Taking a Closer Look: A Guide to Online Resources on Family Involvement

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Harvard Family Research Project (HFRP) recognizes that for children to be successful in school and life there must be an array of learning supports around them. These supports and opportunities, which must reach beyond the school, should complement one another and be linked and aligned. HFRP calls this network of supports *complementary learning.* Family involvement, early childhood education, and after school programs are all examples of complementary learning in that they support and complement the work of schools. This publication focuses specifically on family involvement in education.

Introduction

There is more information on family involvement online than any one person can keep track of now. Harvard Family Research Project has taken a closer look and compiled and categorized this large body of information in order to make it easier for you to access and use in your work.

This resource guide contains annotated Web links to recent (published in and after 2000) research, information, and tools about family involvement. Family involvement involves a broad range of constructs and this is reflected in the guide, which covers resources about parenting practices to support children's learning and development, home–school relationships, parent leadership development, and collective engagement for school improvement and reform. This guide represents the work of 126 national organizations, the majority of which are in the field of education. We also included state and local organizations whose family involvement initiatives have gained a national reach in terms of training activities, research, and program replication.[1]

We collected data for this guide between January 2004 and March 2005. Even as we launch the guide, we know that many additional resources will be available in the coming weeks and months. We plan to periodically update this guide and invite our readers to inform us of new resources by emailing fine@gse.harvard.edu with the subject heading Resource Guide.

In compiling the information for this guide we were impressed by how wide-ranging and creative the activities of national organizations are in promoting family involvement in children's learning. Their research, training, and program activities include family involvement in early childhood education through high school. Their activities also encompass multiple contexts of learning, such as home, school, and out-of-school time programs. We hope you find this a useful resource to guide your work and to inspire excellence and innovation in this field of practice.

Using the Resource Guide

The guide is divided into seven sections and an appendix:

1. Knowledge Development
2. Professional Development
3. Standards
4. Programs
5. Tools

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[1] We selected the organizations for this resource guide through a two-fold process. First, we searched the websites of national educational organizations to identify those with activities related to family involvement and home–school partnerships. Then we drew on Harvard Family Research Project's own knowledge base in the field to add other organizations with national or nationally significant activities in family involvement and home–school partnerships.

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6. Convening
7. Special Initiatives
8. Appendix: Resource Guide Organizations

Within each section you will find an annotated list of resources, with a description of the resource and a link to where it can be found on the Web. The resources in each section are also grouped into content areas that share a common theme or type of publication, and there is a brief description for each section. The appendix lists the organizations included in the guide in alphabetical order and notes the section where the organization can be found.

The resource guide can be used to find out who's doing what. It can help you to locate national organizations that support family involvement in education and work to strengthen family–school–community partnerships (see the list of organizations in the Appendix), as well as locate which organizations are conducting particular activities in the seven sections. It can also be used to inspire capacity building—to help you learn about the strengths of other educational organizations so that partnerships can be forged to tackle new areas of inquiry and practice, and to inspire ideas for extending and adapting activities and resources for more effective and relevant practice.

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Knowledge development refers to the expansion of the research and evaluation base to support practice. This resource guide features applied research and does not cover articles published in academic journals. The Family Involvement Network of Educators (FINE) compiles an online yearly bibliography of the latter (www.gse.harvard.edu/hfrp/projects/fine/resources/bibliography).

The guide includes reports on the following topics:

- Family Involvement and Student Achievement
- Family Involvement and Literacy
- Family Involvement and After School
- Parent Leadership
- Community Organizing
- Trends in Family Involvement
- Parent and Educator Perceptions of Public Education
- Policy
- Evaluation

Family Involvement and Student Achievement

The Center for Research on the Education of Students Placed at Risk published *Neighborhood and School Influences on the Family Life and Mathematics Performance of Eighth-Grade Students* (2001), a report that explores how neighborhoods and schools can influence the mathematics achievement of eighth grade students. www.csos.jhu.edu/crespar/techReports/Report54.pdf

Produced by the Educational Testing Service, *Parsing the Achievement Gap: Baselines for Tracking Progress* (2004) synthesizes a large body of research on 14 factors associated with educational achievement disaggregated by race/ethnicity or income level, including parent participation, reading to young children, amount of television viewing, and parent availability. www.ets.org/Media/Research/pdf/PICPARSING.pdf

The National Center for Family and Community Connections at the Southwest Educational Development Laboratory (SEDL) conducts annual reviews of family–school–community partnerships based on its extensive database called the Connection Collection. www.sedl.org/connections/research-syntheses.html

- *Emerging Issues in School, Family, & Community Connections* (2001), the first in a series of annual research syntheses, it highlights issues and promising new directions in the field. It identifies the need for conceptual clarification and outcome measurement, advances the research base in terms of theoretical frameworks and methodologies, and focuses on critical research areas.

- *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement* (2002) summarizes the research evidence that families have a major influence on student achievement.

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- *Diversity: School, Family, and Community Connections* (2003) synthesizes research on the role of families on students' academic achievement among diverse and low-income populations.

- *Readiness: School, Family, and Community Connections* (2004) examines the contextual factors associated with children's school readiness and explores the effectiveness of a variety of early childhood or preschool interventions that include a family or community focus.

Family Involvement and Literacy

The Center for the Improvement of Early Reading Achievement (CIERA) conducted research of theoretical, empirical, and practical solutions to the learning and teaching of early reading. Although funding for this program ended in 2003, the following archived reports are still available:

- *Constructing Achievement Orientations Toward Literacy: An Analysis of Sociocultural Activity in Latino Home and Community Contexts* (2001) focuses on sociocultural factors that produce motivation toward literacy and schooling. www.ciera.org/library/reports/inquiry-1/1-011/1-011.pdf

- *Family Matters Related to the Reading Engagement of Latina/o Children* (2002) reports on the relationship between ecocultural features of Latina/o families daily living and their children's motivation to read. www.ciera.org/library/reports/inquiry-1/1-015/1-015a.pdf

The Center for Research on Education, Diversity, and Excellence is a federally funded research and development program focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty.

- *The Immigrant Parents' Computer Literacy Project: A Strategies Guide for Implementation* (2004) describes practical lessons learned from the project to develop the computer skills of immigrant parents while they learn more about their children's education. www.crede.org/products/print/eprs.html

- *Family Literacy Nights: Building the Circle of Supporters Within and Beyond School for Middle School English Language Learners* (2004) describes a 3-year project to provide literacy nights for the families of low-performing Asian American English-language learners and discusses implications for practitioners. www.crede.org/products/print/eprs.html

- *Broadening the Base: School/Community Partnerships Serving Language Minority Students at Risk* (2000) describes the types of partnerships between schools and community-based organizations that promote the academic achievement of language minority students, the ways that partners work together, and the work that they do. www.crede.org/research/sfc/intro3_1.shtml

- *School/Community Partnerships to Support Language Minority Student Success* (2000) describes findings from a national study of school/community-based

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orgainzation partnerships that promote the academic achievement of language minority students. www.crede.org/products/print/research_briefs/rb5.shtml

Family Involvement and After School

The American Youth Policy Forum published *No More Islands: Family Involvement in 27 School and Youth Programs* (2003) in the context of No Child Left Behind and the Workforce Investment Acts requiring family involvement in both school and youth programs. The report reviews evaluations of school and youth programs that describe family involvement in a variety of venues. www.aypf.org/pressreleases/pr22.htm

Harvard Family Research Project has produced two research briefs on evaluating family involvement in out-of-school time. *Engaging With Families in Out-of-School Time Learning* (2004) explores how out-of-school time programs are evaluating their engagement with families. *Beyond the Head Count: Evaluating Family Involvement in Out-of-School Time* (2002) provides evaluation strategies and practices for out-of-school time programs. www.gse.harvard.edu/hfrp/projects/afterschool/resources

The Institute for Responsive Education at Northeastern University published *Family Participation in After-School Study* (2003), which describes 21st Century Community Learning Centers programs and their strategies to encourage family involvement. www.responsiveeducation.org/pdf/afterschoolReportOne.pdf

Parent Leadership

The Center for Parent Leadership published *The Case for Parent Leadership* (2004), a report that shows why parent leadership is important. The report also documents parent leadership initiatives across the country and includes resources, tools, and checklists that schools can use to assess current parent engagement efforts. www.centerforparentleadership.org/Case_Final.pdf

Community Organizing

The Cross City Campaign for School Reform and Research for Action's Indicators Project published a set of reports on a theory of change in community organizing, a framework of indicator areas, and case studies that illustrate the indicator areas. www.crosscity.org

- *Successful Community Organizing for School Reform* (2002) describes a framework of organizing indicators.

- *The Education Organizing Indicators Framework: A User's Guide* (2002) is a guide to using the indicators framework.

- *Appendix: Case Studies* (2002) illustrates the work of five organizing groups using the indicators framework.

The Institute for Education and Social Policy at New York University tracks the development of community organizing in school reform. www.nyu.edu/iesp

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- *Mapping the Field of Organizing for School Improvement* (2001) and *Organizing for School Reform* (2002), an abridged version of the former report, describe the diversity of both community organizing groups and their approaches to addressing crucial educational issues.

- *Lessons From the Field of School Reform Organizing: A Review of Strategies for Organizers and Leaders* (2004) contains lessons about (a) developing partnerships with schools based on accountability, (b) organizing both youth and adults for public education reform, and (c) improving instructional practice in low-performing schools.

- *Constituents of Change: Community Organizations and Public Education Reform* (2004) examines the relationship between community organizing and school and district capacity for improved school outcomes. This initial product of an ongoing 6-year study provides a conceptual framework that includes community organizing strategies and their short- and long-term outcomes.

The National Center for Schools and Communities (NCSC) at Fordham University provides policy analysis and other technical assistance to support community-based and parent-led school reform efforts across the nation and conducts evaluations of out-of-school time. www.ncscatfordham.org

- *26 Conversations About Organizing, School Reform, and No Child Left Behind* (2004) summarizes a joint project of NCSC and the Cross City Campaign for School Reform and the Center for Community Change. The report provides a snapshot of the how grassroots organizations related to No Child Left Behind during its initial implementation in several urban centers.

- *Unlocking the Schoolhouse Door: The Community Struggle for a Say in Our Children's Education* (2002) examines capacity-building issues among education organizing entities, many of them started by parents. It also identifies the factors that impede and encourage parent involvement.

Trends in Family Involvement

The Family Strengthening Policy Center of the National Human Services Assembly produces policy briefs that highlight promising and proven practices in the field of family strengthening. Its policy brief *Parental Involvement in Education* (2004) describes the benefits of parent involvement, implementation challenges, and resources for practitioners. www.nassembly.org/fspc/practice/practices.html

The National Center for Education Statistics (NCES) at the U.S. Department of Education provides a statistical portrait of several trends in family involvement in education. Trainings for researchers who want to learn how to better use National Household Education Surveys (NHES) and Early Childhood Longitudinal Study (ECLS) data sets are listed at nces.ed.gov/conferences. Below are recent reports from NCES.

- *Million Homeschooled Students in the United States in 2003* (2004) uses data from the 2003 NHES to show that the number of home-schooled students in the United States and the proportion of the student population they represent has increased since

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1999. The brief also discusses parents' motivation for home schooling.
nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004115

- ***Fathers' and Mothers' Involvement in Their Children's Schools by Family Type and Resident Status*** (2001) analyzes data from the 1996 NHES to address questions about parents' levels of involvement with their children's schools and the relationship between involvement and student outcomes.
nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001032

- ***Efforts by Public K–8 Schools to Involve Parents in Children's Education: Do School and Parent Reports Agree?*** (2001) compares parents' and educators' perspectives on how schools involve parents in their children's education and how parents respond to these opportunities for involvement. This report first uses data from the Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES and the Survey on Family and School Partnerships in Public Schools.
nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001076

Parent and Educator Perceptions of Public Education

Education Week publishes its annual *Quality Counts* reports on various topics in public education reform. ***Quality Counts: "If I Can't Learn From You"*** (2003) examines the difference in teacher quality for students based on wealth and family income. Using the federal database known as the Schools and Staffing Survey, the report includes teacher responses to family involvement and parent support.
www.edweek.org/rc/articles/2004/10/15/qc-archive.html

Compiled by the Educational Testing Service, ***A National Priority: Americans Speak on Teacher Quality*** (2002) examines the views of parents, teachers, principals, administrators, and education policymakers on the progress and priorities of education reform, including parental involvement, accountability, teacher quality, and government funding.
www.ets.org/Media/Education_Topics/pdf/survey2002.pdf

The annual ***MetLife Survey of the American Teacher***, supported by the MetLife Foundation, surveys and publicizes the opinions of teachers, principals, parents, and students on the current state of public education. Several of the annual surveys cover topics related to home–school relationships and parent participation.
www.metlife.com/Applications/Corporate/WPS/CDA/PageGenerator/0,1674,P288,00.html

- ***An Examination of School Leadership*** (2003) compiles the viewpoints of school community members to define the role of leadership in schools, and includes perspectives of parents, teachers, and principals on the quality of parent-principal relationships.
www.metlife.com/WPSAssets/20781259951075837470V1F2003%20Survey.pdf

- ***Student Life: School, Home and Community*** (2002) examines the various influences on students' lives when they are not in school and the relationship between experiences in and out of school. Students and teachers were surveyed.
www.metlife.com/WPSAssets/11738669411033654558V1FBook%20v.3.pdf

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- *Key Elements of Quality Schools* (2001) invited members of the school community to evaluate their schools in categories that include academic and physical environment and strength of teaching.
www.metlife.com/WPSAssets/26575530001018400549V1F2001ats.pdf

- *Are We Preparing Students for the 21st Century?* (2000), a survey of students, parents, and teachers, considers the future of current teens.
www.metlife.com/WPSAssets/19369043831018400720V1F2000ats.pdf

The Public Education Network synthesizes the opinions of hundreds of Americans who participated in public hearings on No Child Left Behind and its implementation in *Open to the Public: Speaking Out on No Child Left Behind* (2005).
www.publiceducation.org/portals/nclb/hearings/national/Open_to_the_Public.asp

The Pew Hispanic Center's survey of Latino parents, *Pew Hispanic Center/Kaiser Family Foundation National Survey of Latinos: Education* (2004), covers attitudes toward public schools, parents involvement in children's education and school activities, and perceived importance of college education. pewhispanic.org/reports/report.php?ReportID=25

The *Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools* (2004) surveyed the public to evaluate support for the strategies in No Child Left Behind.
www.pdkintl.org/kappan/k0409pol.htm

Public Agenda produces reports that reflect public perspectives on education. The reports below reflect the opinions of parents, teachers, and students.
www.publicagenda.org/research/research_reports_topic.cfm#education

- *All Work and No Play?: Listing to What Kids and Parents Really Want from Out-of-School Time* (2005) surveyed teens and parents about participation in organized and informal activities during out-of-school time.

- *Teaching Interrupted: Do Discipline Policies in Today's Public Schools Foster the Common Good?* (2004) surveyed teachers and parents about their perceptions of disciplinary issues in schools and what remedies they support.

- *Attitudes About Teaching: Including the Views of Parents, Administrators, Teachers and the General Public* (2003) explores recent research on how educators and parents perceive education.

- *Where We Are Now: 12 Things You Need to Know About Public Opinion and Public Schools* (2003) reviews research on the state of public schools. It examines teacher, parent, and student perceptions about the standards movement as well as their concerns about the climate in American high schools.

- *Reality Check 2002* examines student, parent, and teacher reactions to the standards movement, together with public perceptions of the actual abilities of high school graduates. *Reality Check 2001* and *2000* also consider the impact of standardized tests on education.

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Policy

The Education Commission of the States compiles information on how states address the issue of parent involvement in education through state legislation and other initiatives. www.ecs.org/html/IssueSection.asp?issueid=85&s=What+States+Are+Doing

Evaluation

Harvard Family Research Project's evaluation periodical, *The Evaluation Exchange*, highlights family support and involvement in education in several issues:

- **Evaluating Family Involvement Programs** (2004) brings together the current knowledge base of programs in family support and family involvement, providing a continuous perspective on family processes with regard to children's learning and development, from a child's early years through adolescence. www.gse.harvard.edu/hfrp/eval/issue28

- **Evaluating Education Reform** (2003) explores key dimensions of reform, including standards-based reform, technology in education, Comer schools, and new forms of public accountability. It addresses the links among education policy, practice, and evaluation and how research and evaluation can inform policy and practice. www.gse.harvard.edu/hfrp/eval/issue22

- **Evaluating Family Support** (2002) looks at the role of family support evaluations in field building. This issue features descriptions of national and local evaluations that are underway, a discussion of using effect size to measure program effectiveness, advice on how to bring family research to legislators' attention, and how data can help parents assess schools. www.gse.harvard.edu/hfrp/eval/issue18

In *No Child Left Behind Act: Educational Needs to Provide Technical Assistance and Conduct Implementation Studies for School Choice Provision*, the Government Accountability Office reviewed the school choice provision of the No Child Left Behind Act and its report to Congress contains information about student transfers and factors affecting parents' transfer decisions. www.gao.gov/cgi-bin/getrpt?GAO-05-7

The U.S. Department of Education commissions evaluations of major federal initiatives.

- *The Longitudinal Evaluation of School Change and Performance (LESCP) in Title I Schools* (2001) examined changes in student performance in a sample of 71 Title 1 schools. It followed a longitudinal sample of students as they progressed from third to fifth grade between 1997 and 1999. Findings include information about teacher efforts to reach out to parents of low-achieving students and the outcomes for children's grading and mathematical performance. www.ed.gov/offices/OUS/PES/esed/lescp_highlights.html

- *Third National Even Start Evaluation: Program Impacts and Implications for Improvement* (2003) reports findings from the third national Even Start evaluation. The evaluation included two complementary studies: (a) the Even Start Performance Information Reporting System (ESPIRS) which provided annual data on the universe of Even Start projects, and (b) the Experimental Design Study (EDS) which was an

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experimental study of Even Start's effectiveness in 18 projects.
www.ed.gov/rschstat/eval/disadv/evenstartthird/toc.html

- *Third National Even Start Evaluation: Follow-Up Findings From the Experimental Design Study* presents analyses of follow-up data collected from families that participated in the Experimental Design Study portion of the third national Even Start evaluation.
www.ed.gov/rschstat/eval/disadv/evenstartthirdfollowup/index.html

Professional development refers to education, training, and development activities that provide educators with a deeper understanding about the ways to build strong connections with families and communities. The audiences for professional development include teachers, teacher educators, school administrators, parent leaders, and early childhood professionals in family involvement.

The **American Association of Colleges for Teacher Education**, along with the **National PTA** and the MetLife Foundation, sponsored the Parental Engagement Institute, an initiative that funded selected teacher educators to develop coursework and other experiences that prepare teachers to build partnerships with families and communities. The initiative responded to findings of the 2000 and 2001 MetLife Survey of the American Teacher that pointed to the need of teacher preparation in this area. The initiative also sponsored a national summit on parent involvement in teacher education in 2002, featuring funded projects and other leaders in this area. In addition, four of the funded projects are described in Preparing Teachers for Parent Involvement: Current Practices and Possibilities Across the Nation, a special issue of *Thresholds in Education*, 2004. www.aacte.org

American Federation of Teachers hosts the biennial Quality Educational Standards in Teaching (QuEST) conference, which is a professional development event for all members of the education community that includes sessions on family involvement (www.aft.org/quest2005). AFT also offers a course called the School–Home Connection: Partnerships Supporting Student Learning. Teachers attend this 60-hour course at the AFT's Educational Research and Dissemination Program. The primary function of this course is to help school staff understand how they can assist parents to better support their children as learners. Topics explored include (a) using effective communication strategies to develop learning partnerships with families, (b) designing more productive homework assignments to involve families, (c) explaining classroom work and grading systems to parents, and (d) developing school wide parent involvement plans.

Association for Supervision and Curriculum Development (ASCD) has produced several professional development videos on working with families—during conferences, in the classroom, and in homework. Likewise, several audiotapes focus on practices with parents and communities. Two online training courses also cover family involvement—as a topic unto itself and as a part of creating and sustaining professional learning communities. One part of a three-part guide for instructional leaders offers insights and strategies for communicating about instruction to parents and the community. Finally, ASCD's annual conference offers multiple sessions on collaborations and partnerships, including those with families and communities. www.ascd.org

Family Friendly Schools provides workshops, trainings, and an institute for a fee. For example, the Tennessee Department of Education is partnering with Family Friendly Schools to launch a new opportunity for teachers and school administrators across the state to better involve families in education. This Family and Community Engagement Initiative will consist of a year-long, professional development program aimed at creating and implementing individualized parental involvement plans. Dr. Steven Constantino is founder of the Family Friendly Institutes and author of a book for principals on how to engage families. www.familyfriendlyschools.org

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Family Support America, through technical assistance and training, brings the knowledge and skills that the organization has gathered during almost 20 years of work with family support programs, systems, and agencies. Based on a carefully planned and tested curriculum, Family Support America trainers employ many techniques, from presentations to guided brainstorming to role-playing. Topics include Guidelines for Family Support Practice, What Is Family Support? and Family Involvement.
www.familysupportamerica.org/content/learning_dir/tech_supp.htm

Harvard Family Research Project (HFRP), through the Family Involvement Network of Educators (FINE), offers practical ideas to incorporate into professional development workshops and conference presentations including strategies to enhance students' reading skills and home–school communication. HFRP also offers a collection of teaching cases, narratives of problematic situations in home–school relations to be used for deliberation and reflection, that can be used for professional development.
www.gse.harvard.edu/hfrp/projects/fine/fineresources.html

Institute for Responsive Education sponsors the Parent Leadership Exchange (PLE) project. PLE meets the professional development needs of parent leaders in schools and community organizations by providing networking opportunities through conferences, newsletters, and technical assistance and training on issues most critical to parent leaders. PLE also offers a leadership certificate program for Boston-area parents and parent leaders. In addition, PLE posts professional development curricula and materials from trainings and workshops on its website. www.responsiveeducation.org/parentExchange.html

National Association for the Education of Young Children (NAEYC) hosts an annual conference each fall, the largest meeting of early childhood educators in the U.S. In 2004, 40 sessions focused on "parent/family relationships and support." NAEYC also hosts a National Institute for Early Childhood Professional Development each year for early childhood education leaders, which also offers sessions on family involvement. Finally, one of NAEYC's new initiatives entitled Supporting Teachers, Strengthening Families has added a national leadership program for early childhood professionals. The goal of the overall initiative is to prevent child abuse and neglect, promote children's social and emotional development, and support families. In 2005 and 2006, the leadership component will offer an intensive 3-day academy to two cohorts of 24 early childhood educators, plus follow-up action planning, small grants, linkages to other resources, and an online learning community.
www.naeyc.org/ece/supporting.asp

National Association of School Psychologists (NASP) hosts an annual convention in the spring, with numerous sessions on working with families, such as Diverse Parents' Perspectives on the Special Education of Their Children and Exploring Elementary Family–School Collaborative Practices. Family involvement is also mentioned in NASP's standards for training and field placement programs in school psychology.
www.nasponline.org/conventions

National Association of Secondary School Principals (NASSP) holds an annual conference. The 2005 meeting featured a session on teaching parents, several sessions on school–community relations, and a general session by Richard Rothstein who argues that extended services like after school programs, family support, and health and housing services are needed to help narrow the achievement gap. NASSP also awards 25 $5,000 mini-grants annually to middle and high school principals through its Bridge Builders program to help

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strengthen ties between schools and communities. This initiative also includes an online discussion thread and sessions at the annual conference. Materials and videotapes of the conference are available for purchase. www.nasspconvention.org/schedule

National Association of State Title 1 Directors holds the only national annual conference focused solely on Title 1. The conference offers 17 hours of professional development activities for administrators and educators. At the most recent conference, professional development certificates could be earned in a general conference strand, or a particular one, from among choices of Teaching & Learning curriculum, Communication & Coordination, and Policy & Practice. The strands contained at least a session or two focused on parent involvement or family–school–community issues; this emphasis was most apparent in Communication & Coordination which focused on connections with Title I communities, in particular parent programs (e.g., parent involvement in early literacy, and family–school–community partnerships). www.titlei.org

National Community Education Association (NCEA) offers an online graduate certificate in community education and hosts a summer academy on community education for emerging leaders. In 2001, NCEA cohosted a national conference with the National Coalition for Parent Involvement in Education, with some sessions focused on family involvement. www.ncea.com/whats_happening/continuing_education.cfm

National Education Association (NEA) sponsors the Family–School–Community Partnership initiative that has trained thousands of educators to improve student learning through the involvement of parents, families, and communities. This 2½-day training program presents current research, theory, and state-of-the-art practice to help build partnerships in local communities, and is tailored to local or state needs. The training provides participants with strategies for developing and sustaining strong partnerships as well as developing the skills to make these partnerships succeed inclusive of racial, class, and cultural diversity. The training is designed for educators, parents, families, and community members together. NEA has also produced books, videotapes, and workshops on family involvement and hosts an annual conference that includes workshop sessions on family involvement. NEA focuses on producing quality educators, by supporting teacher preparation, mentoring for beginning teachers, and staff professional development programs for experienced teachers. www.nea.org/priorityschools/famschoolpartnerships.html

The **National Head Start Association** is a private not-for-profit membership organization dedicated exclusively to meeting the needs of Head Start children and their families. The association provides support for the entire Head Start community by advocating for policies that strengthen services to Head Start children and their families, by providing extensive training and professional development to Head Start staff, and by developing and disseminating research, information, and resources that enrich Head Start program delivery. www.nhsa.org/training/annual_conference/32nd

National Middle School Association provides on-site professional development including in-services, workshops, summer institutes, and long-term professional development. Through a pool of consultants, it offers professional development for administrators, teachers, and parents, and on topics such as parenting issues and parent involvement. In addition, its yearly conference contains sessions to improve parent involvement. www.nmsa.org

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National Network of Partnership Schools (NNPS) offers a variety of professional development opportunities for leaders. First, the NNPS District Leadership Institute is a 2-day intensive work session that prepares district facilitators to lead and support schools in building sustainable, goal-oriented programs of school, family, and community partnerships using the NNPS approach. NNPS has also recently launched the District Leadership Campaign, a series of technical assistance services to support district members to plan, develop, and evaluate partnership programs throughout their district. The District Leadership Campaign utilizes the NNPS research-to-practice, practice-to-research approach to benefit district leaders in organizing successful and sustainable local networks of partnership schools. Last, the Leadership Development Conference is offered to leaders developing school, family, and community partnership programs so that they can learn research-based approaches for partnerships that link family involvement to school achievement and discover how the NNPS can help meet the requirements in the No Child Left Behind Act. www.csos.jhu.edu/p2000

National Parent Teacher Association (National PTA) sponsors an annual convention and exhibition. Conference attendees participate in workshops in order to bring back best practices and ideas to implement in their school, community, and PTA. The 2005 conference focuses on diversity, wellness, and membership. www.pta.org/archive_article_details_1121894244968.html

RMC has developed and designed a series of skill-based staff training guides on involving parents to improve the services Head Start programs provide to children and families. In developing the guides, RMC staff conducted focus groups and piloted training sessions with Head Start staff and parents around the country. As a result of this 5-year effort, RMC produced six comprehensive training guides: Engaging Parents, Communication With Parents, Partners in Decision Making, Building on Success, Supporting Family Learning, and Designing Parenting Education. www.rmcres.com/sub2.asp?pid=22&hti=lflec.jpg&sdc=fbc048

Teach for America trains 2,000 recent college graduates every year to teach in low-income urban and rural communities. Family involvement is part of its intensive summer training. In 2005 the training will include developing a family involvement plan that can be implemented during the academic school year. www.teachforamerica.org/about.html

U.S. Department of Education offers online professional development courses. The course on No Child Left Behind Basics for Teachers and Principals addresses the basic premises of the law and provides tools and follow-up activities to assist educators understand the law from the perspectives of parents and teachers. www.paec.org/teacher2teacher/nclbbasicsforprincipalsandteachers.html

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Professional standards of practice in family involvement define what accomplished professionals should know and be able to do in their work with families. The organizations below have produced professional standards for family involvement for a wide range of professionals and programs including teachers, teacher educators, teacher education programs, early childhood professionals and programs, school psychologists, and staff developers.

Association of Teacher Educators publishes family involvement standards for teacher educators. Standard 5 calls for master teacher educators to collaborate regularly and in significant ways with communities and other institutions to improve teaching, learning, and teacher education. www.ate1.org/pubs/Standard_5.cfm

Council for Professional Recognition produces standards for early childhood professionals. Competency Goal IV (Functional Area 11) for center-based and family child care providers and home visitors requires that Child Development Associate candidates establish positive and productive relationships with families. www.cdacouncil.org

Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers, offers family involvement standards for teachers. Principle 3 calls for teachers to understand how students' learning is influenced by language, culture, family, and community values. Principle 10 calls for teachers to foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/Projects/Standards_Development

National Association for the Education of Young Children writes standards for early childhood professionals and programs. Standards 1–4a establish the need for early childhood professionals and programs to build family and community relationships, to use assessment strategies in partnership with families, and to understand and use supportive interactions with families as the foundation for their work with young children.
www.naeyc.org/about/positions.asp

National Association of School Psychologists sets standards for school psychologists. Standard 2.8 calls for school psychologists to have knowledge of family systems, including family strengths and influences on student development, learning, and behavior and of methods to involve families in education and service delivery.
www.nasponline.org/certification/standards.html

National Board for Professional Teaching Standards writes standards for teachers. Proposition 5 addresses the need for teachers to work collaboratively with families and standards within early childhood, middle childhood, early adolescence, and mathematics and calls for teachers to work with and through parents and families to support children's learning and development. www.nbpts.org

The **National Council for Accreditation of Teacher Education** publishes educator preparation standards and accredits colleges of education that prepare Pre-K–12 teachers and

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other professional school personnel. Standard 1 calls for candidates preparing to work in schools to work with and consider family and community contexts to support students' learning and well-being. www.ncate.org/public/standards.asp

National Council of Teachers of Mathematics (NCTM) publishes the Principles and Standards for School Mathematics which outlines the essential components of high quality school mathematics programs and present a common foundation of math content for all students. The NCTM Standards set forth a comprehensive and coherent set of learning goals for mathematics for all students from Pre-K–12 to focus curricula, teaching, and assessment. The standards emphasize communicating with families the importance of a high quality mathematics education and offer examples of activities that will help parents understand the mathematics goals for their children. www.standards.nctm.org

National Parent Teacher Association (National PTA) offers standards for teachers and program administrators. Standards I through VI call for meaningful, two-way communication between home and school, promotion of parenting skills, parent participation in decision making, and family–school–community collaborations. The National PTA also recognizes schools that conform to these standards through its Parent Involvement Schools of Excellence Certification program. www.pta.org/archive_article_details_1118251710359.html

National Staff Development Council offers standards for school and district staff developers. The standards for family involvement call for staff developers who can provide educators with knowledge and skills to involve families and other stakeholders appropriately. www.nsdc.org/standards

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Programs are an organized set of activities to increase family involvement in children's education and school capacity for partnership with families. Programs commonly design activities based on research and include a package of training, technical assistance, and networking opportunities, such as annual conferences.

The programs can be categorized as family-focused, school-focused, or community-focused. Family-focused programs seek to change family beliefs, attitudes, and behaviors toward involvement in a child's learning and development. School-focused programs build relationships between families and schools, and work to change school structures in ways that promote greater family involvement. Community-focused programs bring together families, schools, and communities to achieve a range of goals such as improving the performance of schools, proving comprehensive social supports for children and families, and enriching the educational resources of schools.

The programs included in this resource guide are organized into the following categories:

Family-Focused
- Family Involvement in Early Childhood
- Home Visitation
- Family Involvement to Support Academic Achievement
- Family Involvement to Support Social and Emotional Development
- Family Involvement in School (Home–School Partnership)
- Parent Leadership

School-Focused
- School–Family Partnerships

Community-Focused
- Community Organizing
- Full-Service/Community Schools
- Family Resource Centers

Family-Focused Programs

Family Involvement In Early Childhood

Early Head Start, sponsored by the Administration for Children and Families (ACF) at the U.S. Department of Heath and Human Services, is a community-based program for low-income families that provides parent education, comprehensive health and mental services, childcare, and home visits. Early Head Start is currently operating in numerous sites across the country.
www.ehsnrc.org

The **Even Start** program of the U.S. Department of Education is a national education program for low-income families designed to improve the academic achievement of young children and their parents, especially in the area of reading. The program provides early childhood education, adult literacy, parenting education, and teaches interactive literacy activities for parents and their children. www.ed.gov/programs/evenstartformula

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The **Family of Readers** program from Reading Is Fundamental is a family reading program that currently serves over 75,000 children and their parents across the country, focusing on educationally at-risk children, from birth through elementary school, and their families. Family of Readers helps parents develop the skills and self-assurance to take a leading role in supporting their children's reading and learning while their children learn to love books. The program is implemented in ABE, GED, and parenting programs.
www.rif.org/about/familyofreaders

The **Head Start Parent-Mentor Program**, developed by the National Center for Family Literacy and the U.S. Department of Health and Human Services, trains parents of children aged 3- 5 to enhance the literacy and language development of their children and to share their enthusiasm and learning with other parents. Trainings are offered in locations across the country and include trainings specifically designed for fathers.
www.parentmentorprogram.org

The **Head Start Program** of the U.S. Department of Health and Human Services is a comprehensive child development and early education program for low-income children, ages 0--5 and their families. In addition to providing research-based academic curricula, Head Start provides an array of comprehensive services such as health and mental health screenings and services, nutrition, dental and vision services, and extensive parental involvement and education. www.acf.hhs.gov/programs/hsb/programs/index.htm#hs

The **Shared Beginnings** program of Reading Is Fundamental helps young parents develop their children's early language and literacy skills through a series of activities that give parents practice in reading aloud to their children and planning early learning experiences that stimulate language development in infants and toddlers. Parents also learn how to choose picture books that their children will enjoy. The program is currently offered in schools, home-based programs, child care clinics, and residential facilities across the country.
www.rif.org/about/sharedbeginnings

Home Visitation

Healthy Families America (HFA) is a program of Prevent Child Abuse America. Through home visits, staff work to develop trusting relationships with families and support parents in overcoming the many challenges in daily life. Their services include parent education and parent–child relationship building as well as referrals to help with housing, financial well-being, substance abuse, and mental health. www.healthyfamiliesamerica.org

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a parent involvement and school readiness program that helps parents prepare their young children for success in school. HIPPY helps parents empower themselves as their children's first teacher by giving them the tools, skills, and confidence they need to work with their children in the home. The program was designed to bring families, organizations, and communities together and to remove barriers to participation such as limited financial resources or lack of education.
www.hippyusa.org

Nurse–Family Partnership helps communities replicate and sustain an evidence-based program of home visiting by registered nurses. This voluntary intervention program serves first-time families by providing home visits by highly educated, registered nurses, beginning early in pregnancy through the child's 2nd year. The nurse home visitors provide support,

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education, and counseling on health, behavioral, and self-sufficiency issues. The intervention is shown to improve birth outcomes; reduce childhood injuries, abuse, and neglect; reduce welfare dependency; and reduce the involvement of low-income mothers and their adolescent children in the criminal justice system. www.nursefamilypartnership.org

The **Parent–Child Home Program** is a school readiness program serving families with preschoolers challenged by the many obstacles to educational success—poverty, low levels of education, and language and literacy barriers. The program provides intensive home visiting for primary caregivers and their 2- and 3-year-olds to develop parent–child verbal interaction, build children's language and literacy skills, and prepare them to enter school ready to succeed. www.parent-child.org

Parents as Teachers National Center is the resource base for local organizations worldwide who offer its Born to Learn model of services to families. These services, designed to benefit all families, include personal visits, parent group meetings, child screenings, and referrals to specialized community resources. Through personal visits, trained and certified professionals bring customized child development information to parents throughout pregnancy until their child enters kindergarten. They help parents understand what to expect next at each stage of their child's development and realize the importance of their role in shaping their child's future. www.patnc.org

Family Involvement to Support Academic Achievement

Equals, at the Lawrence Hall of Science, the University of California at Berkeley, provides **Family Math** and **Matemática Para La Familia**. The program is designed to assist parents of children in Grades Pre-K–8 in becoming more effective partners in helping their children succeed in mathematics. Family Math shows participants that math is understandable and relevant to their lives. The program provides workshops and curriculum materials that enable parents, teachers, and other community members to establish Family Math classes in their schools and communities. www.lhs.berkeley.edu/equals/FMnetwork.htm

MAPPS (Math and Parent Partnerships) engages parents in the mathematics of the schools. It revolves around three activities: workshops (2-hour stand-alone sessions for parents and their children), mini-courses (for parents, each based on a major theme of school math, each involving a commitment of eight 2-hour sessions), and leadership development sessions, where parents become facilitators of the workshops themselves. mapps.math.arizona.edu

The **MegaSkills** program developed by the Home and School Institute is intended to unite parents, schools, and communities on behalf of children's academic achievement. MegaSkills programs train teachers to conduct workshops and provide home learning "recipes" for families. The MegaSkills Leader Training for Parent Involvement provides training in how to conduct a series of workshops for parents. These parent workshops focus on how parents can support their children's learning in the home and provides grade-coded home, academic learning activities for parents to do with their children. School personnel are trained in the parent involvement and classroom program using specially designed materials that also provide assessments of program effectiveness. www.megaskills.org

Parent Expectations Support Achievement (PESA) is a parent education program that teaches parents techniques that will improve their child's academic achievement,

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communication with the family, and self-confidence. It was developed by the Los Angeles County Office of Education as a companion to the Teacher Expectation and Student Achievement (TESA) program. School districts across the United States and Europe are using PESA for their parent involvement program at school and community sites.
streamer.lacoe.edu/PESA

Developed by the National Center for Family Literacy (NCFL), the **Toyota Families in Schools** program targets children's academic achievement by implementing family literacy programs in elementary schools. Under the TFS model, schools provide comprehensive family literacy services including adult education, Parent Time, and Parent and Child Together (PACT) Time. The program emphasizes parents' roles as supporters of their children's education. Since 1998, 45 Title I elementary schools have implemented the program in 15 cities across the country.
www.famlit.org/ProgramsandInitiatives/SchoolFocusedInitiatives

Family Involvement to Support Social and Emotional Development

Families and Schools Together (FAST) is a collaborative prevention and parent involvement program designed to address various problems such as alcohol and drug abuse, violence and delinquency, and school dropout rates. The program supports development of relationships among parents, schools, and the community to enhance children's academic and social performance. It is a multifamily/social support, research-based program which intervenes with school children ages 4–8 to build multiple protective factors. The core of the program involves eight weekly meetings usually held in the school during which positive interactional experiences for families are structured and facilitated by a collaborative leadership team. Families graduate from the program at the end of 8 weeks and then participate in monthly follow-up meetings for 2 years, run by the families, with support from the collaborative team. www.wcer.wisc.edu/fast

Strengthening Families Program (SFP) is an evidence-based, family skills training program that has been shown to reduce problem behaviors in children, improve school performance, and reduce delinquency and alcohol and drug use in teenagers. The program involves both parents and children and provides 14 sessions on parenting, children's life skills, and family skills training. Culturally adapted versions of SFP have been developed and evaluated with African American, Hispanic, Asian and Pacific Islander, and American Indian families. www.strengtheningfamiliesprogram.org

Family Involvement in School (Home–School Partnership)

Parent Information and Resource Centers (PIRCs), funded through a discretionary grant program of the U.S. Department of Education, disseminate information to parents about their rights under the No Child Left Behind Act and provide training, information, and technical assistance to parents, family advocates, educators, and community organizers about how children develop and what they need to succeed in school. More than 70 PIRCs operate in almost all states. Local PIRC's commission yearly external evaluations. www.pirc-info.net

The **Parent Institute for Quality Education (PIQE)** encourages and supports low-income ethnically diverse parents of elementary, middle, and high school children to take a participatory role in assisting their children's education. Parent Institute for Quality Education provides morning or evening sessions for parents with credentialed teachers, which

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focus on topics like home/school collaboration, motivation in school, creating a home learning environment, the school system, and college preparation. piqe.org

Parent Leadership

The **National Parent School Partnership (PSP) Program** of the **Mexican American Legal Defense and Educational Fund (MALDEF)** is a national program designed to train parents, school personnel, and community-based organizations to lead in the educational attainment of children. MALDEF's PSP Training Manual and Curriculum provide trainers with 16-week sessions as well as procedures, forms, and best practices to successfully implement and sustain the program. The curriculum covers topics such as parent rights and responsibilities, structure and function of schools, parent/teacher conferences, understanding group process, principles of leadership, and the road to the university. www.maldef.org/psp

Parent Leadership Training Institute (PLTI) seeks to enable parents to become leading advocates and change agents for their children, and foster greater representation of parents in policy and other decision making. PLTI provides a full-day retreat followed by a 20-week course on leadership and civic engagement. Parent graduates serve as mentors for parents in subsequent courses. PLTI is based in Connecticut with sites in other states. www.cga.ct.gov/coc/plti.htm

Parents for Public Schools is a national organization of community-based chapters working to strengthen public schools. Local chapters are groups of parents advocating for school improvement and more participation in school improvement programs. www.parents4publicschools.com

The **Prichard Committee for Academic Excellence** sponsors the Commonwealth Institute for Parent Leadership, a statewide program in Kentucky that works to build the capacity of parent leaders to mobilize other parents and organize school improvement projects in their communities. The institute provides three two-day sessions to selected parent leaders. A key element of the institute is the commitment by participants to design and carry out projects that will involve more parents and have a lasting, positive impact on student achievement. Regional staff members of the Prichard Committee assist participants with their local activities, and graduates are brought together in regional groups after their training to share their knowledge and experiences. www.cipl.org

The **Right Question Project** teaches people the skill of formulating their own questions, and helps them focus effectively on key decisions made by public institutions that affect them. The Right Question Project's educational strategy has been used by several federally funded Parent Information and Resource Centers (PIRC) to help thousands of parents more effectively support, monitor, and advocate for their children's education. www.rightquestion.org

School-Focused Programs

School–Family Partnerships

The **Comer Process** is a system-wide intervention developed by Dr. James Comer and implemented by the School Development Program (SDP) at Yale University. The process is grounded in the idea that healthy child development is essential for academic achievement and life success. The Comer Process replaces traditional school organization and

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management with an operating system that works for schools and the students they serve. The School Development Program (SDP) governance model engages parents and school staff in teams based on collaboration, consensus decision making, and problem solving. Parents are involved both in the planning and management of the school's reform and in the development and implementation of parent involvement activities that support the school's social and academic programs. www.comerprocess.org

The **Institute for Family Friendly Schools** was created to support schools and districts as they develop the Family Friendly Schools model for family–school partnerships. The models uses a five-step process that includes evaluation, implementation, conceptualizing and development, self-assessment, and awareness. Dr. Constantino works with schools and districts to customize the institute to the varied needs of schools and districts around the country. He collects baseline data prior to the start of the institute, then works with schools and districts to formulate the vision for Family Friendly Schools. www.familyfriendlyschools.org

Parent Teacher Associations (PTA) provide a model for parent involvement in local schools. Parents work together with principals, superintendents, school boards, and other community leaders to make sure parents' concerns are heard and needs are met. The National Parent Teacher Association (NPTA) provides support and information for local and state level PTAs. The Building Successful Partnerships program of the NPTA trains national board members and state leaders in how to conduct workshops on parent involvement and the National Standards for Parent/Family Involvement Programs in local schools. The National Parent Teacher Association recognizes schools that are committed to parent involvement through its Parent Involvement Schools of Excellence Certification program. The National PTA provides registered schools with a framework for evaluating their family involvement activities based on the National Standards for Parent/Family Involvement. www.pta.org

The **School, Family, Community Partnership** model was developed by Dr. Joyce Epstein and is disseminated by the National Network of Partnership Schools (NNPS) at John Hopkins University. The model is based on Epstein's six types of involvement which include parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. The School, Family, Community Partnership model is organized and implemented at the school level by an Action Team for Partnership, comprised of teachers, administrators, parents, community members, and students who work together to design and implement family and community involvement activities linked to school improvement goals for student success. The National Network of Partnership Schools brings together schools, districts, and states that are committed to developing and maintaining comprehensive programs of school–family–community partnerships. Schools, districts, and states using the partnership model can learn about and share best practices for each of the six types of involvement through NNPS publications, conferences, and other networking opportunities. www.partnershipschools.org

The **Title I Program** of the Elementary and Secondary Education Act (ESEA) provides financial assistance to public schools with high numbers or percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Parent involvement is a centerpiece of the program, which provides for substantive parental involvement at every level of the program. The No Child Left Behind Act of 2001 (Elementary and Secondary Education Act reauthorization) requires that every school district or school receiving Title I funds to have a written parent involvement policy

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and to build school capacity to effectively implement the parent policy provisions.
www.ed.gov/programs/titleiparta

Community-Focused Programs

Community Organizing

The **Association of Community Organizations for Reform Now (ACORN)** is a national organization of low- and moderate-income families involved in community organizing efforts. ACORN provides support and knowledge to local affiliates campaigning for the improvement of public schools in low- and moderate-income neighborhoods. www.acorn.org/index.php?id=2660

The **Cross City Campaign for Urban School Reform** is a national network of school reformers, parents, community members, teachers, and principals working together to improve public schools and education for urban young people. The campaign advocates for policies and practices that move authority, resources, and accountability to the school level, reconnect schools with their community, and completely rethink the role of school districts. www.crosscity.org

The **Public Education Network**'s public engagement initiatives seek to mobilize public support for education reform through local education funds (LEFs). LEFs are nonprofit organizations that collaborate with school systems and local communities. Current initiatives focus on reforming standards and accountability, schools and community services, and teacher quality. www.publiceducation.org

Full-Service/Community Schools

The New York City Department of Youth and Community Development in collaboration with the Youth Development Institute of the Fund for the City of New York started the **Beacons Initiative** in 1991. Beacons are a strategy for building communities of support for children and families. Community Based Organization sponsor Beacons and convert local school buildings to active community centers for use after school, on weekends, and during the summer. Community entities use space in Beacons to provide numerous services such as education, language classes, employment training and counseling, and cultural and recreational activities for youth and families. The intent is not only to offer services, but also to use schools as a vehicle to support community development. The Beacons have been adapted in several cities and counties across the nation. www.fcny.org/portal.php/syd/beacons

The **Coalition for Community Schools** is an alliance of national, state, and local organization in education K–16, youth development, human services, community development, and local government organizations that are involved in the development of community schools. The Coalition advocates for community schools as the most effective vehicle for strengthening schools, families, and communities so that together they can improve student learning. www.communityschools.org

Communities in Schools, Inc. (CIS) is a network of local and state CIS programs that establish the community schools model to connect schools and their communities to students and families. Schools partner with community service agencies to provide a variety of health, social, and family services plus parent involvement programs, volunteers, mentors, and tutors. www.cisnet.org

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School of the 21st Century (21C) is a school-based service-delivery model to provide child care and other support services to families with children from birth to age 12. 21C transforms the traditional school into a year-round, multiservice center providing high quality, accessible services from early morning to early evening. It is based on the principle that all families need various supports and, as such, it is universal program accessible to all children and families. In some communities 21C schools are known as Family Resource Centers (FRC). Connecticut, Kentucky, and Arkansas have launched statewide initiatives based on the 21C model. The national 21C office at Yale provides training and technical assistance on implementation and conducts various studies to enhance the model and learn about current conditions in schools. www.yale.edu/21C

Family Resource Centers

The U.S. Department of Education funds **Parent Training and Information Centers** to serve families of children and young adults with disabilities. Every state has at least one center which helps families obtain appropriate education and services for their children with disabilities, works to improve education results for children with disabilities, resolves problems between families and schools or other agencies, and connects children with disabilities to community resources that address their needs. www.taalliance.org/centers

Tools are practical, hands-on resources that those working in the family involvement field can use in their everyday practice. Tools are available for practitioners and for parents and parent trainers. Practitioners are school-based educators (principals, teachers, counselors, and others) whose primary responsibility is to children, schools, learning, and instruction. Parent trainers are those who are in the field of parent education and family-centered programs and may either be based in schools or community-based programs. Parent and parent-trainer workshops are parent-centered and often provide hands-on work by parents with parents.

For practitioners, tools fall into two main categories:

- **Comprehensive products and toolkits** provide the conceptual base for family involvement and can serve as applied resources to be integrated into teaching, learning, and school-wide curricula. These products are coherent and integrated sets of school-centered resources that include research, multiple perspectives on issues, strategies to build and replicate effective programs, and profiles of successful family involvement projects.

- **Professional books, guides, newsletters, and articles** are stand-alone resources for specific family involvement topics. These tools are often isolated publications dedicated to particular family-involvement-related issues in the form of summaries of research, books, briefs, and tip sheet guides.

For parents and parent trainers (e.g., parent-liaisons, parent advocates, parent educators, and others involved in parent education and family centered work), tools can be classified into three categories:

- **Workshop guides, manuals, and curricula** contain integrated workshop ideas, materials, and guides generally conceptualized around research-based family involvement strategies.

- **Interactive Web-based resources** guide parents' navigation of the Internet to support children's learning or provide engaging educational activities that parents and children can do together. These resources, though few, employ the Internet as an innovate tool to involve parents and children in technology, literacy, and mathematical concepts.

- **Newsletters, activities, tip sheets, and websites** are generally short and focused materials created for parents that offer facts about family involvement and strategies for ways to be involved in children's learning across the home, school, and community contexts.

Note: A pair of asterisks in front of an organization (**) indicates that the organization provides resources specifically related to the No Child Left Behind Act.

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Tools for Teachers and Administrators

Comprehensive Products and Toolkits

Annie E. Casey Foundation offers the *Strengthening Families, Strengthening Schools* toolkit that provides information and resources to help schools work in partnership with families and communities. www.aecf.org/initiatives/mc/sf

CADRE, the National Center on Dispute Resolution in Special Education, publishes *Educating Our Children Together: A Sourcebook for Effective Family–School–Community Partnership*. This sourcebook highlights guiding principles for family–school–community involvement in K–12 schools, tips for getting started, and a self-assessment tool to understand current practices and strategies. It is available online and in CD format. www.directionservice.org/cadre/EducatingOurChildren_01.cfm

Center on English Language and Achievement (CELA) at the University at Albany offers preschool teachers ideas for connecting with children's homes around language and literacy. cela.albany.edu/literacycorner/hschool/default.html

Coalition of Essential Schools maintains a family collaboration section of its website that contains books and briefs related to parent teacher communication and family collaboration. www.essentialschools.org/pub/ces_docs/resources/cc/family/family.html

Collaborative for Academic, Social, and Emotional Learning (CASEL) developed a research-based, step-by-step program for teachers called *Enhancing School–Family Partnerships* (www.casel.org/projects_products/pastprojects.php) that educators can use to increase parent participation in children's education. CASEL also offers various resources and essays for teachers to help them work together with families around social and emotional learning. The resource packet *Ideas and Tools for Working With Parents and Families* (www.casel.org/about_sel/SELhome.php) includes background on the role of families in teaching social-emotional learning and handouts for parents in English and Spanish of activities parents can do at home with children.

Education Alliance at Brown University has developed *The Knowledge Loom: School, Family and Community Partnership*, a Web resource developed with RMC Research Corporation of New Hampshire, that focuses on involving parents and communities in the learning process. It provides a list of best practices, related research summaries/ bibliographies, posters, and resource links as well as case studies about the practice in action. knowledgeloom.org/sfcp

Education Week has an online parent involvement page in the research center of its website which provides an overview of the topic and links to related articles and other resources on the Web. www.edweek.org/rc/issues/parent-involvement

Families and Work Institute (FWI) offers the *MetLife Tri-Connecting Action Kit*, a tool to facilitate connections among parents, teachers, students, and the community to promote student learning. www.familiesandwork.org/index.asp?PageAction=VIEWCATS&Category=205&2=1076

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George Lucas Educational Foundation website has a section for parents. Included are articles, research summaries, video clips and resources, and a section on "what's working," as well as interviews with school professionals about how to build partnerships with families (www.glef.org/php/keyword.php?id=225). Parents may also want to go to the Get Started page (www.edutopia.org/getstarted/parents.php).

Harvard Family Research Project offers the Family Involvement Network of Educators (FINE) that serves as a free network for professionals interested in issues in family involvement. Members of FINE receive monthly updates on the latest information on family involvement. FINE also offers the *FINE Forum* e-newsletter that highlights promising family involvement practices in the field. HFRP also publishes issue briefs that explore the role of family involvement in out-of-school time learning. www.finenetwork.org

**Learning First Alliance publishes *A Practical Guide to Talking With Your Community About No Child Left Behind and Schools in Need of Improvement* that helps school leaders communicate with parents and the public about the law and its effects in each community. www.learningfirst.org/publications/nclbguide/index.html

National Association of Partners in Education (NAPE), in collaboration with MetLife Foundation, developed the *MetLife Foundation Teacher–Parent Engagement Through Partnerships Toolkit*. This toolkit addresses five elements critical to the development of comprehensive teacher–parent partnerships: effective school and community leadership, effective communication, facilitating time and access, engaging families of diverse backgrounds, and professional development. www.napehq.org

National Head Start Association (NHSA) offers the Father-Friendliness Organizational Self-Assessment and Planning Tool that is designed to help Head Start and other early childhood programs assess their readiness to provide services to fathers. www.nhsa.org/program/fathers/parents_father_assess.htm

National Network of Partnership Schools publishes newsletters, collections of *Promising Partnership Practices*, research briefs, and articles in research and practical journals on the design and effects of family and community involvement. Special materials include the Teachers Involve Parents in Schoolwork (TIPS) interactive homework process, and a CD with sample homework assignments in math, language arts, and science in the elementary and middle grades. With TIPS, teachers can design and assign homework that helps families stay informed and involved in their children's learning activities at home. Information on TIPS, newsletters, research briefs, and information on requirements for family involvement in the No Child Left Behind Act are on the NNPS website. www.partnershipschools.org

**North Central Regional Educational Laboratory (NCREL) dedicates a portion of its website to family and community as one pathway to school improvement. This section of the website contains multimedia coverage of issues related to family engagement as well as how families can understand school choice options based on No Child Left Behind. www.ncrel.org/sdrs/areas/pa0cont.htm

Prichard Committee for Academic Excellence offers a *Parent Involvement Toolkit for School Leaders*. This toolkit offers items that will help develop a parent involvement policy and a plan for involving parents along with documents that can be shared with parents and

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workshop ideas. Prichard also offers articles and reports on how to mobilize parents to support school reform efforts. www.fcps.net/fcs/default.asp?prcItem=10

Recruiting New Teachers (RNT) provides the *Connect for Success: Building a Teacher, Parent, Teen Alliance toolkit*, funded by MetLife Foundation, that is designed to help new teachers, especially those in high-poverty middle and high schools, build partnerships with parents. www.rnt.org/channels/clearinghouse/aboutrnt/1569_pubconnectforsuccess.htm

Professional Books, Guides, Newsletters, and Articles

AEL (now known as Edvantia) published *Interactions: A Summary of Research on School–Community Relationships* (2003), which summarizes the research on school–community relations, particularly in low-income communities. The report reviews the nature, purpose, and benefits of school–community relations, and devotes a brief description of home–school relations. www.edvantia.org/publications/index1.cfm?&section=publications&area=publications&id=476

American Association of Colleges for Teacher Education (AACTE) offers the booklet *Culturally Responsive Parental Involvement: Concrete Understandings and Basic Strategies* for teachers and teacher educators. aacte.org/Products_Services/kinggoodwin.pdf

American Association of School Administrators (AASA) publishes articles in its magazine, *The School Administrator*, that provide tips for principals and superintendents on promoting parent participation (e.g., www.aasa.org/publications/saarticledetail.cfm?ItemNumber=1026&snItemNumber=950&tnItemNumber=951).

Annie E. Casey Foundation offers publications such as *Families as Primary Partners in Their Child's Development and School Readiness*. www.aecf.org/publications/browse.php?filter=5

Association for Supervision and Curriculum Development (ASCD) publishes books on parent involvement including *The New Principal's Fieldbook: Strategies for Success* and *How to Involve Parents in a Multicultural School*. www.ascd.org/portal/site/ascd/menuitem.2a4fb56d79bd30a98d7ea23161a001ca

Center for Equity and Excellence in Education (CEEE) offers the publication *Finding the Family in Comprehensive School Reform Models: A Guide for Discussion* that is written for school and district administrators. It is intended to serve as an aid in determining the degree to which a Comprehensive School Reform (CSR) model supports family and community involvement. ceee.gwu.edu/Products_SchoolReform/Finding_the_Family.pdf

The Center for Law and Education (CLE) publishes *Title I as a Tool for Parent Involvement* and also has a school improvement publications list that includes resources on parent and community involvement. www.cleweb.org/issues/title1/tool.htm

Center for Research on Education, Diversity, and Excellence (CREDE) offers research briefs on family involvement in reading and literacy development (e.g., *Scaffold for School–Home Collaboration: Enhancing Reading and Language Development*). CREDE also offers reports on how to organize family literacy nights and practitioner briefs on building

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partnerships with Latino immigrant parents.
www.crede.org/products/print/research_briefs/rb9.shtml

Children, Youth, and Family Consortium provides information related to family
relationships and parenting, and archived publications related to family–school partnerships
(*Seeds of Promise*, Series 2, Vol. 2). www.cyfc.umn.edu/publications/seeds/series2v2

Children's Aid Society offers the manual *Building a Community School* as well as parent
involvement tip sheets. www.childrensaidsociety.org/publications

Council of Chief State School Officers (CCSSO) published *Gaining Ground* (1999–2003),
a newsletter aimed at sharing best practices for improving student achievement in high
poverty schools. The Summer 2003 issue centers around parent and community involvement.
www.ccsso.org/Whats_New/newsletters/gaining_ground/2301.cfm

Early Childhood and Parenting Collaborative at the University of Illinois offers
publications including *Connecting With Parents in the Early Years.*
ceep.crc.uiuc.edu/pubs/connecting.html

Families and Advocates Partnerships for Education (FAPE) produces fact sheets for
parents about special education law in different languages and publications on improving
family involvement in special education. www.fape.org/pubs

Family Support America offers various publications on family support including *Are
Schools Ready for Families? Case Studies in School–Family Relationships* which includes
compelling case studies that illustrate the benefits of community-based schools.
www.familysupportamerica.org/lcenter/showarticle.php?action=view&aid=81&categoryid=2
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The **First Day Foundation** offers a handbook for planning and implementing First Day of
School Celebrations that engage parents in their children's education on the first day and
every day of the school year. www.firstday.org

Institute for Education and Social Policy (IESP) offers publications related to family
involvement and community organizing including *Parent Power and Urban School Reform:
The Story of Mothers on the Move.* www.nyu.edu/iesp/publications/reports.html

Institute for Educational Leadership (IEL) produces newsletters and briefs that support
continued planning and implementation in building community partnerships, building
sustainability, and family-centered, culturally competent partnerships. IEL has also published
the *Handbook for State Policy Leaders – Community Schools: Improving Student
Learning/Strengthening Schools, Families, and Communities*, a primer to help guide state
policymakers, governors, state legislators, chief state school officers, and leaders of other
state agencies through the vision of community schools.
www.communityschools.org/pubs.coal.html

Institute for Responsive Education (IRE) offers tip sheets related to school–family
partnerships including information about school–parent compacts, using parent/family
surveys, and strategies for creating family friendly schools.
www.responsiveeducation.org/publications.html

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The Math and Parent Partnerships (MAPPS) Center offers a variety of resources: materials to accompany a MAPPS Program including facilitator manuals, videos, and a guidebook (mapps.math.arizona.edu/curriculum.php), research briefs for educators on the impact of MAPPS Programs (mapps.math.arizona.edu/researchpapers.php); and a virtual tour for parents of different quality mathematics sites on the Internet (mapps.math.arizona.edu/tour.php).

Mid-Atlantic Regional Education Laboratory/Laboratory for School Success supports school–family–community connections by publishing the *Partnership Series*, a series of brochures aimed at teachers and parents that focus on increasing the chances of academic success and healthy development of children and youth. www.temple.edu/LSS/partnerships.htm

National Association for the Education of Young Children (NAEYC) offers a large selection of educational resources for early childhood professionals and others including books, brochures, videos, posters, and journals. The practitioner-oriented journal *Young Children* often publishes articles related to family involvement with young children. www.naeyc.org/pubs

National Association of Elementary School Principals (NAESP) publishes *Principal Magazine* and the monthly newsletter *Communicator*. Both offer useful tips and articles for school leaders on involving families in school practice. There is also a special bulletin insert in *Communicator*, Report to Parents, written in English and Spanish that can be copied and sent home to parents. www.naesp.org/ContentLoad.do?contentId=287

National Association of Secondary School Principals (NASSP) publishes *Principal Leadership* magazine that often includes articles related to family involvement in education. www.nassp.org/s_nassp/sec_abstracts.asp?CID=43&DID=43

National Center for Early Development & Learning (NCEDL) offers various publications including an annotated bibliography on family literacy and family literacy programs (www.fpg.unc.edu/~ncedl/pages/famlitbib.cfm); a framework for home, school, and community linkages; and the book *Successful Kindergarten Transition: Your Guide to Connecting Children, Families, and Schools* (www.brookespublishing.com/store/books/pianta-6156).

National Center for Family Literacy offers various publications to develop and sustain family literacy programs including *Stories of Impact: Improving Parent Involvement Through Family Literacy in the Elementary School* that examines how family literacy impacts children's outcomes by engaging parents in schools while also supporting parents' efforts to improve their own skills. www.famlit.org/Publications/member-pubs.cfm

National Coalition for Parent Involvement in Education (NCPIE) offers a searchable listing of comprehensive family involvement resources for educators and administrators. www.ncpie.org/Resources

National Community Education Association (NCEA) provides information on how to build learning communities. *Home, School, and Community Partnerships* and *Engaging Families & Communities – Pathways to Educational Success* are two books for educational

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leaders, teachers, and family advocates interested in creating and implementing home–school–community partnerships. www.ncea.com/pubs_products

National Council of Teachers of English (NCTE) publishes *Family Message Journals: Teaching Writing Through Family Involvement.* www.ncte.org/store/books/writing/106171.htm

National Middle School Association (NMSA) publishes *Family Connection,* a resource to help busy middle school principals and assistant principals with their parent newsletter. You can use the publication as is or cut and paste articles of interest. www.nmsa.org

National School Boards Association (NSBA) publishes numerous articles related to parent involvement in the *American School Board Journal,* including *Engaging the Public: How School Boards Can Call for Community Involvement in Important School Decisions.* www.asbj.com/2001/09/0901coverstory3.html

North Central Regional Educational Laboratory (NCREL) offers the *Family of Learners Resource Guide,* which is a CD full of information and activities that can be used by educators and parents to positively affect student learning by working together. www.learningpt.org/msc/products/fol.htm

Northwest Regional Educational Laboratory (NWREL) has published several resources including *Building Relationships for Student Success: School–Family–Community Partnerships and Student Achievement in the Northwest.* www.nwrel.org/partnerships/pubs/building.html

Pacific Regional Educational Laboratory (PREL) publishes the *Pacific Educator,* a quarterly journal that contains news and articles including an issue dedicated entirely to family and community. www.prel.org/products/paced/nov02/pr_/htmlcontents.asp

Project for School Innovation publishes books developed by public school educators for school leaders and teachers. They offer a book called *Including Every Parent: A Step by Step Guide to Engage and Empower Parents* and a how-to guidebook called *Becoming a Community School.* www.psinnovation.org/PSI/howtobooks.html

Research For Action (RFA) has published *Strong Images and Practical Ideas: A Guide to Parent Engagement in School Reform* that reviews seven programs that advance parent engagement in education. www.researchforaction.org/Publications.htm

SERVE Center for Continuous Improvement at the University of North Carolina at Greensboro has published *Understanding Comprehensive Reform: An In-Depth Look at the Eleven Essential Components.* Component six highlights how parent involvement is tied to school reform efforts. www.serve.org/UCR

Southwest Educational Development Laboratory (SEDL) publishes the research brief *What Do We Mean by "Family and Community Connections With Schools?"* and offers annual satellite broadcasts focused on issues related to connecting schools, families, and communities. www.sedl.org/pubs/catalog/items/fam88.html

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Teachers of English of Speakers of Other Languages (TESOL) publishes position papers on family involvement in the education of English for speakers of other languages (www.tesol.org/s_tesol/sec_document.asp?CID=32&DID=370). They also have other archived articles related to family involvement from the *Essential Teacher* such as "Bringing the Family Into Family Literacy" and "Three Steps Toward a Strong Home–School Connection" (www.tesol.org/s_tesol/seccss.asp?TRACKID=&CID=206&DID=1676).

WestEd offers *Bridging Cultures Between Home and School: A Guide for Teachers* that explores how teachers can avoid cultural miscommunication that causes unnecessary problems for them and their students. www.wested.org/cs/we/view/rs/80

U.S. Charter Schools has published *Charter Schools: Creating and Sustaining Family Friendly Schools.* www.uscharterschools.org/cs/r/view/uscs_rs/1423

**U.S. Department of Education offers *No Child Left Behind: A Toolkit for Teachers* with a section on requirements for parental notification and report cards. www.ed.gov/parents/academic/involve/nclbguide/parentsguide.html

Tools for Parents and Parent Trainers

Workshop Guides, Manuals, and Curricula

Aspira Association, Inc. produces the Aspira Parents for Education Excellence (APEX) program. The APEX program manual consists of 10 workshops that are available in both Spanish and English and are designed to increase the involvement of Latino parents in their children's education. www.aspira.org/Apex.html

Association of Community Organizations for Reform Now (ACORN) offers training and workshops in community organizing for equitable schools. www.acorn.org

Cross City Campaign for Urban School Reform has developed the Community Organizing for School Reformers Training Curriculum to help community groups organize parents and community members working to improve their schools. www.crosscity.org/advocacy_action/advocacy_schools_curriculum.html

**Education Trust publishes the *No Child Left Behind Train the Trainer* package that assists workshop facilitators so that they can conduct trainings to assist parents and community members in their understanding of how important No Child Left Behind is to the academic achievement of all children. www2.edtrust.org/EdTrust/Parents+and+Community

Mexican American Legal Defense and Educational Fund (MALDEF) offers the National Parent School Partnership (PSP) Program that is designed to train parents, school personnel, and community-based organizations to lead in the educational attainment of children. www.maldef.org/psp

National Black Child Development Institute (NBCDI) has developed the Parent Empowerment Project, a curriculum that seeks to educate, motivate, and inspire parents to excellence as their child's first teacher. www.nbcdi.org/programs/pep/pep.asp

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Prichard Committee for Academic Excellence, through the Center for Parent Leadership, offers *Parents and Teachers Talking Together: A Handbook for Facilitators* that outlines the 4-hour workshop the Prichard Committee has used to help bridge gaps between parents and teachers nationwide since 1994. It includes a guide for coordinators of the event plus information about results of the dialogues. *The Case for Parent Leadership* is a guide that draws on research and actual experience with parent engagement programs that includes exercises and talking points to help parents and educators understand the importance of parent leadership, the various roles parents can play, and the positive impact they can have as strong partners with schools. www.centerforparentleadership.org/products.htm

Study Circles Resource Center (SCRC) publishes the four-session discussion guide *Helping Every Student Succeed: Schools and Communities Working Together* that helps parents get to know each other, understand the issue, find common ground, and develop steps for action and change. SCRC also publishes discussion guides to help communities work together on issues and challenges facing schools today, guides for training study circle facilitators, and a step-by-step how-to guide on organizing community-wide dialogue for action and change. www.studycircles.org/pages/issues/studentachievementhome.html

West Ed offers *Can We Talk? ¿Conversamos? Training of Facilitators* which is a curriculum for parents, PTA, parent/family organizations, parent liaisons, and community leaders to train to become workshop leaders to help empower parents to participate in their children's learning and development. www.wested.org/cs/we/view/serv/29

Interactive Web-Based Resources

Math and Parent Partnerships (MAPPS) offers parents a virtual tour of different quality mathematics sites on the Internet. mapps.math.arizona.edu/tour.php

National Council of Teachers of Mathematics (NCTM) offers *Figure This!*, an online compilation of interesting math challenges that middle school students can do at home with their families. NCTM also offers publications and products for families related to being involved in children's math education. www.figurethis.org

Reading Is Fundamental (RIF) provides the Reading Planet, a section of its website aimed at children ages 5 to 15. Updated weekly, this site offers an interactive community that encourages and supports reading and writing and kids of all ages can join the free RIF Reading Planet Club, design their own homepage, and find writing contests, reading games, activities, and booklists. www.rif.org

Newsletters, Activities, Tip Sheets, and Websites

American Federation of Teachers (AFT) has a parents' page on its website that includes resources for parents on being involved in their child's education. www.aft.org/parents

American Library Association (ALA) posts on its website, through the Every Child Ready to Read @ Your Library initiative, brochures, posters, and workshop ideas for parent involvement in reading. In addition, ALA publishes workshop guides to accompany these resources. www.ala.org/ala/pla/plaissues/earlylit/earlyliteracy.htm

**Center for Community Change (CCC) publishes *Education Organizing* newsletter, a free quarterly newsletter on school reform organizing across the nation

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(www.communitychange.org/issues/education/publications/?page=educationorganizing). CCC also provides educational resources for community change agents including *Individual School Report Cards: Empowering Parents and Communities to Hold Schools Accountable*. This report provides an overview of states' use of individual school repot cards to keep parents informed about school climate, teacher quality, and other important indicators of school success (www.communitychange.org/issues/education/publications/#reports). In addition, CCC publishes briefing papers on specific aspects of No Child Left Behind and the *Organizer's Guide to No Child Left Behind* that explains key topics written with community groups in mind (www.communitychange.org/issues/education/publications/#nclb).

Center for Education Reform (CER) publishes *Parent Power!* an e-newsletter for parents who want to know more about the issues that affect their children's education. CER also provides easy access to state report cards. www.edreform.com/ParentPower

Center for Law and Education (CLE) publishes books for parents of all backgrounds and educational levels to enable them understand ways they can be involved in their children's education. *Urgent Message for Parents* answers parents' questions about standards. www.clewebsales.org/SearchResult.aspx?CategoryID=2

Center for Research on Evaluation, Standards, and Student Testing (CRESST) maintains a parents page that offers articles for parents focused on what makes a good school and how parents can judge the quality of their school. cresst96.cse.ucla.edu/resources/justforparents_set.htm

Connect for Kids provides information on its website related to what parents can do to support their children's education including getting kids ready to go to school, participating in the classroom, helping with homework, and improving the educational system. Parents can also sign up for a weekly newsletter that includes information related to family involvement in education. connectforkids.org

**Education Trust offers a variety of resources for parents including the *Parent and Community Data Guide*, an easy to use guide that gives parents and the public tools to collect and analyze school data to improve students' achievement. Education Trust has also produced various resources related to NCLB and parent engagement. The *No Child Left Behind User Guide* provides user-friendly information on NCLB that parents and communities can understand and use. *No Child Left Behind Fact Sheets* are quick, easy one-page fact sheets that provide vital information on the law's provisions. www2.edtrust.org/EdTrust/Parents+and+Community

Families and Advocates Partnerships for Education (FAPE) offers publications for parents of students with disabilities. www.fape.org/pubs

Families and Work Institute offers parents articles and publications about balancing work and families. The handbook *Parents Becoming Leaders: Getting Involved on Behalf of Children* tells the inspirational stories of seven parents who became advocates for children and provides insight and advice for parent advocates. www.familiesandwork.org/index.asp?PageAction=VIEWPROD&ProdID=47

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Institute for Responsive Education (IRE) offers tip sheets for parents related to advocating for their children within the school. IRE also offers information through its Parent Leadership Institute. www.responsiveeducation.org/tips.html

National Association for the Education of Young Children (NAEYC) offers short articles, brochures, and books for parents. www.naeyc.org/ece/eyly

National Association of School Psychologists (NASP) publishes various resources for families, including tip sheets related to learning motivation and advocating for children with disabilities. www.naspcenter.org/home_school

National Black Child Development Institute (NBCDI) provides workshops and resources for African American children, their parents, and communities around family involvement. Love to Read, NBCDI's national early literacy public education, offers resources related to parent involvement and reading. www.nbcdi.org/programs/LTR

National Center for Family Literacy (NCFL) offers parent guides to reading with children. www.famlit.org/Resources

National Center for Fathering provides research-based training, practical tips, and resources to help men be involved in their children's learning and development. www.fathers.com

National Coalition of Education Activities (NCEA) publishes *Action for Better Schools*, a newsletter that talks about educational issues from the parents' perspective. www.nceaonline.org/resources.htm

National Coalition for Parent Involvement in Education (NCPIE) offers a searchable listing of comprehensive family involvement resources for educators and administrators. www.ncpie.org/Resources

National Council of Teachers of English (NCTE) maintains a parents and students page on its website that culls together resources for parents, including ideas for how families can be more involved in their students' education. www.ncte.org/parents

**National Dissemination Center for Children With Disabilities (NICHCY) produces parent guides in English and Spanish relating to special education law, research on children with disabilities, and research-based information on effective educational practices. It also directs people to resources on No Child Left Behind information as it relates to children with disabilities. www.nichcy.org

National Education Association (NEA) publishes guides for parents, available in English and Spanish, that cover a variety of topics and offer tips and advice on how to help children succeed in school. For example, *A Parent's Guide to Testing at Your Child's School* and *A Parent's Guide to Raising Ready Readers*. www.nea.org/parents

**National Network of Partnership Schools has put together information on the requirements of the No Child Left Behind Act for schools, districts, and states to communicate with families and involve them in their children's education. www.csos.jhu.edu/p2000/nochild.htm

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National Parent Teacher Association (PTA) writes the *Our Children* newsletter for parents and has a section of its website dedicated to tips for parents to help improve student achievement. www.pta.org/pr_category_details_1122916501015.html

Northwest Regional Educational Laboratory (NWREL) publishes *Parents: Let's Talk*, a monthly column on educational topics and the *LifeLong Learning Series*, a booklet for parents on how children learn. www.nwrel.org/scpd/lifelong_learning

Parent Advocacy Coalition for Educational Rights (PACER) publishes guides for parents of children with disabilities. www.pacer.org

**Parent Information and Resource Centers (PIRC) provides a rich compendium of resources on parent involvement, how to find local PIRCs, and information on where parents can go to learn more about No Child Left Behind. www.pirc-info.net

Parent Institute for Quality Education (PIQE) offers information on courses for parents about home/school collaboration, and how the school system functions. PIQE also offers links for families in English and Spanish about being involved in education and understanding the educational system. www.piqe.org

Parents as Teachers National Center offers parents e-newsletters, parenting tips, and some Web-based courses through its website as well as early literacy videos and tools through the e-store. Many items are available in Spanish. It also offers curricula, professional development training, and Web-based courses through the Parents as Teachers University on the website and professional tools such as an early literacy kit, CD-based training, and parent handouts. www.parentsasteachers.org

**Parents for Public Schools (PPS) provides technical assistance for building parent organizations. PPS also provides presentations, articles, reference materials, and newsletters to help parents understand public school improvement issues such as school finance, role of school boards, and the effect of No Child Left Behind, as well as best practices for parents to engage in to support public school reform. www.parents4publicschools.com

Partners for Public Education (PPE) offers information and tips for how parents can be involved with children at home and in school. Topics include "when your child has a big school project," "asking your child about school," "good books for children to read," and "help prepare your child for college." PPE also offers the *Comprehensive Parental Involvement Toolkit*. www.schoolsuccessinfo.org

Partnership for Learning publishes *EduGuide*, a publication for parents to help them get their children on the path to college starting in kindergarten. They also offer a tutoring guide for parents which explains the options that parents have for their children when they are trying to find a tutor. www.partnershipforlearning.org/article.asp?ArticleID=2514

**Prichard Committee for Academic Excellence, through the Center for Parent Leadership, offers helpful tools for parents including four-page guides on tips on how to use the schools' report card, and 12 things parents should know and expect from a school. Prichard also offers information on No Child Left Behind including *No Child Left Behind: What's in It for Parents*, a guide to help parents understand their rights and responsibilities regarding annual school accountability reports, school and district parent involvement

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policies, school–parent compacts, and choices they can make.
www.centerforparentleadership.org/products.htm

Project Appleseed offers resources so that schools can institute a Parent Involvement Pledge to encourage parental involvement. www.projectappleseed.org

PTO Today is a service company focused on helping K–8 parent–teacher groups operate more effectively. With a print magazine, high profile website, and a series of parent group conferences around the country, the company has a wide reach among parent group leaders. PTO Today is also the creator of the School Family Nights program (www.schoolfamilynights.com) designed to help parent groups easily host welcoming family events at their schools. www.ptotoday.com

**Public Education Network (PEN) publishes No Child Left Behind *Action Briefs* to help parents and communities better understand the No Child Left Behind (NCLB) Act. PEN also wrote an action guide for community and parent leaders titled *Using NCLB to Improve Student Achievement.* www.publiceducation.org/nclb.asp

Teachers of English of Speakers of Other Languages (TESOL) provides the *Parent Guide to the ESL Standards for Pre-K–12 Students: Introduction and Common Questions.* www.tesol.org/s_tesol/sec_document.asp?CID=281&DID=322

**U.S. Department of Education offers resources on a variety of topics including No Child Left Behind, choice, supplemental education, and helping your child learn. They offer information on the No Child Left Behind Act for parents (www.ed.gov/parents/academic/involve/nclbguide/parentsguide.html)—a web page with descriptions of types of choices, programs, and resources about school choice and supplemental educational services. *Education News Parents Can Use* is a television series about ways to ensure children's educational success focusing on schools, learning, and the No Child Left Behind Act (www.ed.gov/news/av/video/edtv). The *Helping Your Child* publication series aims to provide parents with the tools and information necessary to help their children succeed in school and life. These booklets feature practical lessons and activities to help their school-aged and preschool children master reading, understand the value of homework and develop the skills and values necessary to achieve and grow (www.ed.gov/parents/academic/help/hyc.html). *The Achiever* is a newsletter published semi-monthly during the school year for parents and community leaders by the Office of Intergovernmental and Interagency Affairs.
www.ed.gov/news/newsletters/achiever/index.html?src=sm

Convening refers to bringing together researchers, practitioners, parents, and other community representatives to engage in substantive dialogue about family involvement.

The **American Educational Research Association**'s Family, School Community Partnerships Special Interest Group meets every other year at the AERA conference to hold a continuing conversation on advancing a national research agenda on family, school, and community partnerships. www.uvm.edu/sro/Pages/FSCP

The School-Family Partnership project is a collaborative effort by the **Collaborative for Academic, Social, and Emotional Learning (CASEL)**, the University of Illinois at Chicago, and the **Mid-Atlantic Regional Educational Laboratory for Student Success (LSS)** at Temple University, and parents and teachers at public schools in Chicago and Washington, D.C. For over 5 years, a team of researchers and practitioners worked together to produce a research-based program to increase parent participation in children's education. CASEL and LSS conducted a national invitational conference on ways that school–family partnerships promote the social, emotional, and academic growth of children (www.casel.org/projects_products/pastprojects.php). A synopsis of the conference findings is also available (www.temple.edu/lss/pdf/lssreview/lssrev_sfp.pdf).

The **Cross City Campaign for Urban School Reform** organized a 2004 colloquium, Community Organizing and High Quality Instruction, at the Harvard Graduate School of Education to further the discussion among researchers and practitioners of the role of community organizing in school reform. Participants exchanged ideas about promising practices and gave suggestions for future work to improve the quality of instruction for all students. www.crosscity.org/events/meeting_3.html

The **Early Childhood and Parenting Collaborative** at the University of Illinois at Urbana-Champaign hosted a 2003 symposium to highlight and discuss key issues in effective communications between parents and early childhood programs. Sponsored by the W. K. Kellogg Foundation, the symposium convened researchers, national program model developers, and parents. The Collaborative published *Connecting With Parents in the Early Years* (2004), a review of research on communicating with parents of young children, as part of the symposium. ceep.crc.uiuc.edu/pubs/connecting.html

The **National Coalition for Parent Involvement in Education** meets each month in the Washington, D.C., metro area. Members come to share information about their organization's activities, to work together on projects, and to act as an informal advisory group to outside organizations requesting input on their parent involvement activities and publications. This organization also convened a 2000 Annual Review of Family Involvement in Education to create a dialogue about the ways key national organizations can work together to improve the quality of family involvement in education and close the achievement gap. www.ncpie.org/WhatsHappening/Activities.html

The **Southwest Educational Development Laboratory** and **Harvard Family Research Project** co-sponsored a symposium in 2004 on the impact of family, school, and community connections on student achievement. The symposium featured presentations and dialogue among researchers and practitioners on early literacy and school readiness, effective family

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connections in middle and high school, diversity and contextual issues in student achievement, and the evaluation and assessment of parent involvement programs. www.gse.harvard.edu/hfrp/projects/fine/resources/conference/connections.html

Special initiatives promote family involvement through coordinated activities involving networks of organizations. For example, they include public service campaigns to increase parent involvement in children's learning, and literacy and foundation funded initiatives that include parent involvement as a key ingredient in improving children's educational outcomes.

Annie E. Casey Foundation's *Making Connections* is a 10-year investment by the Annie E. Casey Foundation to improve the outcomes for families and children in 22 tough or isolated neighborhoods. The initiative is based on the premise that any serious effort to improve outcomes for children must help families connect to the opportunities, support, and help in their communities that they need to do a good job raising children. All the Making Connections sites are involved in a network that supports exchange of ideas and the initiative has generated significant knowledge about strategies and promising practices. www.aecf.org/initiatives/mc

Connect for Kids is an alternative Web-based news source covering critical issues for children and families. Connect for Kids seeks to provide adults with tools and information that support efforts on behalf of children, youth, and families. From 2001 to 2003, Connect for Kids and the National Education Association together with the Ad Council conducted a large-scale Parental Involvement public service campaign with radio and magazine ads and spots on national television. www.connectforkids.org/node/2638

The **W. K. Kellogg Foundation** sponsors two special grant initiatives that support family, school, community partnerships to support academic achievement and school readiness.

- **ENLACE (Engaging Latino Communities for Education)** is a nationwide initiative created to increase higher education participation and completion opportunities for Latino/Hispanic students by linking colleges, schools, and communities to ensure success from kindergarten through college. Thirteen partnerships located at Hispanic-serving universities and colleges in seven states provide support and services to children from preschool through high school and their families. Family involvement and linking the resources of family, culture, and community to colleges and K–12 schools are seen as central to building educational success. These 4-year efforts will run through 2004. www.wkkfweb.org/ENLACE/mainfacts.htm

- **SPARK (Supporting Partnerships to Assure Ready Kids)** is a national initiative to help communities unite resources to better prepare children for school. SPARK supports 5-year implementation plans of grantees in seven states and Washington, D.C., to smooth the transition to school and align preschool and elementary school settings. In addition, SPARK sites will support parents through skill building and providing parent partners or learning advocates. www.sparkkids.org

National PTA partnered with the Ad Council to launch *Know More. Do More.*—a series of public service advertisements that encourage parent involvement in school (www.pta.org/documents/annualreport.pdf). Aired in 2004, the ads also include three Spanish language campaign spots (www.pta.org/spanish/psa.pdf).

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Reading Is Fundamental has a national campaign to promote early childhood literacy among Latino families called *Un Futuro Brillante Empieza en un Libro* (A Brilliant Future Begins With a Book). The campaign emphasizes ways that Latino families can incorporate literacy into everyday family activities. The campaign includes public services announcements, a 30-minute parent video, and a Spanish-language website with literacy resources and activities and bilingual book lists.
www.rif.org/leer/barrio/apoye_esta_iniciativa_english.mspx

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Organizations Included in Resource Guide	Knowledge	Prof Dev	Standards	Programs	Tools	Convening	Initiatives
1	AEL (now known as Edvantia)					√		
2	American Association of Colleges for Teacher Education		√			√		
3	American Association of School Administrators					√		
4	American Educational Research Association						√	
5	American Federation of Teachers		√			√		
6	American Library Association					√		
7	American Youth Policy Forum	√						
8	Annie E. Casey Foundation					√		√
9	Aspira Association, Inc.					√		
10	Association for Supervision and Curriculum Development		√			√		
11	Association of Community Organizations for Reform Now					√		
12	Association of Teacher Educators			√				
13	CADRE, National Center on Dispute Resolution					√		
14	Center for Community Change	√				√		
15	Center for Educational Reform					√		
16	Center for Equity and Excellence in Education					√		
17	Center for Law and Education					√		
18	Center for Research on Education, Diversity, and Excellence	√				√		
19	Center for Research on Evaluation, Standards, and Student Testing					√		
20	Center for Research on the Education of Students Placed at Risk	√						
21	Center for the Improvement of Early Reading Achievement	√						
22	Center on English Learning and Achievement					√		

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23	Children, Youth, and Family Consortium					√		
24	Coalition for Community Schools				√			
25	Coalition of Essential Schools					√		
26	Collaborative for Academic, Social, and Emotional Learning					√	√	
27	Communities in Schools				√			
28	Connect for Kids					√		√
29	Council for Professional Recognition			√				
30	Council of Chief State School Officers			√		√		
31	Cross City Campaign for Urban School Reform	√			√	√	√	
32	Early Childhood and Parenting Collaborative, University of Illinois, Urbana					√	√	
33	Education Alliance at Brown University					√		
34	Education Commission of the States					√		
35	Education Trust					√		
36	*Education Week*	√						
37	Educational Testing Service	√						
38	Families and Advocates Partnerships for Education					√		
39	Families and Schools Together				√			
40	Families and Work Institute					√		
41	Family Friendly Schools		√		√			
42	Family Strengthening Policy Center	√						
43	Family Support America		√			√		
44	First Day Foundation					√		
45	George Lucas Educational Foundation					√		
46	Government Accountability Office	√						

	Organizations Included in Resource Guide	Knowledge	Prof Dev	Standards	Programs	Tools	Convening	Initiatives
47	Harvard Family Research Project	√	√			√	√	
48	Home and School Institute (MegaSkills)				√			
49	Home Instruction for Parents of Preschool Youngsters				√			
50	Institute for Education and Social Policy at New York University	√				√		
51	Institute for Educational Leadership					√		
52	Institute for Responsive Education	√	√			√		
53	Learning First Alliance					√		
54	Los Angeles County Office of Education (Parent Expectations Support Achievement)				√			
55	Math and Parent Partnerships				√	√		
56	MetLife Foundation	√						
57	Mexican American Legal Defense and Educational Fund				√	√		
58	Mid-Atlantic Regional Educational Laboratory for Student Success (LSS) at Temple University					√	√	
59	National Association for the Education of Young Children		√	√		√		
60	National Association of Elementary School Principals					√		
61	National Association of Partners in Education					√		
62	National Association of School Psychologists		√	√		√		
63	National Association of Secondary School Principals		√			√		
64	National Association of State Boards of Education					√		
65	National Association of State Title I Directors		√					
66	National Black Child Development Institute					√		
67	National Board for Professional Teaching Standards			√				
68	National Center for Early Development & Learning					√		
69	National Center for Family Literacy				√	√		
70	National Center for Fathering					√		

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71 National Center for Schools and Communities at Fordham	√						
72 National Center for the Parent–Child Home Program				√			
73 National Coalition for Parent Involvement in Education					√	√	
74 National Coalition of Education Activists					√		
75 National Community Education Association		√			√		
76 National Council for Accreditation of Teacher Education		√					
77 National Council of Teachers of English					√		
78 National Council of Teachers of Mathematics			√		√		
79 National Dissemination Center for Children and Youth With Disabilities					√		
80 National Education Association		√			√		
81 National Head Start Association		√			√		
82 National Middle School Association		√			√		
83 National Network of Partnership Schools		√		√	√		
84 National Parent Teacher Association		√	√	√	√		
85 National School Boards Association					√		
86 National Staff Development Council			√				
87 New York City Department of Youth and Community Development (Beacons)				√			
88 North Central Regional Educational Laboratory					√		
89 Northwest Regional Educational Laboratory					√		
90 Nurse–Family Partnership				√			
91 Pacific Regional Educational Laboratory					√		
92 Parent Advocacy Coalition for Educational Rights					√		
93 Parent Information and Resource Center				√			
94 Parent Institute for Quality Education					√	√	

	Organizations Included in Resource Guide	Knowledge	Prof Dev	Standards	Programs	Tools	Convening	Initiatives
95	Parent Leadership Training Institute				√			
96	Parents as Teachers National Center				√	√		
97	Parents for Public Schools				√	√		
98	Partners for Public Education					√		
99	Partnership for Learning					√		
100	Pew Hispanic Center	√						
101	Phi Delta Kappa	√						
102	Prevent Child Abuse America				√			
103	Prichard Committee for Academic Excellence (Center for Parent Leadership and Commonwealth Institute for Parent Leadership)				√	√		
104	Project Appleseed					√		
105	Project for School Innovation					√		
106	PTO Today					√		
107	Public Agenda	√						
108	Public Education Network				√	√		
109	Reading Is Fundamental				√	√		√
110	Recruiting New Teachers					√		
111	Research for Action	√				√		
112	Right Question Project				√			
113	RMC Research Corporation		√					
114	Southeastern Regional Vision for Education (SERVE) Center for Continuous Improvement					√		
115	Southwest Educational Development Laboratory	√				√	√	
116	Study Circles Resource Center					√		
117	Teach for America		√					
118	TESOL (Teachers of English to Speakers of Other Languages)					√		

Organizations Included in Resource Guide	Knowledge	Prof Dev	Standards	Programs	Tools	Convening	Initiatives
119	University of California Berkeley (Family Math)				√			
120	University of Utah (Strengthening Families Program)				√			
121	U.S. Charter Schools					√		
122	U.S. Department of Education	√	√		√	√		
123	U.S. Department of Health and Human Services (Head Start)				√			
124	W. K. Kellogg Foundation							√
125	WestEd					√		
126	Yale University (School Development Program and Schools of the 21st Century)				√			