


**Involve Families in Reading:
Improve Students' Reading
Attitudes and Skills**

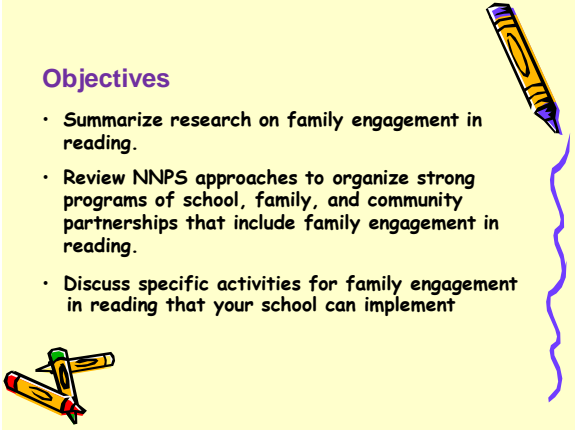
LSU-Webinar LaSPDG
January 13, 2016

Joyce L. Epstein, Ph.D., Director
Center on School, Family and Community Partnerships
Johns Hopkins University
© 2016



Objectives

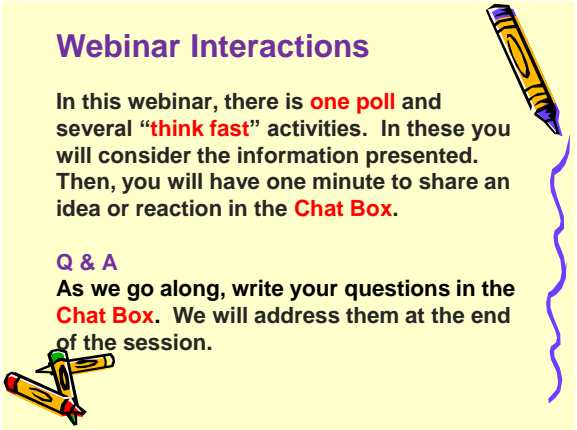

- Summarize research on family engagement in reading.
- Review NNPS approaches to organize strong programs of school, family, and community partnerships that include family engagement in reading.
- Discuss specific activities for family engagement in reading that your school can implement



Webinar Interactions

In this webinar, there is **one poll** and several “**think fast**” activities. In these you will consider the information presented. Then, you will have one minute to share an idea or reaction in the **Chat Box**.


Q & A
As we go along, write your questions in the **Chat Box**. We will address them at the end of the session.


POLL: Who is here?

What is your position in helping schools develop their programs of partnership, including family engagement in reading?

- 1. District Leader for Partnerships
- 2. Organization Leader for Partnerships
- 3. State Leader for Partnerships
- 4. School-based Leader
- 5. Parent Leader
- 6. Other

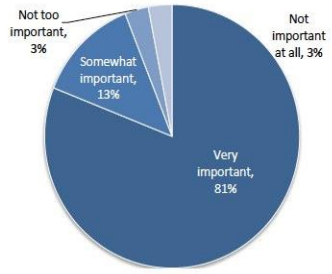


Research on Results of Family Engagement with Children on Reading



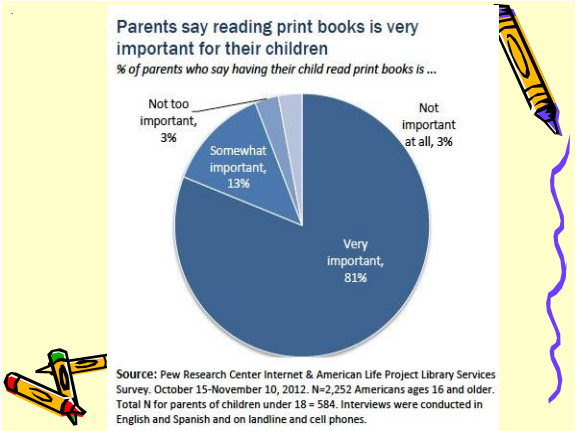
Parents say reading print books is very important for their children

% of parents who say having their child read print books is ...



Importance Level	Percentage
Very important	81%
Somewhat important	13%
Not too important	3%
Not important at all	3%

Source: Pew Research Center Internet & American Life Project Library Services Survey, October 15–November 10, 2012. N=2,252 Americans ages 16 and older. Total N for parents of children under 18 = 584. Interviews were conducted in English and Spanish and on landline and cell phones.



Parents Read to Child

How Often Do Parents Read to Children,
by Age of Child (n=434)

	% Parents
Every day	50
A few times a week	26
About once a week	9
A few times a month	6
Less often	7
Never	2

PEW Research Center Survey on
American Life and Library Services, 2012

Hundreds of studies conducted
over the past 30 years confirm that
family engagement in reading
contributes to:

- Higher reading achievement, especially with **subject-specific (reading)** engagement activities
- More positive student attitudes about reading for pleasure
- More welcoming schools that see parents as partners in education
- More and different families engaged in their children's education at school and at home.

Source: Sheldon, S. B. & Epstein, J. L. (2005). School programs of family and community involvement to support children's reading and literacy development across the grades. Pp. 107-138 in J. Flood & P. Anders (Eds.) *Literacy development of students in urban schools: Research and policy*. Newark, DE: International Reading Association (IRA).

Results of Research on Family Engagement with Students on Reading

Level	Intervention	Results
PreK-K	Story-Book Reading Workshops for Parents on Reading Readiness	Reading Readiness Reading Skills Literacy development
Elementary	Story-Book Reading Read with Me Discussions Workshops for Parents and Family Nights Culturally-linked lessons and homework Reading volunteers	Different skills in grades 1 and 3 Reading skills, report card grades and achievement test scores Skills tutored
Secondary	High quality partnership programs, communications Interactive Language Arts (middle grades)	Reading/English achievements English GPA Writing skills

Questions to Ponder ?

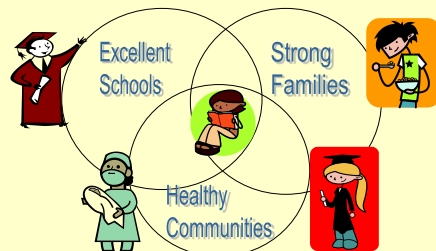
- What do the statistics on the % of families who read with their children under the age of 12 mean to you?
 - Write one idea in the **Chat Box**, now.
- What do the results of research linking family engagement with students' attitudes and skills in reading mean to you?
 - Write one idea in the **Chat Box**, now.

Partnership Program Development

KNOW THE BASICS!

Everyone wants
EXCELLENT and **SUCCESSFUL**
SCHOOLS and **STUDENTS**.

How will we reach these goals?



Let's Review!

Primary Components of the NNPS Model

- Action Team for Partnerships
- Framework of Six Types of Involvement
- One-Year Action Plan for Partnerships
- Evaluation



Identify an Action Team for Partnerships (ATP)

At least . . .

- ✓ 2-3 teachers
- ✓ 2-3 parents/family members
- ✓ Principal
- ✓ Others (nurse, counselor, secretary, parent liaison, community partners, representative of PTA/PTO)
- ✓ 1-2 students at high school level

DeImae Elementary School, SC

Park Middle School, WA

Wolcott Technical H.S., CT



What does an Action Team for Partnerships do?

ATP MEMBERS work together to . . .

- **Review school goals.** Select **2** academic goals; **1** non-academic goal; and **1** goal for a welcoming school climate.
- **Write a One-Year Action Plan for Partnerships** to involve families and the community using the **six types of involvement** to improve student learning and development.
- **Implement and evaluate** the quality of the activities – outreach to families, responses, and results.
- **Continually improve** partnership plans, program, and practices.

Use the Framework of Six Types of Involvement



Keys to School, Family, and Community Partnerships EPSTEIN'S FRAMEWORK OF SIX TYPES OF INVOLVEMENT

- Type 1 PARENTING**
Understand child development. Educators know families.
- Type 2 COMMUNICATING**
Two-way. On school programs and children's progress.
- Type 3 VOLUNTEERING**
At school, in class, at home, and as audiences.
- Type 4 LEARNING AT HOME**
Connections on homework, course choices, other talents.
- Type 5 DECISION MAKING**
All major groups represented on school committees.
- Type 6 COLLABORATING WITH COMMUNITY**
Resources and volunteers from many groups, agencies.

Reach Results for Student Success



Write an Annual Action Plan for Partnerships

Linked to Goals for Student Success



ELEMENTARY SCHOOL EXAMPLES for a One-Year Action Plan for Partnerships to **IMPROVE READING ACHIEVEMENT**

READING GOAL



- TYPE 1** Workshops for parents on various ways to read aloud with young children
- TYPE 2** Parent-teacher-student conferences on reading goals and reading progress
- TYPE 3** Reading-partner volunteers, guest readers of favorite stories, and other organized, ongoing read-with-me activities
- TYPE 4** Family Reading Night to demonstrate reading strategies for parents and activities to conduct with students at home
- TYPE 5** PTA/PTO support for a family room or parent center to provide information on children's reading
- TYPE 6** Donations from business partners of books for classrooms, for the school library, and for children to take home

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT

MIDDLE SCHOOL EXAMPLES for a One-Year Action Plan for Partnerships to **IMPROVE READING ACHIEVEMENT**

READING GOAL



- TYPE 1** Parent workshops on how to guide and encourage students in reading for pleasure at home
- TYPE 2** A page of the school newsletter and Web site with information on the school's reading and language arts program, and questions to discuss with students about books they read
- TYPE 3** Family members serving as volunteer literacy tutors, reading buddies, or library aides during the school day or in afterschool programs
- TYPE 4** Interactive homework in reading and writing for students to share their ideas and work with a family partner. See TIPS Language Arts for the Middle Grades.
- TYPE 5** PTA/PTO-sponsored fundraisers for books, magazines, and other reading materials for the school media center; book swaps
- TYPE 6** Donations from local businesses to be used as incentives to encourage students to read many books, including summer reading campaigns

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT

EVALUATE RESULTS

OLD IDEAS

Minimal or Optional

For "compliance"

Focus on parents

NEW IDEAS

Essential

Evaluate quality, results, and progress of programs and practices

Focus on student achievement and success in school

LET'S REVIEW

Which components are needed in all SCHOOL programs of partnership?

- Establish an Action Team for Partnerships (ATP)
- Write an Action Plan for Partnerships each year linked to school improvement goals.
- Use the Framework of Six Types of Involvement so that parents become involved in varied ways.
- Allocate a budget for planned activities.
- Allocate time for monthly meetings of the ATP.
- Evaluate and improve the partnership program each year.



District and organization leaders for partnerships guide schools in this work.



STRATEGIES THAT ENGAGE FAMILIES WITH CHILDREN IN READING

PROMISING PARTNERSHIP PRACTICES



From annual books from NNPS

2015



Design and Implement a Family Reading Night?



SUMMARY Best Practices: Family Reading Night

- Form a **planning committee**.
- Select a **theme** (e.g., Reading Olympics, Summer Reading) or a **genre** (e.g., Biography, Mystery Stories, Humor, Poetry).
- Include one grade-level **student performances linked to the selected theme**.
- Prepare enjoyable **hands-on activities** for students and families—whole group and grade-level groups.
- **Publicize** the workshop date, time, and location. Repeat. Repeat.
- Involve parents, students, and others in **planning, implementing, and evaluating the event**.
- **Communicate** with community partners for incentives and door prizes.
- Provide **dinner** and **child care**, if needed.
- **Follow up** at school and with home connections for students and families who could not attend.

Family Engagement in Reading Activities

Let's discuss a few activities designed to engage families with students on reading skills or on improving attitudes about reading.

ALL of these ideas were implemented in schools with high % of students eligible for free or reduced-price lunch.

THINK FAST ACTIVITY – SET 1 – A & B

A. Accelerated Reading Program Port Barre Elementary School, Port Barre, LA

This rural school uses the online Accelerated Reading (AR) program to motivate students to read for pleasure and improve literacy skills. Teachers at each grade level guide parents to read with their child and discuss the books that their child is reading. Parents can go online to monitor their child's reading progress. A survey of parents indicated that the teachers' guidance and activities at each grade level helped parents encourage children's reading and practice skills for AR tests to advance to the next reading level.

From: Thomas, B. et al. 2015. Promising Partnership Practices 2015. Baltimore: National Network of Partnership Schools at Johns Hopkins University.

THINK FAST ACTIVITY – SET 1 – A & B

B. The Big Read

Wright Technical High School, Stamford, CT

This new school (starting grade 9) aims to improve students' academic success, which depends on good reading skills. The action team and teachers organized a program for students and parents to read the same book, *Wonder* (by R. J. Palacio). The book encourages discussions of difficult topics in the teen years—friendship, understanding, growing up, and being "yourself." Students took summative tests for their Accelerated Reading (AR) quarterly reading goals. They also earned points and gifts for making progress in reading. Although a friendly competition grew between classes, reading the same book was an important unifying event at school.

From: Thomas, B. et al. 2015. Promising Partnership Practices 2015. Baltimore: National Network of Partnership Schools at Johns Hopkins University.

"THINK FAST" ACTIVITY – Set 1

THINK: Which activity—

Accelerated Reading Program or **The Big Read**

—would work well in a school you know and why?

OR:

How would you improve one of these activities?

WRITE: Your reaction to one activity in the **CHAT BOX**.

You will have **one minute** to write a reaction. Then, we will move on to the next set of ideas.



THINK FAST ACTIVITY – SET 2 – C & D

C. Fall into Reading Johnson Elementary School, Lake Charles, LA

This school, attended mainly by students who receive free or reduced-price lunch, conducted a Fall Festival Family Reading Night. Teachers, students, parents, and community members participated. Each grade level created an activity-station on what students are learning in reading, and how parents and students can practice grade-specific and standard-based skills at home. College students came to talk about the importance of reading—even in college athletics. The festival included a book fair. Chick-Fil-A donated one free book for each student to take home.

From: Thomas, B. et al. 2014. *Promising Partnership Practices 2014*.
Baltimore: National Network of Partnership Schools at Johns Hopkins University.

THINK FAST ACTIVITY – SET 2 – C & D

D. Seussational Reading Extravaganza Mark Twain Elementary School, Pasco, WA

This engagement activity had four features throughout one day. In the morning, community members were assigned two classrooms and read their favorite books to students. The volunteers also judged classroom door decorations on Dr. Seuss books. Teachers signed up for Thing 1 and Thing 2 (the Principal and Vice Principal in costume) to read a Seuss story to their classes. In the afternoon, parent readers came for the last half hour of the day to read more Seuss stories. All participants agreed it was a great way to help children love reading—just for fun.

From: Thomas, B. et al. 2015. *Promising Partnership Practices 2015*.
Baltimore: National Network of Partnership Schools at Johns Hopkins University.

“THINK FAST” ACTIVITY – Set 2

THINK: Which activity—

Fall into Reading or **Seussational Reading Extravaganza**

—would work well in a school you know and why?

OR:

How would you improve one of these activities?

WRITE: Your reaction to one activity in the **CHAT BOX**.

You will have **one minute** to write a reaction.
Then, we will move on to the next set of ideas.



MORE IDEAS FOR FAMILY ENGAGEMENT IN READING

See the webinar **RESOURCE FILE** for full descriptions of these and other activities that have been used successfully by elementary, middle, and high schools in NNPS to engage families with children in reading.



A network can help!

Help is available from NNPS at Johns Hopkins University

Research-based tools, training, and publications.

On-going technical assistance from NNPS

Facilitators by phone, e-mail, monthly e-briefs, website, newsletters.

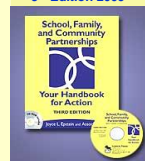
Coordinated planning and evaluation tools to meet Title I requirements for family involvement.

Networking opportunities to share best practices with hundreds of schools, districts, states, and organizations across the country.

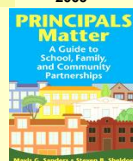


NNPS PUBLICATIONS

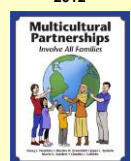
From Corwin Press
3rd Edition 2009



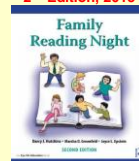
From Corwin Press
2009



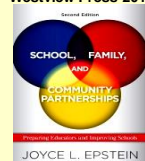
From Eye on Education
2012



From Eye on Education
2nd Edition, 2015

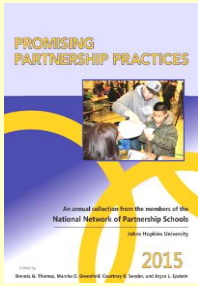


TEXT, SECOND EDITION
Westview Press-2011



MORE NNPS PUBLICATIONS

FROM NNPS
2015



FROM NNPS
2013

SAMPLERS
Research and Involvement Activities

READING, MATH
SCIENCE, WRITING
ARTS, HEALTH,
ATTENDANCE, BEHAVIOR,
HOMEWORK,
TRANSITIONS, FATHERS
COLLEGE and CAREERS,
PRESCHOOLS,
MIDDLE SCHOOLS,
HIGH SCHOOLS

FROM NNPS
TIPS

TIPS
Interactive Homework

Elem Math K-5

Middle Grades
Language Arts 6-8
Science 6-8

See TIPS RESOURCES
on the
NNPS website

REFLECTION AND ACTION STEPS

Using the information from this webinar:

What is **ONE** action step that **YOU** can take to improve school-based activities to engage parents, other family members, and community members with children in reading?

Enter your action step in the **CHAT BOX** now.



Q & A for TODAY

Write your question about family involvement with children on reading in the **CHAT BOX** now.

Questions that are not addressed today will be answered and e-mailed to all attendees.



REFERENCES Family Engagement in Reading

PEW surveys
<http://libraries.pewinternet.org/2013/05/01/part-3-parents-and-reading-to-children/>

NNPS Resources

Greenfeld, M. L. & Epstein, J. L. (2013) *Reading Sampler and Writing Sampler*. Baltimore, MD. National Network of Partnership Schools at Johns Hopkins University.

Hutchins, D., Greenfeld, M. D. (2015) *Family Reading Night*, Second Edition. New York: Taylor and Francis.



For more information or to join NNPS, visit:
www.partnershipschoools.org

Dr. Joyce Epstein, Director
Center on School, Family, and Community Partnerships
Johns Hopkins University

410-516-8807
jepstein@jhu.edu

