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Title: Testing TIPS with a new population First and second choice of conference section

**Background:** Teachers Involving Parents in Schoolwork (TIPS) is a research-based program developed at John Hopkins University (Van Voorhis, 2009 & 2011). Its purpose is to engage educators with families through interactive homework activities. In this context, the program is being implemented in a new setting and with a new population—English learner students and their families. In this district, TIPS is embedded as one component of larger federally funded EL Teacher Parent Certificate Project at Lesley University. The study was planned to include four cohorts of about 14-20 teachers to be randomized into treatment and control groups each year.

**Purpose:** The purpose of the study is to examine if and how the use of the TIPS program impacts the engagement of parents in their English learner child's education as well as the impact on EL students' academic achievement.

The purpose of this poster is to present a work in progress and discuss specific challenges with recruitment and identifying appropriate outcome measures.

**Setting:** A mid-size public school district in the Northeast with about 4300 students, of which 43% have a first language that is not English, more than a quarter are English learners, and 54% are economically disadvantaged. T

**Subjects:** Anticipated over the 4 years: 70 teachers of English learner students in grades K-8. 1750 students and their parents.

**Intervention:** The TIPS treatment teachers participated in the required full-day TIPS training in September 2018 with Dr. Joyce Epstein, one of the program developers. TIPS involves actions on the part of both teachers and parents. Teachers participating in the intervention assign one TIPS homework per week for 20 weeks and parents are asked to complete the TIPS homework with their child and returned the signed homework.

**Research Design:** Randomized controlled trial in which teachers were assigned to a treatment group (7 teachers) or a control condition (7 teachers). A total of 72 students in the classrooms of the treatment teachers and 49 students in the classrooms of control teachers were consented into the study. A total of 56 parents of students in treatment teachers' classrooms consented to participate themselves in the study, and 32 parents in the control group teachers' classrooms.

**Control or Comparison Condition:** Control group teachers conducted business as usual. They did not receive training in TIPS, they assigned their usual homework and engaged with parents in their usual ways.

**Data Collection and Analysis:** Pretest data included baseline homework attitudes, completion, and practices surveys for teachers, students, and parents were collected from treatment and control groups in the Fall of 2018. Student and parent surveys were available in English, Spanish, French, and Portuguese. Student surveys were not administered to students in grades K-2 and parent surveys were not administered to parents of Kindergarten students since district policy does not encourage homework at that level. Baseline student English language achievement was measured using the Fall 2018 Star reading assessment that the district administers three times per year. Treatment teachers also tracked the completion of the TIPS homework by students and their parents. Post-intervention data were the parent, student, and teacher homework surveys, and student spring 2019 scores on the Star reading assessment. The study design includes a plan to pool data across the cohorts. Each year's outcomes are considered exploratory. Baseline equivalence of groups was first assessed. Analyses included tests of group mean differences and hierarchical linear modeling with students grouped within teachers. The sample size for the analysis of any given outcome depends on several factors including attrition and grade level of the child.

**Findings:** At post-intervention, the findings from the TIPS impact study are mixed.

- After 1 year, the TIPS intervention did not have a statistically significant impact on teachers' attitudes, homework design, and perceptions of parent engagement.
- After 1 year, parents of children in the TIPS intervention classrooms had significantly higher ratings on the construct that doing well in English is important. However, the parents in the comparison group classrooms had higher ratings on parent attitudes toward helping their child with his/her English homework.
- After 1 year, students in the TIPS treatment classrooms had higher average ratings on time spent on homework, student attitudes toward homework, student interactions on homework, and their perceptions of homework.
- Student achievement results after 1 year of TIPS implementation are not able to be reliably estimated.

**Conclusion:** There is not enough data to assess whether TIPS implementation by teachers of English learner students and their parents is effective as intended. Findings from the TIPS impact study are mixed; it is too early to make any reliable estimates about the impact of TIPS. Year 1 sample sizes are small. As data are pooled each year of the study, the pooled sample

sizes will grow to allow for reliable estimates. The findings presented here should be considered exploratory.

**References:**

Van Voorhis, F. L. (2009). Does family involvement in homework make a difference? Investigating the longitudinal effects of math and language arts interventions. In R. Deslandes (Ed.), *International perspectives on student outcomes and homework: Family-school-community partnerships* (pp. 141–156). London, England: Taylor and Francis.

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