

2010

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

A Statewide Strategy for School, Family, and Community Collaborations to Close the Achievement Gap and Increase Graduation Rates

Presented by the California State Action Team for Partnerships and advisory organizations and boards whose mission is to improve student achievement by increasing school, family, and community engagement in education.

Approval Date: January 26, 2010

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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 research on school, family and community involvement 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 also acknowledge the importance of partnerships with families to close the achievement gap and place California's students on a pathway to proficiency and academic success. The California Department of Education's P-16 Council- *a statewide assembly of education, business, and community leaders charged with developing strategies to better coordinate, integrate, and improve education for preschool through college students*-has identified four factors which impact student learning and efforts to close the achievement gap: Access, Culture/Climate, Expectations, and Strategies (ACES), (Appendix D). 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 encourages schools to connect with educational organizations, city and county agencies, faith-based organizations, parent groups, and businesses as a means of fostering partnerships to facilitate 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.

The State Action Plan for Partnerships was developed to assist the CDE Title I Accountability and Partnerships Office and the P-16 Council with strategies to develop, deploy and support partnerships across the state. The plan, based on the three "Rs" of Research, Requirements and Resources, incorporates systems of technical assistance and professional development to support schools, districts and communities across the state.

ESEA 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 integrate parent involvement programs...into the school's master plan for academic accountability." [EC 11500-11506]

The State APP recommends the implementation of research-based approaches and models of parental involvement and engagement as well as the establishment of systems to evaluate the quality and impact of the selected model. Core strategies and recommendations common to all 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. It is essential to consider that every community has unique characteristics and student populations, thus any model adopted must address local needs.

Requested Actions from the State Superintendent of Public Instruction (SSPI)

The State ATP and collaborating agencies and partners requested the assistance of the SSPI in launching the 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*.

Following is the letter sent out by Superintendent O'Connell to County Office and District superintendents introducing the Action Plan for Partnerships.



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

November 23, 2009

Dear County and District Superintendents and Direct-funded Charter School Administrators:

**THE CALIFORNIA STATE ACTION PLAN FOR SCHOOL, FAMILY, AND
COMMUNITY PARTNERSHIPS**

The California Department of Education (CDE) is dedicated to closing the achievement gap in districts and schools statewide. As part of that effort, the P-16 Council made specific recommendations. One of them, Recommendation 3, was to "Develop Partnerships to Close the Achievement Gap."

Historically, schools have relied on their own resources to create and sustain partnerships. The time has come to fully integrate research-based school, family, and community partnerships with other critical strategies to ensure the success of all of our students. Therefore, the CDE is partnering with the California State Action Team for Partnerships (State ATP), a collaboration of representatives from the CDE, federal, state, and regional projects/organizations, as well as California's two Parent Information and Resource Centers (PIRCs), the California State Parent Teacher Association (PTA), school district representatives, community agencies, and non-profit organizations. Please see the enclosure for information on the State ATP.

The State ATP *California State Action Plan for School, Family, and Community Partnerships (State APP)* outlines a vision and plan for a statewide infrastructure that will support productive school, family, and community partnerships directly linked to student learning from preschool through high school. It also included a support plan designed to assist schools develop and implement school, family, and community partnerships at three levels: state, regional, and local. It incorporates technical assistance and professional development, and is fully aligned with the State Board of Education (SBE) parent involvement policy, P-16 Council recommendations, and research-based promising practices. You can find the *State APP* on the California Comprehensive Center at WestEd Parent Involvement Web page at <http://www.cacompcenter.org/cs/cacc/view/nclb/11> (Outside Source).

I encourage each school district, county office of education, and charter school to strengthen partnerships that are specifically designed to close the achievement gap and support academic achievement and school success for all students.

I am encouraging each:

- **County superintendent** to identify a Parent/Family Involvement contact person to be part of a regional partnerships network to encourage collaboration among county and district personnel with parent/family involvement responsibilities. Please send an e-mail with "Parent/Family Involvement Contact Person" in the subject line, and include your

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county name, contact person name, and contact person contact information by e-mail to PARENTALINVOLVEMENT@cde.ca.gov.

- **District superintendent and direct-funded charter school administrator** to verify that the Parent/Family Involvement contact person on the Consolidated Application contact page is your designee to receive information and provide leadership in parental involvement and partnerships.

Additionally, I encourage county and district superintendents and direct-funded charter school administrators to:

- Use research-based approaches for integrating parent involvement programs into the Single Plan for Student Achievement per California *Education Code* sections 11502 and 64001. You can find information about parent involvement on the CDE Parent/Family Web page at <http://www.cde.ca.gov/ls/pf/pf/>.
- Work with California's PIRCs and the California State PTA for additional support to facilitate partnerships in your counties and districts. You can find Information on each of these resources on the:
 - California Association for Bilingual Education PIRC 1 Project INSPIRE Web page at http://www.bilingualeducation.org/programs_parent.php (Outside Source).
 - California PIRC 2 Web site at <http://www.calpirc.org/> (Outside Source).
 - California State PTA Web site at <http://www.capta.org/> (Outside Source).
- Share this letter with your school board members, parent involvement coordinators, schools and families in your districts, and community partners.

If you have any questions regarding this subject, please contact Rosie Thomas, Administrator, Title I Accountability and Partnerships Office, by phone at 916-319-0917 or by e-mail at rthomas@cde.ca.gov.

Sincerely,



JACK O'CONNELL

JO:fb

Enclosure

cc: Categorical Program Directors
District Parent Involvement Contacts

The California State Action Team for Partnerships

Who We Are

- California Department of Education Title I Accountability and Partnerships Office
- West Regional Equity Network, University of Arizona
- California Parent Information and Resource Centers
- California State Parent Teacher Association
- California Parent Center, San Diego State University Research Foundation
- California Alliance for School, Family and Community Partnerships
- School district representatives
- Parent representatives from community-based organizations

Why We Formed This Collaboration

For all students to succeed, we must move beyond "business as usual" and shift our thinking about how to leverage 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 supports to ensure the success of all our children. Family and community involvement are most powerful when they are linked to student learning. We believe that the adoption of a flexible, research-based partnerships model with an organized 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.

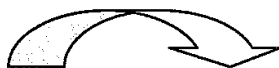
Our Mission

Increase student success, close the achievement gap, and increase graduation rates by mobilizing a statewide parent and community involvement strategy through partnerships.

Why a Statewide Plan Is Needed

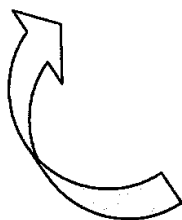
The California State Action Team for Partnerships (State ATP) has developed the *California State Action Plan for School, Family, and Community Partnerships (State APP)* that shifts the involvement of families and community from a project and activities approach to a systematic plan for partnerships that directly support schools' instructional strategies and academic goals for students from prekindergarten through grade twelve.

THE CALIFORNIA STATE ACTION PLAN FOR SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS STATEWIDE, REGIONAL, AND LOCAL FOCUS



Statewide Focus: Increase awareness of infrastructure and resources for partnerships; adopt a statewide Framework for School, Family, and Community Partnerships; provide a sample research-based Partnerships Component for the Single Plan for Student Achievement; pilot partnerships programs for schools, and showcase successful district partnerships.

Regional Focus: Create and sustain a Regional Partnerships Network (11 superintendents' regions) each co-sponsored by a Regional Partnerships Network Director from a statewide agency and a Local Partnerships Network Director from a local county office or district; provide leadership and disseminate effective school, family, and community information and resources.



Local Focus: Provide resources and professional development to help schools integrate partnerships into the Single Plan for Student Achievement, the Framework for School, Family, and Community Partnerships, and districts' annual evaluation of parental involvement programs.



CALIFORNIA STATE ACTION PLAN FOR SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS

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.

ACCESS, CULTURE/CLIMATE, EXPECTATIONS AND STRATEGIES - (ACES) THEMES FROM THE P-16 RECOMMENDATIONS REPORT

A	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.
C	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.
E	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.
S	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.

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.

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 guidance for parent involvement that sets expectations for school-family-community partnerships

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

ACTION PLAN 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), so that administrators, teachers, parent leaders, and communities can find and create opportunities to engage families as active partners in education to assure that 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 fiscal and human resources available for students. There is a need for a systemic approach to organizing effective 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.

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.

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.

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.bilingualeducation.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.

Regional Partnership Networks



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>

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).

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 ESEA Title I were written under a reasonably rigorous standard of research, 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.

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

A. McGuire • amcguir@wested.org

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	<ul style="list-style-type: none"> • Interactive homework 	<ul style="list-style-type: none"> • Bailey, 2006; Sheldon & Epstein, 2005
	<ul style="list-style-type: none"> • Reinforcement of learning or instructional strategies in the home 	<ul style="list-style-type: none"> • Cox, 2005; Ingram, 2007; Sheldon & Epstein, 2005; Xu, 2006
	<ul style="list-style-type: none"> • Reading at home 	<ul style="list-style-type: none"> • Fantuzzo, 2004; Senechal, 2002
	<ul style="list-style-type: none"> • Providing space at home for educational activities 	<ul style="list-style-type: none"> • Cancio, 2004; Fantuzzo, 2004; Ingram, 2007
	<ul style="list-style-type: none"> • Talking about school 	<ul style="list-style-type: none"> • Fantuzzo, 2004; Gutman, 2000; Hong, 2005; Ingram, 2007; Jeynes, 2007, 2005a, 2005b;

	<ul style="list-style-type: none"> • Homework help 	<ul style="list-style-type: none"> • Guttman, 2000; Ingram, 2007
	<ul style="list-style-type: none"> • Explicit, research-based homework policies 	<ul style="list-style-type: none"> • Redding, 2004
School/Home Communication	<ul style="list-style-type: none"> • Parents visit school or attend school event 	<ul style="list-style-type: none"> • Dearing, 2006; Jeynes, 2005b; Lee, 2006; Redding, 2004; Xu, 2006
	<ul style="list-style-type: none"> • One-way, school-to-home communication 	<ul style="list-style-type: none"> • Cox, 2005; Sirvani, 2007; Xu, 2006
	<ul style="list-style-type: none"> • Two-way communication exchange 	<ul style="list-style-type: none"> • Cox, 2005; Guttman, 2000
	<ul style="list-style-type: none"> • Parent-teacher meetings 	<ul style="list-style-type: none"> • Guttman, 2000; McBride, 2005; Redding, 2004
	<ul style="list-style-type: none"> • Home visits by teachers 	<ul style="list-style-type: none"> • Redding, 2004; Xu, 2006
	<ul style="list-style-type: none"> • Family resource library 	<ul style="list-style-type: none"> • Redding, 2004
Building on Parent Strengths	<ul style="list-style-type: none"> • Parent training to support learning at home 	<ul style="list-style-type: none"> • Bailey, 2006; Cancio, 2004; Ingram, 2007
	<ul style="list-style-type: none"> • Supportive and helpful parenting approach 	<ul style="list-style-type: none"> • Jeynes, 2007, 2005a
	<ul style="list-style-type: none"> • Parent education on reading and study habits 	<ul style="list-style-type: none"> • Redding, 2004
Volunteering	<ul style="list-style-type: none"> • General volunteering in the classroom or on field trips 	<ul style="list-style-type: none"> • Dearing, 2006; Lee, 2006; McBride, 2005
	<ul style="list-style-type: none"> • Parents as advisers or aides in the classroom 	<ul style="list-style-type: none"> • Kyriakides, 2005
Decision Making	<ul style="list-style-type: none"> • Parent participation in PTO 	<ul style="list-style-type: none"> • Dearing, 2006;
	<ul style="list-style-type: none"> • Parent involvement in developing policies and compacts 	<ul style="list-style-type: none"> • Redding, 2004
Miscellaneous	<ul style="list-style-type: none"> • Teacher training to involve parents 	<ul style="list-style-type: none"> • Bailey, 2006;
	<ul style="list-style-type: none"> • High parental expectation for student achievement 	<ul style="list-style-type: none"> • Hong, 2005; Jeynes, 2007, 2005a; Lee, 2006; Yan, 2005
	<ul style="list-style-type: none"> • Explicit parent partnership policy 	<ul style="list-style-type: none"> • Kyriakides, 2005
	<ul style="list-style-type: none"> • Father involvement 	<ul style="list-style-type: none"> • McBride, 2005
	<ul style="list-style-type: none"> • Use of a specific program (Solid Foundations) 	<ul style="list-style-type: none"> • Redding, 2004
	<ul style="list-style-type: none"> • Teacher perception of parent support 	<ul style="list-style-type: none"> • Xu, 2006
	<ul style="list-style-type: none"> • Supportive parent-child relationship 	<ul style="list-style-type: none"> • Yan, 2005

Excerpted from full report:

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

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

Research-Based Models and Approaches to School, Family, and Community Partnerships, Resources and Promising Practices

The State APP supports the implementation of research-based models and approaches, and the use of promising practices for 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 likely include: creating a welcoming environment; data collection and needs assessment; analysis of data; planning, development, implementation, evaluation and revision of a plan and assessment of effectiveness.

National and State Level Research-based Models and Approaches include but are not limited to:

- Achievement-Focused Partnerships Model, California Parent Center, San Diego State University Research Foundation, <http://parent.sdsu.edu>
- *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/>
- *How School Practices to Promote Parental Involvement Influence Student Success, Model of School, Family, and Community Partnerships*, Joanne D. Martin, 2009, <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-U-Turn Transforming and Rethinking Parent Involvement for the 21st Century, A Bicultural Urban Parent Involvement Model*, <http://www.californiaparents.net>
- California PIRC 1 Project Inspire, 2006 www.bilingualeducation.org
- Southwest Educational Development Laboratory (SEDL), <http://www.sedl.org>

Resources and Promising Practices include but are not limited to:

- California Federally-Funded Parent Information and Resource Centers (PIRCs)
California PIRC 1 Project Inspire, www.bilingualeducation.org
California PIRC 2 at Cambridge Academies, www.calpirc.org
- California State PTA, www.CAPTA.org
- Title I Parent Association, <http://title1parent.org>
- Parent Institute for Quality Education, www.piqe.org
- Parent/Teacher Home Visit Project, www.teachervisits.org

Note: An upcoming compendium of resource will describe in further detail the above-listed and other approaches and resources.

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>

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