

# Great Families Mean Great Schools:

## PIRC Outcome Data 2008-2009

National Parental Information  
and Resource Centers (PIRCs)



# **Great Families Mean Great Schools:**

**PIRC Outcome Data 2008-2009**

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For additional copies or information, contact your local PIRC (see pp. 29-30).

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This report was designed to tell the story of a unique set of statewide programs, PIRCs, who are working to engage families in improving the education of their children and building home-school partnerships. This story provides a transparent picture of program and outcome data, in an effort to evaluate and continuously improve PIRC services. Users may send this report to families, educators, community partners, funders, and others with interest in family, school, and community engagement in education. State PIRC contacts are listed in the back, and users may contact individual states for specific information.

“ We can’t meet the interests of the school district without meeting the interests of the parents. In any other market, success depends upon people having a relationship with your product. We need more opportunities for parents and community members to encounter our institutional “product” in positive and reinforcing ways. To do this, we need to create a wider pathway and a more expansive menu of opportunities for parents. Currently, there is a very narrow pathway for the parent–school relationship, which does not invite all the different kinds of conversations that are needed and does not ask parents to operate in any actionable way with schools. We need a different architecture for this relationship, which must evolve as children and families evolve and change.

If we want parents to take action, we need to help build their knowledge about education and the importance of family involvement.

”

Rudy Crew, 2008 National Superintendent of the Year

# Introduction—What is a PIRC?

The Parental Information Resource Center (PIRC) program is a nationwide effort designed to build successful family involvement in education. The program supports families' engagement in improving the education of their children and builds effective home-school partnerships. Funded primarily by the U.S. Department of Education's Office of Innovation and Improvement, the program focuses on projects serving families of English Language Learners, low-income, and racially and culturally diverse children from cradle to career. There are 62 PIRCs, each chosen through a competitive process, resulting in at least one in every state, the District of Columbia and most U.S. territories.\*



\* Average statewide grant is about \$600,000 per year.

# What do PIRCs do?



PIRCs are independent and unique organizations. They share a common passion for improving outcomes for children, and a focus on serving educators and families who are low-income, racially and culturally diverse, or English Language Learners. PIRC staff members have diverse experience as parents, community leaders, educators, and administrators, and together have built **an infrastructure that brings together families, schools, and community to help all children succeed from cradle to career.**

## PIRCs:

- **connect** schools, families, and **communities to statewide, and national resources** that meet their needs
- **implement high quality family involvement** programs and activities in schools and communities
- **help families understand the data** tied to school accountability systems and the significance of what that data means for **their children's education**
- prepare educators to **engage families** in children's learning and school decision-making
- **assist families and educators** to effectively communicate about children's learning and school improvement
- **support family leaders** to become active participants in the development, implementation, and review of school improvement plans
- assist families in understanding how to **help their children learn**
- **develop resource materials** and provide helpful information to families, schools, and others through conferences, workshops, and dissemination of materials



# Research on Family Engagement in Education

Family engagement raises student achievement, decreases the dropout rate, and is cost effective. Despite socioeconomic variables, meaningfully engaging families in their children's education substantially raises student academic achievement. Schools would need to increase spending per student by more than \$1,000 to achieve the same results.<sup>1</sup> It also improves student attendance and behavior, decreasing the likelihood that students will drop out and disengage from school.\*

## Additional Key Findings from Research:

- Research demonstrates that family engagement in a child's education improves a child's academic achievement, behavior, attendance at school, and emotional and physical well-being.<sup>2</sup>
- Effective family engagement can be the great equalizer for students, contributing to their increased academic achievement regardless of parents' educational level, ethnicity, or socioeconomic background.<sup>3</sup>
- Teachers are much more likely to remain in schools where many parents are involved and where they report high levels of trust with parents.<sup>4</sup>
- Parental engagement is essential to ensure the success of school improvement efforts, including school leadership and curriculum alignments.<sup>5</sup>

\* Excerpts from National Parent Teacher Association (2009). 2010 Public Policy Agenda. P.6.

<sup>1</sup> Houtenville, A. and Conway, K. (2008). Parental Effort, School Resources, and Student Achievement *Journal of Human Resources*, XLIII, 2. pp. 437-53.

<sup>2</sup> Ferguson, C., et. al. (June 16, 2008). *The School Family Connection: Looking at the Larger Picture: A Review of Current Literature*. National Center for Family and Community Connections with Schools. SEDL. p. 2.

<sup>3</sup> See, for example: Henderson, A. and Mapp, K. (2002). *A New Wave of Evidence: the Impact of School, Family and Community Connections on Student Achievement*. Southwest Educational Development Laboratory. One study found that increasing family involvement at early grades (K-5) is a stronger indicator for literacy development than ethnicity, the mother's level of education, and family income. Dearing, E., et. al. (2007). *Family Involvement in School and Low-Income Children's Literacy Performance: Longitudinal Associations between and within Families*. *Journal of Educational Psychology*, 98(4), pp. 653-64.

<sup>4</sup> Allensworth, E, et. al. (June 2009). *The Schools Teachers Leave: Teacher Mobility in Chicago Public Schools*, Consortium on Chicago School Research at the University of Chicago Urban Education Institute. p. 27.

<sup>5</sup> Bryk, A.S. et. al. (2010). *Organizing Schools for Improvement: Lessons from Chicago*. University of Chicago Press, p. 57-59.

“ Our work at the district level to move the entire system to become more data driven and family friendly in their decision making has been very exciting. Using technology to share information with educators and other professionals has been a fantastic piece to the training and education loop that keeps professionals informed of the work we do and keeps us connected. ”

# The Elementary and Secondary Education Act (ESEA)

## ESEA, Title I: Improving the Academic Achievement of the Disadvantaged

The Elementary and Secondary Education Act (ESEA) is the major federal education law, and was first enacted in 1965. Since then, the primary goal has been providing educational opportunities to the most disadvantaged children, largely through Title I programming. Title I refers to a section of ESEA law, outlining how schools should provide extra help to children who need it. The No Child Left Behind Act of 2001 (NCLB), a reauthorized reform of the ESEA, was passed by Congress and signed into law on January 8, 2002. The law makes many changes in the educational opportunities public schools offer to disadvantaged youth and others, and aims to help close the achievement gap.



## ESEA and Families

Even early language in ESEA showed a firm commitment to the idea that families play a crucial role in their children's learning success. Currently, ESEA requires schools receiving Title I funds and other federal funds to:

- involve families in school decisions and in school improvement;
- help families understand student and school data;
- build the capacity of families to help educate their children, and of teachers to engage families;

“The parent liaison project to teach English has led to increased minority involvement in decision-making positions in more than half of the schools involved. The PIRC Family Center coordinator has taken more than 100 minority ELL parents to the Utah PTA convention during the last two years. Attending the convention introduces them to PTA and gives them an opportunity to learn about parent engagement.”

Utah PIRC

- use a percentage of their budget to support families' efforts in these areas; and
- inform families about the qualifications of those who teach their children, about how well their child is doing, and if their child's school is safe and is meeting annual achievement goals. Families in schools, that according to the law's requirements need to improve, have options for improving their children's education and for becoming involved themselves.

## Current Family Engagement in ESEA

Schools' implementation of family engagement requirements in ESEA has been weak in recent years, as indicated by the results of the U.S. Department of Education's monitoring reports. In fact, "states were weakest overall in compliance with requirements for parental involvement. Sixteen states were in compliance of 53 reviewed in the years 2003-2006."<sup>6</sup> It is clear that schools could benefit from additional support and assistance in meeting these requirements. PIRC programs have developed an infrastructure to provide that support, additional resources, and training for teachers and parents.



## West Virginia State PIRC

Due to the strong relationship which has developed with the West Virginia Department of Education (WVDE), the WV State PIRC is viewed as a key player in shaping state policies, providing guidance to reforms and initiatives, and assisting schools on improvement with meeting the parental involvement requirements of the No Child Left Behind Act and Title I legislation.

The WV State PIRC has gained statewide visibility. It is now considered the definitive expert on parent and family involvement as evident by the inclusion of the PIRC on several state level task force committees and the numerous requests for services from districts and schools, elementary through high school.

An important role fulfilled by the WV State PIRC is serving as a vital conduit of communication between the WVDE and parents. The PIRC creates the bridge from the district's initiatives and implementation to parents' knowledge, support, and participation.

<sup>6</sup> U.S. Department of Education (2008). 2003-2006 Monitoring Cycle Report. Washington, D.C.: U.S. Department of Education. Retrieved Sept. 16, 2010, from <http://www2.ed.gov/adms/lead/account/monitoring/monitoringcyclerept1008.pdf>.

# PIRCs in Action

## California PIRC 1

In the California PIRC parent leadership project, principals and teachers with students whose parents are participating in the project report a significant increase in low-income and/or English Learner parents requesting information regarding their child's progress in meeting state and school district content standards.

Similarly, teachers report a change in the content and quality of questions and discussions initiated by parents. Rather than asking if their child is behaving, parents are now asking relevant and detailed questions regarding the grade-level content standards that their child is to meet, assessment tools used to monitor their child's progress, and their child's current level of academic development. Parents are also asking questions about what and how classroom learning activities are directed toward improving their child's academic progress, and what specific activities they can do at home to support their child's learning.



## Mississippi PIRC

We have an after-school program where parents learn the skills necessary to help their children succeed in school and cope with life. We have found parents are setting higher expectations and offering more encouragement to their children.

## Massachusetts PIRC

Massachusetts PIRC has forged partnerships with schools and districts across the state to support their family engagement efforts. For example, Worcester Public Schools has partnered with the PIRC to conduct a series of professional development opportunities. This past summer, all 44 principals participated in workshops on models of family engagement. District-wide training on welcoming all families into the school community was conducted this fall for 156 administrative support staff, including central office staff and parent liaisons. Springfield Public Schools work with Mass PIRC to train new and returning parent facilitators on cultural diversity and creating family-friendly schools. Parent facilitators, along with teachers and support staff, will make home visits to hundreds of families during the school year.



# 2008-2009 PIRC Outcome and Program Data

## Parental Information and Resource Center (PIRC) Outcome and Program Data 2008-2009

The data presented provides educators, administrators, families, communities, and policy makers with a clear picture of who is being served by PIRC programs across the country. It also shows the ways in which program activities influence meaningful outcomes for families and educators. The data represents program outcomes for services conducted in one 12-month period—the 2008-2009 grant year.\*

### How This Information Was Collected

To gather the evaluation data for this report, approximately 1,050 parents and 615 educators were interviewed by telephone or completed online surveys. Parents and educators who provided this information had attended workshops sponsored by their state PIRC program or received individual information, technical assistance, or other training services during the 2008-2009 grant year. Interviewers were either individuals paid specifically to conduct telephone interviews or staff who did not originally provide the individual assistance or training. Parents and educators were selected on a random basis.



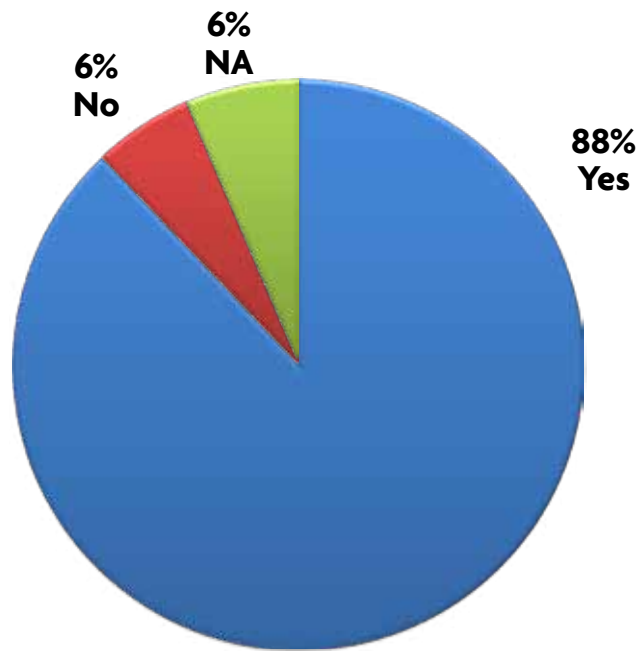
\* 87% of PIRCs submitted data for this publication.

# Outcome Data

## Families Work with their Children at Home to Improve Academic Achievement

Eighty-eight percent of families reported that because of the information and services they received from the PIRC, they were better able to support their children's learning at home.

**Percentage of Families Who Were Better Able to Support Children's Learning after Receiving Services from PIRCs**



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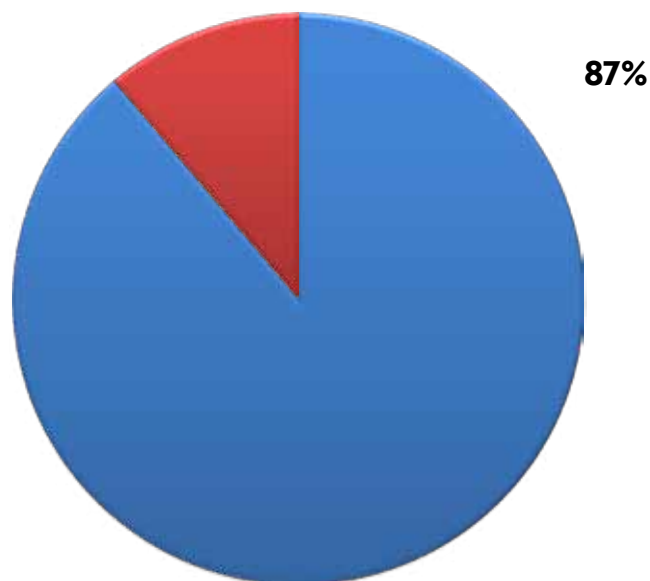
Before he leaves for school I check his bag to make sure he has his school supplies and homework. I never used to do that before the PIRC training.

”

# Educators Improve their Practice of Engaging Families in their Children's Education

Eighty-seven percent of educators reported that they had changed their practice of engaging families because of their work with a PIRC.

**Percentage of Educators Who Changed their Practice of Engaging Families After Working with a PIRC**



“

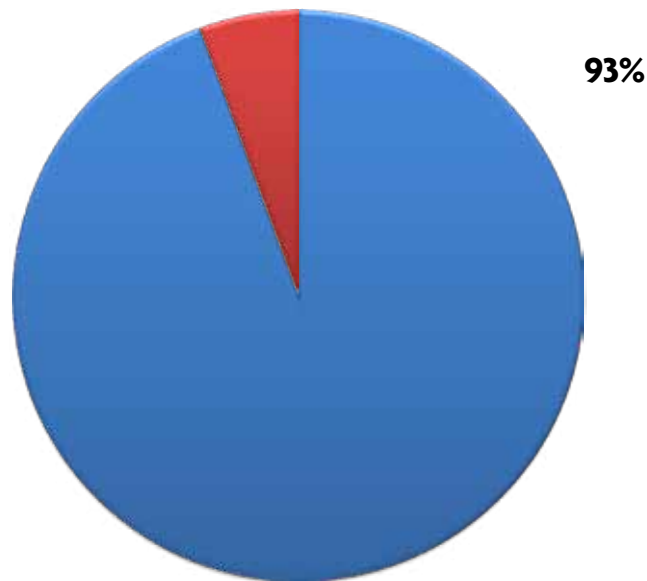
We expanded our Parent Resource Center based on information gained in a PIRC training session. We also developed some parent programs and activities as a result of PIRC training.

”

# Educators Learn New Strategies to Engage Families in their Children's Education

Ninety-three percent of educators reported that because of their PIRC, they have learned new strategies to engage families in their children's education.

**Percentage of Educators Who Learned New Strategies to Engage Families After Working with a PIRC**



“

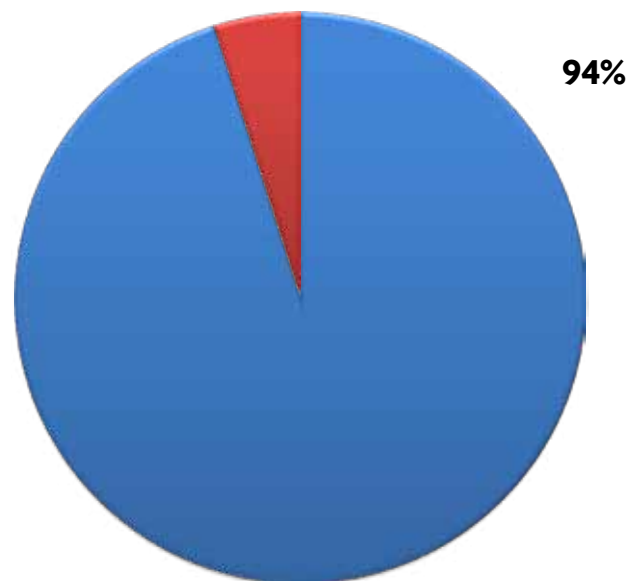
Because of the PIRC, I've learned how to motivate parents and empower them to connect more with the school without fear of the language barrier. Parents are now volunteering daily!

”

# Educators Have Increased Knowledge of Engaging Families to Improve Student Achievement

Ninety-four percent of educators reported that because of their PIRC, they have increased knowledge of how to work with families to improve academic achievement.

**Percentage of Educators Who Report Increased Knowledge of Engaging Families to Improve Student Achievement**



“

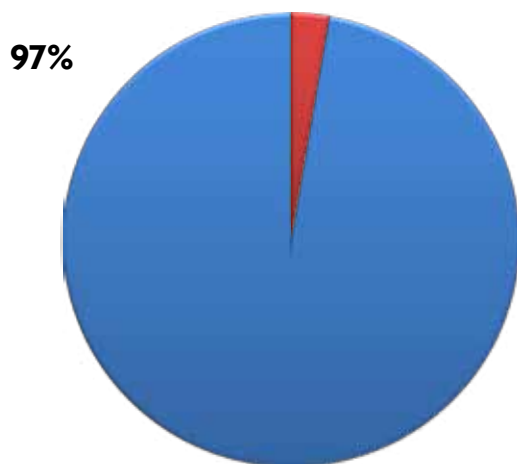
Parents don't know how to help with subjects they don't understand, so helping them understand helps their child.

”

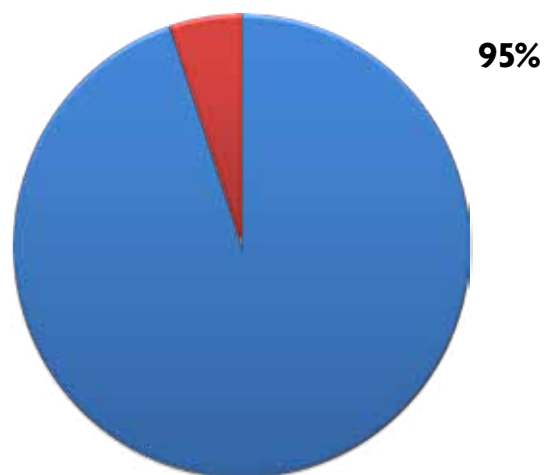
# Families and Educators Learn How to Improve Communication Between Home and School

Ninety-seven percent of educators reported that because of the PIRC, they have learned to improve communication between home and school. Ninety-five percent of families reported that because of the services they received from the PIRC, they were able to communicate better with their child's school.

**Percentage of Educators Who Report Improved Communication Between Home and School**



**Percentage of Families Who Report Improved Communication Between Home and School**

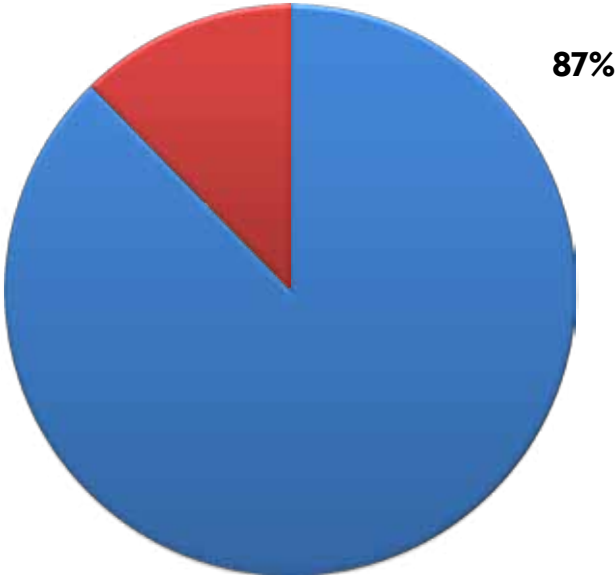


“We started using Twitter because parents commented that they use their phones a lot to receive text messages. As a result of the PIRC training, we are posting more information for parents on the school website, and we try to make more home visits in order to get to know the families.”

# Families Share the Information They Received From the PIRC With Others

Eighty-seven percent of families reported that they have shared the information they received from PIRC with others.

**Percentage of Families Who Have Shared Information Received from PIRCs**



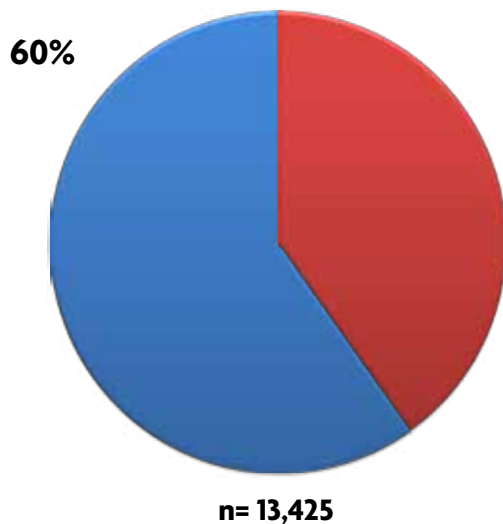
“ As much as I think that I advocate for my child, I know that there is more that I can do. Not just for my child and my grandchildren, but for other children who do not have a voice to speak out. ”

# Program Data

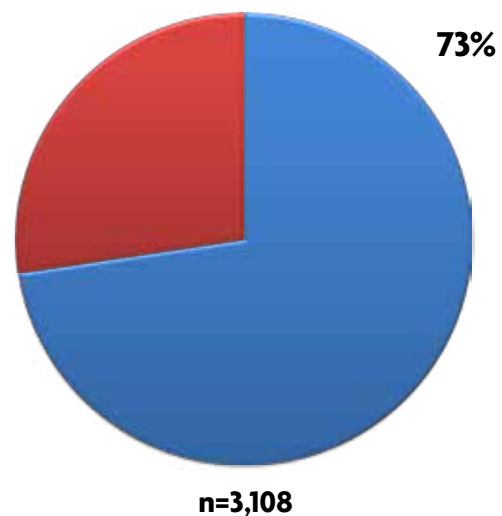
## PIRCs Help Schools and Districts Engage Families in their Children's Education

With a special focus on Title I schools in need of improvement under federal education law, PIRC's assist schools and districts in their family engagement efforts. Specifically, PIRC's help schools plan, engage families in decision-making, reach out to all families, and build the capacity of families to help children learn. These efforts empower families and schools to engage families in ways that are driven by school data, and linked to student learning.

**Percentage of Title I Schools that Received PIRC Services**



**Percentage of Title I School Districts that Received PIRC Services**

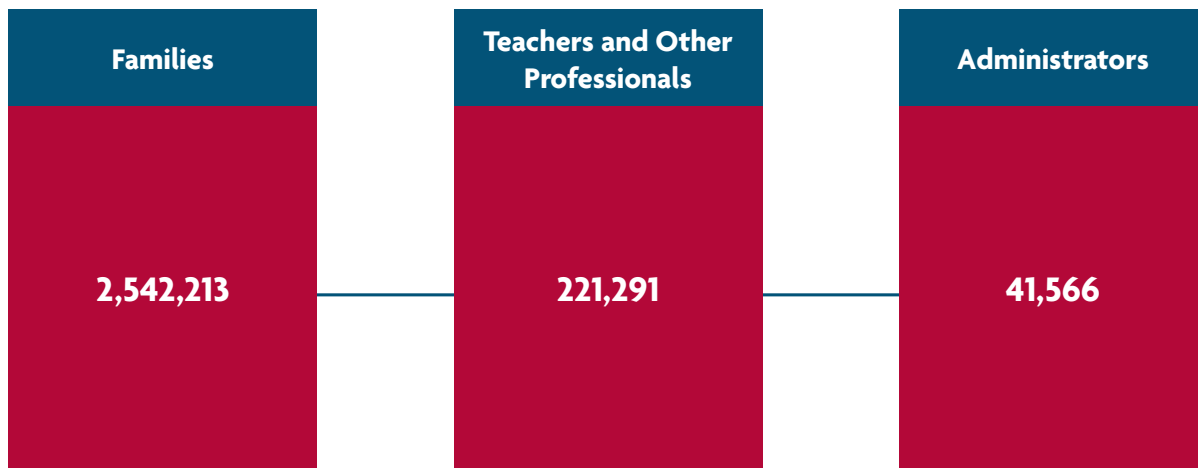


“ As a result of the PIRC's effort, the culture of our school has changed in a significant way. Our staff has increased communication with parents on homework, learning standards, parents' role in their children's learning, and expectations we have for each other. ”

# PIRCs Provide Direct Services for Families and Educators

PIRCs provide direct services for families and educators through in-person and phone consultations, home and site visits, emails and letters, and meetings. These direct services help families understand their rights and responsibilities under federal education law, improve communication between families and schools, and provide information about improving academic achievement. Educators use information from PIRCs to plan, implement, and review comprehensive family engagement efforts, effectively reach out to all families, and incorporate families in school improvement and student learning.

## Number of Families, Teachers and Other Professionals, and Administrators Served



“

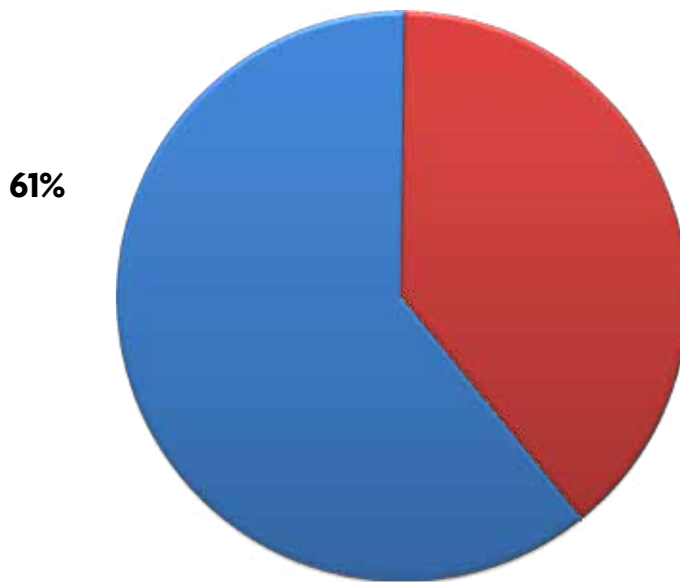
I am a teacher and a parent. Yet, I didn't know about all of the mandates for parent involvement and parent rights. I learned about new ways to involve parents. Very useful!

”

# PIRCs Provide Direct Services for Families with Low Incomes

PIRCs are required to use at least 50 percent of their funding reaching out to families with low incomes. In addition to providing services through Title I schools (those with high proportions of students from families with low incomes), partnering with community-based, regional and statewide organizations, and using innovative communications methods, PIRC are extremely successful at providing their services to families with low incomes.

**Percentage of Families with Low Incomes that Received PIRC Services**



“

I understand Title I better now and that can help me understand the school's efforts.

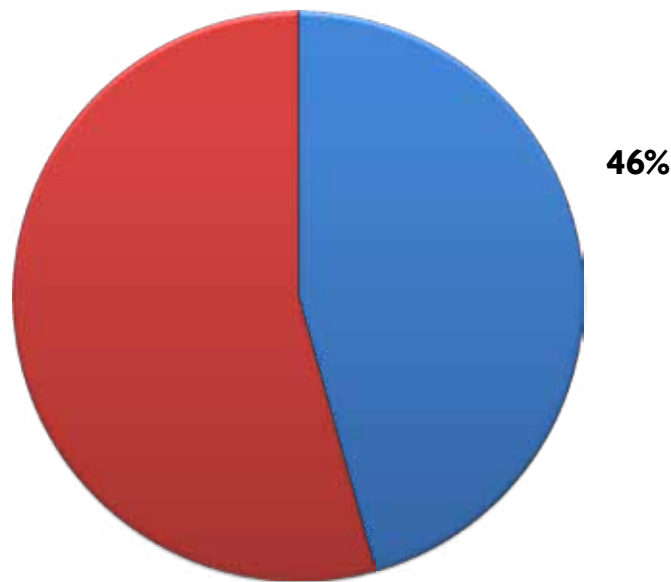
”

## PIRCs Help Families of Culturally and Racially Diverse Backgrounds

PIRCs provide services to parents of culturally and racially diverse backgrounds. PIRCs employ talented staff members who build relationships in diverse communities, with special focus on communities where schools are in need of improvement.

The percentage of people served by PIRCs exceed that of families from culturally and racially diverse backgrounds in the United States. About 33.6 percent of families in the country are from culturally or racially diverse backgrounds.

**Percentage of Families of Culturally and Racially Diverse Backgrounds Served by PIRCs**



“

Great materials and very good workshop. As a Native American and a grandmother caregiver, I want higher goals for education for our future generation.

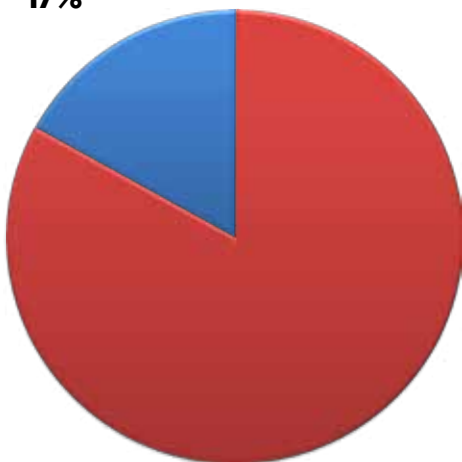
”

# PIRCs Provide Services for Families with English Language Learners

PIRCs are committed to providing services in languages and formats that are most useful and accessible to families. PIRC has family engagement resources in 32 languages, and utilize formats such as audio, video, Web-based, social network, radio, television, and more to disseminate information in communities with English Language Learners.

## Percentage of Families with English Language Learners Served by PIRC

17%



## Languages Served

- |                   |              |
|-------------------|--------------|
| Albanian          | Kosraen      |
| Amharic           | Mandarin     |
| Arabic            | Marshallese  |
| Bosnian           | Navaho       |
| Cape Verdean      | Palauan      |
| Chamorro          | Pohnpeian    |
| Chinese           | Polish       |
| Chuukese          | Portuguese   |
| English           | Russian      |
| French            | Samoan       |
| French Creole     | Somali-Bantu |
| French Vietnamese | Spanish      |
| Haitian-Creole    | Tagalog      |
| Hmong             | Tongan       |
| Japanese          | Vietnamese   |
| Korean            | Yapese       |

“

[The PIRC] helped me understand the American education system. It is important for information to be in the parent's language, especially information on school policies and parent rights.

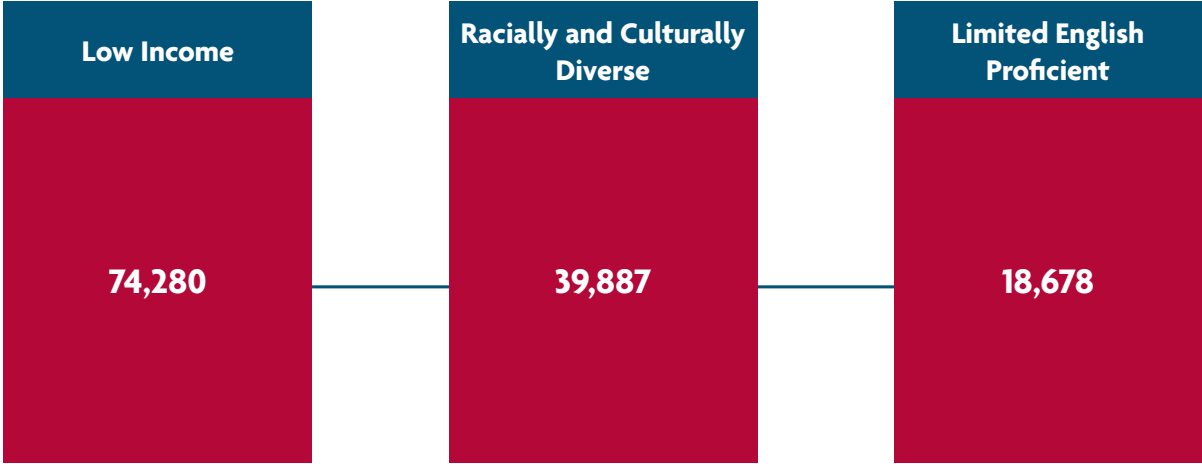
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# PIRCs Provide Intensive Early Childhood Parent Education to Improve School Readiness

PIRCs are required to use 30 percent of their funding to provide early childhood parent education (ECPE). Many PIRCs utilize national programs such as Parents as Teachers (PAT) and Home Instruction for Parents of Preschool Youngsters (HIPPY)\*\* which include home visits. All the ECPE programs used by PIRCs are evidence-based.

Intensive early childhood supports are provided to racially and culturally diverse families, those with limited English proficiency, and to families in poverty.

### Number of Family Members Who Received ECPE Services by PIRCs



“ My child is much more comfortable going into kindergarten with having had such a welcoming and wonderful first experience. Thank You. ”

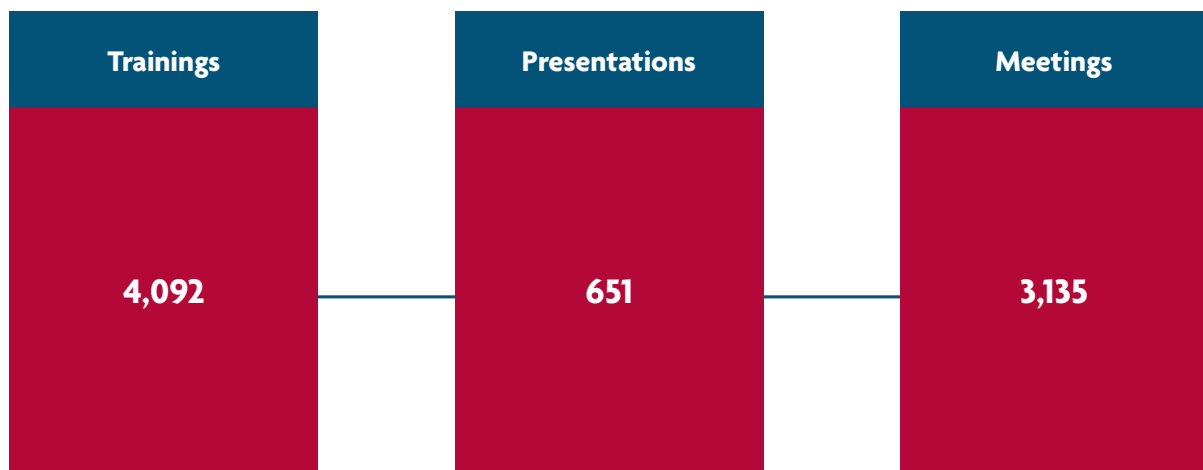
\*<http://www.parentsasteachers.org/>

\*\*<http://www.hippyusa.org/>

# PIRCs Support Family Engagement through Trainings, Presentations, and Meetings for Parents and Educators

PIRCs reach out to schools and communities to provide training and assistance. PIRC has been extremely successful at providing valuable information on family engagement through many innovative training efforts including webinars, conferences, summits, and workshop series.

## Number of Trainings, Presentations, and Meetings Offered



“

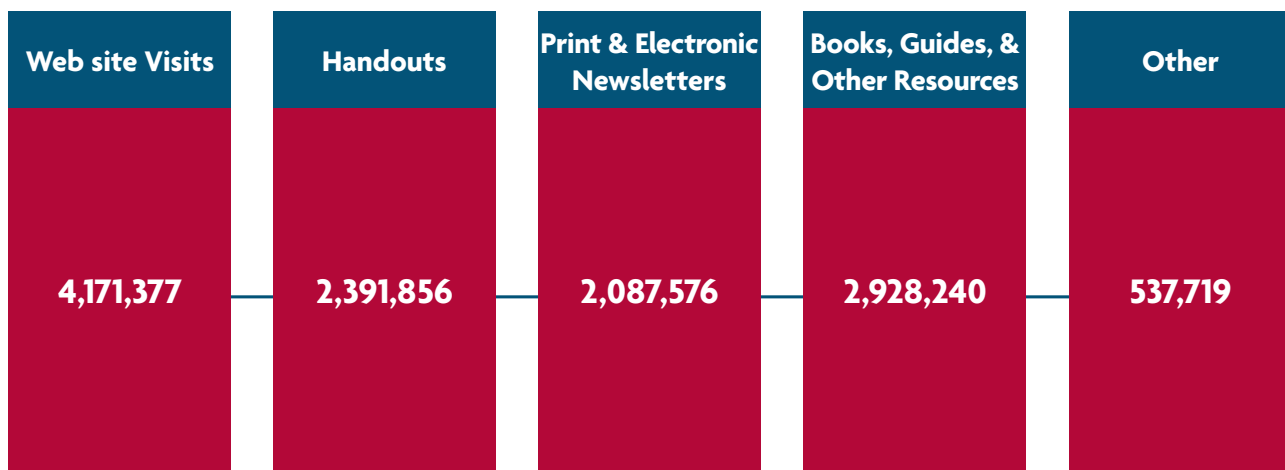
We are now putting on a Parent Academy with a series of workshops that came directly from our work with [the PIRC].

”

## PIRCs Provide High-Quality Information on Family Engagement

PIRCs provide indirect services to families and educators by developing communication strategies that include newsletters, websites, media efforts, written materials, information kiosks, and resource fairs. These, and many other strategies, help extend the reach of PIRC's information to both urban and rural areas across the U.S. and territories.

### Number of Communication Strategies Disseminated by PIRC's



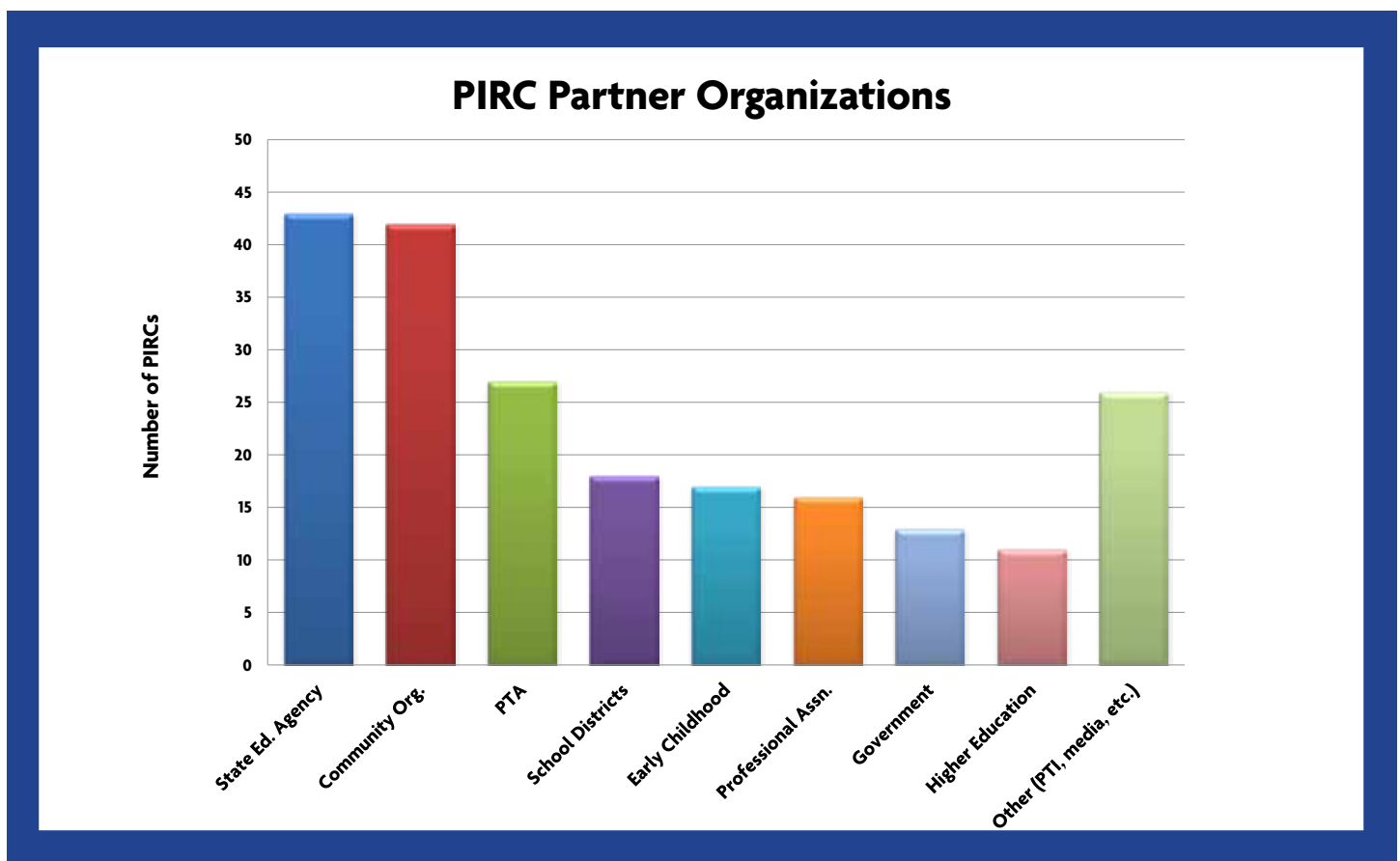
“

I refer to the [PIRC] brochures on a regular basis to assist me with school issues, such as parent-teacher conferences and what to ask the teacher and principal.

”

# PIRCs Partner to Expand their Reach

PIRCs maximize their resources and expand their reach through collaboration with other organizations. PIRC programs indicated their most important partnerships in the 2008-2009 program year as indicated below.



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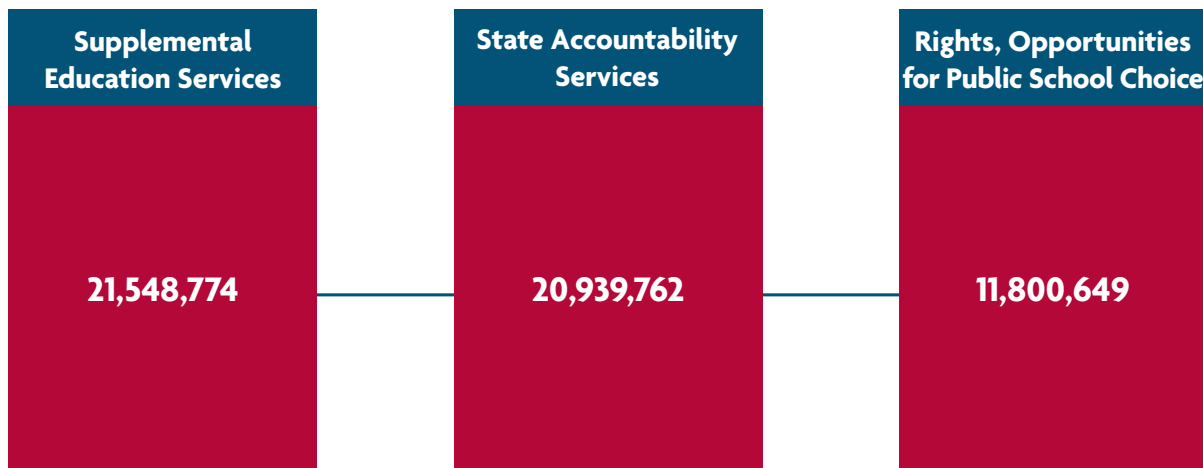
As a state agency, when we plan family involvement related activities or outreach, we consult with the PIRC as a primary partner.

”

# PIRCs Help Families Understand their Rights Under ESEA

PIRCs use creative strategies to ensure that families of children in Title I schools in need of improvement under ESEA understand their options for accessing help for their children. PIRCs have made information on school accountability, public school choice, and supplemental educational services (SES) understandable and available for families. This information can help families make decisions about their child's education.

## Number of Family Members Who Directly or Indirectly Received Information from PIRCs on the Following:



“

I now understand my rights as a parent with a child at a Title I school.

”

# PIRCs Advance the Understanding of Family Engagement as a Student Achievement and School Improvement Strategy

PIRCs provide statewide, regional, and national leadership in family engagement. Twenty-three PIRC presented at national education conferences, seven serve on national boards and task forces, and two have received national awards for their work. Nine PIRCs have collaborated with other PIRCs to cross-train and hold events, and eleven PIRCs have presented at regional education events for parents and educators. Nine PIRCs have held summits or forums on family engagement in their states, six serve on statewide boards and task forces, and many have worked to raise the awareness in their states about family engagement through governor's proclamations.

Several PIRCs chose to participate in a quasi-experimental evaluation design as a component of their programs. These are multi-year projects, and some PIRCs have reported preliminary findings.

“ Teachers who received instruction in family engagement during their pre-service program reported higher levels of professional parent involvement than previous graduates. Teachers with pre-service training reported being more prepared to hold effective conferences with parents. It appears that enhanced family engagement training built into preservice teacher education programs increases teacher's professional preparation for parent involvement. ”



# PIRC Contact Information

## Alabama

Alabama PIRC  
Wetumpka, AL  
(334) 567-2252  
alabamaparentcenter.com

## Alaska

Alaska Parent Information  
and Resource Center  
Juneau, AK  
(907) 586-6806  
akpirc.org

## American Samoa

American Samoa PIRC  
Pago Pago, AS  
(684) 633-6094

## Arizona

Arizona State PIRC  
Gilbert, AZ  
(480) 224-2060  
azpirc.com

## Arkansas

Arkansas State PIRC / Center  
for Effective Parenting  
Springdale & Little Rock, AR  
(479) 751-6166  
(501) 364-7580  
parenting-ed.org

## California

California State PIRC 1  
Covina, CA  
(626) 814-4441  
bilingualeducation.org

California State PIRC 2  
Modesto, CA  
(209) 545-9766  
cambridgeacademies.org

## Colorado

Colorado Parent  
Information and Resource  
Center-Clayton Foundation  
Denver, CO  
(303) 355-5387  
cpirc.org

## CSPC PIRC

Westminster, CO  
(720) 890-0123  
coparentcoalition.org

## Connecticut

Connecticut PIRC  
Middletown, CT  
(860) 632-1485  
ctserc.org

## Delaware

Parent Information Center  
of Delaware PIRC  
Wilmington, DE  
(302) 999-7394  
(888) 547-4412  
picofdel.org

## District of Columbia

District of Columbia Parent  
Information Resource  
Center ( DC PIRC)  
Washington, DC  
(202) 238-9385  
mcsdc.org

## Federated States of

Micronesia  
Federated States of  
Micronesia (FSM) PIRC  
Pohnpei, FSM  
(808) 441-1316  
prel.org

## Florida

The Florida PIRC of FND  
Dunedin, FL  
(727) 523-1130  
floridapirc.org

Florida PIRC at University of  
South Florida (USF)  
Tampa, FL  
(813) 974-2673  
floridapirc.usf.edu

## Georgia

Georgia PIRC  
Atlanta, GA  
(404) 881-3292  
georgiapircnet

## Guam

Guam Parent Information  
Resource Center  
Hagatna, GU  
(671) 477-7472  
guampirc.org

## Hawaii

Hawaii Parent Information  
Resource Center  
Honolulu, HI  
(877) 994-7472  
hawaiiipirc.org

## Idaho

Idaho PIRC  
Boise, ID  
(208) 345-3344  
familyadvocate.org

## Illinois

Illinois Parent Information  
Resource Center  
Chicago, IL  
(877) 586-0007  
colum.edu/ilpirc

## Indiana

Indiana Partnerships Center,  
IN State PIRC  
Indianapolis, IN  
(317) 205-2595  
fscp.org

## Iowa

Iowa Statewide PIRC  
Clive, IA  
(515) 267-1115  
iowaparents.org

## Kansas

Kansas Parent Information  
Resource Center (KPIRC)  
Topeka, KS  
(866) 711-6711  
kpirc.org

## Kentucky

KYPIRC  
Shelbyville, KY  
(502) 647-3533  
ovec.org

## Louisiana

Louisiana PROMISE Parent  
Information & Resource  
Centers (PIRC)  
Shreveport, LA  
(318) 429-6958  
lpirc.org

## Maine

Maine PIRC  
Augusta, ME  
(207) 623-2144  
mpf.org

## Maryland

Maryland State Parental  
Information and Resource  
Center (MD PIRC)  
Bethesda, MD  
(301) 657-7742  
mdpirc.org

## Massachusetts

Massachusetts PIRC  
Boston, MA  
(617) 399-8344  
masspirc.org

## Michigan

Life Services System Parent  
Center  
Holland, MI  
(616) 396-7566  
lifeservicessystem.org

## Minnesota

Minnesota Parent Center,  
MN PIRC, a project of PACER  
Minneapolis, MN  
(952) 838-9000  
PACER.org/mpc

## Mississippi

Mississippi PIRC  
Lexington, MS  
(662) 834-0905  
mississippipirc.org

\* 87% of 62 PIRCs provided information for this publication.

**Missouri**

Missouri Parent Information Resource Center (PIRC) located at Burrell Behavioral Health Springfield, MO (417) 269-5400 burrellcenter.com

Missouri PIRC St. Louis, MO (816) 926-4278 missouri-pirc.org

**Montana**

Montana Parent Information & Resource Center (MT PIRC) Missoula, MT (406) 543-3550 montanapirc.org

**Nebraska**

Nebraska PIRC Lincoln, NE (877) 843-6651 nebraskapirc.org

**Nevada**

Nevada State PIRC Reno, NV (775) 353-5533 nevadapirc.org

**New Hampshire**

New Hampshire PIRC Concord, NH (603) 224-7005 nhpirc.org

**New Jersey**

New Jersey PIRC New Brunswick, NJ (732) 246-8060 preventchildabusenj.org

**New Mexico**

Parents Reaching Out, home of the New Mexico PIRC Albuquerque, NM (505) 247-0192 parentsreachingout.org

**New York**

New York PIRC Buffalo, NY (716) 332-4140 epicforchildren.org

New York State Parental Information and Resource Center, sponsored by Cornell Cooperative Extension Watertown, NY (315) 788-8450 nyspirc.org

**North Carolina**

North Carolina PIRC Davidson, NC (800) 962-6817 ecac-parentcenter.org

**North Dakota**

North Dakota State PIRC Minot, ND (701) 837-7500 (888) 763-7277 ndstatepirc.org

**Ohio**

Ohio PIRC Cincinnati, OH (888) 647-4729 (513) 762-7100 uwgc.org

**Oklahoma**

Oklahoma PIRC Oklahoma City, OK (405) 478-4078 okpirc.org

**Oregon**

Oregon Parental Information and Resource Center Portland, OR (503) 275-9552 (888) 877-6266 OregonPIRC.org

**Pennsylvania**

Pennsylvania PIRC Camp Hill, PA (717) 763-1661 center-school.org/pa-pirc

**Puerto Rico**

Puerto Rico PIRC San Juan, PR (787) 763-4665 apnpr.org

**Republic of the Marshall Islands**

PREL Republic of the Marshall Islands - PIRC Majuro, MH (692) 625-2343 prel.org

**Rhode Island**

RI PIRC at RI Parent Information Network Cranston, RI (401) 270-0101 ripin.org

**South Carolina**

South Carolina PIRC Columbia, SC (803) 733-5430 scchildren.org

**South Dakota**

SD Parent Information and Resource Center Sturgis, SD (605) 347-6260 (800) 218-6247 sdpirc.org

**Tennessee**

Tennessee Parent Information and Resource Center Nashville, TN (615) 269-7751 tnvoices.org

**Texas**

Texas PIRC San Antonio, TX (210) 444-1710 idra.org

**Utah**

Utah PIRC Salt Lake City, UT (385) 646-4608 UFPN.org

**Vermont**

PIRC Vermont Williston, VT (802) 876-5315 pircvermont.org

**Virgin Islands**

Virgin Islands PIRC St. Thomas, VI (340) 643-9888

**Virginia**

Parent Educational Advocacy Training Center (V-PIRC) Richmond, VA (800) 869-6782 peatc.org

**Washington**

Washington PIRC Pasco, WA (877) 492-7472 wapirc.org

**West Virginia**

WV Parent Connections Charleston, WV (304) 347-0478 wvpc.edvantia.org

**Wisconsin**

Parents Plus, Inc. Milwaukee WI (414) 755-8700 parentspluswi.org

**Wyoming**

Parent Education Network, Wyoming State PIRC Buffalo, WY (307) 684-7441 wpen.net





**Great Parents Mean Great Schools** explains how Parental Information and Resource Centers (PIRCs) strive to build successful family involvement in education. The booklet also summarizes data collected by the statewide PIRCs on the impact of their work serving families and educators.