



Uplifting Parent Engagement:

DC PIRC Strengthens the Parent Role
in DC Schools



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Executive Summary

The Parent Information Resource Center (PIRC) program, the largest federal investment in parental engagement, has come to an end. Much can be learned from this important effort to help shape the future of parental engagement in the District of Columbia.

From 2006 to the end of the program in 2011, Multicultural Community Service (MCS) operated the DC PIRC with funding from the US Department of Education. The foundation of this effort was the belief that parental engagement is:

- a shared commitment and responsibility between families and schools to working collaboratively to enhance children’s learning at school and at home; and
- a set of relationships and activities that are developed in partnership between families and schools to best support parents in their role as their child’s first and lifelong teacher.

“We have found that by involving parents in our school, some of the children have really grown by leaps and bounds.”

- Angela Tilghman, James A. Garfield Elementary School Principal

From making sure parents were aware of school choice and accountability, to helping them understand their developing child, parents received a wealth of information, resources and support. The DC PIRC worked to remove the veil of separation between school and home so that both staff and parents could appreciate and understand what each other needed and wanted.

While consistent and accurate data collection with a highly mobile, low income parent population was a challenge, both nationally and in the District of Columbia, the study of DC PIRC's efforts by Capstone Institute at Howard University, the independent evaluator, identified important themes and valuable lessons across time. These include:

- Parents of young children reported increased knowledge of how to support their child's learning;
- Parents of older children were more aware of college opportunities and requirements;
- Parents reported a greater understanding of issues such as school accountability, No Child Left Behind regulations, and Title I rights; and
- Parents felt empowered and better connected with decision makers in their community and school.

Parents and school staff also highlighted their priorities for parent engagement, which must be understood for future efforts to engage parents to succeed. Parents expressed frustration with lack of communication from their children's schools and said that lack of scheduling options created barriers to their participation in school programs. They also wanted more opportunities to interact with and get to know teachers, administrators and other families. They also expressed a desire for genuine interaction with schools where their opinions were valued. Working together, parents and school representatives identified areas of need that included providing parents with internet access in schools, opportunities for culturally sensitive parental engagement training programs, the need to incentivize parents to participate in learning activities

and creating the environment where parents can engage with their children in education settings.

While the PIRC program has ended, the good news is that resources are available to further this important work. Under Title I, Part A, the DC government is required to set aside for parent involvement a minimum of one percent of the Title I funding it receives. This may increase when the Elementary and Secondary Education Act (ESEA) is reauthorized. Concerned partners are also available.

MCS can make an important contribution by facilitating partnerships and collaborating with others to:

- Provide city-wide technical assistance with DC Public Schools, the Office of the State Superintendent of Education, and the Deputy Mayor for Education in a coordinated approach to systematically uplift parent engagement in education;
- Work with school and parent leaders to change how schools view parent engagement and create a culture of genuine, quality interactions between parents, administrators, teachers and other school personnel;
- Address multi-generational engagement including teen parents who need support from their parents to graduate, but also need to learn to support their young children; and
- Provide culturally competent and linguistically appropriate support to immigrant families and develop their capacity to work as partners with their children's teachers.

Uplifting Parent Engagement:

DC PIRC Strengthens the Parent Role in DC Schools

Introduction

The purpose of this short report is to share findings with the community about how to further effective parent engagement in Washington, DC. For five years, from 2006 to 2011, the DC Parent Information Resource Center (DC PIRC) provided services and information to more than 3,400 parents, 52 schools and 7 early childhood centers across Washington, DC neighborhoods, with an emphasis on Wards 1, 7 and 8. DC PIRC's staff and community facilitators made frequent and consistent connections with parents, teachers and principals.

DC PIRC was operated by Multicultural Community Service (MCS) with funding from the US Department of Education and support from other community members and organizations. This report summarizes what we have learned from this effort -- the importance of parent engagement, how DC PIRC's effort to bolster engagement paid off, and what is further needed for parents and schools in DC to realize a true collaboration. This paper also makes recommendations for how community-based organizations including MCS can build on research and experience to develop effective approaches to engage families in improving student outcomes, in collaboration with local schools.

What is Parent Engagement?

“For me, parent engagement is about getting parents to be more invested in and committed to supporting their children’s learning.”

- Shameka Jones, Parent

Parent engagement is a shared commitment and responsibility between families and schools to working collaboratively to enhance children’s learning at school and at home. It goes beyond traditional activities like Back to School Night, school newsletters or the occasional parenting workshop. Instead, parent engagement that makes a real difference – for the child, for the family and for the schools – is a set of relationships and activities that are developed in partnership between families and schools to best support parents in their role as their child’s first and lifelong teacher.

Parent engagement activities help parents support their children's learning by:

- Increasing their understanding of child development and how everyday interactions with their child can strengthen learning from cradle to career;
- Providing information about what they should expect from their schools and how to work in partnership with teachers and school staff so their children can realize their fullest potential;
- Connecting parents with each other to widen their base for information and support; and
- Validating their voice and helping parents become agents of change in schools and in their community.

Together, parents and schools become essential partners in transforming school and child outcomes.

When family engagement is done thoughtfully, in a way that gives parents, teachers and school administrators equal standing, parents develop stronger capacity to support their children's learning, and schools embrace, value and act upon parent interest and commitment. Together, parents and schools become essential partners in transforming school and child outcomes.

“Change really happens when school administrators carry the charge and make parent engagement a central part of their school.”

- Mildred Musgrove, a former principal and DC PIRC Project Director

The Value of Parent Engagement

Every time parents ask their children about what they're learning at school, they send a message that they care about their children and value education. Similarly, when parents ask teachers about their children's progress, teachers learn that what happens in the classroom is important to the family. When teachers reciprocate by inviting parents to share their hopes and concerns for their children's future, by asking parents to help set academic goals for their children, and by encouraging parents to extend learning in the home and community, teachers are building the types of relationships between home and school that have a real impact on children's learning. When school administrators are committed to uplifting parent voice and collaboration, the culture of the school truly supports parent engagement.

As the research tells us, meaningful parent-school engagement can make a big difference.

- When parents are involved in their children’s learning, children are more ready for school, they reach higher levels of achievement, they demonstrate social and behavioral skills that are compatible with learning, and they are more likely to graduate from high school. The effects are most significant when engagement is directly linked to children’s learning.
- When parents are involved in their children’s schools, the schools do better too. A multi-year study of improving schools in Chicago found that family engagement is one of five essential ingredients for turning schools around – up there with school leadership, professional capacity, student-centered learning, and school safety. Schools with strong ties to families and the community are ten times more likely to improve in math and reading.
- The Chicago study authors also found that for real school improvement to take root, there must be a strong foundation of relational-trust between schools, families and students.

Not only is parent engagement good for students and good for schools, but it is cost-effective. To reap the same gains that an engaged parent can contribute, schools would have to spend \$1,000 more per pupil.

As Anne Henderson, MCS Board member and senior consultant to the Annenberg Institute for School Reform, points out, “Thirty years of research makes it very clear that schools cannot turn around on their own. Engaging families must become a core strategy for

school improvement. Schools in the District of Columbia must begin immediately to build trusting, collaborative relationships with families that are focused on improving student achievement.”

Advancing Parent Engagement in DC Schools

Committed to uplifting community voice, MCS set out to work in partnership with parents and DC schools to advance parent engagement in children’s learning from cradle to career. The vision was to build families’ capacity both as advocates for quality education for their children and as their children’s first and lifelong teachers. Over five years, DC PIRC worked with more than 40 community partners, 52 schools and 7 early childhood centers to improve policy and practice at both the systems level and within individual schools and families.

DC PIRC collaborated with a broad array of partners, including DC schools, the Office of the State Superintendent of Education, DC Department of Human Services, DC Department of Parks and Recreation, and the DC Promise Neighborhood Initiative, on a number of initiatives to increase understanding and capacity for parent engagement. MCS staff provided training and technical assistance to local agencies to ensure they understood parent’s rights under Title 1 and know how to create meaningful partnerships with families. DC PIRC was a trusted resource and the go-to organization on how to create parent engagement opportunities that result in better outcomes.

“We worked tirelessly at the systems level to embed a commitment to parent engagement in policy and operations. We helped organize a coalition of more than 40 organizations and agencies to mobilize resources and supports for parents – GED classes, language support, workshops. Their leadership helped us work together to maximize our collective impact.”
- Jared Cohen, Executive Director of MCS.

In the neighborhoods where DC PIRC’s work took place, connections were made on a daily basis with parents, teachers, and principals.

“We entered schools knowing some resources were there. We didn’t try to supplant what was going on but instead tried to add value and uplift what schools were already doing,”
- Mildred Musgrove.

From making sure parents were aware of school choice and accountability, to helping them understand their developing child, parents received a wealth of information, resources and support. For example, DC PIRC worked to demystify for parents their rights under Title 1 sec. 1118 and Adequate Yearly Progress (AYP) as required by sec. 1111 (b)(F) of the No Child Left Behind Act of 2001.

For five years, DC PIRC provided the Parents as Partners program (see box) in schools. In addition, DC PIRC staff offered Next Steps to those parents who had successfully graduated from Parents as Partners. Through facilitated conversations and mentoring, Next Steps provided an opportunity for parents to apply the knowledge and skills gained through the Parents as Partners effort to improve educational outcomes community-wide. At Kimball Elementary School, Next Steps parents developed an action plan to have a crossing guard placed at the busy intersection in front

of the school and they also petitioned the school to put in new windows. Parents spoke directly with school officials, DC facilities management personnel and the city council and both of their requests were ultimately met.

“I found the [Parents as Partners] program to be very rewarding in opening a dialogue with the parents who need to know information about the schools and how to become better advocates for their children.”

- Mayra Vasquez, DC PIRC Parents as Partners facilitator

“Today, I am amazed. I thought I was the only person going through that [challenges my child faces in school] today. It is my first time going through it with my oldest daughter. Maybe it is me. Maybe I am making more of it than what it is. But to hear other parents having the same problem – I told the administrator that I wanted a meeting and I am sitting here saying I am just not going to do it, I’m not going to get anywhere and I am very vocal person – but now that I hear other parents are experiencing that, I feel empowered to really say something because I don’t want the next kid or parent to go through what I am going through right now and I would have never known if I didn’t come tonight.”

- Comments by a parent attending the November 22, 2011 School Community Action Teams/Next Steps Assessment Group

Parents as Partners

DC PIRC offered the Parents as Partners program within early childhood settings and elementary and secondary schools. Patterned after the National Council of La Raza model, Parents as Partners provides an intensive series of nine sessions designed to help parents become strong advocates for their children and partners with their local school. Parents must attend eight sessions to graduate from the program. The training is differentiated to accommodate the cultural and language backgrounds of parents. Eighteen parents went on to be trained as facilitators for future Parents as Partners cohorts.

At the early childhood level the focus is on helping parents understand the importance of school readiness, basic child development, and strategies for supporting early language and math skills. The curriculum also covers transition and suggests ways parents can prepare for a smooth transition to kindergarten.

At the elementary school level the sessions help parents understand the importance of working in collaboration with teachers, how to support their child's self-confidence, establishing rules and consequences, and understanding the academic standards and their own child's progress. Parents also learn about the benefits of going to college and the

resources available to them at the school to support their children's learning. At the secondary school level the training is designed to improve parents' understanding of development during adolescence, motivating their children to learn, academic expectations, obstacles to school success, post secondary choices, and strategies for partnerships between families and schools. At all levels, an emphasis is placed on helping parents understand their rights, school choices and the power of advocacy.

Parents at schools participating in Parents as Partners also had the option to participate in additional programs to support student learning and family well-being. Depending on families' interest, these included a family book club, parenting workshops, a program to encourage fathers to read with their children, and others.

"Because of Parents as Partners, parents became more informed about their rights and the process for getting information from the school system. Who do you contact first? How do you tap into resources to get things done? Parents as Partners helped them develop a personal roadmap for how to get what they need from the school."

- Danita Long, DC PIRC Parents as Partners facilitator.

DC PIRC also worked in schools, stepping in to assist principals and teachers with outreach to parents, disseminating information, and convening parent engagement activities. Assessments were used to help schools gauge specific needs and develop corresponding

parent engagement plans. And in the final year of funding, DC PIRC created a partnership opportunity for schools and parents to collaborate on an application for one-time funds to further boost parent engagement. Overall, DC PIRC worked to remove the veil

of separation between school and home so that both staff and parents could appreciate and understand what each other needed and wanted. “MCS set the parental engagement bar high, moving beyond one-off interactions between parents and schools to create empowered parent leaders who work hand in hand with teachers, principals and school staff to improve academic achievement,” said Cohen.

DC PIRC Made a Difference

MCS engaged the Capstone Institute at Howard University to conduct an independent evaluation of the DC PIRC effort. While consistent and accurate data collection with a highly mobile, low income parent population was a challenge, the study identified important themes and valuable lessons across time. According to the evaluators, based on surveys and interviews with families:

- Parents of young children reported increased knowledge of how to support their child’s learning. For example, year 4 Pre-K parents who indicated they had “quite a bit” or “a lot” of knowledge of school readiness increased from 29% to 95%; and the mean response relating to school readiness increased more than 26% among pre-K parents in Year 5 from 6.77 to 8.56 on a ten point scale. Kindergarten readiness is a powerful predictor of future success in school.
- Parents of older children were more aware of college opportunities and requirements. According to the Capstone evaluation, “College attendance and preparation was a major focus for the K-12 program and these findings suggest that parents gained knowledge about how to support their

child’s college education through their participation in the DC PIRC programs.” For example, the percentage of parents reporting that they agree or strongly agree with the statement that they have knowledge of requirements for college preparation increased from 83% to 100% in Fall, 2008 and from 58% to 75% in Spring, 2009. Finally, the number of parents indicating that they have knowledge of how to pay for their child’s college and career education increased 24% during the 2010-2011 school year.

- Parents reported a greater understanding of issues such as school accountability, No Child Left Behind regulations, and Title I rights. For example, the number of parents indicating that they have knowledge of the No Child Left Behind law and parent rights increased 30% during 2009-2010 school year from 2.53 to 3.29 on a four point scale and 28% during 2010-2011 school year from 6.61 to 8.47 on a ten point scale.
- Parents felt empowered and better connected with decision makers in their community and school. For example, the number of parents indicating that they strongly agree that they are comfortable in/prepared for meeting with [their child’s] principal increased from 54% to 83% in Spring, 2009 and the percentage of parents indicating that they have knowledge of the best way to communicate with their child’s principal increased approximately 12% in school year 2010-2011 from 8.05 to 9 on a ten point scale.

“I enjoy being at the school. It is good to see that my son is joyful, sharing, and so happy to be around other children and learning. And it’s good for me to meet other parents too. We create great energy together.”

- Paula Alston, Parents and Partners parent)

System-Level Impacts

Additionally during the course of this work, MCS observed important system-level impacts. Upon careful reflection of its work and in consultation with others with whom it partnered, MCS believes that:

Schools learned about the importance of communicating with families in their home languages. They began to send home materials in the home language and also had people at the school who could communicate with the families.

In Next Steps meetings, DC PIRC arranged for parents to interact and share concerns with elected officials (eg. City Council Members and school board officials), DCPS officials and principals.

DC PIRC was effective in brokering collaborations among governmental and non-profit organizations that too often operate in silos. For example, it worked with others to create the D.C. Parental Involvement Coalition, a group of more than 40 community-based organizations and government agencies that worked together to produce the DC Family Education Expo (DC FEE). Held in 2008, 2009 and 2010, the DC FEE featured exhibitors and workshops covering supplemental education services, State accountability systems, school choice, special education, health and safety, and many other topics.

Parents and Schools Speak Out on What More is Needed

Although the DC PIRC assisted schools to develop increased capacity to engage parents, parents and schools alike note that more work is needed. In 2011, both the Next Steps activities with parents and the competition for one-time resources by schools to bolster parent engagement shed important light on what must be done in the current context to support enhanced parent engagement. Between November 17 and December 20, 2011, MCS held nine discussion groups with a total of 83 parents to elicit their perspective on family engagement in DC schools.

From the perspective of parents: The key themes that emerged during the parent meetings remind us that even though progress has been made to uplift parent voice and participation, core challenges remain.

- Communication is a point of real frustration for most parents, both in terms of the timeliness in which they receive information and the modes used. Sometimes schools rely on email yet not all parents have regular email access. Parents suggest that schools communicate with them using multiple methods including letters home, backpack flyers, email, calls, text messages and good old-fashioned face-to-face interaction.
- Scheduling creates a barrier for many parents to be able to participate in programs at the school, especially when many are working more than one job and non-traditional hours. It would be helpful if schools could schedule programs in the day and evening hours, as well as the weekends, to provide flexibility and accommodate as many parents as possible.

- Opportunities to be present with their children at school are craved by parents. They want to share in their children’s learning and to get to know the teachers, administrators and other families. Parents wish there were more programs such as book fairs, science fairs and international celebrations where they could come together as a community.
- Being heard is a deep desire. Parents want to know their opinions are valued. When they make an effort to attend school programs, such as Back to School Night, they want an opportunity to ask questions and share their ideas. Too often they feel “talked to” and that their opinions are not valued.
- School safety is a concern. Some parents worry about their child’s general safety in the school and neighborhood when traveling to/from home. Others worry about bullying and cyber-bullying and feel the school and parents need to take a more proactive role to end all forms of violence.

From the perspective of schools and parents working together: In the fall of 2011, DC PIRC sent out a request for proposal to DC schools, offering one-time grants for projects co-constructed by parents and school administrators. (See box below for more information). This effort provided valuable information about current needs from the perspectives of parents and school staff members.

A review of the applications for these grants sheds light on the needs identified by teams of parents and school staff members, including

administrators. From basic supplies to carry out parent engagement activities to funds for parents to join students on field trips, or from resources to bring in speakers to creating a parent corner with computers and Internet access, the proposals received and funded by DC PIRC reflect “on the ground” thinking about current needs. Parents and school staff worked together to identify needs and prepare the proposals. The projects for which they sought funds highlight what they think are important investments for boosting parent engagement in their schools. This process offers a snapshot into the combined thinking of parents and school staff as to what support they felt was needed to uplift parent engagement at the time the proposals were submitted.

DC PIRC Grants to Schools

In the fall of 2011, MCS and DC PIRC announced a final mini grant opportunity to support school-based parent engagement. All DC schools -- public and/or charter – that had been part of the DC PIRC effort from 2006-2011 were invited to submit a proposal outlining how they would spend up to \$1,000 for enhancing their partnerships with parents. Schools were to include parents in the planning for the proposal and reported from 2 to 14 parents taking part in the planning process at their school. In all, 12 schools (profiled in Appendix A) applied and received funding for a host of parent engagement projects.*

*Funds distributed to DCPS schools by payment to DCPS on December 1, 2012. Additionally, two public charter schools received funds directly on December 8, 2012.

Proposals requested funding for the following types of projects –

- Creating a family resource center in the school such as a parent corner with two Apple computers and a printer so families have access to technology to email teachers, research information for their children and locate jobs. (Cleveland Elementary School)
- Providing a parent education program such as purchasing materials and providing stipends to operate a nine-week Padre Comprometidos program. (Columbia Heights Education Campus)
- Purchasing incentives for parent participation in learning activities such as books, door prizes and t-shirts to support Dr. Seuss Literacy Night and supplies for Parent Lunch Bunch events. (James A. Garfield Elementary School, Stephen E. Kramer Middle School and Theodore Roosevelt S.T.A.Y. High School)
- Paying fees for parents to accompany their children on field trips (Meridian Public Charter School)
- Providing parent training and coaching to enhance self-esteem, leadership and parents' ability to seek and advocate for resources. (Powell Elementary School, Prospect Learning Center and Thurgood Marshall Academy)
- Funding workshops on a variety of topics suggested by parents, such as parenting, work ethics, resume writing, interviewing skills, and home buying. (Kenilworth Elementary School)
- Promoting a parent-student book club to promote literacy across the generations. (Ketcham Elementary School)
- Supporting financial literacy by offering \$10 matching funds for children who open bank accounts. (West Education Campus)

Moving Forward to Uplift Parent Engagement in DC Schools

Clearly much has been learned as a result of the DC PIRC effort. Parents should be acknowledged for their participation in workshops and trainings in their schools and the community to develop their advocacy and leadership skills. And DC schools should be commended for their efforts to begin to create a more open environment and listen to the voices of parents.

To make a measurable difference in student outcomes much more is needed to improve and increase parental engagement in schools all across the city. "Some schools, like Garfield, have multiple programs in place and are realizing the benefits. Other schools continue to face challenges related to engaging parents," said Cohen. "There appears to be a disconnect," he added. "Some

schools consider passive interaction such as newsletters and letters home in book bags to be parental engagement, while time and time again, parents tell us that they yearn for genuine and substantive opportunities to engage with the schools.”

Multiple offices within DC government and numerous non-profit partners are embracing parent engagement as a strategy for transforming schools and student outcomes. Resources are available. Under Title I, Part A, the DC government is required to set aside for parent involvement a minimum of one percent of the Title I funding it receives. This may increase when the Elementary and Secondary Education Act (ESEA) is reauthorized. Concerned partners are also available.

With mounting interest, experience and resources, DC is poised to take engagement to new heights. But how does the city capture this moment and move forward in a systematic way so that parent engagement becomes a core element of school reform and not just another add on?

Through its experience operating the DC PIRC, MCS has learned much that can be used to help move the parent engagement agenda from 1.0 to 2.0. MCS has built trust, credibility and relationships – among parents, teachers, principals, school administrators, non-profit partners and government officials – and can provide leadership and experience that matters. MCS is in the community, has worked with other community partners, understands the cultural context, and can communicate with families in their language to empower them and uplift their voice. MCS understands the systems – the resources and

the partners – and how and which efforts can be coordinated to reach both a level of depth and breadth that can be achieved only through collective action.

“We can no longer ignore the research. It is clear that effective, systemic parent engagement can make a powerful difference in student outcomes. If it works, and if we are not doing it in a concerted way across the city, we are failing our children.”

- Anne Henderson, MCS Board member and senior consultant to the Annenberg Institute for School Reform

Recommendations

DC schools are working to meet Secretary Arnie Duncan’s plea to “Race to the Top.” Mayor Vincent Gray is committed to “One City” that is vibrant and prosperous. Chancellor Kaya Henderson has promised to fulfill the “Hopes and Dreams” of DC residents. For all three of these important initiatives MCS can make an important contribution. MCS is able to collaborate with others to:

- Provide city-wide technical assistance with DC Public Schools, the Office of the State Superintendent of Education, and the Deputy Mayor for Education in a coordinated approach to systematically uplifting parent engagement in education;
- Work with school and parent leaders to change how schools view parent engagement and create a culture of genuine, quality interactions between parents, administrators, teachers and other school personnel;
- Address multi-generational engagement including teen parents who need support from their parents to graduate, but also need to learn to support their young children; and
- Provide culturally competent and linguistically appropriate support to immigrant families and develop their capacity to work as partners with their children’s teachers.

Since its founding in 1997, MCS has been dedicated to encouraging, promoting and facilitating broad and inclusive civic participation. Fifteen years into our work, our passion to engage, empower and achieve has never been stronger. The Board and staff of MCS are well positioned to reinforce our partnerships with parents, schools and the DC government to create more robust efforts to engage parents citywide in the education of their children and the well-being of the city.

Based in Columbia Heights, the Multicultural Community Service (MCS) is a non-profit organization dedicated to encouraging, promoting and facilitating broad and inclusive civic participation.

Appendix – Schools where parents and school staff collaborated to request financial support to administer parental engagement efforts*.

School	School Type	Ward	Number of Students	Grades	Percent of students who receive free or reduced lunch
Cleveland Elementary School	Public	1	295	PK-5	74%
Columbia Heights Educational Campus	Public	1	1285	6-12	75%
James A Garfield Elementary School	Public	8	249	PS-5	84%
Kenilworth Elementary School	Public	7	178	PS-5	88%
Ketchem Elementary School	Public	8	255	PS-5	83%
Stephen E. Kramer Middle School	Public	8	274	6-8	87%
Meridian Public Charter School	Public Charter	1	524	PK-8	80%
Powell Elementary School	Public	4	286	PS-4	90%
Prospect Learning Center	Public	6	86	PK-8	87%
T. Roosevelt High School	Public	4	103	Adult	N/A
Thurgood Marshall Academy	Public Charter	8	390	9-12	72%
West Education Campus	Public	4	239	PS-8	67%

Source: for public schools: DCPS website (www.dcps.dc.gov); for Public Charter schools: Great Schools website (www.greatschools.org)

* funds awarded by MCS through the DCPIRC.

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 - ii. Henderson, A. & Mapp, K. (2001). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Southwest Educational Development Laboratory.
 - iii. Bryk, A., Sebring, P.B., Allensworth, E., Luppescu, S., & Easton, J.Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.
 - iv. Houtenville, A. J. & Conway, K. S. (2008). Parental Effort, School Resources, and Student Achievement. *Journal of Human Resources*, XLIII, 2. Pp-437-53.
 - v. Through out this document, reference to DC schools encompasses both DC Public Schools and DC Public Charter Schools.
 - vi. Capstone Institute Associates. (2012). *D.C. Parent Involvement Resource Center (DC PRIC): A Program of Multicultural Community Service (MCS). Five Year Evaluation Report*. Washington, DC: Capstone Institute at Howard University.