

DePaul Center for Urban Education Research Base

Family Involvement

Core Element	Connections Structure	Basis in Research	Relevant Research
Meaningful Family involvement is critical to student achievement	Emphasis on vocabulary development in homework for elementary and high school students Parent involvement through “residencies” by parent involvement coordinator at elementary schools. Coordinated school-wide content for elementary schools that enables children to share topics in home activities.	Increased parent involvement is related to increased student achievement	Christenson, Rounds, & Gorney, 1992. Cohen, 1990. Swap, 1993. Becher, 1982; Clark, 1988: Herman & Yeh, 1980. Revicki, 1981. Swap, 1992. Clark, 1988. Walberg, Bole, & Waxman, 1980. Becher, 1984. Henderson, 1987. Booth & Dunnm 1996. Epstein, 1987, 1988. Pianta & Walsh, 1996.

The following statement is a direct excerpt that supports the emphasis on this element of the Connections structure:

Over the past decade parent involvement in schooling has received considerable attention in the field of education. Many authors have emphasized the importance of parental participation in a child’s education (Christenson, Rounds, & Gorney, 1992; Cohen, 1990; Swap, 1993). Extensive research has demonstrated that increased parent involvement is related to increased student achievement (Becher, 1982; Clark, 1988: Herman & Yeh, 1980; Revicki, 1981; Swap, 1992; Clark, 1988; Walberg, Bole, & Waxman, 1980). Furthermore, the type of involvement that benefited students the most was involvement at school. In her review of the parent involvement literature, Becher (1984) concluded that there is “substantial evidence indicating that children have significantly increased their academic achievement and cognitive development” (p. 19) as a result of parental involvement. Similarly, after reviewing 36 studies of parental involvement in 1981 and 49 in 1987, Henderson (1987) concluded that “the evidence is now beyond dispute: Parent involvement improves student achievement” (p. 117).

Parent involvement in the child’s education during the first three years of school, was associated with an upward deflection in math achievement. These findings are consistent with prior reports that have emphasized the importance of home factors and parent involvement influencing academic achievement (Booth & Dunn,

1996; Epstein, 1987, 1988; Pianta & Walsh, 1996). Although there are many risk factors associated with children in poverty environments, the early home environment and parent involvement emerged as protective factors, facilitating academic success. These variables are not only related to initial academic achievement but continue to influence achievement through Age 16. The environmental variables, SES, quality of the home environment, and parental participation in the child's education would appear to be important areas for concentrating prevention efforts for children living in poverty (124).

S. Jimerson, B. Egeland, and A. Leo, "Longitudinal Study of Achievement Trajectories: Factors Associated With Change", Journal of Educational Psychology, 91(1), p. 116-126, 1999.