Promising Practices in Parent and Family Involvement
1997-2009

Engaging Parents in Child Welfare Services: Bridging Family Needs and Child Welfare Mandates.
Kemp, Susan P., Marcenko, Maureen O., Hoagwood, Kimberly, Vesneski, William.
University of Washington
2009
Child Welfare
88 (1) p. 101-126
Calls for expanded use of tested child mental health interventions in child welfare practice add new urgency to the longstanding question of how to enhance parent engagement in child welfare services, where low and uneven levels of engagement are pervasive, and services to parents and children tend to be separated, leaving important opportunities for parent-child interventions underutilized. Tackling these issues requires both expanded understandings of what engagement entails and the incorporation into child welfare practice of systematic, research-based strategies for supporting parental involvement. Drawing on a review of factors that shape (and often confound) efforts to engage parents in child welfare, and on relevant research, this paper lays the initial foundation for such an approach by identifying and describing six core dimensions of engagement and related intervention strategies. Numerous References. (Author abstract)
http://findarticles.com/p/articles/mi_7199/is_200901/ai_n32332961/?tag=content;col1

'I can see Parents Being Reluctant': Perceptions of Parental Involvement Using Child and Family Teams in Schools.
Taliaferro, Jocelyn DeVance. DeCuir-Gunby, Jessica. Allen-Eckard, Kara.
2009
Child and Family Social Work
14 (3) p. 278-288
The purpose of this study is to examine the attitudes beliefs, and perceptions of school and community personnel regarding parental involvement via the implementation of child and family team meetings. Interviews were conducted with 10 school and community personnel in a high school in a small county in the south-eastern region of the USA. Several themes emerged from the data, including the definition of parental involvement, parental work and life circumstances, and parental esteem and position within schools. Findings suggest that school and community personnel hold conflicting beliefs regarding parents' desire and ability to be involved

in their children's schooling. Recommendations for social work practitioners' implementation of child and family team meetings in the school context are provided. (Author abstract)

2008 Annual Report Summaries.
FRIENDS National Resource Center for Community-Based Child Abuse Prevention.
2009
This website contains links to State summaries of activities taken in federal fiscal year 2007 through the Community-Based Child Abuse Prevention (CBCAP) Grants Awards. Each summary provides a chart that indicates the development, operation, and expansion of community-based and prevention-focused programs, the number of families served, services provided to families, training and technical assistance, linkages with other systems, outreach to special populations, Child Abuse Prevention Month activities, parent leadership, innovative funding mechanisms, family satisfaction, unmet needs identified by the inventory, and evaluation results.
http://www.friendsnrc.org/resources/08sum.htm

Parent Support, Education, & Leadership
FRIENDS National Resource Center for Community-Based Child Abuse Prevention.

Parent education and support programs are good first steps in fostering leadership in parents. They provide parents with the tools they need to become more confident parents and to bond with other parents. FRIENDS works actively with Circle of Parents® and other organizations on a national level to support and encourage parent engagement and leadership. This website contains links to parent support, education and leadership tools and resources.
http://www.friendsnrc.org/CBCAP/priority/parent_support.htm

Innovations in Child and Family Policy: Multidisciplinary Research and Perspectives on Strengthening Children and Their Families. FORTHCOMING Feb 16, 2010
Douglas, Emily M.
2009
This book tackles many of the common problems and challenges that are considered to be at the heart of child and family policy: family creation, economic support, childrearing, and family care-giving. It begins by defining child and family policy and discussing the history of this growing specialization within the social sciences. The main chapters address policy and programmatic solutions to problems that face families by topic area: (1) early childhood and education, (2) government interventions with family violence, children's welfare, and the justice system, and (3) supports for children and families. Specifically, the chapters address the availability of child care, family medical leave, special needs children, parent involvement in their children's education, preventing and addressing child abuse and neglect, children who witness partner violence, child support orders, children of incarcerated fathers, and young adults in the justice system. The book contains applied research from many program evaluations or assessments of existing state-level legislation. Social scientists from multiple disciplines examine the efficacy of such programs and

policies to make recommendations for expanded or new child and family policies. (Author abstract)

What Works For Parent Involvement Programs For Children: Lessons from Experimental Evaluations of Social Interventions.
Mbwana, Kassim. Terzian, Mary. Moore, Kristin A.
Child Trends.
2009
Child health and well-being are intrinsically important and also contribute to a healthy, productive adolescence and adulthood. Parents can play an important role in helping their children acquire or strengthen the behaviors, skills, attitudes, and motivation that promote physical and mental health and overall well-being in childhood, adolescence and well into their adulthood. Acknowledging this, a variety of programs and interventions engage parents in efforts to achieve one or more outcomes for their children: academic achievement and attendance; a reduction in internalizing behaviours such as depression and anxiety, a reduction in externalizing behaviours or acting out such as aggression or delinquent behaviours; an awareness, reduction, or avoidance of substance abuse; awareness or avoidance of risky sexual behavior; and achieving/maintaining health and fitness. In this Fact Sheet, Child Trends synthesizes the findings from 67 rigorous evaluations of parent involvement interventions for children ages 6-11 years old to identify the components and strategies associated with successful programs and interventions. Overall, programs that actively engage parents generally have positive impacts. These include parenting skills training programs (21 of 25 evaluated programs had positive impacts on at least one child outcome), parent-child involvement programs (15 of 18 had a positive impact), and programs that actively involved both parents and children (40 of 46 had a positive impact). However, parent education-only programs did not generally have impacts; only six of 19 had impacts on any child outcomes. On the other hand, most (10 of 12) programs that integrate technology into their interventions have positive impacts on at least one child outcome. (Author abstract)
http://www.childtrends.org/Files/Child_Trends-2009_12_09_FS_WWParentInvolveProg.pdf

Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement.
PTA Issue Brief.
Westmoreland, Helen. Rosenberg, Heidi M. Lopez, M. Elena. Weiss, Heather.
Harvard Family Research Project. National PTA.
2009
This brief spotlights how six school districts across the country have used innovative strategies to create and sustain family engagement "systems at work." Our findings point to three core components of these successful systems: creating district-wide strategies, building school capacity, and reaching out to and engaging families. Drawing from districts' diverse approaches, we highlight promising practices to ensure quality, oversight, and impact from their family

engagement efforts. We also propose a set of recommendations for how federal, state, and local policies can promote district-level family engagement efforts that support student learning. (Author abstract)

http://www.hfrp.org/content/download/3420/98238/file/SeeingIsBelieving.pdf

Data Collection Instruments for Evaluating Family Involvement.
Westmoreland, Helen. Bouffard, Suzanne. O'Carroll, Kelley. Rosenberg, Heidi.
Harvard Family Research Project.
2009
As evidence mounts that family involvement can support children's learning, there is an increasing call in the field for common data collection instruments to measure home-school communication and other aspects of family involvement. This resource from Harvard Family Research Project compiles instruments developed for rigorous program impact evaluations and tested for reliability. (Author abstract)

http://www.hfrp.org/content/download/3290/96618/file/DataCollectionInstrumentsForEvaluating FamilyInvolvement.pdf

Family Engagement: A Web-based Practice Toolkit.
National Resource Center for Family-Centered Practice and Permanency Planning.
2009
Sponsoring Organization: United States. Children's Bureau.
This toolkit is intended as an online tool for programs, states and tribes where promising practices, programs and resources are made available on family engagement, described in current research literature as a series of intentional interventions that work together in an integrated way to promote safety, permanency and well being for children, youth and families. The toolkit can provide an opportunity to connect with colleagues and share program successes and challenges. For this toolkit, we have chosen a few examples and recognize that they are by no means the only programs using some of these principles and practices. Our goal is to continuously update this toolkit to reflect current practices and resources in the field and recognize programs and practices. (Author abstract modified)

http://www.hunter.cuny.edu/socwork/nrcfcpp/fewpt/index.htm

What Works For Parent Involvement Programs For Adolescents: Lessons from Experimental Evaluations of Social Interventions.
Terzian, Mary. Mbwana, Kassim.
Child Trends.
2009
Adopting healthy and positive behaviors and avoiding risky ones are key developmental tasks of adolescence. Parents can play an important role in helping their adolescent children acquire or strengthen the behaviors, skills, attitudes, and motivation that promote physical and mental health and overall well-being. Recognizing this, a variety of programs and interventions engage

parents in efforts to achieve one or more outcomes for their adolescents: academic achievement; a reduction in internalizing behaviors such as depression and anxiety, or in disruptive or delinquent behaviors; a reduction or avoidance of substance use; avoidance of sexual risk-taking; and achieving/maintaining health and fitness. In this Fact Sheet, Child Trends synthesizes the findings from 47 rigorous evaluations of parent involvement interventions for adolescents to identify the components and strategies associated with successful programs and interventions. Overall, nearly two-thirds of parent involvement programs were found to be effective -- 30 out of 47 programs had positive impacts on at least one adolescent outcome. Interventions that build parenting skills generally had positive impacts (13 out of 18 worked). All (nine out of nine) family and teen-focused therapeutic interventions were found to work for at least one outcome. On the other hand, parent education programs--those that simply offer information, but do not offer parents opportunities to practice related skills--did not tend to work (only 3 out of 11 had a positive impact). Also, programs with a combined focus on parents and teens--those that include intervention components for both groups--were likely to be effective (21 out of 29 worked). Finally, programs offering at least five sessions were likely to have positive impacts (29 out of 30 such programs worked). Positive impacts for parent involvement programs were least likely to occur for substance use (7 out of 23 programs), educational (one out of seven programs), and reproductive health outcomes (none out of eight programs). (Author abstract)
http://www.childtrends.org/Files/Child_Trends-2009_12_09_FS_WWParentInvolveAdol.pdf

Building the Future of Family Involvement.
Harvard Family Research Project.
2008
Evaluation Exchange
14 (1&2) This double issue of The Evaluation Exchange examines the current state of and future directions for the family involvement field in research, policy, and practice. Featuring innovative initiatives, new evaluation approaches and findings, and interviews with field leaders, the issue is designed to spark conversation about where the field is today and where it needs to go in the future. (Author abstract)
http://www.gse.harvard.edu/hfrp/eval/issue35/

Family Involvement in Public Child Welfare Driven Systems of Care
A Closer Look
National Technical Assistance and Evaluation Center for Systems of Care
2008
Because such a large percentage of children involved with child welfare reside with their family of origin, engagement with families is essential for achieving successful outcomes. The importance of consumer engagement in system improvement has been well established in the literature (e.g., Chrislip, 2002; Jennings, 2002; Milner, 2003; Parents Anonymous, 2005; Whipple & Zalenski, 2006). As State child welfare administrators work within their agencies and with other public and private stakeholders to develop and implement Program Improvement Plans in

response to Child and Family Services Reviews, family inclusion and participation promise to be vital for improving outcomes and fostering system change.

http://www.childwelfare.gov/pubs/acloserlook/familyinvolvement/
http://www.childwelfare.gov/pubs/acloserlook/familyinvolvement/familyinvolvement.pdf

Working Definition of Family-Driven Care.
National Federation of Families for Children's Mental Health.
2008
This fact sheet describes family-driven care as services in which families have a primary decision making role in the care of their own children as well as the policies and procedures governing care for all children in their community, State, tribe, territory and nation. This includes: choosing culturally and linguistically competent supports, services, and providers; setting goals; designing, implementing and evaluating programs; monitoring outcomes; and partnering in funding decisions. Ten guiding principles of family-driven care are provided.
http://www.ffcmh.org/worddownloads/Family%20Driven%20Care%20Definition%20Jan%20%20 2008.doc

Examining the Relationship between Family-Run Organizations and Non-Family Organization Partners in Systems of Care.
RTC Study 6: Family Organizations and Systems of Care Series; 244-3.
Lazear, Katherine. Anderson, René.
Research and Training Center for Children's Mental Health (Louis de la Parte Florida Mental Health Institute).
2008
This monograph explores the relationships and strategies of family-run organizations and non-family-run organization partners in systems of care in developing family voice and implementing family-driven services. Family-run organizations, for the purpose of this study, are organizations whose leadership and majority of staff are family members and are focused on meeting the needs of children and youth with or at risk of serious emotional and or behavioral challenges and their families. Non-family-run entities, such as state and local government agencies and provider organizations, are defined by this study as those that have broader purposes and typically have not been family-run. Historically, there has been a power imbalance between non-family-run entities, which control resources and have formal decision-making authority, and family-run organizations. This study explores these relationships and strategies within the context of key elements articulated in the research as essential to family voice and family-driven care. (Author abstract)
http://rtckids.fmhi.usf.edu/rtcpubs/FamExp/ExaminingRelationship.pdf

The Connections Project: A Relational Approach to Engaging Birth Parents in Visitation.
Gerring, Charyl E. Kemp, Susan P. Marcenko, Maureen O.
2008

Child Welfare
87 (6) p. 5-30
This paper presents a practical framework for relational practice with birth families, organized around parental visitation. The approach was developed in the Birth Family-Foster Family Connections Project, a three-year collaborative research demonstration project between a large private agency and the Washington State Department of Child and Family Services. The overall goal of the Connections Project, which served young children from infancy to age 6, was to create supportive connections among birth families, foster families, children, and the child welfare system. Although engaging parents in child welfare services is a challenging task for social workers, the Connections Project resulted in strong parent-worker relationships, very high participation in weekly visitation by birth parents, and quite extensive contact between birth and foster families. The paper describes relational strategies used by Connections social workers before and during visits, with the goal of providing child welfare social workers with a practical and effective framework for engaging parents through this core child welfare service. (Author abstract)
http://findarticles.com/p/articles/mi_7199/is_200811/ai_n32306358/

Partnerships with Families for Family-Driven Systems of Care. (Chapter 9 in The System of Care Handbook: Transforming Mental Health Services for Children, Youth, and Families).
Systems of Care for Children's Mental Health.
Osher, Trina. Penn, Marlene. Spencer, Sandra A.
2008
This chapter focuses on building and strengthening partnerships with families in systems of care. It reviews the history of the family movement and the evolution of family involvement and family organizations in systems of care. Examples from systems of care are used to illustrate lessons learned about family involvement, possible pitfalls, and safety net strategies. A case study of the development of family partnerships in New Jersey is offered. 2 boxes and 18 references. (Author abstract modified)

Scale of Change: Creating and Sustaining Collaborative Child Welfare Reform Across Cities and States.
White, Andrew.
Center for the Study of Social Policy (Washington, D.C.).
2008
This report highlights the efforts made by three very different public systems - California, Washington D.C. and Iowa - each of which exemplifies the road to reform through the guiding principles of strength-based, family centered practice, community partnership, and parent engagement and leadership. All three have resolutely surpassed the "pilot stage" to touch thousands of families each year; have given rise to meaningful policy and practice changes within public agencies; as well as, embedded a stronger sense of responsibility and accountability for the well-being of children and families among multiple stakeholders. The case studies recount the

challenges faced in trying to infuse collaborative values and practices within public child welfare systems, while citing key factors that contributed to sustainable, measurable positive results. Public agency workers, community representatives, family advocates, and families will also discover the successful journey of leveraging public and private resources, engaging sometimes unlikely partners, and productively confronting old assumptions about the power of communities and parents for the improvement of family outcomes. (Author abstract)
http://www.cssp.org/uploadFiles/ScaleOfChange.web.pdf

The Role of Parent Mutual Support.
FRIENDS Factsheet; #17.
FRIENDS National Resource Center for Community-Based Child Abuse Prevention.
2008
This fact sheet discusses the role parent mutual self-help support groups play in strengthening families, and describes two models of parent mutual self-help support groups have demonstrated that such groups can promote protective factors and reduce risk factors: Parents Anonymous, Inc. and Circle of Parents, Inc. Both also promote the principles of shared leadership and parent leadership. Principles of the two models are reviewed and research findings on the effectiveness of parent mutual self-help support groups are shared, including statistics that indicate reduced child maltreatment outcomes, reduced risk factors, and increased protective factors. 7 references.
http://www.friendsnrc.org/download/parentmutual.pdf

A Study of Engagement in Neighborhood-Based Child Welfare Services.
Altman, Julie Cooper.
Adelphi University.
2008
Research on Social Work Practice
18 (6) This article reports the results of a mixed-method study that examined processes and outcomes of parent-worker engagement in child welfare. Knowledge gained from a qualitative exploration of engagement at one neighborhood-based child welfare agency informed the gathering of quantitative data from 74 different parent-worker dyads in this sequential exploratory design. Seven themes instrumental to engagement emerged: (a) clear, collaborative goal setting; (b) hope-fulness; (c) parent acknowledgment of their situations; (d) motivation; (e) respect for cultural differences; (f) honest and straightforward communication; and (g) persistent and timely efforts by all. Quantitative analyses yielded little relationship between engagement and either visitation rate or case disposition by 9 months post placement. Although these data provide support for the clinical benefits of working to improve parent-worker engagement in child welfare services, they fail to provide evidence of a relationship between engagement and improved case outcomes. (Author abstract)

Is Your Organization Family Friendly?: Find Out, With the Family Friendly Check List. Agency Edition.
Family Support Council (Ohio)
2007
Answer yes, no, or don't know to the questions in this check list, to help you decide whether your agency's practices are family friendly. Then consider what your agency might do to increase family access and give families more opportunities to be part of agency decisions. (Author abstract)
http://www.fcf.ohio.gov/dotAsset/7126.pdf

Is Your Organization Family Friendly?: Find Out, With the Family Friendly Check List. Family Edition.
Family Support Council (Ohio)
2007
Answer yes, no, or don't know to the questions in this check list, to help you decide if an agency is family friendly. Together, families and agencies can use this check list to help make an agency family friendly. (Author abstract)
http://olrs.ohio.gov/other/checklistfamily.pdf

Parent Engagement and Leadership.
FRIENDS Fact Sheet; no. 13.
Ferris, Christie.
FRIENDS National Resource Center for Community-Based Child Abuse Prevention.
Ounce of Prevention Fund of Florida.
2007
Includes information about parent leadership, including shared leadership, and parent leadership training.
http://www.friendsnrc.org/download/pel.pdf

Involving Families in the CFSR Process [Teleconference].
Preister, Steven. Serafin, Stephanie Boyd. Britt, Candice. Darbee, Stacey. Long, Angela. Taylor, Ruth.
National Child Welfare Resource Center for Organizational Improvement.
2007
Child welfare agencies are finding that it is challenging but potentially very effective to engage key stakeholders in building stronger systems to serve children and families. One of the lessons learned during the first round of Child and Family Services Reviews (CFSRs) was the need to increase engagement of families. As agencies work to let families drive the case planning process, they are also challenged to increase parent involvement at the policy and management level. This call focuses on efforts to engage families in the process of assessing an agency's performance, and in planning and implementing program improvements. Presenters from states early on the in the

A Service of the Children's Bureau
U.S. Department of Health and Human Services

second round of reviews who have involved families in the CFSR process discuss their experience, and participate in a discussion of promising practices. (Author abstract)
http://tatis.muskie.usm.maine.edu/pubs/pubdetailWtemp.asp?PUB_ID=T112907

Barriers to Inclusion and Successful Engagement of Parents in Mainstream Services.
Katz, Ilan. La Placa, Vincent. Hunter, Sarah.
Joseph Rowntree Foundation.
University of New South Wales.
2007
The primary focus of this review is on research evidence addressing the barriers that parents face in engaging with mainstream support services, and the ways that services have successfully responded to overcoming those barriers. The review takes a broad view of "mainstream" services, and includes health, education, social services, youth justice and leisure services. It focuses mainly on preventive services in other words the "primary" and "secondary" levels of the Hardiker Grid (Hardiker, 1992; Hardiker et al., 1995). These refer to services which are either universal or aimed at high-risk families or communities, but not to "tertiary" services such as child protection, looked-after children and parents or children in institutions (for example hospitals, prisons, young offender institutions and children's homes). However, not all the relevant research makes this distinction, and there are some important studies concerning tertiary services that have been included. (Author abstract)
http://www.jrf.org.uk/bookshop/ebooks/barriers-inclusion-parents.pdf

Engaging Parents in Child Abuse Prevention Activities [Teleconference].
FRIENDS National Resource Center for Community-Based Child Abuse Prevention
2007
This teleconference was a panel of states that shared how they're involving parents in child abuse prevention activities in their states. States shared their models of parent engagement in year long and April activities. Topics discussed include: (1) Overview of presenting agency, the clients served. (2) Child Abuse Prevention activities currently going on in the presenter's state. (3) Special events/conferences planned within each state. (4) Recommend strategies for involving parents in child abuse prevention activities. (5) Hurdles that each state has had to overcome, and strategies for overcoming them. (6) From a parent's perspective, how the parent sees their role in the agency surrounding child abuse prevention activities, and the things that encouraged them the most to become involved; and (7) Specific things that parents will be involved in doing especially during April, Child Abuse Prevention Month. To listen to this file, you must have an audio player on your computer. (Author abstract)
http://www.friendsnrc.org/resources/teleconference.htm#parentcap

Meaningful Parent Involvement: Lessons Learned from the Education System [Teleconference].
FRIENDS National Resource Center for Community-Based Child Abuse Prevention.

2007

An experienced parent panel on lessons learned on engaging parents and translating parent involvement for the educational to the social services setting. Includes handouts and audio files.
http://www.friendsnrc.org/resources/teleconference.htm#education

Active Service-User Involvement in Human Services: Lessons from Practice (Chapter 9 of Enhancing Social Work Management: Theory and Best Practice from the UK and USA).
Seden, Janet. Ross, Trish.
2007
This chapter begins by outlining current policy mandates and drives for service-user led and controlled services in the United Kingdom and the United States. Issues and dilemmas that arise from service-users being involved are explored and case examples illustrate the challenges and rewards of involving parents in family support and child care programs. Finally, principles are provided for greater client involvement.

Engaging Families as Experts: Collaborative Family Program Development.
Fraenkel, Peter.
City University of New York
2006
Family Process
45 (2) p. 237-257
This article presents the collaborative family program development (CFPD) model, a collaborative research-based approach to creating community-based programs for families. In this approach, families are viewed as experts on the nature of their challenges and on what they desire in a program. This approach is particularly useful in developing programs for families who have experienced social oppression and who may have been reluctant to participate in programs created for them by professionals without their consultation. In contrast, when professionals adopt the stance of respectful learners, families respond by actively engaging in the program development research and in the program created from it. This article describes the nature and complexities of a collaborative program development stance, the unique contribution to community-based program development offered by a family systems focus, and the 10 steps in the CFPD approach. These 10 steps guide movement from initiating the project and forming collaborative professional partnerships to engaging cultural consultants; conducting in-depth research to understand the problems, resources, contexts, and recommendations from the perspective of families who will receive the program and from the perspective of front-line professionals working with these families; transforming research findings into program contents and formats; and implementing, evaluating, revising, and replicating the program. The approach is illustrated by a program called Fresh Start for Families, developed and replicated for families in New York City who are homeless and attempting to move from welfare to work. (Author abstract)
http://www.familyprocess.org/Data/featured_articles/59_fraenkel.pdf

Parent Leadership Ambassador Training Guide.
Circle of Parents. FRIENDS National Resource Center for Community-Based Child Abuse
Prevention. United States. Children's Bureau.
2006
This guide is designed to be used in a 2-day parent leadership training workshop. It begins by
explaining the continuum of parent involvement/engagement/empowerment and agency actions
that promote such engagement. Information is then provided on: principles of family support
practices; cultural competence; the parent involvement mandate in Community Based Child
Abuse Prevention Programs (CB-CAP) legislation; findings from parental involvement studies;
the benefits of parent engagement; how programs can help parents; strategies for gaining support
for parent leaders from decision makers; generating and sustaining support for parent
engagement initiatives; nurturing parent leadership; guidelines for parent leadership; barriers
and obstacles to parent leadership; and elements of collaboration. An action planning process is
then discussed for ensuring parent involvement and leadership. Worksheets are provided
throughout the guide.
http://www.friendsnrc.org/download/platguide.pdf

Building skills for leadership: meaningful parent involvement: teleconference: handouts.
FRIENDS National Resource Center for Community-Based Child Abuse Prevention
2006
This teleconference featured presentations on successful training models and practices to involve
parents and other adults in a meaningful way in civic engagement. The focus was on preparing
parents with the skills and knowledge to work within systems to improve outcomes for their
children, families and communities. Includes: But I am Just a Parent; Continuum of Parent;
Engagement/Involvement/Empowerment; Parent Involvement and Leadership- Study Findings
and Implications for the Field; Parent Leadership Training Institute- Connecticut; Parent Trust
Act and Fund Update, Fall 2006; Recommendations for Parent Participation. (Author abstract,
modified) Streaming audio and MP3 are also available at:
http://www.friendsnrc.org/resources/event.htm#parent
http://www.friendsnrc.org/resources/teleconference.htm#parent

Birth Parent Involvement Models: Discussion Notes from the California Family to Family
(F2F) Coordinators' Meeting, April, 2006.
California Family to Family.
2006
These are the discussion notes on how some child welfare agencies developed birth parent
participation models. The notes were primarily gathered from the April 11, 2006 California
Family to Family (F2F) Coordinator's meeting. Family to Family Coordinators also conducted
informal phone and email surveys with their colleagues which are also included in this handout.
The group discussed different birth parent participation programs in their county and how birth

parents were involved in a variety of tasks such as training social worker staff, joining advisory committees, serving as mentors to other birth parents, and participating in orientation training for foster parents. The F2F sites shared how the participating birth parents provided insightful testimonials to new families regarding how social work practice has improved with the implementation of the Family to Family Initiative. The coordinators discussed several challenges in implementing the parent involvement programs such as; determining which parents are selected to become a mentor and or partner and deciding when was the best time for a person to become a mentor. Other common issues encountered were developing boundaries and fingerprint clearance. Detailed planning by the counties on how to pay for these positions, developing job descriptions, supervision, and training were also discussed. (Author abstract)
http://www.f2f.ca.gov/res/BirthParent.pdf

Building skills for leadership: meaningful parent involvement: teleconference. [Audio MP3 file]
Foster, Roxana. Zimmerman, Elaine. Bogin, Joanna.
Council for Civic Parent Leadership.
2006
This teleconference featured presentations on successful training models and practices to involve parents and other adults in a meaningful way in civic engagement. The focus was on preparing parents with the skills and knowledge to work within systems to improve outcomes for their children, families and communities. (Author abstract) Streaming audio and handouts available at: http://www.friendsnrc.org/resources/event.htm#parent NOTE: This is an audio file. Listening to it will require Windows Media Player or another MP3 program.
http://www.friendsnrc.org/download/teleconference/parent.mp3

Parent Involvement Checklist.
Connecticut Commission on Children.
2006
Substantive parent interest can improve quality, enhance staff morale, expand contacts, increase public demand for quality, and enrich public awareness of child development issues. This checklist offers steps for bringing parents aboard as partners in your agency. (Author abstract)
http://www.cga.ct.gov/COC/PDFs/plti/072906_PLTI_parent_checklist.pdf

Practical Ways to Involve Families in OST Programs.
Allen, Rose. Alberts, Made.
University of Minnesota. Children, Youth and Family Consortium.
University of Minnesota. Extension Service.
2006
Consortium Connections
Enhanced Online Version 2 html pages
Family involvement in Out of School Time programs can be hard to achieve. This is particularly

true when parents are busy, disengaged, or experiencing stress in their day to day lives. Yet research has found that programs, parents, and youth all benefit when families are involved. Some out of school time programs have been successful in reaching out to and involving parents. Some successful strategies they have used include the ones in this document. (Author abstract)
http://www.cyfc.umn.edu/publications/connection/pubs/06spring/08-involvefamiliesinost.html

The other side of the desk: honoring diverse voices and restoring effective practice in child welfare and family services.
FRIENDS National Resource Center for Community-Based Child Abuse Prevention
2006
Child and Family Service Reviews completed by states consistently note the need for child welfare agencies to collaborate with families and service providers to build the trust necessary for positive outcomes. This fact sheet describes a process for parent engagement referred to as the "other side of the desk initiative." The approach emphasizes mutual understanding about family experiences within the child welfare system, the perspective of child welfare professionals, and the influence of each party on the other. Practitioners and family members work together to tell stories and listen to concerns in a restorative environment. The fact sheet outlines the logistics of "other side of the desk" meetings between family members, child welfare workers, and representatives of public agencies that serve families. The discussion groups utilize speakers, role play, and focus groups to promote understanding.
http://www.friendsnrc.org/download/diverse_voices.pdf

Parents as Assets in the Community: How Community Leaders Can Reap Parent Involvement.
Connecticut Commission on Children.
2006
In civic affairs, parents often go unheard -- not because they lack motivation or the will to change their children's lives, but because they lack advocacy skills. Of course, parents already have their hands full, providing their children with values, nurturance, safety, and the motivation to learn. But children also need to see their parents acting in the community, having an impact on a rapidly changing world. It instills in them a lifelong belief that change is possible. A parent who leads also shows that seeking the best for all children is not only possible but expected of everyone else in the community. This expectation reinforces in the next generation the sense that they can lead outside their homes in constructive, creative ways. This paper lists some basic steps for fostering parent involvement. (Author abstract)
http://www.cga.ct.gov/COC/PDFs/plti/072806_PLTI_reap.pdf

Parent involvement practices in child protection: a matter of know-how and attitude.
Saint-Jacques, Marie-Christine. Drapeau, Slyvie. Lessard, Geneviève. Beaudoin, Andrè.
Universitè Laval School of Social Work.

2006
Child and adolescent social work journal.
23 (2) p. 196-215.
Modern view of child protection services implies that to help young people, simply intervening on their behalf is not sufficient. It suggests that involving parents in the assistance process is essential in order to ensure that they are most likely to play their role as parents to their children in the fullest possible way. Although several articles have dealt with the issue of parent involvement, very few have attempted to document the practices used by practitioners to encourage such involvement. This article presents the findings of a study on child protection practices for involving parents in a child protection context. It is exploratory in nature, and uses a qualitative methodology. The study population is made up of 38 child protection service workers. An analysis of the practitioners? discourse reveals that the behaviour and attitudes used by them to encourage parent involvement are very diverse. There also appear to be key moments in securing their involvement, that is, making contact, setting objectives and means of action, and applying the case plan. In addition to corroborating earlier studies on the issue of parent involvement, our findings indicate that the majority of the caseworkers interviewed practice an approach that aims to empower clients. (Author abstract)

Best School Based Practices for Family Intervention and Parental Involvement (Section IX of The School Services Sourcebook: A Guide for School-Based Professionals).
Franklin, Cynthia. Harris, Mary Beth. Allen-Meares, Paula.
2006
This section is designed to provide best practices to social workers, counselors, and mental health professionals who work in public schools or whose practices involve consultations or interventions with school systems. It includes 12 chapters that address skills and best practice interventions for working with families and parental involvement. Information is provided on: promoting parental involvement; involving parents in schools; building effective family support programs; best models of family therapy; working with oppositional youths using Brief Strategic Family Therapy; effective treatments for youth with attention deficit hyperactivity disorder; using Solution Focused, Brief Therapy for students at risk to drop out; intervening with students from single-parent families; working with families from religious fundamentalist backgrounds; intervening with homeless students and families; working with students living in the care of grandparents; and essential guidelines for home visits and engaging with families. Each chapter closes with tools and practice examples, a summary of key points to remember, and references.

Attainable Goals? The Spirit and Letter of the No Child Left Behind Act on Parental Involvement. Epstein, Joyce L.;
Sociology of Education, Vol 78(2), Apr 2005. pp. 179-182.
Abstract: Now in its third full school year of implementation, the No Child Left Behind Act (NCLB) has been drawing praise and blame. It has been praised for its goals of increasing all students' learning, requiring disaggregated data to monitor the progress of major subgroups of

students, and having high-quality teachers in all schools. It has been criticized for overemphasizing the importance of standardized achievement tests, setting unrealistic time lines for clearly unreachable goals, and underfunding its requirements. Although most attention has been paid to NCLB's requirements for annual achievement tests and high-quality teachers, the law also includes important requirements for schools, districts, and states to organize programs of parental involvement and to communicate with parents and the public about students' achievement and the quality of schools. In contrast to some other sections of the law, Section 1118--Parental Involvement--has improved over time by drawing from research in the sociology of education, other disciplines, and exemplary practice to specify structures and processes that are needed to develop programs to involve all families in their children's education. This section is also in contrast to early legislation, which mandated a few parent representatives on school or district advisory councils but left most parents on their own to figure out how to become involved in their children's education across the grades. In this essay, I offer my perspectives on NCLB's requirements for family involvement; provide a few examples from the field; suggest modifications that are needed in the law; and encourage sociologists of education to take new directions in research on school, family, and community partnerships.

Pathways to meaningful shared leadership.
Parents Anonymous, Inc.
2005
Shared Leadership is a new and challenging approach where parents and staff work in partnership to achieve better outcomes for families, programs and systems. This publication is designed to help staff within public or private programs and large systems incorporate Shared Leadership strategies into their work with families and to assist parents in taking on leadership roles within their communities, schools, social service programs and other settings. Everyone's pathway to Shared Leadership is unique but there are common elements that support parents and staff in reaching their goals. Many of these are highlighted here, including ten key steps to successfully working in Shared Leadership based on the research and experiences of Parents Anonymous Inc. This publication is intended to be widely disseminated to parents and staff with an interest in learning how to effectively work together in innovative and creative partnerships. (Author abstract)
http://www.parentsanonymous.org/paTEST/publications1/Pathways_Final_sm.pdf

Family and Youth Driven Mental Health Care: What does it mean and what will it take?
PowerPoint presentation presented by National Technical Assistance Center for Children's Mental Health, Georgetown University Center for Child and Human Development, 2/17/2005
http://gucchdtacenter.georgetown.edu/resources/Call%20Docs/2005Calls/FamilyandYouthDriven MentalHealthCare%20-%202-17-05.ppt

Reflect and Improve: A Tool Kit for Engaging Youth and Adults as Partners in Program Evaluation.

Rennekamp, Roger. Soukamneuth, Sengsouvanh. Lewis-Charp, Heather. Heiman, Laura. Lacoe, Johanna. Richardson, Janet.
Innovation Center for Community and Youth Development.
2005
This evaluation tool kit provides resources to engage young people and adults in the evaluation of community-building initiatives. (Author abstract)
http://www.theinnovationcenter.org/files/Reflect-and-Improve_Toolkit.pdf

Testing a Structural Equation Model of Partnership Program Implementation and Parent Involvement.
By: Sheldon, Steven B.
Elementary School Journal, Nov2005, Vol. 106 Issue 2, p171-187, 17p
Abstract: Structural equation modeling was used to test a model of the relations between the implementation and results of programs of school, family. and community partnerships in elementary schools. The model included school demographic measures, key elements of school organization and processes, partnership program quaIity, and parent involvement. Data from 565 schools in the National Network of Partnership Schools (NNPS) that were working to improve their partnership programs were analyzed, Factors including NNPS program planning and implementation, school support, and district support predicted stronger school-level program outreach to families. Program outreach, in turn, predicted greater parent involvement at school. The findings identified key characteristics of programs of school, family, and community partnerships in elementary schools that help improve school-home relations and increase parent involvement at school.

Engaging African American Parents in the Schools: A Community-Based Consultation Model.
By: Koonce, Danel A.; Harper, Jr., Walter.
Journal of Educational & Psychological Consultation, 2005, Vol. 16 Issue 1/2, p55-74, 20p
Abstract: Although it has been well established that parental involvement in school is linked to positive outcomes for children, there are a myriad of issues that make it challenging for some African American families to engage school personnel in collaborative problem solving (e.g., Hill & Craft, 2003). Some of the barriers that decrease involvement include parents' poor school experiences, intimidation by school personnel, and inconvenient meeting times. When parents' initial advocacy efforts are not effective, we must seek alternative methods. A recommended method is the collaborative efforts of community-based social service agencies and school consultants to engage African American families in mutually beneficial partnerships with schools to facilitate successful academic careers for their children (Witty, 1982). In this article, we discuss the barriers that African American families face when attempting to collaborate with schools and describe a multiphase model for engaging African American families with school to effectively advocate for their children's needs. A case study is presented describing the use of this model with a student exhibiting behavior problems in school. [ABSTRACT FROM AUTHOR]; DOI: 10.1207/s1532768xjepc161&2_4; (AN 18386439)

Getting Involved: The Parent, School, and Community Involvement Guide
Mississippi State Dept. of Education, Jackson; Mississippi Department of Education, 2004
(ED486620)
Abstract: The Mississippi Board of Education adopted the School/Community Involvement
initiative in 2003 as a part of the Mississippi School Level Accountability Model Evaluation
Instruments. This guide provides the components of those standards along with ideas and
suggestions to assist parents, community members and school staff with the development or
enhancement of community involvement programs.

Bringing the Mountain to Mohammed: Parent Involvement in Migrant-Impacted Schools.
Lopez, Gerardo R., 2004 (ED481644)
Abstract: Migrant students have a host of factors working against their chances of success in
school. In the search for ways to counter these risk factors, educators have recognized the value
of parent involvement. In addition to its effects on student learning and achievement, parent
involvement also strengthens school accountability and gives historically marginalized
communities a voice in school decision making. Little systematic research has focused specifically
on best practices for involving migrant parents, and educators have had to rely on anecdotal
evidence about creative approaches to involve this population. An ongoing research project
focusing on successful Texas schools has found that effective initiatives in migrant parent
involvement are not defined as a set of practices or activities for parents to do, but rather as a
form of outreach. The schools in this study perceived themselves as active and proactive agents in
reaching out to migrant parents and meeting their needs. Home visits and personal interactions
between parents and school personnel made school personnel aware of the very basic survival
needs of migrant families, which must be addressed as a first step in helping migrant students
succeed. The schools also offered parent education that was an end in itself and improved
migrant families' lives. In addition to removing logistical barriers to parents' attendance at school
functions, the schools addressed social barriers by creating a more democratic and collaborative
environment. (SV)
http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/23/d8/32.pdf

Voices: families as partners in system reform. Summit report.
Children's Behavioral Health Summit (2004 : Warwick, RI)
2004
This booklet serves to document the proceedings of the Rhode Island Children's Behavioral
Health Summit, Voices: Families as Partners in System Reform, which took place on Tuesday,
May 11, 2004, at the Crowne Plaza Hotel in Warwick, Rhode Island. Every effort has been made
to capture the essence of the remarks of each main speaker and the tone and content of each of the
working groups which were a part of this important event. The Appendix contains supporting
information distributed at the summit and the full list of recommendations that came from the

workgroups. (Author abstract)
http://gucchd.georgetown.edu/files/conference_calls/voices_report.pdf

Family engagement in evaluation: lessons learned.
Slaton, Elaine.
Federation of Families for Children's Mental Health.
2004
http://www.ffcmh.org/FamilyEngagementEvaluation.pdf

America's family support magazine. Winter 2004, Community-based child abuse prevention: lessons from FRIENDS.
Family Support America.
2004
America's family support magazine.
22 (4) p. 1-34
Publication Information: Chicago, IL: Family Support America.
Distributed by: Family Support America
20 North Wacker Drive Suite 1100
Chicago, IL   60606
Tel: 312-338-0900
info@familysupportamerica.org
Available from: http://www.familysupportamerica.org
This Winter 2004 issue focuses on community-based child abuse prevention and provides examples of model family support programs. It begins by discussing underlying principles of community family support programs and then includes articles that address: the reauthorization of the federal Community-Based Family Resource and Support legislation; the Family Resource Information, Education, and Network Development Services (FRIENDS) program; guidelines and strategies for implementing a faith-based network; the Bethel Lutheran Church family support program in Chicago; essential elements of parent support groups; parent leadership training; the Children's Trust Fund in Louisiana that sponsors educational workshops on child abuse; the Conscious Fathering program in Washington State hospitals that is designed to help prepare men for their journey into parenthood; peer review of child abuse prevention programs; Citizen Review Panels for child protective services and maximizing the constructive potential of Citizens Review Panels; outcome evaluation of prevention programs; a framework for honoring diverse voices and restoring effective practice in child welfare and family services by involving parents; standards for prevention programs and family support programs; creating prevention programs that include fathers; and agency assessment on father-inclusive practices.

Are schools ready for families? : case studies in school-family relationships.
Discussion paper; # 1
Nissani, Helen.
FRIENDS National Resource Center for Community-Based Child Abuse Prevention

A Service of the Children's Bureau
U.S. Department of Health and Human Services

Family Support America.

2004

Child abuse prevention programs are increasingly seeking new ways to connect with families in environments that are non-threatening and easy for parents to locate. Public schools in the United States are located mostly in the neighborhoods where students' families live and work, and can be ideal partners in efforts to prevent child abuse and neglect. While the research literature in early childhood education and family support can illuminate our understanding of what children must know to begin school ready to learn, there is little information about what schools can do to be ready for all families and children as they enter their doors. According to the National Family Support Mapping Project, schools are currently the fastest-growing sector for the development of family support programming -- in large part because of their neighborhood locations and accessibility by parents and extended family. Nonprofit organizations and state agencies are increasingly looking to find ways to work with schools to bring family support and child abuse prevention services to the community. In some cases, schools themselves have restructured to better include and involve parents in decision making and to develop family support programming. This discussion paper shares lessons learned by both schools and community agencies working in schools as they work in partnership to be ready for families. (Author abstract modified)

http://web.archive.org/web/20041025220154/http://www.friendsnrc.org/downloads/schools_final.pdf

Family involvement in managed care systems.

Promising approaches for behavioral health services to children and adolescents and their families in managed care systems ; no. 6

Wood, Ginny M.

Research and Training Center for Children's Mental Health (Florida Mental Health Institute).

Health Care Reform Tracking Project.

2004

Part of a series of papers that report the results of the Health Care Reform Tracking Project (HCRTP), this paper focuses on promising approaches and strategies related to family involvement in managed care systems in three States. These promising approaches include both statewide approaches focused on a total population, the New Jersey Partnership for Children and the Massachusetts Behavioral Health Partnership, and a local site focused on a specific geographic area in Delaware County, Pennsylvania. Data was gathered through site visits, during which targeted interviews were held with key stakeholders, such as system purchasers and managers, managed care organization representatives, providers, family members, and representatives of other child-serving agencies. Telephone interviews were also held with key state and local officials and family members to learn about promising strategies. Finally, supporting documentation was gathered and reviewed to supplement the data gathered through the site visits and telephone interviews. The paper addresses five areas of family involvement within managed care systems: (1) requirements for family involvement; (2) family involvement at

the system management level; (3) family involvement at the service delivery level; (4) the practice of relinquishing custody to obtain services; and (5) program and staff roles for families and youth. The following section summarizes the issues and challenges on these five areas related to family involvement in public sector behavioral health managed care that have been identified through HCRTP. Following the review of the issues and challenges surrounding family involvement in managed care systems, this paper describes promising approaches and features in these five areas. The final section summarizes the commonalities across these promising approaches described by key stakeholders. The paper concludes with a list of resource contacts for the promising approaches and a list of national organizations addressing these issues. 10 tables and 1 figure. (Author abstract modified)

http://rtckids.fmhi.usf.edu/rtcpubs/hctrking/pubs/promising_approaches/issues/issue_06/issue06_full.pdf

Staff leadership to create relationships that protect children.

Key program elements; 3

Center for the Study of Social Policy (Washington, D.C.). Strengthening Families through Early Care and Education (Program).

2004

Staff leadership is essential for promoting a culture of empowerment and mutual respect in early childhood programs. Exemplary centers dedicate resources to staff development efforts that encourage reciprocal relationships with family members to prevent child abuse and neglect. Administrators can nurture an environment that protects children by engaging parents in program planning, hiring former participants for staff positions, ensuring that the staff represents the diversity of the community population, and instructing staff to be inclusive and respectful of parents. Regular staff meetings, staff supervision, cultural competency, and personal relationships also are important for success. These strategies will reduce risk for child abuse by forming communities of care for participants and by demonstrating positive methods for solving problems. Challenges for practice include staff retention, supervision and team building, and funding. Examples of staff leadership in early childhood programs are described in this brief.

http://www.cssp.org/uploadFiles/03_Staff_Leadership_REV4.pdf

Parent Engagement in State Policy and Planning: A Directory of Opportunities for Parents to Get Involved in State Policy and Planning.

Rhode Island Kids Count.

2004

Sponsoring Organization: Ford Foundation. Annie E. Casey Foundation.

Parent Engagement in State Policy and Planning is an inventory of Rhode Island state agency efforts to involve parents in the design, implementation, evaluation and oversight of policy and

programs that affect children and families in Rhode Island. The report describes current efforts by state agencies in Rhode Island to incorporate parent perspectives. Information on these programs was provided by state agencies to Rhode Island KIDS COUNT in response to a survey. The report also provides information on ways to gain meaningful parent involvement and strategies that can be implemented to engage and sustain parent voices at the table. This directory was compiled as part of Rhode Island KIDS COUNT's work with the Family Assets Initiative sponsored by the Ford Foundation. This directory is meant to serve as a starting point for discussion on how to involve parents in policy and planning. It does not include descriptions of the numerous other ways parents can become involved in community level advocacy or direct legislative advocacy. (Author abstract)
http://www.rikidscount.org/matriarch/documents/Parent%20Engagement%20in%20State%20%20Policy%20and%20Planning%20c.pdf

Families as primary partners in their child's development and school readiness.
Hepburn, Kathy Seitzinger.
Annie E. Casey Foundation. Georgetown University Center for Child and Human Development. 2004
This tool kit has been created for the Annie E. Casey Foundation to help promote early childhood development and school readiness. The purpose of this tool kit is to provide guidance, resource materials and references that will assist communities in working with families as primary partners in their child's development and school readiness. By recognizing and building the capacity of parents as their child's first educator and engaging parents as decision makers for their child and leaders in the agencies and organizations that serve them, communities can strengthen families and support young children being ready for school. The complete tool kit focuses on parents as educators and parents as leaders. The intent is to support a holistic approach and encourage parents as primary partners across all systems that serve young children and their families and help young children grow up healthy, develop well, and enter school ready to learn. Throughout the tool kit, effort has been made to be inclusive of health, mental health, early intervention, and other services systems. Although there may be extra emphasis on specific types of programs as illustrations, the concepts and practices relevant to parents as primary partners can be taken in by all those who serve children and their families in the communities where they live. (Author abstract)
http://www.aecf.org/upload/PublicationFiles/families.pdf

An empirical evaluation of school-based prevention programs that involve parents.
By: Shepard, Jon; Carlson, John S.
Psychology in the Schools, Nov2003, Vol. 40 Issue 6, p641, 16p
Abstract: The purpose of this review article is to provide education professionals with an overview of the current state of research in the area of school-based prevention programs that involve parents in project objectives and methods. Prevention programs utilizing home-school collaborative efforts cited within the literature were reviewed in the context of criteria espoused

as demonstrating empirical support (Chambless et al., 1998; Lonigan, Elbert, & Bennett Johnson, 1998). To examine the state of the literature, 20 school-based prevention programs that involved parents and were published between 1989 and 2001 were reviewed. Characteristics related to best practices in home–school collaboration (Christenson, Rounds, & Franklin, 1992). Parent involvement and methodological rigor are examined. A brief review of programs meeting "well-established" and "probably efficacious" criteria are presented and discussed within the context of future research and practice related to meaningfully involving parents in school-based prevention programs.

Welfare-to-Work Single Mothers' Perspectives on Parent Involvement in Head Start: Implications for Parent-Teacher Collaboration.
Bruckman, Marilyn; Blanton, Priscilla W.;
Early Childhood Education Journal, v30 n3 p145-50 Spr 2003 (EJ670158)
Abstract: This interview study assessed the perspectives of low-income single mothers on selecting child care and their parent involvement experiences in Head Start. Findings indicated that collaboration between mothers and Head Start teachers enhanced mothers' self-development and learning with resulting positive effects for children, adult development as parents, and mothers' individual development. Findings pose implications of parents' perspectives for teacher best practices.

Menu for Successful Parent and Family Involvement.
Wirtz, Paul; Schumacher, Bev;
Southern Early Childhood Association, Little Rock, AR., 2003 (ED475174)
Abstract: Noting that a partnership between early childhood programs and the families they serve is essential, this guide encourages early childhood administrators to make available a variety of parent involvement options in their program from which parents can make choices that meet their needs. The guide's introduction offers questions to consider while preparing a "menu" of options for parents, and lists the five components of a successful menu: (1) sharing information with parents and families; (2) welcoming parents and families; (3) involving parents and families in the program; (4) supporting learning at home; and (5) working with the community. The chapters then explore options within each of these 5 components. Each chapter covers basic ideas, lists "menu suggestions" or best practices for accomplishing the component, and then elaborates on these suggestions in a "practices that work" section. A checklist of these practices from each chapter is appended. (Contains 13 references.) (HTH)

Raising Standards by Raising Parental Involvement.
Grime, Marsha; Basic Skills, p22-25 Mar 2003 (EJ667422)
Abstract: Describes how the Newall Green Infant School in Manchester, England includes parents in their children's learning. Explains how a welcoming school policy contributed to student achievement and behavior.

Circle of Parents: advice to communities on supporting today's parents.
Program advisory series; issue 2
Prevent Child Abuse North Carolina
2003
Publication Information: Raleigh, NC: Prevent Child Abuse North Carolina.
Distributed by: Prevent Child Abuse North Carolina
3344 Hillsborough Street Suite 100-D
Raleigh, NC   27607
Tel: 919-829-8009 800-244-5373
info@preventchildabusenc.org
Available from: http://www.preventchildabusenc.org/OrderForm.htm
This publication is the second in a series on best practices and successful organizational strategies for preventing child abuse in North Carolina. The focus of this advisory is on mutual self-help support groups for parents and their potential to prevent child maltreatment. It begins with a review of research on the benefits of parenting support groups and a description of the development of the mutual self-help movement. Key elements of the Circle of Parents model are discussed and include: a trained group facilitator and a parent leader that facilitates the support groups, weekly group meetings, groups that are driven by parent need, an accompanying children's program, communication between the group facilitator, parent leader, and other group members between group meetings, ongoing groups that require no intake, assurance of confidentiality, and availability of community resource information supporting healthy family development. Principles of parent support groups are shared and the role of parent leadership in the group is emphasized. Factors that contribute to whether a program is perceived as beneficial by participants are also identified, along with strategies for implementing the Circle of Parents model. A summary of the research on the outcomes of parent support groups indicates parents are able improve their parenting skills thorough participation. Finally, the services provided by Prevent Child Abuse America North Carolina to support Circle of Parents groups are highlighted. 14 references.

Making it Work: When Families that Represent a Service Population Become Employees.
Consortium for the Employment of Parent Representatives. Institute for Child Health Policy. Florida Institute for Family Involvement.
2002
This document is written for leaders in organizations that recognize the importance of hiring family representatives; and for family members who would like to work in an organization as a family representative. It is designed to identify the most significant issues, describe reasonable approaches for addressing these issues, and identifying what we believe to be promising approaches.
http://media.ichp.ufl.edu/PDF/CEPR-Manual_v2.0_FINAL.pdf

Family-Centered, Culturally Competent Partnerships in Demonstration Projects for Children, Youth, and Families.
Toolkit (Systems Improvement Training and Technical Assistance Project); No. 3.
Systems Improvement Training and Technical Assistance Project. United States. Office of Juvenile Justice and Delinquency Prevention. Institute for Educational Leadership (Washington, D.C.)
2002
This toolkit is designed to provide ideas and linkages to other resources that will increase the capacity of demonstration projects engaged in systemic reform efforts to partner with communities and families in the development of family-centered, culturally competent approaches. It offers case study examples and a variety of tools communities may want to use as they consider plans for implementing, monitoring and institutionalizing family partnership and culturally competent policies and practices. This toolkit is one of several resources developed to strengthen and sustain the capacity of OJJDP sites served by the Systems Improvement Training and Technical Assistance Project (SITTAP) to achieve and sustain their systems reform goals and effectively address the related challenges. (Author abstract)
http://www.ojjdp.ncjrs.gov/resources/files/toolkit3final.pdf

Parent Leadership: Successful Strategies.
Jennings, Joyce C.
FRIENDS National Resource Center for CBFRS Programs.
ARCH National Respite Network and Resource Center.
2002
Although public policies governing education, health and human services and family support have promoted parent leadership for years, State and local programs often have encountered many challenges in engaging parents in leadership roles. This "successful strategies" document shares lessons from parents and organizations that have led the way. It is designed to help Community-Based Family Resource and Support (CBFRS) programs promote and expand parent leadership. (Author abstract)
http://www.friendsnrc.org/download/parent_leader_strategies.pdf

Trading Control for Partnership: Guidelines for Developing Parent Ownership in Your Program.
Boyce, Carol Gratsch;
Child Care Information Exchange, n144 p75-78 Mar-Apr 2002 (EJ652565)
Abstract: Explains the importance of developing parent ownership in a cooperative early childhood program. Touches on several aspects, including: (1) decision making; (2) classroom involvement; (3) friendly interactions; (4) goal setting; and (5) staff attitude. Addresses the consequences of giving up some staff control, and benefits, including empowerment, community building, and sense of family. (SD)

Putting Parent Engagement into Action: A Practical Guide. Shared Leadership Series.

Williams, Anthony; Family Support America, Chicago, IL, 2002 (ED466298)
Abstract: Recognizing that social service agencies need to work in partnership with families for children's safety and well-being, this booklet addresses some common barriers faced by local, state, and national attempts at parent engagement by describing practical strategies for successful shared leadership. From examples of how incremental changes in community-based organizations result in large-scale community improvement and policy reform, this booklet distills recommendations, providing concrete ways to bring about increased meaningful participation of parents in advocating for their children. The booklet focuses on systemic change, emphasizing the importance of the committed advocacy of family support programs. The booklet is presented in two parts. Part 1 provides recommendations for community-based programs and neighborhood initiatives and presents strategies developed by professionals and parents working at that level. Strategies include raising consciousness and building commitment, removing practical barriers, recognizing contributions and providing incentives, changing organizational processes, building on culture as a strength, tailoring strategies to specific populations, and helping parents build skills. Part 2 provides recommendations for state and national efforts. Strategies include involving parents in all activities, ensuring parents' input on decision-making boards, providing economic compensation, developing an action-oriented agenda, developing policy to support parent engagement, communicating supportively, and reaching out to natural leaders. In both parts, recommendations are illustrated with examples of how the strategies have been carried out by others. The booklet's three appendices list the strategies, present a timeline of parent engagement developments at Family Support America, and list parent engagement resources.

Learning from families: identifying service strategies for success.
Systems of care: promising practices in children's mental health 2001 series; v. 2
Worthington, Janice E. Hernandez, Mario. Friedman, Bob. Uzzell, Douglas.
Research and Training Center for Children's Mental Health (Louis de la Parte Florida Mental Health Institute).
2002
Sponsoring Organization: Center for Mental Health Services. Office of Special Education Programs. Child, Adolescent, and Family Branch.
The Comprehensive Community Mental Health Services for Children and Their Families Program, funded by a grant from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, originally supported 31 comprehensive systems of care throughout the United States. Each part of this three part series explores successful practices in providing effective, coordinated care to children with a serious emotional disturbance and their families. The information was gathered by visiting sites, holding focus groups, collecting data by the national program evaluation involving all grantees, and interviewing numerous professionals and parents. Volume 2 examines the success stories of families with children who suffer from emotional and behavioral disorders. Family success, defined from the perspectives of the families and providers, occurs when systems of care focus on the entire family, meet families "where they

are," and emphasize the connection between family and community. The crucial importance of strong bonds between families and providers is emphasized. 3 appendices. (Author abstract modified)

http://cecp.air.org/Florida_Monograph.pdf

Engaging Families in Child Welfare Services: An Evidence-Based Approach to Best Practice.
Dawson, K. Berry, M.
Kansas Univ., Lawrence. School of Social Work.
2002
Child Welfare
81 (2) 293-317
Publication Information: Child Welfare League of America, Inc., Washington, DC.
Reprints available from: Kari Dawson
Northcare Hospice 2900 Clare Edwards Dr.
North Kansas City, MO   64116
Successfully engaging clients in the helping process is a critical task for child welfare practitioners. Drop-out and noncompliance rates in child welfare services are prevalent and lead to high rates of removal of children from their families and to eventual termination of parental rights. Although no known interventions guarantee treatment compliance, this review of the empirical literature delineates critical components of engagement in child welfare services. Effective engagement strategies feature service components such as client collaboration, supportive home-based interventions, skill-building, broad-based case management with concrete resources, and parental involvement in children's therapy. In addition, caseworker traits such as empathy, trust, and respect for families also have been found to promote positive client engagement. The unique needs of neglectful parents are highlighted in the literature, including substance abuse, poverty, and mental illness. In-home services, early childhood programs, concrete services, behavioral parent training, family-focused strategies, and the development of support systems have been found to be effective interventions in cases of neglect. (Author abstract modified) 63 references.

Family participation in systems of care: frequently asked questions (and some answers).
Jivanjee, Pauline. Friesen, Barbara J. Kruzich, Jean M. Robinson, Adjoa. Pullmann, Michael.
2002
For a number of reasons, family participation in an integrated service delivery system for children and their families is increasingly the norm around the country. Among these reasons are that a number of federal and state laws require family participation in service planning and delivery; several federal and state family run organizations continue to advocate for family participation in service planning and delivery; and service providers are learning that services are

more family centered, culturally appropriate, and relevant to families? unique needs and strengths when family members are actively involved in service planning and delivery. As this transition to increased family participation has progressed, a growing body of research begins to document what is known about family participation in child and family service systems. Available research informs our understanding of the child and family outcomes affected by family participation, the possible processes by which outcomes are influenced, the challenges to implementing family participation, and strategies that promote family participation in service planning and delivery. This article provides an overview of the available research in these four areas and discusses research that is currently underway to improve our understanding of family participation in the children's system of care. (Author abstract)
http://www.cimh.org/downloads/Jan-Feb02.pdf

Key guide points for partnering with families.
United States. Substance Abuse and Mental Health Services Administration. Casey Family Programs. Starting Early Starting Smart (Program)
2001
Publication Information: Washington, DC: Casey Family Programs: U.S. Dept. of Health and Human Services, Substance Abuse and Mental Health Services Administration.
Available from: Social and Health Services, Ltd.
11420 Rockville Pike
Rockville, MD   20852
Tel: 301-770-5800
webmaster@shs.net
Available from: http://shs.net
Sponsoring Organization: U.S. Department of Health and Human Services (DHHS). Substance Abuse and Mental Health Services Administration (SAMHSA). Casey Family Programs.
Under the auspices of the Starting Early Starting Smart (SESS) initiative and facilitated by the Federation of Families for Children's Mental Health, a 3-day Family Institute for family member/leaders was convened in Arlington, VA. One of the goals of the meeting planners was to produce a journal that captured the essence of that convening from the perspective and in the words of the family members. That document, "The Starting Early Starting Smart Family Strengths Institute: a journal of the convening," has been published. As the draft of the journal evolved, a number of service providers and researchers who read it saw "pearls" that should be captured for all those child- and family-serving individuals and organizations that are seeking ways to enter into true partnership with families. The "pearls" were drawn from the journal of the convening, which documented these insights as guide points. The guide points have been arranged as three groups: considerations for an organization in its advance planning for partnering with families; considerations for the initial meeting(s) or early encounters; and long-term considerations for working together. (Author abstract modified)
http://ncadi.samhsa.gov/media/prevline/pdfs/KeyGuidePoints.pdf

Effective methods for involving consumers in planning and decision-making: lessons learned from the Family Preservation and Family Support (FP/FS) Services Implementation Study.
James Bell Associates. United States. Department of Health and Human Services. Administration for Children and Families.
2001
Available from: United States Administration for Children and Families, Office of Planning, Research and Evaluation
370 L'Enfant Promenade, S.W.
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A federally funded study investigated the implementation of the Family Preservation and Family Support (FP/FS) services program and the subsequent expansion of the program under the Adoption and Safe Families Act of 1997 (ASFA). Major study activities were in-depth case studies of 15 states and 20 localities within these states, and an annual review of the 50 state FP/FS Five-Year Plans and Annual Progress and Services Reports. The focus of this paper is especially effective models for involving consumers in planning and decision-making. A review of the programs, indicate agencies in all of the study sites struggled with the concept of consumer involvement. Although none successfully involved consumers in all aspects of information collection, planning, and service delivery, most made progress, and several succeeded in significantly advancing consumer involvement in at least one of these aspects. Sites that effectively involved consumers conveyed the impression that they genuinely valued consumer input. They sought to engage consumers and sustain their involvement in a variety of creative activities. Further, these sites addressed their failures or shortcomings by re-thinking their expectations concerning consumer involvement, and adjusting their strategies accordingly. The report provides examples of key ways agencies sought consumer input, how consumers were encouraged to join the process, efforts to sustain involvement, and involving consumers beyond the planning process. The report concludes with the following recommendations for facilitating consumer involvement: identify professional leaders who want and value consumer involvement; involve community leaders who can help inform and support efforts to engage members of their community; broaden the array of consumers who are involved; train both professionals and consumers in needed skills; avoid tokenism; provide concrete support for participating; select meeting times and locations that are accessible and convenient to consumers; provide a welcoming environment; define essential group roles for consumers; establish ground rules for meetings; expand the concept of sustained involvement; communicate frequently; and continue to look for new ways to include consumers. (Author abstract modified)
http://www.acf.hhs.gov/programs/opre/fys/family_pres/reports/effect_meth/effect_meth.html
http://www.acf.hhs.gov/programs/opre/fys/family_pres/reports/effect_meth/effect_meth.pdf

Promoting and sustaining consumer involvement (Part B of Effective methods for involving consumers in planning and decision-making: lessons learned from the Family Preservation and Family Support (FP/FS) Services Implementation Study).
James Bell Associates. United States. Department of Health and Human Services. Administration for Children and Families.
2001
In 1994, James Bell Associates was awarded a contract by the U.S. Department of Health and Human Services, Administration for Children and Families, to study the implementation of the Family Preservation and Family Support (FP/FS) services program. The purpose of the study is to examine how states and communities chose to implement the 1993 legislation creating the FP/FS program and the subsequent expansion of the program under the Adoption and Safe Families Act of 1997 (ASFA). The major study activities were in-depth case studies of 15 states and 20 localities within these states, and an annual review of the 50 state FP/FS Five-Year Plans and Annual Progress and Services Reports. Areas examined in the Implementation Study include planning and decision-making processes, funding allocations, program models of service delivery, collaborative arrangements and consumer involvement. For state and local child welfare agencies, consumer involvement posed special challenges. Often, an adversarial relationship between child welfare agencies and families arises from investigating allegations of abuse and neglect and placing children in foster care. To implement federal guidance, states had to overcome existing suspicions held by families and community leaders. Without an established consumer base, agencies had to explore ways to reach out to consumers. Agencies in all of the study sites struggled with the concept of consumer involvement. Although none successfully involved consumers in all aspects covered by this paper -- information collection, planning and service delivery -- most made progress, and several succeeded in significantly advancing consumer involvement in at least one of these aspects. Sites that effectively involved consumers conveyed the impression that they genuinely valued consumer input. They sought to engage consumers and sustain their involvement in a variety of creative activities. Further, these sites addressed their failures or shortcomings by re-thinking their expectations concerning consumer involvement, and adjusting their strategies accordingly. From this process, many lessons were learned that could prove useful to others undertaking similar efforts. These lessons are discussed under the questions noted below. In general, many of the struggles and lessons occurred during the planning stages of FP/FS implementation. Stakeholders at several sites noted that consumer involvement in service delivery efforts, especially at family support centers, was easier to achieve. Therefore, most of the questions raised below focus on planning efforts, while the final question explores extending consumer involvement beyond the planning stages: Who is a consumer? What were some of the ways agencies sought consumer input? How are consumers encouraged to join the process? How can sustained involvement be achieved? and How can consumers be involved beyond the planning process? (Author abstract modified)
http://www.acf.hhs.gov/programs/opre/fys/family_pres/reports/effect_meth/effect_meth_b.html

Strong Images and Practical Ideas: A Guide to Parent Engagement in School Reform.

Solomon, Rochelle Nichols; Rhodes, Amy; Annie E. Casey Foundation, Baltimore, MD., 2001 (ED466521)

Abstract: This guide helps leaders working with parents and the community learn about promising practices in parent and community involvement in school reform. By examining the efforts of seven contrasting groups working with parents nationwide, the guide depicts the many forms that parent and community involvement in schools can take, highlighting opportunities for and barriers to meaningful parent participation. It is designed to help leaders consider how these seven groups might offer support or technical assistance in their own work to engage parents and communities in schools and school reform. The guide begins with organizational profiles of the seven groups (mission, overall work, work with parents and communities, and technical assistance available). The next section discusses the profiles, noting lessons learned and barriers to participation. The next section examines the types of guidance and assistance the seven groups may be able to provide to people just starting out, offering two tools for identifying the technical assistance provider that best meets their needs (a technical assistance chart and a chart of important questions to consider before seeking technical assistance). The guide ends with a list of contact information for the seven groups and a glossary of relevant terms. (SM)
http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/27/95/cb.pdf

Parent leadership database [website].
University of Minnesota. Children, Youth, and Family Consortium. Minnesota Parenting Association. Council for Civic Parent Leadership (Minnesota). Family Support America. 2001
This website allows users to browse a database of parent leadership training programs and search for a specific parent leadership training program. The development of the database as a joint venture between the Council for Parent Leadership, a project of the Minnesota Parenting Association, and the Family Resource Coalition of America is also described. Each program profile includes background information, contact information, information on the content and approach of the training, participants, logistical information about the program, outcomes and evaluation, self-assessment results, and comments from parents who have participated in the program.
http://www.parentleadership.org/

The Power of Parents: Parent Engagement in Schools and the Development Assets.
Lucero, Maria Guajardo; Roybal, Patsy;
Assets for Colorado Youth, Denver, 2001 (ED474495)
Abstract: Noting that parents have the power and influence to positively affect their child's school achievement and influence schools so that other children can benefit from improved educational environments, this program for parent engagement uses the developmental assets framework to build relationships between students, parents, and school staff. Section 1 of the program guide identifies the spheres of influence for parents, school staff, and students; identifies as a common goal supporting students in their development so they experience education both as a means to

an end and as a valuable experience in its own right; and offers the developmental assets framework as a promising approach to strengthing relations between students, parents, and school staff. Section 2 presents information on the benefits of parent engagement in asset-building schools and outlines the role of parent engagement in a child's life. Section 3 presents a strength-based approach to building sustained parent engagement involving mutual respect, relational trust, developmental assets, and effective engagement. This section also defines 40 internal and external developmental assets and identifies the developmental assets especially tied to academic success. Section 4 focuses on how parent engagement appears when practiced, and offers best practices for parent engagement related to: (1) parent-teacher education; (2) staff-parent recognition; (3) creative communication strategies; (4) hosting events; (5) expanding outreach; and (6) providing meaningful opportunities. Also included in the guide are profiles of parent engagement in different educational settings, and activity sheets to be used in meetings with parents or staff. Five appendices include a Spanish-language list of the 40 developmental assets, acknowledgment and references, and a reader response form. (Contains 14 references.)

Partners from the Beginning: Guidelines for Encouraging Partnerships between Parents and NICU and EI Professionals.

Bruns, Deborah A.; Steeples, Tammy;

Abstract: This paper offers six guidelines to facilitate parent-professional partnerships in neonatal intensive care units and early intervention settings. The guidelines emphasize the need to individualize practices to match parent needs; involve parents; support, trust, and respect parents; adopt a strengths-based perspective; understand parents' and professionals' unique perceptions; and coordinate the professional team. (Contains references.)

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools.

Peacoraro, Diane, Ed.; Magnuson, Paul, Ed.;

Abstract: This guide is a set of materials developed for use in adult education settings such as English-as-a-Second-Language (ESL) classes, community-based organizations, and parent groups for the purpose of helping immigrant parents see themselves as active participants in their children's learning. These materials are intended to meet the following goals: (1) to build on what people already know from their experience as parents and caretakers in their own countries; (2) to help parents restore their vision of themselves as first and primary teachers (something often lost in the immigration process); (3) to create opportunities for parents to explore similarities and differences between their new and native countries and to build bridges to link the two experiences; and (4) to encourage parents to define and keep values and traditions which are meaningful parts of their culture. This guide is divided into the following six modules: "Bridging Cultures"; "Schools Are Part of the Culture"; "Parents and Teachers"; "Discipline"; "Life at School";

and "Families." A "User's Guide" is also included. (Adjunct ERIC Clearinghouse for ESL Literacy Education)

Research on Parent Leadership: Significance and Findings.
Polinsky, M. L. Pion-Berlin, L.
Parents Anonymous, Inc., Claremont, CA.
2001
Research Profile
(2) 1-11
Publication Information: Parents Anonymous, Inc., Claremont, CA.
Reprints available from: Parents Anonymous, Inc.
675 W. Foothill Blvd., Suite 220
Claremont, CA   91711-3475
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Available from: http://www.parentsanonymous-natl.org
Research conducted by Parents Anonymous, Inc. about parent leadership has important implications for parenting programs developed by the child welfare field. Parents Anonymous, Inc. has utilized parent leaders in the operation of the organization and has promoted the concept of parent leadership as a key strategy for empowering parents and strengthening families. The increasing role of Parents Anonymous Inc. in the child abuse prevention movement prompted the organization to create the National Parent Leadership Team to coordinate data collection and research activities to improve parent leadership training and technical assistance. Specifically, the National Parent Leadership Team is charged with studying the nature of parent leadership, the elements of parent leadership development, and the characteristics of parent leaders. Three studies have been conducted by the team: interviews with parent leaders about the pathways to parent leadership and two surveys of parent leaders about the implementation of leadership plans and attitudes about their roles as leaders. The findings indicated that parent leadership training is vital for the development of parent leaders and that the two leadership training conferences sponsored by Parents Anonymous, Inc. had a significant impact on the skills and motivation of parent attendees. Training participants reported increased involvement in leadership networking and public awareness activities. Some parents replicated the national Parent Leadership Team in their local area. 19 references, 5 figures, 1 table.

The Parent, Family, and Community Involvement Guide.
Massachusetts State Dept. of Education, Malden., 2000 (ED449279)
Abstract: This report presents a guide to involving parents, families, and the community in education. It explains that student achievement increases, schools improve, and parent and community involvement thrives when: (1) parents, families, and community members play an integral role in helping students learn at all grade levels; (2) communication between home and school is consistent, two-way, and meaningful; (3) sound parenting practices are promoted and supported; (4) parents, families, and community members are welcome in the school, and their

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support and assistance are sought; (5) parents and community members contribute to school planning and decision making; (6) community resources are sought to strengthen schools, communities, and families; and (7) personnel training (preservice and inservice) includes courses and workshops on parent, family, and community involvement.

Parental Involvement: A Practical Guide for Collaboration and Teamwork for Students with Disabilities.
Taylor, George, 2000 (ED448542)
Abstract: Considerable attention has been given to parental involvement in education in the last decade, and the movement has empowered parents and given them a moral and legal right to be involved as partners with the schools and community agencies in the education of their children. This text provides a collaborative model which parents, teachers, and community agencies may employ to meet the needs of children with disabilities. Specific activities and intervention strategies provide an approach for parents and teachers to develop programs jointly. Major topics include a systems perspective of human development, parenting skills with recommended strategies, the importance of parental reactions to their children with disabilities, the need for parent counseling, the effect of federal legislation on parental involvement, techniques for improving parental involvement, promoting cultural awareness, innovative ways of jointly sharing information and ensuring confidentiality, reporting progress to parents, strategies for improving collaboration between parents and schools, parental perceptions of inclusion, and projections on parental involvement in the future. In addition, appendices include a list of relevant national service organizations and an overview and a list of readings on the Individuals with Disabilities Education Act (IDEA) of 1997.

A Guide to Engaging Parents in Public-Private Child Care Partnerships.
Zimmerman, Elaine;
Connecticut Commission on Children.; Finance Project, Washington, DC.; National Governors' Association, Washington, DC.; Families and Work Inst., New York, NY., 2000 (ED449893)
Abstract: This guide is designed to assist public-private child care partnerships in engaging parents in improving child care. The guide offers information on: (1) why parents should be involved in child care partnerships; (2) roles that parents can play in partnerships; (3) how to successfully engage parents in partnerships; (4) tools for engaging parents; and (5) a list of additional resources, including organizations, publications, and Web sites to support parent involvement efforts.

Parents' Motivations for Involvement in Children's Education: Testing a Theoretical Model.

Reed, Richard P.; Jones, Kathleen P.; Walker, Joan M.; Hoover-Dempsey, Kathleen V., 2000 (ED444109)

Abstract: This paper examines the motivational factors that influence parents' decisions to become involved in the children's education by testing the first level of Hoover-Dempsey and Sandler's model of the parental involvement process. It suggests that the following constructs are key to understanding parents' involvement decisions: (1) parental role construction frames what parents believe they are supposed to do with respect to their children's education; (2) parents' sense of efficacy for helping the child succeed in school defines how effective parents believe they can be in influencing their child's educational outcomes; and (3) parents' perceptions of general invitations, opportunities, and demands for involvement from the school shape parents' beliefs about the school's expectations for their involvement. The study tests the utility of these constructs in predicting parents' involvement activities. The results provide empirical confirmation of the theoretical prediction that role construction, efficacy, and perception of teacher invitations influence parents' involvement decisions. Post hoc analyses suggested that parental role construction appears to be a mechanism through which efficacy influences parent involvement activities. Results are discussed in terms of their theoretical implications for improving parent-school partnerships. (Contains 2 figures, 2 tables, and 48 references.)

Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. National PTA, Chicago, IL, 2000 (ED442910)

Abstract: This guide presents useful research findings and best practice information about developing parent and family involvement programs. The first chapter focuses on reporting research findings on parent involvement and highlights pertinent findings on how parent involvement benefits students, parents, teachers, school quality, and program designs. Chapters 2 through 7 each focus on a specific program standard for establishing quality parent and family involvement programs. These are: (1) communicating; (2) parenting; (3) student learning; (4) volunteering; (5) school decision making and advocacy; and (6) collaborating with the community. Chapter 8 focuses on important issues to consider when developing parent involvement programs, including overcoming barriers and knowing how to reach out to key players. Chapter 9 examines three important activities for program development, and chapter 10 summarizes the main ideas in the guide. Four appendixes contain a National PTA position statement on parent and family involvement, parent and faculty survey responses, forms and worksheets for program implementation, and a list of resources. (Contains 60 references.)

Meaningful parent leadership to prevent child abuse.

Parents Anonymous, Inc.

2000

Publication Information: Claremont, CA : Parents Anonymous Inc.

Available from: Parents Anonymous Inc.

675 West Foothill Blvd., Suite 220

Claremont, CA   91711-3475

Tel: (909) 621-6184

Parentsanonymous@parentsanonymous.org

Available from: http://www.parentsanonymous.org

This packet of training materials contains information for promoting parent leadership to prevent child abuse and improve outcomes for children, families, and communities. It begins by discussing the importance of parent leadership and the inclusion of parent leadership provisions in the Child Abuse Prevention and Treatment Act of 1996 (CAPTA). Roles for parent leaders are listed, and ten steps are outlined for becoming a parent leader. Key questions are posed for the self-assessment of parent leaders, and strategies are identified for recruiting, selecting, and supporting parent leaders. A parent leadership action plan for agencies is also included, as well as a personal leadership action plan.

A Guide to Engaging Parents in Public-Private Child Care Partnerships.

Zimmerman, Elaine.

United States. Child Care Bureau. Child Care Partnership Project (U.S.)

Connecticut Commission on Children.

2000

This guide is designed to assist partnerships in engaging parents as partners in improving child care. It offers information on: why parents should be involved in child care partnerships; roles that parents can play in partnerships; how to successfully engage parents in partnerships; tools for engaging parents; and a list of additional resources, including organizations, publications, and web sites to support parent involvement efforts. (Author abstract)

http://one.center-school.org/download.php?ID=114&name=/ChildCare.pdf

Parental Involvement in School Governance: Emergence of a New Model?

Gay, Jim; Place, Will, 1999 (ED443177)

Abstract: This paper examines the current state of parental involvement in site-based management (SBM) councils. It defines SBM as a formal alteration of the governance structure and as a form of decentralization that identifies the school as the primary unit of improvement. To assess SBM councils, surveys were mailed to 600 principals representing urban, suburban, and rural public schools. The surveys focused on governance structures and specifically addressed principals' perceptions of the degree of power given to parents. Results taken from 191 usable surveys indicate that 60.7 percent of principals reported parental representation on SBM councils. Of the 116 principals who reported parental involvement, 38 worked in urban settings, 30 in suburban settings, and 48 in rural settings. The number of parents on SBM councils varied: 22 percent of principals indicated that parents made up the majority of SBM members, whereas 78 percent of principals reported that parents were in the minority or were in equal numbers to school personnel. Findings show that SBM councils are able to involve parents in decisions regarding instruction and budgets. However, 87 percent of the principals indicated that parental influence is limited either by the principal having the final say or by the SBM council having a majority of certified staff members. (Contains 45 references.)

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The National PTA's National Standards for Parent/Family Involvement Programs.
Lockett, Cara, 1999 (ED430919)

Abstract: Parent involvement in education, focusing on the National Standards for Parent/Family Involvement Programs is discussed. The standards emphasize the importance of communication between home and school; promoting and supporting parenting skills; the parent's role in student learning; parents as volunteers; parents as full partners in decision making and advocacy; and collaborating with the community. The paper examines each of the standards and focuses on what a successful program should look like. It also outlines a more formal approach to implementing the standards in a school or program. The seven steps are: creating an action team; examining current practice; developing an improvement plan; developing a written parent/family involvement policy; securing support; providing training for project/program staff; and evaluating and revising the plan. Overall, the paper asks schools to value and include parents and families in order to improve education.

Creating Partnerships with Parents: An Educator's Guide.
Lueder, Donald C., 1998 (ED422662)

Abstract: Although educators and community leaders may recognize the need for more parental involvement, many do not know how to go about getting it. Strategies that administrators can use to develop parent-involvement plans for their school district; to engage more parents in their children's education; to promote partnerships that enhance the social, emotional, and academic growth of children; and to ensure that students receive the training and support they need are outlined here. The text is written primarily for superintendents, principals, curriculum coordinators, project directors, teachers, and community leaders. The book presents a model designed to help schools and communities to plan and implement family/school/community partnerships. It includes a series of four intervention strategies called School/Community Collaboration Strategies. Programs, events, and activities for implementing each strategy are described. Finally, a Strategic Partnership Planning System is presented as a comprehensive method for schools and communities to use in developing their family/school/community partnership program plan. The focus throughout is on connecting, communicating, and coordinating with parents. The final chapter offers a case study to illustrate the process. (Includes an index and approximately 80 references.)

Parent-Professional Partnerships in Family Focused Intervention.
Bagdi, Aparna, 1997 (ED421209)

Abstract: The Education of the Handicapped Act Amendments of 1986 provide for early intervention services to children with special needs and their families. Part of the amendment requires that early intervention programs develop an Individualized Family Service Plan (IFSP) for each child. These plans require that families participate in defining the child's intervention program. This article discusses the problems that arise in assessing family strengths and needs, identifying resources, and empowering parents. Issues of collaboration between parents and

professionals are considered particularly difficult, and their success crucial. The article considers issues such as re-training and re-education of early intervention professionals, re-vamping old intervention programs to make them more family-centered, and changing the established mindset of professionals and parents. Guidelines for best practice for professionals to achieve these cooperation goals are suggested. Contains 20 references.

Bringing the Community into the Process: Issues and Promising Practices for Involving Parents & Business in Local Smart Start Partnerships. UNC Smart Start Evaluation Report.
Cornish, Mary; Noblit, George; North Carolina Univ., Chapel Hill. Frank Porter Graham Center., 1997 (ED423973)

Abstract: Smart Start is North Carolina's partnership between state government and local leaders, service providers, and families to better serve children under age 6 and their families. The aim of the program is ensuring that all children enter school healthy and ready to learn. This study examined parent and business involvement in local Smart Start partnerships, documenting the nature and level of parent and business involvement and identifying promising practices for expanding and enhancing community participation. Data were collected through telephone interviews with 24 executive directors and one randomly selected parent and business person from each partnership, as well as multi-site case studies of four partnerships with high community participation and satisfaction. Findings indicated that parents, business people, and executive directors agreed that community involvement was essential. An array of strategies supported involvement. Parents suggested that increased numbers, community outreach, and improved attitudes were essential for parent involvement. Business people recommended public awareness, education, and clearly and broadly defined role to support business involvement. Roles and responsibility levels differed between parents and business people, with business people more satisfied with their roles than parents. Community participation was an ongoing challenge for most partnerships and state pressures undermined collaboration. An examination of case study partnerships revealed promising practices instrumental in supporting involvement and contributing to satisfaction. There was a strong commitment to community involvement and it was made a priority. Key community leaders were recruited and the number and diversity of community representatives was increased.

The Parent Leadership Project: Volunteers in Action Preventing Child Abuse and Neglect.
Rafael, T.
Parents Anonymous, Inc., Claremont, CA
1997
Publication Information: Parents Anonymous, Inc., Claremont, CA
Distributed by: Parents Anonymous, Inc.
675 W. Foothill Blvd., Suite 220
Claremont, CA   91711-3475

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Sponsoring Organization: National Center on Child Abuse and Neglect (DHHS), Washington, DC.

This 3-year grant project enhanced the capacity of Parents Anonymous volunteers to strengthen communities by creating leadership roles for parents who then become successful change agents to prevent child abuse and neglect. This final report describes the Parent Leadership Project and its collaborative partnership with Parents Anonymous. During the course of the project, products were developed and disseminated which identified the "best practice" strategies for utilizing parents in leadership roles. Some of the products included establishing the National Parent Leadership Team, developing curricula for a National Leadership Training Institute for the National Parent Leadership Team, and the newsletter written by parents for parents. The National Parent Leadership Team advocated for issues related to family strengthening all across America. The Training Institute for the National Parent Leadership Team increased the team members' skill mastery and established goals for the advocacy efforts. The project methodology included workshop, teleconference, and conference presentations. The goal and 6 objectives of the project were met. This report concludes that the project was instrumental in the development of the strategies necessary to identify, train, and utilize parent leaders.