References


Payne, C. M., & Kaba, M. So much reform, so little change: Building-level obstacles to urban school reform. *Northwestern University*, 2.


Index

A
Accountability, 55
Achievement
activities correlating to, 34-35, 98-99, 101-102
definition of, 23, 111
parental aspirations and, 36
parental demographics and, 35, 36, 45-46, 97, 98-99, 178-179
predictors of, 98-100
school resources and, 98
Achievement tests, 105-106
ACORN, 54, 57, 58, 128, 149
Action Team for Partnership (ATP), 164
Adaptive Learning Environments Model (ALEM), 51, 193
African-American students and families.
See also Culture and class,
27, 29, 30, 32, 34, 37, 38, 45, 48-49, 51-52, 53, 98-100, 109, 116-118, 120, 125, 136-137, 142-144, 151-153, 166-168, 183-188, 204, 206, 210
ALEM. See Adaptive Learning Environments Model (ALEM)
Alliance Organizing Project, 54
Alliance Schools, 175
Alvarez, Benjamin, 213
American Communities Organizing for Reform Now. See ACORN
Ames, Carol, 207, 210
ANCOVA. See Regression analysis (ANCOVA)
Asian families. See also Culture and class, 29, 37, 120, 205
Association of Community Organizations for Reform Now. See ACORN
ATP. See Action Team for Partnership (ATP)
At-risk readers, 123-124
Attendance
parent involvement and, 35-36
socioeconomic status and, 119
student mobility and, 105-106
Authoritarian parenting, 101
Authoritative parenting, 101

B
Baker, Amy J. L., 18, 19-20, 26, 29, 37, 75, 84-88
Baker, David P., 204, 210
Balli, Sandra J., 18, 29, 30, 47-48, 89-90
Barnes, Wendy S., 215
Bayley scales, 145-146
Bekman, Sevda, 131-132
Belonging sensibility, 31, 34, 116-118
Berla, Nancy, 73, 208-209, 213
Bloom, Benjamin S., 203, 213
Book Buddies, 39, 123-124
Brofenbrenner, Urie, 202
Brooks-Gunn, Jeanne, 26, 84-86
Brown, Chris, 54, 56, 59, 113-115
Burakumin people, 206
Burch, Patricia, 214

C
California, 34-35, 40, 113, 148-150, 156-157
Catholic schools, 204
Catsambis, Sophia, 21, 24-25, 33, 35-37, 75, 91-93
Center for Children and Families at Columbia University, 25, 145-147
Center for Research on Students Placed at Risk. See CRESPAR (Center for Research on Students Placed at Risk)
Center on Families, Communities, Schools and Children, 206-207
CFL. See Community for Learning Program (CFL)
Chandler, Jean, 215
Chen, Michael, 24, 33, 36, 111-112
Chicago Longitudinal Study (CLS), 151-153
Chrispeels, Janet, 50, 66-67, 94-95
Church support, 32, 34, 166-168
CIEC, 193
CIPL. See Commonwealth Institute for Parent Leadership (CIPL)
Clark, Laurel, 28, 105-106
Clark, Reginald M., 18, 34-35, 40, 96-100, 203, 210
Cliquies, 45-46, 158

CLS. See Chicago Longitudinal Study (CLS)

Coalition for Community Schools, 103

Coleman, James, 203, 204, 211

College, 33, 91-93, 181, 189-190

Comer, James, 202, 205-206, 211

Commonwealth Institute for Parent Leadership (CIPL), 56, 58, 59, 199

Community effects, 103-104, 123-124, 156-157, 166-168, 207

Community for Learning Program (CFL), 51, 193-194

Community organizing, 53-60, 68-69, 73, 114-115, 127-128, 148-150, 174-175

Community schools, definition of, 39-40, 103

Community-school relations, 42-52, 55, 68-69, 75, 114, 183-185

Comprehensive Test of Basic Skills (CTBS/4), 28, 171-172

Connors, Lori J., 207-208, 211, 212

Connor-Tadros, Lori, 162-163

Constituency building. See also Community organizing, 73, 127-128

Cooperative Preschool Inventory (CPI), 84

Corbett, H. Dickson, 58, 59, 199-200

Costs, intervention costs, 124

CPI. See Cooperative Preschool Inventory (CPI)

CRESPAR (Center for Research on Students Placed at Risk), 105

Cross City Campaign for urban School Reform, 54

CTBS/4. See Comprehensive Test of Basic Skills (CTBS/4)

“Cultural brokers,” 50, 94

Culture and class. See also African American students; Asian families; Hispanic families; Native American students achievement generally and, 203 community effects and, 166-168 Early Head Start and, 18, 25-26, 75, 145-147 educational enrichment and, 84 efficacy feelings and, 33, 44, 64, 69-72, 116, 176-177, 206 family-teacher interaction and, 204, 210

Healthy Start Programs and, 156-157 inferiority beliefs and, 206 math knowledge and, 35, 186-188 parental involvement and, 37, 48-52, 119-121, 134-139, 140-144, 151-153, 158-159, 169-170 preschool programs and, 131-132, 202 protective factors for transitions and, 116-118 reading achievement, 35 research and, 69-72 respect for differences in, 66-67, 94-95 school funding and, 53, 55, 114 school problems and, 113 school reform and, 56 social capital and, 38, 114, 204 Turkish studies, 26, 131-132

Cummins, Jim, 206, 211

Curriculum, 114, 183

D

Darlington, Richard B., 214

Dauber, Susan, 203, 212

Davies, Don, 206, 214

Decision making, 67, 91, 180

Delgado-Gaitán, Concha, 50, 94

Demo, David H., 29, 30, 47-48, 89-90

Demographics of families, 35, 36, 45-46, 97, 98-99, 178-179

Department of Defense Education Activity (DoDEA), 51-52, 183-185

Diversity. See Culture and class

DoDEA. See Department of Defense Education Activity (DoDEA)

Downey, Douglas B., 101-102

Dryfoos, Joy G., 40, 103-104

Dual-language programs, 158

E

Eagle, Eva, 203, 212

Early Access to Success in Education (EASE), 18, 26, 75, 129-130

Early childhood and preschool children, 18, 19, 25, 25-26, 29, 46, 75, 84-86, 129-132, 142-147, 152, 186-188, 202, 207, 214

Early Head Start. See also Head Start, 18, 25-26, 75, 145-147
EASE. See Early Access to Success in Education (EASE)
Educational enrichment, 84
Educational reform, 113-115
Educational Resource Information Center (ERIC), 20
Efficacy, 33, 44, 64, 69-72, 116, 176-177
Employers’ effect on parental involvement, 122
Empowerment. See Efficacy
English. See Language
Epstein, Joyce L., 18, 21, 25, 29, 38, 39, 46-47, 76, 105-110, 162-163, 191, 202-203, 205-208, 212
Equality of Educational Opportunity, 203
Equity in school funding, 53, 55, 114
ERIC. See Educational Resource Information Center (ERIC)
Ethnicity. See Culture and class; specific groups

F
Family As Teachers, 202
Family demographics, 35, 36, 45-46, 97, 98-99, 178-179, 203
Family Life and School Achievement: Why Poor Black Children Succeed or Fail (Clark), 203
Family processes and time use. See Parent involvement; Time usage
Family-school relations. See also Parent involvement, 42-52, 76, 101-102, 105-108
Fan, Xitao, 24-25, 33, 36, 111-112
Fendrich, Michael, 125-126
Finance. See School finances and resources
Follow Through Program, 202
Fruchter, Norm, 56, 148-150

G
Gender
African Americans and achievement
and, 32, 34, 166-168
family involvement and, 120, 126, 142-144
parent gender and parent involvement, 36-37, 178-179
Gold, Eva, 54, 56, 59, 113-115
Goodman, Irene F., 215
Gordon, Ira, 202, 212, 213
Guinagh, Barry, 213
Guthrie, James W., 51, 183-185
Gutman, Leslie Morrison, 18, 25, 31, 33, 37, 75, 116-118

H
Harvey, Adia, 48, 164-165
Hawley, Willis, 205, 214
Haynes, Norris M., 202, 206, 211
Head Start Family Math, 18, 75
Head Start programs, 18, 25-26, 46, 75, 142-147, 186-188, 202
Healthy Start programs, 40, 104, 156-157
Hemphill, Lowry, 215
Henderson, Anne T., 73, 208-209, 213
Herting, Jerald R., 19, 32, 33, 34, 37, 166-168
High school. See Middle school and high school
High Scope, 202
HIPPY. See Home Instruction Program for Preschool Youngsters (HIPPY)
Hirota, Janice, 57-58, 127-128
Hispanic families. See also Culture and class, 27, 29, 37, 38, 45, 49, 53, 56, 94-95, 120, 158-159, 183-185, 187-188
Ho Sui-Chu, Esther, 23, 35, 37, 119-121
Hoffer, T., 204, 211
Home Environment and School Learning (Kellaghan et al.), 204
Home Instruction Program for Preschool Youngsters (HIPPY), 18, 26-27, 29, 75, 84-86, 131-132
Home-school interactions. See also Parent involvement, 140-144, 164-165, 191-192, 205
Homework
family involvement and, 24, 29, 47-48, 89-90, 101, 109-110, 125-126, 178
homework-focused parenting practices, 96-97
interactive homework, 18, 62
socioeconomic status and, 119
A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement

Hoover-Dempsey, Kathleen V., 43-45, 94, 122
Horvat, Erin McNamara, 38, 48-49, 136-137

I

IAF. See Texas Industrial Areas Foundation (IAF)
Illinois, 30-31, 53, 58, 113, 128, 154-155
Industrial Areas Foundation. See Texas Industrial Areas Foundation
Inferiority beliefs. See also Efficacy, 206
Institute for Education and Social Policy, 53
Institute for Responsive Education (IRE), 206, 208
Instruction quality, 55
Interactive Math Homework, 18
Intervention costs, 124
Invernizzi, Marcia, 18, 39, 123-124
IRE. See Institute for Responsive Education (IRE)
Izzo, Charles V., 24, 30, 33, 125-126

J

Jacobs, Lauren, 57-58, 127-128
Japan, 206
Jones, Kathleen P., 94
Jordan, Gail E., 18, 26, 29, 75, 129-130

K

Kaba, Mariame, 43
Kagitcibasi, Cigdem, 26, 29, 75, 131-132
Kasprow, Wesley J., 125-126
Keith, Patricia B., 19, 37-38, 133-135
Keith, Timothy Z., 19, 37-38, 133-135
Kellaghan, Thomas, 204, 213
Kentucky, 56, 58, 59, 127, 199-200
KidCare, 128
Klein, Alice, 18, 27, 29, 37, 75, 186-188
Kroll, Janet, 199-200

L

Language development of, 129-130, 145
dual-language programs, 158
language barriers, 45-46, 50, 96-97, 158-159

parental involvement and, 36
Lareau, Annette, 38, 48-49, 136-137, 204, 213
Latino families. See Hispanic families
Lazar, Irving, 202, 214
Leadership development, 114
Leler, Hazel, 203, 214
Lewis, Anne C., 148-150
Literacy. See Reading
Literature reviews, 87-88, 101-102, 107-108, 122
Local school councils (LSCs), 39, 154-155
Lomax, Richard, 33, 176-177
Longitudinal Study of American Youth (LSAY), 31, 38, 178
López, Gerardo R., 49, 138-139
LSAY. See Longitudinal Study of American Youth (LSAY)
LSCs. See Local school councils (LSCs)

M

MANOVA. See Multivariate Analysis of Variance (MANOVA)
Mapp, Karen L., 44-46, 140-141
Marcon, Rebecca A., 18, 23, 30, 142-144
Maryland, 28, 162-163, 207, 212
Massachusetts, 140-141
Massachusetts Achievement Test, 140
MAT. See Metropolitan Achievement Test (MAT)
Math assessments, 85
culture and class and, 35, 121, 186-188
Head Start and, 46, 186-188
home activities, 47-48, 89-90, 126
interactive math homework, 18
parental involvement and, 30, 36, 133-135, 171-173, 186-188
teacher influence on, 196
Mediratta, Kavitha, 54, 56, 59, 148-150
Metropolitan Achievement Test (MAT), 84
Metropolitan Readiness Test (MRT), 84
Mexico, 95
Michigan, 53
Middle school and high school, 19, 23, 25, 27-28, 29, 31, 34, 47, 48, 62, 73, 89-90, 91-93, 92, 109-110, 116-121,
Midgley, Carol, 19, 25, 31, 33, 37, 75, 116-118
Miedel, Wendy T., 19, 30-31, 33, 37, 151-153
Migrant families, 49, 138-139
Military family schooling, 51-52, 183-185
Miller, Joe D., 19, 24-25, 33, 178-179
Minnesota, 26, 129-130
Mississippi, 56, 148-150
Mitsromwang, Suparvadee, 205
MOM. See Mothers on the Move (MOM)
Moore, Donald R., 18, 39, 154-155
Moss, Vanessa D., 216
Mothers on the Move (MOM), 56, 150
MRT. See Metropolitan Readiness Test (MRT)
Multivariate Analysis of Variance (MANOVA), 193

N
National Assessment of Educational Progress (NAEP), 183
National Center for Educational Statistics (NCES), 31
National Commission on Children, 31, 176
National Educational Longitudinal Study (NELS:88), 19, 31, 34, 35, 37, 47, 91-93, 133-135, 180-182, 189-190, 197-198
National Network of Partnership Schools (NNPS), 105, 164
National Research Council, 69
Native American students. See also Culture and class, 38, 134
NCES. See National Center for Educational Statistics (NCES)
NELS:88. See National Educational Longitudinal Study (NELS:88)
New Generation of Evidence: The Family Is Critical to Student Achievement (Henderson and Berla), 75, 208-209
New York, 53, 54, 56, 113, 148-150, 183
Newman, Lynn, 40, 156-157
NNPS. See National Network of Partnership Schools (NNPS)
No Child Left Behind Act, 71, 76-77
No-fault policy, 61
North Carolina, 183
O
Oates, Jane, 51, 193-194
Office of Educational Research and Improvement, 206
Ogbu, John, 206
Out-of-school activities, 34-35, 40-41, 98-100
Owens, Debra E., 51, 183-185
P
Palanki, Ameetha, 208, 214
Paraprofessional models, 84
Paredes-Scribner, A., 169
Parent Centers, 30, 151
Parent cliques, 158
Parent Institute for Quality Education (PIQE), 50, 94-95
Parent involvement
achievement generally and, 73, 96-97, 166-168, 178, 197-198, 208-209, 212-213
benefits of, 24, 30
Catsambis's types of, 22
college and, 189-190
communication and, 91
culture and class, 24, 37, 119-121, 134-144, 151-153, 158-159, 169-170
decision making and, 67, 91
decline in, 125-126
definition of, 21-27, 31, 87, 111, 133, 138-139
Early Head Start and, 146
eight-grade achievement and, 119-121
employers and, 122
Epstein’s dimensions of, 91-93
gender and, 36-37, 120, 126, 142-144, 178-179
Gordon’s models for, 202
at high school level, 162-163
Ho Sui-Chu and Willms types of, 23
home versus school involvement, 178-179
homework and, 89-90, 101, 101-102, 109-110, 125-126, 178-179
learning activities and, 91
mathematics and, 30, 133-135, 171-173, 186-188
negative impact of, 24, 33, 92-93
No Child Left Behind Act and, 76-77
no-fault policy for, 61
parent aspirations, 36
parent obligations, 91
parental efficacy, 33, 64, 69-72, 176-177
parent-to-parent communication, 91
reading and, 30, 134, 152, 171-173, 207
reasons for, 43-45, 122
recommendations for, 61-72
school-family relations and, 205
social capital and, 38, 63-64, 114, 204
special education and, 152-153
student attendance and, 35-36
styles of parenting and, 101
support of education, 91
teacher-parent involvement, 27-28, 33, 46, 101-102, 125-126, 204, 207, 210, 214
training and, 29, 84, 94-95, 129-132, 175
in transitions, 31, 62-63, 75, 116-118
types of, 119-121
Parental efficacy, 33, 44, 64, 176-177
Parents As Teachers, 73
Parents’ Assembly, 175
Payne, Charles, 43
Pedroza, Anna, 49, 169-170
Peña, Delores C., 45, 158-159
Pennsylvania, 113, 193-194
Permissive parenting, 101
Perry Preschool Program, 202
Phillips, Susan D., 214
Piotrkowski, Chaya S., 26, 84-86
PIQE. See Parent Institute for Quality Education (PIQE)
Political capital, 63-64
Porche, Michelle V., 26, 129-130
Prekindergarten. See Early childhood and preschool children; Head Start
Preschool. See Early childhood and preschool children; Head Start
Private schools, 204
Project EASE. See Early Access to Success in Education (EASE)
Protective factors, 30, 33-34, 116-118
Public accountability, 114

Quality Education Program, 73

Race. See African Americans; Culture and class
Raimondo, Beverly N., 199-200
Reading
assessments, 85
at-risk readers, 123-124
eyear childhood and preschool children and, 129-130
EASE and, 26
home activities, 126
intervention costs, 124
literacy activities, 95
parental involvement and, 30, 134, 152, 171-173, 207
socioeconomic status and, 121
teacher influence on, 196
Reading Recovery, 123-124
Reed, Richard P., 94
Regression analysis (ANCOVA), 84
Research
limitations to, 18-20
recommendations for, 69-72
Research for Action, 54, 113
Resources. See School finances and resources
Reyes, P., 169
Reynolds, Arthur J., 19, 30-31, 33, 37, 151-153
Richards, Connie Juel, 123-124
Richards, Herbert C., 123-124
Rivero, Elvira, 50, 66-67, 94-95
Rosemary, Catherine, 123-124
Rubenstein, Michael C., 52, 160-161
Russia, 29

Salinas, Karen Clark, 18, 28, 29, 39, 105-106, 109-110
Sanders, Mavis G., 19, 28, 32, 33, 34, 37, 46-47, 48, 105-108, 162-168
Sandler, Howard M., 43-45, 122
SAT-9, 195
School climate, 55
School Development Program (Comer and Haynes), 51, 202, 205
School finances and resources, 53, 55, 98, 150, 174-175
School reform, 53-60, 148-150
School-community relations, 42-52, 55, 68-69, 75, 114, 183-185
School-family relations, 42-52, 62-72, 138-139, 169-170, 205, 215
Schweinhart, Lawrence J., 202, 215
Science, 18, 29, 36, 191-192
Scientific Research in Education (National Research Council), 69
Scribner, Jay D., 49, 169-170
Self-confidence, 32, 33, 166-168
Self-efficacy, 116
Sexton, Robert F., 199-200
Shaver, Ann V., 18, 28, 29, 37, 171-173
Shirley, Dennis, 56, 57, 174-175
Shumow, Lee, 19, 24-25, 33, 176-180
Simon, Beth S., 18, 28, 29, 39, 47, 56, 109-110, 180-182
Simon, Elaine, 54, 59, 113-115
Sims, Pearl G., 51, 183-185
Single parents, 35, 97, 142-144
Sloane, Kathryn, 213
Smith, Michael C., 214
Smrekar, Claire, 51, 183-185
Snow, Catherine E., 26, 129-130, 203, 215
Social capital, 38, 55, 63-64, 114, 204
Social studies, 133-135
Socioeconomic status. See Culture and class
Soden, Laura M., 19-20, 87-88
Special education, 152-153
Starkey, Prentice, 18, 27, 29, 37, 46, 75, 186-188
Steinberg, Lawrence, 203
Stevenson, David L., 204, 210
Student mobility, 105
Substance abuse, 104
Sunar, Diane, 131-132
Survey of Parents and Children, 31
Swap, Susan M., 205, 215

T

TAAS. See Texas Assessment of Academic Standards (TAAS)
Taylor, Matthew, 216
Teacher-Child Rating Scale, 125
Teachers
ratings of parental involvement, 152
recruitment, 58
support for transitions, 31, 116-118
teacher support and achievement correlation, 32, 166-168
teacher-parent involvement, 27-28, 33, 38, 46, 101-102, 125-126, 204, 207, 210, 214
training, 65, 207

Teachers Involve Parents in Schoolwork (TIPS), 18, 25, 28, 29, 39, 191-192
Texas, 49, 54, 56, 57, 59, 113, 127, 138-139, 158-159, 169-170, 174-175, 193-194
Texas Assessment of Academic Standards (TAAS), 57, 175
Texas Education Agency, 57
Texas Industrial Areas Foundation (IAF), 57, 59, 149, 174-175
Time usage out of school, 34-35, 40-41, 98-100
TIPS. See Teachers Involve Parents in Schoolwork (TIPS)

Title I programs, 52, 76, 160-161, 171-173
Training
for parents, 29, 84, 94-95, 129-132, 175
for staff, 65, 74, 207
Transitions, 31, 62-63, 75, 116-118, 204
Trusty, Jerry, 33, 34, 189-190
Turkey, 26, 29, 131-132
Tutors, 123

U


V

Van Voorhis, Francis, 18, 29, 37, 39, 191-192
Vineland scales, 143
Virginia, 109-110, 123-124
Volunteers, 24, 39, 120, 123-124, 140, 180
W
Walberg, Herbert, 23, 203, 215
Walker, John M., 94
Walls, Richard T., 18, 28, 29, 37, 171-173
Wang, Margaret C., 51, 193-194
War on Poverty, 202
Washington, D.C., 30, 56, 109-110,
   142-144, 148-150, 160-161, 195-196
Wedman, John F., 29, 30, 47-48, 89-90
Weikart, David P., 202, 215
Weishew, Nancy L., 51, 193-194
Weissberg, Roger P., 125-126
West Virginia, 28, 171-173
Westat and Policy Studies Association,
   18, 27, 29, 37, 46, 195-196
White, Karl R., 18, 153, 216
Williams, Deborah Bugg, 23, 37, 197-198
Willms, J. Douglas, 23, 35, 37, 119-121
Wilson, Bruce, 58, 59, 199-200
Witted, John F., 214
Wodatch, Jessica K., 52, 160-161

Y
Young, Michelle D., 49, 169-170

Z
Zigler, Edward, 202