



## **Compendium of Research Based Resources for Parental Involvement**

**The following resources represent a sample of the research-based resources available on parental involvement. This list is not exhaustive. The U.S. Department of Education is providing the list of resources below for the reader's convenience, and no official endorsement by the U.S. Department of Education is intended or should be inferred. The views expressed by the authors are their own, and do not necessarily represent the policies of the Federal government or the U.S. Department of Education.**

**\* Southwest Educational Development Laboratory. (2003) *Diversity and School, Family, and Community Connections*. Austin, Texas.**

This synthesis reviews research findings from 64 studies that address some aspect of diversity as it relates to student achievement and school, family, and community connections. It describes the procedures used to select the studies and a brief overview of the broad concepts related to diversity and family involvement that the studies address. The author lists the studies and publication date, categorizing them according to the research method used, populations addressed, and educational level addressed. A brief description is provided of the principal limitations of the studies. The primary audience is practitioner leaders — superintendents, principals, curriculum supervisors, lead teachers, family involvement staff, community leaders, and others who may be responsible for or interested in helping to shape local policy or practice regarding school, family, and community connections. The report is organized so that, depending on their needs and interests, local leaders may quickly access practical information, *or* may explore the topic in depth.

**\*Henderson, Anne, T., and Mapp, Karen, L. (2002) *A New Wave Of Evidence: The Impact Of School, Family And Community Connections On Student Achievement*. Austin, Texas: National Center for Family and Community Connections with Schools.**

This review examines the growing evidence that family and community connections with schools make a difference in student success. The authors look at 51 recent studies - all but two published between 1995 and 2002, covering a range of perspectives and approaches. The studies, some of which are based on scientific research, fall in three broad categories: 1) studies on the impact of family and community involvement on student achievement; 2) studies on

effective strategies to connect schools, families, and communities; and 3) studies on parent and community organizing efforts to improve schools.

**Mattingley, D.J, Prislin, R., McKenzie, T.L., Rodriquez, J.L., and Kayzar, B. (2002) *Evaluating Evaluations: The Case Of Parental involvement Programs.* Review of Educational Research, 72(4), 549-576.**

The authors analyzed 41 studies that evaluated K-12 parental involvement programs in order to assess claims that such programs are an effective means of improving student learning. The authors found that the majority of existing evidence regarding the links between parental involvement and student achievement comes from correlation studies rather than rigorous, systematic evaluations of the impact programs have on student learning (p.550). Of the 41 studies, the authors found only four that used the most rigorous research design. Two of these studies found significantly improved performance on standardized achievement tests among children whose parents participated in the intervention program; two found no significant effects. All four of the studies addressed minority and/or low-income populations. Each focused on training parents or older siblings to help tutor students or to help with homework. The two programs also extended the duration of parent training over a longer period than the two showing no significant effect. The authors also noted that the majority of intervention programs they reviewed focused on changing parent behavior – especially in the areas of parenting and supporting home learning – rather than on changing teacher practices or school structures.

### ***Program Evaluation***

**\*Starkey, P. and Klein, A. (2000) *Fostering Parental Support For Children's Mathematical Development: An Intervention With Head Start Families.* Early Education and Development, 11( 5), 659-680.**

This article describes two experimental studies of a four-month program that engaged about 30 families to develop math skills in Head Start children, ages 4-5 years. Another 30 families were assigned to control groups. At two sites in the San Francisco area, one serving African American families and the other Latino families, staff gave classes for mothers and children and loaned math activity kits for use at home. The program supported math knowledge, not literacy. Control group families did not attend classes or have access to the library. In both programs, the researchers found that parents were willing and able to work with their children on math when given training and materials. The children in the program developed greater math knowledge and skills than the control group children. The authors believe that the two key factors in the programs' success were the work of parent liaisons and the provision of math kits to families to use at home.

### ***Family Involvement At Home To Support Student Achievement***

**Armbruster, B., Lehr, F., Osborn, J.B. (2003) *Proven Ideas from Research for Parents: A Child Becomes A Reader (K-3). Second Edition.* Portsmouth, New Hampshire: RMC Research Corporation.**

This booklet contains a short summary of what scientific research says about how children learn to read and write; things that parents and other caregivers can do to enable a child to become a successful reader and writer at three different grade levels; a list of helpful terms; and ideas for books and organizations that may be of interest to parents and other caregivers. The publication was funded through a grant from the National Institute for Literacy, an independent federal organization that supports the development of high-quality State, regional and national literacy services.

**The Partnership for Reading, U.S. Department of Education. (2001) *Put Reading First: Helping Your Child Learn to Read (A Parent Guide, Preschool through Grade 3).***

This brochure was published by the Partnership for Reading, a collaborative effort of the National Institute for Literacy (NIFL), the National Institute of Child Health and Human Development (NICHD), and the U.S. Department of Education to make evidence-based reading research available to educators, parents, policymakers and others with an interest in helping all people learn to read well.

***Family-School Connections To Support Student Achievement***

**Hiatt-Michael, D.B. (Ed). (2001) *Promising Practices for Family Involvement in Schools.* Greenwich, Connecticut: Information Age Publishing**

This first volume in Family School Community Partnership provides educators and practitioners with promising practices, theories, and research that are designed to bring families and schools together. It contains major frameworks for understanding family involvement and government support of family involvement projects. The chapter authors present a theoretical base for understanding school, family, and community partnerships and research that supports promising practices. The sponsor of this series is the Executive Board and membership of the Family, School, Community Partnership Special Interest Group of the American Educational Research Association.

**\*Shaver, A.V., and Walls, R.T. (1998) *Effect Of Title I Parental involvement On Student Reading And Mathematics Achievement.* *Journal of Research and Development in Education*, 31(2), 90-97.**

This quasi-experimental study examines the effects of parental involvement on the reading and math achievement of 335 Title I students in second through eighth grades, and their parents. The students who participated in the study all were receiving remedial help in reading and math. Information about their achievement levels was based on pre- and post-tests on the Comprehensive Test of Basic Skills (CTBS/4) in reading and math. The district developed a series of

three-hour parent workshops that involved information, training, and discussions. Each Title I teacher was required to attend at least four of these sessions during the school year to promote five types of involvement - 1) parenting; 2) parent-teacher communication; 3) parental involvement at school; 4) parental involvement at home; and 5) program decision-making. The researchers found that students whose parents regularly attended school-based parent workshops made greater gains in reading and math than students with less-involved parents.

**\*Voorhis, V. and Frances, L. (2001) *Interactive Science Homework: An Experiment In Home And School Connections*. National Association of Secondary School Principals, Bulletin, 85(627), 20-32.**

This article describes the results of a study on involving families in the homework of their children using Teachers Involve Parents in Schoolwork (TIPS), an interactive homework process. This study compared the effects of TIPS homework with homework that has the same content, but is not interactive. Three sixth grade classes and two eighth grade classes, totaling 253 students in all, participated for 18 weeks. The participants received weekly homework assignments with learning goals. Only families with TIPS homework were told about how students would involve them in their work. TIPS students earned significantly higher grades than students who did not use interactive homework.

**\*Reynolds, A. J. (2001) *Success in Early Intervention: The Chicago Child-Parent Centers*. Lincoln, Nebraska: University of Nebraska Press.**

In this monograph, the author investigates the long-term effects of the Child-Parent Center Program (CPC), a large-scale early childhood intervention program for economically disadvantaged children. The program operates about 24 centers through the Chicago public schools to children ages 3 to 9 and their families. The central operating principle of the program is that direct parental involvement is expected to enhance parent-child interactions, parent and child attachment to school, and social support among parents, and consequently to promote children's school readiness and social adjustment. Programs for parents include a parent resource room in each center and a parent resource teacher who [oversaw] parent activities both within the center and with the community. Among other topics, this study investigates family outcomes of program participation as secondary to child outcomes.

**Snow, C.E., Burns, S.M., & Griffin, P. (Eds.). (1998). *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press.**

This book is a summary report developed from the findings of the Committee on the Prevention of Reading Difficulties in Young Children. It examines research findings to provide an "integrated picture of how reading develops and how

reading instruction should proceed (p.vi).” Of particular note is chapter 5 as it includes a review of scientific research on parental and family influences on children’s development of language and early reading skills. The text also includes a discussion of the research on the importance of parents reading to their children and presents research-based strategies for parents to use to gain maximum benefit from parent-child book reading.

### ***Reaching and Involving Diverse Parents***

**\*Chrispeel, J.H. and Rivero, E. (2001) Engaging Latino Families For Student Success: How Parent Education Can Reshape Parent’s Sense Of Place In The Education Of Their Children. Peabody Journal of Education, 76(2), 119-169.**

This study offers some areas for consideration by school staff wishing to initiate parental involvement strategies to engage Latino families. It also provides anecdotes that highlight some of the barriers to parental involvement. The study examined the effect of a program intervention called the Parent Institute for Quality Education (PIQE) on 198 immigrant parents’ sense of place in their children’s education. The most prevalent changes for participants were the increased number of literacy activities, such as reading more and going to the library more frequently, and the discovery that they could initiate contact with the school and not have to wait for the teacher to extend a hand. The authors conclude that concepts about the parents’ roles, based on cultural traditions and prior experiences that limit the types and levels of involvement can affect how parents interpret a school’s invitations and opportunities to participate. They also demonstrate, however, that these roles are not fixed and may be altered by information provided by a cultural-broker initiative such as the PIQE.

**\*Desimone, L., Finn-Stevenson, M., and Henrich, C. (2000) Whole School Reform In A Low-Income African American Community: The Effects Of The CoZi Model On Teachers, Parents, And Students. Urban Education, 35(3), 269-323.**

The purpose of this quasi-experimental evaluation is to measure the effects of the CoZi model of school reform in a school serving primarily African American, low-income students. The CoZi model seeks to address the needs of preschool and kindergarten children and their families by providing social services through the school and a system for reorganizing school decision-making and service provision to develop a cohesive community of parents, teachers, and students. There were significantly higher parent and community participation rates in the CoZi school than in a comparison school with similar staff and student demographics. The CoZi school also reported more positive attitudes toward parental involvement and more programs to bring parents into the school. In addition, the CoZi school also had a significantly better school climate, especially as reported by teachers. This evaluation gives a comprehensive analysis of a specific school reform approach that emphasizes parental involvement and the impact that it had on school climate and culture, parent and teacher satisfaction, and student achievement.

\*For more information and inquiries about these studies, contact the National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory; 211 East Seventh Street (Second Floor); Austin, Texas 78701-3281; Phone: 800-476-6861; Fax: (512) 476-2286; Web: [www.sedl.org/connections/](http://www.sedl.org/connections/)

Source: Extract Appendix C: USDE Non regulatory Parental Involvement Guidance