



**BOYS & GIRLS CLUBS
OF AMERICA**

Parents as Partners

**Raising Achievement through Family
Involvement in Project Learn**

A Supplement to the Project Learn Resource Guide

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Introduction: Why Involve Parents and Families in Project Learn?

Youth whose parents, family members or caregivers are involved in their education do better in school. More than 30 years of research has shown repeatedly that when parents visit schools, help with homework, talk with their children about academics and participate in out-of-school activities with educational value – what Dr. Reginald Clark and Boys & Girls Clubs call high-yield learning activities – students are more likely to:

- earn higher grades and test scores;
- enroll in advanced-level coursework;
- pass classes and be promoted from one grade to the next;
- have better social skills, behavior and attitudes about school;
- graduate and pursue post-secondary education.¹

Parent and family involvement in after-school programs improves educational outcomes, too, including: increased family involvement in education as a whole, better relationships between parents and children, and improved outcomes for after-school programming.²

The best news is that youth whose families engage in their education realize gains, regardless of race, ethnicity, family income or parents' educational attainment, in urban and rural neighborhoods, in wealthy schools and in Title 9 schools.

But there are obstacles that prevent many from engaging in their children's education as fully as they might, and many of the populations served by Boys & Girls Clubs are the ones that face the greatest challenges: single-parent, lower-income, Latino and African-American or non-English-speaking families and children of less-educated parents. Many parents work long

or inflexible hours and lack access to transportation or childcare for younger children. Parents often do not understand how school systems work or feel comfortable approaching educators, particularly if they have had unsatisfactory school experiences in their own lives, or if they face language or other cultural barriers. Many do not have the skill sets to help with homework, especially as their children advance through middle and high school.

When parents in non-white, non-English-speaking and lower-income families participate in their children's education, they may do so in ways not recognized by teachers and school administrators. Teachers – and even Club professionals – may assume these parents are apathetic and fail to reach out to them, creating new obstacles to involvement.

Boys & Girls Clubs are uniquely positioned to help schools and families overcome many of these obstacles and facilitate new or higher-level parent involvement in education.

The Project Learn Strategy

Research by Dr. Reginald Clark and the Carnegie Council on Adolescent Development shows that higher-achieving students spend more of their out-of-school time engaged in endeavors with educational value. Based on this research, Boys & Girls Clubs of America designed Project Learn: An Educational Enhancement Strategy for Boys & Girls Clubs, which has five major components:

- Homework help and tutoring
- High-yield learning and leisure activities
- Encouragement for parents and other adults to support their children

- Collaboration with schools
- Recognition and incentives to reward Club members

As part of the Project Learn strategy, Clubs provide parenting information and general direction about family and community activities and actively promote positive family environments that support education. In short, Clubs encourage parent and family involvement.

For the purpose of Project Learn, parent involvement refers to parents or other family members doing these things:

- being accessible and available to Club staff to discuss the progress and needs of their children;
- working on academic issues with their children at home;
- obtaining the level of education needed to support and be a model for their children (basic literacy, GED, college degree, etc.);
- finding the information and resources necessary to make good decisions about their children's education;
- promoting and reinforcing the values of education and the work of Club staff with Project Learn.

Boys & Girls Clubs can help parents do all of these things. Clubs must also recognize that a member's biological parent may not be the significant adult in his or her life. To that end, Clubs should work with grandparents, aunts or uncles, foster parents, family members or community adults who play this role in members' lives. Involving parents, families and community members in Club members' education, in all the various guises that may take, is an important element of the Project Learn strategy.

The purpose of this publication is to help Clubs identify effective methods for increasing parent involvement in members' education and in educational programming

in the Club. This guide incorporates recent research about the effects of parent involvement, challenges to parent involvement and the most effective strategies for reaching out to parents with best practices and advice gathered from four Boys & Girls Clubs that have received MetLife Foundation Venture Grants for parent involvement efforts. Those Clubs are:

- BGC of Metro Atlanta, Ga., Lawrenceville Club
- BGC of Metropolitan Phoenix, Ariz., Herbert Kieckhefer Club
- BGC of the Mohawk Valley, Utica, N.Y.
- BGC of San Francisco, Calif., Ernest Ingold Club

Three Arenas of Involvement

Parents are children's first teachers; for most, parents are the only life-long teachers. It's easy to fall into the trap of expecting little from parents and families, particularly those who face the greatest challenges to educational involvement. But the truth is that nearly all parents love their children, and most parents support their children's educational endeavors, though that support may come in ways not readily recognized by schools and Clubs.

One researcher, for example, found that a Texas town's school officials perceived a group of Latino agricultural laborers as uninvolved in their children's education because they did not visit the school or communicate with teachers. The parents, however, viewed themselves as active in their children's education. They utilized what they felt was their best tool for encouraging academic achievement, taking children with them to the fields during out-of-school hours, both to teach the importance of hard work and to demonstrate to their children the limited career opportunities they'd face without an education.³

Just as children of all races, ethnicities and economic classes gain from parent and family involvement, parents and families of all backgrounds respond to outreach by educators to become more involved, especially when parents are treated with respect and outreach efforts address the obstacles parents face.⁴

This guide divides the ways in which parents and families get involved in their children's education into three arenas:

- **At home**
- **In the Club**
- **At school**

Boys & Girls Clubs can help parents and families become more involved in all three of these arenas.

At Home: Helping Parents Help Kids

Many parents and families send their children to Boys & Girls Clubs precisely because they need after-school care and educational support. And many Clubs do such a good job supporting members' educational needs – offering high-yield learning activities, running Power Hour, providing homework help and linking members with tutors – that parents may feel there is no need to become involved in their children's education.

But that's just not true. The more families support education, both in quantity and over time, the more likely children are to succeed in school, stay in school and pursue higher education.⁵ When children understand that schools, Clubs and parents share the same goals for their education, they understand that learning is valuable and that they have the support they need to succeed. Clubs provide assistance, says Rory Johnson, director of the Lawrenceville

unit of BGC of Metro Atlanta, but parents must retain ultimate responsibility for seeing that members do their homework consistently and correctly and have the support they need to succeed in school.

Begin by educating parents about the importance of supporting their children at home. Among the reasons parents cite for not being actively involved in their children's education is simply not knowing that their participation is important. Before they will become involved in education, parents must feel responsible for their children's learning, believe that they can help and be aware of specific things they can do.⁶

Let parents know that they can make a difference by:

- assisting with homework;
- reviewing assignments to ensure that they are complete and correct, even when

Homework: Just the Facts

Students in the United States spend an average of 90 minutes per night on homework, with high school students averaging 105 minutes. Most teachers – 87 percent – say parents should spend more time helping students with homework.

How much help do students get from parents?

- Parents, on average, spend 33-53 minutes per night helping students with homework.

Homework can be a challenge for parents.

- Sixteen percent of elementary school parents, 34 percent of middle school parents and 43 percent of high school parents say they often have difficulties helping their children with homework.
- Parents with less than a high school education are more likely (46 percent) than parents with college degrees (13 percent) to report having a hard time helping with homework because the subject matter is difficult.

Source: AP-AOL Learning Services Poll, Feb. 8, 2006

- members participate in Power Hour;
- helping children and teens set goals and manage their time in ways that support consistent and timely homework completion and class preparation;
- talking with children and teens about the importance of education;
- helping teens identify opportunities for job training, higher education and financial aid;
- setting high expectations for educational achievement;
- engaging in high-yield learning activities, such as educational games and software, cooking or visiting museums.

Use newsletters, Club calendars, bulletin boards or parent orientations to communicate to parents the importance of supporting members' education at home and to provide suggestions and advice for doing so:

- Distribute handouts with tips for homework help and time management. (See the reproducible samples in the Resource section of this guide.)
- Newsletters and learning packets, which you may be able to obtain from local schools, are great venues for suggesting educational activities parents can do with their kids at home. Use such publications to offer advice for talking to children about education and provide information about colleges, financial aid and community educational resources.
- Hold parent orientations at the beginning of each school year and invite other community organizations dedicated to educational assistance to distribute literature, send speakers or set up information booths.

Parents may be unaware of the specific skills and knowledge their children need at each grade level. For this reason, some Clubs host "curriculum nights" at which teachers or parent liaisons from the local

schools meet with parents to explain the subject matter and skills students will learn at particular grade levels. Clubs can also use such events to allow school administrators to explain testing schedules, areas in

Some Clubs host "curriculum nights" at which teachers explain the subject matter and skills students will learn at particular grade levels.

which most students need improvement and ways that parents can help their children prepare for and score better on tests. At the Lawrenceville unit of Boys & Girls Clubs of Metro Atlanta, teachers from the local elementary, middle and high school administer practice versions of standardized tests in the Club. Based on members' results, the Club notifies parents of the areas in which their children need more help.

Other Clubs provide parents with printed information about school curricula, standards and testing. Most schools provide this information in some manner, but parents may not be aware of it because they pick up their children from the Club rather than the school, can't attend PTA meetings at which it is presented or lack the technology skills and Internet connection to access the school system's Web site.

Even when parents understand the importance of their involvement and have access to information about what their children should be learning, they may lack the skills to assist with homework. Clubs can help parents close the gaps in their own educational and literacy attainment by providing ESL (English as a second language), high-school equivalency, computer literacy and other training programs for parents in the Club. Some Clubs offer computer training that parents and

members can attend together. The Lawrenceville branch of BGC of Metro Atlanta, which serves Latino and Bosnian immigrant populations, offers ESL courses taught by volunteers from a local church; it also offers computer classes for parents. The computer classes, says director Rory Johnson, attract higher numbers, because parents can get help with their language skills without having to admit they don't speak English fluently. Offer parent-only classes during non-Club hours.

Presentation and tone is important when offering educational opportunities for adults. Research suggests that parents sometimes resent the implications – namely, that they are inadequate parents – behind being offered parenting classes, for example.⁷ Ask parents to suggest the types of trainings they would find beneficial. Look for ways to educate parents while also recognizing their strengths and abilities to contribute to the Club and their children's education.

Enlist teachers from local schools for workshops in which parents learn the particular skills they need to assist with their children's homework. When parents are not able to master the necessary skills, such as high-level math or science, Clubs can match members with individual tutors. Requiring both members and their parents

The Lawrenceville branch of BGC of Metro Atlanta offers ESL and computer classes for parents. Both help parents build the language skills necessary for helping with homework.

to sign tutoring contracts keeps parents involved even when members need help parents cannot provide. (See the reproducible tutoring contract in the Resources section of this guide.)



Getting Parents Involved at Home

- Educate parents about the value of their involvement in members' education.
 - Let parents know specifically what they can do to help at home: homework assistance, time management, talking to kids about education, high-yield learning activities and setting high academic expectations.
 - Distribute homework help tips and ideas for high-yield learning activities parents can do with kids as handouts or in Club newsletters.
 - Connect parents with other education-focused community organizations.
 - Provide information about school curricula, grade-level standards and testing schedules by distributing printed information or hosting curriculum nights.
 - Offer classes that help parents raise their own educational attainment.
 - Require members and parents to sign tutoring contracts.
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Providing Parents the Tools to Help at Home

Parents and families can support children's and teens' educational development at home by helping with homework and time management; discussing the importance of education, encouraging students to consider higher education and setting high expectations for achievement; and by engaging in high-yield learning activities.

Let parents know that they should:

- Review their children's "agendas" or weekly homework and study goals.
- Each morning (or the evening before), make sure children and teens are organized for the school day.
- Check homework for neatness, readability and name. For children, make sure homework is securely placed in a binder or folder.
- Keep up with upcoming projects and tests.

Provide parents with other helpful information:

- Reproduce the handouts on homework assistance and time management in the Resource section of this guide and distribute them to parents in the Club.
- Download one or more of the U.S. Department of Education's *Helping Your Child* series of brochures, which include tips for helping with math, science, social studies and reading.
- Print and make available copies of articles for parents from Education World (www.education-world.com) or the National Education Association (www.nea.org/helpfrom/connecting/tools/motivate.html).
- Offer one or more copies of the book *106 Ways Parents Can Help Students Achieve* (www.aasa.org) in a Club lending library.

Include an idea or short lists of ideas for home activities from *106 Ways Parents Can Help Students Achieve* or "More Than 50 Ways Parents and Adults Can Help Children Succeed" (page 142 of the *Project Learn Resource Guide*) in Club newsletters, calendars or bulletin boards. Some ideas to suggest:

- Exercise with children.
 - Plant a tree.
 - Read for entertainment.
 - Take children to the library.
 - Make a family time capsule.
 - Decorate children's rooms with maps of your state, the United States or the world.
-

In the Club: Adding Parents to the Program Mix

For more than 30 years, education professionals have researched the connections between parent and family involvement with schools and high achievement for children. In recent years, researchers have begun to document the value of parent and family involvement in after-school educational programming as well.

This is an important element of the Project Learn strategy. Involving parents in out-of-school activities supports parents' own development, which in turn, supports their children's growth and success. After-school programs can offer shared learning experiences – such as field trips or in-Club activities – that parents who lack time and monetary resources may not be able to organize on their own. These experiences improve parent-child relationships. Involving parents directly in after-school programs also helps to ensure that programs are responsive to family needs and can provide avenues for linking parents with schools.⁸

When parents and family members participate in Club programs, members find themselves in environments – from school to Club to home – in which their educational efforts are supported in consistent ways. They get the clear messages that education is important and help is available from many sources. What's more, parents can become valuable resources as volunteers, support networks for other parents and contributors to the leadership and governance of the Club.

The first challenge is getting parents in the door:

- Consider requiring parents to physically enter the Club building, rather than waiting in their cars, at pick-up times.

- Encourage them to communicate with Club staff and to view program information displayed in the Club.
- Bulletin boards near the front desk can display photos of members engaged in program activities in the Club, as well as photos of members with their families.

Create a welcoming environment for parents in the Club:

- Post welcome signs in all of the languages spoken by the families your Club serves.
- Encourage Club professionals to greet and speak with parents.
- Design appealing bulletin boards that inform parents about Club programs and upcoming events.
- Provide a parents' corner, in a visible location, with a bulletin board and literature table with information about Club and school events and programs, education- and homework-related handouts, brochures from community organizations that provide family services and voter registration to empower parents by encouraging civic participation.

Special events at the Club are another way to get parents involved:

- Throw regular parties celebrating Power Hour participation and encourage parents to attend.
- Invite parents to attend Youth of the Month and other recognition ceremonies.
- Host a parent and family appreciation night; community cook-out; family field trips; or family reading, science, social studies or math nights with fun, themed educational activities and refreshments.
- Events that include member performances or exhibits of member work are more likely to attract parents and families.

Tap parents as volunteers:

- Parents at some Clubs provide homework assistance or tutoring for Power Hour, or they run Club Zoom and other educational programs.
- Parents whose schedules won't permit a regular commitment can volunteer as guest speakers.
- Invite a nurse or other medical professional to give a presentation about health topics, a technology professional to run a one-time computer activity, a bank employee to lead a teen workshop on checking accounts, a mechanic to teach a course on auto maintenance or any professional to make a presentation about career opportunities in his or her field.
- Parents who play musical instruments or have a background in the arts can run or assist with music or art programs.
- Parents who work in construction or carpentry can help build desks, bookshelves or other learning center necessities.
- Landscape professionals could help members learn about plants through a gardening or landscape maintenance project at the Club.
- Use bilingual parents to offer members foreign language instruction.
- Ask first- or second-generation immigrant family members (or others with knowledge of their family's nation of origin) to make cultural presentations.

The Lawrenceville branch of BGC of Metro Atlanta sets a five-hour-per-month volunteer requirement for all parents.

At some Clubs, parents must volunteer a minimum number of hours per month or school year as a requirement for their

children's membership. Rory Johnson from BGC of Metro Atlanta sets a five-hour-per-month volunteer requirement for all parents. Only about 30 percent actually meet that requirement, he says, but simply announcing it at parent orientations is enough to get parents thinking about how they can get involved and increases the number who do volunteer.

Other Clubs offer incentives for parent participation: at the Herbert Kieckhefer branch of BGC of Metropolitan Phoenix, parents who served on a committee that assessed Club programs and service

The Herbert Kieckhefer branch of BGC of Metropolitan Phoenix offered discounts on summer camp and van service for parent volunteers.

delivery received reduced rates for fee-based Club services, such as summer camp and van transportation.

Parents are more likely to volunteer if Club professionals let them know that they are needed and communicate specific information about what parents can do to help. Offer volunteer opportunities that require small time commitments for parents with busy schedules and projects that can be done at home – such as preparing art project materials or favors for a Club event – for parents who can't come to the Club. Post sign-up sheets in the Club and highlight specific volunteer opportunities in newsletters and calendars.

Research shows that parents are likely to respond to requests from their children to get involved.⁹ Encourage Club members to invite their parents and family members to the Club.

Recognize parents' contributions:

- Send thank-you notes to parents who give presentations or help plan events.
- Present certificates of appreciation.
- Offer to write letters of recommendation for parents whose volunteer efforts could translate into career-building experience.
- Use bulletin boards to post photos of parents with their children or working in the Club.
- At ceremonies celebrating members' academic achievements, recognize their parents, too.
- Ask Club staff and parents to elect a parent of the year, then recognize him or her with a plaque presented at an award ceremony.

Parents and other family members can also provide valuable leadership in the Club:

- Employ parents on your board and on program advisory committees.
- Recruit a group of parents to assess program delivery or service needs, or to promote involvement from other parents.
- Establish a parents' club in which parents can share knowledge, discuss ways to help their children and provide a network of support for each other.
- Put a suggestion box at the front desk.
- Administer short surveys at orientations to assess parents' needs and desires for Club programs and services, then incorporate their suggestions.



At-a-Glance Strategies

Getting Parents Involved in the Club

- Make the Club welcoming to parents.
 - Encourage parents to volunteer in the Club by letting them know exactly how they can help and including low-time-commitment opportunities.
 - Require or offer incentives for parent participation and volunteering.
 - Communicate regularly with parents – about Club programs, school information and members' academic progress – and share good news whenever possible.
 - Employ multiple methods of communication – face-to-face conversations, conferences, phone, e-mail (if appropriate for your population) – and use family members other than parents, if necessary, as contacts.
 - Provide positive feedback about parents' involvement and recognize them whenever possible.
-



Getting the Message Across: How to Communicate with Parents and Families

Train Club professionals to address parents in a respectful and friendly manner. Parents are most likely to respond to educators whose communications show visible signs of warmth, empathy, respect, genuineness, listening and concrete practicality.¹⁰ Communication with families should be a regular event. Keep parents apprised of members' academic progress, including Power Hour participation, homework completion, any other measures your educational program tracks and any communications Club professionals receive from the school. Inform parents at the first sign of educational difficulty, rather than when difficulties have developed into crises. Communicate members' successes; parents need good news, too.

What do parents need to know? First, that they play an important role in their children's education. Explain the positive effects of parent involvement. Offer parents specific suggestions as to how they can get involved, whether at home, in the Club or at school. Share information about the school's curriculum standards and the Club's educational program goals. Give parents positive feedback on their involvement.

Communicate with parents using the methods that best suit their needs. Ask how they prefer to be contacted; use multiple avenues to present important information. Schools increasingly use Web postings and e-mail for parent communications. E-mail may work for your Club population, because it is immediate and allows parents to respond as their schedules permit. Many parents, however, lack Internet access and the necessary technology skills. Face-to-face communication is still the best way to reach parents, says **Jeff Johnson, Director of Program Operations for BGC of the Mohawk Valley**. Drop-off and pick-up times are ideal for impromptu conversations. Brief but regular exchanges can keep parents knowledgeable about their children's progress and feeling connected to the Club. The unit director and the community relations specialist of the **Ernest Ingold branch of BGC of San Francisco** spend the hour before closing, when parent pick-up is heaviest, out in the Club, making themselves available to parents.

At the **Ernest Ingold Club**, each program professional is assigned a group of members to assist during Power Hour. Professionals maintain regular contact with parents of those members. At staff meetings, professionals share information about parent communications. For difficult-to-reach parents, the staff determines which professional has the necessary relationship with the family – whether it's the education director, the teen director or the athletic director – who then initiates contact. Repeated phone calls and messages may be necessary, as Club members' families sometimes relocate or have phone lines disconnected. If parents can't be tracked down, Club professionals may need to identify the significant adult in a member's life and either work directly with that adult or through him or her to initiate contact with a parent or guardian. Clubs may want to make special efforts to reach fathers, particularly if members' parents are divorced or separated, because fathers are statistically less likely to become involved in education. Consider sending separate communications to fathers' households, as long as the Club receives permission from the custody-holding parent to do so.

At School: Helping Parents Make Connections

All of the ways in which parents support their children's educational efforts are valuable and should be recognized as such. However, some research indicates that, even when parents are involved in education at home, children and teens don't realize optimal achievement gains unless parents are also involved at, or at least in direct communication with, the school.¹¹

This is particularly troubling for Boys & Girls Clubs, because parents from the same populations that many Clubs serve face significant barriers to at-school involvement. African-American, Latino, single-parent or dual-career, low-income and non-English-speaking parents are all less likely to get involved at school. This is because inflexible work schedules, language and cultural barriers, negative memories of their own educational experiences and low teacher expectations may impede their abilities to visit the school. Inability to visit the school makes parents less likely to obtain the information they need to make good decisions about their children's education and less able to advocate for their children with teachers and school administrators. Further, teachers and administrators may interpret parents' lack of contact with the school as apathy toward education, which makes lower student achievement even more likely.¹²

Clubs can mitigate the barriers to parent involvement at school by offering parents ESL, high school equivalency and other training that advances their own educational attainment, thereby increasing parents' confidence and ability to communicate with teachers and school administrators. Emphasize to parents the importance of attending parent-teacher conferences, visiting the school and communicating with teachers. Educating parents about how school systems operate,

curriculum standards, graduation and promotion requirements and testing can give them the knowledge, confidence and vocabulary necessary to effectively represent themselves and their children at school, even if parents don't have time to volunteer in the classroom or attend field trips and PTA meetings.

If the Club has a strong, active relationship with local schools, Club professionals may find opportunities to educate teachers and school administrators as well. Share with them information about the ways in which the parents who don't visit the school nonetheless support their children's education. These parents may focus, for example, on helping children at home or instilling the value of hard work; perhaps they are active in the Club. Share ideas for addressing the obstacles your Club population faces to involvement at the school.

Clubs can actively forge connections between parents and schools by offering space for parent-teacher conferences in the evenings or on weekends, when working

Professionals from some Clubs accompany parents to teacher conferences.

parents are more likely to be able to attend, and children are safely occupied elsewhere in the Club. If possible, provide childcare for younger children, too. Parents may be less intimidated by the Club environment, where members are active, noisy and having fun, and Club professionals have proven themselves supportive, than in the more structured, formal environment of school. Parents whose own educational experiences were largely negative and those who don't understand school system operations may

feel intimidated by the prospect of meeting with teachers or principals, particularly when they expect to hear that their children have academic or behavioral problems. Professionals from some Clubs accompany parents to teacher conferences, acting as translators for non-English speakers and/or providing moral or informational support.

In some Clubs, teachers volunteer as tutors and help with Power Hour; at others, teachers present workshops for parents on school curriculum standards and testing.

In some Clubs, teachers volunteer as tutors, help with Power Hour or present workshops for parents on curriculum standards and testing.

Clubs can make use of less formal opportunities for making connections between parents and school officials, too. Invite teachers and administrators to community open houses, recognition ceremonies and other Club events that parents attend. Look for opportunities such as these to help parents and school representatives build relationships that encourage members' academic success.



Getting Parents Involved at School

- Educate parents about the importance of communicating with the schools.
 - Offer information about school systems to give parents the knowledge and confidence to advocate for their children at school.
 - Educate teachers and school administrators about the many ways parents help their children, the obstacles parents face to at-school involvement and strategies for addressing those obstacles.
 - Provide childcare and space at the Club for parent-teacher conferences in evening and weekend hours.
 - Offer translation services for non-English-speaking parents.
 - Accompany parents to conferences at the school.
 - Invite school officials to recognition ceremonies and social events at the Club so they can interact with parents in a less formal, more comfortable environment.
-

Targeting Diverse Groups of Parents for Involvement

All parents can and should be involved in their children's education, and all have important contributions to make, but some parents and families face more barriers than others to effective participation. Boys & Girls Clubs already help many, diverse families by removing common obstacles to involvement, but there are particular strategies Clubs can employ to target the families least likely to participate.

To create inclusive parent and family involvement programs, Clubs must respect the cultural values of the populations they serve. Programs must be designed with parents' needs in mind and directly address obstacles to participation. Clubs must treat parents with respect and find ways to capitalize on parents' and families' particular potential for contributing to the program.

For parents who work long or inflexible hours, single parents and dual-career families, schedule events when parents are

The Lawrenceville branch of BGC of Metro Atlanta schedules information sessions later in the evenings to accommodate working parents.

likely to be able to attend. Provide these parents, who often can't visit the school, with school-related information they may not otherwise receive. The Lawrenceville branch of Boys & Girls Clubs of Metro Atlanta provides information about school testing in parent meetings that begin at 7 p.m., rather than the typical 5 p.m. at which PTA meetings offering the same information commonly convene. The later hour gives parents more time to get to the Club after work. The Club avoids scheduling meetings and events on Mondays, when families are adjusting to the beginning of

the work and school week, and Wednesdays, when many families attend religious meetings. If your Club has the resources, provide transportation, childcare and food at family events. Not having to cook dinner after an evening event means one less thing for parents to worry about, increasing the chances that they'll attend.

For immigrant and non-English-speaking families, provide translation services and employ Club professionals who speak the language(s) of your Club population. Ask parents to educate you about their cultural values and to make presentations for Club members. Immigrant parents want their children to learn English and develop behaviors that will help them succeed in school, but many also want to maintain their home language as a link to their culture of origin.¹³ Incorporating families' cultural traditions can help ease those conflicting desires.

Look for other culturally specific strategies, such as employing tribal elders as mentors for Native-American youth. Schools that held parent meetings alternately at the school and on Indian reservations increased parent participation and improved communication with parents. Some researchers suggest a similar approach might work with immigrant and migrant parents. Because many Boys & Girls Clubs are located on Indian reservations or geographically within the communities they serve, hosting parent-school meetings at the Club may be a particularly effective strategy for serving Native-American, immigrant and migrant parents.¹⁴

Researchers surveying Latino parents have found that they have high expectations for their children's education and want to participate, but feel excluded from the school community by language barriers.

They are also discouraged by teachers' and other parents' negative perceptions of them, particularly that Latino parents do not have high academic standards and that their children are responsible for schools' low test scores. What's more, Latino cultures generally view educators as people to be respected, so parents may not feel comfortable approaching teachers and school administrators; they also may not realize that parent participation at school is an expected behavior in the United States.¹⁵ Educate Club professionals and teachers about the needs and expectations of Latino families to help dispel myths about their potential for educational involvement and achievement. Educate Latino families about specific ways in which they can support their children. Facilitate communication between parents and schools by providing translation services, accompanying parents to the school or inviting teachers and administrators to the Club, where parents may feel more comfortable meeting with them.

As students get older, parents are less likely to get involved, and educators are less likely to invite parent participation. Parents of high school students are often the most difficult to reach, as teenagers progressively establish more independence and their school work requires more skills parents may not possess. Research from the Gates Family Foundation, however, suggests that relationships with adults who support them and push them to achieve – along with rigorous curriculum and educational experiences relevant to teens' lives and potential careers – is key to addressing the nationwide epidemic of high drop-out rates.

Ask parents of teen members to sign contracts with Club professionals and teens themselves, making a commitment to high academic achievement. Parents can run or assist with teen-oriented programs, such as CareerLaunch[®] or Money Matters. Use

parents as mentors and to make presentations about their career fields. Link parents to information about higher education and sources of financial aid; encourage them to talk to their teens about college.

The Ernest Ingold branch of BGC of San Francisco builds relationships with parents of soon-to-be teens through its competitive basketball program for middle-schoolers.

Invite college recruiters to parent orientations. Maintain the links that you establish with younger members' families as they get older. The Ernest Ingold branch of BGC of San Francisco offers a competitive basketball program for middle-schoolers, which draws in parents of sixth- through eighth-graders, the genesis of relationships the Club works to maintain after members transition to high school.

Many Clubs also serve homeless populations and families that have experienced job loss, deaths in the family and other trauma. When families have basic financial or mental health needs, these must be addressed before parents can be expected to effectively engage in their children's education. Some Boys & Girls Clubs run shelter-based programs that help residents get their children established with the appropriate schools. For more information about addressing the broader needs of families, refer to BGCA's *Family Support Program Manual* or Family Plus resources (www.bgca.net).



Making Parent Programs Work

- Empower parents: encourage parents; work with them to set and carry out goals. Do not assume you know what is best for parents. They know themselves best.
 - Focus on the needs of both parents and children. Parents cannot help their children if they need help themselves: a job, food, housing, simple support from others.
 - Adjust to the needs of specific parents in the program. There is no one-size-fits-all program.
 - Allow plenty of time for parent discussion. Programs should be parent-dominated.
 - At parent/family nights, provide childcare for younger children and food.
 - Recognize what parents are doing to help children. Praise them.
-

Training Club Professionals to Work with Parents and Families

One of the most important elements of any parent-involvement program is Club professionals who reach out to and maintain relationships with parents. Include facilitation of parent involvement as a component of the education director's job description. After-school programs that employ a designated staff member for parent involvement – even when only a percentage of that professional's hours is dedicated to parent involvement – are more likely to encourage family support for education and to have families contributing to program governance and leadership.¹⁶

In addition to designating a Club professional responsible for facilitating parent involvement, all staff members – particularly education program professionals – should be trained to work with parents and families. Set the expectation that Club professionals regularly communicate with and encourage participation by parents in Club members' education.

Start by educating Club professionals about the value of parent involvement. Impress upon staff that all parents are capable of participating in their children's education; educate professionals about the barriers parents may face. Encourage all Club professionals to develop an attitude of partnership with families of all kinds. Make strategies for communicating with and involving parents a regular topic at staff meetings.

Expect staff members to adhere to the following professional standards for family engagement developed by the National AfterSchool Association:

- Staff make families feel welcome and comfortable.

- Staff and families treat each other with respect.
- Staff offer orientations for new families.
- Staff keep families informed about the program.
- Staff encourage families to give input and get involved in events.
- Staff and families join together to communicate and work with schools.

Provide Club professionals with training on the cultures of the populations served by your Club, the needs of Club families and strategies for addressing barriers to parent involvement. Involve parents in trainings to ensure relevance. Invite a family engagement expert from a local school system, university or family support agency to offer a workshop for Club staff. Access training materials from the Family Involvement in Education Network at www.finenetwork.org.



At-a-Glance Strategies

Training Staff to Work with Parents

- Educate Club professionals about the importance of parent involvement in education and the obstacles many parents face.
 - Expect Club professionals to reach out to parents and encourage involvement.
 - Make parent involvement and communication regular topics of discussion at staff meetings.
 - Designate a Club professional to dedicate at least a portion of his or her work hours to parent outreach.
 - Invite a family engagement expert to lead a workshop for Club staff.
 - Invite parents to speak at training sessions.
 - Access training materials from the Family Involvement in Education Network at www.finenetwork.org.
 - Employ parents and other community members in the Club.
-



A Sense of Community Goes a Long Way

Achievement is highest when students are surrounded by a community that supports their educational efforts and when parents constitute a vital part of that community. **Director of the Ernest Ingold branch of BGC of San Francisco, Jennifer Dominguez**, says the 50-plus-year history of the Club, which has been in the same building since 1952, is a valuable asset in gaining parent buy-in for educational programs. Many parents and neighborhood residents attended the Club themselves as youth. Some Club professionals are alumni as well, so parents see people they recognize from their community working in the Club. Club professionals have gained a reputation with parents as people who care about their children, which makes parents more responsive to requests for involvement.

Rory Johnson, director of the Lawrenceville branch of BGC of Metro Atlanta, attributes his Club's strong relationships with both the parents and the local schools in part to the fact that, as parents of children who attended the local elementary, middle and high schools, he and his wife are known by school officials, have insight into local school system operations and interact with members' parents both at school and in the Club. One of the Club's board members also serves on the county board of education, creating even more connections between the Club, schools and parents. "Put yourself in a parent's shoes," advises Johnson. "I've been through all the phases as a parent. It is the greatest source of insight."

Consider employing parents from the local community and tap into that valuable source of insight.

Evaluating Parent and Family Involvement Programs

Boys & Girls Clubs and non-profit organizations in general are increasingly being called upon to document, evaluate and demonstrate the success of their programs. The long-term goals that Clubs set for members – represented by the Youth Development Outcomes – are difficult to measure. Gains in academic achievement, in particular, are difficult to attribute to any one source. However, more than 30 years of research supports the notion that parent and family involvement in education does have positive impacts on outcomes.

Thus, the best strategy for Clubs is to perform relatively simple forms of measurement – needs assessments, service documentation and participation counts – and present the resulting data in combination with the existing research about the value of parent and family involvement. See the National Center for Family & Community Connections with Schools' synthesis, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement* (www.sedl.org/connections/research-syntheses.html), for more on the existing research. This is a useful source for writing funding proposals, presentations or press releases about your family involvement in education programs.

A needs assessment is useful for Clubs starting new parent involvement programs or looking to enhance their existing programs. Assessments should be performed periodically to ensure that Club programming continues to meet the needs of parents and families. Questions to ask in a **needs assessment** might include:

- What services does the Club, or other organizations serving the Club population, already offer to support parent involvement in education?

- What are the obstacles to participation most commonly faced by the Club's parent population? What strategies or services could help address those obstacles?
- What educational needs of Club members – e.g., homework help, improving test scores, time management and organization skills, career exploration, etc. – could be addressed by engaging parents and families?
- What are the strengths of the parents in the Club community and how could they be used to enhance educational programming?

Clubs may also wish to perform ongoing **service documentation**, tracking the frequency, context, quality and participation levels of activities and services. Some questions to ask include:

- What types of services does the Club offer to promote parent and family involvement in education?
- What type of adult development opportunities does the Club offer?
- Do Club professionals make themselves accessible to parents?
- Do parents have opportunities to provide feedback about educational programming and participate in Club governance and leadership?
- What family events and activities does the Club host? How many per year? How many parents and families participate?
- How often do Club professionals communicate with parents and about what topics?
- Is parent and family involvement included in Club professionals' job descriptions and addressed as a regular topic at staff meetings?
- How does the Club partner with schools?
- What does the Club do to help parents connect with schools and advocate for their children?



Clubs interested in collecting more specific performance measures related to their family involvement in education programs can collect data from interviews with parents, Club professionals, youth and school officials. Also use program documentation: volunteer and event sign-in sheets, parent communication logs, etc. Performance measures Clubs may want to collect include:

- participation rates in parent and family activities;
- type and frequency of family involvement activities;
- type and number of communications between parents and Club professionals;
- parent satisfaction with Club program; and
- parent relationships with the schools.¹⁷

These can be more difficult and time-consuming measures to collect than the information yielded by needs assessments and service documentation. Clubs should carefully choose an evaluation strategy based on the most pressing questions it needs answered, the requirements of its community and funders, and available resources. If you wish to perform more sophisticated evaluation of your parent involvement efforts, consider partnering with a local college or university for a lower-cost alternative to hiring a professional evaluation firm. (See the BGCA publication *Clubs Measure Up: A Guide to Measurement Strategies for Proving and Improving Club Impact*, available through www.bgca.net, for more information about evaluation in the Club.)

Evaluating Parent Involvement Programs

- Focus evaluation efforts on answering the questions most pressing for your Club.
 - Perform a needs assessment before beginning a parent involvement program and to ensure that existing programs are meeting parents' needs.
 - Document parent-involvement services offered by the Club.
 - Combine participation numbers and other service documentation with existing research on the benefits of parent involvement in education to demonstrate the value of your programs.
 - Partner with a local university to perform more sophisticated evaluations without having to spend a lot.
-

Resources

The following section of this publication contains these resources Clubs can use in their efforts to involve parents and families in members' education and educational programming in the Club:

- **Homework Hints for Parents (English):** a reproducible handout for distribution to members' parents
- **Homework Hints for Parents (Spanish):** a reproducible handout for distribution to members' Spanish-speaking parents
- **Time Management Tips for Parents:** a reproducible handout for distribution to members' parents
- **Power Hour Homework Help Contract:** a reproducible contract Clubs can use to elicit commitments from members and their parents to participate in Power Hour and complete homework
- **Tutoring Contract:** a reproducible contract Clubs can use to elicit commitments from members and their parents to make the best possible use of Club-provided tutors
- **Finding More Information:** a listing of BGCA publications, research and reports, parent resources, legislation, organizations, training resources and evaluation resources for improving your Club's parent-involvement programs

Homework Hints for Parents*

Does your child sing the homework blues? Here is a list of suggestions to help you make homework time less stressful and more productive.

- **Create a homework kit.** Decorate a box and fill it with necessary supplies, such as pencils, erasers, rulers, a dictionary, counting beads, paper, glue, scissors, etc.
- **Create a homework zone.** With your child, identify a comfortable and well-lit place in your home to do homework. Decorate the area with your child's work or with an incentive chart.
- **Create a daily schedule for homework.** Encourage your child to do homework at the same time every day. Develop a routine, turn off the television and eliminate any other distractions during this time.
- **Do "adult" homework.** While your child is doing homework, perform tasks such as making dinner or opening the mail, to help your child realize that adults have homework, too.
- **Be a positive role model.** Your attitude about the work affects how your child sees it, so be make homework fun, not a chore.
- **Help your child develop organizational skills.** Work with your child to create a plan for completing assignments. Help your child organize his or her backpack and place it by the door for the next morning.
- **Watch for frustration.** Let your child take a break or move on to other assignments if one is causing frustration. Return later to work on the frustrating assignment together.
- **Remember it is your child's homework.** Be supportive, but let your child do the work. Simply providing the answers prevents your child from learning the material.
- **Talk with your child's teacher.** Make sure you understand the approach your child's teacher takes toward homework. Discuss your child's progress and address any concerns.
- **Encourage and reward.** Praise and reward your child's progress. Have your child place a star on the family calendar every time he or she completes all assignments. When your child collects 10 stars, recognize it with a reward, such as making his or her favorite dinner or taking a trip to the park.
- **Celebrate a homework-free day.** Saturdays are ideal for taking a break from homework to do a special family activity. Go for a hike, bake cookies or watch a favorite movie together.

**Reproduced from PowerHour: Making Minutes Count (Atlanta, Ga.: Boys & Girls Clubs of America, 2005)*

Sugerencias para los Padres sobre las Tareas de sus Hijos*

¿Le atormentan las tareas a tu hijo? Esta lista de sugerencias les ayudará a que la hora de las tareas sea más armoniosa.

- **Organiza un equipo para las tareas:** Decora una caja y llénala con los útiles necesarios, tales como lápices, borradores, reglas, un diccionario, fichas para contar, goma, tijeras, etc.
- **Haz una zona de tareas:** Con la ayuda de tu niño, identifique un sitio cómodo y con buena luz en su casa para hacer tareas. Decora el lugar designado con las obras de tu hijo o con un cuadro de incentivos.
- **Establece un horario diario de tareas:** Anima a tu hija a que haga sus tareas a la misma hora todos los días. Mantengan una rutina, apaguen la televisión y librense de cualquier otra distracción durante ese periodo.
- **Haga tareas de “adultos”:** Realiza faenas como preparar la cena o abrir tu correo para que tu hijo se dé cuenta que los adultos también tienen tareas.
- **Sirve de ejemplo positivo:** Tu actitud es contagiosa: Haga que las tareas sean divertidas, no pesadas.
- **Ayuda a tu niña a desarrollar habilidades de organización:** Construya con tu hija un plan para concluir las asignaciones, luego ayúdala a organizar su mochila y ponerla de lado de la puerta para la mañana siguiente.
- **Busca señas de frustración:** Permite que tu niño descanse unos minutos o cambie de tarea si alguna hace que se sienta frustrado. Más tarde, dedíquense juntos a la asignación frustrante.
- **Recuerda que son las tareas de tu niño:** Déle apoyo pero permite que tu niña haga el trabajo. Si le das las respuestas, tu niña no aprenderá el material.
- **Habla con el maestro de tu hijo:** Asegúrate de entender la estrategia para las tareas del maestro. Además, habla con él sobre el progreso de tu niño y aborda cualquier inquietud.
- **Alienta y recompensa:** Alaba y recompensa el progreso de tu niña. Haz que ponga una estrellita en el calendario de la familia cada vez que concluya todas sus asignaciones. Cuando tu niña acopie 10 estrellas, recompénsala con un premio, como preparar su plato favorito o hacer una excursión al parque.
- **Celebra un Día sin Tareas:** Los sábados son un día ideal para tomarse un descanso de las tareas y realizar alguna actividad familiar especial, como ir de paseo, preparar galletas o ver juntos su película favorita (con palomitas de maíz, por supuesto).

**Reproduced from PowerHour: Making Minutes Count (Atlanta, Ga.: Boys & Girls Clubs of America, 2005)*

Time Management Tips for Parents

As an adult fitting everything into one day can be tough. Have you ever thought about how your child does it? Juggling school and home responsibilities with extracurricular and social schedules can be challenging, so how can you help?

Time management is the solution. Teaching your child how to prioritize responsibilities and leisure activities assures that there's time to fit in what has to be done with the things that he or she loves to do. When children develop time management skills, they are able to successfully manage day-to-day tasks in school and future careers. Here are some tips for helping your child incorporate time management into her or his life:

- **Establish a daily routine.** Establish a morning, after-school and bedtime routine. Help your child make a list of all the things that need to be done before going to school and check off the items as they are completed. Do the same for after-school and bedtime schedules.
- **Create a family calendar.** Post a family calendar on the refrigerator or some other location that everyone will see daily. Write each family member's name and corresponding activities, appointments, must dos, reminders, etc. Encourage your child to take on this responsibility.
- **Have family meetings.** Family meetings are not just a time to talk about serious issues, but also to celebrate. Take the time to have everyone in the household talk to one another about family events and happenings, important decisions, vacations, etc.
- **Help your child develop organizational skills:**
 - **Keep a "to do" list and calendar.** Have your child write down the things he or she needs and wants to do along with keeping a daily, weekly and monthly calendar. Keep the calendar and to do list in a place where it can be found easily and have your child check off each item as it's completed.
 - **Set goals.** Goals should be achievable yet challenging. Help your child set short- and long-term goals. Reinforce how short-term goals lead to larger, long-term goals.
 - **Prioritize.** Rank the importance of the things your child needs to do. Is there a deadline? Is the deadline negotiable? Are there any consequences if she or he does not meet the deadline?
 - **Do must-do's first.** Encourage your child to do the things that are priorities first, even if they are things that she or he doesn't like to do.
 - **Break big jobs into little jobs.** Breaking down big jobs into smaller tasks that are more manageable lessen the chances of your child becoming overwhelmed.
 - **Combine tasks.** When it's possible, combine two or more tasks to save time.
 - **Have everything you need on hand to get the job done.** Before your child begins any task, make sure she or he has the materials needed. For example, it's a good idea to make a homework kit with paper, pencils, pens, markers, crayons, scissors, ruler, calculator, etc. Teach them how to keep up the inventory of that kit on their own.
 - **Eliminate distractions.** Assist your child in arranging her or his time and work space to keep interruptions at a minimum.

Other important tips to remember

- **Be a positive role model.** Your attitude and behavior rubs off. Be positive in your words and actions! Demonstrate commitment, do any task well and don't procrastinate.
- **Be flexible.** Things happen. Support your child in taking a positive attitude and preparing for possible changes. Allow extra time for the things that may arise.
- **Be realistic.** Don't panic if your child can't get everything done or if it's not perfect. Being unrealistic sets up children for defeat.
- **Have a back-up plan.** Sometimes the first plan is not the best plan. Plans may need to be adjusted, postponed or rescheduled.
- **Follow up/check in.** Make sure that you are supportive and discuss progress. Watch for frustrations and obstacles. Encourage your child to review to-do lists and calendars regularly. Remove items that are unnecessary and unrealistic.
- **Be a cheerleader.** Praise and encourage your child.
- **Reward achievement.** Celebrate when your child makes improvements and completes projects.
- **Build in fun.** Encourage fun, healthy activities and hobbies. The weekend can be the time to take a break and go to a movie, go to the mall, spend the night with a friend or go biking.

Homework Help Contract*

Member

I, _____, agree to participate in the Power Hour program at least
(Member name)
_____ days per week, beginning on _____. I commit to arrive at the session
(Number) (Start date)
on time, keep track of all my assignments, complete the homework I have been assigned and
turn in completed homework. I also agree to ask for help when I need it.

(Member signature) (Date)

Parent or Guardian

I, _____, agree to support my child, _____,
(Parent name) (Member name)
in participating in the Power Hour program at least _____ days per week, beginning on
(Number)
_____. I commit to making sure he/she arrives on time, and has the materials
(Start date)
needed to complete the assignments. I also agree to provide help and/or information to the
Power Hour Supervisor when needed.

(Parent or guardian signature) (Date)

Power Hour Supervisor

I, _____, agree to help member, _____,
(Supervisor name) (Member name)
while participating in the Power Hour program. I commit to providing help to him/her in
completing homework assignments, conducting research as needed and engaging in other
learning activities whenever appropriate. I also agree to maintain the necessary records and to
confer with parents, teachers and staff to make sure the member's needs are addressed.

(Supervisor signature) (Date)

*Reproduced from PowerHour: Making Minutes Count (Atlanta, Ga.: Boys & Girls Clubs of America, 2005).

Tutoring Contract*

Member

I, _____, agree to come to my tutoring sessions at the agreed-upon
(Member name)
time, ready to learn. If I cannot attend, I will call _____ no later
(Name of Power Hour Coordinator)
than the morning of the session.

The phrase that best describes what I like best when I am doing homework (circle one):

- | | | |
|-----------------------|----|--|
| A quiet place to work | OR | A place where I can talk and move while I work |
| A desk and chair | OR | A couch or beanbag chair |
| Doing homework first | OR | After snack and time to run or relax |
| Working alone | OR | Working in a small group |

The homework assignments that are usually the easiest for me are:

The homework assignments that are usually the most difficult for me are:

When I get stuck on my homework, what helps me most is:

(Member signature)

(Date)

.....
**Reproduced from PowerHour: Making Minutes Count (Atlanta, Ga.: Boys & Girls Clubs of America, 2005).*

TUTORING CONTRACT (page 2)

Parent or Guardian

My child, _____, will be completing homework assignments in the
(Member name)

Power Hour program with the help of a tutor, _____.
(Tutor name)

I, _____, agree to do everything in my power to support
(Parent or guardian name)

the learning goals of the tutoring session.

The homework assignments that are usually the easiest for my child are:

The homework assignments that are usually the most difficult for my child are:

When my child gets stuck on homework, what helps most is:

(Parent or guardian signature) (Date)



Tutor

I, _____, agree to work with _____ to help him or
(Tutor name) (Member name)

her finish all homework assignments and to work toward our agreed-upon learning goals. If I cannot attend one of our scheduled sessions, I will call _____
(Name of Power Hour Coordinator)

at least 24 hours in advance. I make a commitment to tutor for a minimum of three months.

(Tutor signature) (Date)

TUTORING CONTRACT (page 3)

Member, Parent and Tutor

Tutoring goal:

Steps for accomplishing the goal:

Date for accomplishing the goal:

Finding More Information

Parent Resources

106 Ways Parents Can Help Students Achieve from the American Association of School Administrators
info@aasa.org

FamilyEducation: Academic and parenting tips for parents
www.familyeducation.com

National Education Association articles for parents
www.nea.org/helpfrom/connecting_tools.html
www.nea.org/parents.ppower.html

U.S. Dept. of Education's *Helping Your Child* series of downloadable pamphlets in English and Spanish:

- *Helping Your Child Learn History*
 - *Helping Your Child Learn Science*
 - *Helping Your Child Learn Mathematics*
 - *Helping Your Child Become a Reader*
 - *Helping Your Child With Homework*
 - *Helping Your Child Succeed in School*
 - *Helping Your Child Through Early Adolescence*
 - *Helping Your Child Become a Good Citizen*
- www.ed.gov/parents/academic/help/hyc.html

Boys & Girls Clubs of America Resources (www.bgca.net)

Family Support program resources

Family Plus program resources, awards, training and grant opportunities

PowerHour: Making Minutes Count: A Guide to After-School Homework Help and Tutoring

Project Learn Resource Guide

Training Resources

Building Relationships with Parents and Families in School-Age Programs, a training handbook published by School-Age Notes
www.afterschoolcatalog.com

New Skills for New Schools: Preparing Teachers in Family Involvement, prepared by the Harvard Family Research Project for the U.S. Dept. of Education
www.ed.gov/pubs/newskills/index.html

Research and Reports

A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, an annual research synthesis from the National Center for Family & Community Connections with Schools
www.sedl.org/connections/research-syntheses.html

Focus on Families: How to Build and Support Family-Centered Practices in After School from United Way of Massachusetts Bay, Harvard Family Research Project and Build the Out-of-School Time Network
www.gse.harvard.edu/hfrp/projects/afterschool/resources/index.html

Family Involvement in Children's Education: Successful Local Approaches: An Idea Book from the National Institute on the Education of At-Risk Students, U.S. Dept. of Education
www.ed.gov/pubs/FamInvolve/index.html

The Family Participation in After-School Study from the Institute for Responsive Education
www.responsiveeducation.org/pdf/afterschoolReportOne.pdf

Evaluation Resources

Harvard Family Research Project's Out-of-School Time Program Evaluation Database
www.gse.harvard.edu/projects/afterschool/evaldatabase.html

"Beyond the Head Count: Evaluating Family Involvement in Out-of-School Time" in Harvard Family Research Project's *Issues and Opportunities in Out-of-School Time Evaluation*, Volume 4 (Aug. 2002)
www.hfrp.org

Legislation

No Child Left Behind Act (2001)
www.ed.gov/policy/elsec/leg/sea02/107-110.pdf

Organizations

Center for Parent Leadership
www.centerforparentleadership.org

Center on School, Family and Community Partnerships
www.aspira.org

EPIC: Every Parent Influences Children
www.epicforchildren.org

Family Support America
www.familysupportamerica.org

Harvard Family Research Project's Family Involvement Network of Educators (FINE)
www.finenetwork.org

Institute for Responsive Education
www.responsiveeducation.org

The National Afterschool Association
www.naaweb.org

National Center for Family Literacy
www.familit.org

National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory
www.sedl.org/connections

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

National Coalition of Title I/Chapter I Parents, National Parent Center
www.nct1ch1p.org

Parent Involvement and Resource Centers
www.pirc-info.net/pircs.asp

Promising Practices in Afterschool
www.afterschool.org

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¹ Anne T. Henderson and Karen L. Mapp. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. National Center for Family & Community Connections with Schools, 2002.

² Abby R. Weiss and Roblyn A. Brigham. *The Family Participation in After-School Study*. Institute for Responsive Education, 2003; Zenub Kakli, et. al. *Focus on Families! How to Build and Support Family-Centered Practices in After School*. Boston: United Way of Massachusetts Bay, Harvard Family Research Project, Build the Out-of-School Time Network, 2006.

³ Martha Boethel. *Diversity: School, Family, and Community Connections*. National Center for Family and Community Connections with Schools, 2003.

⁴ Kathleen V. Hoover-Dempsey, et al. "Why Do Parents Become Involved? Research Findings and Implications," *The Elementary School Journal* 106, no. 2 (Nov. 2005): 105-130.

⁵ Henderson and Mapp. *A New Wave of Evidence*.

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⁷ Kakli, et. al. *Focus on Families!*

⁸ Kakli, et. al. *Focus on Families!*; Harvard Family Research Project. "Beyond the Head Count: Evaluating Family Involvement in Out-of-School Time," *Issues and Opportunities in Out-of-School Time Evaluation 4* (Aug. 2002).

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¹¹ Lee, Jung-Sook and Bowen, Natasha K. "Parent Involvement, Cultural Capital, and the Achievement Gap Among Elementary School Children," *American Educational Research Journal* 43, no. 2 (Summer 2006): 193-218.

¹² Ibid.

¹³ Alice M. Quioco and Annette M. Daoud, "Dispelling Myths about Latino Parent Participation in Schools," *The Educational Forum* 70, no. 3 (Spring 2006): 255-267.

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Kakli, et al. *Focus on Families!*

¹⁷ Many of the questions and performance measures in this section were adapted from Harvard Family Research Project. "Beyond the Head Count: Evaluating Family Involvement in Out-of-School Time" and Kakli, et al. *Focus on Families!*