

The Power of Partnership: Community and Parental Involvement

Parental involvement has long been identified as having a clear and positive relationship to the success of youth in regard to academic performance as well as avoidance of drug and alcohol use. The correlation is so definitive that legislation has mandated that parental involvement be increased (Title I, No Child Left Behind Act, Workforce Investment Act) and many federal programs are funding efforts to effectively engage parents. The strategies used by teachers in the school setting, social service providers, or other youth program coordinators in facilitating effective parent-educator, or parent-community partnerships to improve academic performance or prevent drug or alcohol use are applicable to facilitating parental involvement in influencing teen sexual behavior.

According to a 2003 Survey conducted by the National Campaign to Prevent Teen Pregnancy, teens say parents (45%) influence their decisions about sex more than friends (31%) and other sources, including the media. Adults underestimate their own influence (only 32% believe parents are most influential) and mistakenly believe teen's friends are most influential (48%). Most teens (88%) believe it would be easier for teens to postpone sexual activity and avoid teen pregnancy if they were able to have more open, honest conversations about these topics with their parents.

Types of Parental Involvement

There are many efforts being made to involve parents, some effective and some not so effective. Research has been conducted to identify what types of involvement achieves the desired outcomes (improving academic performance and reducing risky behavior) and are sustainable. Joyce Epstein of the Center on School, Family, and Community Partnerships at Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," she writes. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life."

Epstein's framework defines the six types of involvement and lists *sample practices* or activities to describe the involvement more fully. Her work also describes the *challenges* inherent in fostering each type of parent involvement as well as the expected *results* of implementing them for students, parents, and teachers.

Epstein's Framework of Six Types of Involvement

1. **PARENTING:** Help all families establish home environments to support children as students.
 - Parent education and other courses or training for parents (e.g., GED, college credit, family literacy).
 - Family support programs to assist families with health, nutrition, and other services.
 - Home visits at transition points to pre-school, elementary, middle, and high school.

2. **COMMUNICATING:** Design effective forms of school-to-home and home-to-school communication about school programs and children's progress.
 - Conferences with every parent at least once a year.

- Language translators to assist families as needed.
 - Regular schedule of useful notices, memos, phone calls, newsletters, and other communication.
3. **VOLUNTEERING:** Recruit and organize parent help and support.
- School and classroom volunteer program to help teachers, administrators, students, and other parents.
 - Parent room or family center for volunteer work, meetings, and resources for families.
 - Annual postcard survey to identify all available talents, times, and locations of volunteers.
4. **LEARNING AT HOME:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
- Information for families on skills required for students in all subjects at each grade.
 - Information on homework policies and how to monitor and discuss schoolwork at home.
 - Family participation in setting student goals each year and in planning for college or work.
5. **DECISION MAKING:** Include parents in school decisions, developing parent leaders and representatives.
- Active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation.
 - Independent advocacy groups to lobby and work for school reform and improvements.
 - Networks to link all families with parent representatives.
6. **COLLABORATING WITH COMMUNITY:** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
- Information for students and families on community health, cultural, recreational, social support, and other programs/services.
 - Information on community activities that link to learning skills and talents, including summer programs for students.

Building upon the six types of parent involvement identified by Dr. Epstein, the National PTA has created program standards of excellence.

National Standards for Parent/Family Involvement Programs

Standard I: Communicating—Communication between home and school is regular, two-way, and meaningful.

Standard II: Parenting—Parenting skills are promoted and supported.

Standard III: Student Learning—Parents play an integral role in assisting student learning.

Standard IV: Volunteering—Parents are welcome in the school, and their support and assistance are sought.

Standard V: School Decision Making and Advocacy—Parents are full partners in the decisions that affect children and families.

Standard VI: Collaborating with Community—Community resources are used to strengthen schools, families, and student learning.

Parent-Community Partnership Programs That Are Making the Grade

The American Youth Policy Forum's *No More Islands* report lists effective programs (<http://64.226.111.21/publications/nomoreisle/index.htm>) showing positive youth outcomes on such measures as academic achievement, employment, and reductions in risky behavior.

While parental involvement was a contributing factor among an array of youth interventions, these programs clearly demonstrate the value of enhancing the collaborative and asset-building nature of family involvement. A brief description of the program and parental participation approach is given for each.

Although these programs do not have an abstinence emphasis, elements of these programs may be useful for abstinence initiatives. Details can be obtained by contacting the programs directly. *(Please note that the organizations and programs cited in this article were gleaned from research on successful programs. IYD in no way endorses these programs and organizations, as it not feasible to be personally familiar with the entire scope of each one.)*

Educators and Programmers who may be working on initiatives that may not currently involve families as well as new programs seeking to maximize their impact can benefit from the practical experiences gained by these success cases that can then be adapted and applied to various youth outreach efforts.

- **ABACUS (Academic Bilingual and Career Upgrading System)**—New York, NY

An in-school English Language Development program focused on developing students' knowledge of careers in business, law and health.

Parental Participation

Parents were offered afternoon and evening ESL classes, training workshops and orientation on employment and naturalization issues. Staff also encouraged parents of participating students to visit the school and meet with their children's teachers and project staff. Students remained in the program for approximately 15 months.

Research Contact

New York City Board of Education
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www.nycenet.edu

- **Advancement Via Individual Determination (AVID)**—nationwide

A program providing well-behaved, C-average students from low-income families who will be the first in their families to go to college, with a rigorous college preparatory program.

Parental Participation

Ongoing home contact in the form of regular telephone calls, letters and meetings for parents and students, and the presence of a Parent’s Advisory Board, are vital to the success of the program. AVID provides a parent-training curriculum designed to assist families with the college-going process.

Program Contact

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- **Alaska Onward to Excellence (AOTE) & Alaska Rural Systemic Initiative (ARKSI)**—AK

Adopted by villages and school districts striving to create educational partnerships between schools and the communities they served. *ARKSI* integrated the indigenous knowledge system and the formal education system. The initiatives were implemented in seven rural low-income Alaskan communities comprised of 90-98% Alaska Native people.

Community and Parental Participation

In AOTE, school districts and village schools worked closely with community stakeholders (parents, elders, other community members and students) to establish a mission and student learning outcomes.

Community-wide commitment was sought as communities and schools shared leadership for the improvement process through multi-stakeholder district and village leadership teams.

Strong AOTE schools opened avenues for parents, elders and other community members to be involved in school as volunteers, teacher aides, other paid workers and leadership team members.

Program Contact

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- **Beacons**—New York City and nationwide

Community centers located in public school buildings that offer a range of services for participants of all ages, such as educational enrichment, after-school child-care, recreation, voter registration, cultural events, immigrant supports, health and mental health referrals, and substance abuse and pregnancy prevention.

Parental Participation

Beacons differ in the services they offer. However, most offer some of the following: adult education (GED preparatory, basic literacy, and English-as-a-Second-Language classes); free after-school child care; parent support groups and counseling; and intergenerational activities (holiday celebrations, parent-child computer classes)

Research Contact

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- **Boys and Girls Clubs of America**—nationwide

Provide safe and caring educational and other services to school-age children. Nationally, more than 2,000 clubs serve over three million youth. Two particularly successful programs served nearly 5,000 youth in after-school programs at public housing sites in CA, FL, NY, OH, and TX. One program focused on the preventative effect of clubs on illegal and criminal activities and the other was aimed at educational enhancement.

Family Participation

The Effects of Boys & Girls Clubs: Evaluation of the programs shows that adult residents of these neighborhoods are also beneficially affected by Boys & Girls Clubs. Compared with parents in public housing sites that do not have Club programs and facilities, adult family members in communities with Boys & Girls Clubs are more involved in youth-oriented activities and school programs.” Parents were also encouraged to participate with their children in the educational activities. Parents and youth attended an orientation meeting, after which parents were invited to serve as volunteers and to attend the cultural events presented by the youth.

Implementing Contact

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- **Calvert**—Baltimore, MD

An affluent private elementary school educational model adapted to a low-income Baltimore, MD public elementary school.

Parental Participation

School-parent interactions were both formal and informal. All parents received folders of student work at the end of each month. Some parents and grandparents, mainly in first grade, helped out during the corrections period. The Calvert program not only gave immediate feedback to students through teacher commentary and grading but also shared frequent evaluations with parents and school administrators regarding overall student performance. Parents received monthly report cards accompanied by representative samples of a student's work.

In addition to monthly report cards, parents and grandparents also participated in monthly parents' meetings. Parents and grandparents were asked to volunteer to be on site in the classroom helping students complete or correct work. Parents and grandparents also helped arrange classrooms, participated in recreational activities and listened to students read.

Program Contacts

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- **Chapel Hill-Carrboro City Schools**—NC

In 1993, the School Board in the Chapel Hill-Carrboro City Schools (CHCCS) began to implement curriculum and program reforms recommended by a Blue Ribbon Task Force (BRTF) on the Education of African American Students. Comprised of 70 parents, students, teachers, administrators and university professors, the Task Force recommended multiple strategies to heighten sensitivity to the cultural needs of minority students, motivate struggling learners, maintain high educational expectations and increase parent involvement.

Parental Participation

Increasing parent involvement was a major thrust of CHCCS minority achievement initiative from the outset when parents participated in the BRTF that set the reform agenda. Special activities such as "Family Nights Out" bring minority parents and school officials together. A concerted effort is made by the teachers and advisors to meet with all minority parents between August and November either at school or in parents' homes or workplaces.

Research Contact

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- **Child-Parent Center**—Chicago, IL

The Child-Parent Center (CPC) program provides comprehensive educational and family support services to economically disadvantaged children from pre-school through early elementary school.

Parental and Community Participation

Parents get involved in numerous ways with CPC programs, from volunteering in the classroom to joining reading groups in the parent-resource room. CPC staff conduct home visits and parents are encouraged to read with their children, attend parent-teacher conferences, enroll in parent education classes and attend social events organized by CPC staff. Parent involvement is required during pre-school and kindergarten, and encouraged during the primary grades.

Health screening, referrals, speech therapy and nursing services, as well as free breakfast and lunch are available to CPC students and families.

Before children are accepted for the program, parents must commit to participating at least a half day per week. The highest parent participation occurred in parent-resource rooms, organized school activities and home support activities. Parent-center resource rooms located in every CPC site serve as the focal point for parent services and involvement.

Each CPC program site has a full-time community liaison, usually someone who has grown up in the neighborhood around the school. This staff member identifies families in need of CPC services and goes door-to-door to recruit prospective families. The community representative also conducts at least one home visit per enrolled child.

Research Contact

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- **Community Schools**—New York City and nationwide

Community schools, also called “full-service schools,” are a model of public school that combines academics with a complete range of child and family services. The CAS Community School is a fairly recent educational model. Researchers are still in the data collection stage of measuring effectiveness. A formal three-year evaluation of Washington Heights' community schools began in the fall of 1997. Strong parental

involvement (staff estimate that every parent has visited a Resource Center at least once and that 70 percent use their services on an ongoing basis) has been documented.

Parental Participation

The success of community schools requires work to involve parents at all levels and as early as possible as partners in planning the community school, as volunteers or staff within the school, as members of the parents' association and one-to-one partners in their children's education. To encourage this involvement, the school itself must be seen as a place not just for children, but also for entire families.

Implementing Contact

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- **Equity 2000**—CA, MD, RI, TN, and TX

An educational strategy requiring Algebra I and geometry for all high school students.

Parental Participation

Parent Academies and program counselors helped parents understand the importance of math literacy to students' college access and success. Parents also joined students and counselors on field trips to the Historically Black Colleges and Universities (HBCUs).

Research Contacts

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- **¡Español Aumentativo!** —Houston, TX

A one-year transitional program for “at-risk” Latino middle and high school students that focuses on Spanish literacy and English proficiency.

The program offered: Native language (Spanish) literacy classes; English literacy classes; content area (mathematics and science) in English and Spanish; computer training;

activities requiring parental participation; and staff development activities. The project influenced other schools in the District to emphasize multicultural education and involve the growing number of minority parents in their activities.

A case worker was assigned to become acquainted with the majority of the project's parents through personal contact, memos, and home visits and encouraged them to participate in the education of their children and their own education. The case worker was also invited to have the parent meetings broadcast on television for the school district. The broadcast was continued the following year.

Parental Participation

The project's efforts to involve parents were deemed so successful, that the bilingual caseworker was requested to help other schools in the District. Through these efforts, by Year Four of the project, even in the schools without ¡Español Aumentativo!, more Spanish-speaking parents were participating in school activities than English-speaking parents.

Implementing Contact

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- **4-H—Kansas City, MO and nationwide**

The Kansas City 4-H is an after-school program that includes: employment of local residents as site director and mentors (each site director supervises up to seven teenage mentors; all staff must reside in the public housing where the program is located) and customized curricula (character building and drug prevention strategies are integrated with academic curriculum and individualized to meet the needs of participant youth and families) and community activities (the 4-H concept is that the more a family is involved in the community, the healthier the behavior of its members; community activities are used as a venue for recognizing achievements in academics, sports, and ethical and moral behaviors).

Community Participation

Site residents are actively involved in the programs and may serve in the local Resident Management Councils, a part of public housing management. They also serve on the Vision Team, the program's advisory board for operations and expansion. The Vision Team is composed of representatives of the founding Coalition, private industries, local, state and federal government agencies, and site residents, including teen mentors and project participants.

Research Contact

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- **High School Puente—CA**

A program to assist more Latino students to successfully bridge the transition from high school to four-year colleges through critical thinking and writing instruction, college counseling and mentoring.

Parental Participation

Puente insures that parents have sufficient information in regard to high school success and college admission. Parental involvement begins early in the Puente program. A student cannot be accepted into the program unless a parent or guardian requests it and is willing to sign a statement agreeing to support the student in a variety of ways, including by attending parent meetings and events. Parent nights are usually “family affairs” with food, informal conversation, presentations in both Spanish and English and materials and information that are of critical importance to parents, such as information about financial aid or special programs that can help both students and families.

The program design allowed for extensive parent-to-student as well as peer-to-peer involvement. Puente provides a framework through which such relationships can be developed and nurtured.

Program Contact

The Puente Project
University of California, Office of the President
www.puente.net

- **High Schools That Work—in 36 states**

A high school reform effort to help states raise academic achievement levels of career-bound students through a curriculum with a sound academic core and quality vocational studies.

Parental Participation

High Schools That Work schools are expected to structure guidance so that each student and his or her parents are involved in a career guidance system.

Research and Program Contact

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- **I Have a Dream—nationwide**

An organization providing financial, academic and social support to inner-city public school students. Wealthy individuals sponsor an entire class of sixth graders and guarantee “last dollar” scholarships for all those who graduate from high school to attend college. Students from this program achieved double the high school graduation rates,

and three times the college enrollment rates compared to previous classes at the same schools.

Parental Participation

Working with the families to procure services not only for the Dreamers, but also for their families, when needed.

Implementing Contact

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- **KIPP Academies** —Houston, TX and Bronx, NY

Charter schools providing a rigorous academic curriculum to underprivileged students in grades 5 – 9.

Parental Participation

The KIPP school reform model stands on five “pillars” or components. The first pillar is that enrollment at KIPP is voluntary, and students and parents must sign a contract agreeing to work together to reach the high goals set by the school. Both parents and students must sign a contract committing to the extended class time. Parents also agree to supervise their children’s homework assignments every night. Teachers also regularly visit students in their homes and work with parents to get them involved in student work.

Program Contact

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- **Multisystemic Therapy** —SC, TN, and MO

A community-based treatment approach to youth behavioral management that deploys trained counselors to work with very small caseloads of youth for an intensive, individualized and time-limited period. This therapeutic approach has been tested with juvenile offenders and other young people, usually those who exhibit serious antisocial behavior.

Family Participation

MST is a treatment approach that involves the offender and the family. Using intervention strategies derived from family and behavioral therapy, MST intervenes directly in systems and processes related to antisocial behavior in adolescents, such as parental discipline, family affective relations, peer associations, and school performance. MST involves extensive assessment of the strengths and weaknesses of the adolescent,

family, peer system, and school and home-based intervention focused on promoting the parent's capacity to monitor and discipline the adolescent.

Not only is the individual offender, but also the family, peers, and other relevant persons are included in the treatment plan and provided support. Treatment focuses on the multiple needs of the individual and systems involved.

MST involves intensive and extensive assessment of the youth and his or her immediate network (family, peers, school, and neighborhood). Treatment plans are individualized and provided in the individual's natural environment.

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- **Project GRAD**—CA, GA, NJ, OH, and TN

A school-community collaborative whose purpose is to improve the instructional quality and culture of feeder school systems (elementary and middle schools and the high schools they feed into) in inner-city areas.

Parental and Community Participation

When a school system comes to Project GRAD for assistance, the staff institutes a series of interventions to improve classroom management and discipline, student reading and math proficiency, parent and community involvement, and finally, high school graduation and college acceptance rates. The initiative works through Communities in Schools to improve the quality and level of parental and community support for school activities. Finally, Project GRAD implements a comprehensive outreach program which includes a community-wide Walk for Success to recruit students and their parents, Parent Universities to improve parental literacy and involvement levels and intensive summer institutes and college scholarships for students.

Program components included among others that:

Communities in Schools (CIS) is a non-profit, dropout prevention and social service program that tailors counseling, guidance and family case-management services to individual students and their families.

Walk for Success is a grassroots effort to inform parents and recruit student applicants for the Project GRAD scholarship program. Alumni, teachers, staff, mentors, university volunteers and community leaders go door to door to raise awareness of the program.

Project GRAD empowers parents and community members by involving them in school reforms through CIS initiatives (GED programs, Citizenship Classes and health and employment referrals, for example). Shared Decision-Making Committees (principals, parents, teachers and community leaders) manage Project GRAD feeder schools.

Program Contact

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- **Project PRISM (Pre-Engineering Instruction/Science and Mathematics)** —New York, NY

A Chinese bilingual education program, usually lasting ten months, with objectives to improve students' proficiency in English and Mandarin and to offer a math/science/pre-engineering curriculum.

Parental Participation

Parental participation is a major goal of the project. Parents were involved in outings and cultural activities, received classes to improve their English proficiency, and were supported in making connections with social and other community services. Staff made home visits and contacted parents to provide feedback. The project also used community newspapers to urge parents to make sure students attended school.

Research Contact

New York City Board of Education
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- **The Union City School District** —New Jersey

Two initiatives are identified. A five-year comprehensive curriculum reform and overall school improvement plan, and a pilot program supplying computers to schools and homes of students and teachers.

The pilot technology program helped to improve communication among participants (teachers reported using the network to exchange ideas, plan joint projects, help substitutes maintain continuity, and communicate with students and parents; parents used the network to direct questions and comments to school staff).

The reforms began in elementary grades and additional classrooms were added each year until all grade levels were affected. The reforms relied on four major elements, one of which being increased in-service training (the teachers at Columbus Middle School were trained in use of computers and network environments, this training was expanded to all school staff and parents, and is now offered community-wide).

Parental Participation

A "Parent University," created as part of the district-wide reform plans, offers a variety of services to parents, including math, science and computer classes, ESL classes, and parenting skills workshops.

Implementing Contact

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- **Logan Square Neighborhood Association - Chicago, Illinois**

Logan Square Neighborhood Association (LSNA) has a 40-year history of mobilizing neighborhood residents to maintain and improve the quality of community life and to bring additional resources and services into the Logan Square neighborhood of Chicago. LSNA prioritizes the needs of low- and moderate-income neighborhood residents, often first or second generation immigrants from Latin America, but also represents the rich economic, cultural, and racial diversity of Logan Square. LSNA's work in reshaping neighborhood schools to better meet the needs of the community evolves from its overall organizing approach, which focuses on developing relationships as the foundation for social change, on building a community that can speak for itself, and on strong neighborhood-based leadership.

Parental Participation

According to LSNA, strong communities need strong schools. As written in LSNA's Holistic Plan, the organization's three overarching goals in creating strong schools are to: 1) make schools centers of community life through Community Learning Centers, 2) develop school/community partnerships with parents as leaders, and 3) develop the Parent-Teacher Mentor Program to help parents develop their skills, assist teachers, and build strong relationships in the community. Currently nine neighborhood schools collaborate with the community through their membership in LSNA. LSNA's close collaboration with local schools began in the early 1990s when LSNA spearheaded a community effort to end school overcrowding.

Since the campaign against overcrowding, LSNA's work with schools has been critical to increasing the quality of programming and services available to children and families in Logan Square. LSNA's organizing activities serve to: promote widespread democratic participation in the schools; enhance communication between parents, teachers, and children; and bring needed resources into the community.

Improved relationships between parents and teachers, known as "bridging capital," are another result of school/community partnerships in Logan Square classrooms. This evolving sense of trust is critical for schools in low-income communities and communities of color where parents and school staff tend to blame each other for children's lack of progress. As parents work closely with teachers, they develop an understanding of what actually happens in the classrooms and learn how they can help their own children. This leads to increased parent involvement with homework, in reading to their children, and in leading activities such as Family Math and Family Literacy. As teachers work with parents, they develop new respect for the resources that low-income, immigrant mothers can bring to education, both for their own children and for the school as a whole. Typically the parents most involved in LSNA's programs are low-income women who have not been actively involved in their children's schools, in neighborhood organizations, or in the formal job market.

Program Contact

Cross City Campaign for Urban School Reform
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www.crosscity.org/pdfs/CCCSite_LSNA_R.pdf

Collaboration Strategies That Work

Listed below is a sample of organizations that have developed successful approaches to join educators, parents and community-building organizations in collaborations that have resulted in positive youth outcomes both academically and socially. These organizations have a track record in guiding educators, programmers and other youth intervention specialists through the process of initiating, implementing and evaluating parental involvement efforts. These organizations should be contacted directly, however, a summary of their background and strategic approach as excerpted from their website is provided as an introduction which may be helpful in determining which might offer a strategy adaptable to the abstinence message and suitable to your specific program.

Parent Institute for Quality Education – www.piqe.org

The Parent Institute for Quality Education (PIQE) was founded in 1987. PIQE now has eight centers in major cities in California and one center in Texas. The group's mission is to forge a productive, healthy relationship between parents and schools; PIQE achieves this goal through a unique process.

Since 1987 the Institute has "graduated" more than 154,000 parents in over 77 school districts in California and Texas. Many graduates then cycle back into the organization by performing outreach and joining the volunteer staff.

Schools play an important role by inviting the Parent Institute to hold sessions at their school, by recruiting participants, providing facilities and support for the courses, and then following up with parent involvement programs. Schools also provide matching funds for the cost of the program, making it cost-free to participants. Many schools that begin a Parent Institute program continue it, as new parents enter the school community each year.

Parent Involvement Tool Kit - <http://www.fayette.k12.ky.us/fcs/default.asp?prcItem=10>

The Parent Involvement Tool Kit is a resource for school leaders--principals, teachers, school counselors, parents, Title I coordinators, family resource and youth services center directors--anyone who is working to involve parents in helping students achieve at higher levels. The kit contains information that will help you develop a parent involvement policy and a plan for involving parents, along with research and the basics of Kentucky law on parents' roles in education. You will also find documents that you can share with parents, workshops for parents, professional development opportunities, and lots of ideas that might work for you. It is not an exhaustive list of items available on parent involvement but it offers a wide range of ideas, resources, Web sites and program examples that have worked for other schools.

Parent Link – www.parlant.com

ParentLink is the fastest, easiest, and most effective way to involve parents in their child's education. ParentLink offers detailed messages, customizable print-to-mail letters, comprehensive reports, and more. Parlant Technology partners with some of the most progressive school districts in the nation to satisfy their communication needs.

These needs are grouped into three categories. First is the need to get information to everyone in the school district, including those who do not have access to or do not use Internet in their home. The second need is to be able to get information to district staff and volunteers in a timely manner. Third, school districts need the ability to gather feedback from parents and others. It is hard to know how to meet needs when you don't know what they are. The District Communicator offers voice messaging, an anonymous tip line, customizable surveys, and other features, to district and school personnel. This gives them the ability to establish good two-way communication.

National PTO Network – www.ptotoday.com/parentinvolvement/

Independent parent-teacher organization. Provides suggested approaches that are effective in schools throughout the US. Approaches include:

- Simple Marketing Ideas That Build Parent Involvement Marketing may seem complicated, but it's really just getting your message to the right people. Use these easy concepts to make your group stronger.
- The ABCs of Involvement
The A to Z on building parent involvement. Check out these 26 good ways to get parents to participate.
- Tim's Top 10 Tips for parent involvement
- Idea of the Month — Each month we bring you another great parent involvement idea.

National Coalition for Parent Involvement in Education – www.ncpie.org

NCPIE serves as a clearinghouse for resources created by our partners that help build and facilitate effective family-school partnerships. We've organized our resources several ways for your convenience: By Audience, by Subject, by Organization.

Provides a Framework for Family Involvement: A comprehensive and meaningful partnership meets the needs of the families, schools, and communities involved, and incorporates each of the concepts below in ways that are unique to the school community and Keys to success.

National Campaign for Public School Improvement, Project Appleseed – www.projectappleseed.org

The core of Project Appleseed's work to promote parent involvement is our learning compact called the Parental Involvement Pledge. By signing the Pledge, parents agree to "take personal responsibility" for their children's education; simply by promising to help their children with homework 15 minutes each school night and to volunteer at their local school at least five hours each semester.

The Pledge is a tool for schools and parent groups to recruit volunteers. With each signed Pledge, local schools record each parent's name and interests--important information for schools that want to organize parents to sit on site-based councils and to do maintenance work, security, tutoring, or other volunteer work.

Sending the Pledge home with students will get a response rate of about 25%--or less. Asking parents to take the Pledge during their parent teacher conference will get a response rate approaching **80%**. Over 5 million parents will take the pledge and provide over 50,000,000 hours of service.

Using your Parental Involvement Pledge is the critical step that moves the Parental Involvement Pledge from planning to action, from paper to partnership with parents.

Education World – http://www.educationworld.com/a_admin/admin/admin294.shtml

Parent involvement in schools is much more than parent conferences and PTOs... In our resources you will learn about *practical* ways in which schools are involving parents. Read about parent involvement strategies that are working for others -- and that could work for you. Most administrators recognize the need to get parents involved in school activities, but often efforts to draw them into the educational equation yield disappointing results. Education World writer Cara Bafile tracked down some educators who have worked hard to win over parents. Included: Strategies for Parent Days, parent teams, more!

PTA - <http://www.pta.org/programs/bsp/>

National PTA's Parent Involvement Initiative *Building Successful Partnerships* is a multifaceted program focused on increasing awareness and implementation of the National Standards for Parent /Family Involvement Programs. A parent involvement training program for national board members and select state leaders was launched in August 1999. Over 200 PTA leaders are available to conduct workshops and give presentations on parent involvement and the National Standards.

In early 2000, the book *Building Successful Partnerships: A Guide to Developing Parent and Family Involvement Programs* was published by National Educational Services Inc. The book is a comprehensive implementation guide on the National Standards that is designed to provide the foundation for developing a quality parent involvement program.

Related Resources of Interest

Listed below are 3 research reports regarding parental involvement that offer insights into reaching the hard-to-reach parents.

Review and Rationale for Involving Parents in Health Promotion

<http://www.safehealthyschools.org/Research%20Review%20and%20Rationale%20for%20Involving%20Parents.pdf>

Rothwell's research examined the different forms of parental involvement as well as contributing factors to be considered in garnering participation. Her review indicates that properly planned programs result in greater student achievement and more support for schools. She also concluded that parental involvement can help to compensate for socioeconomic differences and that school personnel can assist parents to be more effective in supporting their child.

**Action Research on Meaningful Family Involvement by Parents, Teachers and Students:
Using the Telling Strategically** - <http://www.urbanedjournal.org/notes/notes0003.pdf>

The Tellin' Stories (TSP), a project of Teaching for Change, has a seven year history of using the power of story to engage parents – primarily low-income parents from culturally and linguistically diverse backgrounds in Washington, D.C. – as purposeful partners in the educational process. By telling their stories on quilts, in classrooms using felt boards with peers who speak English, Spanish or Vietnamese, or in books that become part of the curriculum, parents whose voices often go unheard or are silenced, assume the meaningful roles of supporters and educators in the school community. As they find common ground through their stories and shared knowledge and skills, parents work together strategically as advocates and decision makers in an effort to transform their schools to represent the values and best interests of all children. By participating in an action research project with teachers and a student, parents use the process of inquiry to tell the story of meaningful roles families can play in their children's schools.

Sharing Success and Resources

If you have a “success story” to share in the area of parental involvement or collaborative models, please consider sending them to us! We will post them on our website so that others in the abstinence community may benefit from your experience and approach. Emails can be forwarded to the attention of Mary Oliver at moliver@youthdevelopment.org or by responding on the “feedback” portion of this website.