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AN EVALUATION OF A PARENT-CHILD READING PROGRAM IN A SELECTED ELEMENTARY SCHOOL IN CHINA

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

By

Zimu Cheng

July 2024

AN EVALUATION OF A PARENT-CHILD READING PROGRAM

IN A SELECTED ELEMENTARY SCHOOL IN CHINA

By

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Abstract

Parent-Child Reading Program (PRP) was an intervention program designed by Ms. Dai, who was a Chinese teacher at Future School in China, to promote reading literacy among elementary students. Program participants included the teacher in the PRP (Ms. Dai) and the parents of students who participated in the program. The goal of this program was to see if implementing the PRP results in improved student reading literacy through home-school cooperation at Future School in China. The purpose of the evaluation was to determine whether the PRP is being implemented with fidelity, whether parents' efficacy in supporting their children's literacy changes, and whether students' reading performance improves following the reading program. Both quantitative and qualitative research methods were designed based on the evaluation questions, and they include the use of a comparative group research design for reading score analysis. It was found that the PRP has benefited participants in parent-child reading, improving students' reading literacy, increasing parents' self-efficacy, and strengthening home-school relationships. It is recommended that the program continue in its current form with a few adjustments to enhance students' reading literacy and seek out resources to educate parents about child development and teacher's reading instruction. Meanwhile, school leaders and educational systems have great responsibility to ensure that students acquire the ability to read. They must be tuned into student data and constantly monitor progress to make necessary instructional, curricular, assessment, and program adjustments. The study's findings can be used to help inform recommendations for the program's continuance and adjustments.

AN EVALUATION OF A PARENT-CHILD READING PROGRAM IN A SELECTED ELEMENTARY SCHOOL IN CHINA

CHAPTER 1

INTRODUCTION

Background

Reading is an important way for human beings to acquire knowledge and serves as the basis for individual follow-up learning and the harmonious development of the body and mind. To promote reading, protect citizens' basic right to read, and improve the moral and cultural quality of the citizens, the China State Council and the Ministry of Education are paying more and more attention to the importance of reading nationwide. The Legislative Affairs Office of the State Council (2017) reviewed and issued *regulations to promote reading for all*. These regulations highlighted the need for reading by minors and other groups. Parents or other guardians of the minors should contribute to the protection of their basic rights to ensure that the minors are provided with the right to read and the human resources and corresponding guidance necessary for the reading. Teachers are also encouraged to guide students to read while conducting necessary reading courses and carrying out various reading activities in school. In the context of reading for all, the Basic Education Curriculum and Textbook Development Center of the Ministry of Education (2020) released the *Reading Guidance Catalogue for Primary and Secondary School Students*. The program aims to develop students' good reading habits and skills.

Because the State Council and the Ministry of Education have raised the importance of reading to a new height, more and more teachers and parents are also focusing on reading. In elementary school Chinese teaching, reading is becoming increasingly prominent. With the

deepening of Chinese teaching reform, reading has gradually become the core of primary school Chinese teaching. Meanwhile, *The Compulsory Education Chinese Curriculum Standards* (Ministry of Education of the People's Republic of China, 2022b) provide guidelines for the total amount of extracurricular reading by primary school students: students who are in Grades 1 and 2 should accumulate vocabulary, recite 50 excellent ancient poems or articles, and read more than 50,000 words. Third- and fourth-grade students should develop good reading habits and read more than 400,000 words. Fifth and sixth graders should expand their reading to more than 1 million words. In the primary school stage, students need to reach 1.45 million words. Therefore, elementary school students need to use more time to read outside of school to ensure their sufficient reading capacity and improve their reading ability. Students' reading outside the school cannot be observed directly by teachers, which requires teachers and students' parents to work together. Teachers play an important role in guiding students to read, and parent support is crucial in this process. In 2015, the Guidance on Strengthening Family Education (Ministry of Education of the People's Republic of China, 2015) clearly pointed out that we need to vigorously strengthen family education to promote the healthy growth of students. Women's Federation et al. (2016) jointly issued the Five-Year Plan for Guiding and Promoting Family Education (2016-2020), which aims to strengthen family education and actively play an important role in family education.

Establishing a tight and supportive relationship between educators and families facilitates shared learning and accountability (Constantino, 2021; Mapp & Kuttner, 2013; Olson & Hyson, 2005). Parents, have a crucial impact on a child's development as they serve as the first and most influential educators during the child's early years (Constantino, 2021). There is a consensus that parents play a crucial role in their children's education and have a substantial impact on their

learning and development (Froiland & Davison, 2014; Pinquart, 2016). Thus, acknowledging the parent's role as the first educator of children is a necessary condition for fostering cooperative relationships between families and educational institutions. Suhomlinsky (as cited in Shi, 2016), an educational practitioner and educational theorist of the Soviet Union mentioned that school education without family education, or family education without school education, is impossible to complete such a very subtle task of cultivating people.

Hoover-Dempsey and Sandler (1995, 1997) developed a framework to represent their psychologically grounded theoretical explanation for parental involvement in their child's education and the effect that parental involvement has on student achievement (Walker et al., 2005). According to the model, family engagement is a process that starts with the decision-making of the family to be active and ends with the achievements of the students. Hoover-Dempsey and Sandler suggested (1995, 1997) that parents' attempts to support children's learning can be classified into one or more of the following categories: involvement through encouragement, involvement through modeling, involvement through reinforcement, and involvement through instruction.

There are several seminal studies that be drawn from to understand the importance of parental involvement in their child's education. To begin, parents' active involvement in school issues can give pupils confidence that they can succeed (Parsons et al., 1982). Collaboration between schools and parents improves parent efficacy and empowers families to raise responsible learners (Pavlov & Džinović-Kojić, 2018; Piaget, 1964). Bandura's (1982, 1994, 1997) theory of self-efficacy is concerned with people's beliefs about their capabilities to execute courses of action to exercise control over situations that affect their lives (Coleman & Karraker, 1998). Parental self-efficacy incorporates knowledge and understanding of behaviors

associated with appropriate child rearing and the belief in one's ability to perform the related behaviors associated with the parental role (Coleman & Karraker, 1998). Parent self-efficacy describes a parent's belief in their ability to perform the parenting role successfully (Wittkowski et al., 2017). Higher levels of parent self-efficacy have consistently been shown to be correlated with a wide range of parenting and child outcomes (Wittkowski et al., 2017). Consequently, many parenting interventions aim to improve parent self-efficacy (Wittkowski et al., 2017). In family education, parents' active involvement in their children's academics and lives improves academic competitiveness and self-efficacy.

Parents that have high self-efficacy are effective advocates for their children's growth in social and educational institutions (Bandura, 1997; Mapp & Kuttner, 2013). High self-efficacy empowers parents to positively impact their children, schools, and communities (Constantino, 2021). Constantino (2021), a proponent of Bandura's efficacy theory, included Build Family Efficacy as the third concept in the *Engage Every Family: Five Simple Principles* approach, highlighting the importance of efficacy beliefs. This study focused on Principle 3, Build Family Efficacy, as it has the potential to positively improve self-efficacy beliefs. Given these points, family engagement intervention programs created specifically to increase parent efficacy may influence the effectiveness of the parent-child reading program (PRP). Increased parental efficacy can provide a nurturing home atmosphere that promotes academic success in children. Additionally, families in this study may become attuned to their efficacy beliefs to some degree by participating in activities such as family reading meetings.

Above all, it can be seen that the importance of developing a positive partnership between parents and educators for the success of students. It emphasizes the need for regular

communication, shared decision-making, and mutual respect to create an inclusive and effective learning environment for all students.

Program Description

Context

Future School (pseudonym), located in a Chinese city, is a school for a 9-year compulsory education including elementary and middle stage. At present, there are more than 2,015 students and more than 132 staff in elementary school, including 52 Chinese teachers and 52 classes. Future school students come from all districts of the city. The school attached great importance to establishing cooperative relations of mutual trust and striving to achieve win-win results between both sides. Future School had been committed to home-school cooperation, using methods such as parent-school committees, letters, communication cards, public websites, mobile phones, Open House, sports festivals, club festivals, home visits, and parents meetings. Nonetheless, parents frequently made comments like the following: “We are just visitors of the event, not participants, and we want to be involved. Students’ progress is difficult to achieve in home-school cooperation without actual participation” (Lisa). Mr. Wang, a parent at Future School, said that although the school provided parental involvement for the activities, and parents also showed their willingness to participate actively, the school activities were always dominated by teachers. As a result, parents were just bystanders or passive implementers of school activities. Moreover, it was not easy for them to understand the intention of the school. Future School wanted parents to be involved, but school did not actively identify with and encourage parents to play the role of partners. The depth and breadth of parental involvement were limited. It is important to note the distinction between family involvement and family engagement Involvement implies doing to; in contrast, engagement implies doing with (Larry,

2011). Some schools seek both family engagement and involvement; they are not mutually incompatible. An efficient communication system must convey a message that is valuable for establishing connections with families in order to foster the confidence that is necessary in tight, reciprocal relationships (Constantino, 2021). Designing a family engagement program that values families as a core component of their child's learning while seamlessly connecting the home and school learning process embraced the notion of "families as the first and most influential teachers of children" (Constantino, 2021, p. 90). Thus, Future School needs to tend toward doing to or doing with families and focus on two-way communication.

In September 2016, Ms. Jundong Dai, a teacher at Future School, started working as a first-grade Chinese teacher. Ms. Dai gave her new class a lovely name which is Wind Bell class. From September 2016 to June 2017, she found the following problems: students' weak reading literacy ability, the absence of parental involvement, and lack of effectiveness of home-school cooperation. Her confusion at that time was how to promote students' reading literacy with good home-school cooperation. She communicated with school leaders about these problems and received support. In September 2017, Ms. Dai began implementing the PRP in her Wind Bell class. Ms. Dai was a leader of the PRP and a Chinese teacher. She was also a member of the Changchun Family Education Lecture Group, vice chairman of the Jilin Provincial Family Reading Committee, and deputy secretary-general of the Jilin Provincial National Reading Association. She founded the Wind Bell class and advocated for the creation of the family reading meeting. Ms. Dai encouraged parents to read with their children, and shared the joy of reading, and she organized the family reading meetings. Through reports and online classes, she had spread the experience of the PRP widely within the educational community in China, leading thousands of families on the journey of PRP. Through close home-school cooperation, she

helped the parents gradually understand the PRP and, over time, garnered strong support from the parents. Under the leadership of Ms. Dai, several other schools have successively started implementation of the PRP. Specifically, five schools from Hebei and Jiangsu provinces have started implementing PRP.

Description of the Program

From 2017 to 2021, Ms. Dai carried out the PRP through home-school cooperation. In PRP, she defined that the parents totally immersed in reading with their kids was called engagement. Family engagement is a process that begins with families' decision-making about being involved and culminates with student outcomes (Hoover-Dempsey & Sandler, 2005; Hoover-Dempsey et al., 2005). Ms. Dai mentioned that one-way communication was family involvement; two-way communication was family engagement. In China, most teachers guided parents how to read effectively with their children, and they listed some methods and strategies at parent-teacher meeting. But Ms. Dai followed the reading process after the parent-teacher meeting and actively requested feedback from parents.

The process of Parent-child Reading was as follows. First, at the beginning of each semester, Ms. Dai held a parent meeting in the classroom of Future School. At the meeting, she announced the reading purpose, reading materials, and reading plan. Meanwhile, she gave face-to-face guidance to all parents about the reading strategies. The leading implementer of the PRP had very detailed guidance on parent-child reading. Some key components of reading strategies are described in Table 1.

Table 1

Parent-Child Reading Strategies From Ms. Dai

Reading Strategy	Purpose
To communicate about the author of the book.	To know the author of the book first and explore what kind of experiences, growth stories, the background of the author's life.
To summarize the main content of the book.	To lay a good foundation for understanding the book's background.
To read out the beautiful paragraphs.	To form a sense of language and increase vocabulary
To retell the story.	To strengthen the oral expression ability
To talk about the most impressive characters or plots in the book.	To express thoughts and communicate
To conduct in-depth communication and discussion according to the book's core content.	To share parents' and children's feeling and views.

After the meeting, the parents could stay in the classroom and consult in person. Then parent-child reading started with the teacher and parents' cooperation. Parents established a good reading environment at home so that children could feel the fun and importance of reading. Parents set up a special reading area in their homes, providing comfortable seats, bright lighting, and a suitable reading atmosphere. According to the list of books recommended by Ms. Dai, parents and children read for about 30 minutes every day or more. On weekdays, parents and children communicated with the teacher through WeChat groups, which is a very popular communication software in China. Every weekend the teacher commented on the students' tasks in the WeChat group and announced the reading content for the next week. In this interactive mode of cooperation between families and teachers, parents and children were clear about their reading content and tasks for each week.

A key activity in the PRP was the family reading meeting. When parents and children read a book of particular interest, and there were many topics to discuss between them, they usually organize a family reading meeting. Reading meeting time depended on the arrangement of each family. Mom and Dad, even grandparents, and other family members were welcome to participate in the family reading meeting. Family members held a planned and organized family reading meeting. There was a plan before the reading meeting, records at the meeting, and a summary and sharing during the meeting. In the beginning, the family reading meeting did not go well. Some parents thought that reading was their children's business, and they was busy with their work, so they did not have time to hold a reading meeting with their children. However, Dai insisted on using the WeChat group, the most popular chat software in China, to communicate with parents. She checked the reading records of each family carefully and gave comments or suggestions based on the specific situation. Gradually, more and more families held reading meetings. Between September 2017 and July 2021, all 47 families held family reading meetings. Each family reading meeting lasted from half an hour to three hours. Ms. Dai attended a number of family reading meetings, each family at least once. Some families held it more than 100 times, and some did it at least five times. The Wind Bell class held about 2,000 family reading meetings in total. "I think parent-child reading is a fundamental way for children to stimulate their interest and insist on reading, so I want to do this program. The family is the most basic constituent unit of society. If the whole family is reading, it will promote the whole society" (Dai, personal communication, January 23, 2023). Family reading meetings also brought Ms. Dai creative inspiration. In 2017, she published a book named "My Family Has a Reading Meeting", and in 2018, she published "A Hundred Wind Bell Flowers". To have a more comprehensive and in-depth understanding of the family reading meeting, Jundong Dai visited and interviewed all

families during the summer vacation of 2019 and wrote a “visit record” of more than 50,000 words. She wrote down about her experiences, feelings, growth, and progress in her blogs.

From 2017 to 2021, based on home-school cooperation, Ms. Dai has been instructing parents on parent-child reading. Schools often had better outcomes when parents were involved because students were influenced by the coherent message that home and school create about the importance of education (Epstein & Sanders, 2000). Further, Dr. Epstein developed a framework for defining six different types of parent involvement designed to assist educators in developing school and family partnership programs. It includes parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 1995). Additionally, family support programs to assist families with health, nutrition, and other services are important because families are recognized as essential members of the learning team for each student. While Epstein’s focus on parental reading involvement is much older, it remains some relevant which are parenting, communicating, volunteering, and learning at home for the parent-school reading program work in PRP. Parents’ participation is welcomed, valued, and encouraged by the school and teachers. Since parents play an important role in their children’s growth and learning, the goal of this program is to investigate parental involvement in their children’s education and, specifically, the effects of this involvement on children’s reading achievement. Further, school leaders and teachers understand that families are important and influential resources because they know their children best (Constantino, 2021). Constantino (2021) discusses 5 Simple Principles and a Process for Engaging Every Family in the Journey to Improve Student Learning. The five principles are: (a) a culture that engages every family, (b) communicate effectively and develop relationships, (c) build family efficacy, (d) engage every

family in decision making, and (e) engage the greater community. Figure 1 provides the logic model for the five simple principles.

Figure 1

Engage Every Family: Five Simple Principles Logic Model

Note. The logic model provides the hierarchical order of the principles encompassing the process of successful family engagement. Adapted from *Engage Every Family: Five Simple Principles* (2nd ed.), by S. M. Constantino, 2021, p. 61. Copyright 2021 by Corwin Press. Reprinted with permission.

Comparing the elements in Constantino's model, the PRP of Ms. Dai is associated with them. See Table 2.

Table 2

Alignments Between Five Simple Principles Model and Parent-child Reading Program

Model Element	Description	Program Component
A culture that engages every family	The collective beliefs, attitudes, norms, values, actions, and assumptions of the school organization explicitly embrace and are committed to the notion of families as a foundational core component to improvement and greater student learning and performance (Constantino, 2021, p. 71).	Ms. Dai guides parents on parent-child reading at the parents' meeting. School and families jointly provide a reading environment for children.
Communicate effectively and develop relationships	The school places an emphasis on effective two-way communication with every family and stakeholder within the learning community and seeks to develop relationships based on mutual trust (Constantino, 2021, p. 94).	Ms. Dai gives feedback to the parents through two-way communication.
Build family efficacy	Families are recognized as essential members of the learning team for each student—their participation is welcomed, valued, and encouraged by the school. The school understands that families are important and influential resources because they know their children best (Constantino, 2021, p. 146).	Ms. Dai gives parents some knowledge and methods on parent-child reading; parents gradually promote their efficacy.
Engage every family in decision making	The school recognizes the entitlement of families to be consulted and participate in decisions concerning their own children. This type of process creates a sense of shared responsibility among families, students, community members, educators, and administrators (Constantino, 2021, p. 182).	Parents and students design and plan the family reading meeting together.
Engage the greater community	The school recognizes the strengths and talents that exist in the community that influence student learning and development and seeks to use these to strengthen and support the school, students, and their families (Constantino, 2021, p. 200).	Parents and children hold family reading meetings and share their experiences with other families (communities).

Logic Model

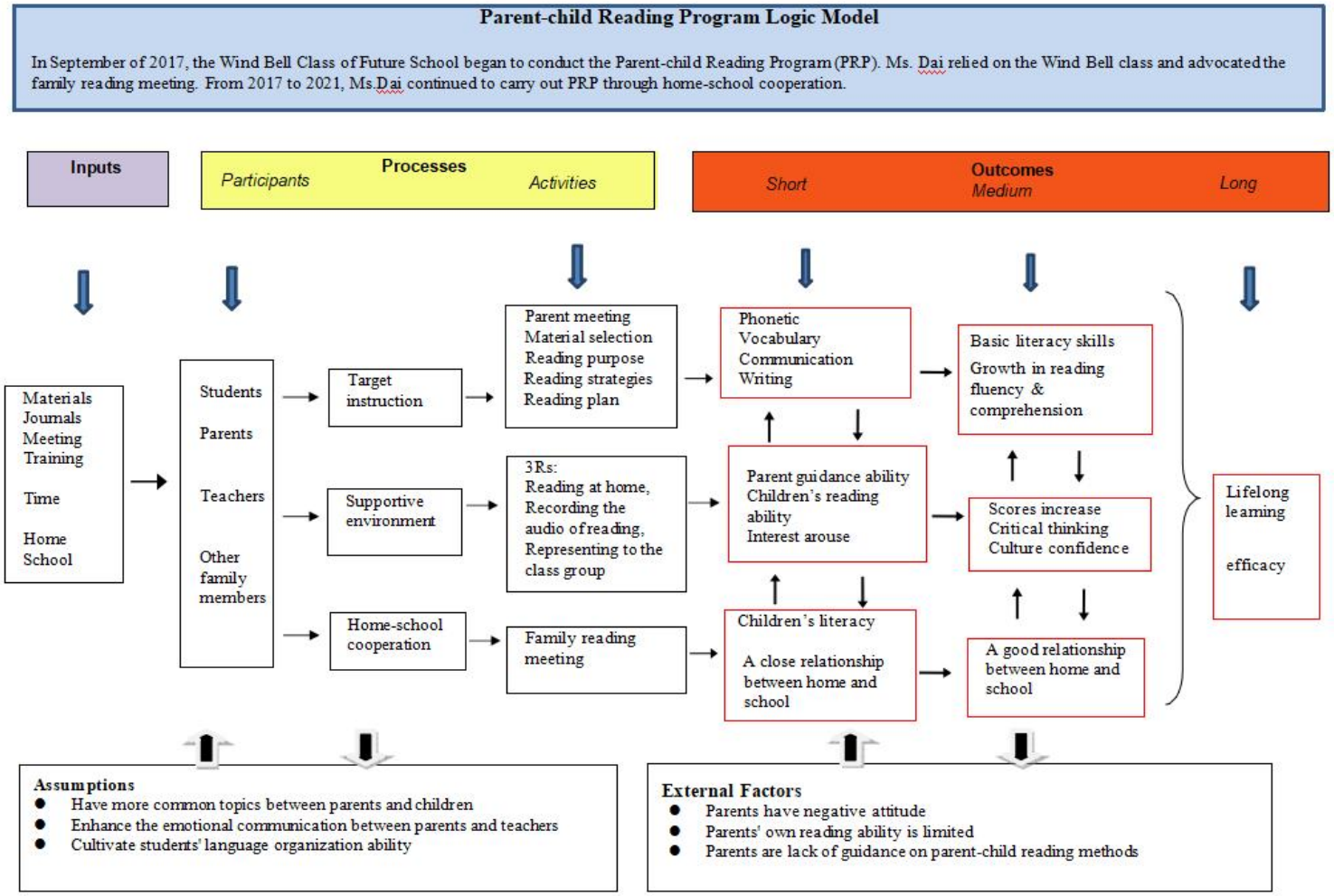
Inputs. A logic model was created to provide an overview of the program (Figure 2). The model provides a brief overview of the PRP**.** The inputs in this model include reading materials, journals, meetings, and training. Additional inputs include the associated reading time and place. The organizer identifies these inputs as essential based on the previous experience with implementing reading, so the model proposes that these inputs are adequate to support the delivery of the PRP.

Process. This logic model recognizes participants and stakeholders who are most directly involved in the program, such as students, parents, and teachers. Other family members are included as participants and under the outputs section of the model since they are involved in the family reading meeting as well as the delivery of the PRP. Every participant in the program is critical, as they support one another in a way that is indispensable to the success of the program. The teacher planned and implemented the PRP. Parents and other family members actively cooperate with and support the program. The most critical participants in the program are the students, who are the beneficiaries of the program.

The process of the PRP includes three parts: target instruction, supportive environment, and home-school cooperation. Target instruction refers to methods and activities taken by teachers in implementing parent-child reading, including parent meetings, material selection, reading purpose, reading strategies, and a reading plan. Supportive environment refers to the parent-child reading activities, which are called the 3Rs, including reading at home, recording the audio of reading, and representing in the group. All the processes of PRP are implemented based on home-school cooperation, and the family reading meeting is the key activity. See Figure 2.

Figure 2

The PRP Logic Model



Outcomes. The PRP has short-term, medium-term, and long-term outcomes. In the short-term outcomes, the students will improve phonics, vocabulary, communication, and writing under the guidance of teachers and parents. The students can participate in some theme activities such as 3Rs and family reading meeting, which not only improves students' reading ability and arouses their interest, but also cultivates parent guidance ability and promotes home-and-school closeness. Good short-term results will promote the medium-term effect. If the parents have better one-to-one guidance, it is expected that the students' basic literacy skills and growth in reading fluency and comprehension will improve. The students can increase their reading skills and scores on various reading assessments. Also, it is expected that the students' critical thinking and cultural confidence will be nurtured through parent-child reading. From the short-term and medium-term goals, we can see that teachers, parents, and students are the indispensable three stakeholders. In the PRP, the parents and students are the main participants, and the teachers are the instructors. Therefore, good home-school cooperation is a critical factor in promoting medium-term outcomes. If short-term and medium-term outcomes are good, it will help to promote students' lifelong learning ability and efficacy. In a word, if there is a quality design for the program, including appropriate inputs, careful design, and reasonable activities, it is hoped that the PRP will have desirable short-term, medium-term, and long-term effects.

Assumptions. To use an analogy, the PRP participants could be regarded as farmers' growing vegetables. Good seeds, fertile land, and abundant water are the inputs. Industrious farmers are participants who carefully water and fertilize the vegetables as part of the process. And, of course, the harvest is analogous to the outcomes. Only if all the conditions are good the farmers will have a good harvest. Translating my analogy back to this reading program, the goal

is for the PRP to enhance good relationships between parents and teachers, cultivate students' literacy abilities, and, thereby, support their reading skill development and enjoyment of reading.

External Factors. Some parents may have negative attitudes, in some instances, due to the parents' limits in reading ability. Further, some parents may lack the guidance needed to support parent-child reading methods.

Overview of the Evaluation Approach

Program Evaluation Model

The pragmatic paradigm, as its name suggests, is concerned with assessing what is beneficial to diverse stakeholders in a given situation (Mertens & Wilson, 2019). The pragmatic paradigm has been adopted by some mixed methods researchers (Morgan, 2007; Teddlie & Tashakkori, 2012). Thus, the focus of the PRP evaluation is on the process and outcomes of the program. This evaluation is designed to use both quantitative and qualitative research methodology based on the evaluation questions, and it includes the use of a comparative group research design for reading score analysis.

Purpose of the Evaluation

The purpose of the evaluation was to determine whether the PRP is being implemented with fidelity, whether parents' efficacy in supporting their children's literacy changes, and whether students' reading performance improves following the reading program. It is a formative evaluation.

Focus of the Evaluation

The main areas of focus for this evaluation are process and outcomes.

Process. The program evaluation first attended to the process and whether the program was being implemented with feasibility and effectiveness. The evaluation questions further explore implementation regarding the PRP.

Outcomes. An area of inquiry focuses on product evaluation and examines the impact and outcomes of the program. Mertens and Wilson (2012) indicate that product evaluations can focus on various outcomes and this program evaluation addressed short, medium, and long outcomes.

Evaluation Questions

The evaluation questions selected for this program evaluation attend to both process and outcomes. Mertens and Wilson (2012) cite the axiology of pragmatic program evaluation as being utilitarian. Morgan (2007) describes the value of the evaluation as how it is used and the results of that use. Therefore, the PRP evaluation questions are intended to be useful and practical to the stakeholders. Data collection methods will be created to help determine whether and how the program has benefited certain stakeholders in a particular context.

1. To what extent has the Future School PRP been implemented with fidelity in both the school classroom and the children's homes?
2. Is there evidence that parents' efficacy in supporting their children's literacy changed after participating in the Future School PRP?
3. Is there evidence that students who participated in the Future School PRP improved their reading literacy differentially when compared with those students who did not participate?

Definitions of Terms

Engagement - gaining families as active partners in a leading role for share decision-making toward a child's academic success (Constantino, 2021; Larry, 2011).

Family efficacy - the belief that all persons who play a parenting role in a child's life are influential resources that can produce positive developmental outcomes for their child (Constantino, 2021).

Family engagement - systematic process of practices and procedures for building family efficacy that are shaped from the lens of families (Constantino, 2021).

Fluency - reading text accurately and smoothly (National Reading Panel, 2000).

Home-school cooperation - In essence, home-school collaboration refers to families and schools developing relationships as collaborative partners. Such partnerships involve families, educators, and community members working together to support students' educational and mental health needs (Cox, 2005).

Lifelong learning - In terms of type orientation, lifelong learning occurs in formal and informal educational situations. Learning is outcome-oriented and can lead individuals to acquire or update knowledge, skills, and attitudes. In terms of goal orientation, the ultimate goal of lifelong learning is to promote individual self-realization (Cropley, 1980).

Parental efficacy - possessing the "skills, abilities and resources to parent effectively… [and be] empowered to produce a positive effect on their child's developmental outcomes" (Constantino, 2021, p. 145).

Parent-child reading - In psychology, we name the children's experiences of reading with parents together as the parent-child reading. According to previous research, when parents

use the share reading style (also called the dialogical style) to read with children, parent-child reading is most effective (Whitehurst et al., 1988).

Reading Literacy - understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society (Organization for Economic Cooperation and Development [OECD], 2010).

Self-efficacy - "the belief that one has the ability or capability to act in ways that will produce whatever outcomes are desired" (Constantino, 2021, p. 146).

Total involvement - home-based involvement and school-based involvement combined (Hoover-Dempsey & Sandler, 2005).

Two-way communication - provisions (e.g., shared cell phone numbers, shared emails, shared instant messaging in the Facebook Group, in-person) for families to have the "same opportunities to communicate directly with teachers as teachers do with families" (Constantino, 2021, p. 137); it may involve back-and-forth exchanges of speaking and listening (Larry, 2011).

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter provides a review of the literature on critical points relevant to this program evaluation. What follows is a review of the extant literature surrounding the key elements of the Parent-child Reading Program (PRP). This review first focuses on the major components of reading literacy that have been consistently identified as fundamental and critical to reading development. A review of best practices in reading instruction is provided. Next, the review focuses on the impact of home-school cooperation on students' academic performance. Additionally, a review of parent-child reading is presented as a path that promotes students' reading. Finally, the impact on self-efficacy in reading is presented.

Reading Literacy

Defining and Measuring Reading Literacy

This proposed program evaluation aims to investigate whether implementing the PRP, a PRP, improves student reading literacy based on home-school cooperation at Future School in China. According to the Organization for Economic Cooperation and Development (OECD, 2010), reading literacy is defined as "understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society" (p. 2). Further, Progress in International Reading Literacy Study defines reading literacy as the following:

> The ability to understand and use those written language forms is required by society and/or valued by the individual. To translate written language into meaning, young

> students must, first, learn to read and make meaning of written text. Young readers can construct meaning from a variety of texts. They read to learn, to participate in communities of readers, and for enjoyment (Campbell et al., 2001).

The literature about the structure of reading literacy in China shows that most analyze the composition of reading literacy from three dimensions of reading knowledge, reading ability, and reading sentiment. Chinese Curriculum Standards for Full-time Compulsory Education (Ministry of Education of the People's Republic of China, 2022a) stipulates that the reading knowledge that students should achieve includes language knowledge and text knowledge. First, language knowledge is the basis of learning Chinese, including words, sentences, and paragraphs. Text knowledge has a broader span and covers not only the expression of text, but also the literary knowledge, literature history, and literature theory. Second, reading ability refers to learning the language and understanding literary meaning in various thinking activities of understanding, imagination, analysis, synthesis, judgment, generalization, and creation. Third, reading sentiment is a complex concept, including reading interest, reading habits, and feelings.

Essential Components of Reading

Vocabulary and Comprehension. Reading is well established as one of the most critical and foundational academic skills. Researchers have specifically emphasized the importance of the five essential components of effective reading instruction first identified in the National Reading Panel (2000). These areas include phonemic awareness, phonics, vocabulary, fluency, and comprehension. Davis (1942) first suggested word knowledge, or vocabulary, and reasoning in reading as the two most important, independently operating processes involved in reading comprehension. Vocabulary is one of the basic elements of language. Whether Chinese or English, it is inseparable from vocabulary. Vocabulary forms sentences, sentences form

paragraphs, and paragraphs form articles. Without vocabulary as a foundation, we often cannot usually listen, speak, read, write, and do other activities (Li, 2019). Meanwhile, *the Compulsory Education Chinese Curriculum Standards* (Ministry of Education of the People's Republic of China, 2022b) provide guidelines for the total amount of extracurricular reading by primary school students. In the primary school stage, students need to reach 1.45 million words. However, the vocabulary students learn in class needs to be more (Li, 2019).

A well-established discovery in the field of educational research pertains to the robust correlation between an individual's vocabulary proficiency and their reading comprehension abilities. The level of understanding can be greatly affected when a student lacks knowledge of a substantial amount of the vocabulary used in the text (Samuels, 2004). According to Graves (2006), engaging in the practice of previewing unknown terms before reading can assist students in acquiring sufficient knowledge about these words, hence preventing any difficulties or interruptions they may encounter when reading. Comprehension is the essential goal of reading. It is the active process of understanding, interpreting, and inferring an author's meaning of text through word recognition, and by relating what is read to one's knowledge and beliefs (Shanahan, 2005). In the process of reading comprehension, children need to take the initiative to think, analyze and judge. Through parent-child reading, parents can guide their children to understand stories, improve their language skills, and cultivate their thinking ability and creativity (Gao, 2018).

Based on this, the PRP of Future School attaches importance to extracurricular reading and lays a solid foundation for students to read. Future School combines reading with vocabulary accumulation, which enriches students' vocabulary and enables students to analyze the reading

content (Sang, 2020). The PRP at Future School focuses on vocabulary and cultivating students' comprehension.

Vocabulary and Comprehension in Building Reading Skills. Rich vocabulary training, also known as robust vocabulary instruction, is a strategy encompassing the majority of prominent reading characteristics and has been proposed as an effective way of increasing the word knowledge of children with poor initial vocabularies (Beck & McKeown, 2007). Children are introduced to new vocabulary terms through many different exposures in rich situations in this type of explicit education, and they are expected to manipulate those words through discussion and other relevant activities.

The ultimate goal of reading development is comprehension, and this phrase refers to the active activity of understanding and making sense of text (Shanahan, 2005). Reading comprehension is one of the essential skills that language learners have to develop (Kovács, 2018). Proficient reading, specifically reading comprehension, is associated with academic success (La Paro & Pianta, 2000). Reading comprehension requires readers to connect with and comprehend what they are reading, activating existing knowledge and drawing inferences when information is not explicitly given. National Reading Panel (2000) identified several comprehension strategies as effective for improving comprehension: comprehension monitoring strategies, use of graphic organizers and semantic maps (including story maps), question answering and generating by students, and summarization. Monitoring, self-questioning, visualizing, comparing the text to past knowledge, identifying text organization, and so on are all effective tactics for improving understanding or memory. According to Duke et al. (2021), it has been widely demonstrated through research that skilled readers employ specific cognitive processes to enhance their comprehension of written material. Certain children appear to acquire

these skills effortlessly, while others derive advantages from receiving direct guidance on the cognitive processes involved in pre-reading, active reading, and post-reading. Additionally, detailed instruction on how to check comprehension and employ strategies to overcome comprehension difficulties can be highly beneficial for pupils. Research has shown that instructional methods that incorporate the teaching of multiple comprehension strategies to be employed together have been proven to be effective (Duke et al., 2004; National Reading Panel, 2000; Pressley, 2000).

Factors Affecting Reading Literacy

Based on the Program for International Student Assessment (PISA) database, much research has been conducted to investigate the influence of different factors on Chinese students' reading literacy. As for contextual factors, related literature which are based on China schools can be divided into three levels: student, family, and school. Family factor is one of the factors that affect students' reading literacy (Zhao et al., 2022). Among them, the family's socioeconomic and cultural status, parents' emotional support and parents' language are more important. The PISA report states that family socioeconomic cultural status can explain a 20% interpretation of student achievement (Jehangir et al., 2015). At the same time, parental emotional support can enhance children's confidence, improve their motivation (Yu et al., 1998) and academic performance (Hu et al., 2013). According to the PISA report, the higher the emotional support of their parents, the better their school performance, and the higher their grades, the more likely they are to be highly satisfied with their lives (OECD, 2016).

Based on the PRP of Future School, the family influencing factors deserve attention. Home environment is of great significance in acquiring reading literacy and this positive relation

may benefit the development of reading literacy (Epstein, 2018). The family is regarded as an influential factor in students' academic performance (e.g., Farver et al., 2006).

Strategies for Reading Instruction

Baumann and Duffy (1997) of the National Reading Research Center summarized the key ideas instrumental in fostering motivated, lifelong readers. Five years of research on fostering reading growth showed that reading skills and strategies can be taught effectively and efficiently in elementary school reading programs with systematic and explicit instruction (Rupley et al., 2009). Many factors influence student reading ability in early grades, including parents' educational level, socioeconomic status, time spent in reading activities before entering school, teacher knowledge and training, and class sizes (Allington, 2006; Foorman et al., 2008; Shanker & Ekwall, 2013). Teachers' guidance is one of the essential factors, and it is up to teachers to provide the individualized instruction necessary to correct the deficits created by negative student factors. Effective teachers provide varied, meaningful practice to ensure student mastery and skill transfer to other meaningful reading situations (Villaume & Brabham, 2003).

Baumann and Bergeron (1993) found that first-grade children when taught to attend to story structure strategically, outperformed peers in a control group on measures of retelling performance (length, coherence, sequential organization); identification of essential parts of a story; and selection of good summaries. The researchers found that these exemplary teachers consistently embedded strategy instruction into their read-aloud of story books and guided reading lessons. Specifically, they taught students to retell, engage in repeated reading, make predictions, and draw conclusions (among other strategies). Four common strategies have been shown to affect young children's comprehension in classroom settings positively: retelling; attention to story structure; activation and use of prior knowledge; and talking about text (used

strategically as a scaffold for productive, independent thought about text). Parents can also engage in dialogic reading, a type of shared book reading, which includes strategic questioning and responding to children while reading a book (Whitehurst et al., 1988). Parents can use dialogic reading to increase the diversity of children's knowledge about the world and the words used to describe it (Dickinson & De Temple, 1998). Interactive read-aloud has been shown to enhance reading comprehension among literacy practices in the home.

Home-School Cooperation

Home-school collaboration refers to families and schools developing relationships as collaborative partners. Such partnerships involve families, educators, and community members working together to support students' educational and mental health needs (Cox, 2005). Many researchers recognize the critical role that a strong positive bond between homes and schools play in the development and education of children (Edwards & Alldred, 2000; Henderson & Berla, 1994; Richardson, 2009; Sanders & Sheldon, 2009; Sheldon, 2009).

Policy

China and the United States have issued related policies to promote home-school cooperation. In the 1960s, the Federal Legislative Council of the US began widely implementing the Head Start Project (since 1969, see https://eclkc.ohs.acf.hhs.gov/about-us/article/head-start-history). Later, A Nation At Risk (The National Commission on Excellence in Education, 1983), No Child Left Behind Act (2001), Every Student Succeeds Act (2015), and other relevant bills were promulgated. In these policies, parents, teachers, and students are given higher requirements, and parents are given the right and obligation to participate in education. In China, the Guidance on Strengthening Family Education (Ministry of Education of the People's

Republic of China, 2015) points out that we need to vigorously strengthen family education to promote the healthy growth of students through these four policy initiatives.

1. To give full play to the vital role of family education in the growth process of children, enhance the importance of family education work, improve the level of family education work.

2. To create a family environment suitable for healthy growth and all-round development for every child, and to build a modern education system that organically integrates school education, family education and social education.

3. To strengthen the family education work, we must first clarify the primary responsibility of parents in family education.

4. Parents should perform their duties of family education by the law, strictly follow the rules of their children's growth, and constantly improve the level of family education.

Women's Federation et al. (2016) issued the Five-Year Plan for Guiding and Promoting Family Education (2016–2020) in China, which aims to strengthen family education and actively play an essential role in family education. Subsequently, the All-China Women's Federation, the Ministry of Education and other 11 departments in 2022 issued the Guidance to Promote Family Education Five-Year Plan (2021-2025; People's Daily Online, 2022).

The guidance included establishing the fundamental goal of family education covering the urban and rural areas, improve the mechanism for social education in schools, promote children's healthy growth, and promote the high-quality development of family education. According to the Plan, by 2025, the mechanism of family, school and social collaborative education will be improved, and policies and measures for family education will be improved to form a joint force of schools, families, and society. Chinese education departments attach great

importance to family education and home-school cooperation and urge family education and home-school cooperation with policies and regulations to improve parents' family education ability.

Parental Involvement and Engagement

Researchers provide different definitions of parental involvement. They focus on parent involvement in the school, where parents and teachers communicate about their children's issues (Epstein & Dauber, 1991); parental involvement in various school activities (Stevenson & Baker, 1987); and parents' emotional involvement in their children (Grolnick & Slowiaczek, 1994). Grolnick and Slowiaczek (1994) proposed a theory of dividing parental involvement into three dimensions. First, behavioral participation, such as parents helping their children with homework at home, communicating about their children's performance in school, participating in school parents' meeting and other activities. Second, cognitive and intellectual involvement provide children with the information needed to learn. For example, parents take their children to the library to study in an intense intellectual and cultural atmosphere, purchase the required tutoring materials and books for their children according to their needs, and make learning plans together with their children according to the current learning situation. Third, personal involvement is demonstrated when parents hold a positive attitude towards the child's study and the problems in school life, and actively understand the child's situation. Above all, this theory defines the participation in parent from the three dimensions of knowledge, emotion and meaning, making parent participation a more systematic structure (Grolnick & Slowiaczek, 1994).

Kou (2005) makes the following definition of parental involvement: on the one hand, it means that the parents conduct independent activities with children in the family; on the other hand, the activities conducted by the parents in schools or other educational institutions under the

guidance of teachers or professionals. Among them, parents can play various participating roles, including educators, instructors, advocates, or supporters. Many academics acknowledge the critical role of strong good bonds between homes and schools in children's development and education (Edwards & Alldred, 2000; Henderson & Berla, 1994; Richardson, 2009; Sanders & Sheldon, 2009; Sheldon, 2009). Successful kids receive significant academic assistance from their involved parents (Sheldon, 2009). Furthermore, it is widely accepted that parents have a significant role in their children's education and influence their learning and development (Froiland & Davison, 2014; Pinquart, 2016). School-based involvement and home–school communication may provide opportunities for families to interact with school personnel, which is vital to forming connections and building relationships with school personnel, fostering engagement (McDowall et al., 2017). Parents are more likely to be involved in children's home- and school-based learning when they feel their involvement is encouraged and valued by their children, teachers, or school personnel, and they feel that their help is practical (Green et al., 2007; McDowall et al., 2017). Additionally, parents are more likely to contribute to their children's learning when teachers believe parental help is valuable (McDowall et al., 2017).

When a school wants to involve the family, it frequently starts from the top, outlining needs, projects, and goals before telling parents how they may help. Conversely, a school that aspires to parent engagement takes the lead by listening to parents' thoughts, aspirations, and concerns. Getting partners is the aim of family engagement, not helping clients (Larry, 2011). "Getting partners" as the main goal as it could potentially indicate a perspective that prioritizes external collaborations over the direct assistance and support provided to clients. The primary goal often is to collaborate with families, understand their needs, and work together to achieve positive outcomes. Thus, involvement implies doing to; in contrast, engagement implies doing

with (Larry, 2011). Although the terms, *engagement* and *involvement*, used by the authors in the models can be understood as interchangeable, they have distinct meanings. The principle of involvement implies that the school decides in advance what the parents must do to ensure their child's success and then informs them of the ways in which they can assist the school in achieving its goals. By asking families to collaborate with educators in choosing courses of action that best suit their needs, engagement promotes an inclusive strategy for student success (Ferlazzo, 2011; Mapp, 2012).

Frameworks for Parental Involvement and Engagement

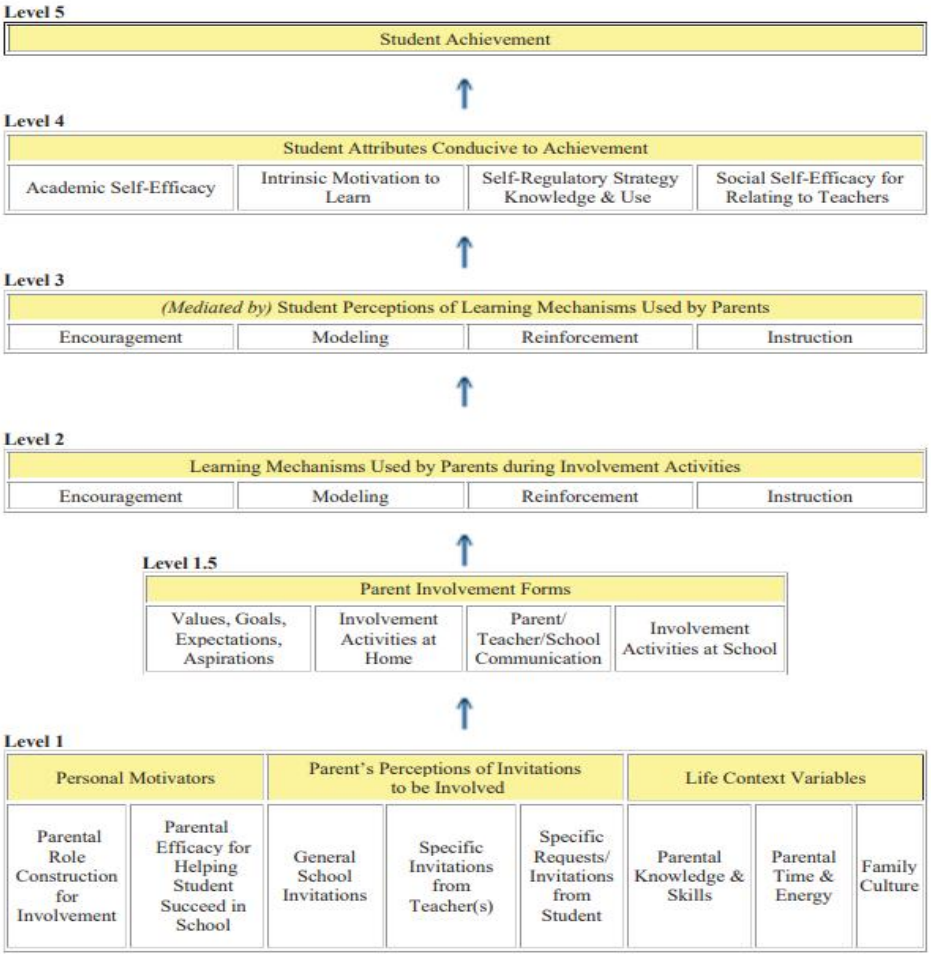
The four parent-and family-school models that were chosen for examination in this research are examples of strategies for increasing ability to promote children's success. Every model has components that should be considered when creating a successful intervention to involve families in their education.

Hoover-Dempsey and Sandler's Theoretical Model of the Parent Involvement Process. Family engagement is an expected and routine component of children's educational experiences (Eccles & Harold, 1996; Epstein & Dauber, 1991). The Hoover-Dempsey and Sandler Model of the Parent Involvement Process (Hoover-Dempsey & Sandler, 2005) suggests that family engagement is a process that begins with families' decision-making about being involved and culminates with student outcomes. It is a framework that seeks to understand and explain the factors influencing parents' involvement in their children's education. The model is based on the idea that parents' decisions to become involved in their children's education are influenced by a series of motivational factors and perceived barriers. Although the framework backed the eventual objective of increasing involvement, its main purpose was to simply explain the parent involvement process in relation to the parents who are involved. As a result of a 3-year

study conducted from 2001 to 2004 with samples of families of public-school students in kindergarten through sixth grade from a generally diverse socioeconomic and ethnic background, a new version was developed (Hoover-Dempsey & Sandler, 2005). Figure 3 provides a visual representation of Version 2 of the Hoover-Dempsey and Sandler model.

Figure 3

Hoover-Dempsey and Sandler Model of the Parental Involvement Process (Version 2)



Note. Adapted from *Final Performance Report for OERI Grant # R305T010673: The Social Context of Parental Involvement: A Path to Enhanced Achievement*, by K. V. Hoover-Dempsey and H. M. Sandler, 2005, U.S. Department of Education (https://ir.vanderbilt.edu/bitstream/handle/1803/7595/OERIIESfinalreport032205.pdf). In the public domain.

The approach recognizes the role that involvement activities conducted at home by families play in promoting student learning. Also, parents' perceptions of their own ability to positively impact their children's education are referred to as self-efficacy for helping them succeed in school. Parents' feeling of self-efficacy drives what parents do in the same way that kids' self-efficacy influences their academically relevant behaviors (Hoover-Dempsey et al., 2005). Family culture may play a significant role in parents' ideas about the ways they can and should be involved in supporting their child's learning. The Hoover-Dempsey & Sandler model asserts that parent involvement, as described at each level of the process influences and, to some degree, predicts student outcomes (Hoover-Dempsey et al., 2005).

Epstein's Framework of Six Types of Parent Involvement. Epstein (1995) created a framework for describing six levels of parental involvement to help educators establish school and family partnership initiatives. It encompasses parenting, communicating, volunteering, at-home learning, decision-making, and community collaboration (Epstein, 1995). These six levels are intended to provide families with information and ideas on how to aid kids at home with homework and curriculum-related activities, decisions, and planning. Families are regarded as crucial components of each student's learning team (Epstein, 1995). The framework emphasizes the important role of parents in the educational process. Through parent-child reading, parents can enjoy the fun of reading together with their children, but also can guide their children to understand the meaning and value of the story and cultivate their reading interest and reading ability. In addition, parents can also establish better communication and interaction with their children through parent-child reading to enhance the parent-child relationship. In addition, parents also share their reading experience with their children to stimulate their enthusiasm for reading. In conclusion, the framework of Epstein family-school cooperation on parent-child

reading is mainly emphasizing the important role of parents in the education process, promoting interactivity and participation, and emphasizing the continuity and systematization in the education process.

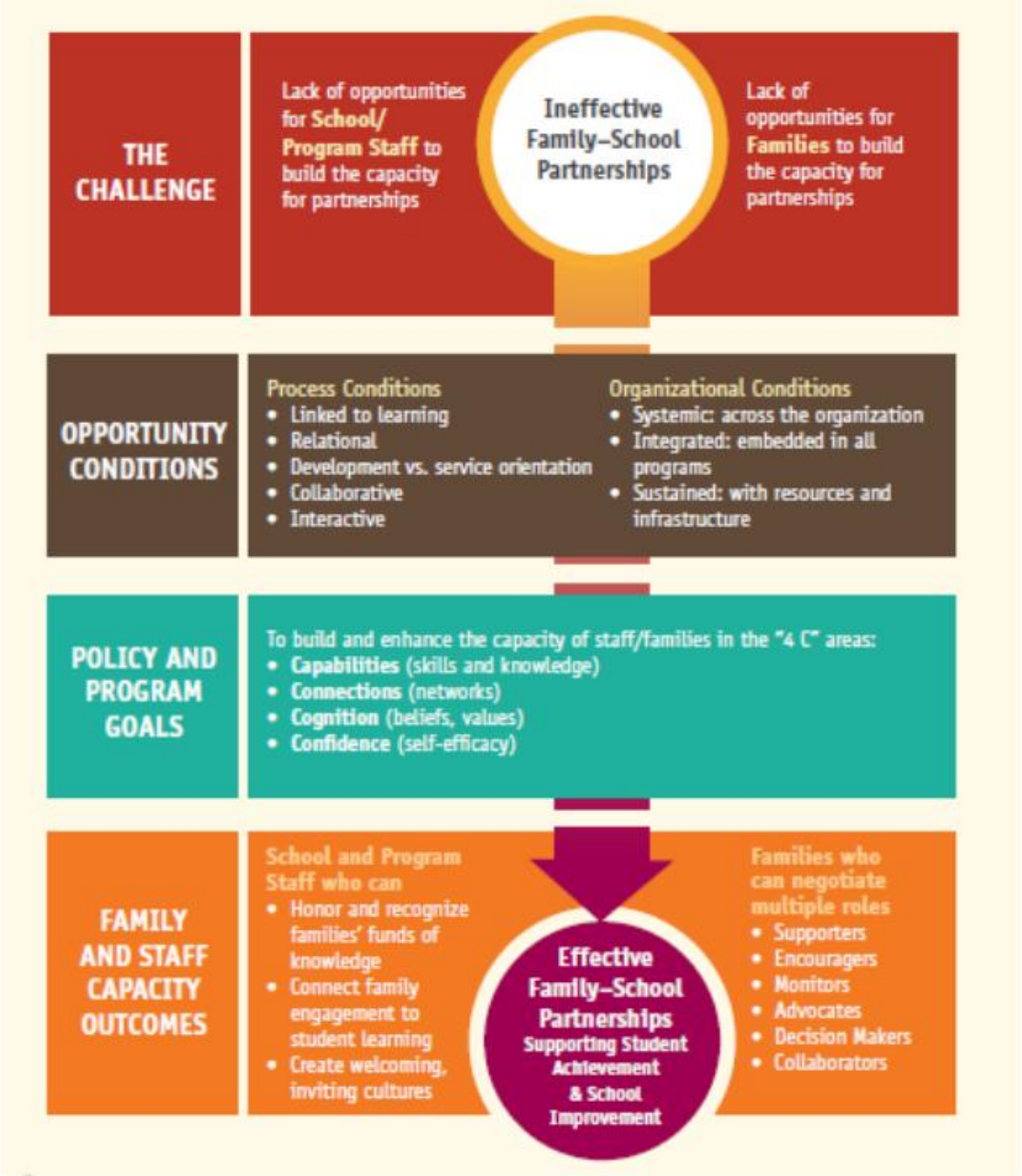
A theory explaining why parents participate was put forth by Hoover-Dempsey and Sandler (1995, 1997, 2005), while Epstein (1995) provided a theory regarding how schools should form partnerships with families. Current methods for including families in cooperative relationships with schools have been influenced by both views. Building family efficacy is a feature of more contemporary family engagement models, which aligns with Epstein's Framework of the Six Types of Parental Involvement and the theoretical models of Hoover-Dempsey and Sandler (Constantino, 2021; Mapp & Kuttner, 2013; U.S. Department of Health and Human Services et al., 2011, 2018).

Dual Capacity-Building Framework for Family-School Partnerships. Mapp and Kuttner (2013) introduced a novel paradigm for developing family engagement activities that enhance the ability of educators and families to collaborate in promoting student achievement. They looked at studies that connected student accomplishment to the many responsibilities played by families to create the family-school model (e.g., Byrk et al., 2009; Jaynes, 2005). This model was developed based on research into effective family engagement and home-school partnership tactics and practices, adult learning and motivation, and leadership development. The system is designed in a way that allows capacity building for families and school staff to happen concurrently, rather than separately and asynchronously (Mapp & Kuttner, 2013). The Dual Capacity-Building Framework's conceptualization of school personnel and families building capacity concurrently may indicate the significance of appreciating each unit's role for successful student outcomes—possibly to an even greater extent than suggested by Hoover-

Dempsey and Sandler (1995, 1997, 2005), Epstein (1995), and U.S. Department of Health and Human Services et al. (2011, 2018). The first version of the Dual Capacity-Building Framework conceptualized by Mapp and Kuttner (2013) is in Figure 4.

Figure 4

The Dual Capacity-Building Framework for Family-School Partnerships (Version 1)

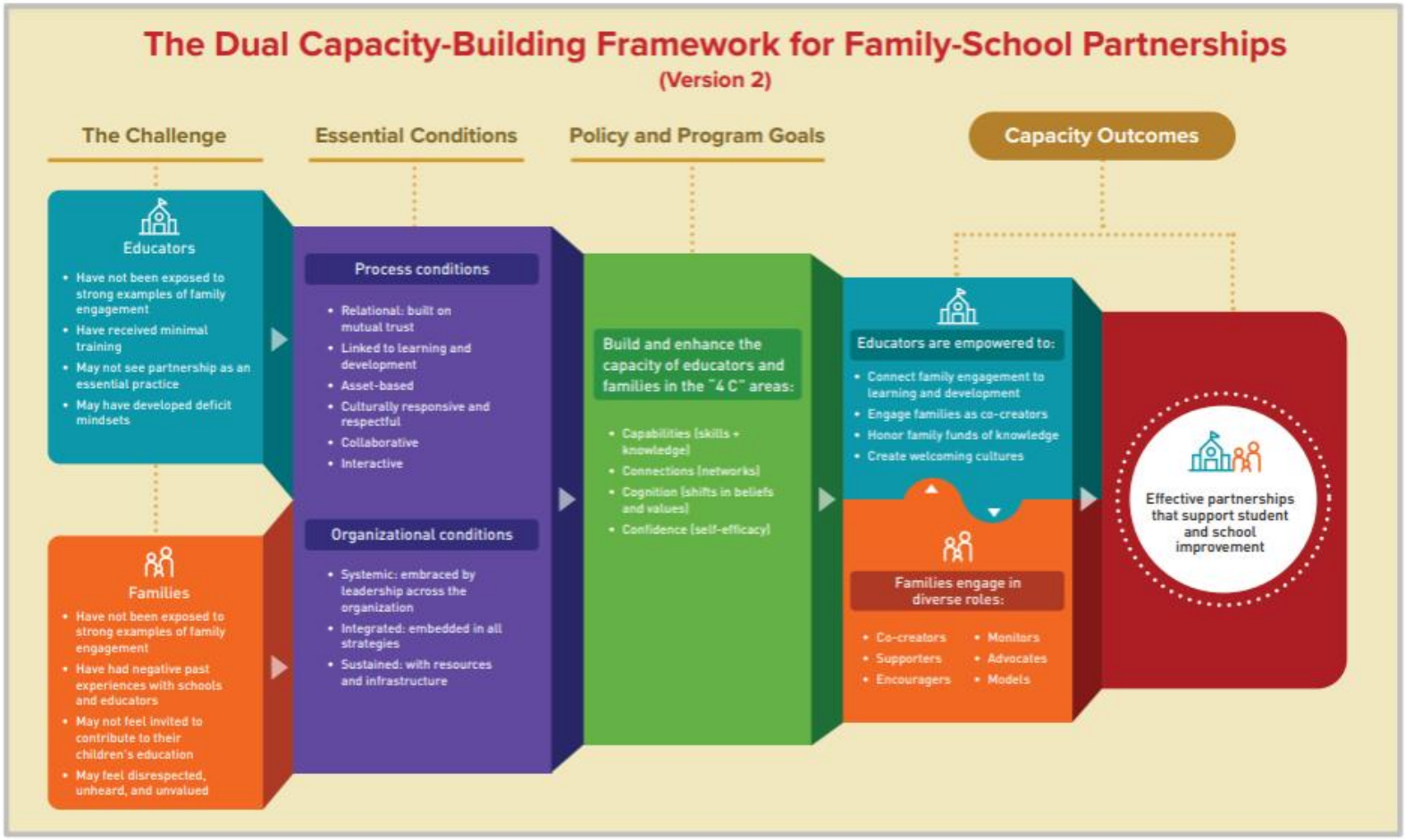


Note. Adapted from *Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships*, by K. Mapp and P. Kuttner, 2013 (https://sedl.org/pubs/framework/). CC-BY-SA 3.0.

Mapp and Kuttner (2013) stated that fostering the ability of families and school personnel to collaborate in ways that enhance a child's development requires that there be respectful and trustworthy interactions between the home and the school. Meaningful family participation requires trustworthy relationships, a common topic in engagement models (Constantino, 2021; Mapp & Kuttner, 2013). Mapp and Bergman (2019) later revised the Dual Capacity-Building framework based on additional research, reframing *Opportunity Conditions* as *Essential Conditions* and adding asset-based, culturally responsive, and respectful partnerships to highlight the importance of valuing the strengths of families (Figure 5).

Figure 5

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



Note. Adapted from *Dual Capacity-Building Framework for Family-School Partnerships: Version 2* [Infographic], by K. Mapp and E. Bergman, 2019 (https://www.dualcapacity.org).

The interactive activities in the PRP for this study enabled families to showcase their skills and knowledge, which could have significantly impacted children's reading skills and achievement. Furthermore, the intervention's open-ended activities (family reading meetings) may have increased parents' sense of self-efficacy by giving families the freedom to discuss their own perspectives and understanding how to engage in PRP.

Engage Every Family: Five Simple Principles Model. Hoover-Dempsey and Sandler (1995, 1997, 2005), Epstein (1995), and Mapp and Kuttner (2013) separately conducted research that resulted in hypotheses of family-school interactions programs and conditions that lead to desirable student outcomes and assist families in developing self-efficacy attitudes for assisting their child's at-home learning. Based on the theories of Epstein (1995), Hoover-Dempsey and Sandler (1995, 1997, 2005), and Mapp and Kuttner (2013), Constantino (2021) reasoned that family participation and the development of family efficacy are guided by a hierarchical order of logical, sequential activities**.** Constantino (2021) discussed 5 Simple Principles and a Process for Engaging Every Family in the Journey to Improve Student Learning. The five principles are: (a) a culture that engages every family, (b) communicate effectively and develop relationships, (c) build family efficacy, (d) engage every family in decision making, and (e) engage the greater community. Figure 1 provides the logic model for the five simple principles.

Principle 1: A Culture That Engages Every Family. A culture that engages every family shape and defines practices of family engagement to be inclusive of every family. The collective beliefs, attitudes, norms, values, actions, and assumptions of the school organization explicitly embrace and are committed to the notion of families as a foundational core component to improvement and greater student learning and performance (Constantino, 2021). The authors mentioned that schools and families jointly provide a reading environment for children. For this

study, conceptualization of culture evolved from the perceptions of families of the school identified. References to culture in this study are related to parents' perceptions of parent-child reading and two-way communication between school and parents.

Principle 2: Communicate Effectively and Develop Relationships. Constantino (2021) suggests that excellent communication and trusted connections foster a welcoming school atmosphere and encourage family engagement. According to Mapp and Kuttner (2013), a welcoming environment is a key component of the Dual Capacity Building framework, which aligns with Principle 2. Constantino (2021) emphasized the importance of customer service in public education with the following example:

> Our students and their families must always feel respected and well cared for. Each family…must instinctively sense our desire to make an important personal connection with them, to value their role in the educational partnership, and to support the notion they are important. (p. 128)

In the study of Parent-child Reading Program, the teacher gives feedback to the parents through two-way communication after 3Rs, which means to read at home, record the audio of reading, and represent to the group. And Future School places an emphasis on effective two-way communication with every family and stakeholder within the learning community and seeks to develop relationships based on mutual trust (Constantino, 2021).

Principle 3: Build Family Efficacy. Families are recognized as essential members of the learning team for each student. Their participation is welcomed, valued, and encouraged by the school. The school understands that families are important and influential resources because they know their children best (Constantino, 2021). Principle 3 is based on two of the six categories of engagement identified by Epstein (1995). Epstein's (1995) Parenting and Learning at Home

emphasizes the ability of families to provide a conducive learning environment. Constantino (2021) advocates for effective family engagement across all facets of a child's development, including at home and school. According to Constantino (2021), parents' efficacy refers to families' ability to positively affect their child's development. In this study the teacher gives parents some knowledge and methods on parent-child reading; parents gradually promote their efficacy. The implementation of this PRP with families could result in long-term family behaviors that positively enhance the kids' academic achievement for multiple years.

Principle 4: Engage Every Family in Decision Making. According to Constantino (2021), an inclusive approach to decision-making fosters shared accountability among families, students, community members, educators, and administrators. The fourth principle relies on the third principle, which ensures families have the skills, knowledge, and confidence to make appropriate decisions for their child's growth. The school recognizes the entitlement of families to be consulted and participate in decisions concerning their own children. This type of process creates a sense of shared responsibility among families, students, community members, educators, and administrators (Constantino, 2021). To give families a say in the implementation of the family engagement intervention for this study, shared decision-making is included in both parents and students who design and plan the family reading meeting together.

Principle 5: Engage the Greater Community. The school recognizes the strengths and talents that exist in the community that influence student learning and development and seeks to use these to strengthen and support the school, students, and their families (Constantino, 2021). It focuses on creating partnerships between the school and the individuals and organizations outside of the school setting (Constantino, 2021). In the study of Constantino, families are open to working with other families proposed by the school and teacher (Constantino, 2021). Families

in the study demonstrate a connection to a community resource by participating in family reading meetings and sharing their experiences with other families (communities).

To implement and measure meaningful family engagement as well as the ultimate growth and nurturing of family efficacy, the Five Simple Principles logic model arranges the principles in a hierarchical fashion. The concept backs up the idea that effective family involvement strategies follow a set of steps. Every concept fit into a reasonable order of operation. Effective school communication and connection building fosters inviting, respectful, and family-friendly environments. The school prioritizes good communication with every family and stakeholder in the learning community, intending to develop trusted connections with each family (Constantino, 2021). My study is associated with Constantino's model, as described in Table 2.

Purposes of Cooperation

According to Epstein (2001, 2009), there are numerous reasons for forming and establishing a partnership between school, family, and community. The fundamental reason for such a collaboration is to help pupils succeed in school. This consistency between home and school learning is crucial for fostering parent–teacher relationships (Garbacz et al., 2017). Parental involvement is related to children's academic success (McNeal, 2015; M. T. Wang & Sheikh-Khalil, 2014). Parents are also more likely to contribute to their children's learning when teachers believe parent help is practical (McDowall et al., 2017). In fact, specific benefits have been directly linked to continued parent involvement: higher test scores (Dearing et al., 2004) and engagement in reading (Epstein, 2001; Hindman et al., 2014). Parent involvement in elementary school can support children's academic achievement (Boonk et al., 2018).

Parent-Child Reading

Parent-child reading refers to the activities that make parents and children feel the happiness of reading, develop reading ability, and promote children's development through effective interaction (Shu & Li, 2014). The field of parent-child reading has also become a common concern among researchers. According to research, parental involvement in their child's reading is the most crucial influencer of language and emergent literacy (Bus et al., 1995). The most important determinant of language and emergent literacy has been identified as parental involvement in their child's reading (Bus et al., 1995). Parent-child shared reading at this age has the opportunity to continue to be useful for children's learning (Sénéchal et al., 2017). Maintaining these crucial high-quality reading interactions with parents may benefit the parent-child relationship (Canfield et al., 2020) and children's engagement with reading more broadly (Reese, 2019).

Effect of Parent-Child Reading

Involvement with reading activities at home has a significant positive impact not only on reading achievement, language comprehension, and expressive language skills (Gest et al., 2004), but also on students' interest in reading, attitudes toward reading, and attentiveness in the classroom (Rowe, 1991). Parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education, while reading enjoyment is more important for children's educational success than their family's socioeconomic status (Flouri & Buchanan, 2004; OECD, 2002). Children with richer home literacy environments demonstrate higher levels of reading knowledge and skills at kindergarten entry (Nord et al., 2000). All in all, parents usually know their children better than anyone else, they can also supply important clues to help teachers

adjust the literacy environment and instruction so their children can better succeed in school (Rhodes & Shanklin, 1993).

Sun and Li (2021) found that parent-child reading activities can effectively promote the development of children's reading ability. There are four factors: First, parent-child reading cultivates children's interest in reading. Diversified book categories bring different reading experiences to individual cases, which is conducive to cultivating their reading interest. Secondly, diversified PRPs make reading activities no longer a tedious task. Parents and children discuss the reading content together, maximize the value of the reading materials, make a PRP, and determine the daily reading content (Li et al., 2018). Thirdly, the clear parent-child reading goal improves the efficacy in reading. Multiple forms of parent-child reading integration activities bring different reading experiences to children. For example, after parent-child reading, integrated activities such as role playing, theme painting and scene experience are carried out, which not only enrich the reading activities, but also enable children to directly perceive the content of the story, experience the plot's ups and downs, and understand the characters' emotions and stories through parent-child games and other activities. Finally, the harmonious parent-child relationship creates a good family reading environment, which is conducive to the effective development of parent-child reading activities. Children and parents are in a relatively equal position and respect each other. A relaxed reading environment and a relaxed and pleasant reading atmosphere create a harmonious family relationship, which leads to favorable environmental conditions for parent-child reading activities.

Challenges With Parent-Child Reading

Due to the differences in parents' educational levels and cognitive abilities, some things could be improved in the process of parent-child reading. Yang (2020) found that parents'

participation attitudes will influence their reading in the current status of primary school students' home reading and their existing problems. Some parents have a weak awareness of participating in their primary school students' reading and cannot realize the importance of reading activities to their learning and personal growth.

Although many parents have realized the importance of reading for their children's development, they do not correctly grasp and understand the basic meaning and actual value (Shen & Wang, 2011). First, selecting parent-child reading materials needs to be optimized and guided. China's parent-child reading utilitarian tendency is obvious (Chen, 2015). When parents choose reading materials, they are mainly language oriented, skill training, intellectual development and moral preaching, with less consideration of the current stage of children's reading interest and reading ability. Secondly, the parent-child reading mode needs to be adjusted by learning. In the process of parent-child reading, the reading skills and methods adopted by parents are fundamental, which directly affect the children's ability to accept reading materials, reading interest, and understanding of things. In engaging in reading behavior, Liu's (2019) research has found that limited by their parents' qualities, parents mainly only accompany their reading and do not guide their children's reading. Third, the reading process lacks effective interaction and ignores the child's feedback. The interaction in the reading process is the fundamental characteristic that distinguishes parent-child reading from other types of reading. It is also the actual value of parent-child reading. However, in practice, many parents only care about their unilateral output, regardless of the child's feedback. Is the child focused on reading? Is the child interested in it? Is there any confusion? This reading relationship leads to it often difficult for children to enter the story constructed by parents, ignoring the enthusiasm and initiative of children in reading, and stifling the opportunity for children to think independently

and ask questions. Finally, there is a lack of subsequent consolidation of the reading results. Reading should be a natural part of daily life. At present, parent-child reading happens in a certain period, and then left behind until the next reading. Given the above findings, it seems clear that parent-child reading has a powerful impact on students' reading, but parents need more awareness methods and practical guidance.

Parental Self-Efficacy

Self-efficacy is described as "a context-related judgment of personal ability to organize and execute a course of action in order to attain designated levels of performance" (Zimmerman, 1995, p. 231). Bandura's social cognitive theory has presented a convincing argument for the role of self-efficacy in academic accomplishment. Bandura's (1982, 1994, 1997) theory of self-efficacy is concerned with people's beliefs about their capabilities to execute courses of action to exercise control over situations that affect their lives (Coleman & Karraker, 1998). Bandura (1977) believed that the belief and judgment of one's abilities are fundamental in the individual self-regulation system, and his research asserted that self-efficacy affects:

- People's persistence and effort when they are in trouble.
- Individual choice when faced with difficulties.
- Whether the goal or task can be completed and completed.
- Individual emotions during the completion of the task.

Bandura (1977) continued to subdivide self-efficacy into two parts: outcome expectations and performance expectations. Outcomes expectation is the belief and judgment of the result of the effort, such as the belief that one can work hard to achieve the academic goal; the efficiency expectation is the result of the individual believing that one can achieve the goal.

Self-efficacy is task-specific, referring to assessing one's capacity to complete a specific set of activities rather than general notions of self-worth or personal traits. The basic tenets of Bandura's (1997) self-efficacy theory are applicable to parental self-efficacy. In family education, parents' active participation in their children's studies and lives will enhance their children's academic competitiveness and self-efficacy. Parents' active participation in school affairs can convey students a belief that they can succeed (Parsons et al., 1982). Cooperation between the school and parents strengthens family efficacy and a family's sense of empowerment in their key role in raising responsible children cognizant of their own learning (Pavlov & Džinović-Kojić, 2018; Piaget, 1964). Much of adolescent self-efficacy is derived from the family and home environment (Schunk & Miller, 2002), and parental support and knowledge skills are positively associated with adolescent influential beliefs (Frank et al., 2010). Parents' engagement in primary school can significantly affect students' academic performance, and parents' intellectual participation, emotional participation, and father's behavioral participation can positively impact self-efficacy in learning (Han & Wang, 2009). Parental efficacy from the academic lens, used interchangeably with parental self-efficacy, may be described as having the skills, abilities, and resources to demonstrate parental behaviors that positively influence the educational outcomes of one's child (Constantino, 2021).

Confident parents with strong parental self-efficacy have a positive perception of their competence to perform in their parental role (Coleman & Karraker, 2000; Pavlov & Džinović-Kojić, 2018). X. L. Wang (2008) also showed that the higher of primary school students 'parents' participation in education, the stronger the students 'sense of self-efficacy. In the subdivided dimension, parents' emotional participation, behavioral participation, management guidance participation, and intellectual participation can positively impact the self-efficacy of learning

ability and learning behavior efficacy. Constantino (2021) affirmed the significance of efficacy beliefs by naming Build Family Efficacy as the third principle in the Engage Every Family: Five Simple Principles model. In recognition of the potential positive effects of perceptions of self-efficacy, Principle 3, Build Family Efficacy, was the focus of the study of Parent-child Reading Program. Constantino (2021) mentioned parental efficacy refers to the possession of skills, abilities, and resources that enable individuals to effectively fulfill their parental responsibilities and contribute to the enhancement of their family's engagement with the educational and communal contexts. Families that possess a strong belief in their ability to positively influence their children's educational experiences are sometimes referred to as having a high level of efficacy. And Efficacy gives a parent the conviction that her engagement influences her child's educational journey.

Summary

Successful students' have strong academic support from their involved parents (Sheldon, 2009). Further, parental involvement is most effective when viewed as a partnership between educators and parents (Davies, 1996; Epstein, 2009). By examining parents' and teachers' perceptions, educators and parents should better understand effective parental involvement practices in promoting student achievement. It is believed that parents and teachers should form better cooperation. And good cooperation is significant to improving primary school students' reading ability.

Meanwhile, it can be seen from the literature that parent-child reading is one of the high-quality methods to improve students' reading literacy. However, the topics of further research are how to implement parent-child reading and how to provide guidance methods and platforms for parent-child reading through home-school cooperation. Finally, most literature discusses how

teachers guide students to read in class. Little literature on how to guide parent-child reading, and how teachers guide parent-child reading under good home-school cooperation. It is a topic that needs in-depth research.

CHAPTER 3

METHODS

The purpose of this program evaluation study was to determine whether the Parent-Child Reading Program (PRP) is being implemented with fidelity, whether parents' efficacy in supporting their children's literacy changes following participating in the program, and whether students' reading performance improves following the introduction of the reading program. The PRP has been implemented since September 2017. In terms of the value of conducting this program evaluation study, the program process is valuable to evaluate the fidelity of the PRP program and to help determine if there are improvements that can be made in the program design and implementation to support and improve students' reading literacy.

Evaluation Questions

1. To what extent has the Future School PRP been implemented with fidelity in both the school classroom and the children's homes?
2. Is there evidence that parents' efficacy in supporting their children's literacy changed after participating in the Future School PRP?
3. Is there evidence that students who participated in the Future School PRP improved their reading literacy differentially when compared with those students who did not participate?

Program Evaluation Approach

The pragmatist emphasis on creating knowledge through lines of action points to the kinds of "joint actions" or "projects" that different people or groups can accomplish together

(Morgan, 2007). Thus, this program evaluation was situated in the pragmatist frame of reference and, specifically, addressed home-school cooperation in building students' reading skills. With the cooperation between the school and parents, the evaluation aims were to focus on pragmatic issues to evaluate and improve the PRP and improve students' literacy. This pragmatic methods approach provided for the collection of pertinent data to be collected and analyzed to provide answers to the evaluation questions.

Description of the Program Evaluation

This was a formative evaluation. In terms of the value of conducting this program evaluation study, the fidelity of the program process was valuable since better program design and implementation could improve students' reading literacy. I applied a mixed-methods methodology to ensure both qualitative and quantitative outcomes are noted to assist in verifying evaluation findings (Mertens & Wilson, 2012). The study's findings were used to help inform recommendations for the program's continuance or adjustments.

Role of the Researcher

In the PRP evaluation, I was only an evaluator, and not a participant, collaborator, or implementer of the program. However, as a member of the school included in the study, I was aware of my role and attempt to identify any personal factors that might influence the study's design, implementation, or analysis. I maintained a log to document my ongoing involvement in the study and, specifically, noted any details that could have potential unintended effects on the study. In addition to these precautions, all evaluation processes and outcomes were designed and implemented so that findings were based on the collected data, with the intent that any unintended biases would be identified and mitigated in the study.

Participants

Ms. Dai, as a teacher of Chinese, initiated the PRP in 2017. Ms. Dai has been the Chinese teacher of the Wind Bell class from the first grade to the fifth grade. All 47 families and their participating children in Ms. Dai's class participated in PRP. Under her guidance, the parents and their children engaged in parent-child reading. All parents cooperated and supported the program. However, the extent of parental supported varied due to the different family backgrounds and education levels. And, certainly, the most critical participants in the program were the students, who were the beneficiaries of the program. Therefore, the participants were the students and parents who enrolled in the PRP, Ms. Dai the founder of PRP.

Data Sources

Qualitative and quantitative methods are compatible with the pragmatic paradigm. Methods should be decided by the purpose of the research (Patton, 2002). A variety of data sources were accessed or developed to address the program evaluation questions.

Teacher Interview

The purpose of the teacher interview was to gather the perspectives of the teacher on the PRP. The Teacher Interview Protocol (Appendix A) was used in the study. The interview followed a structured path, starting with a casual and broad introduction and then moving on to open-ended questions that were directly related to the specific evaluation criteria (Krueger & Casey, 2000). There were five distinct categories of questions that form a well-structured questioning pathway, as outlined by Rennekamp and Nall (2002).

1. Opening questions—Open dialog and make people feel comfortable.
2. Introductory questions—Begin to focus the conversation on the main topic.

3. Transition questions—Link introductory questions to key questions, asking for more depth or clarification of introductory questions.

4. Key questions—Focus on the major areas of the evaluation.

5. Ending questions—Bring closure to the interview, but also provide for issues to be raised that were not explicitly asked for.

Parent Interviews

An interview process was conducted with the parents, and the interview was recorded and coded upon completion. The parents who enrolled in PRP with their children were within the scope of the interview. Since the students had graduated from elementary school in 2021, I contacted the parents of children who participated between 2017 and 2021 by email or by phone with the help of Ms. Dai. I asked which parents were willing to be interviewed. I accepted the 12 parents who agreed to participate. This number provided a saturation of perspectives that was expressed by the parents. Father or mother who joined more family reading meetings or wrote more journals in PRP was selected for interview. This number rises above the typical range for exploring an unknown phenomenon (Mertens & Wilson, 2019). Parents were asked whether parent-child reading was beneficial based on home-school cooperation. The questioning route for the interview proceeded from an informal, general opening to open-ended questions aligned with the specific evaluation questions (Krueger & Casey, 2000). Five types of questions, in order, characterize an effective questioning route (Rennekamp & Nall, 2002): opening questions, introductory questions, transition questions, essential questions, and ending questions. The interview protocol was submitted to a panel of experts led by the Future School principals and staff to review and revise as an additional step for validation. See the full interview protocol in Appendix B. Alignment among elements is shown in Table 3.

Table 3

Alignment Among Five Simple Principles Model, Parent-child Reading Program, Teacher Interview Protocol and Parent Interview Protocol

Model Element	Description	Program Component	Teacher Interview Questions	Parent Interview Questions
A culture that engages every family	The collective beliefs, attitudes, norms, values, actions, and assumptions of the school organization explicitly embrace and are committed to the notion of families as a foundational core component to improvement and greater student learning and performance (Constantino, 2021, p. 71).	Ms. Dai guides parents on parent-child reading at the parents' meeting. School and families jointly provide a reading environment for children.	• How many parent meetings have you held between 2017-2021? Q1 • What was your theme at the parent-teacher meeting? Q1 • What reading method guidance did you provide for parents in the meeting? Q1 • How did you provide a reading environment for your students? Q1	• How many parent meetings with Ms. Dai did you attend? Q1 • What did you learn at the parents meeting about supporting your child's reading? Q1 • What kind of help did you get at the parents meeting? Q1 • What help did you provide for your child reading at home? Q2
Communicate effectively and develop relationships	The school places an emphasis on effective two-way communication with every family and stakeholder within the learning community and seeks to develop relationships based on mutual trust (Constantino, 2021, p. 94).	Ms. Dai gives feedback to the parents through two-way communication after 3Rs.	• How often did you communicate with parents? Q1 • How did you communicate with parents in the PRP? Q1 • Do you think it was one-way or two-way communication? Q1	• How often did you communicate with your teachers about your children's reading? Q1 • What was the way of your communication? Q1 • How did you use the information communicated? Q1 • Do you think it was one-way or two-way communication? Q1
Build family efficacy	Families are recognized as essential members of the learning team for each student—their participation is welcomed, valued, and	Ms. Dai gives parents some knowledge and methods on parent-child	• What was your perception of parents' confidence in supporting their child's	• How much were you enrolled in reading before PRP and after PRP? Q2

Model Element	Description	Program Component	Teacher Interview Questions	Parent Interview Questions
	encouraged by he school. The school understands that families are important and influential resources because they know their children best (Constantino, 2021, p. 146).	reading; parents gradually promote their efficacy.	reading after the PRP? Q2 • To what extent did parent meetings affect parents to help their children in reading? Q2 • To what extent did your communication affect parents to help their children in reading? Q2	• To what degree did the parent meetings impact your belief that you can help your child in reading? In what ways? (Q2) • To what degree did Ms. Dai's communications impact your belief that you can help your child read? In what ways? (Q2) • Were you better to support your children after participating in PRP? In what ways? Q2
Engage every family in decision making	The school recognizes the entitlement of families to be consulted and participate in decisions concerning their own children. This type of process creates a sense of shared responsibility among families, students, community members, educators, and administrators (Constantino, 2021, p. 182).	Parents and students design and plan the family reading meeting together.	• How did you specifically implement the family reading meeting? Q1	• Tell me something about your family reading meeting? Q1
Engage the greater community	The school recognizes the strengths and talents that exist in the community that influence student learning and development and seeks to use these to strengthen and support the school, students, and their families (Constantino, 2021, p. 200).	Parents and children hold family reading meetings and share their experiences with other families (communities).	• Did you share your experience about family reading meetings with others(communities)? Q1	• What experience did you share with other families about family reading meetings? Q1

Note. The 3Rs refers to children *reading* at home, *recording* the audio of reading, and *representing* the group. Adapted from *Engage Every Family: Five Simple Principles* (2nd ed.), by S. M. Constantino, 2021, p. 61. Copyright 2021 by Corwin Press. Reprinted with permission.

Documents Review

Some materials from 2017-2021 were collected. After collection, themes of Evaluation Questions 1 and 2 were coded. These materials were categorized according to the keywords of the evaluation questions, such as parent-child reading, home-school cooperation, family engagement, student reading skills, student reading literacy, and parent efficacy. The materials provided for Evaluation Questions 1 and 2. A review of documents included teachers' blogs and parents' journals.

In the 4 years from 2017 to 2021, Ms. Dai used different ways of communication related to parent-child reading. They included Parents' letter, WeChat group messages, and tips from Ms. Dai. They were associated with the Evaluation Question 1. When parents held family meetings, they usually took a video and photograph, or recorded them; and after family readings, some parents often wrote some journals. Parents' journals were related to Evaluation Question 2. Ms. Dai provided some materials with the parents' permission.

Reading Academic Scores

Reading performance data collected for this investigation were academic scores. These sets of five academic scores were from the Chinese Final Semester Test (CFST)—a language test that focuses on Chinese reading and writing in July of each year. The teaching and research leader of Future School made the test paper. The content of the Chinese test was formulated according to the content taught during the semester. Tests usually include five parts.

1. Listen. That is, the teacher read a paragraph of an article, while the students filled in the space according to what they heard.
2. Basic knowledge, including reading pinyin to write words, finding out the wrong words, judging the right and wrong, and so forth.

3. Accumulate and fill in the blanks, that is, to supplement idioms, texts, and ancient poems.
4. Reading comprehension, including in-class reading and extracurricular reading. The questions include adding the title to the article, writing out the author's feelings, and summarizing the article.
5. Writing.

There are two writing topics on the paper, and the students choose one of them. I collected reading scores five times: one assessment per year, from 2016 to 2021. Additionally, reading scores for students from a group of non-PRP participant students from the same grade were collected to provide a comparative group analysis. The same grade had the same Chinese test papers. There were 11 classes in this grade, and their test papers were all the same. Students took a written test, not a computer. The full score for the five parts of the test is 97 points, and three additional points for neat and clean handwriting. The whole set of papers included in the test is 100 points. As an example, the content in the Chinese Final Semester Test of Future School is shown in Table 4.

Table 4

2021 Chinese Final Semester Test Content of Future School

Part	Content of Questions	No. of Questions	Student competence	Points
1	Words	3	Listening competence	5
2	Words and expressions Phonetic Sentence structure Idioms	10	Judgement	24
3	Texts Ancient poems	5	Recitation ability	18
4	Reading comprehension	11	Reading ability	20
5	Composition	1	Writing and expressive skills	30

Data Collection

This program evaluation used a qualitative methodology design to gather perception information from participants' parents and teachers. Parents and teachers were invited to participate in the interviews by writing and speaking with the evaluator. The parent interviews were conducted individually with each participating parent. The individual interviews ensured that each parent had a chance to speak and that a vigorous conversation could result from hearing and considering different points of view (Krueger & Casey, 2000; Mertens & Wilson, 2012; Rennekamp & Nall, 2002). The initial parent interviews took place online. All 47 parents were contacted to recruit for the study. While both parents were contacted about their interest in participating, I allowed for interviewing one parent and not both parents. From the parents who volunteered to participate, I selected 12 based on the following: participation in family reading meeting(s) and representation of the varying levels of reading achievement in the class. This was slightly more than 25% of the full set of parents and, thus, I anticipated that it served as a

representative set of parents to generate the interview data. The interviews were voice recorded with the parent's permission. Ms. Dai was the initiator of the PRP and the sole implementer of the Future School PRP. Therefore, only Ms. Dai was interviewed and no other teachers.

The parent-child reading documents were collected from public networks, books, and papers as necessary evaluation materials. A review of documents included teachers' blogs and parents' journals. Parent interviews, teacher interviews, and document review were all related to the Evaluation Questions 1 and 2.

Academic scores were obtained through the school's Teaching Department. The school Teaching Department database contained reading scores from 2016 to 2021. I applied to extract the scores of the CFST each year. The test results were used for data analysis in relation to Question 3. I used the complete set of student test scores in reading and writing from the CFST, spanning the years 2016 to 2021. The data analysis design employed a repeated measures ANOVA, with year serving as the repeated measure within subjects and group (Dai vs. non-Dai) as the between subjects' component.

Data Analysis

Qualitative Measures

To consolidate meaning and create explanations, a procedure that enables data to be split, sorted, rearranged, and linked was used (Grbich, 2013). Because they shared certain qualities, coding allowed for the organizing and grouping of data into groups or families (Saldaña, 2021). Motif Coding involves repeated terms, words, phrases or characteristics throughout literature. Motif Coding was patterned and analyzed to determine the significant elements or events that can influence research findings (Saldaña, 2021). Motif coding was used for story-based data such as journals or diaries. Using a collection of documents, including teachers' blogs and parents'

journals, the documents were classified by evaluation questions. The evaluation question keywords, which include parent-child reading, home-school collaboration, student reading skills, reading literacy, and parent efficacy, were used to categorize these items. The resources listed above offered useful content for answering Evaluation Questions 1 and 2.

Parents and the program teacher were interviewed individually with questions tied to parent-child reading, and sample interview questions are found in Appendix A and B. The interview questions are linked to the evaluation questions in this study. The interview protocol, shown in Table 5, was used to answer evaluation questions one and two. I followed the four-step process Mertler (2017) outlines once data had been gathered and transcribed: a coding scheme was developed, categories were described, conflicting evidence was identified, and followed by the interpretation of data. The codes linked together common opinions in the text related to the study's central questions through teacher and parent interview records, student diaries, and observation of codes to each piece of pertinent material.

Table 5

Alignment Between Evaluation Questions and Interview Protocol

Evaluation Question	Teacher Interview Questions	Parent Interview Questions
EQ 1 To what extent has the Future School PRP been implemented with fidelity in both the school classroom and children's homes?	• How many parent meetings have you held between 2017-2021? • What was your theme at the parent-teacher meeting? • What reading method guidance did you provide for parents in the meeting? • How did you provide a reading environment for your students? • How often did you communicate with parents? • How did you communicate with parents in the PRP? • Do you think it was one-way or two-way communication? • How did you specifically implement the family reading meeting?	• How many parent meetings with Ms. Dai did you attend? • What did you learn at the parents meeting about supporting your child's reading? • What kind of help did you get at the parents meeting? • How often did you communicate with your teachers about your children's reading? What was the way of your communication? • How did you use the information communicated? Do you think it was one-way or two-way communication? • What experience did you share with other family reading meetings?
EQ 2 Is there evidence that parents' efficacy in supporting their children's literacy changed after participating in the Future School PRP?	• What was your perception of parents' confidence in supporting their child's reading after the PRP? • To what extent did parent meetings affect parents' ability to help their children in reading? • To what extent did your communication affect parents' ability to help their children in reading? • Did you share your experience about family reading meetings with others (communities)?	• What help did you provide for your child reading at home? • How much were you enrolled in reading before PRP and after PRP? • To what degree did the parent meetings impact your belief that you can help your child in reading? In what ways? • To what degree did Ms. Dai's communications impact your belief that you can help your child read? In what ways? • Were you better able to support your children after participating in PRP? In what ways? • Tell me something about your family reading meeting?

Note. Parent-child Reading Program (PRP)

Quantitative Measures

The only comparable student achievement data set available for all students in the cohort was the CFST—a language test that focuses on Chinese reading and writing. These test results were used for data analysis with Question 3. All available student test score data of the CFST on reading and writing from 2016 to 2021 (Grades 1-5 for the set of students) was used in the study. This evaluation presented descriptive statistics disaggregated by group and year. Descriptive statistics that were used include a measure of central tendency (means) and a measure of variability (standard deviation; Mertens & Wilson, 2012).

Inferential statistics allow for a mathematical way to determine if the results of an experiment occurred by chance or if the results occurred as a result of another influence (Hoy & Adams, 2016). The data analysis used was a repeated measures ANOVA with year as the within subjects factor (repeated measure) and group (Teacher Dai vs. not Dai) as the between subjects factor. Missing data were examined to see if they affected the analysis. The test scores of the students in Ms. Dai's class were compared with 461 students in the other 10 classes over the years 2016 to 2021.

Collectively, the four data sources produce qualitative and quantitative data that were used to triangulate the findings. This supported the concept of a mixed methods approach and helps to broaden the investigation's reach and depth. Data from the study included interviews with parents and teachers, reading academic scores of students, and a review of documents. Because this was a mixed-method study, the data were investigated using both deductive and inductive reasoning (Mertler, 2017). Table 6 provides a more thorough data analysis and summary for each program evaluation question.

Table 6

Evaluation Questions, Data Sources, and Data Analysis

Evaluation Question	Data Sources	Data Analysis
EQ 1 To what extent has the Future School PRP been implemented with fidelity in both the school classroom and children's homes?	Parent interview Teacher interview Review of documents	Qualitative analysis and interpretation of parent and teacher interviews, and review of documents
EQ 2 Is there evidence that parents' efficacy in supporting their children's literacy changed after participating in the Future School PRP?	Parent interview Teacher interview Review of documents	Qualitative analysis and interpretation of parent and teacher interviews, and review of documents
EQ 3 Is there evidence that students who participated in the Future School PRP improved their reading literacy differentially when compared with those students who did not participate?	Reading academic scores	Quantitative analysis: means, standard deviations, repeated measures ANOVA

Note. Parent-child Reading Program (PRP), Analysis of Variance (ANOVA)

Assumption, Delimitations, and Limitations

Assumptions

I hypothesized that PRP has the support of the parents. Additionally, I assumed that the program could be launched smoothly with cooperation between home and school.

Delimitations

Delimitations are choices the researcher makes that influence the parameters or purview of the investigation. The selection of the evaluation environment for the program is one of the constraints that affect this study. Even though the PRP was a district-wide pilot, the evaluation is solely concerned with the results of a single elementary school. And Ms. Dai is the only teacher who implemented the PRP at Future School. Due to its status as the district's superior school,

that elementary school is different from the others in terms of socioeconomic status. I excluded people who had no recent direct encounter with the target demographic or the PRP.

Limitations

Limitations are features or variables within the evaluation or parts of the research design that affect the study's conclusions. Qualitative research, by definition, is descriptive and lacks statistical findings that can be generalized to larger populations with the same degree of confidence as quantitative research (Creswell, 2014). The outcomes of the program assessment might not apply to all the other schools in the district given the uniqueness of the children serviced by each school. As assessed by school and district leadership, there may be some transferability, particularly to other schools within the district (Krueger & Casey, 2000).

Ethical Considerations

To ensure the value of the evaluation outcomes, this evaluation complied with the Program Evaluation Standards (Joint Committee on Standards for Educational Evaluation, 2011; Mertens & Wilson, 2012; Yarbrough et al., 2011). This method reduced bias by using review questions to assist the impartiality of the program assessment plan. I submitted the research plan to William & Mary Institutional Review Board (IRB) after the dissertation proposal was accepted. I contacted the necessary administrators from the school of study to get their consent to perform the research after the IRB authorized the dissertation research proposal.

CHAPTER 4

FINDINGS

The Parent-Child Reading Program (PRP) is an intervention program designed by Ms. Dai at Future School to promote reading literacy among elementary students. The school leaders at Future School place a high value on fostering parent-school cooperation and work to create win-win outcomes through the PRP. The goal of this program evaluation was to investigate whether implementation of the PRP leads to improved student reading literacy based on home-school cooperation at Future School in China. The study's findings will be used to help guide suggestions for the program's continuation or modification.

Participants

Parents and teachers who understood the effects of the PRP were invited to participate in this qualitative evaluation through a series of interviews.

Parents

Between September 2017 and June 2021, all of the 47 families in Ms. Dai's Wind Bell class took part in PRP, resulting in a 100% participation rate. Ms. Dai encouraged the parents to participate in parent-child reading with their children. Every parent collaborated and endorsed the program. Nevertheless, the level of parental support differed because of varying family backgrounds and educational levels. In the summer of 2021, the students in PRP graduated from Future Elementary School. But they all entered Future Middle School. Future School includes elementary and middle schools, with both departments located on the same campus. Therefore,

students are very stable; they study from the first grade to the ninth grade at Future School. With the help of Ms. Dai and other teachers at Future School, the parent interviews went very well. I sent out 20 invitation emails for the parents' interviews; 12 parents volunteered to participate in a structured 1:1 interview.

Table 7

Data of Parent Participation

No. of Invitations	Participants	Mothers	Fathers
20	12	9	3

Teacher Participant

The goal of the teacher interview was to collect the viewpoints of Ms. Dai, the founder and leader of the PRP. Since she was the founder and single program implementor of PRP, she was the sole interviewee for the evaluation. She was interviewed online through WeChat, which is a popular application in China.

Findings for the Study

The findings of this study are presented for each of the three evaluation questions. Codes were developed through the reorganization of the transcripts, and themes were generated from the individual responses that correlated with each of the codes. Themes are reported for each evaluation question.

Evaluation Question #1 To what extent has the Future School PRP been implemented with fidelity in both the school classroom and the children's homes?

In September 2016, Ms. Dai, a teacher at Future School, started working as a first-grade Chinese teacher. As a Future School Chinese teacher, Ms. Dai found the following problems:

students' weak reading literacy ability, the absence of parental involvement, and the lack of effectiveness of home-school cooperation. Her confusion at that time was how to promote students' reading literacy with good home-school cooperation. In 2017, Dai began to organize parents and children to read a book **c**alled "Big Grade Two." The "purple spot wind bellflower" written in this book was deeply loved by the whole class of children and parents. The children checked the pictures online to see what the purple spot flower was like and looked forward to seeing the real purple spot flower. A parent bought two purple spot windflowers and sent them to the class. Thus, Ms. Dai named her class Wind Bell class. Ms. Dai provided materials, journals, meetings, and training related to reading in the PRP. Additional inputs include the associated reading time and places. These inputs supported the delivery of the PRP. Based on the Logic Model of the PRP, process includes three parts: target instruction, supportive environment, and home-school cooperation. Target instruction refers to methods and activities taken by teachers in implementing parent-child reading, including parent meetings, material selection, reading purpose, reading strategies, and a reading plan. Supportive environment refers to the parent-child reading activities, which are called the 3Rs, including reading at home, recording the audio of reading, and representing in the group. The family reading meeting is the key activity (see Figure 2). Through the interview results, it was found that there are differences between the activities in Logic Model and the activities completed. According to the interview findings, there substantial discrepancies between selected activities in the logic model and the activities in practice. The logic model outlines various steps of the reading program, such as reading purpose and plans, which were not fully adhered to during implementation. Specifically, activities such as recording the audio of reading and other specified tasks were not executed as planned, highlighting deviations between planning and execution. While some activities like parent meetings and family reading sessions did

proceed as scheduled, these discrepancies could potentially impact the overall effectiveness of the program. For instance, the absence of certain activities might have led to confusion or lack of focus among participants in achieving learning objectives (Table 8).

Table 8

Comparison of Activities in Logic Model and Practice

Step	Activities in Logic Model	Activities in Practice	Result	Additional activities
1	Parent-teacher Meeting	9 times of parent-teacher meetings	Fulfilled	
2	Material selection	Collaboration between parents and teacher	Fulfilled	Reading logs; Reading assignments; Reading challenges; Feedback and assessment; Resources and support.
3	Reading purpose	Not mentioned	Not fulfilled	
4	Reading Strategies	Ms. Dai's guidance	Fulfilled	Parents' support
5	Reading plan	Not mentioned	Not fulfilled	
6	Reading at home	Collaboration between parents and teacher	Fulfilled	
7	Recording the audio of reading	Not mentioned	Not fulfilled	
8	Representing in the group	Reading challenges or contests	Partial fulfilled	
9	Family reading meeting	Every family held the family reading meeting	Fulfilled	

Parents could articulate that the main purpose of reading is to improve their children's reading ability, but they were unsure about the specific goals, the reading plan, and the expected reading levels from first grade to fifth grade. Many parents reported simply following teacher instructions without fully understanding the purpose or comprehensive plan of the reading activities at home (Parents 3, 5, 6, 11). The parents' meeting did not address the purpose of reading. What is the plan for Grade 1 to Grade 5? And how many words should children read each year? We do not know (Parents 1, 5, 8, 9). Although activities such as home reading and recording readings were ongoing, not all parents felt they had a clear understanding or were able to fully participate. Moving forward, it is essential to enhance parent education sessions to clarify program elements and encourage more informed parental involvement.

Parent-Teacher Meetings. Between 2017 and 2021, Ms. Dai held nine parent-teacher meetings, including seven face-to-face meetings and two online meetings. All parents in the class attended these meetings, which primarily focused on parent-child reading (Table 9).

Table 9

Themes of Parent-Teacher Meetings (2017–2021)

Date	Title	Reading guidance content	Mode
July 2017	Don't miss the brilliance of walking with your children	The method and strategies of parent-child reading	In-person
Jan. 2018	Achievement of children for a better tomorrow	How to hold a family reading meeting	In-person
July 2018	Cherish the days with your children	Summer vacation reading list/ Parent-child reading method	In-person
Jan. 2019	Let's be with our children	How to improve children's writing through parent-child reading	In-person
July 2019	Be a wise parent	How to guide children's imagination and creativity	In-person
Jan. 2020	Move forward with full confidence	Excellent cases of parent-child reading	In-person
July 2020	Make reading a habit	How to write journals after reading	Online
Jan. 2021	When we should work hard, we must work hard	Family reading meeting excellent cases display	Online
July 2021	Be a good leader for your children	Family reading meeting excellent cases display	In-person

Collaboration Between Parents and Ms. Dai. The PRP served as a bridge between home and school, gave teachers and parents more chances to cooperate to support the child's reading development and fostered a love of reading. Based on the cultural norms of respect and trust towards teachers in Chinese society, attendance at important meetings is consistently valued and prioritized by parents.

The following sections describe the implementation and outcomes of the program designed by Ms. Dai to enhance children's reading habits and skills through collaboration with parents. The program involved recommendations, assignments, challenges, feedback mechanisms, and provision of resources to support home-based reading activities. The

observations outlined are reflective of the level of engagement and interaction between Ms. Dai, parents, and the children in fostering a conducive reading environment both at home and in school. Most parents actively participated throughout the entire program to assess the implementation effects and changes in family reading behaviors.

Book Selection. Ms. Dai recommended books that align with the child's reading level, interests, and curriculum objectives. Parents suggested books that their child would enjoy or benefit from. So together, they built a reading environment for their children.

Reading Logs. Ms. Dai provided reading logs or journals for parents to record the books their child reads at home. This fosters communication about the child's reading habits and progress. Parents used reading cards or logs to record names of the books that their children's read.

Reading Assignments. Ms. Dai assigned specific books or reading goals for children to complete at home. Parents ensured these assignments were completed and provided feedback to the teacher if necessary.

Reading Challenges. Ms. Dai organized reading challenges or contests to encourage children to read more at home. Parents supported these initiatives by monitoring their child's reading and providing encouragement and rewards for meeting reading goals.

Feedback and Assessment. Ms. Dai requested feedback from parents about their child's reading experiences at home. This could include observations about the child's reading preferences, difficulties encountered, and progress made over time. Parents adjusted and optimized their children's reading habits and methods according to the teacher's feedback.

Resources and Support. Ms. Dai provided parents with resources such as book lists, online reading resources, and recommendations for literacy activities to engage their children outside of school. Parents got more reading resources and supported their children.

In Chinese culture, respect for authority figures, including teachers, often leads to a supportive environment where parental involvement is viewed as crucial but may not always include questioning educational strategies openly. However, this does not imply a lack of engagement or concern. Rather, parents typically express their support through active participation and feedback mechanisms provided by educators like Ms. Dai. Ms. Dai's approach garnered predominantly positive responses from parents, indicating a strong cultural value placed on education and collaborative efforts between home and school. This reflects not only the effectiveness of the program but also the alignment with cultural expectations regarding parental involvement and support in education (Table 10).

Table 10

Parent Participation in the Collaboration

Collaboration Mode	No. of parents involved	Parental participation (*f*)
Book Selection	12/12	Once a month
Reading Logs	9/12	Once a month
Reading Assignments	12/12	Follow the teacher's request
Reading Challenges	8/12	4 times a year
Feedback and Assessment	12/12	Follow the teacher's request
Resources and Support	11/12	Once a month

Note. Data are from the 12 parents who were interviewed.

Reading Strategies. Based on the theme of the parents' meetings, Ms. Dai guided parents on how to help their children read or do parent-child reading. Reading method guidance that the teacher provided for parent varied depending on the age of the child and their reading level. Table 11 provides selected general strategies teachers provided to parents and feedback from parents.

Table 11

Teacher's Reading Guidance and Parents' Support

Ms. Dai's Guidance	Parents' Support
Read Aloud. Encourage parents to read aloud to their children regularly.	Help children develop vocabulary, comprehension skills, and a love for reading
Shared Reading. Teach parents about shared reading.	Read together with their child, take turns reading aloud, and discuss the story.
Independent Reading. Encourage parents to provide time and space for independent reading.	Help children develop fluency and stamina as readers.
Modeling. Show parents how to model good reading habits by letting their children see them reading regularly.	Do a good model of reading.
Ask Questions. Teach parents how to ask open-ended questions about the story before, during, and after reading.	Enhance comprehension and critical thinking skills.
Use of Phonics. For younger children or those learning to read, teachers might suggest phonics-based activities.	Help children learn letter sounds and decoding skills.
Reading Together. Encourage parents to make reading a family activity by reading together.	Discuss books parents and children have read.
Access to Books. Stress the importance of providing access to a variety of reading materials at home, including books, magazines, and newspapers.	Provide kinds of reading resources at home.
Visit Libraries. Encourage parents to take their children to the library regularly.	Explore new books and participate in library program.
Monitor Progress. Advise parents to monitor their child's reading progress and seek help if they notice any difficulties or concerns.	Be patient and supportive as their child learns to read, praising their efforts and providing encouragement along the way.

Family Reading Meeting. A planned and organized family reading meeting officially started in 2017. In the beginning, the family reading meeting did not go well. “Reading is the child’s business. I am busy with my work, so I do not have time to hold reading meetings with my children” (Parent 1, personal communication, April 18, 2024). In addition, some children felt bored in reading meetings. Ms. Dai insisted on using the WeChat group to communicate with parents. She read the reading records of each family and gave comments or suggestions according to the specific situation. Ms. Dai organized an exchange meeting with parents to summarize the experience of the family reading meetings. The exchange meeting was extended from a planned hour and a half to three hours. Parents talked about children’s strengths, changes, and confusion. “When dad and child had a reading meeting, I took pictures of them while I could not stop crying. This is the first-time dad sat and read at the desk with our kid” (Parent 2). At this communication meeting, Ms. Dai motivated and encouraged every family. Family reading meeting sharing, monthly evaluation, and other activities were in full swing. Gradually, more families held family reading meetings. The “stories” of the Wind Bell class also brought creative inspiration to Ms. Dai. In 2017, she published *My Family Has a Reading Meeting*. And in 2018, she published *A Hundred Wind Bell Flowers*. To have a more comprehensive and in-depth understanding of the family reading meetings, Ms. Dai visited each family in the summer vacation of 2019 and wrote journals of more than 50,000 words. Ms. Dai related the following story:

> On the subway, I gave the book to an elder who was looking at his mobile phone. After listening to my story, he decided to put down the phone and read with his granddaughter. Some people neglect reading and do not know the method and strategies of the family reading meeting. What we do is so meaningful.

Both parents and teachers came to believe that parent-child reading gave them more opportunities to communicate. Ms. Dai communicated with parents at least once a week. The usual ways Ms. Dai used were parent letters, notes, WeChat, and face-to-face communication. “I do think we use two-way communication.” Ms. Dai said. “I usually set aside time or feedback boards for the parents. I like their feedback, so that I can better understand and help students with their studies.” The PRP provided a valuable opportunity for teachers and parents to communicate and collaborate in several ways.

Through ongoing communication and collaboration, teachers and parents created a supportive environment that promotes literacy skills and academic success. Some parents mentioned that they had become closer with the teacher after participating PRP. “Before joining PRP, I was very nervous while facing the teacher. I didn’t know what to say. Since holding the family reading meeting, I have learned more about my children, and I have more topics with the teachers” (Parent 4).

Evaluation Question #2 Is there evidence that parents’ efficacy in supporting their children’s literacy changed after participating in the Future School PRP?

The construct of self-efficacy in reading for PRP parents was explored through two aspects that served as the basis for specific questions in the teacher and parents’ protocols: children’s first teachers and high confidence in reading. The results of teacher and parent reflections related to parental self-efficacy support Bandura’s assertion that self-efficacy is context specific. In other words, in the PRP setting and with the tasks specific to that program, parents demonstrated heightened self-efficacy in reading.

Children’s First Teachers. By taking an active role in their child’s reading journey, parents lay the foundation for academic success and lifelong learning. Their guidance and

support as the first teachers in parent-child reading are invaluable in nurturing a child's literacy skills and fostering a lifelong love of reading (Table 12).

Table 12

Parents' Responses as Their Children's First Teachers

What parent did as first teachers	How many parents involved
Modeled reading behavior	10/12
Read aloud	11/12
Encouraged interaction	7/12
Created a literacy-rich environment	9/12
Supported literacy development	6/12
Celebrated milestones	11/12

Note. Data are from the 12 parents who were interviewed.

The PRP is so valuable for both parents and children. Parents play a crucial role as the first teachers in their children's lives, especially when it comes to reading

As they witnessed their children's progress and enjoyment of reading, parents felt more competent and empowered in their role as their child's first teacher.

Modeling Reading Behavior. Parent 2 demonstrated a love for reading by regularly engaging in reading themselves, whether it's books, newspapers, or magazines, they set a powerful example for their children to follow. She reflected,

> Since joining PRP, I have helped children read and provided a reading environment. I am with my children every day, and my actions are a role model for them. I want to give the children a positive image. Before joined PRP, I took care of my children by doing the

laundry and cooking. But after joining it, my role has changed. I followed the guidance of Ms. Dai and learned some reading methods. I became the teacher at home.

Reading Aloud. Reading aloud to children from a young age exposed them to language, vocabulary, and storytelling. Parents read a variety of books to their children, including picture books, fairy tales, and non-fiction texts, to stimulate their imagination and curiosity about the world. Parent 4 mentioned,

> Since participating in PRP, I've made it a daily habit to read aloud to my child. It's not just about reading the words; it's about the interaction and bonding that happens during story time. Reading aloud has become a cherished routine in our home after joining PRP. It helps us explore new stories together and enhances my child's language skills.

Encouraging Interaction. Parents encouraged interaction during reading sessions by asking open-ended questions, discussing the story, and inviting children to make predictions or connections to their own experiences. One parent, who characterized himself as lacking confidence before, noticed a turnaround in his abilities:

> Through PRP, I've learned the importance of interaction during reading sessions. I now ask my child open-ended questions about the story and encourage them to share their thoughts. PRP taught me strategies to engage my child during reading. We discuss the characters, predict what might happen next, and relate the story to our own experiences.

Creating a Literacy-Rich Environment. Parents created a home environment that values literacy by providing access to a wide range of reading materials, including books, magazines, and educational games. Parent 5 reflected,

> PRP has equipped me with new reading methods and strategies, bolstering my confidence in guiding my children's learning and development at home. Before joining, I might have

> simply assisted with homework, but now I realize the profound impact parental involvement has on a child's education. I've learned how to create a supportive reading environment in daily life, fostering imagination and curiosity through shared books and stories. This transformation doesn't just affect our family dynamics, it reshapes my perspective and approach to educating children.

Supporting Literacy Development. Parent 6 said that he supported his children's literacy development by helping them learn the alphabet, recognize sight words, and develop phonemic awareness skills. Parent 8 said that he assisted with homework assignments, provided guidance on decoding unfamiliar words, and offered praise and encouragement for their child's efforts. He mentioned,

> PRP has empowered me to support my child's literacy journey more effectively. I practice alphabet recognition and sight words with them regularly. I've seen my child's phonemic awareness improve since starting PRP. We work on these skills together, and it's rewarding to see their progress.

Celebrating Milestones. Parents celebrated their children's reading milestones, whether it is finishing their first chapter book or mastering a new reading skill.

High Confidence in Reading. The notion of self-efficacy in reading for PRP parents was investigated using three behaviors: positive responses to Ms. Dai's reading instruction, personalized support and guidance, and attendance of family reading meetings. In other words, in the PRP, parents showed increased confidence in reading. A parent responded,

> Joining PRP made me more aware of celebrating my child's reading milestones. We recently celebrated finishing their first chapter book together, and it was a proud moment

for both of us. PRP encouraged me to acknowledge and celebrate every step of my child's reading progress. It motivates them to keep improving and enjoying books.

Positive Responses to Ms. Dai's Reading Instruction. PRP provided parents with valuable information, strategies, and resources to support their children's literacy development. Success and positive feedback during parent-child reading sessions boosted parents' confidence in their ability to support their children's literacy. Parent 12 and 5 said that they learned and practiced some techniques, they became more confident in their ability to engage effectively in reading activities with their children. They reflected,

> Engaging in PRP has prompted a reassessment of my role within the family. I'm no longer just managing their daily routines but have become their guide and mentor in reading. By reading with them nightly, I'm not only teaching them literacy skills but also imparting values and shaping their character through the stories and characters we encounter. This shift has made me a significant figure in their eyes and has deepened my sense of fulfillment and responsibility.

Table 13

Parents' Responses of High Confidence in Reading

What parents' responses are	How many parents involved
Positive responses to Ms. Dai's reading instruction	12/12
Personalized support and guidance	11/12
Attendance of family reading meetings	10/12

Note. Data are from the 12 parents who were interviewed.

When teachers made reading engaging and enjoyable, parents were likely to respond positively. Parents appreciate open communication from teachers about their child's progress in reading. They respond positively when Ms. Dai involves them in the reading process, such as by suggesting books for their child to read at home or providing tips for supporting reading development outside of school.

Overall, parents appreciated teachers who prioritize reading instruction and work collaboratively with them to support their child's literacy development. When teachers demonstrated a genuine commitment to helping students become proficient readers, parents were more likely to respond positively and actively support their efforts.

Personalized Support and Guidance. Although the children graduated from elementary school in July 2021, some parents continued to accompany their children in reading. By the day of the interview, some parents have been reading with their kids for six years or more. Some parents from Ms. Dai's class were confident to tell some parent-child reading suggestions and strategies like professional reading teachers. Through PRP, they increased their self-efficacy to varying degrees, so they were better able to support their children after participating in PRP. Success and positive feedback during parent-child reading sessions boosted parents' confidence in their ability to support their children's literacy.

Since some parents were busy working, they had no time to read and even ignored their children's reading. The parents meeting held by Dai had a reading theme which made some parents gradually master the methods of parent-child reading. And they also shared some methods with friends or family members. Parent-child reading is a wonderful way for parents to bond with their children while also supporting their literacy development. Parents used reading skills in their parent-child reading: selecting books that are suitable for the child's age, interests,

and reading level, taking turns reading aloud to each other, and encouraging active engagement by asking open-ended questions about the story, characters, and plot, discussing the story, helping kids make connections between the story and their own experiences, establishing a regular reading routine at home, taking trips to the library, celebrating children's reading milestones and accomplishments.

By incorporating these activities into parent-child reading sessions, parents supported their literacy skills and overall academic success while it also fully reflected the progress of parents' self-efficiency.

Willingness to Attend Family Reading Meetings. Between 2017 and 2021, every family in the Wind Bell class held family reading meetings. The total number of family reading meetings was more than 2,000 times. Among the volunteers interviewed by the parents, one parent said that he had held 120 family reading meetings. He told me 10 strategies to hold family reading meetings, like exchanging information about the book, summarizing the main content of the book, reading the wonderful words and expressions, and discussing our views on, the most impressive characters or plots. Parents also wrote some journals about family reading meetings and posted them on public websites.

After participating in parent-child reading sessions, parents significantly enhanced their efficacy in supporting their children's literacy skills. Some busy parents previously unable to engage in reading activities due to time constraints or overlooking their children's reading needs found that through Ms. Dai's organized meetings, they gradually mastered effective parent-child reading techniques. They learned to select age-appropriate books aligned with their children's interests and reading levels, take turns reading aloud, use open-ended questions to involve their children, and discuss storylines and characters.

During these sessions, parents not only acquired these skills but also shared them with friends and family. They established routines for family reading, scheduled regular reading times, visited libraries together, and celebrated milestones and achievements in their children's reading. These activities not only supported their children's literacy and academic success but also significantly boosted parents' sense of efficacy.

Over time, participation in family reading meetings empowered parents to feel more confident and comfortable in their roles as their children's literacy coaches and supporters. These meetings fostered a collaborative learning environment where parents and children explored books together. Through this shared learning experience, parents witnessed firsthand their children's progress and growth, thereby reinforcing their confidence in supporting their children's educational journey. Family reading meetings not only exposed parents to a wide range of literary works and reading materials, expanding their knowledge and familiarity with different genres, authors, and themes, but also equipped them with the ability to effectively discuss and select appropriate reading materials with their children.

Overall, family reading meetings offered a rich and rewarding experience for parents, fostering a sense of confidence, competence, and efficacy in their ability to support their child's literacy development and academic success. By creating a nurturing and stimulating environment centered around reading, families can cultivate a love for learning that extends far beyond the pages of a book.

Evaluation Question# 3 Is there evidence that students who participated in the Future School PRP improved their reading literacy differentially when compared with those students who did not participate?

Scores of the Chinese Final Semester Test (CFST) were collected from the Teaching Department, 1 time per year, from 2016 to 2021. These test results were used for data analysis to answer Question 3. Both reading scores from a group of PRP and non-PRP participant students from the same grade were collected to provide a comparative group analysis. There are 11 classes with a total of 508 students.

Comparative Analysis of Each Non-PRP Class Versus the PRP Class. The first analysis examined differences in individual classroom performance over the 5-year period. Table 14 presents the descriptive statistics of the 11 classrooms for the 5 years examined. The same data are represented in Figure 6. The CFST scores were analyzed with repeated ANOVA with classroom as a between-subjects factor and grade as a within-subjects factor. The results of the ANOVA are presented in Table 15. The results show significant effects for classroom, grade, and the interaction. Follow up analyses of the interaction show all the classrooms equivalent at Grades 1 and 2. Groups E1 and C2 are significantly higher than the other classrooms at Grades 3 and 4. Finally, Group C6 joins E1 and C2 as significantly higher at Grade 5. All the groups show significant growth over the grades.

E1 is the only classroom to receive PRP and was shown to have superior performance over most other classrooms after the third grade. Only the C2 and C6 classrooms had performance equivalent to E1 after the third grade. Apart from participating in the PRP, other potential factors influencing similar academic performance between Groups E1, C2, and C6 include differences in teaching methods and strategies, variations in teacher quality and

experience, and the learning atmosphere and peer interaction within each group. These factors collectively may have led to comparable academic outcomes among different groups.

Table 14

Descriptive Data for Each Class on CFST in Grades 1-5

Grade	Class order	*M*	σ	*N*
First grade	1	85.72	5.989	43
	2	87.62	5.173	47
	3	87.67	3.998	43
	4	87.88	4.610	43
	5	87.71	4.122	42
	6	87.32	3.330	47
	7	87.41	3.769	49
	8	87.00	4.010	49
	9	87.91	4.232	47
	10	86.65	4.199	51
	11	86.60	4.372	47
	Total	87.22	4.386	508
Second grade	1	86.65	6.179	43
	2	87.72	4.840	47
	3	87.74	4.238	43
	4	88.05	4.467	43
	5	88.38	4.225	42
	6	87.94	4.356	47
	7	88.29	5.188	49
	8	87.45	3.594	49

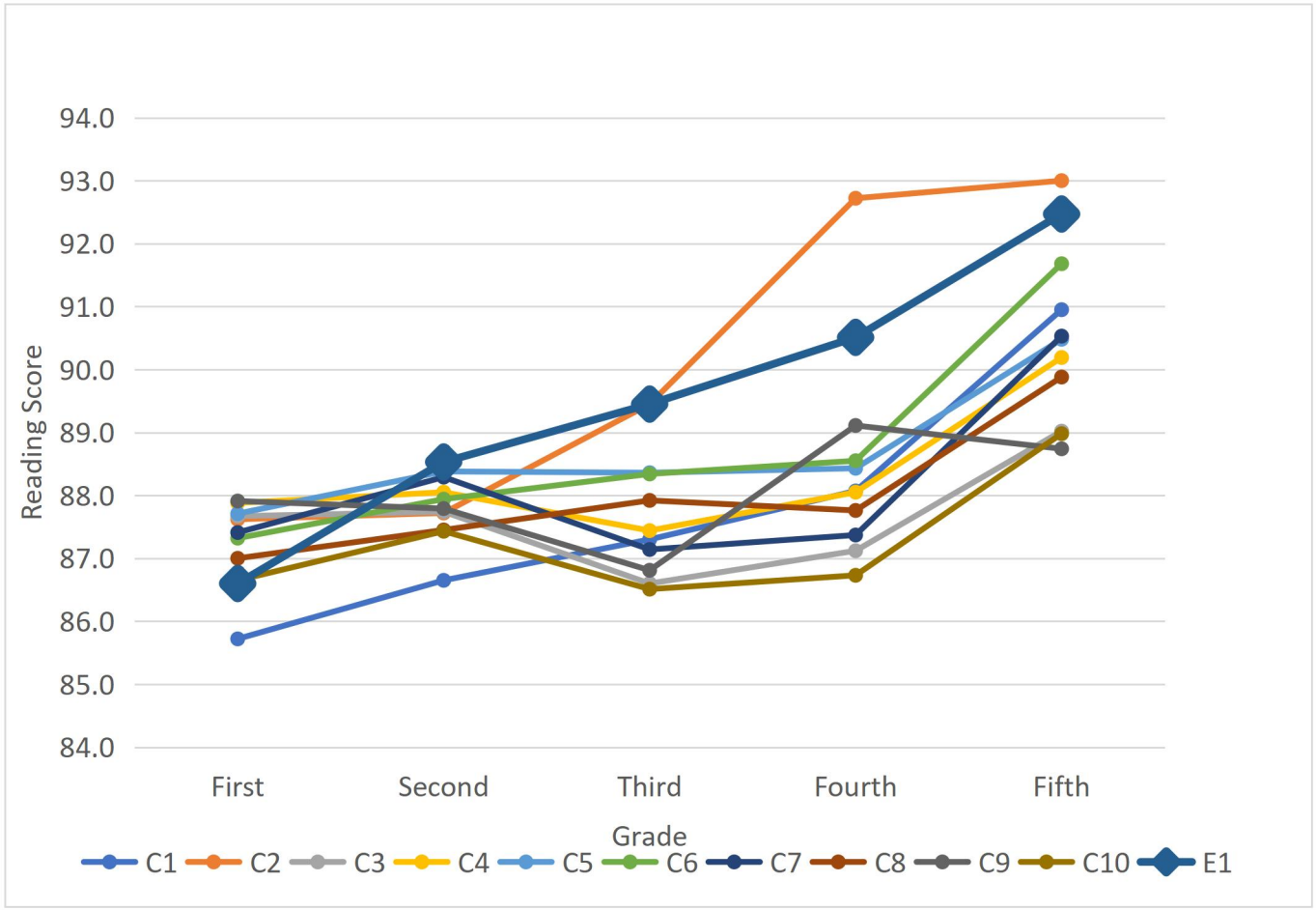
Grade	Class order	M	σ	N
	9	87.79	4.117	47
	10	87.43	4.768	51
	11	88.53	3.928	47
	Total	87.81	4.560	508
Third grade	1	87.30	7.019	43
	2	89.45	5.384	47
	3	86.60	3.787	43
	4	87.44	4.600	43
	5	88.36	4.898	42
	6	88.34	4.355	47
	7	87.14	4.306	49
	8	87.92	4.056	49
	9	86.81	4.514	47
	10	86.51	3.911	51
	11	89.45	4.920	47
	Total	87.75	4.815	508
Fourth grade	1	88.07	7.395	43
	2	92.72	4.581	47
	3	87.12	4.526	43
	4	88.05	5.214	43
	5	88.43	5.614	42
	6	88.55	4.699	47
	7	87.37	4.377	49
	8	87.76	4.626	49
	9	89.11	4.541	47
	10	86.73	4.143	51

Grade	Class order	*M*	σ	*N*
	11	90.51	5.595	47
	Total	88.58	5.284	508
Fifth grade	1	90.95	7.470	43
	2	93.00	5.729	47
	3	89.02	4.575	43
	4	90.19	5.953	43
	5	90.48	5.907	42
	6	91.68	5.065	47
	7	90.53	6.025	49
	8	89.88	5.318	49
	9	88.74	6.205	47
	10	88.98	5.468	51
	11	92.47	5.890	47
	Total	90.54	5.912	508

Note. Class order means the name of each class. Class 1 to Class 10 are the non-PRP groups. Class 11 is the PRP group

Figure 6

Mean Score Variances of Different Classes Across Five District Grades



Note. Class 1 to C 10 represent class 1 to class 10, which are the non-PRP groups. E1 is class 11 which represents the PRP group.

Table 15

Analysis of Variance of Individual Classrooms over Time

Source	Type III *SS*	*df*	*MS*	*F*	*p*	η^2
Between						
Classroom	330.145	10	33.014	3.251	<.001	.061
Error	5047.834	497	10.157			
Within						
Grade	3409.065	4	852.266	47.690	<.001	.088
Grade * Classroom	1510.942	40	37.774	2.114	<.001	.041
Error(Grade)	35527.374	1988	17.871			

Comparative Analysis of the Overall Non-PRP Classes and PRP Class. A second repeated measures ANOVA was conducted to test the overall differentiation of PRP. In this second analysis, all the non-PRP classrooms were combined into a single control group creating two conditions: PRP and non-PRP. The analysis was again conducted over the five grades. Table 16 and Figure 7 display the descriptive data for the two conditions over the five grades. Table 17 presents the results of the ANOVA.

Table 16

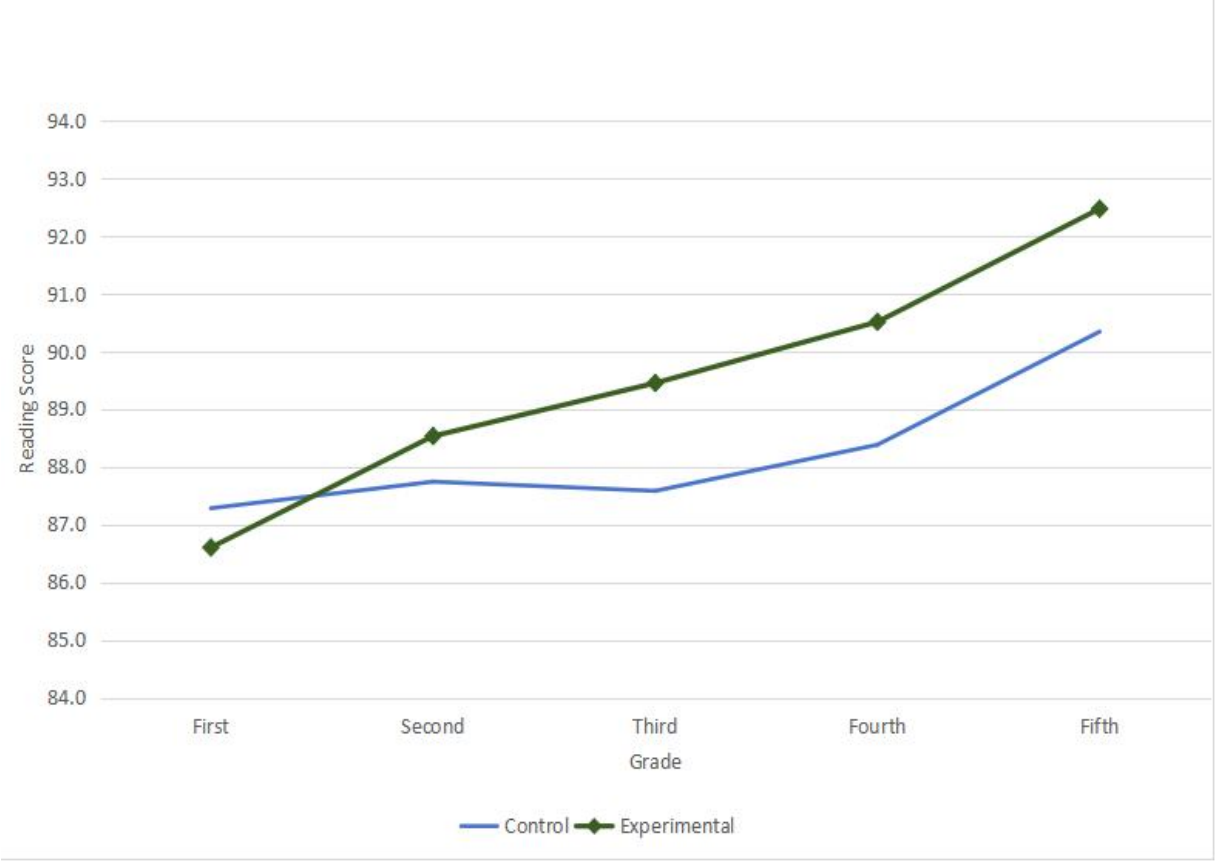
Descriptive Data of Control Classes Combined and Experimental Class

Grade	Condition	*M*	*SD*	*N*
	Control	87.28	4.387	461
First	Experimental	86.60	4.372	47
	Total	87.22	4.386	508
	Control	87.74	4.617	461
Second	Experimental	88.53	3.928	47
	Total	87.81	4.560	508
	Control	87.58	4.776	461
Third	Experimental	89.45	4.920	47
	Total	87.75	4.815	508
	Control	88.38	5.218	461
Fourth	Experimental	90.51	5.595	47
	Total	88.58	5.284	508
	Control	90.34	5.885	461
Fifth	Experimental	92.47	5.890	47
	Total	90.54	5.912	508

Note. Control classes represent non-PRP classes. Experimental class represents PRP class.

Figure 7

*Score Variations of Control Classes and the Experimental Class in Five Grade*s



Note. Control classes are non-PRP group. The experimental class is the PRP group.

Table 17

Analysis of Variance of Between-Subjects Effects 2

Source	Type III *SS*	*df*	*MS*	*F*	*p*	η^2
Between						
Condition	66.079	1	66.079	6.295	.012	.012
Error	5311.900	506	10.498			
Within						
Grade	1900.231	4	475.058	26.137	<.001	.049
Grade * Condition	251.223	4	62.806	3.456	.008	.007
Error (Grade)	36787.093	2024	18.175			

The results show significant effects for Condition, Grade, and the interaction. It should be noted that, although there are differences, the effect sizes are relatively small. The pattern of the interaction from follows up testing shows both conditions increasing significantly over grade with the experimental condition separating from the control after the second grade. Thus, the students in the experimental condition end the fifth grade with a significantly higher reading performance compared to the composite control that does not have PRP.

In summary, the study results show that both experimental condition and grades have a significant impact on student performance, and this impact varies across different grade levels. At the same time, the research design should consider the balance of sample sizes to ensure the accuracy and reliability of the results.

Additional Qualitative Analysis

The performance of class C2 is special and different. C2 has not performed reading programs like PRP, but the mean scores of C2 were higher than the scores of the other classes (Figure 6). Especially from the third grade, the grades showed a rising trend. The mean score of C2 in the fourth grade was 2.2 points higher than that of the experimental class, and 4.3 points higher than the mean score of the other classes. The mean score of C2 in Grade 5 in was 2.7 points higher than the total mean score of the other classes, and 0.5 points higher than the experimental class. This data makes people curious as to why the C2 class is so good. Mr. S (pseudonym) the Chinese teacher in C2, was interviewed according to the research needs. Mr. S thinks that the content of Chinese textbooks is important. He believes that the content of the Chinese exam is related to the textbook. In other words, the exam content comes from the student's textbooks. However, what needs particular attention is the heavy focus on exam preparation which might lead students to learn only the necessary knowledge to pass exams, thereby neglecting the cultivation of deep understanding and the ability to apply knowledge. The following quote reflects the test-oriented focus:

> "I pay great attention to the content of the textbook in my daily teaching. Such as new words, vocabulary, and texts. I help students to master the content of the textbook through various practice methods and strategies. Students can recite the text fluently and write new words. Therefore, students will get good results in the exam. I don't have a scale or planned reading program, but I pay much attention to the strategies and methods related to reading." Improving students' reading scores can be a multifaceted task that involves various strategies and approaches (Mr. S).

Assessment and Individualized Instruction. Mr. S started by assessing each student's current reading level using tools like reading assessments or standardized tests. He mentioned that he helped identifying areas where students need improvement. Then, he tailored instruction to meet the specific needs of each student (Mr. S).

Promote a Culture of Reading. Mr. S fostered a love for reading by creating a classroom environment that celebrates books and reading. "I set aside time for independent reading, established a classroom library with diverse and engaging books, and regularly read aloud to students" (Mr. S).

Explicit Instruction. Mr. S provided explicit instruction in reading skills such as phonics, fluency, vocabulary, and comprehension. He said that he used research-based instructional methods that are proven to be effective, such as the gradual release model (I do, we do, you do; Mr. S).

Differentiated Instruction. Differentiate instruction to accommodate the diverse needs of students. Mr. S provides additional support for struggling readers through small group instruction, peer tutoring, or one-on-one interventions. Similarly, he offers enrichment activities for advanced readers to keep them challenged.

Use of Technology. Integrate technology tools and resources into reading instruction to engage students and provide personalized learning experiences. Educational apps, online reading programs, audiobooks, and digital libraries can all be valuable resources.

Regular Assessment and Feedback. Continuously monitor students' progress through formative assessments and provide timely feedback. This helped students track their growth and allows teachers to adjust instruction as needed (Mr. S).

Cultivate Literacy Across Subjects. Incorporate reading activities into various subjects beyond just language arts. Encourage students to read and analyze texts in science, social studies, and other content areas, which not only strengthens their reading skills but also reinforces content knowledge. What sets Mr. S apart is his balanced approach to teaching reading. He combines a strong focus on textbook content and exam preparation with a deep commitment to fostering a love for reading, personalized instruction, and the integration of technology. This multifaceted approach ensures that students not only excel academically but also develop critical thinking skills and a lifelong passion for learning.

From the interviews, Mr. S has three identical methods to Ms. Dai. Firstly, teachers encouraged parents to be involved in their child's reading development by providing resources, offering tips for supporting reading at home, and communicating regularly about students' progress. Secondly, Mr. S provided model proficient reading behaviors and strategies for students, and guided practice opportunities where students could apply these skills with support. Thirdly, teachers and parents created a positive learning environment for children. They both fostered a safe and supportive environment celebrating progress and effort and encouraged a growth mindset towards reading. By implementing a combination of these strategies, Mr. S effectively improved students' reading scores while also nurturing a love for reading.

In addition, Future School principal who oversees the Teaching Department, mentioned that the scores of CFST have significantly improved:

> The test contents of Grade 1 and Grade 2 are relatively simple, and if the average scores of the students are above 90 points, it is satisfactory. The first and second grade students are new learners and unable to skillfully complete 2-3 test papers (not a computer test).

With the reform of education in China, the Ministry of Education issued a new policy in September of 2021 that first and second grade students would not have paper-and-pencil exams. How to evaluate the reading skills of first and second grade students could be a new field of research (Principal, personal communication, April 21, 2024).

CHAPTER 5

RECOMMENDATIONS

The purpose of this program evaluation was to determine if implementing the PRP, a PRP, results in improved student reading literacy through home-school cooperation at Future School in China. Chapter 5 provides a discussion of the findings relative to the extant literature, recommendations for policy and practice, and recommendations for future research.

Ms. Dai and parents established the PRP to foster children's literacy abilities and academic performance via communication and collaboration. Ms. Dai provided some reading methods at parent-teacher conferences twice a year. By actively participating in their child's reading experience, parents established the groundwork for academic success and lifetime learning. Their direction and support as the first teachers in parent-child reading are critical in developing a child's literacy abilities and instilling a lifetime love of reading. Meanwhile, in the PRP context and with program-specific activities, parents showed increased self-efficacy in reading. The students in the PRP finished fifth grade with much higher reading performance than most other classes that did not receive PRP.

Discussion of Findings

Overall Superior Results for the Treatment Group

The results show that, overall, the PRP worked as a link between home and school, allowing instructors and parents to collaborate to assist the child's reading development and skills. Teachers and parents cooperated to establish a supportive atmosphere that fosters reading skills and academic success. By actively participating in their children's reading experience,

parents laid the groundwork for academic achievement and lifetime learning. After participating in the PRP, and as the children's first teachers, parents felt more competent and empowered in developing a child's literacy abilities and instilling a lifetime love of reading. Parents' confidence and efficacy in supporting reading instruction and practice were improved though three behaviors: positive responses to Ms. Dai's reading instruction, personalized support and guidance, and willingness to attend family reading meetings. Additionally, the PRP class had a higher average reading score than most of the non-PRP classes after the third grade, implying that students under the experimental PRP may have had better learning outcomes or were influenced by more effective teaching methods or interventions. This finding also might suggest that it took time with a sustained program treatment over multiple years for the value of PRP to become evident and yield statistically different reading performance for the children. These findings have important implications for educational practice, suggesting that educators and policymakers need to consider grade-specific teaching strategies and interventions to improve students' learning outcomes.

Home-School Cooperation

Evaluation Question 1 analyzed the implementation of PRP with fidelity, both in the school classroom and the children's homes. To accurately gauge the fidelity of implementation in both settings, it was necessary to conduct surveys and interviews to gather data on the extent to which the program was being followed and the outcomes it achieved. Additionally, ongoing communication and collaboration between parents and program administrators helped identify any challenges or areas for improvement and make necessary adjustments to ensure the program's success.

At Future School, Ms. Dai created a positive reading environment for students in many ways. We could see how closely the teacher adhered to the program's guidelines and objectives. These included factors such as the frequency and quality of parent-child reading sessions, the incorporation of program materials into the curriculum, and the level of engagement and participation from both teachers and students during reading activities. In children's homes, the implementation of parent-child reading could be evaluated by assessing the extent to which parents were actively participating in the reading program and the recommended strategies for reading with their children. This included factors such as the frequency of parent-child reading and family reading meetings, the use of recommended reading materials and techniques, and the overall support and encouragement provided by parents to promote literacy development.

School-based involvement and home–school communication may provide opportunities for families to interact with school personnel, which is vital to forming connections and building relationships with school personnel, fostering engagement (McDowall et al., 2017). There is a strong positive bond between homes and schools that play a vital role in the development and education of children (Edwards & Alldred, 2000; Henderson & Berla, 1994; Richardson, 2009; Sanders & Sheldon, 2009; Sheldon, 2009). From 2016-2021, Ms. Dai communicated with parents through parents' meetings and other ways and established a good home-school relationship (Table 18).

Table 18

The Ways of Communication in the PRP

Ways	*f*	Modality	Contents
Parent meetings	Twice a year	In public	Teacher's reading instruction: Parents consult
Notes	Always	In person	Teacher's feedback
Parent letter	Once in 1–2 weeks	In public	Teacher reading guidance and recent feedback; parent feedback
Family reading meeting	Each family has set their own time	In person	Teachers participate in family reading meetings; students and parents have presentation
A visit to the parents	Each family has set their own time	In person	Teachers and parents discuss what method is suitable for their children's reading
Blogs of Ms. Dai	Once a week	In public	Teachers recommend reading methods and books; Parents learn methods and choose books suitable for their children
Speech of Ms. Dai	3–4 times a year	In public	Teachers cooperate with the library (community) to publicize the methods and significance of parent-child reading
WeChat	Everyday	In person	Teachers communicate with individual parents about their children's reading issue

Note. Parent-child Reading Program (PRP)

Parental Self-Efficacy

Bandura's (1982, 1994, 1997) theory of self-efficacy is concerned with people's views about their ability to carry out courses of action to exert control over conditions in their lives (Coleman & Karraker, 1998). Bandura (1977) divides self-efficacy into two categories: result expectations and performance expectations. The outcome expectation is the belief and judgment about the result of the effort, such as the belief that one can work hard to attain an academic objective; the efficiency expectation is the result of the individual believing that one can reach

the goal. Bandura's (1997) self-efficacy theory applies to parental self-efficacy. In family education, parents' active involvement in their children's academics and lives improves academic competitiveness and self-efficacy. Parents' active involvement in school issues can give pupils confidence that they can succeed (Parsons et al., 1982).

Parental efficacy from the academic lens used interchangeably with parental self-efficacy may be described as having the skills, talents, and resources to display parenting behaviors that favorably influence the educational outcomes of one's child (Constantino, 2021). According to Constantino (2021), parental effectiveness is the possession of skills, abilities, and resources that allow adults to effectively fulfill their parental responsibilities and contribute to their family's engagement in educational and community contexts. Parental efficacy from an academic perspective, also known as parental self-efficacy, can be defined as having the skills, talents, and resources to display parenting actions that favorably influence one's child's educational outcomes (Constantino, 2021).

Parents who are confident and have good self-efficacy are more likely to feel competent in their role (Coleman & Karraker, 2000; Pavlov & Džinović-Kojić, 2018). Collaboration between schools and parents improves family efficacy and empowers families to raise responsible learners (Pavlov & Džinović-Kojić, 2018; Piaget, 1964). The Future School PRP had a positive impact on parental self-efficacy and on students' academic performance. Through interviews with 12 parents and Ms. Dai, key findings and conclusions are as follows.

- The overall level of the mothers' participation was higher than that of the fathers, and moms' emotional, intellectual, and behavioral participation were also higher than that of the fathers.

- Parent self-efficacy varies in different levels of the parents' education. The self-efficacy level of parents with junior high school education or above is significantly higher than that of primary school education; the self-efficacy of parents with senior high school education or above is higher than that of junior high school education; the self-efficacy of parents with college education or above is higher than that of senior high school education. Thus, parents with higher education levels are more confident in their parent-child reading support.
- In the elementary school stage, parents had a higher frequency of emotional participation, intellectual participation, behavioral participation, and higher levels of self-efficacy.
- Some parents wrote journals after family reading meetings. They collected the materials, recorded the process, and summarized it. They had a record of a hundred to a thousand words in each journal. After participating in the PRP, they were more confident in writing and helping their children improve their reading skills.

Overall, parents' involvement in elementary school can have a major impact on students' academic success, and parents' intellectual, emotional, and behavioral participation can increase self-efficacy in learning (Han & Wang, 2009). Families that believe they can favorably affect their children's educational experiences are considered to have a high level of efficacy. Efficacy provides a parent with the confidence that her involvement has an impact on her child's educational journey.

Reading Literacy

Reading literacy in China has three dimensions: reading knowledge, reading ability, and reading sentiment. The Chinese Curriculum Standards for Full-time Compulsory Education

(Ministry of Education of the People's Republic of China, 2022a) state that students' reading skills should comprise both language knowledge and text knowledge. Language knowledge, such as words, phrases, and paragraphs, is essential for learning Chinese. Text knowledge encompasses more than just written expression; it also includes literary knowledge, literature history, and literature philosophy. Second, reading ability is defined as the ability to acquire a language and understand literary content through diverse mental activities such as comprehension, imagination, analysis, synthesis, judgment, generalization, and creation. Third, reading sentiment is a multifaceted concept that encompasses reading interest, habits, and feelings. Based on Chinese Curriculum Standards for Full-time Compulsory Education (Ministry of Education of the People's Republic of China, 2022a), the Chinese Final Semester Test (CFST) of Future School usually consists of five components (Table 4).

In terms of contextual elements, related literature on Chinese schools is classified into three levels: student, family, and school. One of the factors influencing kids' reading literacy is family background (Zhao et al., 2022). The family's socioeconomic and cultural standing, parents' emotional support, and parents' language are the most essential factors. Family factor is one of the factors that affect students' reading literacy (Zhao et al., 2022). Chinese students and their parents attach great importance to their students' academic performance. In most instances, parents trust and respect the teachers, fully accept the tasks assigned by the teachers, and try to complete them. This is one reason why all the parents of Ms. Dai's class participated in the PRP. Parents are willing to spend time reading with their children as long as academic performance improves. To improve the students' reading literacy, Ms. Dai and the parents engaged in many practical actions in PRP, including:

- Everyday parent-child reading. Time was set aside each day for parents and their children to read.
- Family reading meeting. Reading meeting times are determined by each family's arrangement. All family members are welcome to attend the family reading meeting. A strategy is in place prior to the reading meeting, records are kept during the meeting, and a summary and sharing occurs during the meeting. Ms. Dai often participated in the family reading meeting if she was convenient, to encourage and accompany the children.
- Parents time. Every Saturday evening from 8:00 to 8:30, it is parents' reading time. Parents exchange reading insights or share their opinions with children.
- Book-telling competition. Every Sunday evening at 7:00, there is a book-telling competition. Parents and children tell their favorite stories.
- Read aloud. Read an article of the Chinese book (curriculum of school), to promote the children's school learning.
- Establish a reading bank. Students write down the title of each book they read and mark the sequence number, so that children can clearly see their reading results. Occasionally, they have a reading inventory.

Ms. Dai said that through these methods, PRP students love reading, love to express themselves, have good grades, and improve reading literacy.

Implications for Policy and Practice

The findings of this study suggest that the participating parents used effective reading strategies to support their children in reading. Additionally, a supportive environment helped to facilitate the intended outcomes for students at the elementary school that served as the context

for this study. Given these results, it is recommended that Future School continue to provide the PRP to improve parents' support and their children's habits and dispositions toward reading. Table 19 provides an overview of the recommendations as they correspond to the evaluation questions.

Table 19

Recommendations for PRP Continuation

Findings	Related Recommendations	Supporting Literature
PRP was not being fully implemented.	1. Carefully critique the new recommendation for aspects of the program that could be eliminated or strengthened.	
Teachers and parents cooperated well to establish a supportive atmosphere that fosters students reading skills and academic success	2. Communicate effectively and develop relationships.	Dual Capacity-Building Framework for Family-School Partnerships (Mapp & Kuttner, 2013; Mapp & Bergman, 2019). Engage Every Family: Five Simple Principles Logic Model *Principle 2* (Constantino, 2021).
	3. Set students personal reading goals based on their individual needs and abilities.	Chinese Curriculum Standards (Ministry of Education of the People's Republic of China, 2022a, 2022b). National Reading Panel (2000).
As the first teachers, parents felt more competent and empowered in developing a child's literacy abilities and instilling a lifetime love of reading.	4. Seek out resources to educate parents about child development, learning styles, and effective parenting strategies.	Epstein's (1995) Framework of Six Types of Parent Involvement Hoover-Dempsey and Sandler's (1995, 1997, 2005) Theoretical Model of the Parent Involvement Process Engage Every Family: Five Simple Principles model *Principle 4* (Constantino, 2021).
Parents' reading confidence improved in the PRP.	5. Be open to new ideas, approaches, and challenges to navigate the ups and downs of parenting more effectively.	Engage Every Family: Five Simple Principles Logic Model *Principle 1* (Constantino, 2021).

Note. Parent-child Reading Program (PRP)

Recommendation 1: Carefully Critique the New Recommendation for Aspects of the Program That Could be Eliminated or Strengthened

The PRP aims to involve parents in student reading activities to promote literacy. There is now a need to assess the main activities of this program to determine which ones are crucial for improving students' reading abilities and parental engagement. The following activities are identified as potentially crucial components of the PRP:

- Scheduling Family Reading Time. It is recommended that parents schedule specific reading times daily or weekly to encourage joint reading and discussion of book content with their children.
- Parent Training and Guidance. Providing parents with training and guidance on how to effectively support their children's reading, including skills and strategies such as selecting books appropriate for their child's reading level and guiding them through reading analysis and comprehension.
- Feedback and Communication Mechanisms. Establishing effective feedback and communication mechanisms so that parents can understand their child's progress in reading and interact promptly with schools and teachers.

Based on the assessment results, the following activities may not be priorities or suitable for current implementation within the PRP:

- Simple Completion of Reading Tasks. If parents are merely completing reading tasks assigned by teachers without actively engaging in their child's reading process and understanding.
- Lack of Personalized Support. The absence of tailored support and advice for each family and child to meet their unique reading needs and abilities.

These recommendations are closely tied to assessment findings aimed at optimizing key activities within the PRP to enhance parental engagement and student literacy. The selection of these activities is informed by an understanding of family backgrounds and student needs, while emphasizing the critical role of parents in their children's reading development.

Recommendation 2: Communicate Effectively and Develop Relationships

China has developed policies to encourage home-school interaction. These regulations impose stricter obligations on parents, instructors, and students, while also granting parents the right and obligation to engage in education. Chinese education departments place a high value on family education and home-school cooperation, and they encourage it through policies and regulations aimed at improving parents' family education abilities. According to Mapp and Kuttner (2013), encouraging families and school professionals to work in ways that benefit a child's development necessitates courteous and trustworthy connections between the home and school. Constantino (2021) contends that a friendly school environment and family involvement are promoted by good communication and reliable relationships. Based on Constantino's insights, effective communication lays the foundation for strong relationships within a school community.

When parents, teachers, and administrators communicate openly and respectfully, it creates an environment where everyone feels valued and heard. This sense of trust and inclusion encourages families to actively participate in their children's education, leading to better academic outcomes and a more supportive learning environment overall. Building these trusted connections takes effort, but the benefits for students and the school community are immeasurable. Here are some recommendations to foster effective communication and develop relationships between schools and parents. The school should establish effective communication channels, such as email, phone calls, newsletters, and social media platforms, to provide regular

updates on school activities, events, and student progress. It's crucial to ensure these channels are used efficiently and assess their impact periodically. Open two-way dialogue between parents and school staff should be encouraged, prioritizing prompt and respectful responses to parents' concerns, feedback, and suggestions. Meaningful opportunities for parental involvement in school activities and decision-making processes should be offered. Recognizing and celebrating student achievements is important but should encompass a broader range of accomplishments, including personal growth and contributions to the school community. This balanced approach fosters a positive and supportive school atmosphere. Regular evaluation of these efforts ensures they meet the evolving needs of parents and the school community effectively.

While effective two-way communication is crucial for creating a supportive learning environment, it alone is insufficient to ensure significant improvement in student reading skills and academic performance. Academic progress is a complex process influenced by multiple factors. Two-way communication can enhance understanding and cooperation among parents, schools, and students. However, to effectively boost student academic achievements, it must be complemented by other factors such as high-quality teaching methods, personalized learning support, and active involvement from families and communities

Recommendation 3: Set Students' Personal Reading Goals

Five essential components of effective reading instruction identified in the National Reading Panel (2000) include phonemic awareness, phonics, vocabulary, fluency, and comprehension. In 2022, the compulsory education Chinese Curriculum Standards (Ministry of Education of the People's Republic of China, 2022b) identified three elements of reading literacy: reading knowledge, reading ability, and reading sentiment. These three dimensions include several elements such as words, phrases, paragraphs, literary knowledge, literature history,

literature philosophy, comprehension, imagination, analysis, synthesis, judgment, generalization, and creativity.

Setting personalized reading goals for students based on their individual needs and abilities is a key strategy to promote literacy development and foster a love for reading. Teachers may begin by conducting thorough assessments of each student's reading abilities. This can include measures of phonics, fluency, comprehension, vocabulary knowledge, and reading interests. Use a variety of assessment tools such as standardized tests, running records, informal reading inventories, and student conferences to gather data. Then teachers work collaboratively with each student to set personalized reading goals that are specific, measurable, achievable, relevant, and time-bound (SMART). Goals should be tailored to address the student's individual needs and interests, as well as aligned with broader literacy objectives. The support and resources are provided effectively by school toward students' reading goals. This may include access to a diverse range of reading materials, technology tools, classroom libraries, audio books, reading buddies, and guidance from teachers or librarians. Finally, teachers need to review students' reading goals periodically and adjust based on their evolving needs, progress, and interests. Flexibility and responsiveness are key to ensuring that goals remain meaningful and relevant over time.

Based on the findings of the research, personalized learning paths and customized goal-setting are crucial for enhancing students' reading abilities and interests. Therefore, when setting individual reading goals, it is important to consider each student's unique reading level, interests, and learning style. This can be achieved through initial assessments of students' reading abilities and interests to ensure they make progress with books and reading challenges suitable for their skill levels.

To effectively implement personalized learning, it is advisable to use quantifiable metrics such as setting goals for reading a certain number of books per month or mastering specific reading skills, allowing students to clearly track their progress. Regular assessment of students' reading achievements and providing timely feedback are critical to ensuring sustained academic improvement. Additionally, active involvement and support from parents are essential for nurturing students' reading interests and abilities. Collaborating with parents to ensure they understand and support their child's individual reading goals, as well as providing necessary resources and assistance, will contribute to greater success and satisfaction in reading for children. By integrating these strategies, it is possible to effectively promote comprehensive development in students' reading abilities and interests.

Recommendation 4: Seek Resources to Educate Parents

The Hoover-Dempsey and Sandler model mentioned that parents' opinions of their own abilities to favorably influence their children's education are referred to as self-efficacy for assisting them in school (Hoover-Dempsey et al., 2005). Parents' self-efficacy drives what they do, just as children's self-efficacy influences their academically relevant activities (Hoover-Dempsey et al., 2005). The Epstein family-school collaboration framework on parent-child reading focuses on the importance of parents in the education process, encouraging interactivity and engagement, and emphasizing continuity and systematization (Epstein, 1995). Constantino (2021) asserted that shared accountability among families, students, community members, educators, and administrators is fostered via an inclusive approach to decision-making.

Families have the abilities, information, and confidence to make decisions that are best for their child's development, provides the foundation. Educating parents about child development, learning styles, and effective parenting strategies is essential for fostering positive

parent-child relationships and supporting children's growth and development. School or community may offer parenting workshops and seminars on topics related to child development, social-emotional, physical development, learning styles, behavior management, and effective communication. These sessions can be facilitated by educators, child development specialists, psychologists, or parenting experts. School or community could establish open lines of communication with parents and regularly share updates, tips, and resources related to child development and effective parenting strategies. By providing parents with resources, education, and support in understanding child development, learning styles, and effective parenting strategies, educators can empower parents to play an active role in their child's growth, learning, and well-being.

Recommendation 5: Be Open to New Ideas, Approaches, and Challenges to Navigate Parent Support

It is vital that the school organization's actions, beliefs, values, norms, and assumptions are in clear alignment with the concept that families play a fundamental and essential role in fostering progress and enhancing student learning and performance (Constantino, 2021). Parenting is a continuous learning journey. Parents should stay curious and seek out new information, research, and perspectives on child development, parenting techniques, and family dynamics. Do not hesitate to reach out for support from other parents, family members, friends, or professionals when facing challenges or uncertainties. Creativity and innovation in parenting approach are needed. Demonstrate a willingness to listen to children's perspectives, validate their feelings, and collaborate on finding solutions to problems. Parents are encouraged to celebrate their successes and progress in supporting their child's reading development and acknowledge

their efforts and provide positive reinforcement to boost their confidence in their ability to promote literacy skills.

Mr. S's teaching elements are highly commendable and offer valuable insights for consideration. Firstly, a comprehensive approach could be adopted in PRP, aiming not only to increase knowledge but also to foster deep understanding and application skills. This entails not just reading together but also encouraging joint exploration of the meanings and practical applications behind texts. Secondly, the PRP could promote the reading of non-fiction works, as these sources provide children with rich factual information and real-world background knowledge, enhancing their perspectives and comprehension abilities. Educating parents and children on effective non-fiction reading can involve specialized training workshops to teach reading strategies and skills for understanding complex texts. Additionally, the PRP could support personalized learning, acknowledging that each family and child has different reading interests and levels. Offering diverse selections of non-fiction reading materials encourages parents and children to choose and learn based on their own interests and needs. Lastly, the program should emphasize ongoing assessment and feedback to ensure continuous improvement in reading abilities as parents and children engage with non-fiction works.

Combining Mr. S's personalized approach with Ms. Dai's structured home-school methods could yield inspiring results. While Ms. Dai emphasizes parental involvement and active support, Mr. S advocates for balanced integration of technology and academic readiness. Together, these approaches form a comprehensive support system that emphasizes both familial and community support and interaction, as well as the integration of academic and technological skills, thereby comprehensively enhancing students' academic performance and reading abilities. Cultural influences are significant in this integration. Families from different cultural

backgrounds may have varying expectations and preferences regarding reading and academics. By respecting and understanding these cultural differences, educators can collaborate more effectively with parents to provide targeted support and education for students.

Additional Recommendations

One of the assumptions of the PRP is that there will be adequate staffing to maintain small teacher: student ratios. To make the program sustainable, structural changes might be necessary. The following recommendations fall outside the initial evaluation questions, but emerged from the study and are intended to help improve the program's overall worth for the school and school district.

Student-Teacher Ratios. Filges et al. (2018) believe that because of the small number of pupils in a class, the teacher will be able to dedicate more time and attention. Nadrup's (2014) research in the Danish public education system found that small class sizes improve student proficiency in reading, math, and physics. In most public schools in China, each class is over 40 students. Considering policies that reduce class sizes and student-teacher ratios, particularly in early grades where reading instruction is foundational, can be an important step for improving education for all children.

Library Use. The school library can help pupils develop an interest in reading. According to Ramandanu (2019), the library serves as a support facility for school-based learning. Libraries in elementary schools manage literacy infrastructure, including reading rooms and classroom corners (Ramandanu, 2019). Future Primary School has more than 2,000 students, but there is only a library of less than 200 square meters. Library resources are not rich, and students do not have enough time and opportunity to read in school. Therefore, it is necessary to expand the scale of the library, increase the number of books, and carry out reading classes.

After-School Classes. Provide after-school access to expert instructors who can provide support and feedback to students in reading. Although the 12 parents interviewed showed their attitude and actions to actively participate in parent-child reading, we do not know the views of more than 400 other parents on parent-child reading. The General Office of the Ministry of Education and other four departments in China (2023) announced that school should give full play to the function of after-school service and education, and offer a variety of moral education, physical education, aesthetic education, labor, reading, science, interest groups and community activities. School education is especially important for families who cannot read, with their parents. After-school classes of Future School run from 3:30–5 p.m. every day. We can make full use of the after-class time, put the reading items into the trusteeship time. And schools can hire Chinese professional teachers to guide students to read.

Teacher Training and Professional Development. Professional development is essential to maintain the requisite knowledge, skills, and attitudes to be a successful teacher (Castleberry, 2010). High-quality professional learning produces positive results that manifest in teachers' classroom practice and the performance of their students (Castleberry, 2010). Prioritizing teacher training and professional development in literacy instruction is crucial for ensuring that educators have the necessary skills and knowledge to effectively teach reading and writing to students. Teachers may participate in ongoing professional development focused on literacy instruction. This can include workshops, seminars, online courses, and conferences specifically designed to enhance teaching strategies, literacy assessment techniques, and understanding of literacy development. The government may encourage the formation of professional learning communities or study groups where teachers can collaborate, share best practices, and discuss effective literacy instruction strategies. These communities can be

organized at the school, district, or regional level and should be supported with resources and facilitation. The government could foster partnerships between K-12 schools and higher education institutions to ensure that pre-service teachers receive comprehensive training in literacy instruction during their teacher preparation programs. This can involve revising curriculum standards, providing practicum experiences in literacy-rich environments, and offering coursework focused on evidence-based literacy practices. Stipends, professional development credits, or career advancement opportunities could be provided for teachers who actively engage in literacy professional development activities. By implementing these policies, educational institutions can prioritize teacher training and professional development in literacy instruction, ultimately improving student outcomes in reading and writing proficiency.

Assessment. Now Future School is evaluating students' reading by summative assessments. It is not comprehensive to assess students' reading ability through only one final exam. PISA 2009 defined *reading literacy* as "the ability of students to understand, use, reflect on written materials and invest reading in order to achieve personal goals, enhance knowledge, development potential, and participate in social activities" (Organisation for Economic Co-operation and Development, 2010, p. 23). While using a variety of assessment measures is crucial for gaining a comprehensive understanding of students' reading abilities. Here are some different formative types of assessment measures that can capture various aspects of students' reading skills:

Standardized Reading Tests. These tests provide standardized measures of reading proficiency and typically assess skills such as decoding, fluency, vocabulary, and comprehension.

Running Records. Running records involve listening to students read aloud and recording errors, self-corrections, fluency, and comprehension. They provide insight into students' decoding strategies, fluency, and comprehension skills.

Reading Fluency Assessments. Fluency assessments measure students' reading rate, accuracy, and expression. They often involve timed readings of passages or texts and can help identify students who may need additional support with fluency.

Comprehension Assessments. Comprehension assessments evaluate students' understanding of what they read. These assessments may include multiple-choice questions, open-ended responses, retelling, or oral discussions about a text's main ideas, details, and themes.

Observational Assessments. Observational assessments involve observing students' reading behaviors, strategies, and interactions with texts in authentic reading situations. These assessments provide valuable insight into students' reading processes and preferences.

Portfolio Assessments. Portfolio assessments involve collecting and analyzing samples of students' reading work overtime. Portfolios may include reading logs, written responses to texts, projects, and other evidence of students' reading progress and growth.

By using a variety of assessment measures, educators can gain a more holistic understanding of students' reading abilities and tailor instruction to meet their individual needs effectively.

Limitations

When assessing the effectiveness of the PRP, there were significant limitations that may affect an accurate analysis of the program's overall effectiveness.

Individual Teacher Excellence and Project Overall Effectiveness

Ms. Dai and Mr. S, as outstanding teachers, may have teaching methods and achievements that exceed the expectations of the program designers to some extent. On the surface, their success stories seem to validate the effectiveness of the program, but this could also mask potential broader issues within the PRP. If most teachers cannot achieve success like theirs, would the overall effectiveness of the program be compromised? In such cases, can a single success story represent the outcomes of the entire program? These questions require comprehensive research methods for resolution.

Lack of Monitoring and Evaluation

Despite the ongoing implementation of the PRP, there may be deficiencies in monitoring and evaluation tools for assessing its effectiveness. The lack of direct observation or detailed documentation of specific occurrences in homes or classrooms makes it difficult to accurately quantify the actual impact of the program on students and teachers. Depending solely on teacher self-reports or students' academic grades to assess program success may overlook crucial factors such as the quality of the educational process, engagement levels, and long-term effects.

Challenges to External Validity

External validity refers to the applicability and generalizability of program outcomes in the real world. While Ms. Dai and Mr. S excel within the program, do their teaching methods apply to other communities or environments? Does the program design have universality to produce similar effects across different backgrounds and conditions? These questions require deeper cross-cultural and cross-community comparative research to ensure the program's broad sustainability and success.

Recommendations for Future Research

The design of this research study prevents generalizations about the benefit of the PRP in any other classes at Future School. Because each class has a distinct culture and habit, and implementation has been handled differently, the benefit and worth of the program could be perceived differently by stakeholders at other classes. The following recommendations for future research are provided.

1. Conduct interviews and focus groups with parents and teachers at classes, focusing on the impact of the key processes on medium-term outcomes outlined in the logic model.
2. Research fidelity of implementation of the program across schools. Compare fidelity results with teacher and parent perceptions of program impact to determine elements most aligned with program outcomes. Aspects of fidelity to consider include group size, student attendance, use of prescribed vocabulary lessons and read-aloud, and time allotted for independent reading and conferencing with the teacher and peers about reading.
3. After additional years of implementation, consider using a time-series analysis of extant student reading achievement data to determine whether correlations exist between student achievement in reading and participation in the PRP.

Although it is impossible to isolate PRP as a variable affecting student achievement in reading, after 5 years of implementation time-series analysis could help provide some quantitative estimate of the program's influence. Time-series analysis allows for variability in some of the assumptions in the PRP—adequacy of staffing, quality of instruction, fidelity to curriculum, learner characteristics—while still estimating programmatic impact. By taking periodic measurements of a variable over time, the time-series analysis is able to take into

consideration prior observations that likely influence current and future observations (Linden et al., 2004).

Conclusions

Teachers and parents at Future School perceive the PRP to have benefited participants in parent-child reading, improving students' reading literacy, increasing parents' self-efficacy, and strengthening home-school relationships. The program should continue in its current form with a few adjustments to enhance students' reading literacy, seek out resources to educate parents about child development and teacher's reading instruction. School leaders, especially at the elementary and primary level, have great responsibility to ensure that students acquire the ability to read. They must be tuned into student data and constantly monitor progress to make necessary instructional, curricular, assessment and program adjustments. Additionally, government policy must be adept at understanding the connections and purposes of assessments used to measure reading achievement and those used to measure curriculum.

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APPENDIX A

TEACHER INTERVIEW PROTOCOL

Thank you for taking the time to speak with me about the PRP. You were selected to participate based on at least one year of experience of PRP.

This is important because I want to gain your insights and perceptions about the impact of the program. There are no right or wrong answers to these questions. I am seeking the range of perspectives that can emerge from your varying experiences, so please feel free to share your point of view, even if it differs from that of others you may hear. Feel free to engage in conversation with one another about the questions. I am here to listen, ask questions, and make sure that there's equity of voice. Your responses will become part of my doctoral research on PRP outcomes for our school, and in aggregate, will likely be shared with division leadership. Our conversation today should take no more than one hour. I am audio-recording our session for transcription and analysis and will provide a transcription to each of you to verify accuracy. Please note that all your responses will remain confidential, and identifying information will be redacted from the transcript.

You may withdraw from this interview at any time without penalty.

Before we begin, I'd like to ask that you maintain several norms for this conversation. Two of them come directly from our staff norms, and the other two are particular to this research exercise:

- Speak the truth. There are no right or wrong answers.
- Listen fully & seek clarification, if needed.
- Avoid identifying yourself or others by name. You may refer to them instead as "a student", "an administrator", or "a teacher".

- To maintain group confidentiality, what is said in the group should remain in the group. Please do not share or discuss ideas or information from this session with others.

Teacher Interview Questions

1. How many parent-teacher meetings have you held between 2017-2021?

2. What was your theme at the parent-teacher meeting?

3. What reading method guidance did you provide for parents in the meetings?

4. How did you provide a reading environment for your students?

5. How often did you communicate with parents?

How did you communicate with parents in the PRP?

Do you think it was one-way or two-way communication?

6. What was your perception of parents' confidence in supporting their child's reading after the PRP?

7. To what extent did parent meetings affect parents to help their children in reading?

8. To what extent did your communication affect parents to help their children in reading?

9. How did you specifically implement the family reading meeting?

10. Did you share your experiences about family reading meeting with others (communities)?

Chinese Version of Teacher Interview Protocol

教师访谈方案

谢谢您花时间和我谈谈亲子阅读项目。您被选中的原因是拥有至少一年的亲子阅读项目的经验。

这个访谈很重要，因为我想获得您的见解和看法。这些问题没有正确或错误的答案。根据您的经验，所以请随意分享你的观点，即使它与你可能听到的其他人不同。请就这些问题进行自由交谈。我会倾听，问问题，并确保有公平的声音。有关亲子阅读项目的回答将成为我的博士研究的一部，也可能会与部门领导分享。我们今天的谈话应该不超过一个小时。我会录音，转录和分析访谈内容，并和您验证准确性。请注意，你所有的回复都会保密，身份信息将从文字记录中进行编辑。您可以随时退出这次面试。

在我们开始之前，请您明确一些访谈要求：

- 说出您的真实想法。没有正确或错误的答案。
- 认真倾听，如果没听清，可以询问并确认。
- 避免用名字来指认自己或他人。你可以把它们称为“学生”、“管理员”或“老师”。
- 为了保密，请不要与他人分享或讨论本次访谈的想法或信息。

教师访谈问题

1. 在 2017-2021 年期间，你们举行了多少次家长会？
2. 你举办的家长会的主题是什么？
3. 在家长会上您为家长提供了什么阅读方法指导？
4. 你是如何为你的学生提供一个阅读环境的？

5. 你多久和学生父母交流一次？

在亲子阅读计划中，你是如何与家长交流的？

你认为这是单向交流还是双向交流？

6. 实施亲子阅读项目之后，学生父母支持孩子阅读的信心有什么变化？

7. 家长会在多大程度上影响了父母帮助孩子阅读？

8. 你和家长的交流在多大程度上影响了父母帮助孩子阅读？

9. 你是如何具体实施家庭阅读会议的？

10. 你与其他家庭或者社区成员分享家庭读书会的经验吗？

APPENDIX B

PARENT INTERVIEW PROTOCOL

Thank you for taking the time to speak with me about the PRP here. You were selected to participate based on at least one year of experience of PRP.

This is important because I want to gain your insights and perceptions about the impact of the program on you and your kids. There are no right or wrong answers to these questions. I am seeking the range of perspectives that can emerge from your varying experiences, so please feel free to share your point of view, even if it differs from that of others you may hear. Feel free to engage in conversation with one another about the questions. I am here to listen, ask questions, and make sure that there's equity of voice. Your responses will become part of my doctoral research on the PRP outcomes for our school, and in aggregate, will likely be shared with division leadership. Our conversation today should take no more than one hour. I am audio-recording our session for transcription and analysis and will provide a transcription to each of you to verify accuracy. Please note that all your responses will remain confidential, and identifying information will be redacted from the transcript.

You may withdraw from this interview at any time without penalty.

Before we begin, I'd like to ask that you maintain several norms for this conversation. Two of them come directly from our staff norms, and the other two are particular to this research exercise:

Speak your truth. There are no right or wrong answers.

- Listen fully & seek clarification, if needed.
- Avoid identifying yourself or others by name. You may refer to them instead as "a student", "an administrator", or "a teacher".

- In order to maintain group confidentiality.

Parent Interview Questions:

1. How many parent meetings with Ms. Dai did you attend?

2. What did you learn at the parents meeting about supporting your child's reading?

3. What kind of help did you get at the parents meeting?

4. What help did you provide for your child reading at home?

5. How often did you communicate with your teachers about your children's reading? What was the way of your communication?

6. How did you use the information communicated? Do you think it was one-way or two-way communication?

7. How much were you enrolled in reading before PRP and after PRP?

8. To what degree did the parent meetings impact your belief that you can help your child in reading? In what ways?

9. To what degree did Ms. Dai's communications impact your belief that you can help your child read? In what ways?

10. Were you better to support your children after participating in PRP? In what ways?

11. Tell me something about your family reading meeting? What did you do with your child?

12. What experience did you share with other families about family reading meeting?

Chinese Version of Parent Interview Protocol

家长访谈方案

谢谢您花时间和我谈谈亲子阅读项目。您被选中的原因是拥有至少一年的亲子阅读项目的经验。

这个访谈很重要，因为我想获得您和孩子对亲子阅读项目的想法。这些问题没有正确或错误的答案。根据您的经验，所以请随意分享你的观点，即使它与你可能听到的其他人不同。请就这些问题进行自由交谈。我会倾听，问问题，并确保有公平的声音。有关亲子阅读项目的回答将成为我的博士研究的一部，也可能会与部门领导分享。我们今天的谈话应该不超过一个小时。我会录音，转录和分析访谈内容，并和您验证准确性。请注意，你所有的回复都会保密，身份信息将从文字记录中进行编辑。您可以随时退出这次面试。

在我们开始之前，请您明确一些访谈要求：

- 说出您的真实想法。没有正确或错误的答案。
- 认真倾听，如果没听清，可以询问并确认。
- 避免用名字来指认自己或他人。你可以把它们称为“学生”、“管理员”或“老师”。
- 为了保密，请不要与他人分享或讨论本次访谈的想法或信息。

家长访谈问题

1. 你参加过多少次代老师召开的家长会？
2. 你在家长会上学到了哪些关于支持孩子阅读的知识？
3. 你在家长会上得到了什么帮助？
4. 在家里，你为孩子阅读提供了什么帮助？

5. 你多久和老师交流一次孩子的阅读情况？你们的沟通方式是什么？

6. 您是如何使用信息交流的？你认为这是单向交流还是双向交流？

7. 参加亲子阅读项目之前和之后，你分别参于多少阅读？

8. 家长会对你帮助孩子阅读有多大程度的影响？哪些方面影响了孩子阅读？

9. 你与代老师的沟通对孩子阅读有多大的影响？哪些方面影响了孩子阅读？

10. 参加亲子阅读项目之后，你对孩子阅读有更好的帮助吗？有什么方式的帮助？

11. 可以说一说你的家庭读书会吗？你和孩子做了什么？

12. 你会与其他家庭（或社区成员）分享家庭读书会的什么经验？

APPENDIX C

TEACHER INFORMED CONSENT FORM

I, _____, agree to participate in a research study regarding your experiences with the goal of investigating whether implementation of the PRP, a PRP, leads to improve student reading skills based on home-school cooperation at Future School in China.

As a participant, I understand that my participation in the study is purposeful and voluntary. I am the executor of the PRP, so I am the only teacher who will be interviewed.

I understand that the interviewer has been trained in the research of human subjects, my responses will be confidential, and that my name will not be associated with any results of this study. I understand that the data will be collected using an audio recording device and then transcribed for analysis. Information from the audio recording and transcription will be safeguarded so my identity will never be disclosed. My true identity will not be associated with the research findings.

I understand that there is no known risk or discomfort directly involved with this research and that I am free to withdraw my consent and discontinue participation at any time. I agree that should I choose to withdraw my consent and discontinue participation in the study that I will notify the researcher listed below, in writing. A decision not to participate in the study or to withdraw from the study will not affect my relationship with the researcher, the College of William and Mary generally or the School of Education, specifically.

If I have any questions or problems that may arise as a result of my participation in the study, I understand that I should contact Zimu Cheng, the researcher at 757-358-3530 or zcheng03@wm.edu, or Dr. Tom Ward, chair of EDIRC, at 757-221-2358 or EDIRC-L@wm.edu.

My signature below signifies that I am at least 18 years of age, that I have received a copy of this consent form, and that I consent to participate in this research study.

_____	_____
Signature of Participant	Date
_____	_____
Signature of Researcher	Date

THIS PROJECT WAS FOUND TO COMPLY WITH APPROPRIATE ETHICAL STANDARDS AND WAS EXEMPTED FROM THE NEED FOR FORMAL REVIEW BY THE COLLEGE OF WILLIAM AND MARY PROTECTION OF HUMAN SUBJECTS COMMITTEE (Phone 757-221-3966) ON Feb, 2024 AND EXPIRES ON Feb, 2025.

Chinese Version of Teacher Informed Consent Form

教师知情同意书

我，_____，同意参与你的研究，目的是调查亲子阅读项目的实施是否能在中国未来学校的家庭-学校合作的基础上提高学生的阅读技能。

作为一名参与者，我明白我的参与这项研究是有目的的和自愿的。我是亲子阅读项目的执行人，所以我是唯一一个将接受采访的老师。

我知道访谈者接受过人类研究的相关培训，我的回答将是保密的，我的名字将不会与本研究的任何结果相关联。我知道这些数据将使用录音设备收集，然后转录进行分析。来自录音和转录的信息将得到保护，所以我的身份将永远不会被公开。我的真实身份不会与研究结果有关。

我理解这项研究没有直接涉及的风险或不适，我可以随时撤回我的同意并停止参与。如果我选择撤回我的同意并停止参与研究，我将以书面形式通知以下研究人员。不参与研究或退出研究的决定不会影响我与威廉玛丽教育学院研究人员的关系。

如果在参与过程中出现任何问题，我知道我应该联系研究员程子木，拨打电话 757-358-3530 或发邮件 zcheng03@wm.edu。也可以联系汤姆沃德博士，EDIRC 主席，拨打电话 757-221-2358 或发送邮件 EDIRC-L@wm.edu。

我在以下签名表示我至少 18 岁，我已收到本同意书的副本，并同意参与本研究。

_____ _____

参与人签字 日期

_____ _____

研究人员签字 日期

该项目符合适当的道德标准，并于 2024 年 2 月被威廉和玛丽学院人体学科保护委员会（电话 757-221-3966）豁免进行正式审查，并于 2025 年 2 月退出。

APPENDIX D

PARENT INFORMED CONSENT FORM

I,_____ , agree to participate in a research study regarding your experiences with the goal of investigating whether implementation of the PRP, a PRP, leads to improve student reading skills based on home-school cooperation at Future School in China.

As a participant, I understand that my participation in the study is purposeful and voluntary. By email or phone, the evaluator asks who wants to volunteer to be interviewed. I understand that approximately ten to twelve parents will be volunteers to participate in this study.

I understand that the interviewer has been trained in the research of human subjects, my responses will be confidential, and that my name will not be associated with any results of this study. I understand that the data will be collected using an audio recording device and then transcribed for analysis. Information from the audio recording and transcription will be safeguarded so my identity will never be disclosed. My true identity will not be associated with the research findings.

I understand that there is no known risk or discomfort directly involved with this research and that I am free to withdraw my consent and discontinue participation at any time. I agree that should I choose to withdraw my consent and discontinue participation in the study that I will notify the researcher listed below, in writing. A decision not to participate in the study or to withdraw from the study will not affect my relationship with the researcher, the College of William and Mary generally or the School of Education, specifically.

If I have any questions or problems that may arise as a result of my participation in the study, I understand that I should contact Zimu Cheng, the researcher at 757-358-3530 or zcheng03@wm.edu, or Dr. Tom Ward, chair of EDIRC, at 757-221-2358 or EDIRC-L@wm.edu.

My signature below signifies that I am at least 18 years of age, that I have received a copy of this consent form, and that I consent to participate in this research study.

_____	_____
Signature of Participant	Date
_____	_____
Signature of Researcher	Date

THIS PROJECT WAS FOUND TO COMPLY WITH APPROPRIATE ETHICAL STANDARDS AND WAS EXEMPTED FROM THE NEED FOR FORMAL REVIEW BY THE COLLEGE OF WILLIAM AND MARY PROTECTION OF HUMAN SUBJECTS COMMITTEE (Phone 757-221-3966) ON Feb, 2024 AND EXPIRES ON Feb, 2025.

Chinese Version of Parent Informed Consent Form

家长知情同意书

我，_____，同意参与一项关于你的研究，目的是调查亲子阅读的实施是否能在中国未来学校的家庭-学校合作的基础上提高学生的阅读技能。

作为一名参与者，我明白我的参与这项研究是有目的的和自愿的。评估者通过电子邮件或者电话询问谁想要自愿接受采访。我知道大约有 10 到 12 名家长将自愿参与这项研究。

我知道面试官已经接受过人类研究的培训，我的回答将是保密的，我的名字将不会与本研究的任何结果相关联。我知道这些数据将使用录音设备收集，然后转录进行分析。来自录音和转录的信息将得到保护，所以我的身份将永远不会公开。我的真实身份不会与研究结果想关。

我理解这项研究没有直接涉及的风险或不适，我可以随时撤回我的同意并停止参与。我同意，如果我选择撤回我的同意并停止参与研究，我将以书面形式通知以下研究人员。不参与研究或退出研究的决定不会影响我与威廉玛丽教育学院研究人员的关系。

如果我在参与研究可能出现的任何问题，我知道应该联系研究员程子木，拨打电话 757-358-3530 或发邮件 zcheng03@wm.edu。或联系汤姆沃德博士，拨打电话 757-221-2358 或发邮件 EDIRC-L@wm.edu。

我在以下签名表示我至少 18 岁，我已收到本同意书的副本，并同意参与本研究。

_____ _____

参与人签字 日期

_____ _____

研究人员签字　　日期

该项目被发现符合适当的道德标准，并于 2024 年 2 月被威廉和玛丽学院人体学科保护委员会（电话 757-221-3966）豁免进行正式审查，并于 2025 年 2 月退出。

VITA

Zimu Cheng

Education:

2021 - 2024	William & Mary, Williamsburg, Virginia, USA
	Doctor of Education - Educational Policy, Planning & Leadership.
	Concentration in International School Leadership
2017 - 2020	Jilin International Studies University, Changchun, Jilin, China
	Master of Education - Education Administration
2015 - 2018	Northeast Normal University, Changchun, Jilin, China
	Bachelor of Arts-English
2000 - 2003	Northeast Normal University, Changchun, Jilin, China
	Junior College-English

Experience:

2003 - present	The Second Experimental School of Jilin Province, Changchun, China
	English team leader; class adviser
2018 - present	Changchun City Basic Education and Teaching Center, Changchun, China
	Teaching and Research coach
2020-2022	Jilin International Studies University, Changchun, China
	Lecturer