Family Engagement Framework

A TOOL FOR CALIFORNIA SCHOOL DISTRICTS

California Department of Education
SACRAMENTO 2014

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This edition of the *Family Engagement Framework* was revised by the California Department of Education (CDE) in collaboration with the WestEd Center for Prevention and Early Intervention (CPEI) under a contract with the Californians Dedicated to Education Foundation (CDEF) with funding support from the Heising-Simons Foundation.

The Center for Prevention and Early Intervention provides training and technical assistance in policy development, translation of research to practice, systems evaluation, and implementation of evidence-based practices to promote a comprehensive approach to improving developmental, academic, and behavioral outcomes for all children and youth.

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Table of Contents

Message from the State Superintendent of Public Instruction 3
Introduction 5
District Principles 9
Required District Activities and Implementation Rubrics
Build Capacity 11
Demonstrate Leadership 15
Resources: Fiscal and Other 17
Monitor Progress 18
Access and Equity 20
Tools for Communicating with Families 23
Appendixes
Appendix A: Matrix of Federal and State Parent Involvement Code and Regulations 37
Appendix B: Linking Parent Involvement to Student Achievement: A Review of Recent Literature 39
B.1. Annotated List of Selected Articles Linking Parent Involvement to Student Achievement 45
References 49
Family Engagement Activities (plain text version) 50

Message from the State Superintendent of Public Instruction

Those of us in the education community know that family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years. That is why the California Department of Education (CDE) supports and encourages family engagement, and it is why I am pleased to release this updated *Family Engagement Framework (Framework)*.

The *Framework* is a joint project of the CDE and WestEd. It brings together research, requirements, and promising practices. It is a tool for leaders in school districts and county offices of education to use as they work with schools, families, and communities to plan, implement, and evaluate family engagement practices that directly impact improved student achievement.

The implementation of the Local Control Funding Formula (LCFF) has placed a renewed emphasis on families and educators working together as partners. The revisions to this *Framework* include updates to state and federal program requirements where family engagement is a vital component, including those under the new LCFF. And for the first time, the entire *Framework* is available in Spanish to reach even more families who want to fully participate in their child's learning.

At the core of the *Framework* are district principles that were developed collaboratively with input from a wide variety of parent, education, and community organizations. The principles describe expectations, or standards, for districts to engage family members in supporting their children's education. The principles address capacity building, leadership, resource allocation, progress monitoring, access, and equity. Implementation activities are provided for each district principle, with legal references cited where appropriate.

Please share this resource with your schools and wider communities to strengthen involvement and build relationships among critical partners in the education of California's students.

Tom Torlakson

Introduction

Purpose

In support of establishing strong, healthy, and systematic school, family, and community partnerships statewide, the California Department of Education (CDE) engaged the assistance of the California Comprehensive Center at WestEd (CA CC) to develop a tool describing expectations and implementation strategies for integrated family engagement within state educational programs. This *Family Engagement Framework* is intended to provide guidance to educators, districts, schools, families, and communities as they plan, implement, and evaluate strategies across multiple programs for effective family engagement to support student achievement and close the academic achievement gap.

Development

In 2003, the Family Area Network (FAN) Board, an informal advisory body to the CDE Title I Accountability and Partnerships Office, engaged parent and educational leaders in developing a set of draft *Model Standards for Family Involvement (Standards)* grounded in legal statute and academic research. The draft *Standards* were aligned with six types of parent involvement described in the model for school, family, and community partnerships from the National Network of Partnership Schools at Johns Hopkins University (Epstein, 2002): (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community.

The draft *Standards* addressed all levels (state, regional, county, district, school, classroom, and family) of the educational system and identified opportunities to strengthen school, family, and community partnerships through **leadership, capacity building, and accountability.** Although stakeholders, including parent leaders, teachers, school and district administrators, and professional associations, expressed a need and appreciation for the *Standards*, they suggested that the guidance should be provided in a more concise format.

In 2006, CDE, with the assistance of the CA CC, began to analyze and revise the draft *Standards.* After several months of discussion, editing, and reorganization, the *Family Engagement Framework (Framework)* was conceptualized.

National educational policies continued to emphasize the importance of establishing programs to involve families and practices to empower and engage families in the educational process (U.S. Department of Education [ED], 2010). Over the next several years, additional activities

Family Engagement Framework

Principles

- Reference program requirements as well as six types of parent involvement.
- Differentiate for each level of education implementation, such as district and school.
- Address five domains: capacity building, leadership, resources, progress monitoring, and equity.

Required District Activities

- Incorporate federal and state laws and regulations.

Implementation Rubrics

- Reflect FAN draft *Standards.*
- Plan and evaluate.
- Link to research and promising practices.

Tools for Communicating with Families

- Are reproducible or adaptable.
- May be disseminated in print or via the Internet.

were conducted to ensure that the *Framework* addressed state and federal requirements and integrated recent research and useful resources. CA CC staff conducted an extensive review of the California *Education Code (EC)* and pertinent regulations for CDE programs to identify requirements related to parent involvement across programs; CDE staff across programs provided verification of the identified requirements. Within regulations for educational programs implemented by the CDE, the review found the following requirements:

- Broad parent involvement requirements that apply to all instructional programs
- Requirements that apply to all categorical programs
- Requirements specific to 17 different programs and initiatives

The *Matrix of Federal and State Parent Involvement Code and Regulations* (Appendix A) lists the legal citations for parent involvement requirements across education programs and initiatives. The citations are categorized by Program Dimensions to align with state accountability and monitoring processes and to illustrate the breadth of parent involvement requirements. With information and input from CDE staff across programs, the principles of the *Family Engagement Framework* are coordinated with seven Program Dimensions:

I. **Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

II. **Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.

III. **Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the program's effectiveness.

VI. **Opportunity and Equal Educational Access.** Participants have equitable access to all programs the local educational agency (LEA) provides, as required by law.

VII. **Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

Since publication of the *Framework* in 2011, California enacted the Local Control Funding Formula (LCFF) to simplify the state's school finance system. The LCFF eliminates funding for most state categorical programs. LCFF statutes identify parental involvement as a state priority. This edition of the *Framework* reflects these changes and is accurate as of its publication date.

To further inform the development of the *Framework's* content, CA CC staff conducted a focused review of recent literature to identify a current body of research linking specific parent involvement activities to student achievement. The search phrases used to identify research articles were "parent involvement" and "parent participation." In educational research at the time of this literature review, the term "engagement" was associated most often with early parent-child relationships and bonding. "Parent involvement" and "parent participation" more frequently linked to research examining the kind of engaged communication and interaction described in the *Family Engagement Framework*. To ensure that articles relevant to current practice and written under a rigorous standard of research were identified, only peer-reviewed articles published within the nine years prior to publication of the *Framework* (2001–2010) were sought. The focused literature review (Appendix B, Linking Parent Involvement to Student Achievement: a Review of Recent Literature) may serve as a resource to administrators and teachers seeking to identify, select, and support effective and promising practices in parent involvement. The Annotated List of Selected Articles Linking Parent Involvement to Student Achievement (Appendix B.1) describes each of the articles referenced in the *Framework*.

Content describing required and recommended district-level parent and community involvement activities was periodically sent to parent resource and involvement groups for review and input. Members of the FAN, Parent Information and Resource Centers, Parent Training and Information Centers, Family Empowerment Centers, and the California Parent Teacher Association provided input. In 2009, the FAN Board endorsed the draft *Framework* as a tool and recommended that CDE and the CA CC move forward with production and dissemination.

Components and Layout of the Framework

Just as the content of the *Family Engagement Framework* has undergone significant transformation over the last five years, so too has the name. Originally referred to as the "Parent Involvement Standards," the final name reflects commitment to comprehensive partnering among school, family, and community members in support of education. The terms "parent involvement" and "family involvement" generally refer to a range of activities. They are often used interchangeably with other terms, like "parent engagement," "parent participation," and "family engagement." The proposal to reauthorize the *Elementary and Secondary Education Act* (ED, 2010) uses the term "family engagement," referring to an integrated strategy across multiple programs. The *Family Engagement Framework* provides guidance for pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation among schools, families, and community partners to support student learning and achievement. In this document, "parent involvement," "family involvement," and "family engagement" are generally used interchangeably.

District Principles

The District Principles of the *Family Engagement Framework* provide a one-page overview of the essential actions for family and community involvement at the district level. Citations in support of specific principles are provided. There are 18 principles arranged within five action areas; the five action areas reference Program Dimensions:

1. **Build Capacity** – addresses Program Dimension I: Involvement; Program Dimension V: Staffing and Professional Development; Program Dimension VII: Teaching and Learning
2. **Demonstrate Leadership** – addresses Program Dimension II: Governance and Administration
3. **Resources: Fiscal and Other** – addresses Program Dimension III: Funding
4. **Monitor Progress** – addresses Program Dimension IV: Standards, Assessment, and Accountability
5. **Access and Equity** – addresses Program Dimension VI: Opportunity and Equal Educational Access

Required District Activities and Implementation Rubrics

The Required District Activities and Implementation Rubrics of the *Family Engagement Framework* describe specific district actions for each of the 18 District Principles. The Required District Activities column in the rubrics presents parent involvement activities that are required under educational program regulations; citations for specific laws and regulations follow each requirement. Actions for implementation of the required activities are described qualitatively in the corresponding rubrics columns progressing left to right from Basic to Progressive and Innovative Implementation. The description of Basic Implementation actions reflects Required Activities. The descriptions of Progressive and Innovative Implementation reflect research and promising practice models. The research informing the *Framework* is reviewed in Appendix B, Linking Parent Involvement to Student Achievement: A Review of Recent Literature.

Tools for Communicating with Families

The Tools for Communicating with Families presents the content from the Principles, Required District Activities, and Implementation Rubrics in a simpler, more straightforward format. They may be used to present concepts in the *Framework* to family and community members who do not need access to legal citations and regulatory language. Each single page may be used as a stand-alone communication within a newsletter, parent orientation guide, bulk e-mail, or training packet. Required District Activities are described along with suggestions for parents to pursue involvement at the level at which they are comfortable. The suggestions for parent involvement may lead to development of deeper family involvement and engagement activities at more progressive and innovative levels.

District Principles

1. BUILD CAPACITY[1]

1.01 Ensure that all principals understand and implement required and effective parental involvement practices at their schools [Title I, Part A, 1118 (a)(1)].

1.02 Establish family-friendly volunteer policies to recruit and organize help and support from parents.

1.03 Train parents to successfully participate in curricular and budgetary decision making.

1.04 Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

1.05 Ensure staff and family access to training in effective school, family, and community partnerships.

1.06 Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education [Title I, Part A, 1118 (e)(3)].

1.07 Ensure that teachers and families have knowledge and tools to help students with homework and other curriculum-related activities.

2. DEMONSTRATE LEADERSHIP[2]

2.01 Ensure that all schools have parent/family involvement programs (*EC* 11502 – 11504).

2.02 Meet requirements of state and federal law regarding family involvement.

a. Ensure parent representation on district and school committees as required by law.

b. Establish district family involvement policies and programs [Title I, Part A, 1118 (a)(2); *EC* 11503 – 11504].

2.03 Involve families in advisory bodies and training strategies.

3. RESOURCES: FISCAL AND OTHER[3]

3.01 Allocate resources and assign staff to implement the plan.

4. MONITOR PROGRESS[4]

4.01 Ensure all schools integrate parental involvement programs into the school's Single Plan for Student Achievement [*EC* 11502(e), 11504].

4.02 Provide oversight, support, and coordination of parent involvement activities among district schools and programs.

4.03 Document progress of each school's implementation of its parent involvement program [*EC* 11503(c)(d), refers specifically to Title I].

4.04 Assess every principal's effectiveness in establishing and maintaining school, family, and community partnerships at his or her school.

5. ACCESS AND EQUITY[5]

5.01 Ensure that critical parent information is readily available in accessible formats and languages spoken by families in the district [*EC* 48985].

5.02 Ensure that parent representation on committees reflects the composition of the student body.

5.03 Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis [*EC* 11502(c), *EC* 11503(b)(4)].

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1. Items 1.01 through 1.04 support Program Dimension I: Involvement – Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs. Items 1.05 and 1.06 support Program Dimension V: Staffing and Professional Development – Staff members are recruited, trained, assigned, and assisted to ensure the program's effectiveness. Item 1.07 supports Program Dimension VII: Teaching and Learning – Participants receive core and categorical program services that meet their assessed needs.
2. Items in this domain support Program Dimension II: Governance and Administration – Policies, plans, and administration of categorical programs meet statutory requirements.
3. Items in this domain support Program Dimension III: Funding – Allocation and use of funds meet statutory requirements for allowable expenditures.
4. Items in this domain support Program Dimension IV: Standards, Assessment, and Accountability – Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
5. Items in this domain support Program Dimension VI: Opportunity and Equal Educational Access – Participants have equitable access to all programs the local educational agency provides, as required by law.

Required District Activities and Implementation Rubrics

1. Build Capacity

This set of rubrics describes program implementation addressing Program Dimension I: Involvement, Program Dimension V: Staffing and Professional Development, and Program Dimension VII: Teaching and Learning.

1.01 Ensure all principals understand and implement required and effective parental involvement practices at their schools.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making [20 *United States Code (USC)* 6318(a)(2)(B)]. Establish parent/community advisory committees [5 *California Code of Regulations (CCR)* 18275]. Ensure that plans for parent involvement and education include • Parent conferences o At least two per year [5 *CCR* 18275].	Provide to principals • technical assistance materials for training advisory committees in their roles and responsibilities; • information, support, and professional development opportunities addressing the role of families as participants in LEA and school governance and decision making; • information and models for required school-level plans for parent involvement; • information and guidance on involving families in the development of required parent involvement and education plans; • support to establish and hold regular, calendared meetings of required parent community advisory committees; and Support school sites to conduct at least two parent-teacher conferences per year.	*In addition to* basic training on the role of families in governance and decision making, provide principals with training and resources on • engaging with family members individually or as members of advisory groups to solve problems, draft policy, and make decisions; and/or • linking school-level plans and school-parent compacts to student learning; and/or • focusing advisory group and council activities to support student achievement; and/or Encourage principals to increase opportunities for parent-teacher conferences, in addition to the required two.	*In addition to* basic and progressive training for principals, employ joint training and team-building activities for principals and parent leaders to • build relationships; • engage in strategic planning; • examine student achievement in relationship to parent involvement; and/or Encourage principals to schedule ongoing opportunities for parent-teacher communication and interaction.

1.02 Establish family-friendly volunteer policies to recruit and organize parent help and support.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Facilitate supervision of family members volunteering time and resources to improve school facilities and programs [28 *EC* 51101(a)(3)].	Provide teachers with written information and guidance on supervising parent volunteers who are assisting in classrooms.	*In addition to* basic information and guidance, develop and disseminate volunteer management resources and provide teachers with training on their use, including: • handbook; • volunteer forms; • guidelines for recruiting, screening, training, and retaining volunteers; • certificates of recognition.	*In addition to* teacher training and resources, provide training for parents in specific skills for working with children in classrooms and/or Provide fiscal or other real support for a recognition program for classroom volunteers and family/teacher leaders.

1.03 Train parents to successfully participate in curricular and budgetary decision making.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Provide training and resources to parents on • content standards; • academic achievement standards; • academic assessment; • parent involvement requirements; • monitoring academic progress; • working with teachers. [20 *USC* 6318(e)(1)] Provide targeted training and resources to advisory committee members [*EC* 62002.5, 5 *CCR* 11308(d), 20 *USC* 6312(g)(4)].	Provide training and resources to parents, especially those serving on advisory committees, to include • content standards; • academic achievement standards; • academic assessment; • parent involvement requirements; • monitoring academic progress; • working with teachers.	*In addition to* providing training to parents serving on advisory committees, • provide training accessible to all families on parent/family involvement policies, plans, roles, and responsibilities; and/or • actively recruit new parents to participate in training and on advisory committees; • involve parents in the development of training.	*In addition to* progressive training activities, • utilize the Internet to survey parents and/or provide information and training to facilitate their participation in decision making; and/or • adopt a train-the-trainer model, using veteran parents for ongoing training of new parents; • provide parents/family members Internet access through public computer labs.

1.04 Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Conduct outreach to community agencies to • inform of services; • solicit support. Coordinate and integrate parent involvement activities with • public preschool; • other public educational programs; • parent resource centers. [20 *USC* 6318(e)(4)]	Utilize one-way communication outlets (mailers, brochures, public service announcements) to community agencies to • provide information about educational services; • solicit support for educational programs; and Ensure that parent involvement activities address the needs of and are available to families with children • across education programs; • in public preschool; and Work with parent resource centers (established under Title I and the Individuals with Disabilities Education Act) to implement parent involvement activities.	*In addition to* basic activities, • provide teachers with lists of available community resources; and/or • provide presentations for, attend functions of, and maintain communications with community organizations to cultivate relationships in support of education; and/or • collaborate with other public agencies providing services to families to support parent/family involvement in education; and/or Encourage parent resource centers to collaborate to provide services and support to all families.	Form a partnership* with community-based organizations and other public agencies to • plan or coordinate parent/family involvement activities and programs; • obtain or provide technical assistance; • establish effective channels for communicating with families; • obtain or provide training for families; • disseminate resources and information on an ongoing basis; and/or Support the establishment of a comprehensive, collaborative parent resource center to meet the needs of all families. * Example: Action Team for Partnerships as described by Epstein, 2002.

1.05 Ensure staff and family access to training in effective school, family, and community partnerships.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Provide parent orientation [5 *CCR* 18275]. Inform parents and parent organizations of information available from parent information and resource centers [20 *USC* 6318(g)].	Provide printed information and resources to support parent orientation activities at schools and Disseminate to parents and parent organizations, via mail and Internet, information about the appropriate parent information and resource centers.	*In addition to* providing basic information and linkage to resources, • survey parents to determine information, skill, and support needs for participation; and/or • provide training for staff and families on o respectful partnerships; o organizing programs; o conducting meetings; o linking program activities to academic goals; o skills for collaboration; and/or • access parent information and resource centers as a training resource for staff and families.	*In addition to* providing training for staff and families, • involve parents in training design and delivery; and/or • support participation of district and school teams in train-the-trainer opportunities, such as the National Network of Partnership Schools Leadership Institute; and/or • encourage the formation of parent groups, even when not state-mandated, and provide space for formal and informal meetings.

1.06 Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Educate staff in the value of parent involvement, outreach to parents, communication with parents, partnering, implementing parent programs, and building ties between parents and the school [20 *USC* 6318(e)(3), *EC* 8238(d)(3)].	Provide information, support, and professional development for staff on parent/family involvement, including • the value of parent/family involvement; • outreach, communication, and partnering with parents/families; • implementing parent/family programs; • building ties between the home and the school; and Utilize parent input to design and deliver staff training on parent involvement.	Augment basic information and support with professional development in specific strategies for parent/family involvement provided annually via • regular in-service days; • principals' meetings; • leadership days; and/or Provide professional development, including strategies and resources for communicating with parents about • content standards; • expectations for student achievement; • strategies for parents to support student achievement and learning at home.	*In addition to* providing information and training for all staff, establish and provide training to a designated district parent involvement leadership team, and/or *In addition to* consulting parents for input on training, utilize parent leaders as partners in the delivery of training.

1.07 Ensure that teachers and families have the knowledge and tools to help students with homework and other curriculum-related activities.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Establish guidelines and procedures for classroom observations [27 *EC* 49091.10(b)]. Survey parents to plan and conduct activities to help parents support child learning and development [5 *CCR* 18280]. Provide information to families [20 *USC* 6318(e)(1), 28 *EC* 51101(a)(11-12)] regarding • academic performance standards; • proficiencies; • expected skills; • school rules; • results of standardized and statewide tests [28 *EC* 51101(a)(5)]; • materials and training to help parents work with their children [20 *USC* 6318(e)(2); 20 *USC* 6381d(2),(4),(7); *EC* 8238(b)]; • training to participate in team meetings and decisions involving their own children [*EC* 56363(b)(11); 5 *CCR* 3051.11]. Conduct other activities to encourage and support parents, including parent resource centers [20 *USC* 6381(d)(4)].	Establish guidelines and procedures for parents visiting classrooms to observe. and Survey parents, or support schools to survey parents, to plan and conduct activities to help parents support child learning and development. and Disseminate information to families on • academic performance standards; • proficiencies; • expected skills; • school rules; • results of standardized and statewide tests; • materials and training to help parents work with their children; • training to participate in team meetings and decisions involving their own children.	Develop parent guides and tools to link classroom observation to supporting learning at home. and/or Include items in the survey to parents/families to assess what families are already doing and what they need to learn to support learning at home. and/or Translate basic written information and resources into languages used by families in the district. and/or In addition to written information for families, provide training for parents. and/or Include in parent training specific skill areas identified through the district survey. and/or Train teachers in • the use of interactive homework; • other effective strategies for supporting homework. and/or Provide family literacy services to develop skills of family members to support learning at home.	Develop parent-teacher observation follow-up activities to encourage partnering; and/or Support parent resource centers to • collect and disseminate resources on environments and approaches that support learning at home; • publish and/or post information; • establish an accessible information library and/or center; • establish a mobile library and/or center; and/or Train family members and teachers together and/or in teams to support strategies for learning at home.

2. Demonstrate Leadership

This set of rubrics describes program implementation addressing Program Dimension II: Governance and Administration.

2.01 Ensure that all schools have family/parent involvement programs.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Establish a districtwide, board-adopted parent involvement policy applicable to all schools [7 *EC* 11504]. Integrate parent involvement programs into school plans for academic accountability [7 *EC* 11502(e)]. Ensure that policies and programs for Title I programs meet requirements for parent involvement under Title I [*EC* 11503]. Include and review annual goals for parental involvement in the Local Control and Accountability Plan (LCAP) [*EC* 52060].	Document that the district governing board has adopted • a parent involvement policy applicable to all schools that addresses the program requirement for Title I schools in its district (see 2.02) and • an LCAP for the district that describes annual goals for parental involvement and specific actions to achieve those goals.	Establish a parent involvement leadership team to guide and coordinate parent involvement programs throughout the district, including • membership of teachers, parents, administrators, and other partners; • regularly scheduled meetings; and/or In developing the district parent involvement policy and plan, utilize a planning model to • analyze surveys; • set goals and expectations; • identify and design supports to achieve expectations; • identify staff and resources to support the plan.	Include in the district parent involvement leadership team • membership representative of all district schools; • a plan for continuity during changes in district leadership; and/or Include in the district parent involvement policy • personnel policies that incorporate parent involvement in o staff selection, evaluation, promotion, and development; o preparation of new staff; o contract time for meeting with families; o rewards and incentives; • school-home communication; • guidelines for o agreements with community agencies; o partnering with businesses; o district- and school-level decision making; o parent choice among schools and programs.

2.02 Meet requirements of state and federal law regarding family involvement.
a. Ensure parent representation on district and school committees as required by law.
b. Establish district family involvement policies and programs.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Establish a District English Learner Advisory Committee (DELAC), at least 51 percent of whose members are parents of English learners [5 *CCR* 11308, *EC* 52176(a)]. Establish a Parent Advisory Committee (Child Care and Development) [5 *CCR* 18275]. Establish a Community Advisory Committee, including parents of individuals with exceptional needs and other pupils enrolled in school [*EC* 56192]. Establish a parent advisory committee for LCAP [*EC* 52063(a)(1)].	Ensure that at least 51 percent of DELAC members are parents of English learners. and Ensure that the district has a Parent Advisory Committee for early childhood programs. and Ensure that the district Community Advisory Committee includes parents of students with exceptional needs and other pupils enrolled in school. and Ensure that the district has a parent advisory committee to advise the district on the development of the LCAP.	Actively inform and recruit parents representative of the student population about opportunities to participate in advisory groups.	Train parents to serve on advisory bodies, including school site and district councils.

continued next page

2.02 (continued) Meet requirements of state and federal law regarding family involvement.

a. Ensure parent representation on district and school committees as required by law.
b. Establish district family involvement policies and programs.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Develop and review with and distribute to parents a written parent involvement policy [20 *USC* 6318(a)(2), 28 *EC* 51101(b)] describing how the LEA will • involve parents in program planning, review, and improvement [20 *USC* 6318(a)]; • assist schools to implement effective parent involvement activities; • build capacity for parent involvement; • coordinate and integrate parent involvement strategies across programs; • conduct an annual evaluation of the impact of the parent involvement policy, including o improvement in academic achievement; o barriers to parent participation; o strategies for effective parent involvement. Include in the parent involvement program regular and periodic training [7 *EC* 11503(b)] on • how parents can support learning at home and at school; • activities, strategies, and materials to support learning at home and at school; • child development; • positive discipline; • healthy parent-child relationships; • effective two-way, home-school communication. Involve parents in draft and review of the policy. Update the policy periodically. Present the LCAP or annual update to required parent advisory committees for review and comment; respond in writing to comments [*EC* 52062(a)(1-2)].	Develop with and distribute to parents an annually updated written parent involvement policy, outlining the district's Title I plan for • involving parents in program planning, review, and improvement; • assisting schools to implement effective parent involvement activities; • building capacity for parent involvement; • coordinating and integrating parent involvement strategies across programs; • conducting an annual evaluation of the impact of the parent involvement policy, including o improvement in academic achievement; o barriers to parent participation; o strategies for effective parent involvement; • regular and periodic parent training on o how to support learning at home and at school; o activities, strategies, and materials to support learning at home and at school; o child development; o positive discipline; o healthy parent-child relationships; o effective two-way, home-school communication. Present the LCAP or annual update to required parent advisory committees for review and comment and respond to committee comments in writing.	In developing the district parent involvement policy and plan, establish school improvement efforts and student performance goals as the foundation.	To facilitate linking the parent involvement policy and plan to school improvement and student achievement, establish an annual work plan identifying • strategies; • timelines; • persons responsible for implementation; • measurable goals; • a plan for dissemination.

2.03 Involve families in advisory bodies and training strategies.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Include parents in the decisions regarding how funds are allotted for parent involvement activities [20 *USC* 6318(3)(8)]. Involve DELAC [5 *CCR* 11308(c)]. Consult parents as programs are being developed [20 *USC* 7424(c)]. Send notice of and hold regular meetings to obtain recommendations of parents of English learners [20 *USC* 7012(e)(2)]. Consult with parents in developing an LCAP [*EC* 52060(g)].	Include parents in decisions regarding the allotment of funds and development of programs for parent/family involvement activities, specifically • involve DELAC; • involve all parents in developing an LCAP; and • send notice of and hold regular meetings to obtain input of parents of English learners.	Actively promote and dedicate time at advisory meetings for public input to obtain additional parental perspectives and/or Invite and encourage parents to be active members of district personnel development work groups or committees.	Encourage parents to chair or co-chair advisory bodies and/or Support parent advisory committee members to serve as liaisons to families in their schools or communities.

3. Resources: Fiscal and Other

This set of rubrics describes program implementation addressing Program Dimension III: Funding.

3.01 Allocate resources and assign staff to implement plan.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Reserve not less than 1 percent of Title I funds to carry out requirements for parent involvement, unless 1 percent of district allocation is $5,000 or less [20 *USC* 6318(a)(3)(A)]. Provide other reasonable support for parent involvement activities as parents may request [20 *USC* 6318(e)(14)].	Dedicate not less than 1 percent of Title I funds to carry out requirements for parent involvement, unless 1 percent of district allocation is $5,000 or less, and Provide other reasonable support for parent involvement activities as parents may request.	Set and expend an adequate budget for parent involvement programs and activities, with input from parents/families and appropriate advisory groups.	Hire a full-time parent involvement staff person, ideally a parent leader, responsible for • coordinating the training, strategies, communication processes, and resources; • reporting on parent involvement.

4. Monitor Progress

This set of rubrics describes program implementation addressing Program Dimension IV: Standards, Assessment, and Accountability.

4.01 Ensure that all schools integrate parent involvement programs into their Single Plan for Student Achievement.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Ensure that the Single Plan for Student Achievement (SPSA) has been prepared with review and advice from appropriate parent/community advisory committees, including DELAC and parents of English learners [*EC* 64001(a), 5 *CCR* 11308(c)(3), 20 *USC* 6312(g)(1)(B)(2), 20 *USC* 7012].	Develop and implement processes to verify that each school's SPSA has been prepared with review and advice from appropriate parent/community advisory committees, including DELAC and parents of English learners.	*In addition to* verifying content of SPSAs, provide information and resources to school administrators and advisory group members on linking parent involvement plans to SPSA and special education district performance goals.	*In addition to* verifying content of SPSAs, provide training to school administrators and advisory group members on linking parent involvement plans to SPSA and special education district performance goals.

4.02 Provide oversight, support, and coordination of parent involvement activities among district schools and programs.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Coordinate and integrate parent involvement strategies under • Title I; • Head Start/Early Head Start; • Even Start; • Parents as Teachers; • Home Interaction Program for Preschool Youngsters; • state preschools. [20 *USC* 6318(a)(2)(D)]	Coordinate and integrate parent involvement strategies across programs, including • Title I; • Head Start/Early Head Start; • Even Start; • Parents as Teachers; • Home Instruction Program for Preschool Youngsters; • state preschools.	Collect documents from all parent involvement groups and programs and make them available at one central access point, online, and/or at a district office, including • agendas; • meeting notes; • outreach materials; • reports; and/or Include parent/ family input in the collection of data for district monitoring processes (Program Monitoring, Consolidated Application, and others as appropriate).	Hold regular meetings of advisory committee chairs, across programs, to facilitate collaboration; and/or Support parent resource and advisory bodies across programs to jointly conduct parent events and trainings; and/or Include family members on district monitoring teams (Program Monitoring, Consolidated Application, and others as appropriate).

4.03 Document progress of each school's implementation of its parent involvement program.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Evaluate the content and effectiveness of the parent involvement policy: • Identify barriers to participation, especially for diverse parents. • Use findings to design more effective strategies. • Revise parent involvement policies, as needed. [Refers specifically to Title I, 20 *USC* 6318(a)(2)(E), *EC* 11503(c)-(d)]	Survey families or collect other evaluation data annually to evaluate the content and effectiveness of the parent involvement policy and to identify barriers to participation, especially for diverse parents; and Use the survey results to design more effective parent involvement strategies; and Use the evaluation data to inform district administration and advisory groups in the revision of parent involvement policies annually.	Expand collection of evaluation feedback to include students, teachers, administrators, and community members, in writing or via the Internet; and/or Create an evaluation panel, including parents, to coordinate the review of parental involvement with representation from all schools; and/or *In addition to* addressing challenges, acknowledge successes in parent/family involvement.	*In addition to* evaluative feedback, include program evaluation within the parent involvement plan: • Identify measures of effectiveness linked to o student achievement; o specific parent involvement activities. • Identify tools and processes for collecting data. • Implement a schedule for data collection. • Analyze data to identify practices that produce specific results for students and schools.

4.04 Assess every principal's effectiveness in establishing and maintaining school, family, and community partnerships at his or her school.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
	Address parent involvement in school principal's job description, including • roles and responsibilities; • expectations and goals.	*In addition to* the job description, address parent involvement in the school principal's performance planning, including • professional development goals; • achievements; and/or Provide information, resources, and/or training to principals on the use of reflective practice and self-assessment to examine their own skills and actions in parent involvement.	*In addition to* performance planning, include parent involvement in principal performance evaluation: • Recommend professional development to address issues. • Recognize achievements.

5. Access and Equity

This set of rubrics describes program implementation addressing Program Dimension VI: Opportunity and Equal Educational Access.

5.01 Ensure that critical parent information is readily available in accessible formats and languages spoken by families in the district.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Provide parents with timely information about schools and students in a language and format that they can understand [20 *USC* 6318(f), 28 *EC* 51101.1, *EC* 56506(a), *EC* 56341.5(i)]. Provide parent involvement policy to parents in an understandable and uniform format [20 *USC* 6318(a)(2) and (f)]. Solicit review and comment from DELAC on written notifications [5 *CCR* 11308(c)(7)]. Inform parents of English learners how they can be involved in the education of their children [20 *USC* 7012(e)(1)]. Meet parent notification requirements (under Titles I, III, IX, and X; Federal Education Rights and Privacy Act; and IDEA) [*EC* 51101(a)(4) and (16); 20 *USC* 7012(b) and (e)(2); *EC* 48985; *EC* 56301(d)(1); *EC* 56329; *EC* 56346].	Develop and disseminate critical school and student information to families • in their home language, when required; • in a time frame that reasonably allows for family follow-up or response, if needed, including o district parent involvement policy; o notice to parents of English learners about how they can be involved in the education of their children; o all required parent notifications (under Titles I, III, IX, and X; Federal Education Rights and Privacy Act; and IDEA); and Solicit review and comment from DELAC on all required written notifications.	*In addition to* the development and dissemination of information • establish systems to support schools to address a broad range of home languages with translation and interpretation; and/or • provide training and information to principals and staff on o communicating with families of English learners; o required parent notifications; and/or *In addition to* DELAC, solicit input from a variety of parent advisory group members on the development and dissemination of parent information.	*In addition to* dissemination of critical information via school outlets, make important information, including the parent involvement policy, available to community groups for broader dissemination; and/or *In addition to* providing information and training to staff, actively recruit and hire staff fluent in the dominant languages used by parents; and/or *In addition to* soliciting input from advisory groups, establish a work group, including staff, parents/families, and community members, dedicated to ongoing examination of challenges and development of solutions for providing critical information to a diverse population of families.

5.02 Ensure that parent representation on committees reflects the composition of the student body.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Provide opportunities for the participation of parents who are economically disadvantaged, have limited English proficiency, have disabilities, are migratory, or have children with disabilities [20 *USC* 6318(a)(2)(E) and (f), *EC* 56193]. Involve family and community members representative of the student population [20 *USC* 1400 § 650]. Include parents representative of students eligible for free or reduced-price meals, foster youth, and pupils of limited English proficiency on the LCAP parent advisory committee [*EC* 52063(a)(2)]. • If district enrollment includes at least 15 percent English learners and enrolls at least 50 pupils who are English learners, establish an English learner parent advisory committee for LCAP [*EC* 52063(b)]. Provide reasonable support for parent involvement and participation [20 *USC* 6318(e)(14)].	Involve parents representative of the student population, including those who are economically disadvantaged, have limited English proficiency, have disabilities, are migratory, or have children with disabilities to serve on committees, by • conducting outreach targeted to these groups; • providing reasonable support for involvement and participation.	Regularly survey members and monitor membership to ensure that parent representation on committees is representative of the student population and includes parents who are economically disadvantaged, have limited English proficiency, have disabilities, are migratory, or have children with disabilities.	Establish policies that support and respect • family responsibilities; • the variety of parenting traditions and practices within the community's cultural and religious diversity; • disability as another form of diversity.

5.03 Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis.

Federal and State Activities	Basic Implementation	Progressive Implementation	Innovative Implementation
Coordinate scheduling of parent-teacher conferences across the district [5 *CCR* 18275]. Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review) [20 *USC* 1416(a)(3)(A) as cited in the California Part B State Performance Plan 2005-2010, Indicator #8]. Conduct parent surveys or use other local methods to measure school climate (for LCAP) [*EC* 52060(d)(6)(C)].	Coordinate scheduling of parent-teacher conferences across the district and Conduct input meetings and/or surveys to collect input from parents of children receiving special education services with the required response rate (for Special Education Self-Review) and Conduct parent surveys or use other local methods to measure school climate for LCAP.	*In addition to* regular print outreach and communication, employ Web-based applications to support ongoing communication and interaction between schools and parents/families and/or Provide training and resources to personnel on • effective two-way communication; • interactive meetings and events; • interactive Web sites; • community outreach; • translation for parent/teacher conferences.	*In addition to* print and Web-based outreach and communication, collaborate with parent and community groups to conduct regularly scheduled community/town hall meetings, information fairs, and public forums and/or *In addition to* personnel development, conduct joint training for school personnel, parents/families, and community members on effective two-way communication and building relationships to support education.

Tools for Communicating with Families

Past and emerging national educational policies emphasize the importance of establishing programs to involve families and practices to empower and engage families in the educational process (ED, 2010). Implementing these services means moving away from checklists of discrete activities toward comprehensive family engagement programs that create open communication and strong collaboration among schools, families, teachers, and districts to increase student achievement. A common understanding of the guiding principles, goals, and strategies for family engagement will support effective communication and collaboration.

These Tools for Communicating with Families present the content from the required district activities and implementation rubrics, described in the preceding part of this document, in a simpler, more straightforward format. The tools may be copied or adapted for use in newsletters, e-mails, and other outreach efforts to families to encourage family engagement and partnering with the district. The information on pages 26 through 31 may be disseminated as single pages, a series, or a five-page document to communicate the *Framework's* family engagement principles to families. The local educational agency (LEA) may add school contact information at the bottom of these pages by hand or with labels prior to copying for distribution.

What Is Family Involvement?

Family involvement is communicating and doing things with your student, your student's teacher, or your student's school to support your student's learning and success. Parents, family members, and other caregivers can be involved in a student's education in many ways.

What you can do at home:

- Talk with your student about homework and offer to help your student understand and learn.
- Talk with your student about the importance of learning.
- Talk with your student about college and careers.
- Help your student organize homework.
- Read notes, announcements, and newsletters from the school.
- Send notes or call the school to communicate with teachers and other school staff.
- Fill out and send back surveys to share your ideas about supporting your student's learning and growth.
- Fill out and send back surveys to share your ideas about parent involvement.
- Ask for and read a copy of your district's parent involvement policy.

What you can do in the classroom:

- Talk with your student's teachers.
- Visit and see what the teachers and students are doing.
- Help with learning activities.
- Attend your student's parent-teacher conferences.

What you can do at the school:

- Attend parent orientation or "Back-to-School Night."
- Visit the parent resource center.
- Talk with the principal about your student.
- Talk with the principal about parent involvement opportunities at the school.
- Attend parent education and information events.
- Attend advisory committee meetings.
- Serve on an advisory committee to provide input on important decisions and spending.
- Help write and review the parent involvement plans.

What you can do at the district office:

- Attend trainings on the curriculum and school budgets.
- Attend advisory committee meetings.
- Serve on an advisory committee to provide input on important decisions and spending.
- Help write and review the parent involvement policy and plans.
- Help plan, design, and provide training for principals and teachers.
- Link the district with other community organizations you know.

For more information, contact:

Family Engagement Activities

SCHOOL INITIATED	FAMILY INITIATED
At the District	
• Solicit input from families on district family engagement policies. • Provide training on curricular and budgetary decision-making for parent coordinators and families. • Create and support parent centers at school sites.	• Participate on district-level advisory committees. • Participate in planning and delivery of staff training on parent involvement. • Participate in development and review of district- and school-level parent involvement plans and policies.
At School	
• Create a welcoming environment. • Celebrate families and the assets they bring to schools. • Work with families as partners to improve student achievement. • Assist families to access community resources.	• Attend parent-teacher conferences. • Visit your child's classroom. • Volunteer in the classroom (your child's or another classroom). • Volunteer at lunch or after school to support students. • Attend or support schoolwide events. • Visit the parent resource center. • Attend advisory committee meetings. • Participate on school-level advisory committees.
At Home	
• Promote effective two-way communication with families. • Assist families to create home conditions to support academic achievement. • Provide information on expectations, standards, and how families can be involved, in an accessible language and format. • Keep families informed on student progress and maintain regular communication.	• Provide quiet space at home for homework. • Limit TV watching and video games. • Read out loud to your student. • Talk about school and the importance of learning. • Respond to school surveys. • Communicate with teachers about questions or concerns. • Talk about college and careers. • Help organize homework. • Link learning to current events.

A plain text version of this graphic is available at the end of the document on page 50.

Family Engagement Framework: District Principles

With the help of parents, educators and community partners, the California Department of Education (CDE) has developed a *Family Engagement Framework*. The *Framework* is intended to help district, school, family, and community leaders plan activities to involve families in education to support student learning and success. The *Framework* provides principles that describe requirements and activities for districts to support schools in working with families and providing family members with opportunities to actively support their children's education. Here is a summary of the District Principles:

Capacity

- Make sure that all principals understand and implement required and effective parent involvement practices at their schools.
- Put in place family-friendly volunteer policies to build and organize help and support from parents.
- Train parents to successfully participate in decisions about curriculum and budget.
- Find and use resources and services from the community to strengthen school programs, family practices, and student learning and development.
- Make sure staff and family know about and may attend training in effective school, family, and community partnerships.
- Train staff, with the help of parents, in how to reach out to and work with parents as equal partners in the education of their children.
- Make sure that teachers and families know how to help students with homework and other curriculum-related activities.

Leadership

- Make sure that all schools have parent/family involvement programs.
- Meet requirements of state and federal law regarding parent/family involvement.
    - Make sure parents are on district and school committees.
    - Put in place district family involvement policies and programs.
- Involve families in advisory groups and training activities.

Resources

- Provide funding and staff to put the parent/family involvement plan into practice.

Progress

- Make sure all schools include parent involvement programs in the school's Single Plan for Student Achievement.
- Supervise and coordinate parent involvement activities across programs.
- Keep a record of progress of each school's parent involvement program.
- Assess the effectiveness of school, family, and community partnerships at each school.

Access and Equity

- Make sure that parent information is provided in ways that are easy to find and read and in languages spoken by families in the district.
- Make sure parents serving on committees reflect the make-up of the student body.
- Make sure schools have ways to communicate from school to home and from home to school on a regular basis.

Search for the *Family Engagement Framework* at http://www.cde.ca.gov.

For more information on family and parent involvement opportunities at your school, contact:

Helping the District Increase Family Engagement: What Can You Do?

The California Department of Education's *Family Engagement Framework* (*Framework*) describes requirements for parent involvement in education and ways that districts may meet those requirements. Are you interested in becoming more involved in the district's family engagement program? Here are ideas about how you can support the learning and success of your own and other students in the district.

Framework District Principle 1.01: Ensure that all principals understand and implement required and effective parent involvement practices at their schools.

What does the district do?

- Provide principals with information, support, and training about
  - the role of families in district and school administration and decision-making,
  - required school plans for parent involvement,
  - involving families in developing parent involvement and education plans,
  - required parent community advisory committees.
- Support schools to conduct at least two parent-teacher conferences per year.

What can you do?

- Join training and team building activities with principals and parent leaders.
- Join an advisory group or council that is working to support student achievement.
- Attend your student's parent-teacher conferences; communicate with your student's teacher at other times besides during scheduled conferences.

Framework District Principle 1.02: Establish family-friendly volunteer policies to recruit and organize parent help and support.

What does the district do?

- Provide teachers with written information on how to supervise parent volunteers in classrooms.

What can you do?

- Attend parent training to learn how to work with students in classrooms.

Framework District Principle 1.03: Train parents to successfully participate in curricular and budgetary decision-making.

What does the district do?

- Provide training and resources to parents, especially those serving on advisory committees.

What can you do?

- Participate in training about the work of advisory committees.
- If you are a more experienced parent, help to support and train new parents.

Search for the *Family Engagement Framework* at http://www.cde.ca.gov.

For more information on family and parent involvement opportunities at your school, contact:

Framework District Principle 1.04: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

What does the district do?

- Reach out to community agencies to provide information about education services and to encourage agencies to support education programs.
- Provide parent involvement activities for families with children across education programs and in public preschool.
- Work with parent resource centers (established under Title I, the Individuals with Disabilities Education Act, and High Priority School Grants) to implement parent involvement activities.

What can you do?

- Encourage community organizations and public agencies that you may know to become involved with the district or neighborhood school.
- Start or join a group that brings together schools and community organizations.
- Visit your school and district parent resource centers for information.
- Help out in one of your school or district parent resource centers to support other families. Ask about family resource centers funded under Title I, special education, and High Priority Schools Grants.

Framework District Principle 1.05: Ensure staff and family access to training in effective school, family, and community partnerships.

What does the district do?

- Provide information and support for parent orientation activities at schools.

What can you do?

- Attend parent orientation (such as "Back-to-School Night") and read the student handbook.

Framework District Principle 1.06: Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in the education of their children.

What does the district do?

- Provide information, support, and training for staff on parent/family involvement.
- Use parent input to design and deliver staff training on parent involvement.

What can you do?

- Answer and return surveys asking for input about staff training.
- Offer to help design and deliver staff training.
- Join the district parent involvement leadership team.

Framework District Principle 1.07: Ensure that teachers and staff have knowledge and tools to help students with homework and other curriculum-related activities.

What does the district do?

- Provide guidelines for parents visiting classrooms to observe.
- Survey parents to plan activities to help parents support child learning and development.

What can you do?

- Ask for a parent guide for visiting classrooms.
- Answer and return surveys asking for input about help you may need to support your student.
- Attend parent training on how to help with homework.

Providing Leadership for Family Engagement: What Can You Do?

The California Department of Education's *Family Engagement Framework* (*Framework*) describes requirements for parent involvement in education and ways that districts may meet those requirements. Are you interested in becoming more involved in the district's family engagement program? Here are some ideas about how you can support the learning and success of your own and other students in the district.

Framework District Principle 2.01: Ensure that all schools have family/parent involvement programs.

What does the district do?

- Put a parent involvement policy in place that is approved by the school board, applies to all schools, and includes requirements for Title I schools in the district.

What can you do?

- Review the parent involvement policy; look for information about school-home communication, partnering, and decision-making.
- Start or join a parent involvement leadership team to help the district coordinate parent involvement programs.

Framework District Principle 2.02: Meet requirements of state and federal laws regarding family involvement.

a. Ensure parent representation on district and school committees.
b. Establish district family involvement policies and programs.

What does the district do?

- Have parent members on the following committees:
  - District English Learner Advisory Committee (DELAC)
  - LCAP advisory committee
  - Parent Advisory Committee for early childhood programs
  - Community Advisory Committee for special education programs
- Develop with and send to parents a written parent involvement policy, outlining the district's Title I plan.

What can you do?

- Attend training for parents who serve or would like to serve on advisory groups.
- Join an advisory group.
- Review the district's parent involvement policy when it is sent to you each year.
- Help to review and update the parent involvement policy.

Framework District Principle 2.03: Involve families in advisory bodies and training strategies.

What does the district do?

- Include parents, including DELAC, in decisions about planning and spending funds for parent/ family involvement activities.
- Announce and hold regular meetings for input from parents of English learners.

What can you do?

- Provide public input at advisory committee meetings.
- Become an advisory committee chair or co-chair.
- Join a district personnel development work group or committee.

Framework District Principle 3.01: Allocate resources and assign staff to implement the parent involvement plan.

What does the district do?

- Spend at least 1 percent of Title 1 funds for parent involvement, unless 1 percent of the district allocation is $5,000 or less.
- Provide other support for parent involvement activities.

What can you do?

- Meet your district parent involvement staff person.
- Answer and return surveys asking for input about support for parent involvement activities.

Search for the *Family Engagement Framework* at http://www.cde.ca.gov.

For more information on family and parent involvement opportunities at your school, contact:

Effective Family Engagement: What Can You Do?

The California Department of Education's *Family Engagement Framework* (*Framework*) describes requirements for parent involvement in education and ways that districts may meet those requirements. Are you interested in becoming more involved in the district's family engagement program? Here are some ideas about how you can support the learning and success of your own and other students in the district.

Framework District Principle 4.01: Ensure all schools integrate parent involvement programs into the school's Single Plan for Student Achievement (SPSA).

What does the district do?

- Ensure the SPSA has been reviewed by and received input from parent and community advisory committees, including the District English Learner Advisory Committee and parents of English learners.

What can you do?

- Review the SPSA.

Framework District Principle 4.02: Provide oversight, support, and coordination of parent involvement activities among district schools and programs.

What does the district do?

- Coordinate parent involvement across programs, including Title I, Head Start/Early Head Start, Even Start, Reading First/Early Reading First, Parents as Teachers, Home Interaction Program for Preschool Youngsters, and state preschools.

What can you do?

- Attend parent involvement events and activities.
- Answer and return surveys asking for input about parent involvement activities.
- Help plan parent involvement events and activities.

Framework District Principle 4.03: Document progress of each school's implementation of its parent involvement program.

What does the district do?

- Collect information to review the parent involvement policy and to identify barriers to participation, especially for diverse parents.
- Survey families to plan more effective strategies and to revise parent involvement policies annually.

What can you do?

- Complete and return evaluation forms and surveys about family involvement activities.

Framework District Principle 4.04: Assess every principal's effectiveness in establishing and maintaining school, family, and community partnerships at their school.

What does the district do?

- May include family and community engagement in job descriptions, performance planning, and performance evaluation for principals.

What can you do?

- Talk with your student's principal about parent involvement activities.
- Offer to help plan or carry out parent involvement activities at your student's school.

Search for the *Family Engagement Framework* at http://www.cde.ca.gov.

For more information on family and parent involvement opportunities at your school, contact:

Engaging All Families: What Can You Do?

The California Department of Education's *Family Engagement Framework* (*Framework*) describes requirements for parent involvement in education and ways that districts may meet those requirements. Are you interested in becoming more involved in the district's family engagement program? Here are some ideas about how you can support the learning and success of your own and other students in the district.

Framework District Principle 5.01: Ensure that critical parent information is readily available in accessible formats and languages spoken by families in the district.

What does the district do?

- Provide parent information to families in their home language and in a timely manner.
- Ask for and use input from the District English Learner Advisory Committee on all written notifications.

What can you do?

- Assist with translation and interpretation.
- Help provide training and information to staff about working with families of English learners.
- Join the district work group on communications.

Framework District Principle 5.02: Ensure that parent representation on committees reflects the composition of the student body.

What does the district do?

- Reach out to and support parents who are economically disadvantaged, have limited English, have disabilities, are migrants, or have children with disabilities to serve on committees.

What can you do?

- Join an advisory committee to represent your family and other families similar to your own.

Framework District Principle 5.03: Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis.

What does the district do?

- Schedule parent-teacher conferences across the district.
- Ask for input about special education programs from parents of children receiving special education services.

What can you do?

- Attend your student's parent-teacher conferences.
- Attend advisory committee meetings, information fairs, and public forums.
- Complete and return surveys and evaluations or attend parent input meetings to provide your input on special education programs, if your student receives special education services.

Search for the *Family Engagement Framework* at http://www.cde.ca.gov.

For more information on family and parent involvement opportunities at your school, contact:

Appendixes

Appendix A. Matrix of Federal and State Parent Involvement Code and Regulations

Education Programs and Initiatives	Program Dimension: Involvement	Program Dimension: Governance & Administration	Program Dimension: Funding	Program Dimension: Standards, Assessment & Accountability	Program Dimension: Staffing & Professional Development	Program Dimension: Opportunity & Equal Educational Access	Program Dimension: Teaching & Learning
All Instructional Programs	27 *EC** 49091.10 28 *EC* 51101(a-b)	28 *EC* 51101(a)(14) 28 *EC* 51101.1(b)(3)	NA	NA	28 *EC* 51101.1(c)	28 *EC* 51101(a-b) *EC* 35147	28 *EC* 51101.1(c)
All Categorical Programs	*EC* 64001(a)	5 *CCR*** 3932 *EC* 52852.5	NA	5 *CCR* 3932	NA	NA	NA
Adult Education	NA	NA	NA	NA	NA	20 *USC**** 9241(d)	*EC* 8533 *EC* 41976(a)(1) 20 *USC* 9241(b)(2)
American Indian Education	20 *USC* 7424(c)(3)(C)	20 *USC* 7424(c)(4)	NA	NA	NA	NA	20 *USC* 7425(b)(10)
Basic and Compensatory Ed (Title I- Part A)	20 *USC* 6311(h)(6)(B)(ii) 20 *USC* 6318 *EC* 11502 *EC* 11503 *EC* 11504	20 *USC* 6312(g) 20 *USC* 6316 20 *USC* 6318(e) & (g) *EC* 48985 *EC* 52852	20 *USC* 6318(a)(3)	20 *USC* 6318(a)(2)(E) & (c)(3)	20 *USC* 6311(h)(6)(A) 20 *USC* 6314(b)(1)(D) 20 *USC* 6315(c)(1)(F) 20 *USC* 6318(e)(1-3)	20 *USC* 6318(a)(2)(D) 20 *USC* 6318(c)(4) 20 *USC* 6318(e)(4-5) 20 *USC* 6318(f) 20 *USC* 6320(a)(1)	20 *USC* 6318(a)(2)(C) 20 *USC* 6318(e)(1-3) 20 *USC* 6318(g)
Before and After School Programs	*EC* 8422(b) *EC* 8482.5(b)	NA	NA	NA	NA	20 *USC* 6318(e)(5) *EC* 48985	20 *USC* 7171(a)(3)
Child Development	*EC* 8203(d) 5 *CCR* 18275	*EC* 8202(e) 5 *CCR* 18275(b)(5)	NA	*EC* 8203(d) 5 *CCR* 18280	NA	*EC* 8203(c), (g), and (h)	*EC* 8203(e), (h) and (i) 5 *CCR* 18275(b)
General Child Care & Development	*EC* 8240(c)	*EC* 8240(c)	NA	*EC* 8240(c)	NA	NA	NA
Family Child Care Home Networks	*EC* 8245(b)(9)	NA	NA	*EC* 8245(b)(8)	NA	NA	*EC* 8245(b)(3)
Even Start (Title I Part B)	NA	NA	NA	NA	NA	20 *USC* 6381(d)(1) 20 *USC* 6381(d)(3)(A) 20 *USC* 6381(d)(9) 20 *USC*6381(d)(11)	20 *USC* 6381d(2), (4) and (7)
Pre-K/Family Lit	*EC* 8238(b)	NA	*EC* 8238(b)	NA	*EC* 8238(d)(3)	*EC* 8238(b)	*EC* 8238(a)
Educational Equity	NA	NA	NA	NA	NA	*EC* 221.5(d)	NA
English Learners (Title III) - Limited-English Proficient and Immigrant	20 *USC* 6312 20 *USC* 6318 20 *USC* 7012 20 *USC* 7012(e)(2) 5 *CCR* 11308(b), (c) & (d) 5 *CCR 11316* *EC* 48985 *EC* 62002.5 *EC* 52168(b)(4) *EC* 52176(a-c)	20 *USC* 6312 20 *USC* 6318(e)(5) 20 *USC* 7012 5 *CCR* 11511.5 *EC* 313(f)(3) *EC* 48985 *EC* 52164.1(c)	NA	NA 5 *CCR* 11303(c) *EC* 313(f)(3)	NA	20 *USC* 6312(g)(1)(A) 5 *CCR* 11309(b) *EC* 310 *EC* 311 *EC* 48985	*EC* 52176(c)

**EC* stands for *Education Code.*
***CCR* stands for *California Code of Regulations.*
****USC* stands for *United States Code.*

Note: Requirements that are reflected in multiple Program Dimensions in this matrix only appear in a single Program Dimension within Program Monitoring Instruments to avoid duplication. Citations in this matrix are accurate as of the Family Engagement Framework *publication date.*

Education Programs and Initiatives	Program Dimension: Involvement	Program Dimension: Governance & Administration	Program Dimension: Funding	Program Dimension: Standards, Assessment & Accountability	Program Dimension: Staffing & Professional Development	Program Dimension: Opportunity & Equal Educational Access	Program Dimension: Teaching & Learning
Gifted and Talented Education (GATE)	5 *CCR* 3831(j)(8)	5 *CCR* 3831(j) 5 *CCR* 3831(i)(9)	NA	NA	NA	5 *CCR* 3831(f)	NA
HIV/AIDS Education	*EC* 51933(b)(6) *EC* 51938(a)	NA	NA	NA	NA	NA	NA
Homeless Education (Title X, Part C)	42 *USC* 11432(g)(6)(A)(iv)	20 *USC* 6318(e)(5) 42 *USC* 11432(g)(3)(E)(ii-iii) *EC* 48985	NA	NA	NA	42 *USC* 11432(g)(3)(B)(i-ii)	42 *USC* 11432(g)(6)(A)(iv)
Improving Teacher Quality (Title II, Part A)	20 *USC* 6622(b)(7)	NA	NA	20 *USC* 6311(h)(6)(A)	20 *USC* 6622(b)(9)(C) 20 *USC* 6623(a)(3)(B)(iv)	NA	NA
Individuals with Disabilities Education Act (IDEA)	NA	NA	NA	NA	NA	NA	NA
Transition/Workability	NA	NA	NA	NA	*EC* 56462(a)(5) & (d)	NA	5 *CCR* 3051.11
Family Empowerment Centers	*EC* 56404(c)	*EC* 56406(b)(2)(D) *EC* 56410	*EC* 56410(c)	*EC* 56406(b)(2)(C) *EC* 56408(b)	*EC* 56400	*EC* 56406(b)(1)	*EC* 56408(a) & (c)
Special Education	*EC* 56304 *EC* 56341 *EC* 56342.5 *EC* 56441.2	20 *USC* 1400 & 650 *EC* 56192–56194 *EC* 56195.3(a) *EC* 56195.9	NA	*EC* 56600.6(d)	*EC* 56195.7(c)(2)	*EC* 56001(k) *EC* 56301(d)(2) *EC* 56304 *EC* 56321(b–g) *EC* 56329 *EC* 56341.5 *EC* 56343(c) *EC* 56346 *EC* 56426.1(a)(6) *EC* 56441.3(a)(4) *EC* 56506(a)	20 *USC* 1482(a)(1)(A) *EC* 56194(c) *EC* 56363(b)(11) *EC* 56426.4 *EC* 56441.3(a)(3) & (7)
Local Control Funding Formula (LCFF)	NA	*EC* 52060 *EC* 52060(g) *EC* 52062(a)(1-2) *EC* 52063(a)(1)	NA	NA	NA	*EC* 52060(d)(6)(C) *EC* 52063(a)(2) *EC* 52063(b)	NA
Migrant Education	*EC* 54444.4	*EC* 54444.4(b)	NA	NA	NA	NA	NA
Neglected, Delinquent or At-Risk (Title I, Part D)	20 *USC* 6455(8)	*EC* 48985	NA	NA	NA	NA	NA
Reading First (Title I, Part B)	NA	NA	NA	NA	NA	NA	20 *USC* 6362(c)(7)(B)
Twenty-First Century Community Learning Centers (Title IV, Part B)	NA	NA	NA	NA	20 *USC* 7171(a)(3)	NA	20 *USC* 7171(a)(3)

Note: Requirements that are reflected in multiple Program Dimensions in this matrix only appear in a single Program Dimension within Program Monitoring Instruments to avoid duplication. Citations in this matrix are accurate as of the Family Engagement Framework *publication date.*

Appendix B. Linking Parent Involvement to Student Achievement: A Review of Recent Literature

Introduction of Findings

The Elementary and Secondary Education Act of 2001 (ESEA) stressed shared accountability between schools and parents for high student achievement; both state and local educational agencies wrestle with effective planning, implementation, and evaluation of parent involvement programs. In 2001, Jordan et al. wrote in Emerging Issues in School, Family, and Community Connections, "What practitioners and policymakers really want is a single breakthrough study that resoundingly and unequivocally provides both concrete evidence about the impact of family and community connections with schools and a recipe to make it happen." While there is as yet no "single breakthrough study," a current body of evidence links student achievement to specific parent involvement activities. The following findings of this literature review provide information useful in making decisions and recommendations for parent involvement program planning:

- Activities that support learning at home (engaging parents directly with their students) and school/home communication activities (engaging parents directly with school personnel) hold the most significant promise for supporting student achievement.
    - Even the most basic, one-way communications (regular progress reports) are associated with increased student achievement.
- For students from minority groups experiencing a variety of challenges, learning at home and school/home communication activities show special promise.
- Building on parent strengths by providing parent training and education enhances the effectiveness of learning at home and school/home communication.
- Strategies utilizing parents to reinforce classroom instruction, either in the home or in the classroom, are successful when they are content specific and supported by explicit parent education and training.
- Parent involvement activities often have a "ripple effect," initiating other beneficial activities or conditions and building parent and student capacity.

Purpose of the Literature Review

In California, the U.S. Department of Education has charged the California Comprehensive Center (CA CC) at WestEd with the mission to build state capacity to implement fully the federal ESEA, improve student achievement, and close the achievement gap. Embracing the federal emphasis on parent involvement, the CA CC assists the California Department of Education (CDE) to develop structures, commitment, and tools to increase meaningful parent involvement. One such tool is the *Family Engagement Framework*, which describes expectations and implementation strategies for parent involvement activities across state education programs. The *Framework* provides guidance to districts, county offices of education, schools, and parents as they plan, implement, and evaluate strategies that effectively involve families to support student achievement. The *Framework* describes implementation activities that federal and state regulations require, parent involvement experts recommend, and research support.

To incorporate evidence-based activities into the *Framework*, CA CC staff first referenced existing research in policy and resource documents. Examination of these reference lists revealed literature that was not recent, relevant, or methodologically rigorous. Much of the research was conducted prior to 2001 and, therefore, prior to implementation of the No Child Left Behind Act of 2001. Research in parent involvement at that time was in early stages of development (Jordan et al., 2001; Epstein, 2008), typically examining characteristics of involved parents and frequency and types of parent involvement but not yet linking to specific models or to student outcomes. Measures used to assess involvement, effectiveness, and outcomes were often highly subjective; descriptions of parent involvement activities often included an assortment of activities under one heading and were, therefore, unclear. CA CC staff determined that it was advisable to conduct a focused review of recent literature to identify a current body of evidence linking specific parent involvement activities to student achievement.

In addition to informing the development of the *Family Engagement Framework*, this literature review serves as a resource to administrators and teachers seeking to identify, select, and support effective and promising practices in parent involvement. The Annotated List of Selected Articles Linking Parent Involvement to Student Achievement (Appendix B.1) describes articles that met specific methodological criteria and found a statistically significant, positive relationship between parent involvement activities and student achievement. Additionally, the review provides criteria for the consideration of research in parent involvement and highlights the need for educators to help build the body of research by engaging in research and evaluation of the activities and programs they are implementing.

Defining "Parent Involvement" and Establishing Criteria for Examining Evidence

The first step in conducting the literature review was to clarify the definitions of "parent involvement" and "student achievement" that would guide the search and review. After reviewing several definitions and descriptions of parent involvement appearing in federal and state policy, CA CC staff constructed this working definition of parent involvement:

> Parent involvement is the exchange of information (communication), purposeful interaction, and meaningful participation between parents and schools to support student learning and achievement (CA CC, 2008).

It was determined that both parent involvement and student achievement, for the purpose of this review, must be measurable or observable. Graduation rates, report card grades, test scores, and scores on validated teacher rating scales would all be indicators of student achievement. Indicators of parent involvement are more challenging to determine. Data on parent involvement are expressed in this literature review primarily through survey responses and parent and teacher reports. Reviewers specifically looked for practical descriptions of observable parent involvement activities (e.g., provided help with homework, attended parent-teacher meetings, received reports from the school, participated in a school site council meeting).

To ensure that articles relevant to practice and written under a rigorous standard of research were identified, CA CC staff only examined peer-reviewed articles published within the last nine years (2001–2010). Keywords were used in various combinations to search for articles in the ProQuest and ERIC databases. Initially, 79 articles were identified for further review.

A review matrix was constructed to track findings as they emerged and to ground the review within a particular theoretical framework. The matrix headings are derived from the parent involvement types described by Joyce Epstein (2002): parenting (building on parent strengths), communicating, volunteering, learning at home, decision making, and collaborating with the community. These types have been incorporated into policy and guidance in California and are widely referenced in research literature. The matrix also contains fields for the number of subjects involved in the study, the student or family characteristics, and the measures for student outcomes.

Articles that did not meet all of the following criteria were eliminated from the review:

- Clear identification of parent involvement strategies
- Valid isolation of parent involvement strategies as variables
- Control of or attention to family or child characteristics (demographics) that may account for statistically significant results
- Use of valid measures for parent involvement activities
- Use of valid measures for student achievement
- Presence of educationally significant outcomes for students
- Presence of statistically significant outcomes for students
- Presence of a statistically significant relationship among variables

Nineteen articles emerged as providing compelling evidence of a link between parent involvement activities and student achievement. These 19 articles met the methodological criteria and found a statistically significant, positive relationship between specific parent involvement activities and student achievement. The articles, included in the Annotated List of Selected Articles, are discussed below. Sixteen articles were "borderline" because they either reported positive relationships between parent involvement activities and student achievement but did not clearly meet the methodological criteria or, in one case, they met the methodological criteria but the relationships among variables were not positive. The borderline articles were subjected to further review by two reviewers and rated in terms of the methodological standards. The ratings were compared, and 7 of the 16 borderline articles, rated similarly by both reviewers, were identified to include in the List of Selected Articles.

Parent Involvement Activities Associated with Student Achievement

Twenty-six articles offer compelling evidence linking identifiable parent involvement activities to measurable student achievement. The articles include experimental, quasi-experimental, and non-experimental research; statistical analyses of large bodies of longitudinal data, such as the National Education Longitudinal Study; and meta-analyses of previous studies. Table 1 categorizes the findings of the articles by parent involvement activity area. Promising parent involvement activity areas are most frequently associated with student achievement. These activities, shown in Table 1, include activities that directly engage parents with their individual students (learning at home) and with school personnel (school/home communication).

The richness and complexity that characterize parent involvement in education preclude the drawing of strict cause-effect conclusions. An infinite variety of demographic variables impact the experiences of children and families. Parent involvement activities are practically never conducted in isolation from each other or to the exclusion of other educational or child-rearing activities. Additionally, the nature (positive/negative) and intent (supportive/punitive) of the implementation of a specific parent involvement activity affect its outcome. Results of the literature review are therefore discussed in terms of association and not causality. The remainder of this discussion will examine the promising parent involvement activity areas, the relationships among activity areas, and exceptions within activity areas.

Learning at Home

Learning at home, the activity area most often positively associated with student achievement, includes activities such as parent-child discussions about school, mindful organization of space in the home to support learning, and the use of interactive homework (i.e., homework that requires parents and students to discuss and work together on a learning activity or assignment). Sheldon and Epstein (2005) and Xu (2006) found that the use of activity or information packets sent home to parents by teachers was associated with gains in math scores. Four of the 12 studies examining learning at home activities also considered some kind of parent preparation activities and found them to be significantly associated with increased student achievement as well (Bailey, 2006; Bradshaw, 2009; Ingram, 2007; Redding, 2004). While parent training was not found to be necessary to support the relationship between learning activities in the home and increased student achievement, Bailey, in one of the few controlled studies presented, found that providing parents information and training to use that information to support learning at home increased student achievement levels to a greater degree. Bradshaw, in another controlled study, found that parent workshops focusing on support of academics and behavior management techniques, although not intensive or systematically supported, resulted in sustained, positive outcomes.

Some fairly straightforward, basic parent involvement activities seem to have a ripple effect, initiating other beneficial activities or conditions. For instance, Dearing (2006) found that parent involvement is positively associated with better performance, especially for students with less educated mothers. This finding contradicts expectations that less educated parents have less capacity to be successfully involved in education. It would seem that parent involvement activities build parent capacity even when they are not explicitly designed to do so.

Similarly, Cancio (2004), in a very small study of an approach to involving parents in homework, highlighted that doing so also seems to increase the students' capacity to complete the homework. It is unclear whether it is parents' involvement or the students' increased awareness of accountability that improves homework completion and overall achievement; however, the positive results are the same.

For students traditionally considered to be "at risk" (low-income, African American, and urban students, specifically), the studies indicated that learning-at-home activities were especially promising. Cox (2005) examined 18 studies focusing primarily on low-income, African American student populations and found that learning at home activities, in tandem with school/home communication, were associated with improved work quality, improved student behavior, higher attendance rates, better study skills, and higher student academic achievement. Fantuzzo (2004) found that "home-based" parent involvement, including reading at home, setting aside homework space, and discussing school, most strongly correlated to higher levels of classroom competency and lower levels of behavior problems in children. Ingram (2007), approaching the examination from a whole-school perspective, looked for commonalities among consistently high-achieving schools with at-risk, low-income populations and found that parents in those schools were more likely to engage in learning-at-home activities. Gutman (2000) and Jeynes (2007, 2005a) indicated that specific, targeted parent behaviors implemented in a supportive manner with positive expectations for student success are associated with student achievement.

Hong (2005), Lee (2006), and Yan (2005), each examining differences in parent involvement among various ethnic groups, found that families across ethnic groups reported that they were actively involved in education and that parent-child communication and high parent expectations were associated with high student achievement. However, there were exceptions within the results. Lee, for instance, found student achievement to be negatively associated with parent-child communication for Hispanic/Latino families. Similarly, student achievement was found to be negatively associated with homework help for European American families. Lee stated that it was hardly likely that talking with children about school or helping with homework caused lower achievement. Most likely, parents from these respective groups tended to engage more in a particular parent involvement activity when their students were experiencing academic struggles. Lee's findings acknowledged the common values of parents and schools to support learning, highlighted some cultural differences in how and when parents choose to be involved in their children's education, and recommended that schools offer a variety of ways for parents to be involved at home and at school.

School/Home Communication

School/home communication, the activity area with the second highest frequency of association with student achievement, includes opportunities for one-way and two-way exchanges of information as well as face-to-face meetings between family members and school personnel. Sirvani (2007), in a very focused, controlled study, examined the effectiveness of a simple one-way communication strategy: regular math progress reports. Sirvani suggested that the apparent success of that strategy may be attributed to the fact that it has a ripple effect in the home, increases parent awareness of the need for more attention, or increases student efforts in response to increased parent awareness. McBride (2005) found "physical" (on-site) involvement by mothers and face-to-face meetings between parents and school personnel to be most highly associated with high student achievement. In particular, fathers were more likely to participate in meetings with school personnel and that activity was associated with higher student achievement. Crosnoe (2009), in a study that focused specifically on groups of children targeted under ESEA (i.e., English learners and children from economically disadvantaged areas), examined the quantity of and policies behind two-way school-home contact. The study

Table 1. Parent Involvement Activities Associated with Student Achievement

Parent Involvement Activity Area	Specific Parent Involvement Strategies Found to Be Associated with Student Achievement	Articles Presenting Evidence
Learning at home	Interactive homework	Bailey, 2006; Sheldon & Epstein, 2005
	Reinforcement of learning or instructional strategies in the home	Bradshaw, 2009; Cox, 2005; Fan, 2010; Hill, 2009; Ingram, 2007; Sheldon & Epstein, 2005; Xu, 2006
	Reading at home	Fantuzzo, 2004; Senechal, 2002
	Providing space at home for educational activities	Cancio, 2004; Fantuzzo, 2004; Ingram, 2007
	Talking about school	Fan, 2010; Fantuzzo, 2004; Gutman, 2000; Hill, 2009; Hong, 2005; Ingram, 2007; Jeynes, 2007, 2005a, 2005b
	Homework help	Gutman, 2000; Ingram, 2007
	Explicit, research-based homework policies	Redding, 2004
School/home communication	Parents visit school or attend school event	Dearing, 2006; Jeynes, 2005b; Lee, 2006; Redding, 2004; Xu, 2006
	One-way, school-to-home communication	Bradshaw, 2009: Cox, 2005; Fan, 2010; Sirvani, 2007; Xu, 2006
	Two-way communication exchange	Cox, 2005; Crosnoe, 2009; Fan, 2010; Gutman, 2000
	Parent-teacher meetings	Gutman, 2000; McBride, 2005; Redding, 2004
	Home visits by teachers	Redding, 2004; Xu, 2006
	Family resource library	Redding, 2004
Building on parent strengths	Parent training to support learning at home	Bailey, 2006; Bradshaw, 2009; Cancio, 2004; Ingram, 2007
	Supportive and helpful parenting approach	Jeynes, 2007, 2005a
	Parent education on reading and study habits	Redding, 2004
Volunteering	General volunteering in the classroom or on field trips	Fan, 2010; Dearing, 2006; Lee, 2006; McBride, 2005
	Parents as advisers or aides in the classroom	Kyriakides, 2005
Decision making	Parent participation in parent-teacher organizations	Dearing, 2006
	Parent involvement in school committees	Gordon, 2009
	Parent involvement in developing policies and compacts	Redding, 2004
Miscellaneous	Teacher training to involve parents	Bailey, 2006; Bradshaw, 2009
	High parent expectation for student achievement	Fan, 2010; Hong, 2005; Jeynes, 2007, 2005a; Lee, 2006; Levpuscek, 2009; Yan, 2005
	Explicit parent partnership policy	Kyriakides, 2005
	Father involvement	McBride, 2005
	Use of a specific program (Solid Foundations)	Redding, 2004
	District, school, teacher perception, or support of parent involvement	Gordon, 2009; Xu, 2006
	Supportive parent-child relationship	Yan, 2005

concluded that building lines of communication among parents and school personnel may promote continuity during transition from middle school to high school and may reduce disparities related to language issues. Fan (2010) examined the content of school-parent contacts by isolating communications about problems and communications about "benign" issues and found that communications about problems had a negative impact on student motivational outcomes.

In more than half the articles examining school/home communication, both this activity area and learning at home activities were examined and found to be positively associated with student achievement (Bradshaw, 2009; Cox, 2005; Gutman, 2000; Jeynes, 2005b; Redding, 2004; Xu, 2006). Dearing (2006), Lee (2006), and McBride (2005) looked at communication and at volunteer activities as well and found both to be associated with student achievement levels. None of these researchers sought specifically to examine the interplay among communication strategies, homework, supporting learning at home, and volunteering; however, considered altogether, the associations imply support for strong school-home partnerships. As Funkhouser and Gonzales (1997) contended:

> Schools that are most successful in engaging parents and other family members in support of their children's learning look beyond traditional definitions of parent involvement—participating in a parent-teacher organization or signing quarterly report cards—to a broader conception of parents as full partners in the education of their children. Rather than striving only to increase parent participation in school-based activities, successful schools seek to support families in their activities outside of school that can encourage their children's learning. Schools that have developed successful partnerships with parents view student achievement as a shared responsibility, and all stakeholders—including parents, administrators, teachers, and community leaders—play important roles in supporting children's learning.

Other Parent Involvement Activity Areas

Funkhouser and Gonzales also stated that, "If families are to work with schools as partners in the education of their children, schools must provide them with the opportunities and support they need to become involved." The literature reviewed found that parent involvement activities building on parent strengths showed promise for supporting student achievement. Bailey (2006), Bradshaw (2009), Cancio (2004), and Kyriakides (2005) included explicit, focused parent training in the parent involvement activities being implemented in their individual studies. Bailey and Cancio found increased parent capacity to be supportive of homework strategies. Kyriakides found parent and teacher training and on-going communication increased the effectiveness of volunteering activities. Studies by Ingram (2007) and Redding (2004) linked increased student achievement to parent education efforts specific to learning at home activities. Jeynes' meta-analyses (2007, 2005a) implied that parent training intended to instill or increase supportive and helpful parenting approaches showed promise for increasing student achievement.

Of the six studies that examined activities in the volunteering area, Kyriakides (2005) presented the most thorough description of the parents' roles, responsibilities, and preparation activities, including the development of a parent partnership policy. While the schools involved in this study were in Greece, the principles and practices seem similar enough to generalize to American schools. The other studies that found a significant association between volunteering activities and student achievement (Dearing, 2006; Lee, 2006; McBride, 2005) were not explicit in describing activities, referring to "visiting" and "observing… in the classroom or on field trips." All of the studies that associated volunteering activities with student achievement also associated home/school communication activities with student achievement. Again, this finding implies support for strong school-home partnerships in the effective implementation of parent involvement activities.

Two parent involvement activity areas are underrepresented in the literature: decision making and collaboration with the community. These areas are especially challenging in terms of measuring and making direct links to student achievement; only three of the reviewed studies even attempted to include them. In two of the three studies (Dearing, 2006; Redding, 2004), data for decision-making involvement activities were not separated from other parent involvement activities, making valid attribution of effectiveness a challenge. Dearing included parent-teacher organization attendance as one of eight "yes/no" items within the family involvement variable being examined, so there was no way to determine the true impact of that specific parent involvement activity, even though family involvement, overall, had a positive association with student achievement. Similarly, Redding examined parent involvement in the development and implementation of policies through the Solid Foundation program, but did not present separate data or analyses for activities within the overall program. In the third study, Sheldon and Epstein (2005) explained why decision making and collaborating with community activities were not analyzed in their study of the impact of parent involvement on achievement in mathematics:

> Schools did not report using any Type 5 decision-making involvement activities to improve students' mathematics skills, and too few schools using Type 6 practices, collaborating with the community activities, provided 2 years of achievement test scores. As a result, we investigated only the relationships between the implementation of four types of involvement practices and changes in students' performance on standardized tests.

Miscellaneous Activities: Activity Areas Outside the Model

Finally, five of the studies found a significant relationship between parents' educational expectations and student achievement (Hill, 2009; Hong, 2005; Jeynes, 2007 & 2005a; Lee, 2006; Yan, 2005). Epstein (2008) described the role of parents' educational expectations as complicated and misunderstood. There is a "longitudinal loop where expectations are driven by students' achievement (prior and new) and by some parents' knowledge of schools and education." Four of the studies involved quantitative analyses of extremely large banks of data. None of the five studies were experimental, allowing for manipulation of any of the variables and tracking of changes over time. So, while the association was strong, the direction of the relationship was unclear: Do students have higher achievement because parents have high expectations? Or do parents have high expectations because their students are high achievers?

Two of the researchers, Jeynes (2007, 2005a) and Yan (2005), specifically placed the parents' expectations within the context of "supportive" and "helpful" parenting approaches and parent-child relationships, implying that high expectations of a less supportive nature might be less promising. Levpuscek (2009) documented a strong association between negative communications of educational aspiration, or "parental pressure," and adolescent student efficacy and achievement in math; in other words, parent involvement that is perceived as pressure by adolescents may have a negative impact on adolescents' academic confidence and performance. And Lee (2006) found student achievement to be negatively associated with parent expectations for children from socioeconomically disadvantaged families. As stated earlier concerning Lee's findings around cultural differences in parent involvement activities, it is hardly likely that holding high educational aspirations for a student would cause lower achievement. It is more likely that other human and social challenges presented by poverty must be addressed for poorer families to be more effectively involved in education and to support student achievement.

Recommendations for Promising Practices in Parent Involvement Activities

Early research, examining whether parents are involved and how that relates to their children, shows that "parents who are most involved have the highest of most of things, including higher achieving students…When parents are involved, attentive, and have high aspirations, their children tend to be the ones that do better" (Epstein, 2008). The research articles included in this review find positive relationships between specific parent involvement activities and student achievement, but more carefully designed experimental research is necessary to draw firm conclusions about causal relationships. Second-generation studies are now emerging; these studies are longitudinal and have a variable (a specific program, for instance) that is controlled or implemented over time. Results of this research will identify programs and practices that most effectively influence what parents are doing and that translate to improved outcomes for students.

The findings of this literature review provide information useful in making some recommendations about promising practices:

- Increase opportunities and skills for parents to engage directly with their students about school and learning at home.
- Increase opportunities and skills for school personnel to engage parents directly through regular one-way and two-way communication and parent-teacher conferences.
- Increase opportunities and skills for parents to interact directly with school personnel.
- Recognize and accommodate challenges experienced by various minority groups in the design and implementation of learning at home and school/home communication activities, as these activity areas show special promise for supporting achievement for these groups.
- Provide parent and teacher training and education to enhance the effectiveness of learning at home and school/home communication activities.
- Provide parent training and education in instructional strategies and specific content areas to utilize parents to reinforce classroom instruction, either in the home or in the classroom.

Appendix B.1. Annotated List of Selected Articles Linking Parent Involvement to Student Achievement

Bailey, Lora B. "Interactive Homework: A Tool for Fostering Parent-Child Interactions and Improving Learning Outcomes for At-Risk Young Children." *Early Childhood Education Journal* 34, no. 2 (2006): 155–167.

This report examined the effect of parent training on parent-child interactions during the completion of interactive homework assignments (IHA), specifically in second grade reading instruction. Researchers engaged 84 at-risk students with low reading scores and their parents. Parents received information and/or training on IHA, designed to increase parent involvement and student achievement. The results indicated that students whose parents received information, but no training, on IHA increased time spent on homework and their level of achievement; students whose parents received information and training showed greater levels of achievement. Researchers concluded that specific parent training during a brief period of time, approximately four weeks, had the potential for improving academic performance for academically at-risk students.

Bradshaw, Catherine, and others. "Longitudinal Impact of Two Universal Preventive Interventions in First Grade on Educational Outcomes in High School." *Journal of Educational Psychology* 101, no. 4 (2009): 926–937.

This randomized, controlled study compared the long-term impact of two first-grade preventive interventions: a classroom-centered intervention, combining the use of the Good Behavior Game with enhanced academic curriculum and teacher training and support; and the Family-School Partnership, promoting parent involvement in educational activities and supporting parents' behavior management strategies. The participants included 678 urban, primarily African American children. The intervention occurred in first grade; outcomes for achievement, graduation, and postsecondary education were examined for participants through age 19. Both intervention programs showed improvements in student outcomes compared to the control group. The Family-School Partnership intervention showed less significant outcomes than the classroom-centered intervention. However, the authors acknowledged that the intensity of implementation of the interventions was not equivalent; the classroom-centered intervention was much more intensive in both the training of the interveners and the time students were exposed to the intervention.

Cancio, Edward J., R. P. West, and K. R. Young. "Improving Mathematics Completion and Accuracy of Students with EBD Through Self-Management and Parent Participation." *Journal of Emotional and Behavioral Disorders* 12, no. 1 (2004): 9–22.

This study investigated the feasibility of teaching parents of students with emotional and behavioral disorders (EBD) to establish and maintain a homework completion program based on student self-monitoring. Six middle school students with EBD and their parents participated in the study; parents received training and implemented the program's strategies. Parent participation in the homework program was investigated to determine the effect on students' rate of homework completion and accuracy, academic achievement, and perceived homework problem ratings. Researchers reported that homework completion and homework accuracy increased for all students. In addition, mathematics achievement increased and perceived homework problem ratings diminished. Independent variables (homework monitoring, self-monitoring, increased homework completion) were not examined separately; so, while the program definitely resulted in positive outcomes, it was not possible to attribute the positive outcomes to any one variable.

Cox, Diane. "Evidence-Based Interventions Using Home-School Collaboration." *School Psychology Quarterly* 20, no. 4 (2005): 473–497.

The author analyzed 18 empirical studies of home-school collaboration interventions that also measured a school-based outcome. Guidelines outlined by the American Psychological Association's Division 16 Task Force on Evidence-Based Interventions in School Psychology were used to code and evaluate the studies. The most effective interventions were those where parents and school personnel worked together to implement interventions utilizing a two-way exchange of information (e.g., parent-teacher action research teams) and those involving communication between school and home (e.g., daily report cards, school-to-home notes). Specifically, these strategies were linked to improved work quality, academic achievement, behavior, attendance, study skills, and attention. The analysis includes a discussion of methodological strengths and limitations of home-school collaboration studies, as well as recommendations for future research.

Crosnoe, Robert. "Family-School Connections and the Transitions of Low-Income Youths and English Language Learners from Middle School to High School." *Developmental Psychology* 45, no. 4 (2009): 1061–1076.

This research examined the link between patterns of home-school communications and initial math course-level placement after transition to high school. Data from the National Adolescents Education Longitudinal Study were utilized to look specifically at groups of students targeted by the No Child Left Behind Act of 2001 (English learners and economically disadvantaged). Examination of the quantity and policies of school-home contact and math level placement for nearly 18,000 students concluded that building lines of communication among parents and school personnel was associated with higher level placement and may promote continuity during transition from middle school to high school and reduce disparities related to language issues. Content of school-home contact could not be accessed for this study.

Dearing, Eric, and others. "Family Involvement in School and Low-Income Children's Literacy: Longitudinal Associations Between and Within Families." *Journal of Educational Psychology* 98, no. 4 (2006): 653–664.

This study examined longitudinal data from kindergarten to fifth grade on parent involvement in school and children's literacy performance. It included data collected from 281 ethnically diverse, low-income families. Overall, parent involvement did not show statistically significant influence; but, for children with mothers with lower income levels, higher parent involvement led to higher literacy levels. Additionally, within families, increased parent involvement predicted improved child literacy. However, data for a range of parent-reported parent involvement activities were averaged into broad categories so the influence of individual activities could be determined. Researchers concluded that these results supported arguments that parent involvement in school should be a central aim of practice and policy solutions to the achievement gap between lower and higher income children.

Fan, Weihua, and C. M. Williams. "The Effects of Parental Involvement on Students' Academic Self-Efficacy, Engagement and Intrinsic Motivation." *Educational Psychology* 30, no. 1 (2010): 53–74.

This study examined distinct parent involvement activities in relationship to student characteristics that lead to academic achievement. Researchers accessed data for over 15,000 students from the Educational Longitudinal Study of 2002. Communications about problems and communications about "benign" issues were isolated in the study, allowing for analysis of content of school-parent contacts. Communications about problems were negatively associated with motivational outcomes; parent communications providing advice to students were positively associated with motivational outcomes. The authors cautioned that association does not necessarily mean causality.

Fantuzzo, John, and others. "Multiple Dimensions of Family Involvement and Their Relations to Behavioral and Learning Competencies for Urban, Low-Income Children." *School Psychology Review* 33, no. 4 (2004): 467–480.

This article presented the results of a study of parent involvement and end-of-the-year outcomes for 144 urban children participating in Head Start. Home-based parent involvement activities were found to be most strongly correlated to classroom competencies, including children's motivation to learn, attention, task persistence, receptive vocabulary skills, and low conduct problems. School-based parent involvement and home-school conferencing also showed positive influence, but significantly less so than home-based parent involvement.

Gordon, Molly F., and K. Seashore Louis. "Linking Parent and Community Involvement with Student Achievement: Comparing Principal and Teacher Perceptions of Stakeholder Influence." *American Journal of Education* 116, no. 1 (2009): 1–31.

This study examined data from principal and teacher surveys from another study, Learning from Leadership, in relationship to state mathematics achievement data. Specifically, authors looked at the influence of district and principal leadership on parent and community involvement, the inclusion of parents and community members on school site councils, and openness to community and parent involvement in schools. In schools where teachers perceived greater involvement by parents and where teachers indicated there is shared leadership (including parents and community members), student achievement was higher. The authors cautioned that the outcomes were related but not causal.

Gutman, Leslie M., and V. C. McLoyd. "Parents' Management of Their Children's Education Within the Home, at School, and in the Community: An Examination of African-American Families Living in Poverty." *Urban Review* 32, no.1 (2000): 1–24.

Researchers surveyed African American parents about the management of their child's education within the home, school, and community and examined the effect of their management on a child's academic achievement. Findings indicated that parents of both high- and low-achieving students engaged in parent involvement but the nature of the involvement was different. Researchers described specific strategies that appeared to be most supportive, including help with homework, maintaining contact with school to ensure progress, and engaging in encouraging conversations with students. They cautioned that these strategies were related but not necessarily causal.

Hill, Nancy E., and D. F. Tyson. "Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement." *Developmental Psychology* 45, no. 3 (2009): 740–763.

This meta-analysis of 50 studies examined home-based parent involvement, school-based parent involvement, and academic socialization (parent expectations, aspirations for their children, valuing of education) in relationship to student achievement. Overall, the authors found a positive relationship between general parent involvement and student achievement. Of home-based involvement activities, homework help was negatively associated with achievement; providing educationally enriching activities at home was positively associated with achievement. Authors cautioned that relationships cannot be defined as causal.

Hong, Sehee, and H. Z. Ho. "Direct and Indirect Longitudinal Effects of Parental Involvement on Student Achievement: Second-Order Latent Growth Modeling Across Ethnic Groups." *Journal of Educational Psychology* 97, no. 1 (2005): 32–42.

This study, using data from the National Education Longitudinal Survey, included consideration of multidimensional, longitudinal, mediational, and ethnic factors. Results indicated significant ethnic differences in the direct effects of parent involvement on academic achievement. Across ethnic groups, greater parent involvement, in terms of communication and educational aspirations for children, was associated with enhanced student educational aspirations and beliefs that success or failure resulted primarily from their own behavior and actions.

Ingram, Melissa, R. B. Wolfe, and J. M. Lieberman. "The Role of Parents in High-Achieving Schools Serving Low-Income, At-Risk Populations." *Education and Urban Society* 39, no. 4 (2007): 479–497.

This study presented survey data from 220 parents whose children attended three Chicago public elementary schools, serving largely minority, low-income populations and scoring in the top third of the Illinois State Achievement Tests. Using Epstein's framework of parent involvement, researchers found that parents of children in high-achieving schools were more likely to participate in two of Epstein's types of parent involvement: parenting and learning at home. Results suggested that schools struggling with unsatisfactory student achievement may benefit from focusing parent involvement efforts on building parenting capacity and encouraging learning-at-home activities.

Jeynes, William H. "A Meta-Analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement." *Urban Education* 40, no. 3 (2005a): 237–269.

This meta-analysis of 41 studies examined the relationship between parent involvement and the academic achievement of urban elementary school children. Analyses of overall parent involvement and of specific involvement strategies indicated a significant, positive relationship with academic achievement. This relationship applied to white and minority children and also to boys and girls. Parent expectations, parent style, and parent-child communication were the specific parent involvement activities with the highest associations with academic achievement. Additionally, Jeynes found associations with student outcomes for general parent involvement activities as well as for parent involvement programs.

Jeynes, William H. "Effects of Parental Involvement and Family Structure on the Academic Achievement of Adolescents." *Marriage & Family Review* 37, no. 3 (2005b): 99–116.

Using the 1992 National Education Longitudinal Study data set, this study examined family structure and three aspects of parent involvement in relationship to academic achievement. Family structure and two of the three aspects of parent involvement were associated with higher adolescent academic achievement, with family structure being the single greatest predictor of academic achievement. Parents discussing school issues and attending school functions also had a positive association with adolescent academic achievement.

Jeynes, William H. "The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis." *Urban Education* 42, no. 1 (2007): 82–110.

This meta-analysis of 52 studies is somewhat repetitive of Jeynes' earlier works, applying the same processes in examining the influence of parent involvement on the educational outcomes of urban secondary school children. Measures of educational outcomes included an overall measure of combined components of academic achievement, grades, standardized tests, teacher rating scales, and indices of academic attitudes and behaviors. Results of statistical analyses indicated that parent involvement, overall, had significant effects for the academic variables under study and applied for both white and minority children.

Kyriakides, Leonidas. "Evaluating School Policy on Parents Working with Their Children in Class." *The Journal of Educational Research* 98, no. 5 (2005): 281–298, 320.

The study examined the effects of a policy on partnerships, implemented at an elementary school in Cyprus, that encouraged parents to work with their children in school. Parents and teachers were trained and engaged in ongoing communication around volunteering in classrooms. In comparison to students at a control school, students at the experimental school showed higher attainment in each core subject, regardless of socioeconomic background. Parents at the experimental school reported improved teacher communication as well as improved student behavior at home.

Lee, Jung-Sook, and N. K. Bowen. "Parent Involvement, Cultural Capital, and the Achievement Gap Among Elementary School Children." *American Educational Research Journal* 43, no. 2 (2006): 193–204, 206, 209–218.

This study of 415 third through fifth graders who completed the Elementary School Success Profile examined the level and impact of five types of parent involvement on elementary school children's academic achievement and considered race/ethnicity, poverty, and parent educational attainment. Parents with different demographic characteristics engaged in different types of involvement, and the types of involvement exhibited by parents from dominant groups had the strongest association with achievement. Visiting the school and parent expectations had high correlation to academic achievement, overall. Talking about the school and providing help with homework were negatively related to academic achievement for some ethnic groups. Separate parent involvement activities were grouped to provide composite scores, so the effects of individual activities were difficult to identify.

Levpuscek, Melita P., and M. Zupancic. "Math Achievement in Early Adolescence: The Role of Parental Involvement, Teachers' Behavior, and Students' Motivational Beliefs About Math." *The Journal of Early Adolescence* 29, no. 4 (2009): 541–570.

This study of 365 eighth-grade students in Slovenia documented a strong association between negative parent communications (i.e., "pressure") on student self-efficacy and achievement. More positive associations were found between parent academic support and student self-efficacy and achievement.

McBride, Brent A., S. J. Schoppe-Sullivan, and M. H. Ho. "The Mediating Role of Fathers' School Involvement on Student Achievement." *Journal of Applied Developmental Psychology: An International Lifespan Journal* 26, no. 2 (2005): 201–216.

The study examined the relationship between school-, neighborhood-, and family-level resources and children's academic achievement, giving special attention to the role of father involvement in children's learning. Data from 1,334 families with children between the ages of five and twelve were drawn from the 1997 Child Development Supplement of the Panel Study of Income Dynamics and analyzed. Findings associated the following relationships with student achievement: physical involvement at school by mothers, meetings with teachers or administrator by mothers and fathers, and direct involvement of fathers in their children's education.

Redding, Sam, and others. "The Effects of Comprehensive Parent Engagement on Student Learning Outcomes." Presented at the American Educational Research Association Convention, San Diego, California, November 2004.

This paper, presented at the annual convention of the American Educational Research Association, examined the effectiveness of a specific parent involvement program, Solid Foundations, implemented in 129 high-poverty schools in Illinois. The program was described very broadly, and specific parent involvement activities were not separated out for analysis. However, analysis of the Illinois Standards Assessment Test scores for over 42,000 children attending the Solid Foundation schools in comparison to scores of students in a control set of matched schools in the state showed a significant difference in student achievement in favor of the schools implementing the parent involvement program.

Senechal, Monique, and J. LeFevre. "Parental Involvement in the Development of Children's Reading Skill: A Five-Year Longitudinal Study." *Child Development* 73, no. 2 (2002): 445–461.

This article presented the findings of a five-year longitudinal study of 168 middle- and upper-middle-class children, examining the interplay of early home literacy experiences, receptive language, emergent literacy skills, and reading achievement. Evidence of the foundational nature of early parent involvement in learning at home was discussed.

Sheldon, Steven B., and J. L. Epstein. "Involvement Counts: Family and Community Partnerships and Mathematics Achievement." *The Journal of Educational Research* 98, no. 4 (2005): 196–206.

Longitudinal data, including standardized mathematics test scores and report card grades from elementary and secondary schools, were examined for links between specific family and community involvement activities and student achievement in mathematics. Analyses indicated that parent involvement to support their children's mathematics learning at home was associated with higher percentages of students who scored at or above proficiency on standardized mathematics achievement tests. The authors suggested that "subject-specific practices of school, family, and community partnerships" may improve students' mathematics skills and achievement.

Sirvani, Hosin. "The Effect of Teacher Communication with Parents on Students' Mathematics Achievement." *American Secondary Education* 36, no. 1 (2007): 31–46.

This randomized, controlled study established a clear relationship between one specific parent involvement strategy, one-way communication, and students' mathematics achievement. Parents of the students in the experimental group received teacher communications twice a week, reporting homework scores and test grades; parents in the control group did not. Lower achieving students in the experimental group significantly outperformed similar students in the control group. The researcher suggested that the one-way communication may have increased parent involvement at home or student efforts on homework and in class, knowing that parents were receiving extra information.

Xu, Zeyu and C. A. Gulosino. "How Does Teacher Quality Matter? The Effect of Teacher-Parent Partnership on Early Childhood Performance in Public and Private Schools." *Education Economics* 14, no. 3 (2006): 345–367.

This study examined the teacher-parent partnership and, specifically, the teacher's role in establishing and maintaining a good teacher-parent relationship. Findings suggested that teacher-parent interaction was positively related to student performance in mathematics; findings for student performance in reading were not so compelling. Different effects were shown for private and public schools.

Yan, Wenfan, and Q. Lin. "Parent Involvement and Mathematics Achievement: Contrast Across Racial and Ethnic Groups." *The Journal of Educational Research* 99, no. 2 (2005): 116–128.

This study using longitudinal data from the 1998 National Education Longitudinal Study, examined the relationships of three dimensions of parent involvement (family obligations, family norms, and parent information networks) to twelfth-grade students' mathematics achievement and ways in which these relationships varied across four racial and ethnic groups (i.e., Caucasians, African Americans, Hispanics, and Asians). Thirty-nine parent involvement variables were collapsed into nine composites and then analyzed in relationship to twelfth graders' mathematics scores. Findings indicated that, regardless of racial or ethnic background, parents' educational expectations had the most consistent positive effect on twelfth graders' mathematics achievement. Parent involvement (specifically two-way communication and attending school functions) was an indicator for mathematics achievement for Caucasian students. Close parent-teenager relationships positively influenced the seniors' mathematics outcome in most minority families, with the exception of Hispanic families. Authors presented an interesting discussion related to mentoring and considerations for students in minority culture groups.

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Family Engagement Activities

School-Initiated at the District	Family-Initiated at the District
• Solicit input from families on district family engagement policies. • Provide training on curricular and budgetary decision-making for parent coordinators and families. • Create and support parent centers at school sites.	• Participate on district-level advisory committees. • Participate in planning and delivery of staff training on parent involvement. • Participate in development and review of district- and school-level parent involvement plans and policies.

School-Initiated at School	Family-Initiated at School
• Create a welcoming environment. • Celebrate families and the assets they bring to schools. • Work with families as partners to improve student achievement. • Assist families to access community resources.	• Attend parent-teacher conferences. • Visit your child's classroom. • Volunteer in the classroom (your child's or another classroom). • Volunteer at lunch or after school to support students. • Attend or support schoolwide events. • Visit the parent resource center. • Attend advisory committee meetings. • Participate on school-level advisory committees.

School-Initiated at Home	Family-Initiated at Home
• Promote effective two-way communication with families. • Assist families to create home conditions to support academic achievement. • Provide information on expectations, standards, and how families can be involved, in an accessible language and format. • Keep families informed on student progress and maintain regular communication.	• Provide quiet space at home for homework. • Limit TV watching and video games. • Read out loud to your student. • Talk about school and the importance of learning. • Respond to school surveys. • Communicate with teachers about questions or concerns. • Talk about college and careers. • Help organize homework. • Link learning to current events.