

Role of Parent Involvement in No Child Left Behind (NCLB)  
Viewer's Guide

The 2006 webcast, *Role of Parent Involvement in No Child Left Behind (NCLB)*, was developed by the Appalachia Regional Comprehensive Center (ARCC) at Edvantia in partnership with the National Center for Family Literacy (NCFL).

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The Appalachia Regional Comprehensive Center (ARCC) at Edvantia is one of 21 technical assistance centers—16 regional centers and 5 content centers—funded by the U.S. Department of Education. The ARCC provides the state education agencies in Kentucky, North Carolina, Tennessee, Virginia, and West Virginia with intensive technical assistance to address the No Child Left Behind (NCLB) requirements and meet student achievement goals. The ARCC at Edvantia is a dynamic, collaborative network consisting of the Center for Equity and Excellence in Education (CEEE), ESCORT, the National Center for Family Literacy (NCFL), the SERVE Center for Continuous Improvement at the University of North Carolina–Greensboro, and the Southern Regional Education Board (SREB).

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## Introduction

The 2006 webcast, *Role of Parent Involvement in No Child Left Behind (NCLB)*, was developed by the Appalachia Regional Comprehensive Center (ARCC) in partnership with the National Center for Family Literacy (NCFL). The webcast focuses on scientifically based research about parent involvement and how states can begin to develop strategies to address parent involvement. Use the notes pages 2–6 in this Viewer’s Guide to help you while watching this webcast; they provide a place to record your ideas and any important points.

This webcast and notes provide rich background information for the 2007 webcast, *Parent Involvement: Meeting High Expectations with Practical Solutions*. The 2007 webcast explores practical solutions for engaging parents in their child’s learning and guides viewers through a planning process to identify next steps for improving parent involvement at the state, district, and school levels.

## Purpose

This guide highlights the 2006 webcast’s key information and provides space to record notes. The purpose of the guide is to help viewers organize their thoughts on information shared by various leaders about the important role of parent involvement in supporting students’ academic success as defined in No Child Left Behind.

## Objectives

The webcast and guide will help viewers accomplish these objectives:

- Hear what the research says about meaningful parent involvement and what it looks like when implemented
- Understand that all parents have something valuable to contribute toward their child’s learning
- Recognize the value in creating effective leadership teams that include parents in the decision-making process
- Consider the value of parent involvement to support schools and contribute to children’s learning

## Materials

A viewer will need these materials:

- DVD copy of *Role of Parent Involvement in No Child Left Behind (NCLB)* or internet connection to download archived webcast at [www.edvantia.org/publications/arccwebcast/march06/](http://www.edvantia.org/publications/arccwebcast/march06/)
- A computer that plays DVDs or has an Internet connection, or a DVD player and TV, to view the webcast
- Copy of this Viewer’s Guide notes pages 2–6 and/or notebook to record ideas while watching the webcast
- Pencil or pen to use for taking notes

| Key Information   | Notes |
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| <p><b>Margaret Spellings, United States Secretary of Education</b> - <i>Introduction</i></p> <ul style="list-style-type: none"> <li>• No Child Left Behind (NCLB) has a positive impact on children's achievement.</li> <li>• Parents need to be involved in the implementation of NCLB.</li> <li>• For more information on NCLB and parent tools, visit <a href="http://www.ed.gov">www.ed.gov</a>.</li> </ul>   |       |
| <p><b>Anne Henderson</b> – <i>What does the research say about parent involvement, and what do the findings look like in practice?</i></p> <ul style="list-style-type: none"> <li>• There is a comprehensive collection of research on parent involvement. It shows that when parents are involved at home and/or school, their children perform better.</li> <li>• Having one third of a school's families involved creates positive effects on students' grades, test scores, attendance, behavior, and attitude toward school.</li> <li>• When teachers develop relationships with children's parents, it is easier for the children to bond with their teachers, and children are more likely to learn.</li> <li>• Teachers feel supported when they have positive relationships with their students' parents.</li> <li>• It is important to link parent involvement to improving student achievement. For example: What does grade-level work look like? How should parents help their children learn?</li> <li>• A Westat study shows that schools in low-income areas improve when teachers reach out to parents. Teachers in this study did three important things: They (1) met every family face-to-face, (2) sent home assignments that parents</li> </ul> |       |

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| <p>could use to help their child learn, and (3) stayed in touch with parents at least once a month.</p> <ul style="list-style-type: none"> <li>• Programs that help parents support their children’s learning need to be offered at convenient times and places and need to be respectful of parents’ individual circumstances, cultural influences, and many responsibilities.</li> <li>• A study conducted with Chicago’s Child Parent Centers revealed that when parents are taught how to advocate for their children, the children do better in school and graduate at a higher rate.</li> <li>• Henderson stresses the importance of respecting class and cultural differences in families. Research points to the importance of providing translations for the second-language-learner families within a school and affirming family backgrounds.</li> <li>• Community organizers can support schools by addressing parent concerns and helping to bring parents into the schools.</li> </ul> |  |
| <p><b>Anne Henderson</b> – <i>Putting the Findings into Action</i></p> <ul style="list-style-type: none"> <li>• Link all parent activities and programs to promoting student achievement.</li> <li>• Teach parents what good, grade-level appropriate work looks like.</li> <li>• Look at school data and fine-tune parent programs to address the gaps.</li> <li>• Bridge class and cultural differences by building relationships and addressing concerns.</li> <li>• Provide a cultural broker or someone who understands the culture of the school and also understands how to work with the</li> </ul>  |  |

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| <p>school's population.</p> <ul style="list-style-type: none"> <li>• Build on families' cultural values by including various cultures in the curriculum.</li> </ul>   |  |
| <p><b>Sharon Darling</b> – <i>What the National Center for Family Literacy (NCFL) has learned from working with at-risk families</i></p> <ul style="list-style-type: none"> <li>• Family literacy services provide four components of services: early childhood education, adult education or adult basic education, parenting education, and parent-child interactive activities.</li> <li>• Family literacy services build a strong foundation for parent involvement; parents feel engaged in their role as parents and as partners with the schools and the programs.</li> <li>• The National Reading Panel found that focusing on reading instruction promotes student achievement.</li> <li>• Dr. Monique Sénéchal's research synthesis shows that parents have a strong impact on their children's reading acquisition.</li> <li>• Two of NCFL's enduring programs that use the family literacy service model are the Toyota Family Literacy Program and the Family and Child Education Program. Evaluations of both programs show that children's literacy skills increase, as do academic achievement and attendance.</li> <li>• Family literacy services need to move from parent involvement to parent engagement and, finally, to viewing the parent as a learner.</li> <li>• Community partnerships help programs sustain student, school, and family success.</li> <li>• Important keys to the success of family literacy services are staff development, technical assistance, and a strong evaluation component.</li> </ul> |  |

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| <p><b>Aurelio Montemayor</b> – <i>How to find value in all parents</i></p> <ul style="list-style-type: none"> <li>• Montemayor stresses the strength of a <i>valued perspective</i> versus the <i>deficit point of view</i>: All families have a lot to offer, and schools need to draw on their knowledge.</li> <li>• He describes a model for levels of parent involvement: <ul style="list-style-type: none"> <li>○ Parent as first teacher – validate what parent has already done.</li> <li>○ Parent as resource – view the parent as the main expert on his or her child.</li> <li>○ Parent as a decision maker – every parent is a capable decision maker, even parents from low-income families, and can contribute to decisionmaking at school.</li> <li>○ Parent as a leader and trainer of other parents – parent can identify other parents and connect them to the public school system.</li> </ul> </li> <li>• Parent trainings should be hands-on and take into account what facilitates more parents to participate (e.g., food, transportation, child care).</li> <li>• Bonding and connecting are important for immigrant families, especially because their children are responsible for bridging the language and technology barriers.</li> <li>• Cultural brokers are important, but so are those who are bilingual because they can bridge community language barriers.</li> </ul> |  |
| <p><b>Jane Grinde</b> – <i>Best practices for states to influence parent involvement</i></p> <ul style="list-style-type: none"> <li>• Trusting relationships must be built before content can be beneficial.</li> <li>• The Parent Leadership Core works with the Wisconsin Superintendent to develop the policy on family-</li> </ul>   |  |

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| <p>school-community partnerships.</p> <ul style="list-style-type: none"> <li>• The Core developed an in-service training that parents deliver to school staff on 10 things parents want staff to know. The tips are organized into the three R's: respect, relationships, and rules.</li> <li>• An Action Team includes parents, teachers, administrators, and perhaps students or community members.</li> <li>• The Action Team looks at school goals and develops practices based on Epstein's Six Types of Involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. These types of involvement connect to the school's improvement plan.</li> </ul> |  |
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### Summary

Presenters for the 2006 ARCC webcast refer to research that points to parent involvement as a powerful influence and rich resource for supporting student success. When parents are involved in meaningful ways in their children's education, student behaviors and academic performance improve. Parents of our at-risk students are often from families that are also at risk. Schools that value all students and make accommodations that encourage involvement of all parents support the children's learning and parents' learning. State departments of education can establish a model for effective parent and community involvement that values parents as resources and contributors to student and school success.

This webcast sets the stage for an in-depth look at meaningful parent involvement in children's learning. For more on that topic, go to the guided viewing of the webcast titled *Parent Involvement: Meeting High Expectations with Practical Solutions*. The guide for that 2007 webcast is written as a facilitated group training for educators and/or parents, but individuals can use it as a way to examine in-depth parent involvement practices. This facilitated training includes various discussions and activities, and concludes with the development of customized action plans—practical solutions that result in change.

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