

Parent Involvement at Selected Ready Schools

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THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

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CCSSO SCHOOL READINESS PROJECT

With generous support from the Annie E. Casey Foundation, the School Readiness project at the Council was designed to create and facilitate a learning community of six cross-agency state and local teams focused on maximizing efforts to promote school readiness in low-income communities. The resulting 31 Ready Schools sites focus on accommodating all children at school entry, as well as working with families and the community to improve school readiness. The six states are Arkansas, Connecticut, Indiana, Oregon, Washington, and West Virginia.

Teams are composed of state, district, and school-level staff with support from a wide variety of leaders focused on early childhood. These collaborations include representation from within states and districts including early childhood, K-12, and special education. In addition, staff members from other agencies are included, such as Head Start, private preschools, community advocates, social services, health, nutrition, child care, and parenting. Efforts are supported through Title I and other federal funds, as well as state appropriations and private grants.

The Council has pursued several objectives in providing technical assistance and resources to help these states meet student needs and scale up effective practices:

- assessing the current quality and quantity of early childhood education opportunities available in low-income communities
- making connections among multiple stakeholders to foster a community of practice
- monitoring and reporting on the progress of state plans around a core set of indicators developed by each state team
- establishing mechanisms for sharing knowledge about best practices

To achieve these objectives, project work is organized around a framework condensed from the 1998 National Education Goals Panel, including the following elements of Ready Schools:

- supporting the transition to kindergarten
- encouraging alignment and continuity between early care and education programs and elementary schools
- implementing meaningful parent and community involvement
- designing high quality learning environments in the early grades, including high standards for teachers in the early grades and training that is focused on developmentally-appropriate instruction and techniques

http://www.ccsso.org/projects/School_Readiness

Parent Involvement at Selected Ready Schools

PARENT INVOLVEMENT

In this report, “parent involvement” signifies a broad continuum of education-related parent activities. Parents of young children signal their involvement at a basic level by attending school functions and responding to school obligations. A greater level of involvement includes nurturing children as learners; establishing study time and space; helping with homework; modeling reading and other academic habits; and tutoring children at home. Parents can also volunteer in classrooms, help with school activities, act as liaisons between the school and other parents, or take a role in advocating for school needs and shaping governance and decision-making.

INTRODUCTION

Nationwide, white and higher-income three-to-five year olds are more likely than their black, Hispanic, and lower-income peers to display cognitive and linguistic school readiness skills.¹ Similar gaps separate the performance of these students as fourth graders, according to the National Assessment of Educational Progress (NAEP) in reading and math.² While these differences in performance are long-standing, states, districts and schools face new pressure under No Child Left Behind to raise the achievement of subgroups of students.

In a review of the literature on parent involvement, researchers found overwhelming evidence of its positive effects on student achievement.³ These effects are heightened the earlier in the child’s life that parent involvement begins, with more active involvement reaping greater achievement benefits. Many studies have identified the positive effects of parent involvement on student achievement in minority and low-income communities, but parents in these communities are less likely than wealthier parents to be involved in their children’s schools. Research also shows that low-income children and those at risk of educational failure benefit more than their higher-income peers from parent involvement programs focused on school readiness.⁴

While strong parent involvement has clear benefits, schools need specific strategies for involving low-income and culturally diverse families during the early grades. To contribute to these efforts, the

¹ See ChildTrends Data Bank.

² See US Department of Education.

³ See Cotton & Wikelund, 2001.

⁴ See Henderson & Mapp, 2002.

Council of Chief State School Officers (CCSSO) commissioned a small study of parent involvement in four Ready Schools states: Connecticut, Indiana, Oregon, and Washington. Ready Schools states have been working with CCSSO for several years as part of the School Readiness Project. This project works to assist schools as they ease children's transition into kindergarten and improve the alignment between early care and the early grades, with a focus on low-income communities.

The purpose of the study is to describe school-based opportunities to (1) create strong partnerships with parents and (2) involve parents in the life of the school generally and the learning experiences of their children in particular. An important focus of the study is highlighting school efforts that target communities most in need of high-quality early childhood services, including those with large populations of low-income, Latino, African American, and English language learner (ELL) students.

METHODOLOGY

State and district early education leaders identified school and regional personnel for the study based on their active involvement in parent involvement efforts in culturally and linguistically diverse, low-income communities. Data were gathered through the CCSSO Parent Involvement Survey (see Appendix) and phone conversations. There were seven respondents from four Ready Schools states, representing four schools and a regional organization. Neighborhood, demographic and AYP data from the 2004-05 school year for participating schools are displayed below:⁵

⁵ The 2004-05 school year is the most recent school year that all four states had publicly-available data. Data regarding the most common languages spoken by students, the percentage of English language learners, and ethnicity are from the 2004 pilot of the High-Scope Educational Research Foundation Ready School Assessment. All other data were compiled from state department of education websites. See Connecticut Department of Education, 2005a for Burr School AYP data and grades tested. See Connecticut Department of Education, 2005b for Burr School enrollment, grade range, and demographic data. See Indiana Department of Education, 2005a for Washington-Carver Elementary School enrollment and grade range. See Indiana Department of Education, 2005b for Washington-Carver Elementary School grades tested. See Indiana Department of Education, 2005c for Washington-Carver Elementary School AYP data. See Indiana Department of Education, 2005d for Washington-Carver Elementary School ethnicity data. See Indiana Department of Education, 2005e for Washington-Carver Elementary School free and reduced price lunch data. See Oregon Department of Education, 2005a for AYP data and grades tested. See Oregon Department of Education, 2005b for enrollment, grade range, and free and reduced price lunch data. See Office of Superintendent of Public Instruction, 2005a for AYP data and grade tested. See Office of Superintendent of Public Instruction, 2005b for enrollment, grade range, and demographic data.

Information on Participating Schools

School	Burr	Washington-Carver Elementary	Barnes Elementary	Mount View Elementary
School district	Hartford	Muncie	Beaverton	Highline
Type of district	Urban	Urban	Suburban	Suburban
State	Connecticut	Indiana	Oregon	Washington
Enrollment	460	320	681	430
Grade range	PK-8	K-5	K-5	PK-6
Kindergarten duration	Full day	Full day	Full day	Half day
Grades tested	4, 6, and 8	3-6	3, 5	4
Overall Adequate Yearly Progress (AYP) Status	Met AYP	Did not meet AYP in English	Met AYP	Met AYP
% Eligible for free/reduced price lunch	70	90	62	79
% English language learners	29	0	48	31
Top 3 languages spoken by students	Spanish, Bosnian, Vietnamese	n/a	Spanish, Japanese, Korean	Spanish, Vietnamese, Cambodian
% Native American/Alaskan	0	0	1	4
% Asian/Pacific Islander	2	0	4	37
% African American	14	28	5	12
% Hispanic	78	2	45	29
% Caucasian	5	61	42	19
% Mixed/Other	1	9	3	0

The participating regional organization was the **Educational Service District (ESD) 112** located in Vancouver, Washington.⁶ The organization serves 30 public school districts in southwest Washington as one of the state's nine regional service agencies. The Parents as Teachers program at ESD 112 provides resources for parents to prepare their children for kindergarten, as well as working with schools to promote collaboration between communities, schools, and families.

This report is divided into three sections:

- parent involvement in the life of the school
- involving parents outside of the school
- bridging cultural and linguistic differences

⁶ See Educational Service District 112.

PARENT INVOLVEMENT IN THE LIFE OF THE SCHOOL

The best schools are open and safe places, where parents can share their happy or angry concerns, especially if they believe they do not fit in. The parents' perceptions of school personnel and their attitudes and behavior frame the nature of the engagement.

David Darling, Principal, Mount View Elementary School, Seattle, WA

Opportunities for parents to become involved with their children's schools abound in both formal and informal ways. Effective strategies for welcoming parents into schools include promoting positive staff members' attitudes towards parents, facilitating consistent communication between the school and home environments, and implementing activities to engage parents. Most of the schools in the present study formalize their commitment to parent involvement through a written policy. Among survey respondents, common outreach strategies include providing welcome packets for incoming families and assigning parent liaisons to broker school-family relations. A few of the schools in the study provide staff training to assist teachers in developing relationships with parents from diverse cultures. Only one of these schools benefits from a budget to support parent outreach activities. The unique approaches used by four schools and a regional organization are described below.

The **Burr School** in Hartford, Connecticut, is located in an urban area. The school serves 460 students in preschool through eighth grade including full day kindergarten. During 2004-05, the school met AYP targets in reading and math. Over two-thirds (70%) of the school's children are eligible for free or reduced-price lunch. Most (78%) of the children are Hispanic, and almost one-third (29%) are English language learners. The most common languages spoken by students are Spanish, Bosnian, and Vietnamese. Fourteen percent of the students are black.

A variety of activities welcome Burr's diverse families to the school. During the month of June, incoming parents and children are invited to a two-day Transition Party. At this event, families have an opportunity to become acquainted with school leaders, teachers, staff, and other parents. Outreach is done by bilingual parents or school liaisons. Parents are also invited to attend opening day ceremonies at the beginning of the school year.

The welcome is ongoing. Burr employs an open door policy, encouraging parents to drop by and constantly recruiting parent volunteers. There is also a monthly literacy program to encourage family literacy for both parents and children, including speakers, workshops, and refreshments. To support these efforts, the Parent Teacher Association raises funds through periodic teacher lunches, demonstrating the staff members' commitment to meaningful outreach. The school also invites parents to provide feedback for ongoing improvement through district forums and informal conversations with the school social worker, secretary, and family resource staff members.

In order to meet the needs of working parents and those with small children, the school provides babysitting and refreshments during school activities. They also experiment with a

variety of incentives including raffles, gift certificates, or food baskets in order to attract busy parents.

Washington-Carver Elementary School in Muncie, Indiana, is an urban school of 320 students in full day kindergarten through fifth grade. In 2004-05, the school did not meet AYP targets in reading. The vast majority (90%) of students are eligible for free or reduced-price lunch. Three-fifths (61%) of Washington-Carver's students are white, while over one-quarter (28%) are black. There are no English language learners.

The school created a unique partnership with local realtors for disseminating information about school activities through a number of community-based groups. Like Burr School, Washington-Carver provides refreshments to draw a large number of families to activities, a strategy that led to the school's popular Popsicle Night.

In addition to keeping parents informed, staff members at Washington-Carver involve parents through classroom volunteer opportunities, Family Nights, and numerous school materials available to be checked out by parents and children. There is a school Parent Center where parents can meet to embark on family walking club trips, become acquainted with other parents, or stay updated on school activities. Parents can provide feedback informally on an ongoing basis in addition to the monthly superintendent's parent council. The school supports its teachers in improving relationships with parents by providing professional development and conveying that parent involvement is a priority for the principal.

The school works actively to overcome parent transportation and literacy challenges. Frequent reminders are sent to parents before activities to allow sufficient time for parents to make transportation plans. The varied literacy levels of parents are addressed through the school's easy-to-read monthly newsletter which includes numerous pictures.

Suburban schools also struggle with poverty and diversity. At **Barnes Elementary** in Beaverton, Oregon, over sixty-two percent of the 681 students are eligible for free or reduced-price lunch. Full-day kindergarten is offered along with first through fifth grade. The school met AYP targets in reading and math in 2004-05. Similar proportions (45% and 42%, respectively) of the students are Hispanic or white. Nearly half (48%) of Barnes' students are learning to speak English, with the most common foreign languages being Spanish, Japanese, and Korean.

With such a diverse group of families, school officials focus first on building trust. Teachers build rapport with parents by calling families at home to share positive messages about student development and activities, instead of communicating only when issues arise. Also, the school accommodates parents' needs by welcoming small children at evening activities and scheduling events with parents' conflicts in mind. Another offering is the Kid Intensive Intervention Program, which provides an additional two and half hours of academic and social activities for students who are performing below grade level.

Before school begins, bilingual packages are sent to incoming families with information about the school personnel and physical layout, as well as a calendar of dates for parent-teacher meetings and other school events. The package also includes information about the diversity in the school. During

Open School Day, families are able to familiarize themselves with the school building and staff, as well as connecting with other families.

Mount View Elementary School in Seattle, Washington, is another suburban school focusing on building relationships with diverse families. The school serves 430 children in preschool through sixth grade including half day kindergarten. Based on 2004-05 test results, the school met AYP targets in reading and math. Most (79%) students are eligible for free or reduced-price lunch, and ethnic diversity is high. Over one-third (37%) of students are Asian/Pacific Islander and almost one-third (29%) are Hispanic. Nineteen percent of students are white and 12 percent are African-American. English language learners comprise 31 percent of the student body, with approximately 17 native languages spoken. The most common languages are Spanish, Vietnamese, and Cambodian.

By acting on ideas that are generated from parents, the school aims to meet family needs guided by the overarching philosophy that the school belongs to the community. Kindergarten Round Up is an annual summer activity where incoming kindergarten students and their families are invited to attend a day at the school. Families can learn about immunizing their children, school activities, the school district calendar, joining the Parent Teacher Association, and other community information. The children participate in activities in the kindergarten classroom to orient them to a typical kindergarten day. At this event, parents receive their first copy of the school's newsletter, which is available in several languages.

Mount View's responsiveness to parent needs is apparent. Meetings are held for parents who share a common language, such as Cambodian, Vietnamese, or Spanish, the most frequently spoken languages. When parents asked for opportunities to meet other parents, the school responded with grade-level open houses. Parent liaisons are bilingual, and the school is hoping to develop parent ambassadors to lead parent advocacy efforts. Parents can provide feedback about the school's involvement opportunities through an end-of-year survey.

A community partnership supplies such after school activities as tae kwon do, home work help, and dance. In addition, the Refugee Foundation helps translate for parents who do not speak English. Trusted community advocates facilitate communication between the home and school by calling Spanish speaking families. Also, the Seattle/King County Making Connections initiative delivers technical assistance to the school, based on neighborhood needs and community issues.

The Highline Public School district has supported these efforts in several ways. The district developed the Para los Niños program by partnering with a community organization. Through this program, interested parents can learn English two days per week, while early learning activities are provided for children. Translation services are also provided by the district Community Engagement Team for all parent conferences.

Educational Service District 112 in Vancouver, Washington, has also developed both formal and informal parent outreach strategies in collaboration with schools. Specialized training sessions and workshops are offered to families, such as the recent Natural Leaders training. This training focuses on encouraging parent-to-parent outreach, especially for culturally and linguistically-diverse populations. Starting in the 2006-07 school year, two schools will use the Natural Leaders curriculum to identify Parent Ambassadors aiming to

improve outreach to families that have not been involved historically with the school. A third school is involving previous kindergarten parents to host a “BooHooo Breakfast” for parents on the first day of kindergarten and to offer support and information on being a parent of a kindergartener. Other formal involvement includes the Parent Teacher Association and shared leadership teams for parents and staff.

Informally, preschool activities are integrated into regularly scheduled school events to involve parents with young children and welcome them to the school environment. Preschool family nights are also offered. Parents are encouraged to volunteer both in the classroom, sometimes toting preschoolers, and with school activities. There is also a movement to create environments within the school as “community learning centers.” For instance, one school has a Family Resource Center on site that provides access to clothing, food, school supplies, and other community supports, such as the Children’s Center. This has been an important strategy for involving families in the school setting.

Like the schools mentioned above, ESD 112 helps schools accommodate a multitude of varying parent schedules by offering school activities throughout the day and providing refreshments. Other challenges to parent involvement are addressed by building relationships between school staff members and parents. One challenge is families feeling intimidated by the school and principal because of negative experiences they encountered in their own schooling. Parents have also felt that teachers do not have the time to get to know them.

Staff members at ESD 112 recommend that principals support teachers in these efforts by making parent involvement an explicit priority and acknowledging how time-intensive these efforts can be. Building relationships with incoming kindergarten students and their families can begin with one or two-week orientation periods before school starts, when kindergarten teachers can welcome incoming families to the school, make a good first impression, involve parents early, and build a foundation toward keeping parents involved.

In sum, efforts to involve parents in the life of these schools include the following:

- committing explicitly to parent involvement with a written policy and leadership from the principal
- creating welcome packets for incoming families, with such information as staff profiles, school layout, and school calendars
- offering a summer kick-off event for new kindergarten families with information on school and community resources
- recruiting parents for a variety of volunteer opportunities offered at different times of the day, including classroom assistants, event helpers, and PTA or other leadership programs
- holding parent-child literacy workshops
- soliciting parent feedback through surveys and conversations with various district and school staff
- identifying and accommodate common barriers to involvement, i.e provide babysitting, refreshments, and/or door prizes at events
- partnering with others in the community that target new families, such as realtors
- allowing families to take various materials home through a check-out process

- demonstrating the school’s commitment to family involvement, i.e. parent events and parent centers
- organizing activities to help families get to know the school and the neighborhood
- notifying parents of school activities frequently
- ensuring that parents of all education levels can understand school materials
- communicating positive messages to families, not just problems
- developing parent capacity to advocate through ambassador programs
- supporting teachers through professional development focused on working with families

INVOLVING PARENTS OUTSIDE OF THE SCHOOL

First impressions are important. If you can engage parents early, schools stand a better chance of keeping them engaged.

Jackie Brock, Family Support Specialist, ESD 112, Vancouver, WA

Districts and schools have found that it takes more than an invitation for parents to become connected to the school community. In response, the initiatives described below go beyond bringing families into the school and extend the educational experience of the family to the home and neighborhood. All of the schools surveyed encourage parents to work with their children on school work at home, and every school is building capacity through partnerships with community organizations.

Washington-Carver in Muncie hosts Family Field Trips and numerous other interactive activities to familiarize parents with school surroundings and personnel. As mentioned, the school’s Parent Center is the meeting place for the family walking club, which helps families learn about the nearby community. The school also loans out materials for parents to use at home with children, and nightly assignments support parents in reading with their children. A key collaborator in these efforts is the Community Alliance to Promote Education.

Mount View Elementary School in Seattle devised a unique strategy for building relationships with a diverse community of families. School staff members meet with groups of families at locations outside of the school where the families feel comfortable.

In Vancouver, **Educational Service District 112** assists schools and child care providers with several strategies for working with parents outside of the school. Through the Parents as Teachers program, staff members visit the homes of families with children aged five and younger. To support families and ensure kindergarten readiness, they provide information about child development and parenting that is tailored for each family. At some schools, the teacher of the incoming kindergarten student attends the home visit.

Monthly kindergarten transition teams were developed with help from ESD 112 to convene school staff, administrators, parents and community members on a monthly basis. These teams identify community strengths, assets and goals, and create action plans. For example, the work around

creating parent mentors arose from these group discussions, as well as creating a shared literacy experience for children prior to their first day of school. For the literacy project, the team wrote several grants to purchase the same two books for each incoming kindergarten student. Parents read the books to their children over the summer. These books were then used during the first few days of school to build community.

ESD 112 also developed the Read & Play Program in coordination with local libraries at five elementary schools. Story time and parent-child activities are offered for families with children aged five and younger to increase literacy and involve the parents in fun educational activities. Discovery Kits, which contain stimulating materials, are available for check-out. In addition to enjoying the kits, children learn about borrowing books and using the family resource center. Books can be read at home or at school for seamless literary support. Schools also host groups or develop tips for parents on talking to children about school and helping with homework.

Collaborators for these efforts include three school districts; Head Start/Early Head Start; the Fort Vancouver Regional Library; the Southwest Washington Child Care Consortium; local center and home-based child care providers; Parent Teacher Associations; parents; early intervention services; local community colleges; and local churches; among others.

In sum, the schools in this study and ESD 112 use the following strategies to involve parents outside of the school building:

- giving parents tips on helping their children with homework and supplementing school lessons
- organizing family field trips and community activities
- allowing families to check out school materials for use at home
- visiting families at home to build rapport and disseminate information
- organizing community meetings in locations where families feel comfortable
- partnering with trusted community liaisons
- working with libraries and other local agencies to develop relationships with families prior to kindergarten entry

BRIDGING CULTURAL AND LINGUISTIC DIFFERENCES

Cultural sensitivity training made us aware of the need for a “sign of welcome” to different groups and we now provide a space that appears familiar and comfortable with language and culturally-appropriate information and visuals.

Barbara Cakebread, Teacher, Barnes Elementary School, Beaverton, OR

In addition to strategies mentioned above, schools can work to expressly welcome culturally and linguistically-diverse families. Respondents indicated that inclusive school communications and an explicit school commitment to awareness and respect for diversity are essential factors in involving parents. Some of the responding schools display flags of the countries represented in the student population. Schools with welcome packets indicated that the packets address cultural and linguistic

differences with photographs of families that resemble those in the community. Several schools identify bilingual or bicultural liaisons to connect with diverse families. More strategies for bridging cultural and linguistic differences are discussed below.

At **Burr School** in Hartford, parent liaisons speak languages as diverse as Bosnian, Russian, Spanish, and Turkish to connect with corresponding families and ease relationship-building with parents that do not speak English. Dual immersion literacy classes offer the opportunity for English and Spanish speakers to initiate their reading experiences in either language. These classes allow parents to become more comfortable with both languages to improve parent involvement. Bilingual, easy-to-read flyers are used for school communications.

The Welcome Center at **Washington-Carver** in Muncie provides activities in Spanish, English or Russian, depending on the resources available and the population of interest. As at Burr School, bilingual materials promote adult literacy in English and other languages.

Barnes Elementary School also provides a multilingual Welcome Center with activities and materials available in English and other common languages. A unique element is day-long teacher training focused on aspects of diversity, such as the culture of poverty, working with parents of various cultures, learning about newcomers' challenges, diverse perspectives on family structure, and levels of comfort in school participation.

As mentioned, **Mount View Elementary School** in Seattle builds trust with the different language groups in the community by meeting parents in their neighborhoods during convenient hours. Trusted and respected community advocates serve as school-home liaisons. The school contacts the advocates, who facilitate communication with the home. School personnel use these meetings to solicit input from parents on the school's inclusiveness and welcome. This strategy, as well as the English classes discussed earlier, is yet another way to reach out to linguistically-diverse families.

Language and cultural differences also drive supports offered by **Educational Service District 112** in Vancouver, Washington. Schools are beginning to identify parent liaisons that speak the most common languages spoken by parents. The Natural Leaders training session is facilitated by bicultural and bilingual volunteers with a focus on involving diverse families in the life and activities of the school. At some schools, bilingual parent mentors help make phone calls to parents who speak little or no English. Numerous schools partner with districts or libraries to provide language circles. They also refer families to community supports for assistance with learning English and learning about local housing, food, and health systems.

Methods used at the schools in this study to reach culturally and linguistically diverse families include the following:

- partnering with district and community organizations for translation and liaison services
- translating written and oral communications
- training bilingual parent mentors, volunteers, and leaders
- offering classes for parents to learn English and other languages
- supporting teachers explicitly through professional development focused on cultural and linguistic differences

IMPLICATIONS

Research on parent involvement indicates that it positively impacts the academic achievement of all students, with stronger effects on young children and those living in low-income neighborhoods. The current study identified strategies for involving parents of young children within and outside of the school building in four CCSSO Ready Schools states. A main goal was to highlight and summarize practices in schools with high proportions of low-income students as well as those with culturally and linguistically diverse populations.

Throughout the four states, schools profiled in this study have tailored formal and informal welcome strategies to family needs, despite little or no earmarked funding. While practices vary from school to school, respondents emphasized the importance of offering multiple ways for parents to access information and support, offering activities at different times of the day, accommodating language needs, and providing refreshments. Schools offered a range of parent involvement opportunities including traditional parent organizations; advocacy and leadership activities; classroom help; home-based learning support; school and community events; and ideas generated by parents themselves.

Future research can build on these efforts by identifying parent involvement strategies with the greatest potential for improving student achievement and school readiness for specific groups of students. These strategies should address the barriers faced by low-income and diverse parents including language limitations, work schedule conflicts, negative parent experiences with education, cultural barriers, and lack of transportation and child care. A related task is identifying how states and districts can effectively support schools in involving parents in their children's education both within and outside of the school. As states, districts, and schools work to bring all students to proficiency under No Child Left Behind, evidence-based parent involvement practices in the early grades have the potential to contribute greatly to learning outcomes for all students.

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APPENDIX: CCSSO Parent Involvement Survey

PART 1. Opportunities for Parent Involvement

1. What opportunities are available for parents to involve in the life of the school and in their children's learning experiences? Please describe.
2. Are there welcome packets?
3. Do the welcome packets address cultural and linguistic differences in the parent community?
4. Are there parent liaisons?
5. If so, do the parent liaisons speak languages besides English? Please identify the language(s)?
6. Does your school have a budget to support activities that involve hard to reach families?
7. Is there a written policy about parent involvement?
8. How does the district/school listen to ideas from parents?
9. Does the school encourage parents to work with their children on school work at home? If yes, let us know how.
10. Do you partner with community based organizations on projects that target the parents of all children in your school? If so, please name the organizations.

PART 2. Overcoming Challenges to Parent Involvement

11. Have parents identified challenges?
12. What do you believe are good strategies to address barriers to parent involvement?

PART 3. Questions for District and School Leaders Only

13. Are there partnerships to facilitate involvement at school? Describe.
14. Is there a written policy about parent involvement?
15. What types of supports are provided to the teachers so they can work more effectively with parents?