

## What is TIPS

Teachers Involve Parents in Schools (TIPS) is a research-based program developed at Johns Hopkins University to integrate child-parent interactions into student learning. The TIPS intervention aims to facilitate teacher-parent partnerships enabling all families to be informed and involved in their children’s learning. This takes place through homework designed to be completed collaboratively with parents, fostering discussions between students and parents around schoolwork, and opening lines of communication between parents and teachers.

### The Intervention

TIPS programming consists of professional development for participating teachers and the dissemination of TIPS homework over a 20-week period. The program is currently being administered in a mid-size northeastern public school district of about 4,300 students. The school district has a sizeable percentage of dual language speakers, EL students, and low-income students. Demographic characteristics of the school district are shown below:

**43%**

Speak a language other than English

**> 25%**

Are EL Students

**> 50%**

Are Low Income

### Homework Samples

**LET'S FIND OUT** complete the following problem with your family partner.  
Ask your family partner: "In what year were you born?"  
Write the year. \_\_\_\_\_  
Write the year you were born. \_\_\_\_\_  
Compare the 2 years using < or > or = \_\_\_\_\_

**ANSWERS TO NOW TRY THIS**

976 < 3,212  
4,875 < 4,877

**HOME TO SCHOOL COMMUNICATION**  
Dear Parent:  
Please let me know your reactions to your child's work on this activity.  
1. O.K. My child seems to understand this skill.  
2. PLEASE CHECK. My child needed some help on this, but seems to understand.  
3. PLEASE HELP. My child still needs instruction on this skill.  
4. PLEASE NOTE (other comments). \_\_\_\_\_

Parent's Signature: \_\_\_\_\_  
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**WRITING A PARAGRAPH -- A FAVORITE ACTIVITY**  
Dear Parent or Guardian,  
We are learning how to write an interesting paragraph. I hope you enjoy this activity with me. This assignment is due \_\_\_\_\_ Sincerely, \_\_\_\_\_

**OBJECTIVE** To write a clear paragraph about a favorite activity of a family partner.

**PROCEDURE**  
1. Interview your family partner about the following questions.  
a. Whom are you interviewing? \_\_\_\_\_  
b. What is your family partner's favorite activity? \_\_\_\_\_  
c. When does your family partner get a chance to do his/her favorite activity? \_\_\_\_\_  
d. Where does your family partner perform this activity? \_\_\_\_\_  
e. Why does your family partner enjoy this activity? \_\_\_\_\_  
f. Other questions you want to ask: \_\_\_\_\_

**HOME-TO-SCHOOL COMMUNICATION**  
Dear Parent,  
Please give me your reaction to your child's work on this activity.  
Write YES or NO for each statement.  
1. My child understood the assignment and was able to complete it. \_\_\_\_\_  
2. My child and I enjoyed the activity. \_\_\_\_\_  
3. This activity helped me to know what my child is learning in language arts.  
Any comment: \_\_\_\_\_

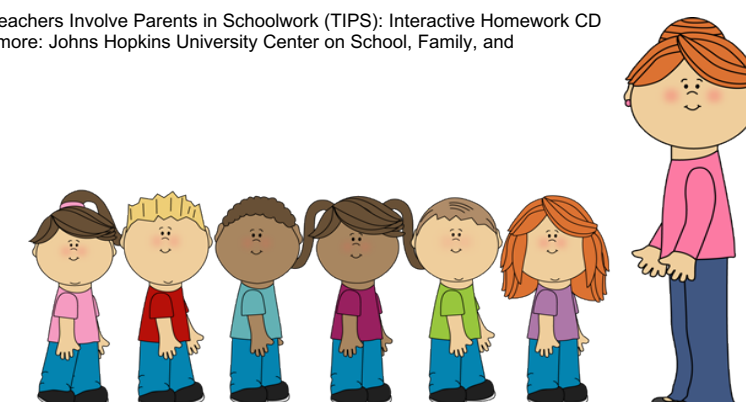
Parent Signature: \_\_\_\_\_  
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**Dear Parent or Guardian:**  
We are studying rocks and their properties. This activity will help build science skills in locating and classifying properties of rocks. I hope you enjoy this activity with me.  
This assignment is due \_\_\_\_\_ Sincerely, \_\_\_\_\_  
Student Signature \_\_\_\_\_

**OBJECTIVE** To locate and classify rocks.  
To describe rocks according to their hardness, texture, luster, color, and when possible, shape of the particles that make up the rock.

**MATERIALS** a bag for collecting rocks

**PROCEDURE**  
1. Read the following definitions to your family partner.  
Who is working with you? \_\_\_\_\_  
hardness: the quality or degree of being solid or firm  
texture: the visible and touchable surface characteristics and appearance of something  
luster: the level of shine, brightness



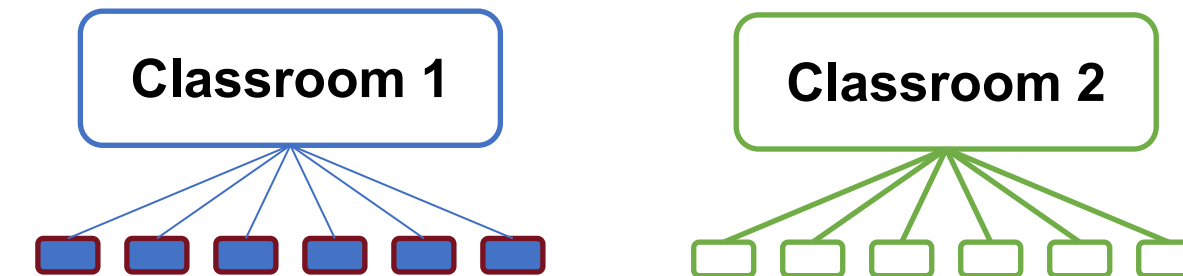
### Research & Analysis

#### Research Questions

1. To what extent do students show an increase in the EL acquisition or ELA achievement?
2. Did teacher, student, or parent perspectives on homework change as a result of the intervention?

#### Research Design

The study is designed as a clustered randomized control trial in which fourteen volunteer teachers are randomly assigned to either the treatment group implementing the intervention or a control group that continues practices as usual. Students and parents were assigned by virtue of their nesting in a participating teacher’s classroom. The impact of TIPS was estimated using a mixed or multi-level model. The approach was used to account for similarities shared by students within classrooms and incorporate the hierarchical structure of the analytic sample.



#### Outcome Measures

The research team administered a student survey, a teacher survey, and a parent survey to measure perceptions of homework. The surveys included items measuring time spent on homework, perceptions of homework importance, and participant attitudes toward ELA homework. Individual questions as well as constructs, or blocks, were analyzed as outcome measures. STAR reading and STAR early literacy scaled scores were used to measure TIPS’ impact on student academic achievement.

### Takeaways

#### Initial Findings

- The TIPS intervention did not have a statistically significant impact on teachers’ attitudes, homework design, or perceptions of parent engagement
- Survey responses from parents of children in the TIPS intervention classrooms suggested they were more likely to think doing well in English was important compared to control group participants.
- The analysis did not indicate that the TIPS intervention improved student academic achievement for EL students after the first year.

#### Lessons Learned and Next Steps

Active parental consent was required to include student data, and as a result may have stifled student participation. Changes to recruitment and communication strategies in future year of the study may help to address this issue.

	Potential Treatment Participants	Potential Control Participants	Consented Treatment Participants	Consented Control Participants
Teachers	7	7	7	7
Students	116	117	72	49
Parents	116	117	56	32

The TIPS study took place after the 1<sup>st</sup> year of a 5-year grant. As additional teachers are recruited into the study in subsequent years, the study team intends to pool results in order to increase statistical power, and better discern the impact of TIPS on students, teachers, and parents.