

**Reference Desk Response No. 264:
Strategies to Promote Parent Involvement**

Question:

1. Please list resources on strategies to promote parent and community involvement in schools.
-

Report:

Following an established REL-NEI Reference Desk research protocol, we conducted a search for research reports as well as descriptive and policy-oriented briefs and articles in this area. The sources included federally funded organizations, additional research institutions, several educational research databases, and a general Internet search using Google and other search engines.

Our researchers have listed below the resources on strategies to promote parent and community involvement in schools.

Question:

1. Please list resources on strategies to promote parent and community involvement in schools.

- 1.1. Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region.** Agronick, G., et al.; April 2009; National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education; 66 pages.

Source: Institute of Education Sciences

(http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf)

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

From pages 5–20, a literature review of strategies that promote parent involvement during middle and high school years are provided. Also, Appendix A (pages 36–43) provides a table that lists the details of those policies, practices, and programs for promoting parent involvement.

- 1.2 Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region.** Webinar; Amy Clark, Lydia O’Donnell; April 2009; National High School Center.

Source: The National High School Center

(<http://www.relnei.org/popup.parentinvolvement.html>)

This link provides a video in which a webinar describes the RELNEI study “Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region”.

- 1.3. Harvard Family Research Project.** Harvard Graduate School of Education.

Source: General Internet Search Using Google

(<http://www.hfrp.org/about-hfrp>)

A list of papers and projects on promoting strategies to support family involvement in children’s learning and development are published on this website. “Since 1983, we have helped stakeholders develop and evaluate strategies to promote the well being of children, youth, families, and their communities. We work primarily within three areas that support children’s learning and development—early childhood education, out-of-school time programming, and family and community support in education. Underpinning all of our work is a commitment to evaluation for strategic decision making, learning, and accountability.”

1.4. Promoting Parental Involvement in the REL Appalachia States. *March 2008; REL Appalachia, Institute of Education Sciences; U.S. Department of Education; 2 pages.*

Source: Institute of Education Sciences

(<http://www.cna.org/domestic/education/relappalachia/Newsletters/Vol%201.%20No.%206%20Newsletter%202008-03.pdf>)

This report summarizes the policies to promote parental involvement in schools of Kentucky, Tennessee, Virginia and West Virginia. Other resources and studies related to parental involvement are also included. "Each state education agency in this region has provided policy guidance to its districts that must comply with Section 1118 of Title I, which requires every district and school receiving Title I funds to develop, in consultation with parents, a written parent involvement policy aimed at engaging parents in their children's education and in school improvement efforts. At the school level, all Title I schools are required to develop, jointly with parents of children participating in Title I services, a written school parental involvement policy that describes how the school will carry out the requirements in section 1118."

1.5. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. *Anne Henderson, Karen Mapp; 2002; Southwest Educational Development Laboratory; National Center for Family & Community Connections with Schools.*

Source: Southwest Educational Development Laboratory

(<http://www.seidl.org/connections/resources/evidence.pdf>)

This resource identifies and discusses the literature on family and community involvement and its impact on student success on all age groups: early childhood and preschool, elementary school, middle and high school, and all ages.

From page 61 to 72, the paper provides recommendations for putting the findings of research into action. "The studies in this review hold important implications for educational practice and research. Drawing on these, we make a series of nine recommendations. The first eight are aimed at a general audience—this includes administrators, program developers, parent and community leaders, teachers, and other school staff. The ninth is aimed specifically at researchers."

1.6. Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies that Promote Achievement. *Nancy H., and Diana T.; May 2009; Developmental Psychology; Volume 45, Number 3, Page 740-763; ERIC #:*

Source: ERIC

(<http://www.apa.org/journals/releases/dev453740.pdf>)

This resource analyzes the research relating middle school achievement and parental involvement and concludes, "the synthesis of the extant literature confirms that parental involvement is positively associated with achievement" (page 19). On page 11, the table lists the predictor variables of parental involvement, including discussion with child about high school, talk with parents about post-high school plans, volunteering or fundraising, rules about homework, GPA, and chores, PTO involvement, parent attends PTO meetings, rules about TV, friends, & chores, parents check homework, contact school about academics, discussion with parents about school, talk with father about planning high school programs, and social capital: knowing parents of child's friends.

Key words and search strings used in the search:

Parent/Parental/Family Involvement or Community Involvement, AND Strategies

Search databases and websites:

Institute for Education Sciences Sites: Regional Educational Laboratory Program (REL); What Works Clearinghouse (WWC); Doing What Works (DWW); National Center for Education Statistics (NCES); Institute for Education Sciences (IES)

Other Federally Funded Sites: The National High School Center; The Center on Innovation and Improvement; The Center on Instruction; The National Comprehensive Center for Teacher Quality; National Center for Education Statistics (NCES) Datasets: K – 12; Education Longitudinal Study of 2002

(ELS); National Research and Development Center on School Choice, Competition and Achievement; Access Center for Improving Outcomes for All Students K-8; Center for Comprehensive School Reform and Improvement; Small Learning Communities Centers; Education Commission of the States; Regional Comprehensive Centers; Regional Resource Centers

Additional Data Resources: ERIC; EBSCO Databases; Education Daily; Government Executive; <http://www.googlescholar.com>; <http://www.google.com>; general internet search

Criteria for inclusion:

When Reference Desk Researchers review resources, they consider, among other things, four factors:

1. **Date of the publication:** The most current information is included unless in the case of nationally known seminal resources
2. **Source and funder of the report/study/brief/article:** Priority is given to IES, nationally funded, and certain other vetted sources known for strict attention to research protocols;
3. **Methodology:** i.e. Random control trial studies, surveys, self-assessments, literature reviews, policy briefs, etc. Priority for inclusion is given generally to random control trial study findings; however, the reader should note at least the following factors when basing decisions on these resources: Numbers of participants (just a few? Thousands?); Selection (did the participants volunteer in the study, or were they chosen?); Representation (were findings generalized from a homogeneous or a diverse pool of participants? Was the study sample representative of the population as a whole?)
4. **Existing knowledge base:** Although we strive to include vetted resources, there are times when the research base is slim or non-existent. In these cases we have included the best resources we could find, which may include newspaper articles, interviews with content specialists, organization websites, etc.

REL Northeast and Islands

The Regional Educational Laboratory (REL) Reference Desk is a service provided by a collaborative of the REL program, funded by the U.S. Department of Education's Institute of Education Sciences (IES). This response was prepared under a contract with IES, Contract ED-06-CO-0025, by REL Northeast and Islands administered by Education Development Center, Inc. The content of the response does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.