

constrained by weak designs (Desforges 2003; Jeynes 2007; Mattingly et al. 2002). This reflects, in part, the lack of resources that have been devoted to the evaluation of practices or programs beyond elementary school and the cost of field trials.

The findings from the literature review and pilot study highlight the need for:

- Fully articulated programs that can be rigorously evaluated to determine what works.

- Systematic data collection on parent involvement programs to promote shared learning and to identify policies, practices, and programs that may merit further evaluation.

- Rigorous study designs that overcome the limitations of existing evaluations of parent involvement strategies and provide evidence of what works in middle and high schools. Such studies enable schools to target their resources to programs that promote student academic success and narrow the achievement gap in districts that serve large proportions of students from low-income households, racial/ethnic minority students, and students from recent immigrant families.

April 2009

TABLE OF CONTENTS

This report summarizes efforts to develop and pilot test a protocol for collecting information about parent involvement policies, practices, and programs being implemented at the middle and high school levels. The protocol can be used to expand documentation of strategies selected, adapted, and sustained in future years.

WHY THIS STUDY?

School leaders in the Northeast and Islands Region have highlighted the importance of identifying strategies for engaging parents in their children's education throughout middle and high school. This focus is consistent with state and local requirements of the No Child Left Behind (NCLB) Act of 2001 and Title I legislation, which "support the collection and dissemination to local educational agencies and schools of effective parent involvement practices . . . based on the most current research that meets the highest professional and technical standards . . . [and is] geared toward lowering barriers to greater participation by parents in school planning, review, and improvement" (U.S. Department of Education 2002).

The federal commitment to ensuring parent involvement in public education is longstanding (box 1 defines parent involvement in federal legislation). In 1965 the importance of parent involvement in children's education was acknowledged in provisions of the Elementary and Secondary Education Act. Decades of research correlate parent involvement with higher grades and test scores, better attendance, improved classroom preparation and behavior, and higher rates of graduation and postsecondary enrollment.

While the benefits of parent involvement for academic achievement and other positive student outcomes are documented across grades K–12, less is known about how schools are engaging parents as their children move from elementary to middle school and then into high school and from the early years of high school to graduation. There is also limited information on how states, districts, and schools select and implement parent involvement strategies at the secondary level and how they monitor and evaluate their efforts.

Some of the greatest barriers to parent involvement are encountered by schools and districts serving students from low-income households, racial/ethnic minority students, and students with limited English proficiency (U.S. Department of

BOX 1

Parent involvement and student success

Federal legislation defines parent involvement as:

The participation of parents in regular, two-way, meaningful communication involving students' *academic learning and other school activities. The involvement includes ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decisionmaking* *and on advisory committees to assist in the education of their child (NCLB, 9101(32)).*

For research definitions of parent involvement, a summary of research on parent involvement and student success, and parent involvement programs identified in the literature review, see appendix A.

Education, National Center for Education Statistics 1998). Fuller parental engagement in school improvement plans—as well as timely and clear communication between parents and schools on student progress and education opportunities, including transfers out of underperforming schools—can increase student performance in districts that serve students at high risk of academic failure and dropout and thus narrow the achievement gap.

The impetus for this study came from a variety of needs assessments, including a meeting on June 6, 2006, of the governing board for Regional Educational Laboratory Northeast and Islands. Board members from Massachusetts, New Hampshire, New York, and Puerto Rico discussed the need for information on how best to engage parents, especially in urban middle and high schools. Several members, including school leaders in Connecticut, New York, and Puerto Rico, sought information on strategies that states and districts were using to promote effective parental involvement. Subsequent discussions with state liaisons reinforced the importance of sharing information about implemented practices and programs and about whether they have been successful, especially in engaging parents of children who are at increased risk of school failure and dropout.

To respond to this need, this report summarizes efforts to develop and pilot test a protocol for collecting information about parent involvement policies, practices, and programs being implemented at the middle and high school levels, as

well as the evidence for their selection. Collecting this information is critical for furthering efforts to engage parents, especially in districts facing barriers to parent involvement that are related to culture, language, and low income. Information obtained from interviews and public document searches in nine urban districts in Connecticut, Massachusetts, New Hampshire, and New York illustrates the range of parent involvement strategies currently employed. The protocol can be used to expand documentation of strategies selected, adapted, and sustained in future years.

Study objectives

The goal of this project was to develop and pilot test a protocol for documenting parent involvement strategies in the Northeast and Islands Region. *Strategies* is used here as an umbrella term that incorporates parent involvement *policies, practices*, and *programs*; see box 2. The project focused on how schools and districts support parent involvement during the transition to middle school and thereafter. Documenting what states, districts, and schools are doing to address legislation and promulgate standards—and what they are learning—is an important step toward identifying promising strategies that merit more rigorous evaluation and dissemination.

Protocol for documenting parent involvement strategies

Informed by a literature review of parent involvement strategies, the research team developed a protocol to gather information on the policies,

BOX 2
Policies, practices, and programs

Policies are written state or district statements that specifically address parent involvement goals and provide guidance on strategies for working with families to achieve these goals.

Practices include discrete activities that districts and schools often implement as part of standard operations to inform parents and involve them in their children's education.

Programs have parent involvement as a primary goal, one or more well articulated practices linked to the achievement of this goal, a formal organizational structure, and dedicated personnel or volunteers.

practices, and programs being implemented at the secondary school level, what their goals are, and how they are monitored.

Specifically, this protocol asked the following questions:

- Which strategies are middle and high schools using to engage parents and sustain their involvement, which parent involvement goals do these strategies target, and how are local efforts monitored?

- Which parent involvement strategies have been evaluated, and what evidence is there of their effectiveness in achieving desired outcomes for schools, students, and parents?

- Are district strategies consistent with the requirements and guidance of the NCLB Act and with research that "meets the highest professional and technical standards" (U.S. Department of Education 2002)?

The protocol was developed to guide data collection on parent involvement strategies. It was pilot tested in nine districts in the Northeast and Islands Region. But it can be used to address these

questions in middle schools and high schools nationally.

Three activities were conducted to address these research questions:

- A *literature review* of strategies that promote parent involvement during middle and high school, to inform protocol development and provide a context for understanding information obtained during the pilot test (for details, see appendix A).

- *Protocol development* to systematize procedures for collecting information on parent involvement policies, practices, and programs.

- *Pilot testing of the protocol* in nine districts in four states to chart what states, districts, and schools are doing to engage parents of middle and high school students in their children's education and to identify examples of school policies, practices, and programs.

These activities were sequential. The literature review informed the protocol, which was then tested in nine districts. In the future this protocol can be used to collect information from a larger number of districts and informants, providing a catalogue of the adoption, maintenance, and discontinuation of various strategies. For a summary of data collection activities and data limitations, see box 3; for additional details on study methods, see appendix B.

FINDINGS FROM THE PILOT STUDY SITES

The key findings about parent involvement policies, practices, and programs obtained from the pilot test illustrate how information can be collected using the protocol. Because of the limited number of interviews—especially at the school level, the

> **The pilot test illustrated how information can be collected using the protocol developed by this study**

BOX 3

Data collection

Informed by the results of the literature review, a protocol was developed to compile information on parent involvement policies, practices, and programs from publicly available documents and from interviews with key informants in state education agencies, districts, and schools.

Interviews were tailored to obtain both snapshots of what the states and districts are doing to promote parent involvement and examples of their policies, practices, and programs. Initial interviews with state and district representatives provided information specific to their purview, as well as the names of key contacts for further interviews. Subsequent interviews were informed by the data already collected, with participants providing further details about specific strategies and additional examples of policies, practices, and programs.

Coding worksheets were developed to record information from interviews and public record searches. Fields were informed by the literature search (see appendix A) and were designed to capture key descriptors of policies, practices, and programs.

The research team designed a policy worksheet to record information on the alignment of state and district policies with the NCLB Act and Title I guidelines. The team categorized practices on practice worksheets using the typology developed from the literature review and refined during the course of the project (see appendix B for details).

Sampling

The protocol sampled nine school districts in Connecticut, Massachusetts, New Hampshire, and New York. The sample pool included districts that had a student population of 15,000 or more, were in a mid-size or large central city, contained a high proportion of families living below the poverty line (more than 1.5 times the state average), and had a greater proportion of Black and Hispanic families than the state average. The nine school districts serve more than 200,000 students. The districts are Bridgeport, New Haven, and Waterbury in Connecticut; Boston and Worcester in Massachusetts; Manchester and Nashua in New Hampshire; and Buffalo and Syracuse in New York.

Across the nine districts, 59 representatives participated in project interviews. On average, five to six key informants participated for each district.

Coding and analysis

Information on policies, practices, and programs was extracted from interview notes, and lists of strategies were prepared and tagged to the key informant. The strategies were reviewed and grouped into four categories: policy, practice, program, and other. Information on policies was compiled from written documents and interview notes and qualitatively summarized for alignment with NCLB and Title I guidance. Practices were categorized using the typology developed during the literature review to display the range of activities districts and schools used to increase parent involvement (see appendix A). Programs were identified and information was coded, when available, on parent involvement goals, types of practices used, grades or populations served, sponsoring organizations, funding sources, barriers encountered, and evaluations conducted.

Data limitations

Several limitations of these data collection efforts must be considered in interpreting findings. First, despite an extensive literature on parent involvement, rigorous studies and evaluation evidence were scarce. Information on parent involvement strategies, including descriptive accounts of key components and perceived benefits, are not often published in peer-reviewed journals, even when they are cited in other studies. With this limited evidence of promising or effective practices or programs, it is premature to create a searchable database for dissemination, as originally proposed.

Second, the nine pilot districts do not fully represent the region or schools nationwide. Because the number of interviews that could be conducted was restricted, the information collected is illustrative rather than comprehensive. Further, it was difficult to obtain reliable information on whether strategies intended for all students in K–12 are reaching parents of secondary school students, especially students at greatest academic risk.

Finally, because of the different parent involvement requirements and procedures for students with disabilities, this area was not addressed.

Appendix B contains a full description of the survey methods.

most common level for parent involvement—data are not intended to provide a comprehensive account. Consistent with the literature review (see appendix A), findings highlight the diverse practices used to promote parent involvement. At the same time, they underscore how few evidence-based programs are currently available.

Policies

The majority of state and district policies incorporated multiple parent involvement goals, including promotion of communication between school and family, parent involvement in decisionmaking, parent volunteering in the schools, learning at home, parenting skills, and community collaboration.

At the time of the document review, parent involvement efforts in the nine pilot districts were supported by written state guidance.[1] These documents varied in specificity, but all supported the basic tenets for parent engagement laid forth in the NCLB Act and Title I legislation.

For example, the Connecticut State Board of Education refers to the Epstein model (1995) and uses it to frame the state's commitment to parent engagement.[2] In addition, the state's five-year comprehensive plan for 2006–11 lays out priority areas addressing preschool through secondary education. It describes parent and community involvement as necessary for achieving the goals set forth. The state outlines how it will provide leadership in "developing and promoting partnership programs that contribute to success for all students, including the development of parents' literacy skills, and that ensure schools are safe and supportive for all members of the school community" (Connecticut State Board of Education 2006).

In Massachusetts the Parent and Community Education and Involvement Advisory Council, which reports to the state education commissioner and board of education, issued a statement in 2007 emphasizing links between parent involvement and student achievement and school improvement. The

council stressed the role of parents, families, and community members in assisting student learning across grade levels. It also promoted two-way communication; parent volunteering, decisionmaking, and advocacy; and sound parenting practices. Staff development through pre-service and in-service courses and workshops is encouraged (Massachusetts Department of Elementary and Secondary Education 2007). In addition to supporting these parent involvement goals, information on successful programs is provided in a report accessible online (Massachusetts Department of Elementary and Secondary Education, 2005).

On its web site the New Hampshire Department of Education states: "Continuously improving our educational system is a great and important undertaking and requires the participation of families and the entire community. Everyone needs to be involved to help children succeed" (www.ed.state.nh.us/education). The state provides guidance for meeting NCLB and Title I requirements, highlighting the importance of involving parents in school improvement plans and informing parents about school performance and school choice. A family-community link on the department's web site provides data on performance; this emphasis is consistent with the state's adoption of the Follow the Child reform initiative. Teachers are encouraged to discuss growth targets and individual student results with students (when age appropriate) and parents during teacher conferences.

Adhering to NCLB and Title I guidelines, the New York State Education Department provides parent fact sheets and other information in its *Parent Involvement Policies for Schools and School Districts* (New York State Education Department 2001). Its policies recognize that "parent involvement

> **The majority of state and district policies incorporated multiple parent involvement goals, including promotion of communication between school and family, parent involvement in decisionmaking, parent volunteering in the schools, learning at home, parenting skills, and community collaboration**

> **State policies incorporate varying degrees of specificity and different approaches to monitoring and evaluating district and school implementation and practice**

benefits everyone: students, parents, teachers, and schools and the greater school community. When parent involvement continues from the early grades through the high school level, students gain confidence that their educational experience is supported, and achievement rises."

Input from key constituencies, including parents and representatives of community organizations, was sought to identify priority areas for parent involvement. As summarized by the New York Board of Regents (2006), these priorities include leveraging partnerships with other agencies serving families and children, augmenting existing resources to promote family partnerships, improving communication and the transparency of the education system, increasing professional development opportunities, and implementing accountability and measurement of parent involvement at schools. The state's approach acknowledges that parents want to support their children's learning but may need assistance in identifying what is most helpful or appropriate, and it encourages schools and districts to communicate such strategies.

State policies incorporate varying degrees of specificity and different approaches to monitoring and evaluating district and school implementation and practice. When addressing state-level responsibility, New York State policy directs the state education department to "increase its oversight of field efforts through regulatory enforcement and the reporting of results" and to "evaluate the effectiveness of current regulations and practices at promoting parent and family partnerships" (New York Education Department 2007). The Connecticut State Board of Education provides broader guidance here, charging the state department of education to "[collect] and [disseminate] information about current research, best practice, and model policies and programs" (2003). This statement is consistent with U.S. Department of Education language supporting the use of parent involvement practices that meet

the "highest professional and technical standards" (U.S. Department of Education 2002). In Massachusetts the Parent and Community Education and Involvement Advisory Council maintains an ongoing role in assessing needs and making recommendations on legislation, regulations, and program guidelines consistent with state goals of parent and community involvement.

States also have accountability systems for monitoring compliance with parent involvement policies. For example, as part of the New Hampshire State Department of Education standards for school approval, districts must demonstrate implementation of a parent involvement policy. New Hampshire has also developed a standardized rubric for districts receiving Title I funds to document compliance with the NCLB Act, including section 1118.

Consistent with state goals and guidelines, policy documents across the nine pilot districts incorporated multiple parent involvement strategies, such as:

- Develop written and online guides to help families understand their rights and responsibilities (Syracuse City School District 2001; Worcester Public Schools 2004).

- Make school facilities available to families and the community (Connecticut State Board of Education 2003).

- Provide parent workshops on creating a home environment conducive to learning (Nashua Board of Education, www.nashua.edu/district/).

- Provide professional development to build staff capacity to work with families (Connecticut State Board of Education 2003; New York State Education Department 2007).

- Maintain regularly updated communication channels with information for families (Syracuse City School District 2001).

- Establish and support school-based parent organizations (Buffalo Public Schools 2008).

- Hire parent facilitators (Buffalo Public Schools 2008).

- Provide academic assistance to parents, students, and other community members through parent centers (Buffalo Public Schools 2008).

- Create a database of parent and community volunteers, noting their talents and interests (Worcester Public Schools 2004).

Buffalo Public Schools, Syracuse City School District, and the Worcester Public Schools, like the Connecticut State Board of Education, cited portions of the Epstein model. Other policies, such as those promulgated by Waterbury Public Schools and Nashua School District, drew on the structure provided by statutory language from section 1118 of the NCLB Act. These policies focused on providing parents with information on options for school choice and school profile and performance data, involving parents in decisionmaking or policy-making at the school and district levels, helping parents understand assessments and academic standards, and developing parents' capacity to serve in these roles, as well as developing school-parent compacts to improve individual student achievement.

For example, in Massachusetts the Boston Public Schools produced a 28-page family guide to district policies and programs, highlighting how parents can make informed decisions about school choice and including information on how to assess schools and what questions to ask administrators and teachers (Boston Public Schools 2008). Available in multiple languages and online, the guide remarks on family involvement: "A child's education is a responsibility shared by the family, school, and community. . . . When parents and schools work together it increases student achievement and builds positive attitudes about schools. There are many ways you can participate in your child's education." Suggestions for involvement in various activities at home and school are provided. Contact information is listed for school and community.

The New Haven Public Schools in Connecticut incorporate family and community engagement in their strategic planning goals. For example, under the goal of improving student achievement throughout grades K–12, it highlights the provision of meaningful parent and community involvement. Under the goal of providing resource equity and equality of education opportunity for all students, including reducing racial/ethnic and economic isolation, the district emphasizes school choice through the magnet and school choice programs. Information on school performance is provided, along with suggestions for how parents and their children can use such information in making decisions (New Haven Public Schools 2008).

In strategic planning documents Bridgeport School District in Connecticut emphasizes involving parents in results-oriented leadership and creating and sustaining "multiple ways for families to be involved in the education of their children at home and at school" (Bridgeport School District 2006). The district is adopting a "welcoming school" model and is committed to nurturing the social and emotional health of students and families by forging stronger partnerships among families, schools, and the community. New Hampshire's Manchester School District posted policies as well as resources for parents online. District policy called for "providing opportunities for collaborative decisionmaking with staff, students, parents, and members of the community" in order "to assure the best and most effective instructional programs" (Manchester School District 2006).

At the district level policies like those in Buffalo and Syracuse detail monitoring systems and name particular offices (such as superintendent) or bodies (for example, district parent coordinating council) as responsible for overseeing and reporting on implementation of parent involvement policies. In addressing the annual

> **At the district level policies detail monitoring systems and name particular offices as responsible for overseeing and reporting on implementation of parent involvement policies**

evaluation of parent-community involvement in the district, the Worcester Public Schools' policy specifies a period for data collection (January to May), instruments for data collection (surveys and community forums), and uses of collected data (to plan and refine activities and policies). This policy also includes language tailored to the local context that mirrors Title I, section 1118 of the NCLB Act. For example, when mentioning clause (a)(1)(D)—on coordinating and integrating parent involvement strategies under section 1118 with those in other programs—Worcester policy states that "opportunities for parent/community involvement will be integrated/coordinated with other programs such as . . . Adult Education, Family Ties, Head Start, Title III, Title IV, and Title I programs" (Worcester Public Schools 2008).

These examples illustrate that state and district policies generally support the implementation of parent involvement strategies at the local level. Some policy statements are relatively brief or drawn from federal documents with little tailoring. Others attempt to delineate standards for involvement and provide concrete examples of activities. But few mention how such involvement may change as students advance to middle school and then high school. Typically, Title I standards are cited to comply with provisions for the involvement of low-income families, and as required, this information is posted on web sites and distributed to schools. The policies are consistent with federal guidelines, though greater specificity and application to local circumstances may be useful in guiding schools' actions to promote different forms of parent involvement.

Practices

The nine pilot districts implemented various practices supported by state policies and consistent with the NCLB Act. But these practices were usually not organized into formal programs or articulated in ways that would support rigorous evaluation and

identification of what works. The literature review produced a typology of eight practices:

- General information exchange.

- Information exchange on individual student performance.

- Special events.

- Volunteer opportunities.

- Parent education.

- Professional development for faculty and staff.

- Parent centers.

- Dedicated staff to promote home and school coordination and outreach to traditionally hard to reach parents.

Information about these practices was obtained from interviews with key informants; when available, these sources provided written materials.

Using the typology, the following sections provide examples of practices implemented in the nine districts. As with the practices described in the literature, those identified through the interviews are not necessarily exclusive. The importance of practices for promoting parent involvement and ultimately student success both across and within categories may differ. But there is no evaluation evidence on which practices are effective or on the relative impact of different types of a single practice or combinations of practices. The examples are illustrative rather than comprehensive and were selected to portray the variety of practices that were being implemented. The lists of practices are not comprehensive because only a handful of interviews were conducted at the school level, typically at only one or two schools within a district. Interviews with additional informants at the state, district, and school levels would likely have yielded additional practices.

The practices implemented by the nine pilot districts were usually not organized into formal programs or articulated in ways that would support rigorous evaluation and identification of what works

The information on practices shows the many diverse efforts districts and schools were using to engage parents. All nine districts provided at least one example for each set of practices, from information exchanges with parents about general issues and their own child's progress to home-school coordination and outreach to special populations. These practices are consistent with the spirit and regulations of NCLB and Title I requirements for parent involvement. They combine decades-old approaches with innovative ways to reach out to parents. Some practices were monitored for numbers of parents attending events, but there is little evaluation of effectiveness. The line between individual practices such as these and programs, discussed in the following section can be ambiguous: when bundled together in a well articulated, coordinated, and replicable framework, multiple practices can become programs.

General information exchange. General information exchange focuses on practices to improve parent-school communication and the timely flow of information. Schools have multiple structures for getting information out to parents—newsletters, web sites, automatic phone systems, cable television, and press releases. There appear to be fewer structures to ensure that feedback from parents is actively solicited.

Face to face

- Middle and high schools have step-up nights. Parents are invited to an evening orientation to learn about the schools to which their children will soon be moving.

- High school has financial aid nights, transition nights (for incoming freshmen and parents), a junior college fair, and beginning-of-the-year open houses.

- District holds annual open house. Schools present information on specialized programs, themes, and goals to help parents understand their children's options, especially as they move from elementary to middle school.

- A school schedules three dates on which incoming families can visit the school to determine whether it is a good fit for their children. Two occur during the day, the third at night. While the specific agendas for these sessions may vary, each event offers parents the opportunity to tour the school and meet with administrators, faculty, and staff.

> **Schools have multiple structures for getting information out to parents, but there appear to be fewer structures to ensure that feedback from parents is actively solicited**

- Secondary schools invite parents to follow their children's schedule for an evening. Parents learn what is going on in each class and meet their children's teachers. Administrators provide an overview of the curriculum and academic program. School report cards can also be discussed.

- District runs workshops on data interpretation for parents. As the district makes city and school assessments available to everyone, it also provides training and materials on how to interpret that information.

- Parent center holds meetings every month on topics such as test preparation and school openings and closings. Meetings are alternated between day and evening to accommodate family schedules. A goal is to have 200–400 attendees.

Print

- Parent coalition creates a parenting guide that is distributed through middle and high schools. It covers college preparation, academic transitions, and NCLB requirements and provides resources contacts for parents.

- On behalf of the school family center, parent coordinators send out regular newsletters to all parents about functions, events, and services in district high schools and the community that may be of interest to families.

- Twice per marking period, middle school principal sends out newsletter to parents, along with an automated voice message to parents alerting them when the newsletter will be sent home.

- Because high school parents are less involved onsite than elementary and middle school parents, parent coordinator creates flyers with information and puts them up around the community in addition to mailing directly to homes, because high school parents are less involved onsite than elementary and middle school parents. To attract more families into school activities, the school calendar was redesigned to feature student academic and extracurricular events.

Electronic

- Parent coordinators recently launched a new web site that provides information and links to schools and education programs in the district.

- Cable television program airs twice a month, providing timely school information about test schedules and events.

- District produces a weekly electronic newspaper that goes out to approximately 6,000 staff and parents.

- To combat the low level of literacy among its families and to reach more people, middle school advertises its upcoming meetings on popular local radio stations.

- District has a live television show that covers lessons in math, English, and science. It targets elementary and middle school students. Parents can watch these shows with their children to help facilitate learning at home.

Telephone and email

- Schools use an automated phone system. Families receive phone calls about school updates, emergencies, attendance, lunch balances, and so on. The system can translate messages into other languages.

- Automated phone system can send messages to parents in the district, entire schools, or smaller subsets, as necessary. District and school administrators and staff at the district or school level can record messages in their own voice, allowing the messages to be more personal and delivered in more than one language. Examples of use on the school level include updates on testing and student achievement and reminders of upcoming events. Messages can be translated electronically to other languages.

- High school wants to respect family privacy but still maintain accessibility. For this reason, all teachers' and school administrators' email addresses are available on the web site. Parents can then get in touch with the school without having the school collect extra personal information from them.

Information exchange on individual student performance and progress. Information exchange focused on individual student performance is achieved through parent-teacher meetings and other communications, parent-child and parent-school learning compacts, and parent-student homework assignments.

Parent-teacher meetings and other communications in person and through email or phone

- Middle schools are required to have at least one parent-teacher conference per year, and high schools must have at least two.

- In addition to parent-teacher conference day, teachers at the honors school meet parents individually for 10-minute sessions at the beginning-of-the-year open house.

Information exchange focused on individual student performance is achieved through parent-teacher meetings and other communications, parent-child and parent-school learning compacts, and parent-student homework assignments

- School web site gives high school parents an access code that allows them to monitor their child's grades, homework, and absences.

- High school offers weekly progress reports to parents of students at academic risk. Reports are brought home by the student or emailed directly to the parents. Progress reports are written in English or another language. The courts or a municipal agency tracking the student may also receive a copy of the report.

- Middle school converted a former faculty lounge into a welcoming space for families. Parents can meet with faculty and staff to review their child's academic portfolio, including results on standardized testing. While the center is open to all families, letters go out to parents of underachieving students inviting them to discuss their student's academic performance.

- A district requires that three times a year each school hold a report card pick-up night. Parents must come to the school to pick up their children's report cards and discuss the grades with teachers.

- High school holds frequent one-on-one meetings with students, at which the school representative distributes an application to join the parent-teacher organization, encouraging parents to be involved in their child's education.

- Home-school coordinator conducts home visits to keep parents informed if she cannot get in touch with them in any other way.

Parent-child and parent-school learning compacts

- Middle school sends home a school-parent compact through the school newsletter. The compact describes the upcoming parent involvement plans decided upon at the annual Title I meeting.

- District assists schools in crafting a written parent-child-school compact and parent

policy. The Title I coordinator helps assure that students and parents have a role in the writing process so everyone involved has ownership.

- School has each family sign parent-child and parent-school compact on report card night. Because families have to come to the school to discuss grades and academic achievements, the administration uses this as a time to introduce the compacts.

Parent-student homework assignments

- Curriculum nights invite children and parents into the school to explore specific topics such as math or poetry. Workshops assign creative projects for parents and students to work on together. Year-end products are celebrated with open house galleries or poetry readings.

- Schools collaborate to hold a contest each year around parent involvement. A parent-child book club is created through high school English classes.

Special events. Special events included efforts by districts and schools to involve parents in decisionmaking activities, such as the development of district- or schoolwide improvement action plans and parent involvement policies. Parents may be invited to celebrations of academic achievement; to parent nights that provide information on academic programs; to arts, sports, and extracurricular events; and to family and cultural celebrations.

Academic events

- A week before the Super Bowl, an academic event is held for students in grade 9 and their families. Students and parents work with

> **Special events included efforts by districts and schools to involve parents in decisionmaking activities, such as the development of district- or schoolwide improvement action plans and parent involvement policies**

Schools can offer parents numerous ways to volunteer: assisting in their children's classrooms and other activities, fundraising, tutoring at-risk students and engaging in other school improvement efforts . . .

statistics from the current football season in interactive games. Parents receive tips about how to reinforce skills learned with their child at home.

- School holds a college night. The evening showcases college students and young professionals from the local community, who lead group discussions with families of students in grades 11 and 12. Families get financial aid packets and application materials for colleges.

- High school holds a junior college fair for students and parents.

- A foundation grant is used to sponsor a poetry festival.

- Middle school has an English language arts assessment family night that includes a workshop for students and parents, followed by a free dinner. Teachers go over strategies that parents can work on at home with children.

- Curriculum nights invite children and parents to the school to explore specific topics, such as math or poetry, with creative projects for parents and students to work on together. At the end of the year, final products are celebrated with open house galleries or poetry readings.

- High school holds dinners to educate parents on Advanced Placement (AP) programs, explaining the accomplishments of AP students and how families can be involved.

- District conducts workshops on transitions from middle to high school and from high school to higher education.

- School has an event that is part test preparation, part game night. Parents accompany children to learn about standardized testing and to play math games. A similar event

focuses on literacy, helping parents ask questions when they read with their children.

- High school invites parents to join their children as they "shadow" older students for a day. This program helps orient students as they transition into middle and high schools and encourages continuing parent involvement.

Sports, arts, and other extracurricular events

- High school parent boosters for music and athletics help raise funds and volunteer at activities.

- An after school recreational program for parents draws fathers as well as mothers; administrators explain volunteer opportunities, including tutoring and mentoring programs.

- High school has an annual talent night every spring. School provides buses to and from the event so no one need be left out.

Cultural, family, pride, and community events

- Middle school holds an annual health promotion for outside organizations to distribute information about nutrition, acne, and body image. Students are encouraged to participate in athletic activities. Parent volunteers help coordinate the event and provide outside contacts.

- K–8 school holds an annual end-of-the year family night that draws approximately 1,200 people. This parent-teacher organization–sponsored event features a live band, horses, hot dogs, and snow-cones.

- Middle school has a supper for which teachers prepare food, and families are invited into the school. There is a health fair and presentation on a school program to promote reading.

- International night celebrates diversity within the school community. It includes a fashion

show, booths representing different cultural backgrounds of school families, and a dinner.

- Middle school holds a family potluck. The event showcases student work and gives awards to students for their academic achievements. Families bring in dishes that represent their cultural background or a specific theme of the evening.

- District parent liaisons plan events for Title I schools, such as a family game night based around literacy or a storyteller. An end-of-year awards ceremony, attended by nearly 1,000 people, is for students who have made dramatic achievements in Title I schools.

- School holds a mother-daughter tea party and a father-son basketball month to foster community pride as well as family pride.

- School offers cookouts for students, teachers, and families.

- High school has a parent appreciation dinner every fall. The school provides transportation, creates displays for the school's various programs, and serves a buffet dinner made by the culinary arts program.

Volunteer opportunities. Schools can offer parents numerous ways to volunteer: assisting in their children's classrooms and other activities, fundraising, tutoring at-risk students and engaging in other school improvement efforts, participating in parent-teacher organization activities, and serving on school councils and boards.

Parent advisory councils and school improvement committees

- Each school has a team of volunteer coordinators who work with the principal, help recruit parent volunteers, and organize schoolwide activities.

- School superintendent meets with key communicators from each school who are invested

in addressing concerns of the parents and school community.

- School management team includes parents and meets monthly to review issues and goals. They create new programs, such as a study skills committee, and work closely with other groups to plan school events.

- Network of volunteers works districtwide to oversee the implementation of the family and community involvement policy. The network advocates for parent involvement and reports directly to the superintendent and the board of education.

- School councils, which include parents, review school improvement plans, approve budgets for discretionary funds, and develop and approve plans to increase family involvement.

- Schools have parent councils, which provide a venue where parents can express their concerns and advocate for the school. Co-chairs meet regularly with school administration to address concerns and discuss issues of concern to parents.

- A citywide council is made up of parents who meet monthly and represent the schools that their children attend. Goals are to create and maintain a means of communication between parents, teachers, and administrators and to promote an environment of understanding and common purpose.

- District continually recruits parents for different committees, panels, and advisory councils. It consults with families when devising new policies, focusing on ways that the school and parents can work together. Parents are also involved through parent-teacher organizations.

> **. . . participating in parent-teacher organization activities, and serving on school councils and boards**

- Parent network invites parents from all schools to collaborate on selecting strategies for parent involvement that can be implemented in schools that need improvement. Network encourages all schools to have a parent-teacher organization and assists in setting them up.

- High school leadership team has a goal of increasing parent involvement each year. Students are a part of the group, speaking out on what they think would help to bring their families into the school.

- A parent center supports parent advisory councils, which are in every school. As part of this effort, the center hosts meetings of an executive board, which includes representatives from each council. District parent advisory council meets once a month to plan projects and events, working closely with parent liaisons to collaborate on parent-teacher conferences, address issues brought up by parents, and keep people informed about Title I funding and requirements.

Fundraising

- Parent-teacher organization sponsors bake sale and uses opportunity to distribute information.

- High school parent boosters support music and athletic departments.

- Parent-teacher organization in K–8 school raises money to fund field trips, school events, and media labs and to help provide curriculum materials for families struggling to cover costs.

- A district leadership council, including administrators, staff, and parent representatives from different schools,

sponsors professional development training around family engagement and grant writing.

Student classroom and other activities

- To promote reading, parents and community leaders are invited into the school to read to middle schoolers and discuss literature. Readers are encouraged to select writing that is related to their field of work and promote reading skills as an essential part of success.

- High school gets parents involved through the school's literacy program.

- Parents are recruited to help hand out books to students and discuss what the children are reading. The parent coordinator uses this opportunity to remind both parents and children of the importance of reading.

- Parents run concession stands at high school games and help organize the homecoming dance. During mid-terms week they distribute "smart food" snacks to kids, coordinate senior day, and run an SAT prep class.

- High school parents volunteer to do community service projects with their children.

Parent education. Parent education encompasses school-sponsored information sessions on topics such as adolescent development, college preparation, driving safety, and technology. Workshops address cultural diversity, assist with home learning, and develop advocacy and other school leadership skills. It also includes face-to-face and online General Education Development (GED) and English language learner courses for parents. In some instances, workshops include both student and parents.

Parenting workshops and classes

- High school holds workshops on topics such as dealing with adolescents, driving safety (for parents and students), and technology.

Parent education encompasses school-sponsored information sessions on topics such as adolescent development. Workshops address cultural diversity, assist with home learning, and develop advocacy and other school leadership skills

- Computer workshops are provided for parents of students in grades 5–8. Parents are given educational web sites so they can help children at home.

- School provides parent workshops each year. Topics are determined with parental input and are frequently organized by grade to address the needs of families at different academic stages. Recent workshops have covered standardized testing and teen mental health issues. Representatives from local organizations are often guest speakers.

- District runs intensive two-week summer training to prepare parents to become school leaders.

- District reaches out to grandparents who are primary caregivers to help them understand schools today and issues facing today's students.

- Reading program brings parents into the school to practice reading with the program staff. Parents learn skills to take back to their children to support literacy in the home.

- Workshop series for parents aims to enhance communication with children. Meetings include a psychologist and a social worker who help bridge cultural divides so parents can work with their children and understand their role in their child's school success.

- Parent leadership training is held for those who want to become more involved in school leadership teams. They teach parents how to navigate through educational jargon and ask tough but important questions of the school staff.

- Citywide parent group conducts a computer training course for parents. Parents who are admitted to the class must attend twice a week for three weeks. If they do so, they receive a laptop for home use.

- The school system sponsors workshops for parents with children in alternative schools. Parents receive information on how to advocate for their children's education and are connected to community resources.

- Cultural competency workshops are held for immigrant families, covering such topics as how to dress for success and the educational philosophy of the school.

- A 20-week course is held to train parents to become school leaders and advocates.

- Children enjoy movies and games while parents attend workshops that help them assimilate into a new culture and school system. The program is in collaboration with several community organizations.

- District office provides shelter-based workshops for homeless parents.

- Middle school sponsors parent-child lunches with speakers on topics such as bullying and harassment. School tries to pick subjects of interest to older students and their families.

- Workshops on driving safety are provided for parents and students.

General Education Development programs and English language learner students

- English as a second language, GED, adult basic education, and work-readiness programs are aired on cable television. These programs help meet the needs of parents who are on waiting lists in the district's adult education program.

> **Workshop series for parents aims to enhance communication to help bridge cultural divides so parents can work with their children and understand their role in their child's school success**

- GED courses are offered in both Spanish and English. Parents in English as a second language classes are invited to take computer technology courses to be able to help them facilitate home-school learning.

- Parents who attend the English language learner classes agree to attend three to five family-involvement activities at the child's school and report back to the center about their experiences.

- Intensive language instruction is offered to parents who are new immigrants.

- English language learner program develops a video that focuses on the importance of attendance, family involvement, and extracurricular activities for high school students. The video also provides information on alternative paths to high school graduation.

Other parent education

- To empower and involve parents in their children's education, a high school gives parents opportunities to develop workforce skills through office and family center jobs.

Professional development. Professional development opportunities can prepare staff to work with parents. They include staff training and workshops to support parent involvement; curriculum and print material; and other professional development activities.

> **Professional development opportunities can prepare staff to work with parents. They include staff training and workshops to support parent involvement; curriculum and print material; and other professional development activities**

Staff training and workshops to support parent involvement

District holds staff workshops on how to deal with diverse families.

- District holds staff development workshops for family coordinators and outreach specialists. Tips are shared on how to apply evidence-based

practices, run parent meetings, manage family events, and provide support to other staff.

- Outreach specialists run in-school training and workshops for the administration, faculty, and staff about the importance of family involvement and how to work collaboratively with parents. They perform school walk-throughs with school faculty, staff, and parents and assess how welcoming the school is for families.

- Specialists attend conferences and workshops focusing on specific subjects, including strategies for engaging parents in student learning in math, science, and other areas. They share this information with other teachers and with parents and student.

- A parent center and a local community agency collaborate to provide principals and teachers with cultural diversity training on the needs of emotionally, physically, or mentally challenged children.

- Administrative staff go to district-led meetings on communicating with parents. The attendees at the meetings come back and present the information to other staff.

Curriculum and print materials

- A district compiles descriptions of the most successful parent involvement practices used by its schools; this information is distributed in a resource guide.

- After a review of available literature, a district provided every teacher with a monthly copy of a parent involvement newsletter.

- Specialists attend leadership training and bring books and other print materials on how to work with parents back to the school, where they are shared in a staff library.

- A guide for parent involvement and teacher-parent interactions is provided to all staff.

Subjects include how to explain grades to parents during report card conferences and how to meet with parents without making them feel defensive.

Other professional development activities

- A middle school gives teachers a walking tour of neighborhoods that feed into the school. Staff meet with local groups such as police agencies, social services, and the NAACP.

- Family outreach staff tour local public service agencies, such as the unemployment office, to get information about the resources available to their schools' families.

- In addition to working directly with families, an English language learner welcoming center provides on-site training and tool kits for each of the district's middle and high schools to ensure that families are welcomed appropriately and that English language learner services are understood by all administration, faculty, student support service providers, and staff.

Home-school collaboration centers. School and district parent centers have dedicated staff, including parent coordinators, liaisons, and advocates (see the following section). As promoted by NCLB legislation, these practices often target special populations in which engaging parents to participate in school or district activities has been challenging.

School-based parent drop-in centers and welcoming lounges

- Collaborating with a community agency, school hosts an on-site resource center that provides information on after-school activities in the community and has computers available for parents to sign up children and explore opportunities.

- School provides space for parents to have coffee and baked goods throughout the year. Families can drop by in the morning to have

breakfast and chat with teachers. Sometimes students play music for these events.

> **Parent centers often target special populations in which engaging parents to participate in school or district activities has been challenging**

- Office of the parent coordinator is used as an informal drop-in center, open to parents and youth.

- District sponsors school-based family resource centers that provide assistance related to housing and other services. Families from other schools can also use the services.

- Principal invites parents to drop by for breakfast once a week, allowing parents to stay in communication with the administration and provide informal feedback.

- A van is used as a mobile family resource center for outreach to parents where involvement has been limited; the van contains information and learning materials and is staffed by a parent advocate and parent liaisons.

Home-school collaborations—dedicated staff. Some states, districts, and schools assign dedicated staff to promote home-school coordination and outreach to traditionally hard-to-reach parents by forging personal relationships with parents who may be unfamiliar or uncomfortable with the school system.

Parent liaisons, coordinators, advocates, and outreach workers

- High schools have parent activity coordinators who keep parents involved and aware of education issues on the local, district, and state levels.

- Family educators, funded by a school, work with the school community to connect families with community resources, plan workshops and training, and promote family-school communication.

> **Some states, districts, and schools assign dedicated staff to promote home-school coordination and outreach to traditionally hard-to-reach parents**

- District parent coordinators trained in the Epstein model serve as liaisons between schools and community superintendents, providing feedback on what is working well and the issues that are emerging.

- Home-school coordinator works directly with parents, conducts meetings in English and Spanish, translates materials, and goes to parents' place of employment if parents cannot leave work to see her.

- Three parent liaisons serve a district's Title I schools. They set up activities, aid communication between parents and the administration, and help plan and run the district-wide parent-teacher organization meetings.

- District-level parent coordinators work to strengthen home-school communications. They create and run workshops for staff, hand out information at open houses, and work with individual families with which a school has had difficulty communicating. Coordinators keep the district superintendant informed of issues.

- Part-time home-school coordinators facilitate communication between two middle schools and their English language learner families.

- Parent liaisons make phone calls to homes, contacting families that teachers have had trouble reaching, planning parent involvement activities, making home visits, and collaborating with other school committees and community resources.

- District social workers are dedicated to working with immigrant and refugee families. They help non-English-speaking parents and children navigate the education system and advocate for them in schools.

- Family liaisons help teachers communicate with Hispanic families regarding students' academic performance. They address underlying issues affecting a child's education and connect immigrant families to appropriate resources and support services.

- District newcomer center hires coaches to translate lessons for students and assist at parent-teacher conferences.

- Multilingual specialists from the district help families communicate with their children's school and translate at school and district meetings whenever possible. To address the needs of a broader range of parents, the specialists partner with community agencies serving diverse cultural and language groups.

Programs

Across the pilot districts interviews and public record searches yielded only five programs that met the study's definition of a program—that it have parental involvement as its primary goal, one or more well articulated practices linked to this goal, a formal organization, and dedicated personnel or volunteers. This small number indicates either that few programs developed in the field have been rigorously evaluated for scientific evidence of effectiveness (following a service to science model) or that research in the field has not informed the adoption of such programs (a science to service model). Information on programs was obtained from publicly available written and online records as well as interviews.

Service to science model. Following a service to science model, districts had developed three programs, each in different stages of evaluation, replication, and dissemination: the Parent Leadership Training Institute, the Collaborative Partnership for Student Success, and the Family and Community Outreach Coordinator program. The first is a universal K–12 program that fits the programmatic category of parent education, as described in appendix A. The other two programs,

which are in the early stages of use, target Title I priority populations and aim to forge stronger links among families, schools, and communities. The Collaborative Partnership for Student Success specifically aims to serve refugee and immigrant families and thus fits the category of outreach to special populations. The third program falls into the category of family, school, and community partnerships and involvements.

- *The Parent Leadership Training Institute* was developed over a decade ago by the American Leadership Forum, Leadership of Greater Hartford, and the Connecticut Commission on Children. The program includes a retreat to develop group communication, 10 weeks of classes on self-perception and perception of leadership, 10 weeks of classes on democracy skills, and a community project based on local interests. Open to all parents, the program was implemented in 12 cities in Connecticut, including all three pilot districts (Bridgeport, New Haven, and Waterbury).

  An external evaluation of the program concludes—from retrospective accounts obtained through focus groups, surveys, and interviews with participants (but not published in a peer-reviewed journal)—that many parents engage in advocacy and improvement efforts in schools and the wider community (Salloway 2004). But the evaluation was limited in scope, with a response rate of less than 33 percent. Despite the lack of published findings, communities in Florida, Rhode Island, and Virginia had adopted the program based on Connecticut's experiences and descriptive evidence (see, for example, Parent Leadership Training Institute of Alexandria, www.plti-alex.org/). Sites typically monitor their program activities and perceived benefits but do not conduct rigorous evaluations.

- *The Collaborative Partnership for Student Success* program in the Worcester Public Schools implements a multiservice program for refugee and immigrant students and families, with the goal of helping parents and students prepare for academic transitions and postsecondary education. The program began in January 2008 with a goal of enrolling 100 middle and high school students and their parents and is monitoring student academic achievement.

- *The Family and Community Outreach Coordinator* program of the Boston Public Schools is designed to build relationships between parents and teachers and make K–12 schools more welcoming. It operates out of the district's Family and Community Engagement Office, which also supports general outreach, special education, and bilingual outreach workers. Outreach coordinators are assigned to schools to work with families, plan workshops and other events, provide professional development on parent involvement, and help establish and sustain school councils. They meet regularly and receive professional development from the district.

  The program was monitored in its first 18 months by an external evaluator. Preliminary descriptive findings suggest positive benefits at the elementary school level, where parents reported more welcoming school environments, better communication and engagement, and support for home learning. The program was conducting needs assessments with parents and refining outcome measures for future evaluations.

Science to service model. Following the science to service model, two models that were identified from the literature review have been tried in the region: Solid Foundation and the School-Family-Community Partnership (SFCP) program. Both fit into the family-school-community partnerships and involvement category.

> **Following the science to service model, two models that were identified from the literature review have been tried in the region: Solid Foundation and the School-Family-Community Partnership program**

- *Solid Foundation* was first implemented at a middle school in Manchester, New Hampshire, and at elementary schools in Nashua and Manchester. Developed by the Academic Development Institute, the program seeks to strengthen family-school connections, engage parents in children's learning, and improve student academic and social learning. The program was based on an initial survey and needs assessment and has been evaluated at the elementary level, where it is more widely used (Redding et al. 2004). The middle school effort was discontinued in Manchester because of competing priorities, resource limitations, and parent availability.

- Connecticut was expanding implementation of the *SFCP Program*, which was developed by Joyce Epstein, director of the National Network of Partnership Schools at the Johns Hopkins University, to promote the six types of parent involvement she has identified. Originally implemented in three pilot districts, the program was expanded to other high-need urban and rural districts. The program includes tailored practices at the district and school levels to foster collaboration. School activities can include creating annual action plans linked to school goals, implementing planned activities, and monitoring participation, satisfaction, and perceived benefits. Action teams consist of educators, parents, and community members. Public and private partners—including the Connecticut Department of Education, State Education Resource Center, Capitol Region Education Council, and United Way of Connecticut—delivered training, technical assistance, and financial resources to the three districts that piloted the initiative.

The Solid Foundation and the SFCP programs have been implemented elsewhere. Both

> **Although few parent involvement programs were identified in this project, substantial resources were devoted to providing parent involvement services and infrastructure for districts and schools**

provide practitioners with guidance for implementation and examples of how activities can promote parent involvement.

Parent involvement resource centers and other networks

Although few parent involvement programs were identified in this project, substantial resources were devoted to providing parent involvement services and infrastructure for districts and schools. Examples include the U.S. Department of Education's Parent Information and Resource Centers (PIRCs), which were active in all the pilot states and districts, and parent welcoming centers, which offer parents a comfortable and supportive environment.

Parent Information and Resource Centers. The PIRCs support an array of parent involvement practices and some programs, including some of those listed in the previous section. Their mission is not only to inform and educate parents but also to help implement and evaluate parent involvement strategies. The PIRCs aim to promote partnerships among parents, schools, and the community to improve student academic performance. While about a third of funds are dedicated to early childhood services and programs, the PIRCs also have a mandate to serve parents "who are severely educationally or economically disadvantaged" (U.S. Department of Education 2007).

The recent wave of federal funding for the PIRCs highlights the importance of evaluation in determining which parent involvement strategies are effective. A national coordinating center provides technical assistance to support more rigorous evaluation designs, and each PIRC is required to work with an external evaluator to develop and implement quasi-experimental methods with a comparison group. This evaluation initiative is designed to provide much-needed evidence of what works and help to inform future planning. At the time of the study, one PIRC was planning a quasi-experimental study of the SFCP program, which may include middle and high school parents.

Other coordinated parent involvement activities.
In addition to discussing PIRCs, key informants described coordinated parent involvement activities in their districts that did not fit the definition of programs or practices. These activities are better described as centers and networks in states and districts with the primary goal of supporting parent involvement. For example, the Coalition for Quality Education in Manchester is a parent-run coalition that informs parents and community members of education issues and promotes family, school, and community partnerships and parent advocacy to ensure that all students are ready to learn. The coalition maintains an email list for parents of K–12 students, community members, educators, and key stakeholders on topics such as college preparation, district policies, budgetary issues, the NCLB Act, and school performance. It also disseminates parent guides and convenes meetings and a biannual summit to address school issues.

In Massachusetts the Title I Dissemination Project provided multifaceted education and outreach to parents, teachers, and Title I officers in more than 140 districts on parent involvement and NCLB and Title I guidelines and regulations. In addition to providing technical assistance and training, print materials, and regional workshops, it sponsors an annual conference with sessions on parent involvement, scientifically based research, and NCLB accountability.

In New Haven the City-Wide Parent Network served the district by building links between parents, teachers, and members of the community. Membership was open to all parents in the district. A Title I parent liaison and a family educator coordinated network activities and meetings where members exchanged information, identified needs, and discussed how concerns were being addressed. Staff planned workshops for parents based on identified needs. Network activities, including an annual conference, were supported by grants from community partners. In addition, the community engagement team—consisting of 16 representatives drawn from parent-teacher

organizations, higher education institutions, community agencies, and school and district personnel—met monthly in coordination with the district central office. This team had sponsored surveys of parents and community members to understand their perspectives on communication and engagement.

> **Parent involvement activities in some districts did not fit the definition of programs or practices. These activities—better described as centers and networks—have the primary goal of supporting parent involvement**

In Syracuse the Parent Partnership Network developed workshops on the education system for non-native English speakers. The network, which reports directly to the board of education and superintendent, served parents districtwide and oversaw the implementation of policies for family and community involvement. The Syracuse Parent Leadership Connection—consisting of parents, community representatives, and school administrators and staff—held professional development training sessions on parent engagement and grant writing.

In Nashua, New Hampshire, Partners in Education managed a volunteer coordinator program; each school had a team of volunteer coordinators that worked closely with the principal, helped recruit parent volunteers, organized schoolwide activities, made follow-up phone calls to get parent feedback, and monitored parent involvement, which was recorded in a yearly evaluation.

Parent welcoming centers. Information was also obtained from three parent welcoming centers. In Worcester the English Language Learner Welcoming Center provided a point of contact for non-English-speaking families enrolling students in grades 7–12. Staff members test students for placement and provide families with information about the district's infrastructure, policies, and requirements; available volunteer opportunities, programs, and resources; and typical adjustment issues. In addition, the center offers schools in the district information

Parent welcoming centers and networks were major resources in the pilot districts. They provided services and infrastructure support for promoting parent involvement strategies

sessions, onsite training, and tool kits to welcome immigrant and refugee families. Targeting grades 6–12, the recently established Newcomers Center in Buffalo provides intensive English language instruction to students whose formal education has been interrupted and helps them acclimate to American culture. The center sponsors Saturday academies for both students and parents; workshops teach parents about different aspects of the school system.

Since 1992 the Bridgeport (Connecticut) Parent Center has served as a gathering place that offers parents a comfortable and supportive environment, as well as opportunities for skills-based training. This citywide resource is supported through a state priority-district grant. Operating out of the center, the Ed Tech Academy offers more than 20 workshops, ranging from "Orientation to the Personal Computer," which familiarizes parents with the use of technology, to "Supporting Your Child's Academic Growth."

These centers and networks were major resources in the pilot districts. They provided services and infrastructure support for promoting parent involvement strategies, from advocacy and planning to volunteering and parent education. Target populations served ranged from any parent with a school-age child to more selective outreach to families eligible under Title I, recent immigrants, and other non-English-speaking parents. Except when mentioned in the program section above, these centers and networks implement practices, not programs, and there is little rigorous evaluation of their activities.

Barriers to parent involvement. Whether key informants were reporting on practices, programs, networks, or centers, numerous barriers to involving parents were noted at state, district, and local levels. While the evidence is anecdotal, the barriers identified are consistent with the research literature. For example, informants cited schools'

struggles to engage parents in ways that accommodate busy family schedules, immigrant families' lack of familiarity with American culture and school systems, generational knowledge gaps when grandparents are primary caretakers, low levels of literacy or formal education preventing parents from helping with homework or getting more involved, language barriers, concerns about immigration status and reporting, lack of transportation, and unreliable channels of communication (especially if students are used for transmission).

Resource and financial barriers also exist—difficulties of securing initial funding for program development and implementation and sustaining funding over the long term. Sustained financial commitments are critical not only for planning and institutionalizing programs but also for moving from discrete practices to more comprehensive programs and their evaluation.

IMPLICATIONS FOR FUTURE RESEARCH

The handful of well articulated parent involvement activities described in this project represent only a partial picture of what states, districts, and schools are doing to promote engagement with parents. Many practices are incorporated into standard school operations or the activities of centers and networks. But they are rarely evaluated for effectiveness in increasing parent involvement or student achievement, though efforts are often made to solicit parent input and feedback for future planning.

The policies, practices, and programs examined here present several challenges for evaluation. State and district policies incorporated multiple goals. Even a relatively simple practice, such as a curriculum night, may address more than one goal—for instance, improving school-family communication and supporting learning. And consistent with the findings from the literature search, the practices examined were typically not organized into formal programs or articulated in ways that would readily support rigorous evaluation and

identification of what works. Few programs were identified, and each of those had multiple goals and incorporated multiple practices. Monitoring consisted primarily of simple counts of parents reached or participating in a given activity.

Thus, if a randomized trial is considered the gold standard, it is difficult now to evaluate practices—such as open-house nights and parent-teacher conferences—that are used widely and are part of standard operations. And even if their benefits could be examined in isolation from other activities, few districts or schools would agree to be randomized to a comparison condition that withheld such activities. Schoolwide multicomponent programs require randomization of a relatively large number of schools to treatment or comparison conditions, a costly undertaking.

Although local selection and tailoring of program components is consistent with community participatory approaches and community involvement, the process presents challenges in determining fidelity and ensuring that programs are implemented as intended or implemented across intervention sites. Finally, connecting the dots from a given parent involvement strategy to greater parent engagement and ultimately to improved student achievement calls for designs that can test the mechanisms through which interventions work.

It is difficult to align parent involvement strategies with NCLB guidance, which promotes practices and programs that meet the highest professional and technical standards and have the best evidence of effectiveness. Decisionmaking at the state, district, and school levels is constrained by the paucity of programs that have been rigorously evaluated and found effective. In the absence of such information, implementation is based on practitioner experiences, standards of practice, and information on strategies that meet different parent involvement goals. Choices of what to implement to engage parents of students in middle school, and especially in high school, are limited by the lack of evidence of what works once

students leave elementary school.

This study's findings highlight the need for additional research and evaluation in three areas:

- Development of more fully articulated programs that can be rigorously evaluated to determine what works and what does not. (This need reflects the large number of practices under way in the pilot districts, compared with the small number of programs with defined core components and targeted parent and student outcomes.)

- Ongoing, systematic data collection of current parent involvement strategies to promote shared learning and to identify practices and programs that may merit further evaluation. (This need reflects both common and untested practices that are used to varying degrees across districts and schools without a knowledge base of what is promising and for which populations.)

- Rigorous study designs that overcome the limitations of existing evaluations of parent involvement strategies that give evidence of what works in middle and high schools. This will allow schools to target their resources in programs that promote student academic success and narrow the achievement gap experienced by districts serving large proportions of low-income, racial/ethnic minority, and recent immigrant families. (Few policies, practices, or programs have been monitored or rigorously evaluated in the pilot sites, and the literature revealed a dearth of rigorous evaluation studies of the effectiveness of parent involvement strategies.)

> The handful of well articulated parent involvement activities described in this project represent only a partial picture of what states, districts, and schools are doing to promote engagement with parents. But they are rarely evaluated for effectiveness in increasing parent involvement or student achievement

NOTES

1. School departments regularly update their strategic plans and policy statements; some documents cited in this section may no longer be available online at the district or state web sites. None of the web site documents reviewed has page numbers, so page numbers are not provided for quotations throughout the report.

2. Joyce Epstein, director of the National Network of Partnership Schools at the Johns Hopkins University, has described an action model for parent-school partnerships that includes six key activities: parenting, communicating, volunteering, learning at home, decisionmaking, and collaborating with the community.

APPENDIX A
LITERATURE REVIEW ON PARENT INVOLVEMENT AND STUDENT SUCCESS

The literature review focused on identifying strategies that aim to increase parent involvement during the middle and high school years and evidence on the effectiveness of the strategies, either in their intermediate goal (increased parent involvement) or their ultimate outcomes (enhancing student learning and school performance). The purpose of the review was to inform a protocol for collecting data on practices and programs likely to be used by districts and schools.

Parent involvement

Multidimensional parent involvement has been conceptualized in numerous ways. Some focus on the goal or outcome (Epstein 1995), while others focus on the parenting role, expectations, or intent (Ho and Willms 1996; Mattingly et al. 2002). A distinction is drawn between "naturally occurring" parent involvement, which may happen more frequently when children are younger (such as talking with a teacher when dropping off or picking up children), and strategies that are specifically designed to engage parents in children's schooling, including involvement both at school (special events, volunteering) and at home (homework monitoring, parent-child homework assignments) (Pomerantz, Mooreman, and Litwak 2007). This project focuses on the latter: interventions that schools are using to address the general parent involvement requirements of the NCLB Act and Title I funding.

Researchers and stakeholder groups have disseminated both evidence-based and anecdotal practice information about different types of involvement (Coleman et al. 2006; Dorfman and Fisher 2002; Epstein et al. 2002; Kohl, Lengua, and McMahon 2000; Maushard et al. 2007). For example, in 1997 the Parent Teacher Association, working with multiple organizations, delineated six broad categories of parent involvement goals (Parent Teacher Association 2008). The National Coalition for

Parent Involvement in Education provides similar frameworks for family involvement (www.ncpie.org/DevelopingPartnerships/). These guidelines are consistent with the widely used model proposed by Epstein (1995), which delineate six types of parent involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. All emphasize connections between home and school and underscore the importance of ensuring timely and two-way communication, creating welcoming school environments, providing volunteer opportunities and ways that parents can participate in decisionmaking and advocacy, supporting parents' roles in assisting student learning, and forging family-school-community collaborations to promote student performance.

Student success

The federal commitment to ensuring parent involvement in public education is longstanding. In 1965 the importance of parent involvement in children's education was acknowledged in provisions of the Elementary and Secondary Education Act. Decades of subsequent research correlate parent involvement with desirable student outcomes, such as higher grades and test scores, better attendance, improved classroom preparation and behavior, and higher rates of graduation and postsecondary enrollment (see, for example, reviews by Carter 2002; Kreider et al. 2007).

Jeynes (2003, 2007) reports on meta-analyses undertaken to determine the influence of parent involvement on the education outcomes of urban secondary school children. Using data from more than 50 studies, he reports a significant positive influence of parent involvement on measures of education outcomes, including an overall measure of academic achievement, grades, and standardized tests. This finding holds for multiple types of parent involvement for the general population and minority students. In a quantitative meta-analysis of 25 studies, Fan and Chen (2001) found small to moderate relationships between parent involvement and student academic achievement. Parent

expectations and student perceptions of these expectations were especially influential.

In a review of 51 studies published after 1994, Henderson and Mapp (2002) highlight the benefits of parent involvement for students of all ages and cultural and socioeconomic backgrounds. Yet the authors also point out that most studies have been done with younger children, that the research on older students is relatively thin, and that not all forms of involvement are uniformly positive. For example, parents may be more involved with homework and more in contact with schools if their children are doing poorly (for example, Shumow and Miller 2001).

In one of the largest studies Catsambis (2001) uses data on more than 13,000 families included in the National Educational Longitudinal Study of 1988 to investigate the connections between parent involvement practices and the educational outcomes of high school seniors. Multiple practices, such as setting high education expectations and enhancing learning opportunities, were positively associated with the education success of high school seniors, regardless of whether parental practices were measured in middle school or high school. Negative effects of some forms of involvement, such as parents contacting the school, disappeared when analyses controlled for students' problem behaviors. This suggests that a high level of contact may be related to children's poor performance and reflect school interactions with parents, whether these are initiated by parents or teachers.

Disagreement does exist about the strength of evidence and causal relationship between different forms of parent involvement and student outcomes (Juvonen et al. 2004; Thorkildsen and Scott Stein 1998), especially for racial/ethnic minority populations (Hong and Ho 2005; Yan and Lin 2002), though almost all studies argue that parents can help a child's learning and transition through middle school to high school (Ho and Willms 1996; Keith and Keith 1993; Sanders and Herting 2001) and from high school into postsecondary education (Trusty 1999). There is also evidence

that parents from different cultures and backgrounds—regardless of income level, language, and length of time in this country—would like to be engaged, even if they have found the school environment unfamiliar or uninviting (Paratore et al. 1999; Quiocho and Daoud 2006; Tinkler 2002). In a review of more than 60 studies that address connections between schools and racial/ethnic and cultural minority families, Boethel (2003) underscores the important role parents can play in student achievement among low-income populations, while calling for additional research, especially once students have advanced beyond the elementary years.

Despite potential benefits of parent involvement, numerous structural, cultural, and family barriers to such involvement have been identified (Appleseed Network 2006; Fogle and Jones 2006). These include limited school resources for supporting parent involvement, limited training and time for teachers and other school staff to foster parent engagement, complicated work and family schedules that make it difficult for parents to attend school functions or participate in children's homework and other educational activities, and cultural and language barriers to meaningful communication and participation (Arias and Morillo-Campbell 2008; Epstein et al. 2002; Weiss et al. 2005a).

Parents are more likely to be involved in schools and their children's education when their sons and daughters are young, and strategies to engage parents in preschool and early schooling are relatively well documented (see Bohan-Baker and Little 2004; Chen 2001; Kessler-Sklar and Baker 2000; Miedel and Reynolds 1999; U.S. Department of Education, National Center for Education Statistics 1998). Volunteerism, participation in school councils and planning, attendance at school events, and parental monitoring all typically decrease as children become more independent (Juvonen et al. 2004).

Strategies to involve parents in middle and high school homework assignments and school activities have been developed, but these are often

difficult to implement and sustain (Sanders and Epstein 2000). Yet parent involvement during early and middle adolescence remains an important factor for student success (Epstein 2004; Sanders 2001; Simon 2004; Simons-Morton and Crump 2003), and substantial federal, state, and local resources are being devoted to actively engaging parents in children's schooling beyond the elementary years.

Scope of the review

The review is limited to studies published within the last decade. Literature that considers the general association between parent involvement and student outcomes, such as described in Henderson and Mapp (2002), was excluded from this analysis in order to focus on actual strategies that have been documented.

Two questions on evidence of effectiveness were considered:

- Does a particular practice or program that has parent involvement as a specified component or priority succeed in increasing parent engagement?

- If so, is there evidence that the parent involvement activities directly contribute to intended student outcomes, such as improved academic performance in a subject area, higher rates of graduation, or postsecondary school attendance?

The search focused on practices and programs that encourage parent involvement at school and at home; it did not uncover any evaluations of policies. The search encompassed programs for which parent involvement is both the primary outcome and a clearly specified component of a larger program that targets student academic success. The inclusion of the latter is important, especially at the secondary level, where parent engagement typically is not an end in itself but a mechanism for improving school success. Programs that may occur in schools and include parent involvement,

but which target other outcomes—such as violence prevention, substance use reduction, and character and youth development—were excluded.

The keywords and databases used in the literature search are presented in appendix B. In addition, a web-based search was conducted of a broad range of key stakeholder web sites, as well as the web sites of the U.S. Department of Education, National Coalition for Parent Involvement In Education, the Family Involvement Network of Educators, the Appleseed Network, and the National Partnership of Network Schools. These web sites are helpful in providing links to evaluation studies in addition to examples of strategies designed to promote parent involvement (Weiss et al. 2005b).

From this pool of information a small subset of literature on practices and programs met the screening criteria of relevant timeframe (1997–2008), intervention strategy (parenting policy, program, or practice), sample (parents with students in grades 6–12), and outcome. Relevant outcomes included documentation of increased parent involvement, with or without linkage to student outcomes. Evaluations ranged from case studies, qualitative interviews, and observations to quasi-experimental research designs. Studies that met relevance criteria were included, even if the evidence standards in *WWC Evidence Standards for Reviewing Studies* (U.S. Department of Education 2008) are not fully met. This literature is included because it reflects the state of the field and is the best evidence available.

The literature review yielded about 200 articles from 1997 to 2008 that describe an array of practices and a smaller number of programs. This section first presents information obtained on practices, followed by information on programs, which often consist of multiple coordinated practices. Only about 40 articles reported on evaluation; these present the findings of small-scale studies, use quasi-experimental designs, and are primarily descriptive in nature, following parents or students who have been in programs without control groups. No evaluations of policy were uncovered,

and no study met criteria for rigorous evaluation; those that are included provide the best available evidence. There is little evidence that parent involvement strategies succeeded in increasing parent engagement or contributed directly to improved student performance in a subject area, higher rates of graduation, or enrollment in post-secondary education.

Typology of parent involvement practices

Many practices are described in published articles or on web sites intended for audiences of practitioners (for example, Bouffard and Stephen 2007), but there is virtually no strong evidence that the given practice increases parent engagement or affects student and school performance.

To organize descriptive accounts of single practices, a typology was created that groups similar practices into one of eight categories. Each category describes a strategic approach that has been used to garner parent involvement. In addition to helping summarize the literature, this typology has proven useful in characterizing information collected from the nine districts where the protocol was piloted. Grouping practices with similar features into a typology is useful both for displaying the diversity of what has been reported and for potentially identifying which types of practices might be candidates for future evaluation.

The following typology organizes information on practices into eight categories. These groupings are not necessarily mutually exclusive; there can be overlap when, for example, a special event may be an opportunity for both general information exchange and parent education.

The first two categories focus on practices to improve parent-school communication and the timely flow of information. Such practices are consistent with guidance of the NCLB Act that emphasizes the importance of effective communication about school choice and schoolwide issues such as school performance, general school

policies and procedures for assessment, discipline, attendance, and opportunities for parent involvement. The NCLB Act also underscores the timely exchange of information about an individual student's performance. While articles promote the use of these practices and describe how they can be implemented, they have not been evaluated in randomized controlled trials or quasi-experimental studies.

- *General information exchange.* Schools have multiple structures for getting information out to parents—newsletters, web sites, automatic phone systems, cable television, and press releases. There appear to be fewer structures to ensure that feedback from parents is actively solicited. A literature on electronic methods and systems to support timely communication is emerging (Dunman 1998; Lunts 2003; Vaden-Kiernan 2005). For example, Barron and Ivers (1998) analyzed the content of school web sites and found that 71 percent of secondary schools used this medium to share information.

- *Information exchange on individual student performance.* This group of practices focuses on regular communication between home and school about a child's performance and progress (Jesse, Davis, and Pokorny 2004; Ouimette, Feldman, and Tung 2006; West 2000). The literature notes how schools are using web portals and other forms of electronic communication to provide parents with frequent updates on grades, completion of homework assignments, and other performance indicators (Bird 2006; Shinn 2002; Tonn 2005). A report by Rogers (2007) suggests that increases in communication frequency and detail in a subject area may be positively related to student achievement, but more recent questions have been raised about the appropriate balance between adolescent autonomy and parent involvement and monitoring (Hoffman 2008). In addition, face-to-face parent-teacher conferences are a longstanding school tradition.

The next two categories of parent involvement practices focus on school efforts to involve parents in school events and volunteer activities. In its guidance to schools, NCLB emphasizes the importance of scheduling meetings at times that are convenient for parents and, if necessary, using Title I money to provide transportation and childcare to enable parents to attend meetings and training sessions. The legislation also encourages districts and schools to involve parents in decisionmaking activities, such as the development of district- or schoolwide improvement action plans and parent involvement policies.

- *Special events.* Parents are invited to celebrations of academic achievement; parents' nights that provide information on academic programs (Henderson 2004); arts, sports, and extracurricular events; and family and cultural celebrations (Rubenstein and Wodatch 2000). Surveys of students in middle and high schools and their parents indicate that participation in these activities drops in secondary school (Juvonen et al. 2004). A description of an urban school-university collaboration reports an increased participation in a back-to-school night as a result of having graduate students assist teachers in calling parents and distributing multiple-language brochures (Shirley et al. 2006).

- *Volunteer opportunities.* Parents volunteer in numerous ways: assisting in their child's classroom and other activities (Halsey 2004), fundraising (Potter 1998), tutoring at-risk students and being involved in other school improvement efforts (Allen and Chavkin 2004), participating in parent-teacher organization activities (Arguea and Conroy 2003; Haviland 2004), and serving on school councils and boards (Anhalt, Allexsaht-Snider, and Civil 2002; Brown and Beckett 2007; Jasis and Ordenez-Jasis 2004). Relatively few parents—an estimated 5–6 percent—become engaged in school governance and advocacy (Ritblatt et al. 2002). But there may be benefits to such participation, as noted in a report by Marschall (2006)

that analyzes information from 160 schools serving high enrollments of Hispanic students. Data from multiple sources, including the rosters of association memberships, state-level school characteristics, and teacher surveys on parent involvement, describe how Hispanic parent representation on local school councils in Chicago was associated with an increase in the number of Hispanic students meeting academic standards. This literature is descriptive; as with information exchange practices, no experimental or quasi-experimental evidence was identified.

The next two categories focus on education and training efforts. The first comprises parent education practices, including parenting skills development and leadership and advocacy training; the second focuses on in-service and other training for staff on parent involvement. These practices are consistent with the NCLB focus on building the capacity of both parents and education personnel to work in concert for the benefit of students. Specifically, schools and districts receiving Title I funds are charged with the task of helping parents understand assessments and academic standards, how to monitor their children's progress, and how to work with their children to improve achievement. Training sessions to help parents learn how to involve other parents are also encouraged. Further, districts and schools are expected to educate staff on how to communicate with parents and work with them as equal partners.

- *Parent education.* Parent education provides families with the information and skills necessary to support successful home partnerships, become leaders within the school community, support academic achievement at home, and foster healthy adolescent development (Callahan, Rademacher, and Hildreth 1998; Dodd and Konzal 2000; Institute for Responsive Education 2005; Maroney and Montemayor 1997; Montemayor 1997; Toney, Kelley, and Lanclos 2003). Again, these studies are descriptive. For example, the report by Callahan, Redemacher, and Hildreth is based on 26

middle school students and their parents. The Institute for Responsive Education's evaluation of parent trainings involved posttest surveys of participants, interviews, and focus groups with selected parents one to three months after training to ascertain whether they were using the knowledge and skills covered.

- *Professional development for faculty and staff.* This takes a variety of forms, including in-service training for staff on how to work effectively with parents (Allen and Migliore 2005; Hoover-Dempsey et al. 2002) and events sponsored by schools and communities that raise awareness of the strengths and challenges parents bring to the home-school collaboration. An example of the latter is provided in McCullum's (1997) account of how a Texas high school with many immigrant students and historically low levels of parent participation partnered with a community organization to sponsor a professional day for staff that included a neighborhood walk and lunch for parents and teachers. Interviews with parents and teachers suggest that this staff day was useful in encouraging parents to visit the school and communicate with teachers more regularly. No experimental or quasi-experimental studies of the effectiveness of professional development around parent involvement were found.

The last two categories address practices that promote collaborations between home and school and with the community through the creation of school and district parent centers with dedicated staff, including parent coordinators, liaisons, and advocates. As promoted by the NCLB Act, these practices often target special populations in which engaging parents has been challenging (such as parents with limited English proficiency) to participate in school or district activities.

- *Parent centers.* Found in schools and the broader community, parent centers aim to provide families with resources for promoting student academic achievement and family participation in school organizations.

Aspiazu, Bauer, and Spillet (1998) describe a community-based family resource center in which children were tutored. Freidlaender (1999) describes a middle school center primarily serving Black and Hispanic families. In-school family centers can provide parents with an accessible and friendly place to get together and talk informally with teachers and other school staff. Centers have been identified as a strategy for creating a welcoming school environment that values parents as partners (Burke and Picus 2001; Hiatt-Michael 2003). However, beyond records of the number of parents participating in these centers, there is little evaluation evidence of the direct effect on children's education or student performance of parent involvement.

- *Dedicated staff to promote home-school coordination and outreach to traditionally hard-to-reach parents.* These staff forge personal relationships with parents who may be unfamiliar or uncomfortable with the school system (Dorfman and Fisher 2002). Outreach coordinators can be found in schools, at the district or state level, and in community organizations. Available studies include descriptive accounts of practices to reach out to migrant families (Lopez, Scribner, and Mahitivanichcha 2001), low-income urban Black parents (Ouimette, Feldman, and Tung 2006; Sanders and Epstein 1998), and Hispanic parents (Auerbach 2004; Freidlaender 1999; Lopez, Scribner, and Mahitivanichcha 2001; Mitra 2006; Segura 2006; Stone 2003). Evidence of impact is based on on-site observations and interviews with key informants as well as documentation of the number of parents reached.

While data to support the effectiveness of any single practice are very limited, several evaluation studies have described how a combination of practices can be used to promote parent involvement (Sanders and Simon 2002; Belanardo 2001). For example, one report describes how a Boston high school reached out to parents with general information sessions, special events, and

communication about individual student performance (Ouimette, Feldman, and Tung 2006).

Sanders and Epstein (1998) describe how middle and high schools in disadvantaged urban areas reached out to parents through a combination of general information dissemination, greater collaboration on individual student performance, special events, volunteer opportunities, and community collaboration. These bundled practices may also be considered programs but are described more in terms of individual practices that may vary from one school to the next and over time. Their evaluations do not entail comparison groups and thus do not meet rigorous standards of evidence (U.S. Department of Education 2008).

Typology of programs

The literature review identified 16 programs that had parent involvement as a primary goal. Information about these programs is summarized here. Table A1 at the end of this appendix provides additional details on each of these programs and the available evaluation evidence.

This list does not include programs seeking systemic school reform (Cook, Murphy, and Hunt 1998) whose goals extend beyond parent involvement. Also excluded are programs whose main outcome is character development, youth development, or nonacademic behaviors (for example, health promotion or risk prevention) rather than parent involvement. The 16 parent involvement programs do not all map directly onto the typology of practices because they typically involve more than one practice. They cluster in four categories:

- *Parent education,* including curricula, workshops, and conferences that aim to provide parents with the information and skills to support their children and to become school leaders and advocates (Vidano and Sahafi 2004; Chrispeels, Gonzalez, and Arellano 2004; Ramirez 2004; Corbett and Wilson 2000, 2008; Sulloway 2004).

- *Parent and family assistance with core subjects,* including homework (Ball, Demo, and Wedman 1998; Epstein, Simon, and Salinas 1997; Van Voorhis 2003). These programs may incorporate parent education both on the subject matter and on general parenting practices that support student achievement. Specific program activities may include staff development that encourages family involvement, changes in curriculum, and family homework assignments.

- *Outreach to special populations,* including Hispanic families, other non-English speakers, and new immigrants, often with the goal of improved student achievement, graduation, and postsecondary attendance (Chrispeels et al. 2007; Gandara and Moreno 2002; Tierney 2002). These programs include a diverse set of practices (such as parent education and home-school collaboration) targeting specific populations.

- *Family, school, and community partnerships and involvements,* including multicomponent programs and community organizing approaches designed to increase parent participation in school governance and improvement (Redding et al. 2004). Again, these programs incorporate multiple practices depicted in the practices typology, including home-school collaboration, staff development, parent education, volunteer opportunities, special events, and information exchange.

As with the typology of practices, these program categories are not necessarily exclusive. For example, a program that reaches out to Hispanic families may target improved student academic achievement in a particular subject area and also an improved school-community partnership. Programs may address multiple parent involvement goals, as laid out by Epstein (1995) and others, including Project Appleseed and the National Parent Teacher Association (communicating, parenting, volunteering, learning at school or home, decisionmaking, or connecting to community resources).

These goals are also consistent with the language of NCLB and Title I parent involvement guidance. For example, family, school, and community partnerships seek to involve parents in school improvement efforts.

Programs focused on outreach to special populations seek to ensure that schools are welcoming environments for non-English-speaking families and others, including recent immigrants. Parent education programs seek to involve parents in their child's educational experience and provide skills to help parents support their children's learning at home and become leaders and advocates. Programs also address specific core subjects and student achievement. These programs help translate the spirit of federal and state guidelines into action.

Parent education. Of the 16 programs identified in the literature review, 6 are primarily parent education programs. Three of these emphasize parenting skills aimed at supporting student achievement and helping parents understand how schools work:

- The Parent Involvement Education Program, from the Parent Institute for Quality Education, is a nine-week training program that provides parents of students in grades K–12 with information on how schools work and how parents can support students up through postsecondary education.

- PASSport to Success is a training program for parents of students in grades K–12 that consists of eight modules—parent attitudes, the home environment, study skills, homework and learning expediters, note taking skills, test preparation, memory and thinking skills, and memory and reading skills—that can be taught as self-contained units or as part of a workshop series.

- Parent Expectations Support Achievement, sponsored by the Los Angeles County Office of Education, is a train-the-trainer workshop series. Parents of students at all grade levels attend sessions in which they develop the skills to work with other parents, skills that focus on improving children's academic achievement, communication skills, and self-esteem. The workshops complement skills-training that educators receive in a companion training event. After attending the workshop, the trained parents meet with other parents weekly for six sessions to teach the skills and facilitate role playing.

The other three parent education programs focus on preparing parents to become leaders and advocates for their children and schools:

- The Commonwealth Institute for Parent Leadership trains parent leaders to develop and implement school improvement projects. Parents of students in grades K–12 attend a series of three 2-day workshops on such topics as school operations and school reform. They return home to work with other parents to execute projects aimed at increasing student academic achievement.

- The Parent Leadership Training Institute trains parents of elementary and secondary school students to become advocates for their children. Initial training consists of a day-long retreat. A 20-week course then covers topics such as working with diversity, critical thinking, public speaking, coalition building, policy and municipal budgets, and city, state, and federal law. The program concludes with a project based on participant interest.

- The Building Successful Partnerships Program, sponsored by the National Parent Teacher Association, trains members with children in grades K–12 to conduct workshops on parent involvement and to implement the organization's National Standards for Parent and Family Involvement at the local level.

Although several of these parent education programs have been used widely, evidence of their effectiveness is sparse and often hard to find. For

example, program literature says that Parents Expectations Support Achievement has been used widely in the United States and in Europe and refers to an evaluation that was to be completed in 2005. But no information on this evaluation has been located. Since 1987 the Parent Involvement Education Program in California has trained more than 375,000 parents of K–12 students. Evaluations have been conducted—including a small longitudinal study of student progression to higher education (Vidano and Sahafi 2004) and a randomized controlled trial within a single middle school (Chrispeels, Gonzalez, and Arellano 2004)—that note positive effects for a range of parent outcomes but no difference in student academic outcomes or behavioral reports completed by teachers. These findings were consistent with those reported in previous studies conducted at the elementary school level (Chrispeels and Rivero 2001; Zellman et al. 1998). Interviews and questionnaires given to graduates of the Commonwealth Institute for Parent Leadership suggest that parents sustain their involvement in school governance over time (Corbett and Wilson 2000, 2008).

Parent and family assistance with core subjects.
Four programs were identified that address student achievement in core academic subject areas. Two of these—Teachers Involve Parents in Schoolwork (TIPS) and MegaSkills—promote parent involvement in student homework assignments and reinforcement of study skills.

- TIPS has been implemented in urban settings and in schools serving large numbers of non-English-speaking parents. It has been evaluated in several studies, including a one-year longitudinal evaluation (without a comparison group) by Epstein, Simon, and Salinas (1997). Completion of more homework assignments was correlated with better achievement. Balli, Demo, and Wedman (1998) conducted a small evaluation in three suburban classrooms taught by one teacher, and Van Voorhis (2003) led a quasi-experimental study with 253 students in a suburban middle school. In this study TIPS

students received higher science grades than those in comparison classrooms. TIPS has also been used as a component of schoolwide strategies to increase parent involvement (Sheldon and Esptein 2005).

- An evaluation of MegaSkills reported increases in scores on standardized tests of student achievement, in parent attendance at open houses, and in parent leadership in parent-teacher organizations in a Texas middle and high school serving primarily low-income Hispanic families (Chavkin, Gonzalez, and Rader 2000).

Two other programs focus on math and involve parents in workshops to support their children's class work:

- When Equals/Family Math was developed in the mid-1980s it was primarily for grades K–6. In the 1990s it was expanded to Pre-K (Family Math for Young Children) and middle school (Family Math for Middle School Years). Family math training is held around the country; no recent evaluations were found.

- Math and Parent Partnerships was designed as a K–12 program; here, too, limited evaluation exists. But Civil, Bratton, and Quintos (2005) offer a qualitative study of how the program was used by parents.

Outreach to special populations. Several parent involvement programs that targeted outreach to specific populations were found, including an initiative that supports home-school visits and more parent-teacher communication.

- Many elementary and middle schools in California competed for state grants under the Nell-Soto Parent Involvement Act to implement an outreach program, which requires at least 50 percent of teachers at the school site to voluntarily agree to participate in periodic visits to student homes or in community meetings. Teachers are compensated for the

time spent in these activities. An evaluation was legislatively mandated after first-year implementation; results are not yet available (Sack 2005; California State Legislature Assembly Bill 50 of 2007).

- The Parent School Partnership is sponsored by the Mexican American Legal Defense and Education Fund. The target population is Hispanic families with children at any grade level. Parents attend training that focuses on school advocacy and preparing children for postsecondary education. After this training, graduates implement a 16-week curriculum addressing parent rights, parent-teacher conferences, the structure and function of schools and districts, principles of leadership, and the path to higher education. The program's limited evaluation includes quasi-experimental pretest and posttest surveys of parents of elementary and middle school students and a small study involving two elementary schools (Chrispeels et al. 2007). Pretests and posttests indicated increases in parent knowledge of the education system, parent expectations of college for their children, parent self-efficacy, and parent participation in school-related activities.

- Postsecondary Access for Latino Middle-Grade Students (PALMS) helps secondary school leaders develop parental outreach programs through its *Tools for Latino Family Outreach*, a set of 14 self-facilitated tools that guide schools in planning, implementing, and assessing programs that engage and empower families to support their children's pursuit of higher education (Education Development Center, Inc. 2006). Full implementation of the PALMS process is being piloted by middle schools in Arkansas and New York. This is a new program, and no evaluation data are yet available.

- The Puente Project works with struggling high school and community college students and their parents—many of whom are Hispanic—throughout California. Parents sign contracts agreeing to participate in program activities,

including workshops. They meet one-on-one with program counselors frequently and attend family event nights and field trips to local college campuses. Annual student outcome data provided to the California state legislature indicate that a greater proportion of Puente students complete college preparation courses, take college entrance exams, and enroll in college directly from high school than students not participating in the program. (University of California Office of the President 2008). Evaluations have also found significant differences between Puente and non-Puente students in their attitudes toward school, preparation for college, and aspirations to attend and persist in college (Gandara 2002; Moreno 2002). Grubb, Lara, and Valdez (2002) and Cooper (2002) provide qualitative accounts of parents' role in the program.

Family, school, and community partnerships and involvement. The last category of parent involvement programs identified in the literature review aims to establish stronger family-school-community partnerships. These programs have been used with diverse populations; as with the other programs, evaluation evidence is limited.

- Engage! All Families Institutes and the Engage All Families Five-Step Process are built on the Family Friendly School model. A five-step process helps schools create a program to improve student success by involving all stakeholders in achieving the mission of the school, in part through needs assessments. Schools receive technical assistance (including survey data analysis), coaching, and professional development. The institutes support three-day conferences for teams of administrators, staff, and parents to develop measurable plans for home-school partnerships. No formal evaluation studies of these programs were found.

- Solid Foundation of the Academic Development Institute originated as an elementary school program, but in the past five years it has moved into middle and high schools. A school

works with an external partner to identify its strengths and weaknesses, then creates, implements, and evaluates an action plan to address them. One tool is the School-Community Index, a report based on parent and teacher survey responses and a needs assessment. Parents also serve on school leadership teams. A school-level evaluation was conducted with a sample of 129 high-poverty elementary schools. A statistically significant increase in students meeting expectations on the Illinois Standards Assessment Test (51.3 percent to 55.8 percent in participating schools) was noted over two years, compared with a 0.1 percentage point change statewide and 2.5 percentage point change in a statistically matched control group (Redding et al. 2004).

Program evaluations. In sum, while multiple programs to increase parent involvement are being implemented at schools across the country, there is a paucity of rigorous evaluation of these programs. Moreover, despite conceptual models that hypothesize the connection between parent involvement and student outcomes, few evaluations have tested, in mediation or other analyses, whether parent involvement is the mechanism through which programs may achieve results. This is not to say that parent involvement programs have no merit or benefits—rather, that the causal linkage has not been verified through rigorous evaluation.

Because the influence of parent involvement on student outcomes is better documented for younger students, more information was found for programs in middle schools than in high schools. Indeed, several of the programs described above were designed for parents of elementary students and subsequently expanded for parents of older students. Although the literature review was intended to identify only programs at the secondary level, search terms yielded studies pertaining to parents of elementary school children and child outcomes prior to middle school (for example, Dearing et al. 2007). At times, evidence obtained from elementary school evaluations was used to support overall program efforts, even if no evaluation of the efficacy for parents with older students was available (Redding et al. 2004). A comparison underscores this point: the Campbell Collaboration's systematic review of parent involvement interventions on elementary school achievement identified 20 randomized controlled trials (Nye, Turner, and Schwartz 2006).

By contrast, this review of middle and high school programs yielded few rigorous evaluations and only one small randomized controlled trial (Parent Involvement Education Program), which was limited by a less than desirable participation rate. Solid evidence of the effectiveness of parent involvement strategies, especially at the high school level, is simply not available. Given the resources devoted to supporting parent involvement and federal, state, and district guidance, there is a clear need to identify which practices and programs merit evaluation and which evaluation designs best fit the complexities of parent involvement initiatives.

TABLE A1
Parent involvement programs identified in the literature

Program type and name (sponsor)	Description	Populations served	Evaluation
Parent education			
Parent Involvement Education Program (Parent Institute for Quality Education, PIQE)	• Nine-week training program provides parents of students in grades K–12 with information on how schools work and how parents can support students through postsecondary education. • Taught by trained facilitators in parents' primary language. Upon completion of training, parents can participate in a mentorship program with additional support for accessing school services and promoting involvement.	• Racial/ethnic minority, inner-city parents; immigrant parents. • Operating in California since 1987; more than 375,000 parents have completed the initial training, and 20,000 have participated in mentoring (www. piqe.org).	• Vidano and Sahafi (2004) conducted a performance evaluation of services at the PIQE in San Diego County. They followed 241 Hispanic PIQE students who graduated between 1997 and 1999. They report that children of parents attending and graduating from the PIQE program achieved a high school graduation rate of 93 percent, were more likely to be college bound when compared with all students from the county, and were more likely to be accepted at a four-year college. • Chrispeels, Gonzalez, and Arellano (2004) conducted a small, classroom-level randomized controlled trial at a middle school. Positive effects for a range of parent outcomes are reported, from knowledge to self-efficacy and participation in home-learning activities. Parents in the program attended more teacher conferences. Teachers noted no differences in student academic performance or behavior. Findings are consistent with those reported in previous studies at the elementary school level (Chrispeels and Rivero 2001). • Zellman et al. (1998) report on evaluations in two urban California school districts. In one, outcomes included teacher reports of student classroom behaviors and parent-school contact as well as parent self-reports of changes in knowledge, expectations, and behaviors. In the second, school records of attendance, grades, and disciplinary actions were examined. PIQE graduates reported changes in their knowledge, attitudes, and behavior; however, teachers reported far less contact with parents than parents reported with teachers. Teacher reports of student behaviors showed no effects of parental attendance. There were no changes in student grades or behaviors.

TABLE A1 (CONTINUED)
Parent involvement programs identified in the literature

Program type and name (sponsor)	Description	Populations served	Evaluation
Parent education (continued)			
PASSport to Success Training program based on the book, Parents *Assuring Student Success (PASS)* by John R. Ban	• K–12 parent-training program consists of eight modules—parent attitudes, the home environment, study skills, homework and learning expediters, note-taking skills, test preparation, memory and thinking skills, and memory and reading skills—that can be taught as self-contained units or as part of a workshop series. Workshops led by trained program facilitators.	• Implemented throughout the United States and in Canada. As of 2001 more than 900 trainers had led sessions with more than 4,500 parents. Has since been implemented widely in Florida and elsewhere. Training guide available in English and Spanish. For more information, see www.ncpie.org/ WhatsHappening/ PartnershipsIn PracticeArchive.html.	• Ramirez (2004) describes implementation and self-reported parent outcomes in a small study in one middle school in California with fewer than 20 participants.
Parents Expectations Support Achievement (PESA) (Los Angeles County Office of Education)	• Two-day workshop for parents of K–12 students focuses on skills to improve children's academic achievement, communication skills, and self-esteem. • Reinforces the skills that trained educators use in classrooms. • Trainers meet with parents weekly for six sessions to teach skills and facilitate role playing.	• Has been used by school districts nationally and in Europe. Districts and schools often use Title I funds (http://streamer3. lacoe.edu/PES).	• PESA web site notes that an evaluation study of effectiveness was to be completed in 2005; searches did not yield information from this study (http://streamer3.lacoe.edu/PESA).

(CONTINUED)

TABLE A1 (CONTINUED)
Parent involvement programs identified in the literature

Program type and name (sponsor)	Description	Populations served	Evaluation
Parent education (continued)			
Commonwealth Institute for Parent Leadership (CIPL) (Prichard Committee for Academic Excellence)	• Trains parent leaders of K–12 students to develop and implement school improvement projects. • After attending a series of two-day workshops on topics ranging from school operations to school reform, parents return home to work with other parents to execute projects aimed at increasing student academic achievement, with mentorship provided by Prichard staff. • The Prichard Committee provides consulting, workshops, and seminars for parents outside Kentucky through the Center for Parent Leadership.	• Since 1997 about 1,400 parents in Kentucky have attended the Institute and another 30,000 have been involved in local projects (www.cipl.org).	• Institute graduates have been tracked through self-report mail questionnaires and interviews with about 60 parents, chosen from a larger list for activism. These reports suggest that the parents sustain and often extend their involvement in school reform over time, participating in school governance at the local, district, and state levels (Corbett and Wilson 2000, 2008).
Parent Leadership Training Institute (PLTI).	• Trains parents with students in grades K–12 to become advocates for their children. • Training consists of a day-long retreat; two 10-week courses on topics such as working with diversity, critical thinking, public speaking, coalition building, policy and municipal budgets, and city, state, and federal law. Includes a project based on participant interest.	• The program is based in Connecticut and has been implemented in Florida, Rhode Island, and Virginia, as well (www.cga.ct.gov/coc/plti_about.htm).	• Salloway (2004) reports on a statewide evaluation of the Connecticut PLTI in 2002. Participants reported increased knowledge, use of civic skills, and community involvement as a result of the program. Parents' scores on a Civic Literacy Scale were higher after program completion. Parents reported that they developed confidence, long-term friendships, and support networks in the program (www.cga.ct.gov/coc/PDFs/plti/2004_UNH_PLTI_eval.pdf).

TABLE A1 (CONTINUED)
Parent involvement programs identified in the literature

Program type and name (sponsor)	Description	Populations served	Evaluation
Parent education (continued)			
Building Successful Partnerships Program (National PTA)	• Trains PTA members with children in grades K–12 to conduct workshops on parent involvement and on the organization's standards for parent and family involvement.	• Training sessions take place in locations throughout the country and at the annual National PTA convention (www.pta.org).	• No evaluation found.
Parent and family assistance with core subjects			
Teachers Involve Parents in Schoolwork (TIPS) (Center on School, Family, and Community Partnership)	• Involves parents in students' homework assignments on a weekly or biweekly basis. Parents participate based on personal experiences, not math expertise. Each assignment contains a section for parent-teacher communication.	• Program has been implemented in urban settings and settings serving non-English-speaking parents with limited education and/or multiple work and family obligations (www.csos.jhu.edu/ P2000/tips/index. htm).	• Epstein, Simon, and Salinas (1997) report on a one-year longitudinal study (no comparison group) examining grades and writing scores of middle school students. More assignments completed correlated with better achievement on both outcomes of student performance. • Balli, Demo, and Wedman (1998) conducted evaluation in three suburban middle school classrooms taught by a single teacher. • Van Voorhis (2003) conducted a quasi-experiment with 253 students in one suburban school. Six of ten classes were assigned to TIPS; the others served as controls. Program students received higher science grades.
MegaSkills (Home and School Institute)	• Program aims to reinforce student study skills and work habits (the "engines of learning"). • Trains teachers to conduct workshops for parents and provides families with home learning "recipes" tailored to different age groups, from preschool through middle school.	• More than 4,000 schools in 48 states have implemented the program, using funds from Title I, Title II, Bilingual Education, Migrant Education, Drug and Dropout Prevention, Vocational Education, Head Start, Even Start, Special Education, and staff development funds (www. megaskillshsi.org/ introduction.html).	• Chavkin, Gonzalez, and Rader (2000) report increases in scores on standardized tests of student achievement, parent attendance at open houses, and parent leadership in parent-teacher organizations in a middle and high school in a Texas district serving primarily Hispanic (95 percent), economically disadvantaged families after MegaSkills implementation. Achievement, behavior, and attendance data were collected from student records in elementary schools and two secondary schools implementing the program; these were compared with state averages and annual improvements on standardized tests. Web site notes parent volunteerism increasing three-fold in high schools after program implementation, based on local monitoring (with no comparison) (www.megaskillshsi.org/ programEffectiveness1990.html).

TABLE A1 (CONTINUED)

Parent involvement programs identified in the literature

Program type and name (sponsor)	Description	Populations served	Evaluation
Parent and family assistance with core subjects (continued)			
Family Math (Matematica Para La Familia) and Equals (Lawrence Laboratory of Science at the University of California)	• Workshops prepare parents of students in grades K–8 to be partners in mathematics education. • Program addresses how parents can help with homework, communicate with teachers, design home learning environments, and reinforce that math is integral to their children's future opportunities. • Workshops prepare educators, parents, and community members to lead classes for families.	• Twenty-nine states and nine countries have sites offering training in Family Math (www.lhs.berkeley.edu/equals/sites.html).	• No evaluation study found.
Math and Parent Partnerships (MAPPS) (University of Arizona)	• Two-hour stand-alone workshops teach parents and their children in grades K–12 about a specific topic covered in the school math classes. • Minicourses (eight 2-hour sessions) address a major theme of school mathematics. • Leadership development classes, in which parents become session facilitators.	• Currently used in multiple states throughout the country, the program was piloted in four working-class, heavily Hispanic districts in Chandler and Tucson, Arizona; Las Vegas, New Mexico; and San Jose, California (http://mapps.math.arizona.edu/).	• MAPPS team researchers Civil, Bratton, and Quintos (2005) report on parents' experiences (process evaluation of activities; interviews; focus groups; narrative vignettes) of participating in MAPPS in a school district that was 85 percent Hispanic, with 77 percent of the students qualifying for reduced-price or free lunch. The project web site also indicates that junior and high school students try harder on math problems after their parents have been involved in the program (http://mapps.math.arizona.edu/onstudents.php).
Outreach to special populations			
Nell-Soto Parent/Teacher Involvement Home-School Visits (California Department of Education)	• At least 50 percent of teachers employed at participating school sites voluntarily agree (with compensation) to make periodic visits to student homes or meet with parents in community meetings. Prior to home visits, a compact among parent, teacher, and pupil is completed.	• Grants have supported districts in California to adopt this program for grades K–12.	• The Department of Education required to begin the evaluation after the program has been implemented for one complete academic year and to report the results of the evaluation, including specified program information, to the legislature no later than January 1, 2010.

(CONTINUED)

TABLE A1 (CONTINUED)
Parent involvement programs identified in the literature

Program type and name (sponsor)	Description	Populations served	Evaluation
Outreach to special populations (continued)			
The Parent School Partnership Program (Mexican American Legal Defense Fund)	• Trains Latino parents of children in K–12 to become advocates for children and prepare them for postsecondary education. Employs a train-the-trainer model. • After training, graduates implement a 16-week curriculum addressing issues such as parent rights, parent-teacher conferences, the structure and function of schools and districts, principles of leadership, and the road to the university.	• The program is active in California, Georgia, Idaho, Nevada, Texas, Wisconsin, Virginia, and Washington.	• External evaluation included pre-post quantitative surveys of parents of elementary and middle school students in Atlanta, Chicago, Houston, and Los Angeles, as well as additional data (pre-post reports, focus groups, and interviews) at the elementary school level. Findings indicate program aligns with mission; parents take individual and collective action to implement leaderships skills learned in the program; increases noted in parent knowledge of the education system, college expectations for their children, self efficacy, and participation in school-related activities (Chrispeels et al. 2007).
Postsecondary Access for Latino Middle-Grades Students (PALMS) (Education Development Center, Inc.)	• Aims to increase the number of Latino students who pursue postsecondary education. • Assists middle school leaders in developing parental outreach programs through its *Tools for Latino Family Outreach,* a set of 14 self-facilitated tools that guide schools in planning, implementing, and assessing programs that engage and empower families to support their children's pursuit of higher education.	• Since 2006 PALMS has provided training and technical assistance to nine middle schools in rural, suburban, and urban settings serving a diverse group of students and parents across seven states, with a new cohort of approximately 10 middle and high schools (in three new states) expected for 2008/09.	• PALMS is studying how middle schools in Arkansas and New York have implemented the PALMS process in its entirety, researching what factors lead to effective and sustained implementation of a PALMS program. One multimedia case study has been published about a participating school, with additional study findings due to be published in 2009 (Clark and Dorris 2007, 2008).

TABLE A1 (CONTINUED)

Parent involvement programs identified in the literature

Program type and name (sponsor)	Description	Populations served	Evaluation
Outreach to special populations (continued)			
Puente Project (University of California Office of the President, California Community Colleges)	• Works with educationally disadvantaged high school and community college students and their parents. • Mission is to increase number of students who enroll in four-year colleges and universities, earn college degrees, and can then serve as mentors and leaders within the community. • Parents sign contracts agreeing to participate in program activities and to provide regular support to their child, teachers, and program counselor. • Workshops address graduation requirements and preparation for postsecondary education. • Parents meet one-on-one with program counselors and attend family event nights and field trips to local college campuses (www.puente.net; www.ucop.edu/sas/research/researchandplanning/pdf/SAPEPFundsandOutcomesLegReport(UC)2008.pdf).	• The Puente Project operates in 34 high schools and 56 community colleges throughout California. Through the 2006/07 academic year, the high school program had directly served 12,853 students and their families.	• Based on several studies, the program web site states that a greater proportion of Puente students complete college preparation courses, take college entrance exams, and enroll directly in college than students not participating in the program (www.ucop.edu/sas/research/researchandplanning/pdf/SAPEPFundsandOutcomesLegReport(UC)2008.pdf.). • Gandara (2002) reports on a four-year study of Puente's impact. Data were collected from about 1,000 Puente students and 1,000 non-Puente students from 18 high schools. Outcomes included aspirations, attitudes toward school, and preparation for college. Data were also collected on 75 matched pairs of Puente and non-Puente students, adding grade point average and college attendance to assessment. Significant differences were found on attitudes, preparation for college, and percentage of students going on to four-year colleges. Puente students reported going on to four-year colleges at nearly double the rate of non-Puente students with the same grades and test scores. • Moreno (2002) conducted an exploratory study involving interviews with 31 matched pairs of Puente and non-Puente students; outcomes include levels of college preparation, college persistence, and college preparedness. • Grubb, Lara, and Valdez (2002) conducted a qualitative assessment of counselors' involvements with parents of students in the program. • Cooper (2002) conducted longitudinal case studies of nonrandomly selected Puente students to examine their pathways to college and career aspirations.

TABLE A1 (CONTINUED)
Parent involvement programs identified in the literature

Program type and name (sponsor)	Description	Populations served	Evaluation
Family, school, and community partnerships and involvements			
Engage!™ All Families Institutes and "Engage All Families" Five-Step Process	• Three-day conference for teams of administrators, staff, and parents to develop measurable plans for home-school partnerships based on the Family Friendly Schools model. • Five-step process assists schools in creating a program to improve student success by involving stakeholders. Schools receive technical assistance (including survey data analysis), coaching, and professional development. The Institute presents research on family engagement during training to reinforce program components (www.familyfriendlyschools.com/engage/institute/index.htm).	• The five-step process has been used in hundreds of schools and districts in 35 states (www.familyfriendlyschools.com/about/steve_constantino/assets/Steves_Bio.pdf).	• No evaluation study found.
Solid Foundation (Academic Development Institute)	• Program originally implemented at the elementary level, now expanded to middle and high schools. • Schools work with external partner to identify strengths and areas needing improvement and then create, implement, and evaluate an action plan to address them. • One tool is the School-Community Index (SCI), a tool based on parent and teacher survey responses and a needs assessment. Parents serve on school leadership teams (www.adi.org/solidfoundation/).	• Solid Foundation has been implemented in 41 middle schools in four states and 19 high schools in three states.	• School-level evaluation was conducted with a sample of 129 high-poverty elementary schools. A statistically significant rise in students meeting expectations on the Illinois Standards Assessment Test was noted (51.3 percent to 55.8 percent) over two years, compared with a 0.1 percent change statewide, and greater than 99.9 percent of 1,000 control groups generated a random, statistical match (www.adi.org/solidfoundation/resources/Harvard.pdf).

Source: Authors' compilation based on literature review described in the appendix.

APPENDIX B
STUDY METHODS

To address regional needs for shared learning about strategies to promote parent involvement in middle and high schools, this project developed and piloted a protocol to ask the following questions:

- Which strategies are middle and high schools using to engage parents and sustain their involvement? Which parent involvement goals do these strategies target, and how are local efforts monitored?

- Which parent involvement strategies have been evaluated, and what evidence is there of their effectiveness in achieving desired outcomes for schools, students, and parents?

- Are district strategies consistent with the requirements and guidance of the No Child Left Behind (NCLB) Act and with research "that meets the highest professional and technical standards" (U.S. Department of Education 2002)?

Steps

To address the project's research questions, three activities were conducted:

- *A literature review* of strategies that promote parent involvement during middle and high school, to inform protocol development and provide a context for understanding information obtained during the pilot test.

- *Protocol development* to systematize procedures for collecting information on parent involvement policies, practices, and programs.

- *Pilot testing of the protocol* in nine districts in four states to chart what states, districts, and schools are doing to engage parents of middle and high school students in their children's education and to identify examples of school policies, practices, and programs.

Targeted literature review of parent involvement strategies

A review of literature from 1997 to 2008 was conducted to provide a contextual background and inform protocol development. The intent was to identify research on policies, practices, and programs that aim to increase parent involvement during the middle and high school years and to assess evidence on their effectiveness in increasing parent involvement or enhancing student learning and school performance. The review excluded literature that addresses the association between parent involvement and student outcomes, in general. Instead, the purpose of the review was to identify descriptive accounts of parent involvement strategies and studies evaluating their effectiveness.

Two questions on evidence of effectiveness were considered:

- Does a particular practice or program that has parent involvement as a specified component or priority succeed in increasing parent engagement?

- If so, is there evidence that the parent involvement activities directly contribute to intended student outcomes, such as improved academic performance in a subject area, higher rates of graduation, or postsecondary school attendance?

The search focused on practices and programs that encourage parent involvement at school and at home. The search encompassed programs for which parent involvement is both the primary outcome and a clearly specified component of a larger program that aims at student academic success. Keywords used by the Campbell Collaboration to review parent involvement strategies for younger students were used to identify source materials (Nye, Turner, and Schwartz 2006). These were adapted to identify strategies for middle and high schools. Keywords include *family involvement, family participation, family engagement, school*

and family and community partnerships, parent involvement, parent participation, parent education, parent-school relationships, parent-teacher relationships, parents as teachers, community and school, and *home and school.*

The EBSCO host research database was used to search ERIC, Academic Search Premier, Professional Development Collection, Child Development and Adolescent Studies, Psych Info/PsycARTICLES, Psychology and Behavioral Sciences Collection, and SocINDEX. Journal articles, research and strategy briefs, conference presentations, and articles from professional publications from 1997 to 2008 were included.

Complementing the EBSCO search, a web-based search was conducted of key stakeholder web sites, as well as those of the U.S. Department of Education, National Center for Family and Community Connections with Schools, National Coalition for Parent Involvement in Education, FINE Network, Appleseed Network, and National Partnership of Network Schools. These web sites often provide links to evaluation studies in addition to compiling examples of strategies designed to promote parent involvement (Weiss et al. 2005b). From this pool of information a small subset of literature on practices and programs that met screening criteria for relevancy of timeframe, intervention strategy, sample, and outcome was identified.

Relevancy included documentation of increased parent involvement, with or without linkage to student outcomes. Evaluations ranged from case studies, qualitative interviews, and observations to quasi-experimental research designs. Studies included in the review met relevance criteria even if they did not fully meet the evidence standards outlined in *WWC Evidence Standards for Reviewing Studies* (U.S. Department of Education 2008). This literature, although not meeting evidence standards, is included because it does provide examples of the current state of the field and is the best evidence available. Programs identified were subsequently searched for more evaluation information using EBSCO. All programs are described

in terms of their primary parent involvement strategy and thus are not included in multiple categories; however, multiple practices are incorporated in these programs.

Developing the data collection protocol

This project created a protocol for compiling information about parent involvement policies, practices, and programs from publicly available documents on state, district, and school initiatives and from interviews with key informants in state and district education agencies and in schools. The protocol was based on procedures used in previous work by the Regional Educational Laboratory Northeast and Islands to document dropout prevention programs through systematically collecting publicly available materials and interviews with policy and program staff (Myint-U et al. 2008).

The literature review informed the findings in several ways. First, definitions of policies, practices, and programs grounded in this empirical parent involvement literature. Second, interview guides were informed by evidence obtained on strategies that have been tried and constructed to elicit information where gaps were identified, such as on the monitoring of implementation and impact. Third, initial coding categories capture dimensions of parent involvement, from goals to populations served and strategies employed, that were used to describe and distinguish strategies in the literature.

Supplemental materials, including letters to commissioners and school superintendents that introduce the project and request information about parent involvement in their district are available at www.relnei.org. Also included are samples of interview guides for superintendents and principals, illustrating how information is collected at the state, district, and school levels and how questions are tailored for the key informant's position and responsibilities. Last, worksheets for coding and summarizing data collected from either informant interviews or public records are provided. There are separate worksheets for practices and programs.

The program worksheet contains multiple fields for coding multiple characteristics: name, brief description, breadth of implementation, location, sponsor or implementer, core practices, parent involvement goals, targeted grade levels (and focus on school transitions), evidence and resource consulted in selection, personnel involved, race/ethnicity of participants, primary student population targeted, portion of targeted parents participating, approximate cost to implement, funding sources, monitoring and accountability, and presence (or absence) of outcome evaluation. This worksheet is designed to be comprehensive. But in this pilot test only five programs were identified, far fewer than the many practices reported. Thus there were limited opportunities to fully pilot test the code sheet, which is designed to create a catalogue when the parent involvement field is more developed, there are more programs, and there is greater evidence of their effectiveness.

The practice worksheet was designed to display the diversity of practices that are being implemented. It enables categorizing practices in the eight-category typology that was developed and refined during the literature review. Using this typology, a single practice could be coded for more than one practice category (for example, a special event could count as both information sharing and home-school collaboration). This information provides a more accurate portrait of ongoing parent involvement activities and can be used to identify practices that may be evaluated independently or incorporated into more formal programs.

Piloting the data collection protocol

Staff sought nine districts for collecting information on parent-involvement strategies. The districts were located in states with leaders who had expressed interest in increasing parent involvement: Connecticut, Massachusetts, New Hampshire, and New York.

Sample selection. Eight of the nine districts met the following criteria: student population of 15,000 or more; mid-size or large central city; high proportion of families living below the poverty line (more than 1.5 times the state average); and a proportion of Black and Hispanic families greater than the state average. One participating district in each of the four states was selected by the state commissioner's office, and the second district was selected at random by project staff, allowing the project to be responsive to the interests of the state constituencies while reducing the bias introduced by working only with state-selected sites. A ninth district (Bridgeport, Connecticut) was selected from the original pool of 13 because of its high proportion of both Black and Hispanic students who qualify for free or reduced-price lunch. In response to state interests, the project included one district (Nashua, New Hampshire) that does not meet the student population requirement but is the second largest urban district in the state. The project excluded New York City because of its size and multidistrict organization.

Taken together, the nine selected school districts serve more than 200,000 students. District information is provided in table B1.

Human subjects. Following guidelines issued in 45 CFR 46.101(b)(5) from the Federal Office for Human Research Protections, this project is exempt from requiring human-subject protections review. The project solely involves the collection of information regarding public service programs. Interviews held with key informants did not cover personal attitudes or behaviors. Informants were told the purpose of the study and were told not to reveal personal information. Further, information obtained does not refer to any individuals. In addition to the introductory letter noting that "no personal information will be collected," informants were reminded that the information obtained would be shared in a report and that they should not provide personal information about themselves or others. They provided oral consent before the interviews proceeded.

In accordance with regulations from the Office of Management and Budget, interviews were conducted with fewer than nine informants in a

TABLE B1
Characteristics of selected districts

District	Student population	City population	Families below poverty level (percent)	Students with limited English proficiency (percent)	Students eligible for free or reduced-price lunch (percent)	Asian students (percent)	Black students (percent)	Hispanic students (percent)	White students (percent)
Bridgeport, Connecticut	21,235	137,912	18	40	95	3	42	45	9
New Haven, Connecticut	20,759	124,001	20	29	77	1	55	31	11
Waterbury, Connecticut	18,206	107,251	18	14	70	2	28	42	28
Boston, Massachusetts	56,770	590,763	16	18	71	9	41	35	14
Worcester, Massachusetts	22,876	175,454	15	21	65	8	13	36	41
Manchester, New Hampshire	16,309	109,497	10	5	36	3	8	12	76
Nashua, New Hampshire	12,534	87,157	5	3	36	6	4	14	76
Buffalo, New York	38,719	276,059	24	7	86	1	58	14	26
Syracuse, New York	19,759	140,658	26	6	69	—	51	9	36

— is not available.

Source: City population information comes from the 2006 census data, www.census.gov; student information comes from http://bostonpublicschools.org/bps/; www.wpsweb.com/; www.emsc.nysed.gov; www.mansd.org/index.htm; www.nashua.edu/district/; www.bridgeportedu.com/; www.nhps.net/; www.waterbury.k12.ct.us/; www.buffaloschools.org/. Data accessed April 2008.

district. As described below, the interview guide and interviewing procedures were designed to minimize respondent burden and ensure that no more than nine informants in a given position (principal, superintendent) were interviewed and that no single question was asked of nine or more people.

Data collection. Three senior research staff familiar with schools and parent involvement initiatives conducted telephone interviews with key informants, using the protocol interview guides. Interviewers had graduate training in education and social science, as well as experience with school systems and qualitative data collection. Initial interviews were at the state commissioner's office in order to obtain endorsement for data collection, information about state policies and programs, and recommendations for further interviews. The

second level of interviews was at the district level, where informants provided contacts at schools.

In advance of each interview, questions were tailored for the specific informant and district, using information already collected from previous interviews and public records. This helped ensure that new information was obtained, and it reduced the burden on informants by asking them only to add to data already collected, not to begin anew. In addition, this process helped ensure that no single question was asked of nine or more people, to reduce the burden on participants.

The project director and senior advisors led training sessions to ensure that interviewers were familiar with the study protocol and knew how to apply the interview guide and adapt questions

to each informant and the information already obtained. Interviewers were assigned to districts so they would be familiar with the information already gathered as data collection proceeded from the state to the district. At regular project meetings interviewers updated the team on their progress in contacting informants, allowing for timely review of the type and depth of information obtained and helping to ensure consistency across the data collectors.

In these consistency checks the emphasis was on asking whether there was comparable information on policies, practices, and programs and across districts and across informants in similar positions. Interviewers were instructed to pursue leads that arose during the course of the interview, especially at the program and practitioner level, rather than to ask every question in the interview guide. Team meetings were also used to determine what additional information was needed and which informants should be contacted next. In this iterative process respondents were not prompted to respond to all questions in the guide, but rather to elaborate on policies, practices, or programs where information already collected was sparse or questions remained.

An interviewer began by contacting upper-level state education officials and district superintendents or deputies. The content of interviews at the state level depended upon the position of the interviewee. For example, a state commissioner was asked: Can you tell me about your state's guidelines for parent involvement in the postelementary years? How are these guidelines disseminated to the public and to districts? State bureau and program directors were asked about specific polices, practices, and programs run or overseen by their office. Directors of parent involvement resource centers and statewide networks were asked: What support for parent involvement does your center or network provide at a state level? What does it provide to [the district included in this pilot]? Has your center or network sponsored or been involved in the implementation of parent involvement programs in middle schools or high schools? Can you

please describe this program? How was [a specific program/practice/policy] selected for implementation? Was there evidence of its effectiveness? Has your center or network led or participated in an evaluation of a parent involvement strategy? If it has, can you tell me more about the evaluation and findings regarding the strategy's effectiveness?

During the initial district interviews, information was obtained through questions such as: Can you tell me about your district's policies regarding parent involvement in grades 6–12? How does your district monitor school implementation of federal parent involvement policies and regulations in grades 6–12? Probes, adapted from the guide, were used to ask follow-up questions, such as: Who might we contact to learn more about [this program or monitoring/evaluation]? As interviews proceeded to the local level and questioned principals and parent coordinators, questions were fine tuned to be relevant and appropriate for practitioners: What are the current parent involvement strategies at your school? Does your school have policies, practices, or programs that specifically address school transitions? Do they target hard-to-reach groups of parents? If yes, how did you select this? Do you have strategies in place to inform parents about their children's progress in a timely way?

By using an interview procedure that proceeded top-down through a school system, participants provided details about programs or policies pertinent to their position and purview. Core questions were emailed to key informants before an interview so that they could prepare by checking with colleagues or compiling requested information. Interviews lasted 30–60 minutes. With permission, telephone calls were recorded to make a complete record available for coding. Audio records were only used as backups and were deleted once coding was completed.

Across the nine districts, 59 representatives participated in project interviews (table B2). These participants included 12 state representatives (deputy or associate commissioners, directors or administrators of departments and program, and

TABLE B2
Key informants interviewed

Level	Position	Number
State department of education	Deputy or associate commissioner	1
	Bureau or program director	3
	Program coordinator or specialist	4
State, other	Director of PIRCs or statewide networks	4
District	Superintendent	2
	Associate or deputy superintendent	2
	Director or supervisor of grants or Title I	5
	Director or supervisor of bilingual and multilingual education	4
	Director or supervisor of student services and community outreach	4
	Parent coordinator, network facilitator, or advocate	8
	Other	2
School	Middle school principal or assistant principal	7
	High school principal or assistant principal	5
	School-based parent coordinator/parent liaison	8

Source: Authors' compilation.

PIRC staff); 27 district representatives (superintendents and assistant or deputy superintendents, directors of Title I or other programs, parent center and network facilitators and coordinators, and staff of bilingual and multilingual education and community relations); and 20 school representatives, including administrators and parent coordinators.

On average, five to six key informants from each district participated, and no district had fewer than three informants. The remainder provided state-level information. Web searches and reviews of public information were conducted before and after the interviews to prepare staff and to supplement what was learned from key informants. Informants also sent researchers relevant materials with additional information, including print copies of parent involvement policies at the district and state level.

Data coding and analysis. The project director and senior advisors developed a coding schema so that each interviewer could record information obtained from public records and key informants in a systematic and comparable way. Information on policies, practices, and programs was extracted

from interview notes, and lists of strategies were prepared, identified by state and district, and tagged to the key informant. The strategies were then reviewed and grouped into four categories: practice, program, policy, or other.

Practices were categorized using the typology developed during the literature review. These practices were further subdivided, and illustrative examples were recorded for each district. This analysis reduced data on discrete practices into a format that could display the range of activities in which districts and schools engage to increase parent involvement. Programs were identified and information was coded for the parent involvement goal, description of types of practices used, grades and populations served, sponsoring organization, funding sources, barriers encountered, and evaluation.

Information on policies was compiled from written documents and interview notes and qualitatively assessed for consistency with NCLB and Title I guidance and requirements. Fields developed for coding sheets were intended to be comprehensive, but given both the limited number

of interviews conducted and the small number of well articulated programs, information needed to create complete records was often not available. A research assistant initially abstracted practices by district, providing a brief description and categorization. This was then reviewed by interviewers for completeness and accuracy. Interrater reliability was established by having all coders review a first set of audio recordings and then code information into relevant categories and subcategories. For programs, interviewers nominated potential programs; each program was then discussed at team meetings, and a consensus was reached as to whether the entry met program criteria. Those programs that did were subsequently coded by the interviewer who obtained the information. Codesheets were then reviewed by the team.

Limitations

Data collection for the pilot study was limited to nine districts that do not fully represent the Northeast and Islands Region or schools nationwide. The number of interviews that could be conducted in a district was restricted, so the limited information collected must be viewed as illustrative rather than comprehensive. Further, it was difficult to obtain reliable information on whether universal strategies intended for K–12 and all students are reaching parents of secondary school students and, especially, families whose children are at greatest academic risk. Finally, because of the different parent involvement requirements for struggling students, this area was not addressed either in the literature review or pilot test.

REFERENCES

Allen, A., and Chavkin, N. F. (2004). New evidence that tutoring with community volunteers can help middle school students improve their academic achievement. *School Community Journal*, *14*(2), 7–18.

Allen, L. V. Z., and Migliore, E. T. (2005). Supporting students and parents through a school-university partnership. *Middle School Journal*, *36*(3), 17–23.

Anhalt, C. O., Allexsaht-Snider, M., and Civil, M. (2002). Middle school mathematics classrooms: a place for Latina parents' involvement. *Journal of Latinos and Education*, *1*(4), 255–63.

Appleseed Network. (2006). *It takes a parent: transforming education in the wake of the No Child Left Behind Act.* Washington, DC: Appleseed Network. Retrieved September 15, 2007, from www.appleseednetwork.org/Publications/ReportsToolkits/ItTakesaParent/tabid/90/Default.aspx.

Arguea, N. M., and Conroy, S. J. (2003). The effect of parental involvement in parent teacher groups on student achievement. *School Community Journal, 13*(2), 119–36.

Arias, B., and Morillo-Campbell, M. (2008). *Promoting ELL parent involvement: challenges in contested times.* East Lansing, MI: The Great Lakes Center for Education Research and Practice. Retrieved February 1, 2008, from http://www.greatlakescenter.org/docs/Policy_Briefs/Arias_ELL_EXEC_SUM.pdf.

Aspiazu, G. G., Bauer, S. C., and Spillet, M. D. (1998). Improving the academic performance of Hispanic youth: a community education model. *Bilingual Research Journal*, *22*(2), 1–20.

Auerbach, S. (2004). Engaging Latino parents in supporting college pathways: lessons from a college access program. *Journal of Hispanic Higher Education, 3*(2), 125–45.

Balli, S. J., Demo, D. H., and Wedman, J. F. (1998). Family involvement with children's homework: an intervention in the middle grades. *Family Relations*, *47*(2), 149–57.

Barron, A. E., and Ivers, K. S. (1998). Who's doing what on the internet? *Learning and Leading with Technology*, *26*(2), 37–42.

Belanardo, S. J. (2001). Practices and conditions that lead to a sense of community in middle schools. *NASSP Bulletin*, *85*(627), 33–47.

Bird, K. (2006). Student information systems: how do you spell parental involvement? S-I-S. *T.H.E. Journal, 33*(7), 38–42.

Boethel, M. (2003). *Diversity: school, family and community connections.* Austin, TX: National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory. Retrieved March 16, 2009, from www.sedl.org/connections/resources/diversity-synthesis.pdf

Bohan-Baker, M., and Little P. (2004). *The transition to kindergarten: a review of current research and promising practices to involve families.* Cambridge, MA: Harvard Family Research Project. Retrieved April 2008, from www.hfrp.org/publications-resources/browse-our-publications/the-transition-to-kindergarten-a-review-of-current-research-and-promising-practices-to-involve-families.

Boston Public Schools. (2008). *Guide to the BPS for parents and students.* Retrieved May 2008, from www.bostonpublicschools.org/files/Guide%2009%20English.pdf.

Bouffard, S. M., and Stephen N. (2007). Promoting family involvement. *Principal's Research Review*, *2*(6), 1–6.

Boykan, A.W. (2000). The talent development model of schooling: placing students at promise for academic success. *Journal of Education for Students Placed at Risk*, *5*(1/2), 3–25.

Bridgeport School District. (2006). *Bridgeport Public Schools Strategic Plan.* Retrieved May 2008, from www.bridgeportedu.com.

Brown, L. H., and Beckett, K. S. (2007). Parent involvement in an alternative school for students at risk of educational failure. *Education and Urban Society*, *39*(4), 498–523.

Buffalo Public Schools. (2008). *Parent involvement policy, Office of Family, School, and Community Involvement*. Retrieved May 2008, from www.buffaloschools.org/community_relations.cfm?subpage=1614.

Burke, M. A., and Picus, L. (2001). *Developing community empowered schools*. Newbury Park, CA: Corwin Press.

California State Legislature Assembly Bill 50. (2007). California Legislature 2007–08 regular session. An act to amend Sections 51121 and 51122 of, and to repeal and add Section 51124 of, the Education Code, relating to parental involvement. Retrieved May 2008, from www.hacu.net/images/hacu/wro/AB50v04102007.pdf.

Callahan, K., Rademacher, J. A., and Hildreth, B. L. (1998). The effect of parent participation in strategies to improve the homework performance of students who are at risk. *Remedial and Special Education*, *19*(3), 131–41.

Carter, S. (2002). *The impact of parent/family involvement on student outcomes: an annotated bibliography of research from the past decade*. Retrieved March 2009, from www.directionservice.org/pdf/the%20impact%20%of%20parent%20family%20involvement.pdf.

Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: connections with high school seniors' academic success. *Social Psychology of Education*, *5*(2), 149–77.

Chavkin, N. F., Gonzalez, J., and Rader, R. (2000). A home-school program in a Texas-Mexico border school: voices from parents, students, and school staff. *School Community Journal*, *10*(2), 127–37.

Chen, X. (2001). *Efforts by public K–8 schools to involve parents in children's education: do school and parent reports agree?* (NCES Working Paper 2001-076). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Chrispeels, J., Bolivar, J., Rodarte, M., and Gonzalez, M. (2007). *MALDEF parent school partnership program final evaluation report*. Unpublished manuscript.

Chrispeels, J., Gonzalez, M., and Arellano, B. (2004). *Evaluation of the effectiveness of the Parent Institute for Quality Education in the Los Angeles Unified School District September 2003 to 2004* (Evaluation Report). Parent Institute for Quality Education. Retrieved May 2008, from www.piqe.org/Assets/SpecialPrj/PIQE%20 2004%20Evaluation/Piqe%20Evaluation%202004.htm.

Chrispeels, J., and Rivero, E. (2001). Engaging Latino families for student success: how parent education can reshape parents' sense of place in the education of their children. *Peabody Journal of Education, 76*(2), 119–69.

Civil, M., Bratton, J., and Quintos, B. (2005). Parents and mathematics education in a Latino community: redefining parental participation. *Multicultural Education, 13*(2), 60–64.

Clark, A. A., and Dorris, A. (2007). Partnering with Latino parents. *Education Digest, 72*(7), 44–50.

Clark, A. A., and Dorris, A. (2008). A collaborative approach to parent outreach. *The Evaluation Exchange*, *14*(1 and 2), 36.

Coleman, A. L., Starzynski, A. L., Winnick, S. Y., Palmer, S. R., and Furr, J. E. (2006). *It takes a parent: transforming education in the wake of the No Child Left Behind Act*. Retrieved March 2009, from www.appleseednetwork.org/Portals/0/Documents/Publications/TransfomEduNoChildLeft.pdf.

Connecticut State Board of Education. (2003). *Revised position statement on school, family, and community partnerships*. Hartford, CT: Connecticut State Board of Education. Retrieved May 2008, from www.sde.ct.gov/sde/LIB/sde/pdf/board/SFCP.pdf.

Connecticut State Board of Education. (2006). *Five-year comprehensive plan for education, 2006–2011*. Hartford, CT: Connecticut State Board of Education. Retrieved March 2009 from www.sde.ct.gov/sde/lib/sde/pdf/commish/comp_plan06-11.pdf.

Cook, T. D., Murphy, R. F., and Hunt, H. D.(1998). Comer's school development program in Chicago: a theory-based evaluation. *American Educational Research Journal, 37*(2), 535–97.

Cooper, C. R. (2002). Five bridges along students' pathways to college: a developmental blueprint of families, teachers, counselors, mentors, and peers in the Puente Project. *Educational Policy, 16*(4), 607–23.

Corbett, D., and Wilson, B. (2000). *Didn't know I could do that* (CIPL Evaluation). Retrieved March 15, 2008, from www.prichardcommittee.org/Portals/1059/CIPL/cipl_didnt_know.pdf.

Corbett, D., and Wilson, B. (2008). *Knowledge is empowering: Commonwealth Institute for Leadership Fellows' involvement and influence after training* (CIPL Evaluation). Retrieved March 15, 2008, from www.prichard-committee.org/Portals/1059/Report_07_Information_is_Empowering_full_report_with_appendix.pdf.

Cotton, K., and Wikelund, K. R. (1989). *Parent involvement in education* (Close-up #6, School Improvement Research Series). Washington, DC: U.S. Department of Education, Institute of Education Sciences, Regional Education Laboratory Northwest. Retrieved January 2007, from www.nwrel.org/scpd/sirs/3/cu6.html.

Dearing, E., Kreider, H., Simpkins, S., and Weiss, H. B. (2007). Family involvement in school and low-income children's literacy performance: longitudinal associations between and within families. *Journal of Educational Psychology, 98*(January), 653–64.

Desforges, C. (2003). *The impact of parental involvement, parental support and family education on pupil achievements and adjustment: a literature review.* Retrieved March 2009, from www.dcsf.gov.uk/research/data/upload.

Dodd, A. W., and Konzal, J. L. (2000). Parents and educators as partners. *High School Magazine, 7*(5), 8–13.

Dorfman, D., and Fisher, A. (2002). *Building relationships for student success: school-family-community partnerships and student achievement in the Northwest.*

Washington, DC: U.S. Department of Eduation, Institute of Education Sciences, Regional Educational Laboratory Northwest. Retrieved September 25, 2007, from www.nwrel.org/partnerships/cloak/booklet2.pdf.

Dunman, S. (1998). Catching parents in a web. *Schools in the Middle, 8*(3), 42–5.

Education Development Center, Inc. (2006). Tools for Latino family outreach: supporting student success in the middle grades and beyond. Retrieved March 2009 from www.palmsproject.net/tools.

Epstein, J. L. (1995). School/family/community partnerships: caring for the children we share. *Phi Delta Kappan, 76*(9), 701–12.

Epstein, J. L. (2004). How middle schools can meet NCLB requirements for family involvement. *Middle Ground (NMSA), 8*(1), 14–17.

Epstein, J. L., Sanders, M. G., Simon, B. S., Clark Salinas, K., Rodriguez Jansorn, N., and Van Voorhis, F. L. (2002). *School, family, and community partnerships: your handbook for action.* Thousand Oaks, CA: Corwin Press.

Epstein, J. L., Simon, B. S., and Salinas, K. S. (1997). Involving parents in homework in the middle grades. *Phi Delta Kappa Research Bulletin, 18*(September). Retrieved October 7, 2007, from www.pdkintl.org/research/rbulletins/resbul18.htm.

Fan, X., and Chen, M. (2001). Parental involvement and students' academic achievement: a meta-analysis. *Educational Psychology Review, 13*(1), 1–22.

Fogel, T., and Jones, L. (2006). *Writing to be heard. Parents speak up and out about parents' participation in urban public high schools.* Philadelphia, PA: Research for Action.

Freidlaender, D. (1999, April). *The need for scaffolding parent support in an urban school.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Gandara, P. (2002). A study of high school Puente: what we have learned about preparing Latino youth for post-secondary education. *Educational Policy*, *16*(4), 474–96.

Gandara, P., and Moreno, J. F. (2002). Introduction: the Puente project: issues and perspectives in preparing Latino youth for higher education. *Educational Policy*, *16*(4): 463–73.

Grubb, W. N., Lara, C. M., and Valdez, S. (2002). Counselor, coordinator, monitor, mom: the roles of counselors in the Puente program. *Educational Policy*, *16*(4), 547–72.

Halsey, P. A. (2004). Nurturing parent involvement. *Clearing House*, *77*(4), 135–37.

Haviland, J. (2004). Inspire parents to be involved. *Education Digest*, *69*(7), 25–27.

Henderson, J. (2004). Use parent nights to improve student test-taking skills. *Curriculum Review*, *43*(5), 6.

Henderson, A. T., and Mapp, K. L. (2002). *A new wave of evidence: the impact of school, family, and community connections on student achievement*. Austin, TX: National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.

Hiatt-Michael, D. (Ed.). (2003). *Promising practices to connect schools with the community*. Charlotte, NC: Information Age Publishing.

Ho Sui-Chu, E., and Willms, J. D. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of Education*, *69*(April), 126–41.

Hoffman, J. (2008, May 4). I know what you did last math class. *New York Times.* Retrieved June 2008, from www.nytimes.com/2008/05/04/fashion/04edline.html?_r=1&oref=slogin.

Hong, S., and Ho, H. (2005). Direct and longitudinal effects of parental involvement on student achievement: second-order latent growth modeling across ethnic groups. *Journal of Educational Psychology*, *97*(1), 32–44.

Hoover-Dempsey, K. V., Walker, J .M., Jones, K. P., and Reed, R. P. (2002). Teachers involving parents (TIP): an in-service teacher education program for enhancing parental involvement. *Teaching and Teacher Education*, *18*(7), 843–67.

Institute for Responsive Education. (2005). *Parent leadership exchange: the first five years.* Cambridge, MA: Institute for Responsive Education.

Jasis, P., and Ordonez-Jasis, R. (2004). Convivencia to empowerment: Latino parent organizing at La Familia. *The High School Journal*, *88*(2), 32–42.

Jesse, D., Davis, A., and Pokorny, N. (2004). High-achieving middle schools for Latino students in poverty. *Journal of Education for Students Placed At Risk*, *9*(1), 23–45.

Jeynes, W. H. (2003). The effects of parental involvement on minority children's academic achievement. A meta-analysis. *Education and Urban Society, 35*(2), 202–18.

Jeynes, W. H. (2005). The relation of parental involvement to urban elementary school student academic achievement. A meta-analysis. *Urban Education*, *40*(3)*, 237–69.

Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement. A meta-analysis. *Urban Education*, *42*(1), 82–110.

Juvonen, J., Vi-Nhuan Le, V., Kaganoff, T., Augustine, C., and Constant, L. (2004). *Focus on the wonder years: challenges facing the American middle school*. Pittsburg, PA: Rand. Retrieved May 2008, from www.rand.org/pubs/monographs/2004/RAND_MG139.pdf

Keith, T. Z., and Keith, P. (1993). Does parental involvement affect eighth-grade student achievement? Structural analysis of national data. *School Psychology Review*, *22*(3), 474–96.

Kessler-Sklar, S. L., and Baker, A. J. L. (2000). School district parent involvement policies and programs. *Elementary School Journal*, *101*(1), 101–18.

Kohl, G. K., Lengua L. J., and McMahon R. J. (2000). Parent involvement in school: conceptualizing multiple dimensions and their relations with family and demographic risk factors. *Journal of School Psychology*, *38*(6), 501–23.

Kreider, H., Caspe, M., Kennedy, S., and Weiss, H. (2007). *Family involvement in middle and high school students' education* (Family Involvement Makes a Difference Research Brief No. 3). Cambridge, MA: Harvard Family Research Project.

Lopez, G. R., Scribner, J. D., and Mahitivanichcha, K. (2001). Redefining parental involvement: lessons from high-performing migrant-impacted schools. *American Educational Research Journal*, *38*(2), 253–88.

Lunts, E. (2003). Parental involvement in children's education: connecting family and school by using telecommunication technologies. *Meridian*, *6*(1) [online journal]. Retrieved May 2008, from www.ncsu.edu/meridian/win2003/involvement/8.html.

Manchester School District. (2006). *Policies.* Retrieved May 2008, from www.mansd.org/main/policies/genadmin.htm.

Maroney, O. H., and Montemayor, A. M. (1997, September). Thinking about learning: the community and academic standards. *IDRA Newsletter.* Retrieved March 16, 2009, from www.idra.org/IDRA_Newsletter/September_1997_Parent_Family_and_Community_/Thinking_About_Learning/.

Marschall, M. (2006). Parent involvement and educational outcomes for Latino students. *Review of Policy Research*, *23*(5), 1053–76.

Massachusetts Department of Elementary and Secondary Education. (2005). *Examples of Massachusetts district-efforts to increase family involvement.* Boston, MA: The Parent and Community Education and Involvement Advisory Council to the Massachusetts Board of Education. Retrieved May 2008, from www.doe.mass.edu/boe/sac/parent/faminvolve.doc.

Massachusetts Department of Elementary and Secondary Education. (2007). *The Parent and Community Education and Involvement Advisory Council.* Retrieved May 2008, from www.doe.mass.edu/boe/sac/parent/.

Mattingly, D. J., Prislin, R., McKenzie, T. L., Rodriguez, J. L., and Kayzar, B. (2002). Evaluating evaluations: the case of parent involvement programs. *Review of Educational Research*, *72*(4), 549–76.

Maushard, M., Martin, C. S., Hutchins, D. J., Greenfield, M. D., Thomas, G. G., Fournier, A., and Pickett, G. (Eds.). (2007). *Promising partnership practices, 2007.* Baltimore, MD: National Network of Partnership Schools.

McCullum, P. (1997, September). Two innovative El Paso schools bring together teachers and the community. *IDRA Newsletter..* Retrieved May 2008, from www.idra.org/IDRA_Newsletter/September_1997_Parent_Family_and_Community_/Two_Innovative_El_Paso_Schools_Bring_Together_Teachers_and_the_Community/.

Miedel, W. T., and Reynolds, A. J. (1999). Parent involvement in early intervention for disadvantaged children: does it matter? *Journal of School Psychology*, *37*(4), 379–99.

Mitra, D. L. (2006). Youth as a bridge between home and school: comparing student voice and parent involvement as strategies for change. *Education and Urban Society, 38*(4), 455–80.

Montemayor, A. M. (1997, September). The nurturing of parent leadership. *IDRA Newsletter.* Retrieved November 18, 2007, from http://www.idra.org/IDRA_Newsletter/September_1997_Parent_Family_and_Community.

Moreno, J. F. (2002). The long-term outcomes of Puente. *Educational Policy*, *16*(4), 572–88.

Myint-U, A., O'Donnell, L., Osher, D., Petrosino, A., and Stueve, A. (2008). *Piloting a searchable database of dropout prevention programs in nine low-income urban school districts in the Northeast and Islands Region* (Issues & Answers Report, REL 2008–No. 046). 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 March 2009, from http://ies.ed.gov/ncee/edlabs/projects/project.asp?id=37.

New Hampshire Department of Education. (2008). *No Child Left Behind.* Retrieved May 2008, from www.ed.state.nh.us/education/doe/NCLB/sanctions.htm.

New Hampshire Department of Education web. (n.d.) Web site. www.ed.state.nh.us/education.

New Haven Public Schools. (2008). *Kids first 2008: growing from good to great.* Retrieved May 2008, from www.nhps.net/announcements/announce.asp?newsID{03A6DCC7-8C14-47A6-BEAA-D702AC46A6F7}.

New York Board of Regents. (2006). *School improvement and community services.* Albany, NY: New York Board of Regents. Retrieved May 2008, from www.regents.nysed.gov/2006Meetings/June2006/0606emscvesidd1.htm.

New York State Education Department. (2001). *Parent involvement policies for schools and school districts.* Albany, NY: New York State Education Department. Retrieved May 2008, from www.emsc.nysed.gov/deputy/nclb/parents/facts/eng/eng-involvement.html.

New York State Education Department. (2007). *Regents policy statement on improving student achievement and school performance through parent and family partnerships.* Albany, NY: New York State Education Department. Retrieved May 2008, from www.regents.nysed.gov/2007Meetings/February2007/0207emscvesida4.htm.

No Child Left Behind Act of 2001. (2002). Pub. L. No. 107–110, 115 Stat. 1425.

Nye, C., Turner, H. M., and Schwartz, J. B. (2006). *Approaches to parental involvement for improving the academic performance of elementary school children in grades K–6.* London: The Campbell Collaboration. Retrieved May 2008, from http://campbellcollaboration.org/doc-pdf/Nye_PI_Review.pdf.

Ouimette, M., Feldman, J., and Tung, R. (2004). *Engaging parents in an urban public high school: a case study of Boston Arts Academy.* Cambridge, MA: Harvard Family Research Project. Retrieved May 2008, from www.hfrp.org/family-involvement/publications-resources/engaging-parents-in-an-urban-public-high-school-a-case-study-of-boston-arts-academy.

Ouimette, M. Y., Feldman, J., and Tung, R. (2006). Collaborating for high school student success: a case study of parent engagement at Boston Arts Academy. *School Community Journal*, *16*(2), 91–114.

Paratore, J., Hindin, A., Krol-Sinclair, B., and Duran, P. (1999). Discourse between teachers and Latino parents during conferences based on home literacy portfolios. *Education and Urban Society, 32*(1), 58–82.

Parent Teacher Association. (2008). National standards, goals, and indicators for family school partnerships. Retrieved March 2009, from http://pta.org/Documents/National_Standards_2.pdf.

Patrikakou, E. N. (2004). *Adolescence: are parents relevant to students' high school achievement and postsecondary attainment?* Cambridge, MA: Harvard Family Research Project. Retrieved January 2007, from www.gse.harvard.edu/hfrp/projects/fine/resources/digest/adolescence.html.

Pomerantz, E. M., Moorman, E. A., and Litwak, S. D. (2007). The how, whom, and why of parents' involvement in children's academic lives: more is not always better. *Review of Educational Research*, *77*(3), 373–410.

Potter, L. (1998). Making parent involvement meaningful: window with a view. S*chools in the Middle*, *7*(3), 9–10.

Quiocho, A. M. L., and Daoud, A. M. (2006). Dispelling myths about Latino parent participation in schools. *The Educational Forum*, *70*(Spring), 255–67.

Ramirez, A. Y. (2004). Passport to Success: an examination of a parent education program. *School Community Journal*, *14*(2), 131–49.

Redding, S., Langdon, J., Meyer, J., and Sheley, P. (2004, April). *The effects of comprehensive parent engagement*

on student learning outcomes. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

Ritblatt, S. N., Beatty, J. R., Cronan, T. A., and Ochoa, A. M. (2002). Relationships among perceptions of parent involvement, time allocation, and demographic characteristics. *Journal of Community Psychology*, *30*(5), 519–49.

Rogers, R. R. H. (2007, June 25). *You've got mail: using technology to communicate with parents*. Paper presented at the meeting of the National Educational Computing Conference. Retrieved June 2008, from www.iste.org/Content/NavigationMenu/Research/NECC_Research_Paper_Archives/NECC_2007/Rogers_Wright_N07.pdf.

Rubenstein, M. C., and Wodatch, J. K. (2000). *Stepping up to the challenge: case studies of educational improvement in Title I secondary schools*. Washington, DC: Policy Studies Associates, Inc.

Sack, J. L. (2005). Home-visit program sees new life through private funders. *Education Week*, *25*(6), 13.

Salloway, M. (2004). *Voices for change for children promoting parent leadership and civic leadership*. Retrieved November 30, 2007, from www.cga.ct.gov/COC/PDFs/plti/2004_UNH_PLTI_eval.pdf.

Sanders, M. G. (2001). Schools, families, and communities partnering for middle level students' success. *NASSP Bulletin*, *85*(627), 53–61.

Sanders, M. G., and Epstein, J. L. (1998). *School-family-community partnerships in middle and high schools: from theory to practice*. Baltimore, MD: Center for Research on the Education of Children Placed at Risk.

Sanders, M. G., and Epstein J. L. (2000). Building school-family-community partnerships in middle and high school. In M. G. Sanders (Ed.), *Schooling students placed at risk: research, policy, and practice in the education of poor and minority adolescents*. Mahwah, NJ: Lawrence Erlbaum Associates.

Sanders, M. G., and Herting, J. R. (2000). Gender and the effects of school, family, and church support on the academic achievement of African-American urban adolescents. In M. G. Sanders (Ed.), *Schooling students placed at risk: research, policy, and practice in the education of poor and minority adolescents*. Mahwah, NJ: Lawerence Erlbaum Associates.

Sanders, M. G., and Simon, B. S. (2002). A comparison of program development at elementary, middle, and high schools in the National Network of Partnership Schools. *The School Community Journal*, *12*(1), 7–27.

Sartor, C. E., and Youniss, J. (2002). The relationship between positive parental involvement and identity achievement during adolescence. *Adolescence*, *37*(146), 221–34.

Segura, D. A. (2006, August) *Latina/o Education in the Borderlands: enhancing Diversity, Leadership and Civic Engagement*. Paper presented at the annual meeting of the American Sociological Association, Montreal Convention Center, Montreal, Quebec, Canada. Retrieved May 2008, from www.allacademic.com/meta/p103932_index.html.

Sheldon, S. B. (2003). Improving student attendance with school, family, and community partnerships. *Journal of Educational Research, 100*(5), 267–75.

Sheldon, S. B., and Epstein, J. L. (2005). Involvement counts: family and community partnerships and mathematics achievement. *Journal of Educational Research*, *98*(4), 196–206.

Shinn, K. (2002). Luring high school parents onto our turf. *Education Digest*, *67*(6), 34–7.

Shirley, D., Hersi, A., MacDonald, E., Sanchez, M.T., Scandone, C., Skidmore, C., and Tutwiler, P. (2006). Bringing the community back in: change, accommodation, and contestation in a school and university partnership. *Equity and Excellence in Education, 39*(1), 27–36.

Shumow, L., and Miller, J. D. (2001). Parents' at-home and at-school academic involvement with young adolescents. *Journal of Early Adolescence, 21*(1), 68–91.

Simon, B. S. (2004). High school outreach and family involvement. *Social Psychology of Education*, *7*, 185–209.

Simons-Morton, B. G., and Crump, A. D. (2003). Association of parental involvement and social competence with school adjustment and engagement among sixth graders. *Journal of School Health*, *73*(3), 121–27.

Stone, S., (2003). The transition to high school: teacher perspectives in a large, urban, predominantly minority school system. *Journal of Ethnic and Cultural Diversity in Social Work*, *12*(1), 47–67.

Syracuse City School District. (2001). *District family and community involvement policy.* Retrieved May 2008, from http://weblink.scsd.us/~ppn/Policy-family.pdf.

Thorkildsen, R., and Scott Stein, M. R. (1998). Is parent involvement related to student achievements? Exploring the evidence. *Phi Delta Kappa Research Bulletin, 22* [online].

Tierney, J. G. (2002). Parents and families in precollege preparation: the lack of connection through research and practice. *Educational Policy*, *16*(4), 588–607.

Tinkler, B. (2002). *A review of literature on Hispanic/Latino parent involvement in K–12 education.* Retrieved October 1, 2007, from www.buildassets.org/products/latinoparentreport/latinoparentrept.htm

Toney, L. P., Kelley, M. L., and Lanclos, N. F. (2003). Self- and parental monitoring of homework in adolescents: comparative effects on parents' perceptions of homework behavior problems. *Child and Family Behavior Therapy*, *25*(1), 35–38.

Tonn, J. L. (2005). Keeping in touch. *Education Week*, *24*(39), 30–33.

Trusty, J. (1999). Effects of eighth-grade parental involvement on late adolescents' educational experiences. *Journal of Research and Development in Education*, *32*(4), 224–33.

University of California, Office of the President. (2008). *University of California student academic preparation and educational partnerships*. Retrieved May 10, 2008, from www.uclinks.org/reference/final04_05.pdf.

U.S. Department of Education. (2002). *Elementary and secondary education, Title, Part A—Improving basic programs operated by local education agencies.* Retrieved January 2008, from www.ed.gov/policy/elsec/leg/esea02/pg2.html.

U.S. Department of Education. (2004). *Parental involvement: Title I Part A, April 23, 2004.* Retrieved May 2008, from www.ed.gov/programs/titleiparta/parentinvguid.doc.

U.S. Department of Education. (2007). *Parental information and resource centers.* Retrieved June 2008, from www.ed.gov/programs/pirc/index.html.

U. S. Department of Education. (2008). *What Works Clearinghous evidence standards for reviewing studies.* Washington, DC: U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. Retrieved August 2008, from http://ies.ed.gov/ncee/wwc/pdf/study_standards_final.pdf.

U.S. Department of Education, National Center for Education Statistics. (1998). *Parent involvement in children's education: efforts by public elementary schools* (NCES 98-032). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics. Retrieved October 11, 2007, from http://nces.ed.gov/pubs98/98032.pdf.

Vaden-Kiernan, N. (2005). *Parents' reports of school practices to provide information to families: 1996 and 2003* (NCES Working Paper 2006-041). Washington, DC: U.S. Department of Education.

Vaden-Kiernan, N., and McManus, J. (2005). *Parent and family involvement in education: 2002–03* (NCES Working Paper 2005-043). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved June 2008, from http://nces.ed.gov/programs/quarterly/vol_7/1_2/4_9.asp#1.

Van Voorhis, F. L. (2003). Interactive homework in middle school: effects on family involvement and science achievement. *Journal of Educational Research*, *96*(6), 323–38.

Vidano, G., and Sahafi, M. (2004). *Parent Institute for Quality Education organization special report on PIQE's performance evaluation.* San Diego, CA: San Diego State University. Retrieved November 2007, from www.piqe.org/Assets/Home/sdsu_summary_report.htm.

Weiss H. B., Dearing E., McCartney K., Kreider H., Mayer E., and Simpkins S. (2005). Family educational involvement: who can afford it and what deoes it afford? In C. R. Cooper, C. Garcia Coll, T. Bartko, H. Davis, and C. Chatman (Eds.), *Developmental pathways through middle childhood: rethinking context and diversity as resources.* Hillsdale, NJ: Erlbaum.

Weiss, H. B., Faughnan, K., Caspe, M., Wolos, C., Lopez, M. E., and Kreider, H. (2005). *Taking a closer look: a guide to online resources on family involvement.* Cambridge, MA: Harvard Family Research Project.

West, J. M. (2000). *Increasing parent involvement for student motivation.* Biddeford, ME: University of New England.

Worcester Public Schools. (2004). *Parent's guide to the Worcester public school system.* Retrieved May 2008, from www.wpsweb.com/pic/docs/parentsguide.doc.

Worcester Public Schools. (2008). *Parent-community involvement in education.* Retrieved May 2008, from www.wpsweb.com/administration/federal/pi.asp.

Wu, F., and Qi, S. (2006). Longitudinal effects of parenting on children's academic achievement in African American families. *The Journal of Negro Education*, *75*(3), 415–29.

Yan, W., and Lin, Q. (2002, April). *Parent involvement and children's achievement: race and income differences.* Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

Zellman, G. L., Stecher, B., Klein, S., and McCaffrey, D. (1998). *Findings from an evaluation of the Parent Institute for Quality Education parent involvement program.* Santa Monica, CA: The Rand Corporation.