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Indiana Pathways to College Network

Parent Involvement: An Annotated Bibliography of Online Resources

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Alliance Access. [Family involvement in children's education.](#)

Adapted from *Family Involvement in Education, An Idea Book* prepared for the U.S. Department of Education, this article provides information about the formation of family-school partnerships. Schools are encouraged to increase family involvement in children's education, through the creation of partnerships with families.

http://ra.terc.edu/publications/Alliance_Access/Vol3-No1/family.html

Antunez, B. [When everyone is involved: Parents and communities in school reform.](#)

The positive effects of parent and community involvement in education are documented throughout education research. Language minority students and English language learners in particular, are much more likely to overcome academic challenges when their parents become active participants in the educational process.

<http://www.ncela.gwu.edu/ncbepubs/tasynthesis/framing/6parents.pdf>

Baker, A. and Soden, L. (1998). [The challenges of parent involvement research.](#)

While early studies suggesting the importance of parent involvement are used to support the position that all types of parent involvement are important, practitioners and researchers disagree about what specifically constitutes effective involvement. This article identifies methodological limitations that must be overcome to increase the accuracy and utility of future parent involvement studies.

<http://www.ericfacility.net/ericdigests/ed419030.html>

Caplan, J. (1998). [Constructing school partnerships with families and community groups.](#)

Benefits of parent and family involvement in education include higher test scores and grades, better attendance, more completion of homework, more positive attitudes and behavior, higher graduation rates, and greater enrollment in higher education. This article focuses on the importance of partnerships between families and schools, emphasizing ways that schools can initiate increased parental involvement.

<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa400.htm>

Carey, N., and Farris, E. (1996). [Parents and schools: Partners in student learning.](#)

This report presents data from the Survey on Family and School Partnerships in Public Schools K-8, conducted in 1996 through NCES' Fast Response Survey System. The report presents data on several kinds of activities sponsored by public elementary schools to encourage parent involvement, the amount of parent participation in these activities, and the extent to which parent input is considered in decision making related to school issues.
<http://nces.ed.gov/surveys/frss/publications/96913/>

Carey, N., Lewis, L., and Farris, E. (1998). [Parent involvement in children's education: Efforts by public elementary schools.](#)

This article addresses the growing body of research in support of the positive effects of parent involvement in children's education. School sponsored activities, channels of communication, and perceived barriers to parent involvement are highlighted to identify ways that schools can successfully increase and incorporate parent involvement.
<http://nces.ed.gov/surveys/frss/publications/98032/>

Carter, S. (2002). [Parent/ family involvement on student outcomes: An annotated bibliography of research from the past decade.](#)

While the importance of family involvement is widely accepted, acceptance does not always translate into implementation, and implementation does not guarantee success. This annotated bibliography compiled parent involvement research spanning a decade, to identify programs and methods successful at increasing and sustaining effective parental involvement in education.
<http://www.directionservice.org/pdf/FamilyInvolvement.pdf>

Chen, X. (2001). [Efforts by public K-8 schools to involve parents in children's education: Do schools and parents agree?](#)

This report examines the level of agreement between parents' and schools' views of how schools involve parents in their children's education, and how parents respond to the opportunities for involvement that schools provide, according to survey data. The report first compares schools' and parents' reports regarding whether schools used various practices to encourage parents to become involved in their children's education, then compares the two reports to identify the extent to which parents participated in school-sponsored activities.
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001076>

Comuntzis-Page, G. (1996). [Creating the school climate and structures to support parent and family involvement.](#)

Research suggests a connection between school climate and the extent to which parents and families are involved in their children's education. When schools create positive school climates by reaching out to families and providing structures for them to become involved, families feel more welcomed, respected, trusted, and needed, and effective school-family partnerships are created.
<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa300.htm>

Davis, D. (2000). [Supporting parent, family, and community involvement in your school.](http://www.nwrel.org/csrdp/family.pdf)

This paper provides a review of parent involvement literature, emphasizing the importance of parent involvement in education, and identifies major types of partnerships between families and schools, such as the recruitment of parent for volunteer activities, and including parents in schools' decision making processes. The paper then provides information on how to form effective school-family partnerships, and on how to enhance communication with parents.

<http://www.nwrel.org/csrdp/family.pdf>

Dunne, D. (2000). [Beyond the bake sale: Parents can make the difference in countless ways.](http://www.educationworld.com/a_curr/curr312.shtml)

Kevin Walker, founder of Project Appleseed, a nonprofit organization, is helping schools involve parents. Project Appleseed has created a list of 37 different ways parents can get involved, and is on its way to recruiting 5 million parent volunteers nationwide.

http://www.educationworld.com/a_curr/curr312.shtml

Fager, J., and Brewster, C. (1999). [Parent partners: Using parents to enhance education.](http://www.nwrel.org/request/march99/Parent_Partners.pdf)

This booklet examines the current status of parent involvement in schools, taking into account specific definitions, recent research, and different types of parent involvement. Ideas for implementing parent-involvement programs are also examined, with exploration of the potential pitfalls of such programs, and investigation of what several Northwest schools are doing to involve parents successfully.

http://www.nwrel.org/request/march99/Parent_Partners.pdf

Family Connection of Saint Joseph County, Inc. [A local website can open doors to all types of involvement.](http://community.michiana.org/famconn/pl2_1web.html)

Joyce Epstein, Director of the Center of School, Family, and Community Partnerships at Johns Hopkins University, has developed a framework for six types of involvement that support strong partnerships: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. This framework provides a helpful structure when thinking about how a classroom, school or district site on the world wide web can be used to support local family involvement.

http://community.michiana.org/famconn/pl2_1web.html

Family Connection of Saint Joseph County, Inc. [Successful family-school partnerships.](http://community.michiana.org/famconn/pl1_1sp.html)

Strategies for effective family-school partnerships vary from one community to the next, however many successful programs share some common elements and strategies. This document contains guidelines compiled from several school communities and based on information from *Family Involvement in Children's Education: Successful Local Approaches*.

http://community.michiana.org/famconn/pl1_1sp.html

Fischer, M. (2002). [What I've learned about cultivating parent involvement.](http://www.educationworld.com/a_curr/curr415.shtml)

Educator Max Fischer has found that successful teaching often hinges on employing a wide variety of instructional methods to meet student needs. In this Voice of Experience essay, Fischer reflects on how getting parents involved in their students' education also requires a variety of approaches.

http://www.educationworld.com/a_curr/curr415.shtml

Funkhouser, J., Gonzales, M., Moles, O. (1997). [Family involvement in children's education: Successful local approaches.](#)

This paper is intended to stimulate thinking and discussion about how schools can help overcome barriers to family involvement in their children's education, regardless of family circumstances or student performance. Effective approaches to family involvement in education are identified, and the positive effects of family-school partnerships on students' academic outcomes are emphasized.
<http://www.ed.gov/pubs/FamInvolve/title.html>

Furger, R. [Making connections between home and school.](#)

This paper provides anecdotal evidence of the effectiveness of making connections between homes and schools. After teachers in nine Sacramento schools made three thousand home visits, results included increased parent participation, fewer behavioral problems, and improved standardized test scores.
http://glef.org/php/article.php?id=Art_1006

Giles, H. (1998). [Parent engagement as a school reform strategy.](#)

This digest describes common characteristics of parental engagement projects that have successfully improved student academic achievement and have transformed school cultures. The process of reform described in this digest, exemplified by the Industrial Areas Foundation, demonstrates the significant positive impacts of reform programs that include parental and community involvement.
<http://www.ericfacility.net/ericdigests/ed419031.html>

Henderson, A. and Berla, N. (1994). [A new wave of evidence: The impact of school, family and community connections on student achievement.](#)

From *A New Generation of Evidence: The Family is Critical to Student Achievement*, this document addresses the positive impact of parental and community involvement in education and identifies ways that schools, communities, and families can put the findings from parent involvement research into action.
<http://www.ncpie.org/pubs/NewWaveofEvidenceJan2003.pdf>

Hickman, C. [The future of high school success: The importance of parent involvement programs.](#)

The authors of the Coleman Report indicated that about one-half to two-thirds of the variance in student achievement could be accounted for by home variables rather than school variables. Following up on this (and other research) this article focuses on the role that parent involvement programs will play in the high school of the future, and how parent involvement programs can help to meet the changing needs of high school students and their families.
<http://horizon.unc.edu/projects/hsj/Hickman.asp>

Hopkings, G. (1997). [Parental involvement is as easy as PIE.](#)

A special program in Phoenix, Arizona, makes parents true partners in their children's education. "PIE program" an acronym for "Partners in Education," actively pursues and involves parents in the education of their children.
http://www.education-world.com/a_curr/curr030.shtml

Indiana Center for Family, School and Community Partnerships. (1999). [Partners in learning: Communicating with families.](#)

This document includes a variety of methods and ideas for improving and increasing parental involvement in schools. Resources and answers to potential questions parents are likely to ask are included, as well.

http://community.michiana.org/famconn/pl3_1.html

Indiana Center for Family, School and Community Partnerships. (1999). [Partners in learning: Involving fathers in their children's education.](#)

This issue includes strategies for increasing fathers' involvement in their children's education, as well as highlights from Indiana programs dedicated to improving the involvement of fathers. Other resources providing information about family involvement in education are also included.

http://community.michiana.org/famconn/pl1_2.html

Inger, M. (1992). [Increasing the school involvement of Hispanic parents.](#)

Parent involvement has been shown to lead to improved student achievement, better school attendance, and reduced dropout rates. As these improvements occur regardless of the economic, racial, or cultural background of the family, it is important to increase the involvement of Hispanic parents, given that Hispanics are the most under educated segment of the U.S. population.

http://www.ericfacility.net/databases/ERIC_Digests/ed350380.html

Jesse, D. [Increasing parental involvement: A key to student achievement.](#)

This article recognizes the importance of defining parental involvement, to identify effective types of involvement, and to identify potential barriers to involvement. In this light, contemporary family-focused, community centered parental involvement is then defined, in contrast to the outdated paradigm of parent-focused, school centered involvement.

<http://www.mcrel.org/topics/noteworthytopics/noteworthy/danj.asp>

Lewis, A. (1992). [Helping young urban parents educate themselves and their children.](#)

The demographics of urban schools are causing traditional views of parent involvement to be challenged, as increasing numbers of very young parents, many of whom are single, poor, and not well-educated, need multiple services to help create a caring environment for their children. The focus of involvement must now be concentrated on the formation of genuine school-family partnerships.

http://www.ericfacility.net/databases/ERIC_Digests/ed355314.html

Liontos, L. (1993). [How can I be involved in my child's education?](#)

Although studies show that most parents would like to be involved in their children's education, many parents are unsure of how or when to get involved. This article addresses parents' questions about appropriate and effective ways to involve themselves in their children's education.

<http://www.kidsource.com/kidsource/content2/how.involved.html>

Moles, O. (1996). [Archived: Reaching all families - Creating family-friendly schools.](#)

This booklet presents accumulated knowledge and fresh ideas on school outreach strategies. Equipped with new strategies, schools can reach out to all families and help involve them in their children's education.

<http://www.ed.gov/pubs/ReachFam/index.html>

Nathan, J. (1996). [Supporting ways parents and families can become involved in schools.](#)
Although some working and single parents may be unable to contribute to schools because of work commitments and time constraints, educators are discovering many additional ways that parents can help students and their schools. The schools' desire to help parents is an important component when trying to effect change
<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa100.htm>

National Center for Education Statistics. (2001). [Fathers' and mothers' involvement in their children's schools by family type and resident status.](#)
Studies have found that students who live apart from one or both of their biological parents tend to do less well in school than students who live with both of their biological parents. Data from the 1996 National Household Education Survey reveals that the school involvement of biological parents is not the same across family types, and that the involvement of stepparents is generally lower than that of biological parents.
<http://nces.ed.gov/pubs2001/2001032.pdf>

National Center for Education Statistics. (1997). [Fathers' involvement in their children's schools.](#)
This report provides a broad overview of the extent to which resident (excluding foster) and nonresident fathers are involved in their children's schools, and examines the influence their involvement has on how children are doing in school. Information on involvement in schools was obtained from the parents of 16,910 Kindergarten through 12th graders.
<http://nces.ed.gov/pubs98/fathers/index.html>

National Center for Education Statistics. (1998). [Parent involvement in school-related activities.](#)
This document compares percentages of students whose parents reported participating in their children's school activities and helping their children with homework, by type of involvement and selected characteristics, according to information collected in the 1996 National Household Education Survey.
<http://nces.ed.gov/pubs99/1999001.pdf>

National Coalition for Parent Involvement in Education. (1999). [Developing family/school partnerships: Guidelines for schools and school districts.](#)
Published by Partners in Parenting, this newsletter offers guidelines for schools and school districts to help schools involve parents as educational partners.
<http://www.coopext.colostate.edu/PIP/parenteducator/pejan99.pdf>

National Parent Teacher Association. (1998). [National standards for parent/family involvement programs.](#)
Developed by the National Parent Teacher Association, the standards for Parent/Family Involvement Programs and their quality indicators are research-based and grounded in both sound philosophy and practical experience. The threefold purpose of the standards is to promote meaningful parent and family participation, to raise awareness regarding the components of effective programs, and to provide guidelines for schools that wish to improve their programs.
http://www.ptasonline.org/kspta/Website_BSPNationalStandardsinfosheet.pdf

North Central Regional Educational Laboratory. [Benefits of parent and family involvement.](http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa11k37.htm)
This page lists benefits that parent and family involvement can have on students, parents, and schools, including higher grades and test scores, improved teacher morale, and the development of increased parental confidence in their children's schools.
<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa11k37.htm>

North Central Regional Educational Laboratory. (2000). [Families can impact school climate.](http://www.nwrel.org/pirc/hot19.html)
Since ample evidence demonstrates that parent involvement positively effects student achievement, and because these reports show that school climate is an even stronger predictor of student achievement than parent involvement, this site encourages family and community members to help schools change their environment to reflect the home culture and values of students and their families.
<http://www.nwrel.org/pirc/hot19.html>

North Central Regional Educational Laboratory. [Literature review of school-family partnerships.](http://www.ncrel.org/sdrs/pidata/pi0ltrev.htm)
Despite the lack of a clear research endorsement for any particular parent involvement strategy, efforts to increase the level of parent involvement seem to cluster around two major approaches: encouraging parents to pursue at-home behaviors that encourage learning and indicate a value for schooling, and conducting at-school activities that support the teacher-parent relationship.
<http://www.ncrel.org/sdrs/pidata/pi0ltrev.htm>

North Central Regional Educational Laboratory. [Parent involvement: Literature review and database of promising practices.](http://www.ncrel.org/sdrs/pidata/pi0over.htm)
This literature review contains a synthesis of research on parent involvement, and a bibliography identifying all of the articles reviewed. The database of promising programs includes programs that have shown promise and accomplishment in raising the level of parent involvement in schools.
<http://www.ncrel.org/sdrs/pidata/pi0over.htm>

Public Agenda. (1999). [Playing their parts: What parents and teachers really mean by parental involvement.](http://www.publicagenda.org/specials/parent/parent.htm)
In *Playing Their Parts*, Public Agenda conducted a survey of parents and teachers in public schools to discover the roles each group envisions for parents in public schools. The seven findings in this report combine to illustrate what parents and teachers really mean by parental involvement.
<http://www.publicagenda.org/specials/parent/parent.htm>

Rutherford, B., and Billig, S. (1995). [Parent, family, and community involvement in the middle grades.](http://www.ericfacility.net/ericdigests/ed387273.html)
A research project focusing on family and community involvement in comprehensive district-wide programs, school restructuring, and adult and child learning programs in the middle grades provided an opportunity to examine nine sites that presented unique challenges for family and community involvement. From synthesis of the project's findings, researchers developed a set of eight "lessons" to enrich understanding of the critical and complex nature of school-family partnerships in the middle grades.
<http://www.ericfacility.net/ericdigests/ed387273.html>

Rutherford, B., and Billig, S. (1995). [Studies in education reform: Parent and community involvement in education.](#)

To assist policymakers, practitioners, and planners, including school staff, parents, families, and community members, this study addressed research aspects of three reform themes in the area of middle grade school/family and community partnerships. These themes were incorporated into the examination of quality parent, family, and community involvement.

<http://www.ncrel.org/sdrs/timely/upipub.htm>

San Diego County Office of Education. [Parent involvement and student achievement.](#)

This site lists compelling evidence from research supporting the value of parental involvement on student achievement. The site includes characteristics of families whose children are doing well in school, and provides tips for encouraging effective parental involvement.

<http://www.sdcoe.k12.ca.us/notes/51/parstu.html>

Shartrand, A., Weiss, H., Kreider, H., and Lopez, M. (1997). [New skills for new schools: Preparing teachers in family involvement.](#)

This report emphasizes the importance of effective preparation of teachers for support of efforts to increase parental involvement in education. School efforts will be successful at improving parental involvement only if teachers are adequately prepared to implement schools' family involvement plans.

<http://www.ed.gov/pubs/NewSkills/index.html>

Shields, P. (1994). [Bringing schools and communities together in preparation for the 21st century: Implications of the current educational reform movement for family and community involvement policies.](#)

Modern school reform efforts seek to redesign schools from the bottom up, to create new institutions for students in the 21st century. New ideas and visions about school reform require a new understanding of the appropriate relationship between schools, communities, parents, and families.

<http://www.ed.gov/pubs/EdReformStudies/SysReforms/shields1.html>

Swick, K. (1992). [Teacher-parent partnerships.](#)

Focusing on the importance of family-centered schools, this digest identifies parent and teacher attributes that promote partnership, a framework for teacher-parent partnership roles, and a framework and strategies for applications from research.

http://www.ericfacility.net/databases/ERIC_Digests/ed351149.html

U.S. Department of Education. [A new understanding of parent involvement: Family-work-school.](#)

Conference highlights from the Partnership for Family Involvement emphasize the importance of a new understanding of the roles of parent involvement in education. Advice to help schools improve parent involvement includes the necessity of understanding that "parent" involvement must, in reality, mean "family" involvement, and that educators must strive to develop clear lines of communication with parents and with the public.

<http://www.ed.gov/pubs/PFIE/prntinlv.html>

U.S. Department of Education. [Be family friendly: Its good business! How business can support family involvement in education.](http://www.ed.gov/pubs/PFIE/business.html)

Advice for businesses to help them become more family friendly includes offering flex-time, part-time, and time-sharing options, developing workplace information centers, and improving childcare options, among others.

<http://www.ed.gov/pubs/PFIE/business.html>

U.S. Department of Education. (1994). [Connecting families and schools to help our children succeed.](http://www.ed.gov/PressReleases/02-1994/parent.html)

Concrete examples of effective methods of parent involvement are listed on this site, aimed at improving family-school connections. Specific advice is directed to parents, schools, and communities, to improve relationships between these groups.

<http://www.ed.gov/PressReleases/02-1994/parent.html>

U.S. Department of Education. [Get involved! How parents and families can help their children do better in school.](http://www.ed.gov/pubs/PFIE/families.html)

This site lists steps parents can take to improve the education of their children, emphasizing the importance of family involvement in education. Suggested steps parents can take to improve their children's education include: reading together, limiting television viewing time, and establishing family routines with scheduled homework time.

<http://www.ed.gov/pubs/PFIE/families.html>

U.S. Department of Education. [Thinking college early.](http://www.ed.gov/pubs/PFIE/thinking.html)

Many supportive parents and families, regardless of background or status, do not know how to advise their children about college preparation. "Thinking College Early" is about learning how to plan for college and how to garner support from the various groups that come into play in a student's life, including schools, community, businesses, religious organizations, government, and local universities.

<http://www.ed.gov/pubs/PFIE/thinking.html>

Vaden-Kiernan, N., and Chandler, K. (1996). [Parents' report of school practices to involve families.](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=97327)

In this NCES Brief, national data from the Parent and Family Involvement in Education component of the NHES:96 were used to examine school practices in relation to the frequency of parent involvement at the school. In addition, practices to involve families were examined in relation to school, family, student, and community characteristics that have been related in past studies to school practices and/or parent involvement.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=97327>