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California State Action Plan for School, Family, and Community Partnerships

A Proposal to Mobilize a Statewide Strategy for School, Family, and Community Involvement to Close the Achievement Gap and Increase Graduation Rates

Presented by the California State Action Team for Partnerships and representatives from county offices, school districts, state and regional organizations, grass roots action groups and advisory boards whose mission is to increase school, family, and community engagement in education to close the achievement gap and increase graduation rates.



**CALIFORNIA STATE ACTION PLAN FOR SCHOOL, FAMILY, AND
COMMUNITY PARTNERSHIPS (STATE APP)**

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California State Action Plan for School, Family and Community Partnerships (State APP)

A Proposal to Mobilize a Statewide Strategy for School, Family, and Community Involvement to Close the Achievement Gap and Increase Graduation Rates

The State Action Team for Partnerships (State ATP), composed of representatives from the California Department of Education (CDE), county offices of education, school districts, state and regional organizations, and grass roots action groups, recognizes that schools, working alone, cannot close the achievement gap, bring all children to proficiency on state academic content standards, and increase graduation rates. It is critical to mobilize education's important allies, our students' families and their communities, to work in partnerships with education to ensure that all students have equitable access to an excellent education and opportunities to become productive members of their community and society.

The State ATP recognizes the urgency to link best practices and collective knowledge of school, family and community involvement research in this field with State Superintendent of Public Instruction (SSPI) Jack O'Connell's initiative to close the achievement gap. The State ATP and State Board of Education policy acknowledge the importance of engaging families in partnerships with education to assist with creating conditions necessary for closing the achievement gap and placing California's students on a pathway to proficiency and academic success. The California Department of Education's P-16 Council has identified four factors which impact student learning and efforts to close the achievement gap: *Access, Culture /Climate, Expectations, and Strategies* (ACES). The State ATP believes that involving and engaging parents in the education of their children enhances the successful implementation of interventions and other efforts to reform education for children. The State ATP met during May and again in July 2008 with the CDE P-16 Council staff to share the *State Action Plan for School, Family and Community Partnerships (State APP)* and to align its goals for parental and community involvement with Recommendation 3 of the P-16 Council, *Develop Partnerships to Close the Achievement Gap*.

Recommendation 3 concerns partnerships and connects schools with educational organizations, city and county agencies, faith-based organizations, parent groups, and businesses as a necessary means of fostering partnerships that will support a well-defined student support system. Such partnerships recognize that students have needs outside the classroom that, if unmet, can significantly and adversely affect their ability to learn. Breaking down barriers and creating partnerships throughout California is an important step toward implementing a consistent approach to a high-quality and inclusive educational program.

To assist the CDE Title I Accountability and Partnerships Office and the P-16 Council, the State ATP developed the State APP. The plan incorporates systems technical assistance and professional development and aligns the parallel goals of all the involvement stakeholders. The foundation of the State APP is based on three "Rs": Research, Requirements and Resources.

EXECUTIVE SUMMARY (CONTINUED)

The State APP supports and recommends the implementation of research-based approaches and models for parental involvement and engagement as well as the establishment of systems to evaluate program quality and progress over time for the model or approach selected. Every community has unique characteristics and student populations, thus the model adopted for school, family and community partnerships needs to address local needs.

Core strategies and recommendations present across different models include creating a welcoming environment; consensus building; data collection and needs assessment; analysis of data; planning, development, implementation, evaluation and revision of a plan for school, family and community partnerships; and assessment of effectiveness.

NCLB Title I Part A Section 1118 (2)(B) requires that local educational agencies provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. California Education Code (EC) requires school districts to establish programs to encourage parental involvement. Section 11502 (e) lists as a purpose of the legislation “to integrate parent involvement programs...into the school’s master plan for academic accountability.” [EC 11500-11506]

Requested Actions from the State Superintendent of Public Instruction

The State ATP and collaborating agencies and partners request the assistance of the SSPI in launching a statewide partnership initiative to include the following components or additional components that the State Superintendent believes would be the most beneficial in closing the achievement gap, increasing graduation rates, and placing California's students on a pathway to proficiency and academic success:

1. Create opportunities to support, publicize and disseminate information for a state school, family, and community partnerships initiative, the *State APP*, and to recognize and showcase successful school, family, and community partnership programs in districts across the state.
2. Support collaboration of the State ATP and the P-16 Council staff to ensure alignment of efforts at all levels.
3. Add specific language to the Single Plan for Student Achievement (SPSA) to include increasing family involvement as one of the required goals.
4. Recommend research-based approaches for integrating parent involvement programs into the school's master plan for academic accountability SPSA per EC 11502.
5. Ensure that key CDE staff across divisions is provided with information and professional development to support research-based approaches for organizing effective school, family and community partnerships linked directly to schools' academic goals for students.
6. Ensure that information and professional development are provided, as part of CDE technical assistance for local educational agencies, on promising practices and research-based models, and strategies and approaches for organizing effective school, family and community partnerships linked directly to schools' academic goals for students with priority for technical assistance given to Program Improvement (PI) districts.
7. Identify a selected number of PI districts willing to participate in a pilot program using research-based school, family and community partnership models and redirect resources to support technical assistance for these pilot districts.
8. Request that each County Superintendent of Schools identify a contact person to be part of a Regional School, Family, and Community Partnerships Network for its Superintendents' Region.
9. Provide the CDE support for preparation, submission, and implementation of state parent involvement standards, currently titled the *Parent Involvement Framework*.

CALIFORNIA STATE ACTION PLAN FOR SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS

INTRODUCTION

The *California State Action Plan for School, Family and Community Partnerships* (State APP) focuses on outlining statewide and regional strategies to increase parental and community involvement in schools to close the achievement gap that exists between students who are white and students of color, English learners, students in poverty, and students with disabilities as well as to increase graduation rates.

The plan supports P-16 Council recommendations submitted to Superintendent Jack O'Connell during January 2008 and specifically includes strategies to address Recommendation 3, Develop Partnerships to Close the Achievement Gap. Recommendation 3 connects schools with educational organizations, city and county agencies, faith-based organizations, parent groups, and businesses as a means of fostering partnerships that will support a well-defined student support system. Such partnerships recognize that students have needs outside the classroom that, if unmet, can significantly and adversely affect their ability to learn. Breaking down barriers and creating partnerships throughout California is an important step toward implementing a consistent approach to a high-quality and inclusive educational program.

CALIFORNIA P-16 COUNCIL RECOMMENDATIONS

Involving and engaging parents in the education of their children undergirds the successful implementation of any intervention associated with California State Superintendent of Public Instruction and P-16 Council recommendations on closing the achievement gap. The P-16 Council identified four themes impacting learning: Access, Culture/Climate, Expectations and Strategies (ACES). The following summarizes the thoughts behind the four themes.

A	<p>Access: or the extent to which all students have equitable access to basic conditions, such as qualified, effective teachers; rigorous, curriculum based on the state academic content standards; “safety nets” and accelerated interventions.</p>
C	<p>Culture/Climate: or the extent to which the learning environment is safe, promotes a sense of belonging, and fosters strong, positive relationships among students, among school staff and between the school and home/community.</p>
E	<p>Expectations: or the extent to which a <i>culture of excellence</i> exists for students and adults alike, so that a common, high standard is the norm for all students, and getting all of them to meet those high standards is a responsibility embraced by the school community.</p>
S	<p>Strategies: or the extent to which evidence-based or promising teaching, leadership, and organizational practices are employed by practitioners at all levels in areas such as delivery of standards-aligned instructional programs, standards of professional practice, needs-based allocation of resources, collegial accountability and collaboration, articulation across grade spans, and leadership development.</p>

CALIFORNIA STATE ACTION TEAM FOR PARTNERSHIPS

The California State Action Team for Partnerships (State ATP) collaborated with representatives from county offices of education, school districts, state and regional organizations, grass roots action groups and advisory boards whose mission is to increase parental and community engagement in education to close the achievement gap. The State ATP developed a *State Action Plan for School, Family and Community Partnerships* (State APP) which lifts the involvement of families and community out of a “project/activity” mentality into a systemic approach to directly support schools’ instructional strategies and academic goals for students from Pre-K through Grade 12. In order to accomplish this goal, there must be a reality shift and a new definition of family, school and community partnerships.

NEW REALITY FOR FAMILY AND COMMUNITY PARTNERSHIPS

Involving the community and engaging parents in the education of their children is critical for the successful implementation of any intervention associated with closing the achievement gap and increasing graduation rates. However, unless parent and community involvement in education is deliberately planned and connected to a school’s and district’s academic goals for students, such efforts may not produce the desired results. The last few years have seen a shift in the realities of family involvement in schools.

OLD REALITY



NEW REALITY

Parent involvement

School-family-community partnerships

Results focused on parent attendance and attention given to a few leaders

Results focused on students and connected to school goals

A few people making some things happen sometimes

An organized team of parents, teachers, and administrators working together

No set plan of activities; going-with-the-flow haphazard program planning

Activities planned to support student achievement goals and to meet NCLB parental involvement requirements

Participation of preschool/elementary parents, primarily mothers

Participation of all parents, preschool through grade 12 (including fathers, grandparents, and foster parents)

Sporadic workshops with ineffective outreach strategies

Ongoing efforts and a plan to reach those who cannot/do not attend school functions

Concentration on barriers to parent involvement

Seeking solutions, focused on promising practices

Schools and districts working with different levels and expectations for parent involvement

State-level standards for parent involvement that set expectations for school-family-community partnerships

Source: CA Parent Center, San Diego State University Research Foundation - <http://parent.sdsu.edu>

RESEARCH-BASED FOUNDATION

- Research has demonstrated that students with involved parents, no matter their income level or background, are more likely to do better in school, stay in school longer, and like school more (Henderson and Mapp, 2002; Epstein et al., 2002).
- Schools have a statistically significant and direct influence on student success when they build school, family, and community partnerships through outreach, programs/operations, engagement, community building, and support services (Martin, 2009)
- Effective school research identifies the unique characteristics of schools where ALL children learn and achieve, regardless of family background. Partnerships with parents and families are among the seven “correlates” to student success: Clear School Mission, High Expectations for Success, Instructional Leadership, Frequent Monitoring of Student Progress, Opportunities to Learn and Time on Task, Safe and Orderly Environment, and Home-School Relations where parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve that mission (Lezotte, 1991; California Center For Effective Schools, n.d.).
- Results of a meta-analysis drawn from 77 studies indicate that parental involvement is associated with higher student achievement. The pattern holds for the overall population of students but the positive effects of parental involvement tended to be greater for African-American and Latino students (Jeynes, 2003, 2005).
- An analysis of 16 intervention studies representing 1,340 families, which tested whether parent-child reading activities would enhance children’s reading ability, found that parent involvement had an overall positive impact on reading acquisition (Sénécha and Young, 2008).
- Data drawn from the National Educational Longitudinal Study (1988-2000) found that several parental involvement factors have significant positive and lasting effects on academic achievement of adolescents in high school and on their post-secondary attainment. Those adolescents whose parents held high expectations for their education, clearly communicated these expectations to their children and encouraged their children to work hard, had higher educational attainment (Patrikakou, 1997).
- A meta-analysis of studies on parental involvement in children’s education found that there is compelling support for the use of parental involvement programs as viable supplementary interventions to improve children’s academic performance in school (Nye, Schwartz, and Turner, 2006).

PROMISING PRACTICES AND RESEARCH-BASED MODELS, STRATEGIES AND APPROACHES TO SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

The State APP supports the implementation of promising practices and research-based models, strategies and approaches to parental involvement and engagement as well as the establishment of systems to evaluate the chosen program's quality and progress over time. Every community has unique characteristics and student populations, thus the model adopted for school, family and community partnerships needs to address local needs.

Core strategies and recommendations present across different models will more likely include: creating a welcoming environment; relationship input and consensus building; data collection and needs assessment; analysis of data; planning, development, implementation, evaluation and revision of a plan and assessment of effectiveness.

Current School, Family and Community Partnership Promising Practices, Research-based Models, Strategies, and Approaches include but are not limited to:

- *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, Anne Henderson and Karen Mapp, 2002, www.sedl.org/connections/research-synthesis; www.centerforparentleadership.org
- *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*, Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, Don Davies, 2007, The New Press <http://www.thenewpress.com/>
- California Parent Center, San Diego State University Research Foundation, <http://parent.sdsu.edu>
- California Title I Parent Association, <http://title1parent.org>
- *How School Practices to Promote Parental Involvement Influence Student Success*, Joanne D. Martin, 2009, *Model of School, Family, and Community Partnerships* <http://www.capta.org/sections/programs/downloads/SchoolPracticesSuccess>
- *National Network of Partnership Schools (NNPS)*, Epstein et al., 2002, <http://www.csos.jhu.edu>
- *National Standards for Family-School Partnerships*, National Parent Teacher Association (PTA), 2008, <http://www.pta.org>
- Parent Institute for Quality Education, www.piqe.org
- *Parent-U-Turn Transforming and Rethinking Parent Involvement for the 21st Century, A Bicultural Urban Parent Involvement Model*, <http://www.californiaparents.net>
- Project Inspire, CABE-PIRC, 2006 www.bilingualed.org
- Parent-Teacher A to G (P-TAG), <http://www.edsuccess.com>
- Southwest Educational Development Laboratory (SEDL), <http://www.sedl.org>
- Other research-based models

BACKGROUND

California leaders and experts in the field of school, family, and community partnerships responded to the U.S. Department of Education (ED) call to involve families and communities to share in efforts to close the achievement gap. They did this by considering: a) the significant research base that links parental involvement to academic achievement of students and (b) the federal and state requirements for parental involvement at departments of education, local educational agencies (LEAs), and schools.

VISION

The State ATP recognizes the urgency to link best practices, collective knowledge of school, family and community involvement and research in this field with the P-16 Council's strategy for partnerships. The State ATP also recognizes that schools alone cannot close the achievement gap, increase graduation rates and bring all students to academic proficiency. The time has come to improve the readiness of schools and districts to systematically engage all families and members of our school communities in support of student achievement.

The State ATP and collaborating partners envision a model where effective, well organized family and community involvement goals are included in every Single Plan for Student Achievement (SPSA) and Local Education Agency Plan (LEAP), where administrators, teachers, parent leaders, and communities find and create opportunities to engage families as active partners in education, and where every student has the support necessary to be successful in school.

RATIONALE

The State ATP proposes to launch a statewide initiative to mobilize school, family, and community partnerships at state, regional and local levels in order to bring together the necessary leadership and resources to close the achievement gap and increase the graduation rates of California's students.

For all students to succeed, we must move beyond "business as usual" and shift how we think about leveraging all resources, human and fiscal, available for students. There is a need for a systemic approach to organizing productive partnerships among those responsible for the education of students. Increasing the awareness of this shared responsibility among educators, families and the school communities across the state is vital to integrating school and non-school support to ensure the success of all our children.

RATIONALE (CONT'D)

Family and community involvement are most powerful when they are linked to student learning. We believe that the adoption of a flexible, research-based partnership model, strategy, or approach to school, family and community involvement can promote individual student success throughout every community in California. Together, schools, families, and communities can move the California educational system toward a culture that will help every student succeed.

GOAL OF THE STATE APP

The goal of the State APP is to close the achievement gap that exists between students who are white and students of color, English learners, students in poverty, and students with disabilities, as well as increase graduation rates through the mobilization of school, family, and community partnerships at state, regional and local levels.

EXPECTED OUTCOME

There will be an increase in the number of students who demonstrate proficiency or above on California state standards, a decrease in the achievement gap, and an increase in the graduation rate.

STATE OBJECTIVES

OBJECTIVE 1: Increase the level of public awareness and knowledge about the role of school, family and community partnerships in closing the achievement gap and increasing graduation rates.

KEY STRATEGIES

1. Collaboration among the California Department of Education (CDE) Title I Accountability and Partnerships Office, other appropriate CDE Divisions, legislators and statewide organizations to designate and sponsor a statewide *Family Involvement Month*.
2. Active participation at statewide conferences sponsored by education, community and faith-based organizations and governmental agencies to disseminate information and elicit commitment to and support of school, family and community partnerships in support of the academic success of students.
3. Promotion of public awareness through research briefs, publications, opinion editorials and articles in printed, audio and visual media.
4. Collaboration with the State Superintendent of Public Instruction in the creation of a statewide partnerships initiative that includes an awards program to recognize effective and successful efforts to increase school, family and community partnerships in support of reaching proficiency or better on California state content standards.
5. Collaboration with California State PTA's communication and outreach network, to help the public become aware of (1) how school, family, and community involvement impacts the academic success of children and (2) why the public should ensure that schools and leaders apply research-based strategies to involve parents, families, and school communities.
6. Collaboration with the California State PTA to develop and charter new PTAs to support local parent engagement efforts and, in particular, connect with Title I and Program Improvement schools.
7. Sponsorship and participation in "community conversations" across the state to discuss the question: *"What can families, educators and community members, working together, do to increase student academic achievement, close the achievement gap, and increase graduation rates?"*
8. Collaboration with business leaders, community and faith-based organizations and governmental agencies, to solicit and fully encourage their participation in state, regional and local partnership efforts to support student achievement.

STATE OBJECTIVES (CONTINUED)

OBJECTIVE 2: Create and sustain a systemic approach to school, family and community partnerships linked to student learning at state, regional and local levels.

KEY STRATEGIES

1. Inclusion of specific language for a required family involvement goal in the Single Plan for Student Achievement (SPSA).
2. Establishment of a *Regional Partnerships Network* under statewide leadership in each of the 11 service regions of the California County Superintendents Educational Service Association (CCSESA) to serve as a supporting structure for organizing technical assistance to sustain school, family and community partnerships at districts and schools.
3. Development of a pilot program for Program Improvement districts (to be identified by the CDE and County Superintendents) to mobilize high functioning school, family and community partnerships for increasing family-community involvement linked to learning. (Results to be tracked and used to identify successful strategies to be shared through the *Regional Partnerships Network*).
4. Leadership of the CDE Title I Accountability and Partnerships Office in the systematic collection and review of LEA Parent Involvement Policies to ensure adherence to Elementary and Secondary Education Act (ESEA) requirements.
5. Collaboration with key legislators, governmental agencies, educational associations, parent leaders, community and faith-based organizations, to increase awareness and commitment for ongoing support for human and fiscal resources to sustain a statewide, systemic approach for school, family and community partnerships linked to learning.
6. Advocacy for legislation, policies and funding to support statewide school, family, and community partnerships.

STATE OBJECTIVES

OBJECTIVE 3: Build capacity for mobilization of school, family and community partnerships through professional development, technical assistance, resource sharing and web-based information.

KEY STRATEGIES

1. Professional development for key CDE staff across branches and departments on promising practices and research-based models, strategies and approaches to school, family and community partnerships.
2. Development of technical assistance/professional development resource packages to establish and support effective school, family and community partnerships across the *Regional Partnerships Network*.
3. Training and ongoing professional development to support the development of district- level and school-level school, family, and community partnerships goals to be included in the SPSA.
4. Statewide and regional professional development for members of school site councils and members of advisory committees such as district advisory councils, district/school English Learner Advisory Committees and other parent and community leaders.
5. Use of the federally-funded California PIRC 1 Project Inspire, www.bilingualmediation.org, California PIRC 2, Cambridge Academies, www.calpirc.org, and the California Comprehensive Center at WestEd, www.wested.org, to disseminate information to schools and families.

Participants in the Development and/or Revision of the California State APP

- California Alliance for School, Family and Community Partnerships
- California Comprehensive Center at WestEd (CA CC)
- California Department of Education, Title I Accountability and Partnerships Office
- California Parent Center, San Diego State University Research Foundation
- California Parent Information Resource Centers (PIRCs)
- California State Parent Teacher Association (PTA)
- California Title I Parents Association
- County Office of Education and School District Representatives
- Family Area Network (FAN) Board
- Independent Consultants
- Parent Representatives from Community Based Organizations
- Parent-Teacher Home Visit Project
- Parent-U-Turn
- School and District Advisory Committee Representatives
- West Regional Equity Network (WREN), The University of Arizona

CALIFORNIA STATE BOARD OF EDUCATION POLICY #89-01

DATE

September 1994

SUBJECT

Parent Involvement* in the Education of Their Children

REFERENCES

None

HISTORICAL NOTES

Originally adopted January 1989. Revised September 1994

A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement at home in their children's education improves student achievement. Furthermore, when parents are involved at school, their children go farther in school, and they go to better schools.

From research studies to date, we have learned the following important facts:

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well-planned.
4. The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
5. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.
6. Children from low-income and culturally and racially diverse families have the most to gain when schools involve parents. The extent of parent involvement in a child's education is more important to student success than family income or education.
7. We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds.

Schools that undertake and support strong comprehensive parent involvement efforts are more likely to produce students who perform better than identical schools that do not involve parents. Schools that have strong linkages with and respond to the needs of the communities they serve have students who perform better than schools that don't. Children who have parents who help them at home and stay in touch with the school do better academically than children of similar aptitude and family background whose parents are not involved. The inescapable fact is that consistent high levels of student success are more likely to occur with long-term comprehensive parent involvement in schools. **

The California State Board of Education recognizes that a child's education is a responsibility shared by school and family during the entire period the child spends in school. Although parents come to the schools with diverse cultural backgrounds, primary languages, and needs, they overwhelmingly want their children to be successful in school. School districts and schools, in collaboration with parents, teachers, students, and administrators, must establish and develop efforts that enhance parent involvement and reflect the needs of students and families in the communities which they serve.

To support the mission of California schools to educate all students effectively, schools and parents must work together as knowledgeable partners. All of the grade level reforms, Here They Come: Ready or Not! , It's Elementary, Caught in the Middle, Second To None, and other major initiatives such as Healthy Start (SB 620) and School Restructuring (SB 1274); emphasize parent and community involvement in school restructuring. The reform efforts support school based shared decision making at the school site that includes all stakeholders, including teachers, administrators, students, parents, and other community members.

The State Board of Education will continue to support, through the California Department of Education, assistance to school districts and schools in developing strong comprehensive parent involvement. Comprehensive means that parents are involved at all grade levels in a variety of roles. The efforts should be designed to:

1. Help parents develop parenting skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning.
2. Promote two-way (school-to-home and home-to-school) communications about school programs and students' progress.
3. Involve parents, with appropriate training, in instructional and support roles at the school and in other locations that help the school and students reach stated goals, objectives, and standards.
4. Provide parents with strategies and techniques for assisting their children with learning activities at home that support and extend the school's instructional program.
5. Prepare parents to actively participate in school decision making and develop their leadership skills in governance and advocacy.
6. Provide parents with skills to access community and support services that strengthen school programs, family practices, and student learning and development.

These six types of parent involvement roles require a coordinated schoolwide effort that has the support of parents, teachers, students, and administrators at each school site.

Furthermore, research indicates that home-school collaboration is most likely to happen if schools take the initiative to encourage, guide, and genuinely welcome parents into the partnership. Professional development for teachers and administrators on how to build such a partnership is essential.

The issue of parent involvement in the education of their children is much larger than improving student achievement. It is central to our democracy that parents and citizens participate in the governing of public institutions. Parent involvement is fundamental to a healthy system of public education.

*"Parent involvement" refers to the efforts of any caregiver who assumes responsibility for nurturing and caring for children, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc. Many schools are now using the alternative term "family involvement."

**Henderson, Anne T. and Nancy Berla, A New Generation of Evidence: The Family is Critical to Student Achievement. National Committee for Citizens in Education, 1994. TM

[PDF Version Policy #89-01 - Parent Involvement* in the Education of Their Children](#)

<http://www.cde.ca.gov/be/ms/po/policy89-01-sep1994.asp>

CALIFORNIA COMPREHENSIVE CENTER (CA CC) at WESTED LITERATURE REVIEW**Criteria for Identifying Research Articles**

[Excerpted From *Linking Parent Involvement to Student Achievement: A Focused Review of Recent Literature*, McGuire (2008)]

To Ensure That Articles Relevant To Practice Under NCLB And Written Under A Reasonably Rigorous Standard Of Research Were Identified, CA CC Staff Only Examined Peer-Reviewed Articles Published Within The Last 7 Years (2001-2008). Keywords Were Used In A Variety Of Combinations To Search For Articles In The Proquest And Eric Databases. Initially, 51 Articles Were Identified And Obtained For Further Review. For More Detailed Information About The Review Process, See Appendix 3 Of *Linking Parent Involvement To Student Achievement: A Focused Review Of Recent Literature*.

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 (CSBOE, 1994) 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.

Staff used the following criteria in reviewing the identified articles. Articles that did not meet all of the 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.

This work was supported by the California Comprehensive Center through funding from the U.S. Department of Education, PR/Award Number S283B050032. It does not necessarily reflect the views or policies of the U.S. Department of Education and you should not assume endorsement by the Federal Government.

The California Comprehensive Center, a partnership of WestEd, American Institutes for Research, and School Services of California, is part of the federal network of 16 Regional Comprehensive Centers.

Excerpted from full report:

Linking Parent Involvement to Student Achievement: A Focused Review of Recent Literature

California Comprehensive Center at WestEd
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Summary of 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	• Cox, 2005; 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	• Fantuzzo, 2004; Gutman, 2000; Hong, 2005; Ingram, 2007; Jeynes, 2007, 2005a, 2005b;
	• Homework help	• Guttman, 2000; Ingram, 2007;
School/Home Communication	• Explicit, research-based homework policies	• Redding, 2004
	• Parents visit school or attend school event	• Dearing, 2006; Jeynes, 2005b; Lee, 2006; Redding, 2004; Xu, 2006
	• One-way, school-to-home communication	• Cox, 2005; Sirvani, 2007; Xu, 2006
	• Two-way communication exchange	• Cox, 2005; Guttman, 2000
	• Parent-teacher meetings	• Guttman, 2000; McBride, 2005; Redding, 2004
	• Home visits by teachers	• Redding, 2004; Xu, 2006
Building on Parent Strengths	• Family resource library	• Redding, 2004
	• Parent training to support learning at home	• Bailey, 2006; Cancio, 2004; Ingram, 2007
	• Supportive and helpful parenting approach	• Jeynes, 2007, 2005a
Volunteering	• Parent education on reading and study habits	• Redding, 2004
	• General volunteering in the classroom or on field trips	• Dearing, 2006; Lee, 2006; McBride, 2005
	• Parents as advisers or aides in the classroom	• Kyriakides, 2005
Decision Making	• Parent participation in PTO	• Dearing, 2006;
	• Parent involvement in developing policies and compacts	• Redding, 2004
Miscellaneous	• Teacher training to involve parents	• Bailey, 2006;
	• High parental expectation for student achievement	• Hong, 2005; Jeynes, 2007, 2005a; Lee, 2006; Yan, 2005
	• Explicit parent partnership policy	• Kyriakides, 2005
	• Father involvement	• McBride, 2005
	• Use of a specific program (Solid Foundations)	• Redding, 2004
	• Teacher perception of parent support	• Xu, 2006
	• Supportive parent-child relationship	• Yan, 2005

Excerpted from full report:

Linking Parent Involvement to Student Achievement: A Focused Review of Recent Literature

DRAFT Parent Involvement Framework: School Level

Model Standards by Domain & Categorical Program Monitoring Dimension

6/2/08

1. BUILD CAPACITY¹

- 1.01 PRINCIPALS understand and implement required and effective parental involvement practices at their schools.
- 1.02 ESTABLISH family-friendly volunteer program to recruit and organize parent help and support. [[Epstein Type 3](#) – Volunteering]
- 1.03 ENSURE parents receive training to successfully participate in curricular and budgetary decision-making. [CDE [District Assistance Survey](#), Parent & Community]
- 1.04 INTEGRATE resources and services from the community to strengthen school programs, family practices, and student learning and development. [[Epstein Type 6](#) - Collaborating with the Community]
- 1.05 ESTABLISH (applies to Title I schools):
- a. Procedures to ensure that parents are involved in planning, designing, implementation and evaluation [EC 11503(a)]
 - b. Regular and periodic programs throughout year that provide training, instruction and information on [EC 11503(b)(1-4)]
 - i. Parental ability to effect success of children through support at home
 - ii. Home activities, strategies and materials that can be used to assist and enhance learning of children both at home and at school
 - iii. Parenting skills that assist them to understand child development, positive discipline and healthy parent child relationships
 - iv. Effective two-way communication between home and school regarding student progress and school programs
- 1.06 ENSURE staff and family access to training in effective school, family and community partnerships. [[Epstein Type 1](#) - Building on Parent's Strengths]
- 1.07 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. [[NCLB 1118 \(e\)\(3\)](#)]
- 1.08 PROVIDE information to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. [[Epstein Type 4](#) - Learning at Home]
- 1.09 ASSIST all families to establish practices and environments to support children as students. [[Epstein Type 1](#) - Building on Parent's Strengths]

¹ Items 1.01 through 1.05 support Categorical Program Monitoring (CPM) Program Dimension I: Involvement- Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

Items 1.06 and 1.07 support CPM Program Dimension V: Staffing and Professional Development- Staff members are recruited, trained, assigned and assisted to ensure the effectiveness of the program.

Items 1.08 and 1.09 supports CPM Program Dimension VII: Teaching and Learning- Participants receive core and categorical program services that meet their assessed needs.

Collaboratively developed between the California Department of Education and the California Comprehensive Center.

DRAFT Parent Involvement Framework: School Level

Model Standards by Domain & Categorical Program Monitoring Dimension

6/2/08

2. DEMONSTRATE LEADERSHIP²

- 2.01 ENSURE that school has family/parent involvement programs. [Ed. Code 11503; CDE [District Assistance Survey](#), Parent & Community]
- 2.02 MEET requirements of state and federal law regarding family involvement.
 - a. ESTABLISH school site family involvement policy and plan. [[Title I, Part A.1118](#), (a)(2); Ed Code 11504]
 - b. PRODUCE annual statement identifying specific objectives of parent involvement program [Ed. Code 11503(c), applies to Title I schools]
- 2.03 INVOLVE families in advisory bodies and training strategies. [CDE [District Assistance Survey](#), Parent & Community, 2.a., [Epstein Type 5](#) Decision Making]

² Items in this domain support CPM Program Dimension II: Governance And Administration- Policies, plans, and administration of categorical programs meet statutory requirements.

3. RESOURCES/FISCAL AND OTHER³

- 3.01 ALLOCATE RESOURCES and assign staff to implement the parent involvement policy and plan/program.

³ Items in this domain support CPM Program Dimension III: Funding- Allocation and use of funds meet statutory requirements for allowable expenditures.

4. MONITOR PROGRESS⁴

- 4.01 PROVIDE OVERSIGHT, COORDINATION and COMMUNICATION of family engagement activities for the school.
- 4.02 INTEGRATE parent involvement programs into the school's Single Plan for Student Achievement. [Ed. Code 11502(e), 11504, applies to non-Title I schools]
- 4.03 DOCUMENT PROGRESS of the implementation of the school's parental involvement program. Title I schools provide annual written review of progress toward meeting program objectives. [Ed. Code 11503(c)(d), refers specifically to Title I]

⁴ Items in this domain support CPM 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. RESPECT DIVERSITY⁵

- 5.01 ENSURE that critical parent information is readily available in accessible formats and languages spoken by families in the school community. [CA Ed Code 48985]
- 5.02 ENSURE parent representation on committees reflects the composition of the student body. [CDE [District Assistance Survey](#)]
- 5.03 ENSURE that school has multiple strategies in place to facilitate two-way communication with parents and community members on a regular basis. [CDE [District Assistance Survey](#), [Epstein Type 2](#) - Communicating]

⁵ Items in this domain support CPM Program Dimension VI: Opportunity and Equal Educational Access- Participants have equitable access to all programs provided by the local educational agency, as required by law.

Collaboratively developed between the California Department of Education and the California Comprehensive Center.

DRAFT

Types* of Parent Involvement/Engagement A Chronological Perspective

- Chavkin, N. F. and Williams, D. L. (1985). *Parent Involvement in Education Project. Final Report.* Southwest Educational Development Laboratory, Austin, TX
Defined parent involvement as “Any of a variety of activities that allow parents to participate in the educational process at home or in school, such as information exchange, decision sharing, volunteer services for schools, home tutoring/teaching, and child advocacy.”

Defined four domains that frame parental involvement

1. Public relations
 2. School support for learning
 3. Home support for learning
 4. Shared governance
- Williams, D. L. & Chavkin, N.F. (1989). *Essential elements of strong parent involvement programs.* Educational Leadership, 47, 18-20.

Describes seven essential elements of strong parent involvement programs:

1. written policies
 2. administrative support
 3. training
 4. partnership approach
 5. two-way communication
 6. networking
 7. evaluation
- Epstein's 6 types – 1992; 1995
 - Type 1 - Parenting
 - Type 2 - Communicating
 - Type 3 - Volunteering
 - Type 4 - Learning at Home
 - Type 5 - Decision Making
 - Type 6 - Collaborating with the Community
 - California State Board of Education – 1994
 - Type 1 - Parenting
 - Type 2 - Two-way Communication
 - Type 3 - Instructional and Support Roles at School
 - Type 4 - Instructional and Support Roles at Home
 - Type 5 - Decision Making
 - Type 6 - Connecting with the Community
 - Henderson, A.; Jacob, B.; Kernan-Schloss, A.; Raimondo, B. (2004) *Case for Parent Leadership.* Prichard Committee for Academic Excellence

Powerful roles for parents:

1. **Parents as teachers** — Parents establish a home environment that promotes learning, reinforce what is being taught at school, and develop the values and life skills children need to become responsible adults.
2. **Parents as supporters of education** — Parents contribute their knowledge and skills to the school, demonstrate the importance of education and hard work, and take part in school board elections and other activities that promote education.

3. **Parents as advocates for their own and for all children** — Parents guide their children’s careers in school, plan for their future, resolve problems and disputes, press schools for better programs and higher achievement, and work to make the system more responsive to all families.
 4. **Parents as decision makers** — Parents serve on school governance councils, advisory committees and school improvement teams. They conduct action research, take part in decisions about programs and staffing, and contribute to joint problem-solving at every level.
- Southwest Educational Development Lab (SEDL) – 2005: kept Epstein's 6; added 2 more
 - Youth Development
 - Community Development
 - California Parent Center – 2005: kept Epstein's 6; added one more
 - Relationship building
 - Parent-U-Turn – 2006: kept Epstein's 6 but combined 3 into one; added 4 more
 - Welcoming environment
 - Advocating for your child
 - Data collection and analysis
 - District level support structures to build parent capacity
 - California Title I Parent Association – 2006: kept Epstein's 6; added 4 more (Empowering, Follow-up, Advocating and Award Recognition Incentives); family, school, community-initiated practice to promote collaboration and networking using a team building development and an ongoing follow-up”; See two page attachments for details.
 - Empowerment and role-playing practices
 - Training tour initiated practices
 - Student-initiated practices for educator, community, parent practitioner-initiated practices
 - Los Angeles County Office of Education – 2007: kept Epstein's 6; added 1 more
 - Welcoming environment
 - National PTA; had been same as Epstein’s 6; in 2008 combined 3 into one; added 2 more
 - Welcoming environment
 - Advocating for your child
 - Joanne D. Martin – 2009: Clarified and specified the roles of the family (parent/guardian), school, community, and student. Under the framework of parental involvement, kept Epstein's 5; removed 1 (Collaboration) and added 2 (Advocating, Civic Participation);
 - Seven parent-initiated practices to promote the learning and development of children
 - Five school-initiated practices to promote school, family, and community partnerships
 - Five student-initiated practices to promote active learning
 - Six community-initiated practices to promote the well-being of children, youth, and families
 Established the *Model of School, Family, and Community Partnerships* to summarize key relationship dynamics of these primary practices as well as other secondary and contextual factors as shown through the body of empirical research.

APPENDIX F

PROMISING PRACTICES AND RESEARCH-BASED MODELS, STRATEGIES AND APPROACHES TO SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

The following items represent a sample of resources including promising practices and researched-based models, strategies, and approaches to school, family, and community partnerships. This list is not exhaustive and identifies those entities known at the time of publication of the State APP. The State APP is providing the list of resources for the reader's convenience, and no official endorsement by the State APP is intended or should be inferred. The views expressed by the authors are their own, and do not necessarily represent the policies of the writers of the State APP or any of the participants listed in Appendix A.

The definition of "scientifically-based research" from Elementary and Secondary Education Act (ESEA) Title I legislation is:

SCIENTIFICALLY BASED RESEARCH- The term scientifically based research' —

- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) includes research that —
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - (iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - (v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Source: <http://www.ed.gov/policy/elsec/leg/esea02/pg107.html#sec9101>



ACHIEVEMENT-FOCUSED PARTNERSHIP MODEL

INTRODUCTION AND BACKGROUND

The California Parent Center (CPC) is a project of the San Diego State University Research Foundation. Originally established in 1999 as a federally funded Parent Information and Resource Center (PIRC), the CPC has functioned as a statewide Technical Assistance Center for School-Family-Community Partnerships since 2004. The CPC has provided regional trainings across California focused on assisting educators and parent leaders from preschool through high school to work in partnership to improve academic outcomes for students, especially in Program Improvement districts and schools.

RESEARCH-BASED MODEL AND APPROACH

The CPC technical assistance approach for districts and schools is based on a set of Core Beliefs grounded in research and years of experience working with schools and families, and is supported by a research-based model.

Core Beliefs:

- When families are involved at home and at school, children do better in school and their schools improve.
- Parental support and advocacy have protective effects on children and help them stay in school and on track to graduate.
- Most parents will do something more or different if approached respectfully and with practical information they can use.
- Educators need and deserve the support of their students' families and the school community to help each child succeed.
- Effective partnership programs are based on data reflecting student needs, built on existing successful efforts and co-constructed by educators and parent leaders.
- Leadership from administrators, teachers, and parents is essential for organizing effective home-school partnerships to support increased student achievement.

Model and Approach:

CPC's approach, the *Achievement-Focused Partnership Model*, has been adapted and developed from the work of the National Network of Partnership Schools at Johns Hopkins University. This comprehensive model is designed to help districts and schools use family involvement as a powerful school improvement strategy.

The *Achievement-Focused Partnership Model* includes: 1) A Typology for School-Family-Community Partnerships, based on the work of National Network of Partnership Schools, with important

adaptations and additions developed by the CPC and, 2) A Framework for Implementation developed for California districts and schools.

1) CPC Typology for School-Family-Community Partnerships

1. *Parenting*---Families providing basic support for children's health, growth and development and schools providing assistance and information to help parents support children's developmental ages and stages from preschool through high school
2. *Communicating*---Regular two-way communication between families and schools about educational standards/expectations, children's progress, educational programs and choices
3. *Volunteering/Participating*---Development of volunteer opportunities for parents and community and opportunities to attend and participate in school/program activities for children
4. *Learning at Home*---Information, resources, and materials to assist families to support and monitor their children's learning
5. *Decision Making and Advocacy*---Educators and parent leaders working together on advisory/decision making groups, development of parent leaders and parents advocating for children
6. *Connecting*---Identifying and connecting families to community services and resources, connecting community and families to the school and connecting families with each other
7. *Relationship Building-XO*---Establishing a welcoming school environment, celebration events, and activities to establish positive relationships among families, schools and community that can serve as a "gateway" for strengthening partnerships

2) Framework for Implementation

1. Establish a Partnership Team of educators and parent leaders, and connect it as a subcommittee to the School Site Council or other decision-making body
2. Provide training/support for the Partnership Team to guide development of a comprehensive Partnership Plan, based on student data and other indicators of student/family needs and using the Typology for School-Family-Community Partnerships
3. Align the Partnership Plan to directly support the school's academic goals for students and Single Plan for Student Achievement
4. Identify resources (human and fiscal) for implementation
5. Implement the Partnership Plan activities
6. Evaluate progress, adjust, and strengthen the Partnership Plan
7. Celebrate successes
8. Continue implementation of the improved Partnership Plan

California Parent Center, San Diego State University Research Foundation, <http://parent.sdsu.edu>

CALIFORNIA TITLE I PARENT ASSOCIATION APPROACH 2006

Diane Haney, Founder

MISSION:

To empower parents and educators of Title I students who receive free or reduced lunch with scientifically-based resources and best practice programs that work by empowering parents to successfully assist their children to exceed California's high academic standards.

The California Title I Parent Association (CT1PA) builds the capacity of state and local educators for leadership, providing support and advocacy in the Title I Program Improvement (PI) schools through professional development training for all stakeholders in accordance with ESEA/Title I programs.

FOCUS:

Helping economically disadvantaged families with students that are at-risk, have special needs, and/or are not grade level proficient, to develop the necessary skills and abilities needed to make sound decisions that result in improving the quality of their children's education.

CT1PA EDUCATION REFORM STATEWIDE ACTIVITIES:

Provide "BOOTCAMP" professional training for parents, teachers, administrators, board members and community groups.

Provide annual award recognition incentives to California schools and districts using best practices in student achievement and parent involvement.

The BOOTCAMP mission is to help all schools develop, implement, apply, and sustain best practices such as the following:

- Effective classroom instruction and academic excellence
- Positive and safe classroom and school settings
- Early academic and behavioral interventions for at-risk, underachieving, and unsuccessful students
- Effective professional development and staff support initiatives
- Organizational efficiency and cutting-edge management
- Positive home and community relationships and outreach

CT1PA EDUCATION DATA ANALYSIS, TARGET AND REPLICATION MEASUREMENT:

Identify urban community schools that are in Academic Performance Index (API) decile ranks 6-10 and have a majority population of African American and Latino Students. Identify API decile 1-5 schools, PI schools and districts that have a population of African-American, Latino, special needs, at risk and disadvantaged students.

- Functional assessment, evaluation, and accountability systems
- Monitoring data

CT1PA Project Rise Up (RU) is a mobilized team of parent practitioners, Community Organizations, leaders and educators that provide annual, regional, mini, and Title I parent and educator training for the following family and school populations:

- Preschools and Early Childhood Settings-- Head Start programs, special needs preschool settings
- Elementary schools
- Middle schools
- High schools--especially those implementing "Small School" programs
- Alternative school programs - Elementary through high school
- Charter schools/Private "specialization" schools
- Special Education/"Special Population" schools

CT1PA Project RU consists of BOOTCAMPS, trains the trainer courses, onsite training, and mini tour trainings and has been used to empower schools and districts through northern and southern California as a preventive measure and a corrective action in Program Improvement schools.

CT1PA Project RU BOOTCAMP creates a warm welcoming atmosphere for families and schools as they develop and work together putting students first, and creating a school-based action plan for student achievement.







CT1PA Project RU is a Worldwide Web-based resource center for families and schools to receive the most updated information on best practices.

CT1PA Project RU provides ongoing technical support and follow-up to California families and schools through partnerships.

California Title I Parent Association, <http://title1parent.org>

EPSTEIN’S SIX TYPES OF PARENTAL INVOLVEMENT

A School, Family and Community Partnership model, based on research conducted at Johns Hopkins University has been developed by the National Network of Partnership Schools (NNPS) (Epstein et al., 2002). The following graphic summarizes Epstein’s typology of parental involvement.

	<p>Type 1 Parenting</p>	<p>Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.</p>
	<p>Type 2 Communicating</p>	<p>Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.</p>
	<p>Type 3 Volunteering</p>	<p>Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations at various times.</p>
	<p>Type 4 Learning at Home</p>	<p>Involve families with their children on homework and other curriculum-related activities and decisions.</p>
	<p>Type 5 Decision Making</p>	<p>Include families as participants in school decisions, and develop parent leaders and representatives.</p>
	<p>Type 6 Collaborating with the Community</p>	<p>Coordinate resources and services from the community for families, students, and the school, and provide services to the community.</p>

Epstein, et al., 2002. *School, Family, and Community Partnerships: Your Handbook for Action, Second Edition*. Thousand Oaks, CA: Corwin Press, Inc.

<http://www.partnershipschools.org>

National Network of Partnership Schools

School Level:

NNPS helps preschools, elementary, middle, and high schools organize research-based and goal-oriented programs of school, family, and community partnerships. NNPS also guides district and state leaders to encourage and guide every school to create a welcoming climate of partnership and to implement involvement activities linked to school goals for student success.

No longer left to chance or to one parent or educator, a program of family and community involvement must be planned and implemented by an [Action Team for Partnerships](#) (ATP) – a committee of educators, parents, and community partners who work together to engage all families and the community in productive ways. Each school tailors its annual partnership plans and activities to meet its learning goals for students and to meet the needs and interests of its students, parents, and teachers. Each school evaluates its efforts and continually improves the quality of its partnership program.

The NNPS School Model includes four essential elements:

- [Action Team for Partnerships](#)
- [Framework of Six Types of Involvement](#)
- [One-Year Action Plan for Partnerships](#)
- [Program Evaluation](#)

Schools proceed step by step to establish and strengthen their partnership programs. The NNPS [Partnership Planner](#) provides a timeline and sequence of activities to guide schools' Action Teams for Partnership through the year.

District Level:

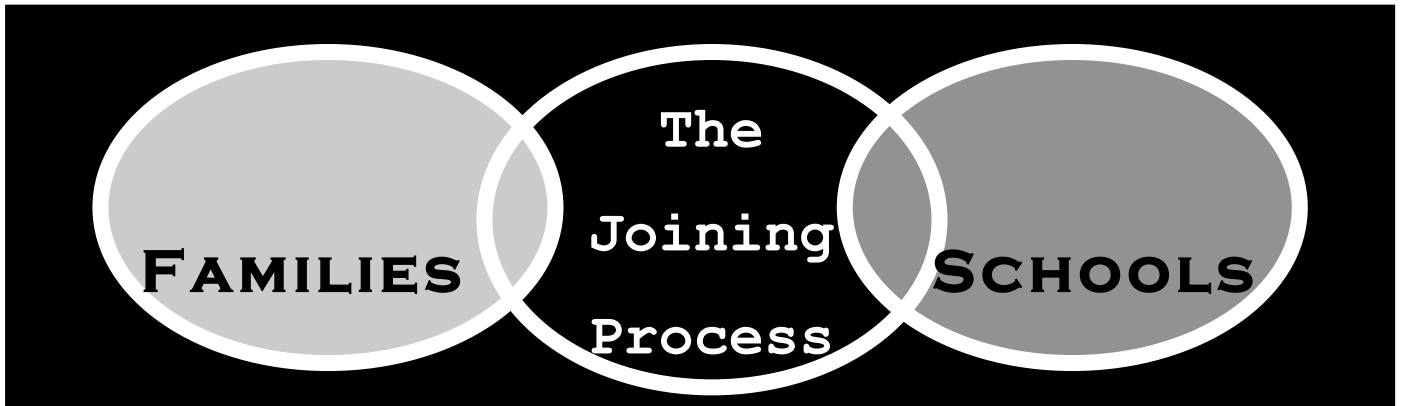
NNPS guides district leaders to improve their knowledge of school, family, and community partnerships, improve district-level policies and plans for partnerships, and guide schools' Action Teams for Partnerships in developing excellent programs of family and community involvement. District leaders for partnerships are needed to help all elementary, middle, and high schools establish teams, write plans, share best practices, and evaluate their programs of school, family, and community partnerships. Without a district leader responsible for family and community involvement, only some schools will strengthen and sustain their partnership programs and practices. With strong leadership, every school will welcome, inform, and engage parents in their children's education.

NNPS supports district leaders for partnerships by providing professional development and on-going technical assistance to help them organize their work, improve policies, and increase the quality of partnership programs at the district level and in all schools. NNPS approaches enable districts and their schools to meet the requirements for family involvement in NCLB, Section 1118.

For more information and planning tools, district leaders will find clear and useful guidelines in Chapter 7 of the NNPS Handbook: Epstein, et al. (2002). *School, family, and community partnerships: Your handbook for action, second edition*. Thousand Oaks, CA: Corwin Press. The chapter includes background information on district leadership, district leaders' roles, sources of funding for partnership programs, a leadership checklist, sample plans, and a guide to "What Do Facilitators Do?"

Each district that joins NNPS must identify a district leader for partnerships who becomes the Key Contact to NNPS. On the website, see the section [Join NNPS](#) for more information.

<http://www.partnershipschools.org>



In her research on how and why parents are involved in their children's education, Karen Mapp asked parents to identify what school staff actually did that created trusting and respectful relationships.

Mapp found that high-performing, low-income schools **welcome**, **honor**, and **connect** families with what's happening in class. She calls this "The Joining Process" and found that it creates a school where "everyone feels like members of a family."

Parents respond by becoming loyal members of the school community and taking part eagerly in their children's education. Here are some specific practices that parents said made them feel a real part of the school:

Welcoming: Develops Relationships

- Put out the welcome mat (reserved parking spots, welcome signs, directions)
- Enroll the whole family – tours of the school, home visits, and a buddy system
- Create a warm, friendly building with lots of student work on display
- Make sure people are accessible, such as open office hours for the principal
- Set customer service standards for office staff and others
- Put on the personal touch – small meetings, one-to-one talks, a family center

Honoring: Deepens Relationships

- Show respect at all times. Ask parents for their advice -- and take it
- Give parents a voice in major decisions about their children and the school
- Recognize families' contributions and thank them for their help
- Respect families' circumstances – offer translators, convenient times, childcare
- Set ground rules together – such as procedure for classroom observations
- Accentuate the positive – apply no negative labels to anyone

Connecting: Links Families to Student Learning and Sustains Relationships

- Link parent activities to what students are learning and doing in class
- Exhibit student work and send graded work home every week
- Make home visits to find out child's talents and interests, explain what's going on in class, and leave learning materials families can use with children
- Show parents how much staff care by keeping parents informed about what their kids are learning and doing in class
- Invite parents to observe in class and learn how teachers teach
- Open a Family Center – create a warm place to gather and lend learning materials and games

Mapp, K., 2003. "Having their say: Parents describe why and how they are engaged in their children's education." *School Community Journal*, Vol.13, No. 1.

Developing Relationships with Families

WELCOMING, HONORING, CONNECTING

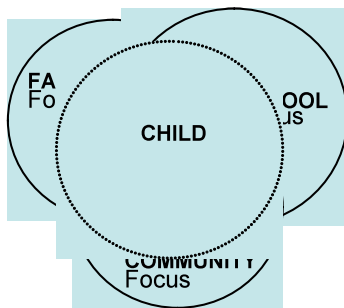
INSTEAD OF THIS	TRY THIS
<ul style="list-style-type: none"> ▪ “Who are you? What do you want?” ▪ “No Trespassing” signs ▪ Parent meetings dominated by the principal, school staff or a few PTA/PTO officers ▪ Calling home only when a child acts out or is in danger of failing ▪ Complaining about parents who don’t help their kids with homework ▪ Leaving parent involvement to the Assistant Principal or Teacher’s Aide ▪ Meeting only during school hours or only on one set time and day ▪ Announcing a new reading program ▪ Planning events, then publicizing them to parents ▪ Talking at and about parents 	<ul style="list-style-type: none"> ▪ “Hello! Welcome to our school. How may I help you?” ▪ “Welcome” signs ▪ Parent meetings broken into small discussion groups where everyone participates, each group picking a leader. ▪ Staying in personal touch with each family at least once a month ▪ Sending home learning kits and interactive homework assignments and/or developing programs to show parents how to help with homework ▪ Meeting and greeting parents before and after school, and going to community events ▪ Rotating parent meetings before school, evenings, and weekends and at different times ▪ Involving families in selecting a new reading program ▪ Surveying parents to get their ideas and opinions for family activities ▪ Listening to and with parents

Adapted from Henderson, Mapp, Davies and Johnson, *Beyond the Bake Sale: The Essential Guide to Family-School Partnership* (New York: The New Press, 2007)

MARTIN THEORETICAL FRAMEWORK HOW SCHOOL-INITIATED PRACTICES TO PROMOTE PARENTAL INVOLVEMENT INFLUENCE STUDENT SUCCESS

By
Joanne D. Martin, PhD, MSBA

Model of School, Family, and Community Partnerships



ORGANIZING FRAMEWORKS

Framework of Five School-Initiated Practices to Promote School, Family, and Community Partnerships

1. **Outreach** – enlisting the participation of parents/guardians, students, and community members in the educational process to promote learning and development;
2. **Programs and operations** – informing, developing, and/or unifying the school community as partners in the educational process, preparing able participants to become active contributors;
3. **Engagement** – direct *person-to-person* interactions that facilitate, support and reward the involvement of parents/guardians, and community members in the education of their children;
4. **Community building** – directly expanding the availability of enrichment opportunities for students in support of learning, physical and social development, health, safety, and good citizenship; and
5. **Support services** – providing targeted support for students and their families.

Framework of Seven Parent-Initiated Practices to Promote the Learning and Development of Children

1. **Parenting** – understanding child and adolescent development and establishing a safe, structured, nurturing, and caring home environment of high aspirations that supports the growth, development, and education of children;
2. **Advocating** – understanding rights and responsibilities, implications of curriculum and instruction on learning, the U.S. Educational System, governance, and democratic participation, and engaging the school and community as an equal partner and contributor to the well-being of children;
3. **Communicating** – establishing explicit agreements about roles and expectations, engaging the school and community in direct *person-to-person* dialogue and inquiry on matters related to learning and development, being current on policies, calendars and programs, and promptly replying to requests for action;

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4. **Learning support** –helping children explore, study, reflect, share, and artistically express their classroom learning, homework, knowledge, and understanding in a manner supportive of the school program and expectations;
5. **Volunteering** – actively supporting curriculum and instruction at school, helping to build an educational climate conducive to learning, development, and expression, and working to promote safe and supportive communities for children and their families;
6. **Decision-making** – serving as well informed partners, participants, and parent representatives in decisions-making activities; and
7. **Civic participation** – participating in the community as citizens, voters, advisors, mentors, organizers, activists, and representatives to help promote the well-being of children and their families.

Framework of Six Community-Initiated Practices to Promote the Well-being of Children, Youth and Families

1. **Programming** – establishing effective programs, responsive to community needs and values that advance the well-being and development of children;
2. **Collaborating** – outreaching and forming respectful, trusting, and personalized relationships and agreements with individual community members, schools, and other community organizations designed to address identified priorities within measurable and established time lines;
3. **Resource support** – contributing additional physical, financial, and human resources to support the development of capabilities of schools and families to advance excellence in learning and development, and promote safe and supportive communities for children and families;
4. **Community organizing** – providing community leadership, establishing networks, organizing volunteers, planning events, serving on boards and committees, addressing community concerns, writing grants, raising funds, and advocating for or against legislation, in ways that promote the well-being, health, development, and safety of children and families;
5. **Support services** – providing targeted awareness, prevention, intervention, and support programs as needed; and
6. **Building knowledge and sharing expertise** – devoting time and resources to continuous improvement and growth, warehousing knowledge, and sharing expertise with the broader community.

Framework of Five Student-Initiated Practices to Promote Active Learning

1. **Good citizenship** – taking responsibility for one’s growth, development and learning, understanding and respecting guiding rules, and supporting the educational program;
2. **Effort** – giving one’s best attempt and being willing to venture beyond the zone of comfort as an active participant;
3. **Inquisitiveness** – actively asking questions in the interest of greater understanding;
4. **Exploration** – seeking to review information, synthesize knowledge and conduct experiments; and
5. **Reflection and expression** – making meaning of information, trials, and learning, understanding relationships, connecting experience to other phenomenon or philosophies, identifying metaphors and analogies, sharing personal understandings and experiences with others to engage in further discussion and inquiry.

Parent-U-Turn 21st Century Framework Model

Parent-U-Turn “Relevance Model That Works for 21st Century Schools”
Mary Johnson, Author

“Founded in 1999, Parent-U-Turn is a parent advocacy group based in California dedicated to improving the educational opportunities of urban students in Los Angeles schools and communities. Parent-U-Turn’s greatest strength is advocacy. The Parent-U-Turn model is a research-based approach for integrating parent involvement programs. Parent-U-Turn is affiliated with the UCLA Center X and UCLA/IDEA research-based approaches for integrating parent involvement programs into the K-12 education system. Parent-U-Turn showcases best practices for parent engagement.”

- Mary Johnson, Founder www.Californiaparents.net

Parent-U-Turn has 5 goals:

- To teach parents the skills needed to guide their children through K-16 grades to college.
- To help parents learn communication skills and navigate the school structure as parent advocates.
- To deepen parents’ understanding of parent Involvement for 21st Century.
- To prepare 100% of parents to navigate the school structure and advocate for their children.
- Connect school site and district work to student achievement.

TYPE I- Access to Information and Data Collection

Parent-U-Turn provides parent leaders with opportunity to analyze and reflect on how the issues of school restructuring, social justice and multiculturalism will affect their school communities

Parents need to have access to timely and accurate information in order to best support their children’s academic success. This includes:

- Parents using, analyzing, and collecting data about their schools.
- Parents understanding data and using data that drives reforms.
- Parents becoming empowered to investigate and document conditions in their schools by becoming researchers in their own communities.
- Parent access to information about the resources and rights to support their children.

TYPE II- Parents in Decision-Making Roles

Parent-U-Turn members work to increase parent involvement in decision making especially for those who have been traditionally disconnected from the schools.

Parents provide leadership in schools by being at the table with teachers and administrators in multiple ways. For example, they actively set policies and are involved in key decisions along with school leaders. They ensure the schools have adequate resources to carry out their missions and obligations. In addition, parents provide training and evaluation of school structures. Finally, decision making must incorporate input from families and the community. Parents in decision making roles should include:

1. Local Advisory Committees with genuine parent participation
2. Effective advocacy and education as a direct result of understanding how systems are structured (e.g. how decisions and power are distributed between schools, staff, parents and students)
3. Providing parents with knowledge, skills, and opportunities to actively engage them in all levels of the decision-making process per NCLB.
4. Representation of parents on the school decision-making teams

TYPE III-Parents as Student Advocates

Parent U Turn works to establish a corps of parent and community leaders that can participate in educational reform efforts through access to skill building resources.

Parents need to know how to navigate and negotiate the school system. We need to support the creation of an environment where parents have access to information and support systems to be effective advocates by monitoring and directing the education of our children. This includes:

1. Parents need to know what children need, how to access resources and how to implement a plan of action.
2. Parents need to understand a power map detailing the functions and structures of the system.
3. Parents need to understand and be able to communicate in an educational setting, using terms spoken by educational professionals.

Parents as advocates. Parents will learn:

4. **About course requirements** and the curriculum used in the classroom.
5. **Ways to support their children**—it is important that parents discuss with teachers how to engage their child and use the child’s strengths to build strength in the child’s weakest academic area.
6. **How to write complaints** and hold people accountable.
7. **Ways to successfully advocate** for their children, particularly those in Special Education.

TYPE IV-Parents as Leaders at Home and in the School-Community

Parents participate actively in the communities where they lived and work

Parents need opportunities to build leadership and advocacy skills to enhance student-parent-community partnerships. Schools will serve the family and community needs for health and social service and provide resources and information for accessing those services.

- Parents will learn intergenerational and cross-cultural communication strategies, with a special emphasis for immigrant families.
- Parents will learn “21st century parenting skills” such as how to develop boundaries, parent-child communication, identify risk factors (e.g. drugs and gang involvement.)
- Parents will understand the college requirement and financial aid process.
- Leadership training will be offered that will include meeting facilitation, public speaking, conflict resolution and cross cultural training.
- Communications training for parents will be more effective in navigating their children through K-12 to college.
- Parents receive on-going support and technical assistance to equip them for effective participation.

TYPE V- Effective Two-Way Communication

Parent-U-Turn provides information about college access to parents and students

Communication in multicultural and multilingual communities must be translated in languages that parents speak in their home. Communication between home and school must not only be a regular, two-way occurrence, it also has to be relevant and meaningful. These multicultural and multilingual ways of communicating with parents must include, but not be limited to, the computerized machines, newsletters, personal contact, letters/flyers, and the school marquee. Parent Liaison roles in multicultural school must also help bridge open communication between school and home and help create effective home /school relationships. This includes the cultural awareness to ably work with parents of diverse cultural, linguistic, and economic backgrounds and experiences. In many urban and multicultural communities, the Parent Liaison role is the key to fostering relationships with parents and open communication between schools and communities.

TYPE VI-District Level Support

Parent-U-Turn educates parents by modeling student centered learning, authentic assessment and the inquiry process.

Structures must be provided to build parent capacity that is well-defined and where meaningful participation such as dialogue, empowerment and action are critical components of educational reform. This mid-level structure will be fully funded and led by parent councils that will:

1. Provide parents with training and capacity building opportunities to effectively engage in school reform at the local and district level.
1. Provide parents with information and resources to meet the needs of the whole child.
2. Enable parents to support students and schools programs.

TYPE VII- Friendly Schools Atmosphere

This is the major reason parents give for not participating or volunteering at local schools.

Schools will post welcome signs throughout the school in many languages including English. The staff of each school will provide mandatory customer service every year for the entire school. Parents will be asked to fill out a survey on services render.

A friendly school atmosphere was also left out of Epstein’s six keys that were adopted by the State of California. The number one complaint in urban schools from parents is that the school staff is rude and unfriendly.

<http://www.californiaparents.net>

Parent-Teacher A to G (P-TAG) Model for Family Engagement

The Parent Connection: An Educator’s Guide to Family Engagement

By Dr. Joni Samples

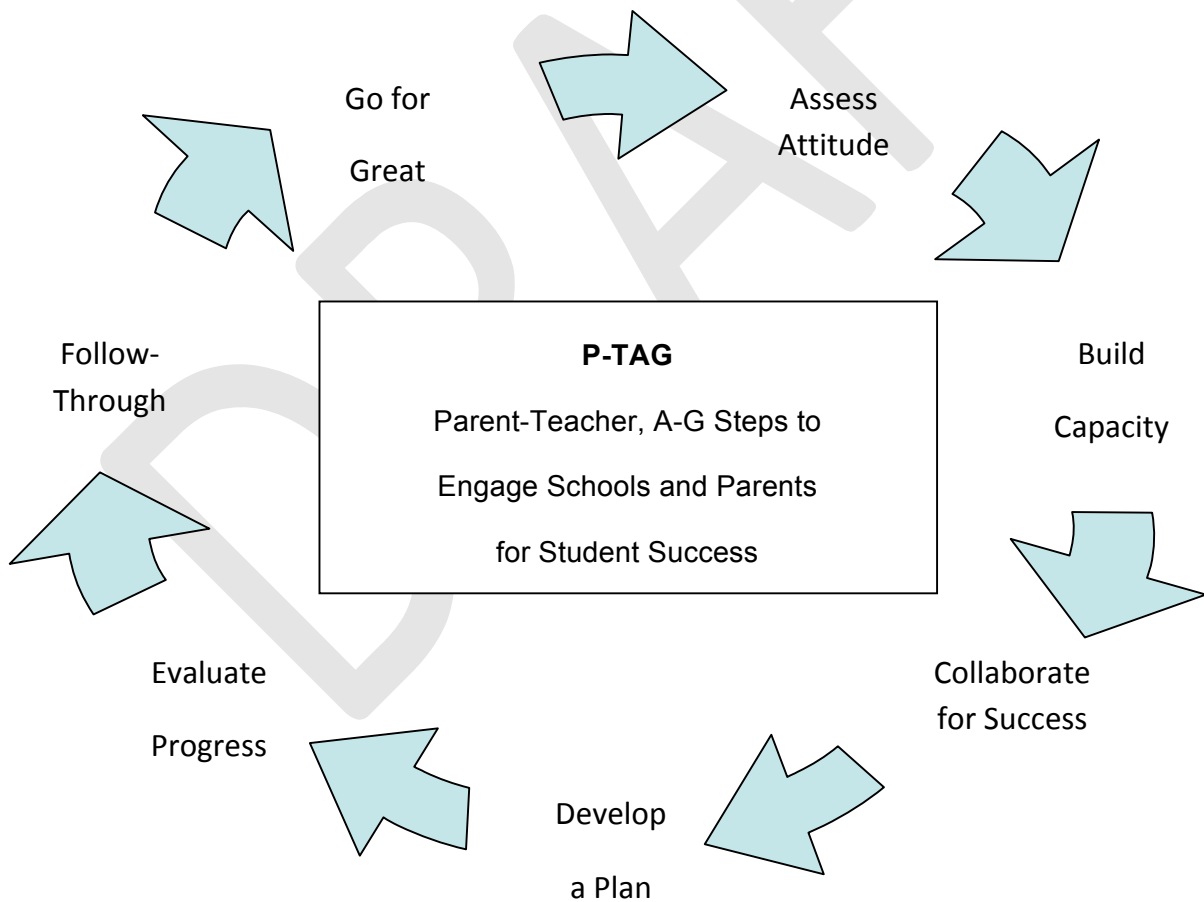
In *The Parent Connection: An Educator’s Guide to Family Engagement*, Dr. Joni Samples discusses a practical model for schools and families to work in partnership around the process of learning.

Data Collection

The first step includes collection of data—a parent survey, a school’s assessment data, and any information that leads to an understating of the culture of a school and its families.

Collaborative Plan

An Engage Workshop brings together a team of players from a school. The group, called a P-TAG team, is made up of the principal, teachers, support staff, and parents. The P-TAG team members work together through a process that takes them from A-attitude to G-going for great. Each step provides them a vehicle for collaboration and cooperation leading ultimately to designing and implementing a collaborative plan to support learning for children.



Distance Coaching

A unique feature of this model is the Distance Coaching aspect. One time workshops may be motivational, but don't often create change. The P-TAG Model for Family Engagement, guides through a process that changes district and school culture. This process requires support, time, and attention. This model utilizes a Distance Coaching format with a coach who is both a school practitioner and someone who understands the nuances of Family Engagement. Upon the completion of a P-TAG Team Building Workshop, the Distance Coach provides the ongoing support and encouragement that most schools and families need to create a collaboration that is long lasting.

Evaluation

Regularly re-evaluating the results of both school assessment and parent survey data leads to targeted capacity building. A major goal for educators and parents is that children are learning and that learning is displayed at home, in school settings, and on test results. As a review of data leads a team to particularly resistant to learn areas, through the P-TAG process, the team learns to design a system, specific to their school, to address those needs. Areas of concern from both a Family Engagement as well as an ESEA/NCLB assessment perspective such as learning issues for English Language Learners, special education students, or children in poverty become a specific focus to address.

P-TAG Teams develop a cooperative and collaborative spirit to address issues and to come up with creative solutions that work for families and school personnel alike. Research is clear that when parents are involved in their children's education, the children do better in school. For years researchers such as Joyce Epstein and Anne Henderson have been telling and showing us that family engagement works. P-TAG is a simple yet effective strategy used to connect schools and families with an ultimate focus on learning both at school and at home.

Quote on Working Together:

"It all begins when you invite the parents to join you in their child's learning experience."

Dr. Joni Samples, *The Parent Connection*, p. 12

The Parent Connection: An Educator's Guide to Family Engagement by J. Samples. © 2009 by Engage! Press.

<http://www.edsuccess.com>

NATIONAL PTA FRAMEWORK PTA's National Standards for Family-School Partnerships

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular, meaningful communication about student learning.

Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

For more information about the National Standards and PTA programs that promote family-school partnerships, visit http://www.pta.org/family_school_partnerships.asp. You will find presentation materials, implementation guides and assessment guides.

Also, go to the California State PTA's web site at www.capta.org to find free, relevant resources, and materials, to help you build school, family, and community partnerships. Under our parental involvement link, find best practices, resources about family and school partnerships, and our famous *Parents Empowering Parents (PEP) Guide* that has a wealth of information school practitioners may share with families in their outreach and program activities. Materials are also available through your local PTAs. Parents/guardians love our new *Parental Involvement Pocket Pal*, a simple research-based reference with tips about how to help children succeed in school.

PTA is the largest non-profit, volunteer-based organization advocating for all children. You may become a member, support our positions, download our most recent publications, and help us organize and grow. We invite everyone to join in our work, today and everyday, as members, as leaders, or as partners.

Building Family-School Partnerships the PTA Way

http://www.pta.org/family_school_partnerships.asp

PTA offers a means to develop strong family-school partnerships and involve the community. The process can be tailored to each school. PTA's process for building successful partnerships is grounded in the **National Standards for Family-School Partnerships** and consists of three steps: Raise Awareness; Take Action; Celebrate Success.

Raise Awareness <http://www.pta.org/2129.htm>

Raising awareness involves continually educating school stakeholders about the importance of family and community involvement in children's academic experience, and the vital roles they can play. Stakeholders include parents, extended family members, other caregivers, teachers, school staff and administrators, community leaders, local businesses and organizations, and more.

You can present the message about involvement not only to regular PTA and school audiences but also to local service and social clubs, town meetings, church groups, major area employers, etc. Tell them how they can help improve your school, raise student achievement, and benefit themselves and the rest of the community.

As you talk about roles and opportunities, introduce the National Standards and the Building Successful Partnerships process as tools for increasing involvement. By reaching out to these groups and individuals, you'll build trust and ownership, gaining support for the school, the students, your PTA, and the work ahead.

Available Tools include PowerPoint presentations, family surveys, and handouts (Parent Guides) in English and Spanish.

Take Action <http://www.pta.org/2130.htm>

With a shared understanding of what it takes for students to be successful in school, you and your school and community peers are ready to take action. Work with your principal to create an action team that reflects the school community. Your team may include a teacher, librarian, parent, grandparent, student council president, neighbor from the community, representative from a youth serving organization, and others.

Evaluate the current state of family-school-community partnerships at your school. Identify your strengths and weaknesses, as well as incentives and barriers to involvement. Using the school improvement plan as a reference, discuss how the strengths and weaknesses are impacting student achievement.

Then, create a clear, compelling vision for how families, the school, and the community can work together for student success. Apply the National Standards to your community's unique situation.

To make your vision a reality, develop an action plan to align policies, programs, and practices with the National Standards. Address the weakness and barriers you identified, and reinforce the strengths. As with any action plan, be sure to define measurable goals.

Periodically assess your progress to determine where improvements have been made and where further work must be done. Also, since a community's composition and needs are continually changing, continually assess the relevance of your work and the buy-in from the community.

Available Tools include the National Standards Assessment Guide. This will become part of the comprehensive National Standards Implementation Guide currently under development.

Celebrate Success <http://www.pta.org/2131.htm>

Your successes—big and small—are your PTA's best form of advertisement. Publish stories in school and district newsletters, send press releases to local media, and post pictures and outcomes online to give stakeholders real-life proof of involvement's power to improve schools and benefit students. Success stories will show school leaders and current and potential members, donors, and partnering organizations why their involvement and collaboration is critical to student success.

The more you promote your successes, the more people will want to get involved—and the more your children will succeed!

Available Tools include the PTA Report to the Community template to help get the word out.

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY (SEDL)

Types of Involvement

To achieve these benefits, involvement efforts can take many forms. There is no one type of involvement that brings about the greatest impact. However, aligning the types of involvement to the goals and needs of the school community is a vital aspect of all effective programs. The following types of involvement have been identified in the syntheses:

Fostering Parenting Skills

Strategies that assist families with parenting skills and help create home conditions to support student academic achievement

Promoting Shared Decision Making

Strategies that include families and community members as partners in school decisions

Expanding Family, Community, and School Communication

Strategies that help to promote effective two-way communications among schools, families, and community members or groups

Coordinating Resources and Services

Strategies that unite efforts and programs to provide services for families, students, school, and community

Fostering Volunteer Support

Strategies that organize and support family and community members in their efforts to support the school and its students

Supporting Youth Development

Strategies that provide services for students, such as health and physical development, creative expression, and leadership development

Supporting Learning Outside School

Strategies that involve families and their children on homework and other curriculum related activities and decisions and create education partnerships to support learning in a variety of settings

Expanding Community Development

Strategies that involve the school in community planning and decision-making as a community institution as well as create opportunities for the community to utilize the school's resources

Beyond the Building: A Facilitation Guide for School, Family, and Community Connections

Policy Development Tools: Engaging Parents/Families in the School Community

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Tool 4 Handout – Effective Parent/Family Involvement

Types of Involvement

Review and discuss how each of these types of involvement is or is not common in your system and which ones should be made a priority through parent/family involvement policy/ies.

Type of Parent/Family Involvement in Education	
<i>From the School Perspective</i>	<i>From the Parent/Family Perspective</i>
Fostering Supportive Home Environments	
<i>Assisting parents/families with parenting skills and helping to create home conditions to support student academic achievement</i>	<i>Seeking out and participating in activities to increase parenting skills and creating home conditions that will support academic achievement</i>
Promoting Shared Decision Making	
<i>Including parent/family members as partners in school decisions</i>	<i>Learning about and seeking to be involved in decision-making groups</i>
Expanding Family-School Communication	
<i>Promoting effective two-way communication between school staff and individuals or groups of parent/family members</i>	<i>Taking advantage of and fostering new avenues for communication with the school staff, local support groups, and other parents/family members</i>
Coordinating Resources and Services	
<i>Uniting efforts and programs to provide services for families</i>	<i>Participating and learning about services, programs, and activities that can improve the parent's/family's lifestyle</i>
Fostering Volunteer Support	
<i>Organizing and supporting parents/family members in their efforts to support the school and its students</i>	<i>Learning about and participating in programs that support the school and its students</i>
Supporting Youth Development	
<i>Providing services for students, such as health and physical development, creative expression, and leadership development</i>	<i>Seeking out and ensuring that all parents/family members—adult and child—take advantage of opportunities to address health and physical issues, learn about areas of interest, and develop leadership skills</i>
Supporting Learning Outside of School	
<i>Involving parents/families and partner organizations to support learning in a variety of settings other than the classroom</i>	<i>Learning about and taking advantage of opportunities to support children's efforts to learn or study outside of the classroom</i>
Expanding Community Development	
<i>Involving the school in planning and decision-making as a community institution, as well as creating opportunities for community support groups to use the school's resources to help meet the needs of the students and their parents/families</i>	<i>Participating in and supporting efforts to ensure that community planning and decision-making groups consider educational issues in their work as well as helping the wider community learn about and draw upon school resources that can help support students and their parents/families</i>

Policy Development Tools: Engaging Parents/Families in the School Community^ This handout is adapted from materials created by the National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory

P-16 COUNCIL REPORT RECOMMENDATIONS

Adopted by the California Department of Education in its mission to address the academic achievement gap among student subgroups:

Recommendation 1: Provide High-Quality Pre-Kindergarten Programs

- Access to quality early learning experiences for all students

Recommendation 2: Better Align Educational Systems from Pre-Kindergarten to College

- Unprecedented collaboration between all educational stakeholders

Recommendation 3: Develop Partnerships to Close the Achievement Gap

- Implementing a consistent approach to a high-quality and inclusive educational program

Recommendation 4: Provide Culturally Relevant Professional Development for All School Personnel

Develop a comprehensive, culturally relevant, and responsive strategy

Recommendation 5: Conduct a Climate Survey

- Develop a tool for assessing the “organizational health” of a school

Recommendation 6: Augment Accountability System

- Provide an immediate measure of progress made by schools and districts in educating all students

Recommendation 7: Model Rigor

- Define more clearly what constitutes a rigorous curriculum

Recommendation 8: Focus on Academic Rigor

- Define consistent and ubiquitous academic rigor for future success

Recommendation 9: Improve the Awards System

- Align recognition programs to address the focus on improving academic achievement for all students

Recommendation 10: Create a Robust Information System

- Design, develop, and implement a system that collects rich, robust, high-quality information to meet the needs of educators and legislative policymakers

Recommendation 11: Provide Professional Development on the Use of Data

- Design, develop, and implement coherent and relevant professional development in the areas of data collection, analysis, and interpretation

Recommendation 12: Share Successful Practices

- Collect and disseminate a high quality, comprehensive body of knowledge, expertise, resources, and research on effective and successful practices

Recommendation 13: Fully Implement the California K-12 High-Speed Network

- Fully fund the High-Speed Network to ensure that schools, districts, and county offices of education have access to the technology needed to assist students

Recommendation 14: Create Opportunities for School District Flexibility

- Provide flexibility in the use of educational funds to target academic improvement and professional development

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DEFINITIONS

Community

The term *community* has three general uses. It may refer to a group having common characteristics or interests, or that resides in a common area. It may refer to all stakeholders who comprise the broader *school community*. These members include students, parents/guardians/families, teachers, principals, classified staff, district staff, associations, school board members, service providers, and other contributing members. This term may also refer specifically to the *community sphere* construct depicted in research-based models of school, family, and community partnerships. These members may belong to any autonomous agency, organization, or business, organized formally or informally, who are not represented by the family sphere or school sphere. Examples of such organizations include PTAs, hospitals, fire departments, research facilities, companies, and the like.

Involvement

The term *involvement* refers to the degree to which individuals apply the school, family, and community partnership approach to their raising of or work with children.

Parent

The term *parent* is adopted from the California State Board of Education's policy on parental involvement, which defines the term as that person who acts as the primary caretaker and legal guardian of a child, be it a mother, father, grandparent, aunt, foster parent or other. This term includes all people who perform the duties of parenthood. The term *Parental* describes such characteristics.

Parental Involvement

The term *parental involvement* is adopted from the National PTA (2000), *Building Successful Partnerships*, where it is described as “[t]he participation of parents [families] in every facet of children’s education and development from birth to adulthood, recognizing that parents [families] are the primary influence in children’s lives.” Parental involvement is one aspect of *family, school, and community partnerships*, and it is sometimes referred to as *family involvement; community involvement; community connections, or engagement*. These terms are reasonably interchangeable as long as the involvement they encourage is focused upon children’s learning and development.

Partnerships Coach

The term *partnerships coach* refers to a person who works with teachers and other school staff technical assistance, capacity building and coordination of school, family, and community partnerships, and works with staff in designing and implementing school, family, and community partnerships to improve student academic success. In the same way that literacy and math coaches guide and assist school staff in acquiring new skills that will result in improved academic success for students, partnerships coaches work alongside staff and mentor them through the process of acquiring skills in creating and implementing partnerships that will result in improved academic success for students.

Student Success

The term *student success* refers to the extent to which students learn and develop to their fullest potential. It adopts the definition of the whole child offered by Dr. James P. Comer (1980), who describes these components as cognitive, psychological, language, social, ethical, and physical.

Federal Title I law and the California Education Code require schools and districts to have parental involvement policies and plans. *[ESEA/NCLB Act of 2001, Title I, Part A, Section 1118 and California Education Code sections 11500-11506, and 51100-51143.*

LEGAL DEFINITIONS

ESEA Section 9101 Definitions

- (6) **COMMUNITY-BASED ORGANIZATION-** The term community-based organization means a public or private nonprofit organization of demonstrated effectiveness that —
- (A) is representative of a community or significant segments of a community; and
 - (B) Provides educational or related services to individuals in the community.
- (20) **FAMILY LITERACY SERVICES-** The term family literacy services' means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:
- (A) Interactive literacy activities between parents and their children.
 - (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
 - (C) Parent literacy training that leads to economic self-sufficiency.
 - (D) An age-appropriate education to prepare children for success in school and life experiences.
- (31) **PARENT-** The term parent' includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).
- (32) **PARENTAL INVOLVEMENT-** The term parental involvement' means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring —
- (A) That parents play an integral role in assisting their child's learning;
 - (B) That parents are encouraged to be actively involved in their child's education at school;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - (D) The carrying out of other activities, such as those described in section 1118.
- (34) **PROFESSIONAL DEVELOPMENT-** The term professional development' —
- (A) Includes activities that —
 - (i) Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
 - (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
 - (iv) improve classroom management skills;

- (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
- (II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are:
 - (I) based on scientifically based research (except that this sub clause shall not apply to activities carried out under part D of title II); and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to —
 - (I) state academic content standards, student academic achievement standards, and assessments; and
 - (II) the curricula and programs tied to the standards described in sub clause (I) except that this sub clause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
- (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

(37) SCIENTIFICALLY BASED RESEARCH- The term scientifically-based research —

- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) includes research that —
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - (iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - (v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

To look up definitions go to: <http://www.ed.gov/policy/elsec/leg/esea02/pg107.html#sec9101>