Family Engagement Solutions

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PROGRAM GUIDE

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At National PTA, the nation's largest and oldest child advocacy association, we believe that every strategy to accelerate learning should include families, especially given the unprecedented learning loss caused by the COVID-19 pandemic.

Despite research showing that family engagement is just as essential as other school improvement strategies—from rigorous instruction to effective leaders—it has not been leveraged for the potential it has to impact all students.[i] However, exemplary programs prove that real outcomes, such as dramatically improved attendance and academic achievement, are possible when schools are intentional about using limited budgets on strategies to engage families.

Family Engagement Solutions is a free online tool for educators, district and school leaders and families to find evidence-based family engagement programs.

Family Engagement Solutions is powered by National PTA's Center for Family Engagement, in partnership with Johns Hopkins University's Evidence for ESSA. The programs meet federal standards demonstrating that they are at least promising/Tier 3 in their impact. Programs featured in Family Engagement Solutions have been vetted and curated by:

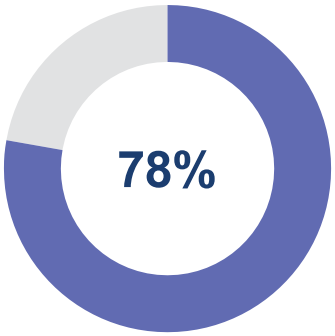
- Family engagement experts who track innovations and best practices to uncover programs that are successfully being used by schools in a variety of contexts.
- Parent and community leaders who identify whether the program has a sufficient focus on family engagement and, if so, assess how the program aligns to the National Standards for Family-School Partnerships.
- Education researchers who conduct a thorough review of every evaluation that has been conducted for the program and determine the strength of its evidence in relationship to federal requirements in the Every Student Succeeds Act.

FamilyEngagementSolutions.org

Only **2** out of **10**



parents/families report that their school creates specific strategies to engage with parents/families who have not regularly connected with the school.[ii]



of principals say they want ideas about more impactful ways to spend their school's family engagement funding.[iii]

Explore Family Engagement Solutions to find programs that will contribute to learning and improvement goals. Use the vendor guide and individual program reviews to discover what it takes to implement these programs, where they are being used across the country and which student populations benefit from them.

Sample impacts from featured programs:

- **44%** reduction in chronic absenteeism
- **1.55** times more likely to score proficient in reading comprehension
- **7.8** additional months of math growth
- **50%** less likely to develop mental health problems

i Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). Organizing schools for improvement: Lessons from Chicago. Chicago, IL: University of Chicago Press.

ii National PTA (2022). The State of Family-School Partnerships: Findings from a Survey of Public School

iii National PTA (2024). Unpublished results from a survey of 200 public school principals. Parents. https://pta.org/standards

EVERYDAY LABS' EVERYDAY INTERVENTION

PROGRAM PROFILE

Family Engagement Solutions
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AT A GLANCE

Program Name: EveryDay Labs' EveryDay Intervention

Phone: 650-641-9485

E-mail: info@everydaylabs.com

Website: https://everydaylabs.com/solutions-intervention

Grades: K-12

Program Designed For: Whole school, struggling students

Supported Student Groups: English language learners, economically disadvantaged students, students of color

Support Areas: Attendance

Cost: $3 to $10 per enrolled student; program cost varies by district size and absenteeism rate

Features: Technology

Staffing Requirements: Minimal; one district staff member to support program implementation (approximately 30 min/week); one district-level data staff member to support data transfer to EveryDay Intervention (< 3 hours total work)

PD/Training: Minimal; none required aside from the staffing requirements described above

Technology: None required

EVIDENCE FOR ESSA RATING

Tier 1: Strong

Attendance, Family Engagement

PROGRAM MODEL

Through its EveryDay Intervention (formerly InClassToday) program, EveryDay Labs partners with schools and districts to reduce absenteeism by delivering Absence Reports to parents and guardians with actionable, personalized information about their students' attendance. After establishing a district partnership and securely receiving attendance data, analyses are run to identify students who are at risk of being chronically absent and most likely to benefit from the program. Personalized Absence Reports are generated with content tailored for each student and mailed directly to their parents/guardians.

EveryDay Labs

"I like that a huge part of the communication piece is taken care of by this intervention, giving us at the schools more time to work with students instead of paperwork and data pulling."

– Educator at the School District of Lee County, Fla.

MEASURED OUTCOMES

- Attendance
- Family engagement

OF STUDIES: 2

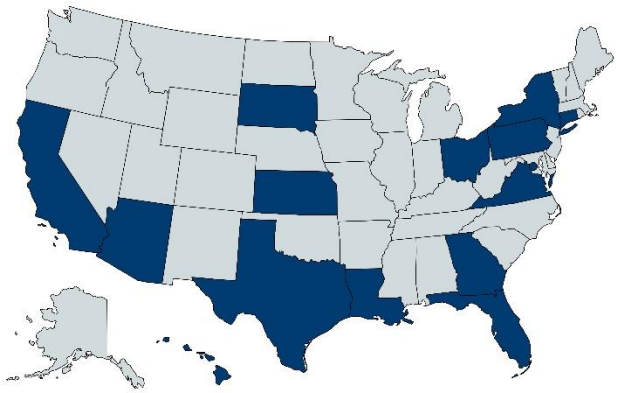
RESULTS

Rogers & Feller (2018) carried out a randomized evaluation of the Absence Reports intervention in elementary and secondary schools in Philadelphia. The total sample size was 28,080; 53% of students were African American, 19% Hispanic and 14% white. Students at risk for absenteeism were randomly assigned to treatment or control. Effects on absences were statistically significant (ES = +0.19).

Robinson, Lee, Dearing & Rogers (2018) did a replication study in 10 urban, suburban and rural elementary districts in a large California county. Students determined to be at risk for absenteeism (sample size = 10,504) were randomly assigned to receive Absence Reports or to a control group. Effects on reducing absences were statistically significant (ES = +0.10). The weighted mean effect size across the two studies was +0.16. Both studies qualified the EveryDay Intervention program for an ESSA "Strong" rating.

SAMPLE PARTNERS	
Fulton County Schools	Pittsburgh Public Schools
Richmond Public Schools	Sacramento USD

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



FAMILIES AND SCHOOLS TOGETHER (FAST)

PROGRAM PROFILE

AT A GLANCE

Program Name: Families and Schools Together (FAST)

Phone: 608-663-2382

E-mail: answers@familiesandschools.org

Website: https://familiesandschools.org

Grades: PreK-12

Program Designed For: Whole school

Supported Student Groups: English language learners, special education, students of color

Support Areas: Attendance, reading, SEL

Cost: Quotes generated for schools and districts after contacting them

Features: Cooperative learning, family engagement, professional development

Staffing Requirements: A FAST team of local parents, youth (for middle and high schools), educators and mental health and other community professionals facilitate the program and provide coaching and support to the participating families.

PD/Training: A certified FAST trainer will work one-on-one with your site to provide training on the program model so your FAST team is ready to implement the program with families.

Technology: None

EVIDENCE FOR ESSA RATING

Tier 1: Strong

Family Engagement

PROGRAM MODEL

FAST is the hallmark program of Families and Schools Together (FAST). Initially developed by Dr. Lynn McDonald through a delinquency prevention and family therapy lens, then tested in Wisconsin and California schools, this two-generation model has been implemented in multiple states and 22 countries. The FAST program aims to strengthen family relationships, student feelings of school connectedness and community connections to help reduce stress.

The program consists of weekly sessions over 8-10 weeks, typically held after school for a group of 10-12 students and families. During these sessions, families eat a meal and play games together, parents discuss and bond over shared experiences, kids and youth make friends with their peers and parents engage in one-on-one special play/conversation time with their children free from distraction.

The FAST program has been adapted and tested for early childhood, elementary, middle and high school settings. Approximately 60% of its program components are adaptable to local community context.

"Thank you for this experience. I enjoyed this so much and I'm sure it's safe to say my family will forever be changed because of it. I look forward to staying connected with the families I encountered in this program and watch our bonds strengthen and grow."

– Parent Graduate of Program in Charles City, Va.

MEASURED OUTCOMES

- Academic performance
- Attendance
- Family engagement
- Social-emotional learning

OF STUDIES: 2

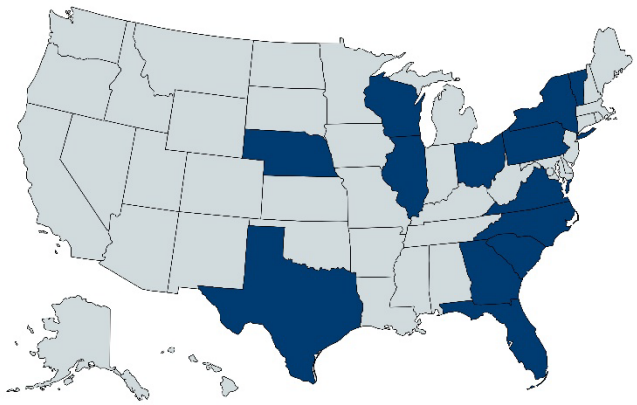
RESULTS

The impact of FAST was evaluated in a cluster-randomized trial involving 52 elementary schools in San Antonio, Texas and Phoenix, Ariz. The study examined 3,084 first-grade students over two years, with 26 schools implementing FAST and 26 serving as control. FAST schools demonstrated significant gains in social capital (effect size =+0.21). There were no significant results on measures of students' internalizing or externalizing behavior. The significant results on the measure of social capital qualify this for an ESSA Tier 1 (strong evidence) rating.

A second study of FAST conducted a cluster-randomized trial involving 60 elementary schools in Philadelphia. While FAST was implemented with high fidelity, overall program participation was lower than expected. The study found no significant effects on student academic or behavioral outcomes.

SAMPLE PARTNERS	
Family & Children First Council in Cleveland, Ohio	Family Service Association of San Antonio
One City Schools in Madison, Wisconsin	Wheeler County School District

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



FAMILY ENGAGEMENT LAB'S FASTalk

PROGRAM PROFILE

Family Engagement Solutions
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AT A GLANCE

Program Name: Family Engagement Lab's Families and Schools Talk (FASTalk)

Phone: 415-683-0781

E-mail: Contact through website form

Website:

https://FamilyEngagementLab.org/fastalk

Grades: PreK-8

Program Designed For: Whole school

Supported Student Groups: English language learners

Support Areas: Reading, math, SEL

Cost: Contact for pricing

Features: Metacognitive strategies, technology, textbook/curriculum, tutoring

Staffing Requirement: No additional staffing required.

PD/Training: Optional PD and training available for administrators and educators.

Technology: Families only need a text message-enabled phone.

EVIDENCE FOR ESSA RATING

Tier 3: Promising

Family Engagement, Reading

PROGRAM MODEL

Families and Schools Talk (FASTalk), developed and supported by the Family Engagement Lab, is a mobile-based communication tool and instructional support that connects classroom instruction with at-home learning. This program supports teachers and others to provide a regular cadence of learning-focused information and activities delivered to families in their home language via text message. FASTalk messages with learning activities are translated into over 100 different languages.

FASTalk is currently aligned with 10 widely used instructional materials such as EL Education, ELA Guidebooks, Teaching Strategies GOLD, CKLA, Illustrative Mathematics and more. It is also aligned to multiple skills-based, standards-aligned content. FASTalk includes access to both a communication platform and a robust library of professionally written messages that support grade-level skills and reinforce learning outside of the classroom.



"FASTalk has been a game changer for our schools. This valuable resource has been one of the tools we have been able to utilize to build our communication efforts with our families. FASTalk has helped equip our parents to best support their students at home!"

– Priscilla Dilley, Sr. Officer Leadership Academy Network, Fort Worth ISD

MEASURED OUTCOMES

- Academic performance
- Family engagement

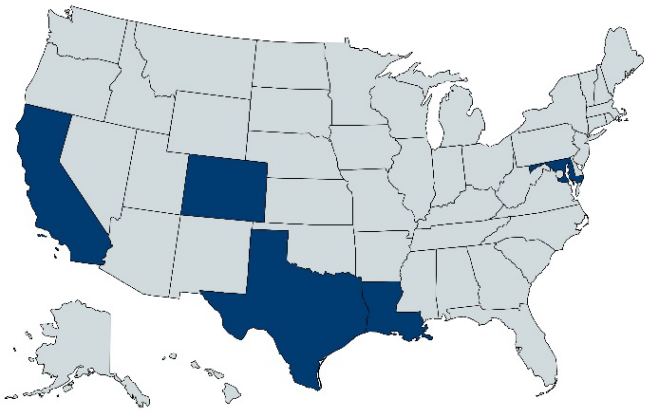
OF STUDIES: 2

RESULTS

A retrospective evaluation of FASTalk was conducted in two schools in Baton Rouge, La., during the 2018-2019 school year. Students of parents who had signed up to receive three text messages per week for eight weeks to support literacy development at home were matched with students not enrolled in the program. Data was collected from 231 students (69 FASTalk, 162 control), 99% were Black and 93% qualified for free and reduced-price lunch. After accounting for pretest differences, FASTalk students demonstrated significantly higher growth than their non-FASTalk peers on the spring iSTEEP literacy assessment (effect size = +0.39). These results qualify FASTalk for an ESSA promising rating.

SAMPLE PARTNERS	
Baltimore City Public Schools	East Forth Worth Montessori
Los Angeles Unified School District	Leadership Academy Network / Fort Worth ISD
Morris Jeff Community School	Oakland Unified School District

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



FUTURE FORWARD LITERACY

PROGRAM PROFILE

AT A GLANCE

Program Name: Future Forward Literacy

Phone: 608-466-4966

E-mail: hello@FutureForwardLiteracy.org

Website: https://FutureForwardLiteracy.org

Grades: K-3

Program Designed For: Whole school, whole class, struggling students

Supported Student Groups: Students of color, economically disadvantaged students

Support Areas: Attendance, reading

Cost: Average $2,600 per student per year (variable depending on implementation structure), includes all supplies, family engagement coordinator, tutors, training, professional development and fidelity support

Features: Cooperative learning, professional development, textbook/curriculum, tutoring

Staffing Requirements: Depends on the number of children served per school. Working with an average of 30 highest-need struggling readers per elementary school requires one program manager, one family engagement coordinator and 6.5 FTE tutors.

PD/Training: None required

Technology: Computers and internet required for virtual implementation. No student technology required for in-person implementation.

EVIDENCE FOR ESSA RATING

Tier 1: Strong

Attendance, Reading, Whole Class, Struggling Readers

PROGRAM MODEL

Future Forward (FF) is an early literacy intervention that provides a support system for kindergarten through third grade students struggling with reading. The intervention integrates one-on-one tutoring and family engagement. Individual tutoring sessions vary based on the skills and interests of the students. FF sites provide students with a minimum of three 30-minute tutoring sessions per week and family communication at least two times per month.

FF leverages a school-community-family partnership strategy to address the literacy needs of both students and families. Within FF program sites, each building has an assigned site manager, who is typically a certified teacher, and a family engagement coordinator (FEC). The site manager manages the tutoring activities, which includes the hiring of, generally paraprofessional, tutors to conduct one-on-one tutoring, and coordinates with the school and teachers to schedule sessions around core instruction classes. The FEC is responsible for family outreach and communication, which involves monthly family events and ongoing contacts to help facilitate literacy development outside of school.

"We are excited to partner with Future Forward to provide tutoring and family engagement services in the Monmouth-Roseville school district over the next several years. Out administrative team has done extensive research in preparation for this partnership, and we did not take this decision lightly. We are entrusting our students to the Future Forward framework and model because it is an evidence-based approach that has been proven to improve student achievement in reading."

-Administrator, Monmouth-Roseville CUSD

MEASURED OUTCOMES

- Academic performance
- Attendance
- Family engagement

OF STUDIES: 5

RESULTS

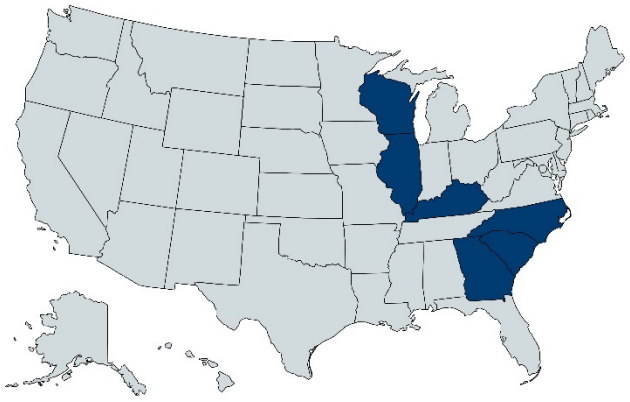
In comparison to a control group, students in Future Forward Literacy scored significantly higher than controls on MAP and PALS reading tests, with a mean effect size of +0.29. Effect sizes were much larger for students in the lower half on pretest scores (effect size = +0.51) than for students in the upper half (effect size = +0.18). Effects were also larger for students in kindergarten and first grade than for those in second grade.

A two-year randomized evaluation of Future Forward (formerly SPARK) Literacy in the Milwaukee Public Schools tested the impact across three domains: reading achievement, literacy and school attendance. Students in grades K-3 who were assigned to SPARK had significantly fewer absences (average daily attendance) than controls (effect size = +0.19).

A one-year randomized study of FF during the 2019-2020 school year also found significant impacts on student attendance (effect size = +0.13), even though pandemic-related school closures interrupted the full year implementation of the program.

SAMPLE PARTNERS	
Augusta ISD	Cherokee County School District
Gwinnett County Public Schools	Monmouth-Roseville CUSD
Montgomery County Schools	Wisconsin Rapids Public Schools

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



GETTING READY
PROGRAM PROFILE

Family Engagement Solutions
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AT A GLANCE

Program Name: Getting Ready

Phone: 402-472-2448

E-mail: cyfs@unl.edu

Website: https://gettingready.unl.edu

Grades: PreK

Program Designed For: Whole class, struggling students

Supported Student Groups: Economically disadvantaged students, rural communities

Support Areas: SEL

Cost: Approximately $1,200 per educator including all training, materials and one-on-one live virtual coaching. Fee is variable based on training configuration. Use of live virtual group trainings reduces training costs per educator.

Features: Family engagement, professional development

Staffing Requirements: No additional staffing required

PD/Training: All early childhood educators will receive initial training on adult-child interactions and relationships, family-school partnerships and collaborative interactions through live virtual training or video modules. Following the initial training, educators will receive ongoing coaching sessions to reflect on and support their approaches.

Technology: Educators will need access to the internet and video conferencing software.

EVIDENCE FOR ESSA RATING

Tier 1: Strong

SEL

Tier 3: Promising

Family Engagement & Academic Performance

PROGRAM MODEL

Getting Ready is a program developed by researchers at the University of Nebraska-Lincoln to increase school readiness among children ages five and younger who participate in home visitation or center-based early childhood programs. Getting Ready trains educators in eight evidence-based strategies to enhance their partnerships with families and offers guidance and ongoing coaching on how to conduct meetings with families through home visits, conferences and informal interactions. Through these interactions, educators and families collaboratively set goals to position each other for success. Educators can learn the Getting Ready approach through two virtual formats: initial training and ongoing coaching to build program capacity.

Getting Ready has been implemented and tested in rural communities.

GettingReady

"I'm asking more open-ended questions and I'm engaging with my families in a way that's meaningful. I'm definitely more capable of communicating honestly and clearly and because of that, I'm seeing my relationships with my families flourish."

– Early Childhood Educator Implementing Getting Ready

MEASURED OUTCOMES

- Academic performance

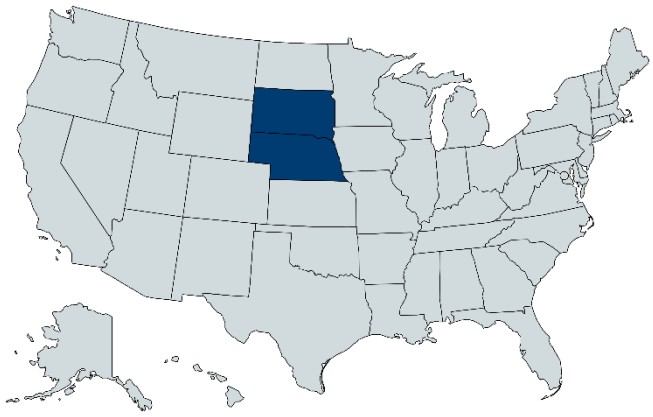
OF STUDIES: 2

RESULTS

Two cluster randomized controlled trials conducted in Nebraska examined the effects of the Getting Ready intervention on preschool children identified as educationally at risk. The first study included 220 children from Head Start programs and after two years found significant positive impacts on teacher-reported student outcomes in language (ES =+0.41), reading (ES =+0.65) and writing (ES =+0.45), as well as social-emotional outcomes including increased attachment (ES =+0.42), initiative (ES =+0.40) and reduced anxiety/withdrawal (ES =+0.47). A replication study with 267 children attending publicly funded preschool programs similarly found significantly greater gains in teacher-reported student social skills (ES =+0.24), along with stronger relationships within both teacher-child (ES =+0.33) and parent-teacher (ES =+0.36) dynamics compared to controls. Across both studies, results are consistently positive, qualifying Getting Ready for a evidence for ESSA rating of strong in the SEL domain and promising (due to a sample of <350) in family engagement and academic performance.

SAMPLE PARTNERS	
Community Action Partnership of Lancaster and Saunders Counties	Head Start Child and Family Development, Inc.
Kearney Public Schools – Bright Futures Preschool	Norfolk Public Schools – Little Panthers Preschool
Scottsbluff Public Schools – Bear Cub Preschool	

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



JUST RIGHT READER
PROGRAM PROFILE

Family Engagement Solutions
Powered by National PTA

AT A GLANCE

Program Name: Just Right Reader Take-Everywhere Literacy Packs

Phone: 877-415-7323

E-mail: schools@justrightreader.com

Website: JustRightReader.com

Grades: K

Program Designed For: Whole school, whole class, struggling students

Supported Student Groups: Economically disadvantaged students, English language learners, special education students

Support Areas: Reading

Cost: Just Right Reader offers their student and teacher resources via their Take-Everywhere Literacy Packs for $21 per pack per student. Their Family Engagement Night Trainer of Trainers for educators costs $600. Their Direct Family Engagement Night for parents/caregivers costs $2,050.

Features: English learners, textbook/curriculum

Staffing Requirements: No additional staffing required

PD/Training: No PD/training required

Technology: No technology required

EVIDENCE FOR ESSA RATING

Tier 2: Moderate

Academic Performance (Reading)

PROGRAM MODEL

Just Right Reader's Take-Everywhere Literacy Packs (Literacy Packs) include decodable books aimed at extending students' reading practice beyond the classroom. Student reading data is uploaded to Just Right Reader's secure portal, where their algorithm matches students with books that align to their decoding needs. Students will then receive curated Literacy Packs to read available in both English and Spanish.

Each pack contains a curated set of decodable books aligned with the science of reading, a QR code to an instructional video custom to each book, video phonics lessons, instructional pages, along with parent-friendly resources to support foundational reading skills at home.

For parents/caregivers, Just Right Reader offers training add-ons including family engagement nights and science of reading professional development to help support their children's literacy development.

Just Right Reader

"Not only do the teachers love the decodables, but the students are loving them even more. They want to pick them up and read them to themselves and to their friends. We have already noticed a huge improvement in their reading fluency!"

– Elementary Literacy Coach, Gilmer County Schools in Georgia

MEASURED OUTCOMES

- Academic performance

OF STUDIES: 1

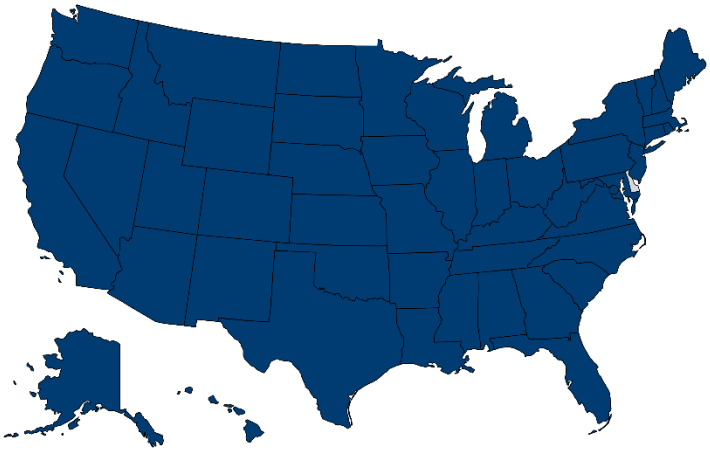
RESULTS

Just Right Reader Take-Everywhere Literacy Packs were evaluated in a quasi-experimental study conducted during the 2024-2025 school year with 399 kindergarten students across six elementary schools. Three schools implemented the Literacy Packs as a supplemental resource to support both classroom instruction and at-home reading, while three matched schools served as comparisons and used other decodable text materials. The sample included a diverse student population, with many students from economically disadvantaged backgrounds and a substantial proportion of English language learners.

Students who used the Take-Everywhere Literacy Packs demonstrated significantly stronger early literacy outcomes than comparison students on the DIBELS end-of-year composite (effect size of +0.39). These findings suggest that providing families with structured, take-home decodable texts can meaningfully support early reading development and qualify Just Right Reader Take-Everywhere Literacy Packs for a moderate evidence rating.

SAMPLE PARTNERS	
Cobb County School District (Georgia)	Hillsborough County Public Schools (Florida)
Iowa Department of Education	New Mexico Early Childhood Education and Care Department
New York City Public Schools	North Dakota Department of Public Instruction

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



NEW INSIGHTS INTO CHILDREN'S TEMPERAMENT

PROGRAM PROFILE

Family Engagement Solutions
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AT A GLANCE

Program Name: NEW INSIGHTS into Children's Temperament (INSIGHTS)

Phone: 203-546-7276

E-mail: drmcclowry@insightsintervention.com

Website: https://insightsintervention.com

Grades: K-1

Program Designed For: Whole class, struggling students

Supported Student Groups: Economically disadvantaged students, students of color

Support Areas: SEL

Cost: $2,000 for up to 10 educators to receive the self-paced and facilitated lessons. $2,000 for up to eight parents to receive both the self-paced and facilitated lessons. $2,500 for a teacher-led classroom program for children with all the classroom materials.

Features: Professional development, textbook/curriculum

Staffing Requirements: No additional staffing required

PD/Training: Educators and parents receive six one-hour asynchronized and six one-hour synchronized lessons.

Technology: Educators and parents will need a remote device to access lesson modules, videos, interactive activities and downloadable content.

EVIDENCE FOR ESSA RATING

Tier 1: Strong

Academic Performance (Math & Reading) & SEL

PROGRAM MODEL

INSIGHTS is an evidence-based intervention that helps families, educators and young children identify how young children's personalities and temperaments affect their behavior. The program has three components that promote student social-emotional development and academic learning.

For Educators: NEW INSIGHTS for Elementary School Educators is a professional development program featuring six self-paced lessons, each followed by a remote facilitated session. Designed for teachers, counselors, psychologists and administrators, this program helps educators recognize children's temperaments/personalities and implement strategies to reduce behavior problems and enhance social skills.

For Classrooms: Children participate in 10 weekly 30-minute sessions in their own classrooms led by their teachers to help the class gain empathy and resolve dilemmas through mitten puppets, videos and activities.

For Parents: NEW INSIGHTS for Parents offers six self-paced, one-hour lessons, each followed by a remote facilitated session for groups of eight. These sessions help parents recognize their children's temperaments/personalities and learn strategies to reduce behavior problems and enhance social skills.

"NEW INSIGHTS not only helped my students understand their own temperaments, but also their classmates and how they related to them. This program helped equip my students with tools to help them resolve conflict and find ways to communicate. As a teacher, NEW INSIGHTS gave me an understanding into my student's temperaments that helped me to be a better teacher for them."

– Lisa Espinosa, Teacher from Clarinda, Iowa

MEASURED OUTCOMES

- Academic performance
- Social-Emotional Learning

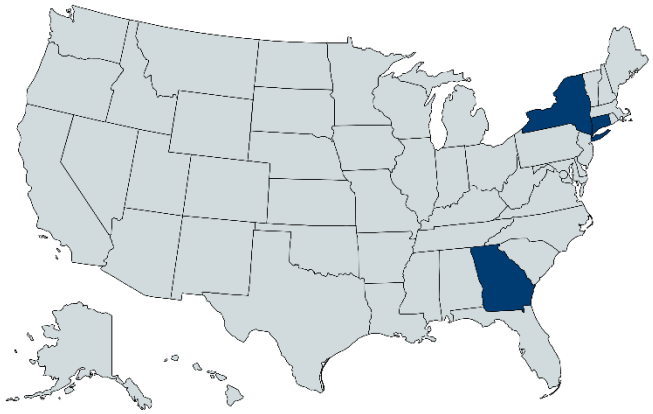
OF STUDIES: 1

RESULTS

A cluster randomized controlled trial evaluated the impact of NEW INSIGHTS into Children's Temperament, a social-emotional learning (SEL) program, in 22 urban elementary schools during the 2010-11 academic year. The study included 435 kindergarten and first-grade students, along with their teachers and families, from schools serving primarily low-income Black and Hispanic populations. Schools were randomly assigned to either the INSIGHTS intervention or an attention-control condition that delivered a supplemental reading program. The INSIGHTS program consisted of ten weekly sessions delivered to students, teachers and parents, focusing on improving self-regulation, classroom engagement and teacher-student relationships through a temperament-based lens. Outcomes were measured across the school year using standardized assessments: Woodcock-Johnson III (WI-III) for reading and math, the Leiter-R for sustained attention and teacher reports of behavior using SESBI. Students who received INSIGHTS showed significantly greater gains than those in the control group in reading achievement (effect size =+0.55), math achievement (effect size =+0.31), sustained attention (effect =+0.39) and reductions in behavior problems (effect size =+0.54). These findings qualify INSIGHTS for Strong evidence rating in the Academic and Social-Emotional Learning domains.

SAMPLE PARTNERS	
Avery County Schools (North Carolina)	Brewster Central School District (New York)
Bridgeport Catholic Diocese (Connecticut)	Fairbury Public Schools (Nebraska)
Iowa District West	Lincoln Catholic Diocese (Nebraska)

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



NATIONAL NETWORK OF PARTNERSHIP SCHOOLS (NNPS)

PROGRAM PROFILE

Family Engagement Solutions
Powered by National PTA

AT A GLANCE

Program Name: National Network of Partnership Schools (NNPS)

Phone: 410-516-2318

E-mail: nnps@jhu.edu

Website: https://partnershipschools.org

Grades: K-12

Program Designed For: Whole school

Supported Student Groups: Economically disadvantaged students

Support Areas: Attendance

Cost: $12,500 per year

Features: Professional development, whole-school reform

Staffing Requirements: Each participating school will form an Action Team for Partnerships (ATP)—a standing committee or work group—comprised of the principal, parents, teachers, others (e.g., counselors, community members, alumni) and students in high schools

PD/Training: NNPS conducts institutes and workshops that build leaders' abilities to strengthen and sustain their partnership programs. NNPS partners will have access to two quarterly professional development series, designed to build a professional community around partnerships and learn about partnership research and evidence-based family engagement best practices. NNPS partners will work with NNPS facilitators to support the development and implementation of strong programs throughout the schools they are guiding.

Technology: None

EVIDENCE FOR ESSA RATING

Tier 3: Promising

Attendance

PROGRAM MODEL

Established at Johns Hopkins University in 1996 by Dr. Joyce Epstein, the National Network of Partnership Schools (NNPS) guides schools, districts and states in implementing research-based partnership programs using a framework of six types of engagement and an action team approach. Members of NNPS receive coaching, training and planning materials to help them implement the program. Since its founding, NNPS has partnered with over 5,000 schools and districts to improve their approach to family engagement.

Through the model, an Action Team for Partnerships is assembled and writes a One-Year Action Plan for Partnerships to schedule activities for family and community engagement that must be connected to goals for a welcoming climate and for student success included in the School Improvement Plan. The One-Year Action Plan focuses on two academic goals, one behavioral goal and one overall goal for a welcoming school climate. Action Team for Partnerships members meet monthly, work together, share leadership and conduct activities that engage all families in their children's education. The team evaluates the quality of each activity implemented to continually improve outreach to all families. NNPS helps each team assess the quality and progress of its work on partnerships at the end of each school year.

NATIONAL NETWORK OF Partnership Schools JOHNS HOPKINS UNIVERSITY

"With NNPS, the Ohio Statewide Family Engagement Center at The Ohio State University has been able to establish a statewide infrastructure supporting family-school partnerships in local schools that leads to improvements for schools, families and students."

– Dr. Barbara Boone, Director of Ohio Statewide Family Engagement Center

MEASURED OUTCOMES

- Academic performance
- Attendance
- Family engagement

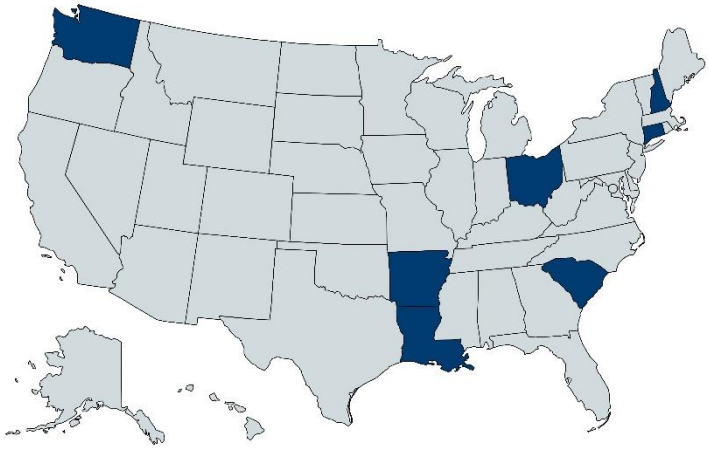
OF STUDIES: 1

RESULTS

The National Network of Partnership Schools (NNPS) model was evaluated in a quasi-experimental study involving 69 NNPS elementary schools and 69 matched comparison schools across Ohio. The schools were located in urban (29%), suburban (24%), rural (24%) and small urban (23%) communities and served varied student populations, with an average of 75% white, 20% African American and nearly half of the students eligible for free or reduced-price lunch. Schools implementing the NNPS model organized family and community partnership activities to improve student engagement. The study analyzed changes in average daily attendance from 2000 to 2002, finding that NNPS schools increased attendance by 0.5% on average, while comparison schools experienced a slight decline. The positive, statistically significant results (effect size = +0.07) highlight the role of structured family and community involvement in improving attendance, earning NNPS a "Promising" ESSA rating.

SAMPLE PARTNERS	
Capitol Region Education Council (CREC) – CT SFEC	Charleston School District
Cuyahoga County Universal Pre-Kindergarten/Starting Point	Ohio Statewide Family Engagement Center
Pasco School District	

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



PARENTCORPS
PROGRAM PROFILE

Family Engagement Solutions
Powered by National PTA

AT A GLANCE

Program Name: ParentCorps

Phone: 858-336-7611

E-mail: parentcorps@nyulangone.org

Website: https://weareparentcorps.org

Grades: PreK and K

Program Designed For: Whole school

Supported Student Groups: Students of color, economically disadvantaged students, English language learners

Support Areas: Reading, SEL

Cost: ParentCorps offers a range of services. Costs vary based on the implementation needs of the partner school system or Head Start. Systems are encouraged to contact ParentCorps for a customized quote.

Features: Professional development, textbook/curriculum

Staffing Requirements: ParentCorp provides close support for existing staff and educators; staffing depends on the services planned.

PD/Training: ParentCorps' partnership model begins with PD (e.g., for school/program leaders, teachers, aides, mental health professionals and/or parent engagement staff). For Friends School and parenting program facilitators, 1-3 days of training and ongoing coaching are provided.

Technology: Facilitators can use the ParentCorps Portal to connect with coaches and access materials and resources, including e-learning modules on fostering nurturing classrooms, engaging families and enhancing cultural and racial awareness.

EVIDENCE FOR ESSA RATING

Tier 1: Strong

Academic Performance (Math & Reading), Family Engagement, Problem Behaviors, SEL

PROGRAM MODEL

Developed by New York University Langone Health's Center for Early Childhood Health and Development, ParentCorps works with schools and parents/caregivers to help preK children develop foundational skills. ParentCorps is available in multiple languages and its program model is deeply rooted in racial equity, including an emphasis on honoring families' expertise and cultures. Three programmatic components include:

- **Professional development** to help staff build strong, culturally responsive relationships with families and promote socio-emotional well-being in their classrooms.
- A group-based, 14-week **parenting program** to support families in nurturing early childhood development. The parenting program focuses on affirming families' experiences, building family-family connections and equipping families with more knowledge of evidence-based parenting practices.
- **Friends School** is a classroom-based program that emphasizes the development of children's social-emotional skills.

ParentCorps

"My favorite experience was witnessing how the parents bonded and supported each other during and after the sessions. They provided encouraging words, resources and ideas that worked for them in difficult situations. To me, this meant that they felt safe to be vulnerable and they seemed to find comfort in the fact that they were not parenting alone and had someone to listen to and share their experiences with."

– Mary Woods-Miles, Family Engagement Specialist, Starfish Family Services, Detroit

MEASURED OUTCOMES

- Academic performance
- Family engagement
- Social-emotional learning

OF STUDIES: 2

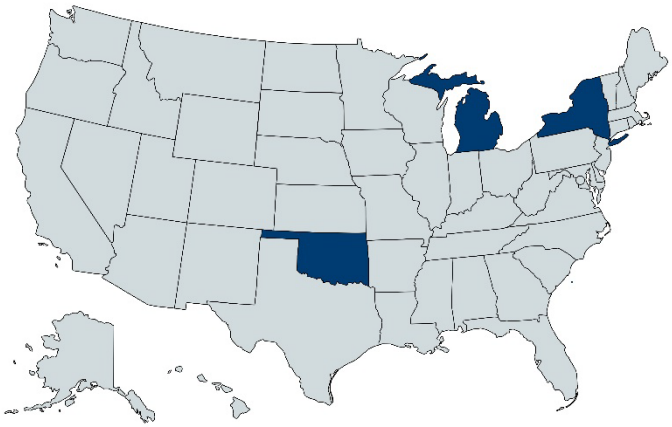
RESULTS

ParentCorps has been evaluated in two randomized controlled trials in New York City. The first was conducted across 10 public elementary schools with 26 pre-K classes in two high-poverty school districts and involved 1,050 Black and Latino, low-income children enrolled over four consecutive cohorts of pre-K students. The intervention included after-school group sessions for families of pre-K students and professional development for pre-K and kindergarten teachers. At the end of kindergarten, students in ParentCorps schools performed better on the Kaufman Test of Educational Achievement (KTEA), a standardized measure covering reading, writing and math, than students in control schools (effect size = +0.18), with the reading results yielding the greatest impact (effect size = +0.25). In addition, students in ParentCorps schools had fewer disruptive and antisocial behavior problems on the New York Teacher Rating Scale (effect size = +0.25). Parent involvement in early learning was also assessed, with a significant positive effect based on teacher reports (effect size = +0.38) and a smaller, non-significant effect based on parent reports (effect size = +0.08).

The second study included 61 New York City public elementary schools and 2,242 parents responding to the NYC School Survey during the intervention period. Family engagement was assessed using measures of Inclusive Leadership, Trust in School Leader, and Communication and Trust in Teacher, with significant positive effects on all three measures (effect size = +0.17 for each measure). These results qualify ParentCorps for a Strong rating in the Academic, SEL, Problem Behavior, and Family Engagement categories.

SAMPLE PARTNERS	
NYC Public Schools & Union Settlement	Starfish Family Services
Thrive by Five Detroit	Tulsa Public Schools

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



PARENTPOWERED
PROGRAM PROFILE

Family Engagement Solutions
Powered by National PTA

AT A GLANCE

Program Name: ParentPowered

Phone: 510-282-0161

E-mail: partnership@parentpowered.com

Website: https://parentpowered.com

Grades: PreK-12

Program Designed For: Whole school

Supported Student Groups: English language learners

Support Areas: Reading

Cost: ParentPowered provides customized program versions designed to address the specific needs of each community. Annual pricing ranges from $7.99 to $9.99 per student per year, with implementation fees varying based on the scope and program version. Send an email for a personalized quote tailored to your requirements.

Features: English learners, family engagement, technology, textbook/curriculum

Staffing Requirements: No additional staffing required

PD/Training: No additional PD/training required.

Technology: Families need access to receiving text messages.

EVIDENCE FOR ESSA RATING

Tier 1: Strong

Academic Performance (Reading)

PROGRAM MODEL

ParentPowered (formerly Ready4K) delivers three text messages to family members per week for 52 weeks, tailored to their student's age or grade and available in over ten languages. The text messages contain age-differentiated insights, activities and learning-expansions aligned to the learning standards of all 50 states; ESSER; Title I, III, IV and V; the Head Start Early Learning Outcomes Framework; PFCE Framework; and Quality Improvement initiatives. The whole child curriculum covered in these messages includes language and literacy; math and science; social and emotional learning; physical development; and health and safety. ParentPowered allows schools and districts to craft their own text messages with local resources, upcoming events and program reminders.

Districts and schools have on demand access to family engagement data and analytics from the text messages along with the ability to deliver quarterly family engagement surveys to families and produce end-of-year impact reports through the ParentPowered Dashboard. Additionally, ParentPowered provides targeted support through shareable guides to help with home learning.

ParentPowered
Formerly Ready4K

"Families have asked us in the past: 'What can I do to support early learning at home? [ParentPowered] is providing us that opportunity to give families the information they need in the format that they want...This is a reputable, evidence-based service we provide to our families."

– Mariechelle Bonifacio, Community Outreach Coordinator at Metro Nashville Public Schools, Early Learning

MEASURED OUTCOMES

- Academic performance
- Family engagement

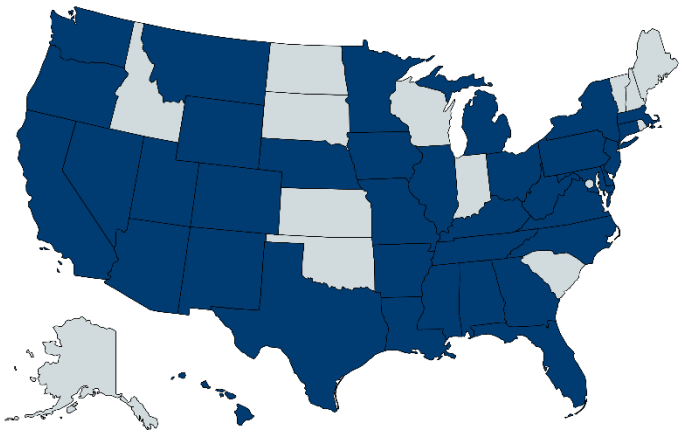
OF STUDIES: 2

RESULTS

The ParentPowered early literacy text-messaging program has been evaluated through a randomized controlled trial (RCT) conducted in partnership with the San Francisco Unified School District during the 2013-14 and 2015-16 school years. A total of 1,031 parents of preschool children participated, with half randomly assigned to receive weekly text messages containing informational, actionable and motivational content aimed at promoting literacy engagement at home. The RCT results showed that children whose parents received ParentPowered texts performed significantly better than the control group on the Phonological Awareness Literacy Screening (PALS) assessment (effect size =+0.11), earning a "Strong" rating on Academic Performance. The largest gains were observed among children in the lower half of the baseline skill distribution (effect size = +0.31), indicating the program's effectiveness in supporting students most at risk of falling behind. Additionally, teachers reported improved parental engagement at school (effect size = +0.14), earning a "Promising" rating for Family Engagement. A follow-up extension of the study further explored the impact of the ParentPowered program on kindergarten students, focusing on whether personalized differentiated messaging based on each child's developmental level would enhance outcomes compared to general literacy messages. Findings indicated that children in the ParentPowered group performed higher on the Fountas and Pinnell Benchmark Assessment System (BAS) than those in the control group (effect size = +0.09), with the largest literacy gains observed among students in the personalized text arm of the treatment (effect size = +0.18).

SAMPLE PARTNERS	
Metro Nashville Public Schools (Tenn.)	Huntsville ISD (Texas)
Kamehameha Schools (Hawai'i)	Wake County School District (N.C.)
Mid-Atlantic Equity Consortium	

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



PARENT TEACHER HOME VISITS
PROGRAM PROFILE

Family Engagement Solutions
Powered by National PTA

AT A GLANCE

Program Name: Parent Teacher Home Visits

Phone: 916-448-5290

E-mail: info@pthvp.org

Website: https://pthvp.org

Grades: PreK-12

Program Designed For: Whole school

Supported Student Groups: Special education, students of color, English language learners, economically disadvantaged students

Support Areas: Attendance, reading, math

Cost: $6,000 for the "Introduction to Home Visits Training" contract plus one hour of compensation per participating educator for each home visit completed.

Features: Professional development, whole-school reform

Staffing Requirements: No additional staffing required.

PD/Training: To participate in Parent Teacher Home Visits, educators must complete the three-hour "Introduction to Home Visits Training." Other training options are available upon request along with implementation support for school and district home visit leaders.

Technology: None

EVIDENCE FOR ESSA RATING

Tier 3: Promising

Attendance, Family Engagement, Math, SEL

PROGRAM MODEL

The Parent Teacher Home Visits (PTHV) model was co-created by parents and educators using the community organizing principles of shared leadership. Participating teachers conduct 30-40 minute home visits in which educators listen, ask questions and make observations that they can take back to their classrooms to improve instruction for the learner. As a two-visit model, PTHV encourages the first relationship-building visit to occur in the summer or early fall, followed by ongoing communication throughout the year and an optional second visit that focuses on academics or any other relevant issue to the student or family. The PTHV model has five non-negotiables:

- Visits are voluntary and arranged in advance.
- Teachers are trained and compensated for visits.
- Visits focus on hopes and dreams.
- Educators visit a cross-section of students (not a targeted intervention).
- Educators go in pairs and reflect.

Parent Teacher Home Visits

"Our promise is to know every student by name, strength and need so they graduate prepared for the future they choose. What better way to get to know a child or young person by name, strength and need than by going into their home, meeting their family and learning where they come from, who they are, what their culture is and what their dreams are?"

– Susan Enfield, Former superintendent of Washoe County School District

MEASURED OUTCOMES

- Academic performance
- Attendance
- Family Engagement

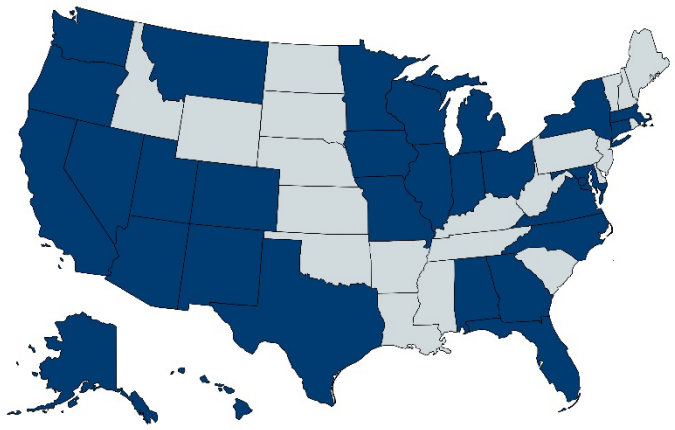
OF STUDIES: 2

RESULTS

A 2021 study by the Regional Education Laboratory of the Mid-Atlantic at Mathematica used a quasi-experimental study design using matched comparison group propensity scores to investigate the impacts of the PTHV model structured relationship-building teacher home visits conducted in grades 1-5 as part of a family engagement program in the District of Columbia Public Schools. During the school year following a home visit, using the PTHV model, the study found, on average, that a PTHV model home visit improved student attendance slightly (ES =+0.02). The attendance rate averaged 95.28% for visited students and 94.93% for non-visited comparison students. The study also found slight improvements in math scores on standardized tests, although no difference in ELA scores. The study also found that a PTHV model home visit before the start of the school year reduced the likelihood of a student having a disciplinary incident in that school year. The study also found 9.27% of visited students had a disciplinary incident compared with 12.22% of non-visited comparison students (effect size = +0.10), qualifying the program for a promising rating in the problem behaviors category.

SAMPLE PARTNERS	
Attendance Works	Denver Public Schools
Detroit Public Schools	District of Columbia Public Schools
Elk Grove Unified School District	Washoe County School District

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



POWERSCHOOL'S ATTENDANCE INTERVENTION

PROGRAM PROFILE

Family Engagement Solutions
Powered by National PTA

AT A GLANCE

Program Name: PowerSchool's Attendance Intervention

Phone: 877-873-1550

E-mail: sales@PowerSchool.com

Website: https://powerschool.com/student-success-cloud/attendance/intervention/

Grades: 6-12

Program Designed For: Whole school

Supported Student Groups: Economically disadvantaged students, English language learners, students of color

Support Areas: Attendance

Cost: $3 to $6 per enrolled student; program cost varies by district size

Features: English learners, family engagement, professional development, technology

Staffing Requirements: No additional staffing required

PD/Training: Targeted training is provided for administrators, support staff and teachers utilizing the train-the-trainer methodology. Dedicated training is also available.

Technology: For educators and school and district administrators, the platform is available via web or mobile apps. Parents, guardians and students need only a simple cellular phone with basic text messaging or phone calling or an email address to participate.

EVIDENCE FOR ESSA RATING

Tier 3: Promising

Attendance

PROGRAM MODEL

Attendance Intervention is an initiative of the K-12 educational technology provider PowerSchool. Intended to automate family-school communication for students that experience absenteeism, PowerSchool's Attendance Intervention helps educators monitor daily and period-level attendance as well as chronic absenteeism data for each student via data reporting and visualizations. PowerSchool's Attendance Intervention also provides a platform and digital postcards for educators to engage in two-way messaging with families via texts to the families' personal phones and email. The program gathers data from a school or district's administrative system to provide attendance dashboards, customized messaging templates and options for administrators and teachers to communicate with families. It includes auto-translation features that help administrators and teachers reach parents from diverse backgrounds.

PowerSchool

"We were delivering truancy letters by hand, sending letters for conferences or calling on parents. If an attendance clerk saw 50 kids were missing that day, it took them all day to call those 50 parents one at a time. But with PowerSchool, it's literally 15 minutes."

– Dr. Reny Lizardo, Executive Director of Campus Operations and Attendance Initiatives, Irving Independent School District, Texas

MEASURED OUTCOMES

- Attendance

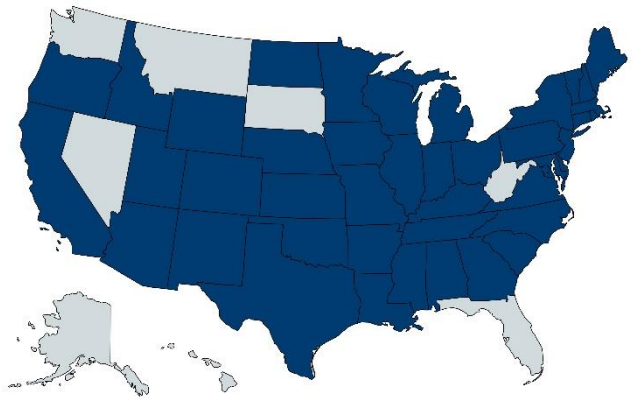
OF STUDIES: 1

RESULTS

A randomized control trial evaluated the impact on student attendance of providing teachers with the PowerSchool Attendance Intervention app and training. Thirty-one teachers, teaching nearly 1,500 students in grades 6-12, from three District of Columbia public schools, were randomly assigned to either use the Attendance Intervention solution training or communicate with parents as usual. Administrators in these schools were also given Attendance Intervention solution training and the ability to use the program to communicate with families regardless of condition. The Attendance Intervention found substantial reductions in chronic absenteeism (effect size = + 0.19), but not for regular in-seat attendance. These results were significant at the student level, qualifying PowerSchool Attendance Intervention for the ESSA "Promising" category for attendance.

SAMPLE PARTNERS	
Indianapolis Public Schools	Irving Independent School District
Jefferson County Public Schools	Montebello Unified School District
New York City Department of Education	San Diego Unified School District

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



SPRINGBOARD COLLABORATIVE

PROGRAM PROFILE

AT A GLANCE

Program Name: Springboard Collaborative

Phone: 214-901-1988

E-mail: info@springboardcollaborative.org

Website: https://springboardcollaborative.org

Grades: PreK-5

Program Designed For: Whole school, struggling students

Supported Student Groups: Students of color, economically disadvantaged students

Support Areas: Reading

Cost: Varies; contact for a quote

Features: Professional development, tutoring

Staffing Requirements: No additional staffing required.

PD/Training: Springboard Collaborative's programming leverages PD. Springboard Collaborative's Playbook coaches district teachers for 5-10 weeks. The program's level of support services from Springboard Collaborative can be tailored to participating districts or schools.

Technology: At-home reading practice is tracked via the Springboard Collaborative Connect app.

EVIDENCE FOR ESSA RATING

Tier 3: Promising

Family Engagement

PROGRAM MODEL

Springboard Collaborative coaches educators and parents to help kids learn to read by fourth grade through its Family-Educator Learning Accelerator (FELA) methodology, which is included in its after-school and summer programs. In the beginning, educators and families build a relationship, measure the student's baseline and set a learning goal. Over 5-10 weeks, the family-educator team shares skills and supports each other. Children work toward their goals by practicing with their teachers, families and independently. The cycle concludes by measuring and celebrating progress.

Springboard Collaborative can be implemented as a robust summer reading program, a high-impact tutoring program or an after-school foundational reading supplement. It includes:

- Small group literacy instruction using lessons that align to the science of reading.
- Workshops that support families to become confident reading coaches.
- Professional development for teachers to engage families as partners in teaching and learning.

"By the end of the program, over 31,000 books were read at home and 90% of parents attended the weekly parent workshops. To say this program was remarkable is an understatement."

– Serena Klosa, Deputy Chief for ISP, Chicago Public Schools

MEASURED OUTCOMES

- Academic performance
- Family engagement

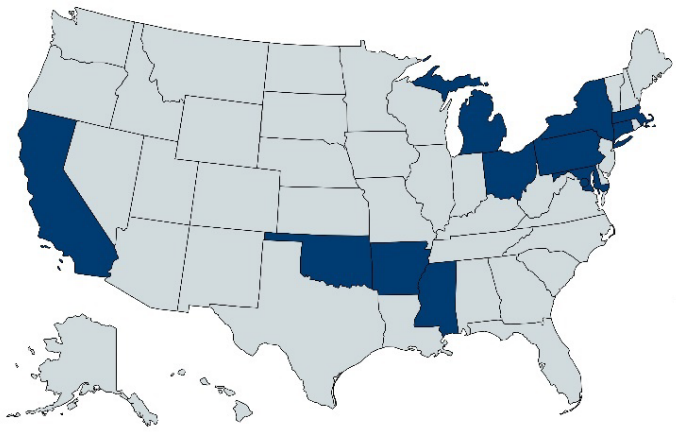
OF STUDIES: 1

RESULTS

The impact of the Springboard Summer Reading Program was evaluated in a retrospective quasi-experimental study involving 628 rising kindergarten through fourth-grade students from one New York school district. These districts were selected based on their high fidelity to the Springboard program model. The study compared students who participated in Springboard Summer with non-participating students within the same district. The evaluation used district-administered reading assessments to measure reading growth. Across all grades, when comparing participants to matched non-participants, Springboard Summer showed significant impacts from the end of the school year to the beginning of the following school year (effect size = +0.33). The largest gains were observed among students who started below grade level. These statistically significant impacts qualify the Springboard Summer Reading Program for an ESSA Tier 3 "Promising Evidence" rating.

SAMPLE PARTNERS	
Baltimore City Public Schools	Chicago Public Schools
Massachusetts DESE	New York Public Schools
Oakland Unified School District	San Francisco Unified School District

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



TALKINGPOINTS

PROGRAM PROFILE

Family Engagement Solutions
Powered by National PTA

AT A GLANCE

Program Name: TalkingPoints

Phone: 619-452-0341

E-mail: partnerships@talkingpts.org

Website: https://talkingpts.org

Grades: PreK-12

Program Designed For: Whole school

Supported Student Groups: Special education, students of color, English language learners

Support Areas: Attendance, math

Cost: Free for individual teacher and parent accounts; quotes generated for schools and districts

Features: Professional development, technology

Staffing Requirements: No additional staffing required.

PD/Training: No mandatory PD or training required. Individual teacher accounts offer in-app coaching and guidance; school and district accounts provide in-app coaching and optional PD opportunities.

Technology: Teachers, administrators and school and district staff can sign in online or use a mobile app. Families need only a simple cellphone with basic text messaging to get started and can also sign in online or use the free mobile app.

EVIDENCE FOR ESSA RATING

Tier 3: Promising

Family Engagement

PROGRAM MODEL

TalkingPoints is an education technology nonprofit that drives student outcomes through effective family-school partnerships. The TalkingPoints Universal Family Engagement platform removes barriers so all families can engage. It provides educators with embedded, research-based guidance, actionable data-informed insights and universally designed auto-translated two-way communication in families' preferred languages.

TalkingPoints

"When I used TalkingPoints, the student felt successful, the parent felt respected to be included and I made an ally. It was a win, win, win."

– Elizabeth Cashman, Middle School Teacher, Osseo Area Schools

MEASURED OUTCOMES

- Academic performance
- Family engagement
- Social-emotional learning

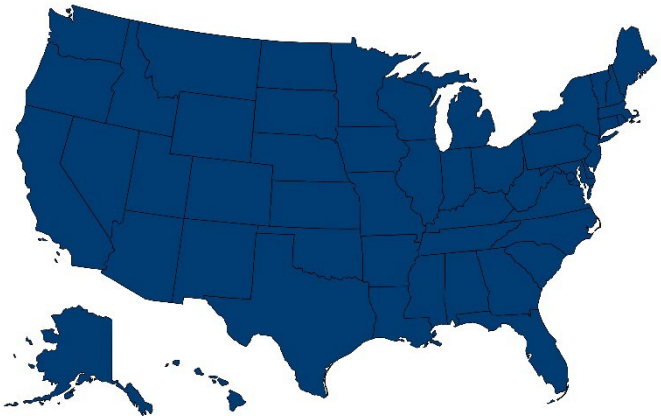
OF STUDIES: 1

RESULTS

The impact of TalkingPoints was evaluated using a difference-in-differences study design in a large urban school district. We report on the findings from the Smarter Balanced Assessment System. Results for students in grades 3-8 showed significant improvements in math scores, with an 8.7-point increase (effect size =+0.08). Gains in English language arts (ELA) scores were positive but not statistically significant (effect size =+0.04). This retrospective quasi-experiment qualifies TalkingPoints for the ESSA Tier 3 (promising evidence) rating.

SAMPLE PARTNERS	
Aldine Independent School District	Babson College
Harvard Graduate School of Education	ange County Public Schools (Fla.)
Seattle Public Schools	Tulsa Public Schools

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



TEACHERS AND PARENTS AS PARTNERS (TAPP)

PROGRAM PROFILE

Family Engagement Solutions
Powered by National PTA

AT A GLANCE

Program Name: Teachers and Parents as Partners (TAPP)

Phone: 402-472-2448

E-mail: tappworks@unl.edu

Website: https://cyfs.unl.edu/TAPP/

Grades: K-3

Program Designed For: Whole school, whole class, struggling students

Supported Student Groups: Economically disadvantaged students, rural communities, students with disabilities

Support Areas: Social-emotional, family engagement

Cost: $78 (includes TAPP book and online training modules)

Features: Family engagement, professional development, response to intervention/special education

Staffing Requirements: An identified school specialist is needed to lead the TAPP process with teachers and parents. The time invested by school specialists over the six-week intervention is approximately four hours per child.

PD/Training: School specialists will receive six online training modules that will cover all stages of the TAPP process and related content. This includes a didactic component via PowerPoint, embedded video examples, guided notes, knowledge checks, final quizzes and a certificate of completion.

Technology: School specialists will need internet

EVIDENCE FOR ESSA RATING

Tier 1: Strong

Family Engagement & SEL

PROGRAM MODEL

Developed by researchers at the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska-Lincoln, Teachers and Parents as Partners (TAPP) is a family-school partnership intervention to help solve children's behavioral and academic challenges through an individualized approach. Also referred to as Conjoint Behavioral Consultation, implementation of TAPP involves three meetings between an identified school specialist (e.g., school counselor, school psychologist, instructional specialist, trauma specialist, administrator, special education teacher, etc.), teacher and parent with each meeting averaging 45-50 minutes. School specialists lead the TAPP process, where they work with parents and their child's teachers to:

- Identify and prioritize a student's learning and behavioral needs.
- Select goals and strategies to be used cooperatively at home and school.
- Implement a joint plan at home and school.
- Evaluate the plan and monitor the student's progress.

TAPP has been extensively studied and implemented in rural communities, where specialized support services are often difficult for families to access.

tapp
Teachers & Parents as Partners

"I would [recommend TAPP]. I know a lot of teachers think that it's going to be one more thing on their plate, but really it doesn't end up being another thing on your plate. It's a tool that you use to be a better teacher, a better person and to get to know your families better."

– Teacher

MEASURED OUTCOMES

- Family engagement
- Social-emotional learning

OF STUDIES: 2

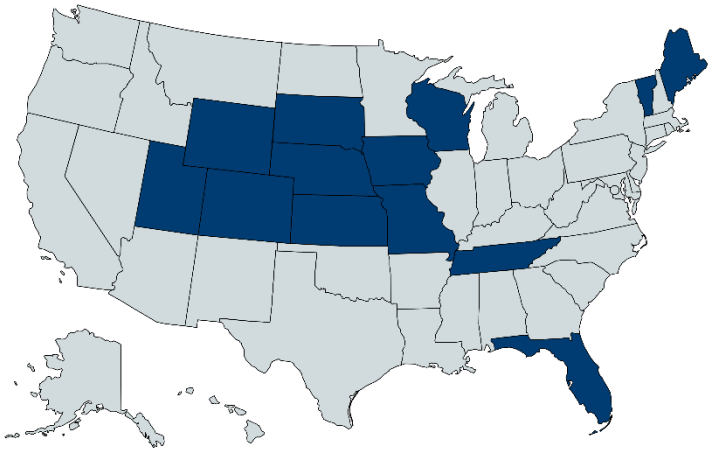
RESULTS

Two randomized controlled trials (RCT) evaluated the effectiveness of Teachers and Parents as Partners (TAPP), also referred to as Conjoint Behavioral Consultation (CBC), in improving behavior and strengthening relationships between families and schools. The first study, conducted in 2012 across 21 midwestern elementary schools, included K-3 students with disruptive behaviors, their families and 82 teachers. Teachers in the TAPP group reported significantly greater improvements in student adaptive behavior on the BASC-2 compared to the control group (effect size =+0.39), as well as significantly higher gains in social skills on the Social Skills Rating System (SSRS) (effect size =+0.47).

The second study extended this research to 45 rural schools and included 267 K-3 students, their families and 152 teachers. Teacher-reported outcomes again favored the TAPP group, with significant improvement in school-related behavioral problems on the BASC-2 (effect size =+0.45). However, teacher-reported social skills on the Social Skills Improvement System (SSIS) did not differ significantly between groups (effect size =+0.14). In contrast, direct classroom observations conducted showed significant advantages for the TAPP students, who exhibited more on-task behavior, greater prosocial classroom behavior and less off-task motor and passive behavior, with effect sizes ranging from +0.28 to +0.46. On the PTRS-II, teachers again reported significantly stronger relationships with parents (effect size =+0.46), and parents in the TAPP group also reported significantly stronger relationships with teachers (effect size =+0.51). Based on results from two studies, TAPP meets the criteria for a Strong evidence rating in both Family Engagement and Social-Emotional Learning categories.

SAMPLE PARTNERS	
Denver Public Schools	Grainger County School District
Jefferson County Schools	Lincoln Public Schools
Loudon County Schools	Russell County Public Schools

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships



TEACHERS INVOLVE PARENTS IN SCHOOLWORK (TIPS)

PROGRAM PROFILE

Family Engagement Solutions
Powered by National PTA

AT A GLANCE

Program Name: Teachers Involve Parents in Schoolwork (TIPS)

Phone: (410)-516-2318, (443)-927-0243 and/or (410)-516-8807

E-mail: jepstein@jhu.edu or ssheldon@jhu.edu

Website: https://www.sfcp.jhucsos.com/tips/

Grades: 3 and 4

Program Designed For: Whole class, struggling students

Supported Student Groups: Economically disadvantaged students, students of color

Support Areas: Math, reading

Cost: Material costs vary depending on the topics and grade level, ranging from $15-$70

Features: Family engagement, textbook/curriculum

Staffing Requirements: No additional staffing required

PD/Training: No additional PD/training required. For those wanting professional development to support the implementation of TIPS in schools, you may pay $5,000 for a one-day workshop.

Technology: No technology required.

EVIDENCE FOR ESSA RATING

Tier 3: Promising

Family Engagement

PROGRAM MODEL

Teachers Involve Parents in Schoolwork (TIPS) is a researcher and educator-designed, implemented and tested partnership process for teachers to regularly keep families involved in their childrens' education. Through TIPS' interactive homework, teachers provide students assignments that require them to talk to someone at home about something interesting that they are learning in class; helping to keep school on the agenda at home so that children know their parents believe schoolwork and homework are important and worth talking about.

TIPS has interactive homework activities broken out by grade level (i.e., elementary, middle and high school) and subjects (i.e., language arts, math and science).

TIPS TEACHERS INVOLVE PARENTS in SCHOOLWORK
Johns Hopkins University

"I think it is a good idea for kids to be able to show parents what they are learning in school."

"[TIPS] opened up an easier way of communicating."

– Family Members that Have Used TIPS

MEASURED OUTCOMES

- Family engagement

OF STUDIES: 1

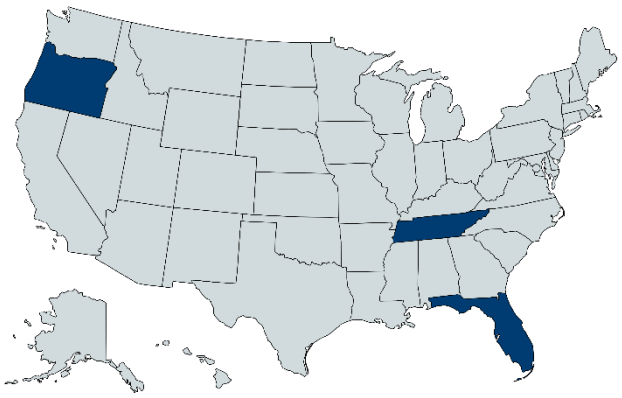
RESULTS

The effects of TIPS were evaluated in an experimental study of 153 third and fourth-grade students across four elementary schools in a southeastern urban school district. Within each school, two teachers participated, with teachers randomly assigned to implement TIPS. The study occurred over two years, so that students either participated in TIPS for two years (n=26), participated in TIPS for one year in either third or fourth grade (n=62) or never participated in TIPS (n=65). In data collected from surveys, both students (ES =+0.82) and families (ES =+0.49) reported significantly higher levels of family involvement in mathematics homework for students in TIPS of any duration compared to students not participating in TIPS. These results qualify TIPS for a rating of Promising evidence. Additionally, the study reported that TIPS students also reported significantly higher family involvement in reading and science than students not participating in TIPS. Data on student mathematics achievement from the end of fourth grade also significantly favored students in TIPS of any duration when compared to students who did not participate in TIPS. However, the information to calculate effect sizes from these outcomes was unavailable.

SAMPLE PARTNERS

Orange County School District, Fla.	

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:



WATERFORD UPSTART
PROGRAM PROFILE

Family Engagement Solutions
Powered by National PTA

AT A GLANCE

Program Name: Waterford Upstart

Phone: 877-299-7997

E-mail: support@waterford.org

Website: https://waterford.org/upstart/

Grades: PreK-2

Program Designed For: Whole school, whole class, struggling students

Supported Student Groups: Economically disadvantaged students, English language learners, students with disabilities

Support Areas: Math, reading, science

Cost: Waterford Upstart includes a license to Waterford Early Learning software and family coaching services. The cost for one full year is $1,100 per student.

Features: English learners, response to intervention/special education, technology, textbook/curriculum

Staffing Requirements: No additional staffing required

PD/Training: No PD/training required

Technology: To use the program, families will need a computer with a mouse, a laptop with a trackpad or a tablet. Families can communicate with Waterford Upstart staff to track their child's progress on a phone or tablet. Some families may qualify for a computer and Wi-Fi at no cost.

EVIDENCE FOR ESSA RATING

Tier 3: Promising

Academic Performance (Reading)

PROGRAM MODEL

Waterford Upstart is an early learning program for children in preK-2 that delivers daily 15-20 minute online lessons in reading, math and science. The core instructional component is the Waterford Early Learning (WEL) software, which sequences adaptive lessons, digital books, songs and practice activities based on each child's progress. The program is designed to be used consistently throughout the week and adjusts the level of support and difficulty as children demonstrate new skills.

Families play an active role in implementation. They receive weekly progress updates, simple at-home learning tips and access to a bilingual resource library (English/Spanish) to help reinforce skills offline. Each family is also assigned a coach who provides onboarding, routine-building guidance and ongoing check-ins throughout the program period.

Waterford.org

"I started learning what Waterford Upstart was, that they had done the research, and that's why they placed very intentional limits on that screen time. What I learned when I investigated Upstart, was how strong the family component was. At that point, it was a dealmaker for me. It was absolutely what we needed in North Dakota."

– Kirsten Baesler, North Dakota State Superintendent

MEASURED OUTCOMES

- Academic performance

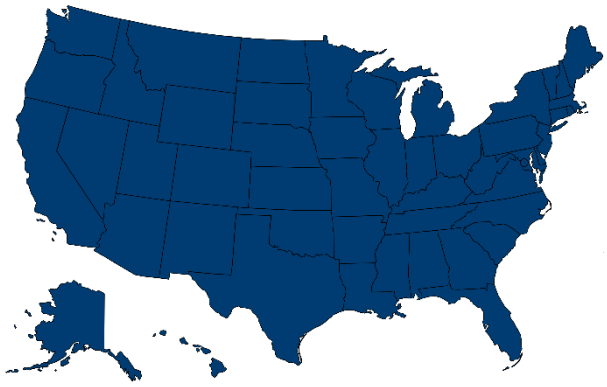
OF STUDIES: 1

RESULTS

A series of reports by the Evaluation and Training Institute included quasi-experimental analyses of multiple Waterford Upstart cohorts in Utah. The matched samples included over 1,000 preschool children, the majority of whom were white, with approximately half from low-income households. Using coarsened exact matching (CEM), the studies compared Upstart participants to similar non-participants on standardized early literacy assessments. Results consistently showed statistically significant positive effects on early literacy skills measured by the Bader Reading and Language Inventory and the Brigance Inventory of Early Development. Composite effect sizes for the assessments ranged from +0.50 to +0.90, supporting an evidence for ESSA rating of promising in the academic performance domain.

SAMPLE PARTNERS	
Granite School District (Utah)	High Desert School District (Oregon)
North Dakota Department of Instruction	Orangeburg School District (South Carolina)
South Carolina Department of Education	

PROGRAM REACH



Aligns to the following two National Standards for Family-School Partnerships:

