Examination of Parental Involvement in Relation to a Child's Academic Success

by

Krystal Fuller

A dissertation submitted to the Graduate Faculty of
Auburn University
in partial fulfillment of the
requirements for the Degree of
Doctor of Philosophy

Auburn, Alabama
August 05, 2017

Keywords: parental involvement, academic success, education

Approved by

Maria Witte, Professor of Educational Foundations, Leadership, and Technology
James E. Witte, Professor of Educational Foundations, Leadership, and Technology
Leslie Cordie, Assistant Professor of Educational Foundations, Leadership, and Technology
Kamden Strunk, Assistant Professor of Educational Foundations, Leadership, and Technology

Abstract

Parents are their child's first teacher, and education begins in the home. This study has been conducted to investigate the relationship between parental involvement and academic success. The study used a quantitative design which included preexisting data from the National Household of Education Surveys in which participating parents ($N = 17,563$) completed the Parental and Family Involvement in Education Survey.

The study examined the relationships between parental involvement and the parents' income, education, gender, and employment status. Also, observed in the study were the children's gender, grades earned, grades repeated, and behavior at school. The results of the chi-square test revealed that there was a significant finding between children's grades and gender. In addition, the chi-square test also showed a strong positive-negative relationship between children serving in-school suspensions and parent participation in school activities

The findings from this study indicated that parents who were unemployed can still help their children with completing homework as well as increase the number of opportunities to assist their children with homework assignments. The findings suggested that parents who have college degrees, increase the possibility of their children maintaining higher GPA's. Recommendations for future study include conducting further studies representing parents or children with learning disabilities, using a different dataset that includes continuous variables and using studies that include responses from teachers as well.

Acknowledgments

"Faith is believing in something you cannot see."

First, I would like to thank God, for keeping me every step of the way. Without him, none of this would be possible. To my husband, you survived our first year of marriage and the dissertation process without putting me out of the house. You are such a wonderful man.

To my parents, I will never be able to repay you for everything, but I hope I am making you guys proud. You guys paved the way for the road I am traveling.

To my granny, whenever I could not sleep no matter what time of the morning you were always there to answer my call. You prayed with me; you prayed for me. You kept me spiritually uplifted every step of the way, and I appreciate so much for always being there for me from the moment I was born.

To Racquel and Dell thank you for always being there for me and supporting me every step of the way. I could not ask for a better sister and brother. Most importantly, thank you for giving me my TT baby Amar'e. Who brings me so much joy and happiness.

To my Aunt Val, Aunt Peaches, and Aunt Boot I appreciate you guys for always being there and supporting my dreams. You guys supplied me with the resources necessary to help me on my educational journey since 2008.

To my in-laws, thank you for accepting and believing in me from the very beginning. You guys welcomed me with open arms, and have always made me feel like family.

Karla, I thank you for calling and texting me every day with inspiring words or to talk about our latest trip to Starbucks. I held up my end of the deal now it is your turn. Love you.

To my dear family, friends, sorors, and sistars. Thank you for cheering me on through every trial and tribulation. Your continuous and constant encouragement means the world to me, and it will never go in vain. Thank you for believing in me.

To Pastor Thomas Brown, thank you for all the encouraging words and for giving me the spiritual motivation I needed to survive this process.

To Dr. Maria Witte, I don't know how to begin to tell you how thankful I am for you, for your guidance, for your kind words, for your unconditional love and support. You truly are the heart of the department and every moment spent learning from you has been a pleasure. Though my time at Auburn University has come to an end, I pray that the relationship we have developed will be everlasting.

To Dr. James Witte, since the day I met you in 2014 until this day you still never cease to amaze me. I remember the first time we held a conversation you left me wondering "how in the world do you know so much." I have said this to you multiple times, and I will say it again you are the most interesting man in the world!!

To Dr. Leslie Cordie, if you ever get tired of teaching you should try your hand at entertainment. You truly are a delight to be around in or out of the classroom. I can't remember a time where I didn't see a smile on your face, even when you cry, you still find a way to smile. I appreciate that, and I know that others do as well. My hope is that you never lose that part of you.

Dr. Strunk, before and after I left your classroom I said a prayer and shed a few tears. You challenged me to think in ways I had never experienced before. When I wanted to give up,

you kept me encouraged. I know I probably bothered you more than any student on campus, yet you never showed me anything less than support and tough love. Thank you for sharing your expertise with me.

Dr. Taylor, you have been my inspiration since 2013. My first day of graduate school was also your first day teaching an online course, and it is safe to say we made it through. You inspired me to change over to the Adult Education program. You wrote my recommendation letter to get in the program, and you always made yourself available to assist me in anything I needed even after I graduated from the University. I know that there are great things in store for such a brilliant professor.

Dr. Elisha Wohleb, thank you for taking the time out of your busy schedule to serve as the University reader. I know it is no small task; however, you did it with no complaints. There are no amount of words that can ever fully explain how grateful I am.

Lastly, to my stepson, nephews, Goddaughter, God sister, and little brother, I hope that my journey will inspire you and your future educational endeavors. My message to you would be to never give up on your dreams. There will always be someone who will doubt you, and that is fine. Just never let their doubt become your doubt!!

" If all difficulties were known at the outset of a long journey, most of us would never start out at all."

-Dan Rahter

Dedication

I dedicate this dissertation to my loving husband and my beloved son. Terrence, the love of my life, my editor-n-chief. I never knew part of my heart was missing until the day you came into my life. Thank you for being unselfish, loving, helpful, and caring throughout this process. You have been there since day one, and I cannot imagine what my life would have been like without you in it. You have supported me financially, emotionally, and mentally. You never gave up on me even when I wanted to give up on myself. The year 2017 has been one of the roughest years of my life and our relationship, and you have been my rock every step of the way. Thank you for your unconditional love and support. When I found you, I found the rest of my life!

Tre', losing you was one of the worst experiences and days of my life. There is not a day that goes by that I do not think of you. Baby boy, for a second mommy did not believe she would make it this far. The day I lost you, I lost my hope, I lost myself. However, you held on for me so now I will continue to hold on for you. Your death made me find the strength I never knew I had. I may not carry you in my belly or arms anymore, but I will forever carry you in my heart. You are my reason; you are my guardian hero. You saved me!

Tre' Garnell Cooper (2017)
My Guardian Hero

"Take your past, and find your path"
-Shonda Rhimes

Table of Contents

List of Tables

List of Figures

List of Abbreviations

AIS   Academic Intervention Services

CPE   Continuing Professional Education

DCSF   Department for Children, Schools, and Families

DOE   Department of Education

ESEA   Elementary and Secondary Act

IDEA   Individuals and Disabilities Act

MSA   Magnet School Association

NAEP   National Assessment of Educational Progress

NAPCS National Alliance for Public Charter Schools

NBPTS National Board for Professional Teaching Standards

NCES   National Center for Education Statistics

NCLB   No Child Left Behind

NCSE   National Center for School Engagement

NHSE   National Household Surveys Program

PFI   Parent and Family Involvement in Education

PTA   Parent-Teacher Association

Chapter I: Introduction

Overview

Parental involvement in education has a profound effect on a child's ability to become a successful adult (Aronson, 1996). Parental involvement in education is preeminent. "Education is defined as the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something" (Department of Education, 2008, p. 1). Parental involvement in education is defined as a combination of active participation on the part of the parent to the school and student (Continuing Professional Education, 2011).

Examples of parental involvement in school activities includes attending a general school meeting, attending a scheduled meeting with their child's teacher, participating in a school event, or volunteering in the school or serving on a school committee (Jeynes, 2007). "According to the No Child Left Behind Act, parental involvement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities" (Parental Involvement: Title I, 2004, p. 31). Examples of parental involvement in home activities consist of: plays, concerts, PTA, sporting events, fundraisers, homework, selection of courses, and monitoring school progression. Support from a parent or family member is crucial for a child to be academically successful. "The presence of parents in a school building shows support of the school as a major dimension of a child's life as well as provides collaboration between school and home" (Trotman, 2001, p.

1

276). "When parents become more active in their children they are more likely to succeed and move on to higher education" (Wood, 2003, p. 70). Parental and family involvement appears to be a better predictor of student achievement than any other factor (Chavkin & Williams, 1988; Comer, 1986; Fan & Chen, 2001; Henderson & Berla, 1994).

A student's academic achievement is based on the academic standards required by the specific state in the United States. "Student achievement measures the amount of academic content a student learns in a determined amount of time" (National Board for Professional Teaching Standards [NBPTS], 2015, p. 8). Based on the current grade level, educators are required to use specific learning goals and objectives. Student achievement, student learning, and academic achievement are often used reciprocally; however, they are relatively different. Student achievement is the status of subject-matter knowledge, understanding, and skills at one point in time, while student learning is the growth in subject-matter knowledge, understanding, and skills over time (NBPTS, 2015). Student academic achievement refers to a student's success in meeting short or long term goals in education (NBPTS, 2015).

Academic achievement refers to completing high school or earning a college degree and student achievement deals with behavior. In most K-12 schools, part of the achievement is measured by academic success and satisfactory conduct. Parents being earnestly involved at school and communicating with teachers about their child's classroom activity and behavior is crucial. "The more comprehensive and well planned the partnership between the school and home, the higher the student achievement" (Henderson & Berla, 1995, p. 14).

Likewise, when parents are involved at school, the performance of all the children at school, not just their own, tends to improve. Involvement allows parents to monitor school and classroom activities and to coordinate their efforts with teachers to encourage acceptable

classroom behavior and ensure that the child completes schoolwork (Hill & Taylor, 2004). Increased student and academic achievement of the student has been of significant interest in America for many years, which provides hope for a brighter future for American students (Epstein et al., 2009).

Statement of the Problem

"When schools work together with families to support learning, children tend to succeed not just in school, but throughout life" (Henderson & Berla, 1994, p. 1). Learning is complex; it begins at birth and continues throughout life. Parents are the first teachers and role models for their children; therefore, they have a strong influence on their learning (Department for Children, Schools, and Families, 2007). Studies continue to show that many parents are not aware of the importance they play in their child's education and have a limited understanding of their role in their children's learning (DCSF, 2007; Epstein et al., 2009).

Theories exist about a child's success or failure (Birch & Ladd, 1997; Hamre & Pianta, 2001, Nimetz, & Bennett, 1997). One of the most significant factors in children's success in school and life is their family and home background. Parental and family involvement in school and home is critical to the success and achievements of the student while in school. Identifying practical methods to encourage parental involvement and participation must still be identified and addressed. There is a lack of research improving the quality and quanity of parental involvement in education.

Purpose of Study

The purpose of this study was to examine the role of parental and family involvement in children's K-12 success. Parental involvement in children's schooling is positively linked to achievement (Altschul, 2011; Domina, 2005; Epstein et al., 2009). There is evidence that

3

suggests parental involvement positively influences student achievement and overall well-being (Bauch, 1990; Epstein et al., 2009).

Significance of the Study

This study examined how certain barriers affected the relationship between home and school which in turn impacts the success of students. Examining barriers could inspire a plan to help educators and parents improve involvement and increase motivation. The results obtained from this study may provide school officials, teachers, and parents with what may help provide effective parental involvement practices. Furthermore, interpretation of results could indicate ways to improve parent-teacher communication, thereby benefitting the student scholastically and personally.

It is evident that parental involvement is a crucial element in the upbringing of a child. It is beneficial to a child's educational endeavors, yet it is unclear if parents are fully aware of the significant impact they have or the problems that may arise due to a lack of involvement. This research was conducted to highlight barriers that could prevent parental involvement and discuss the significance a parent's involvement has on a child and their success academically.

Research Questions

The following research questions were used in the study:

1. Do children's grades vary based on gender?

2. Do children's grades vary based on the parents' level of education?

3. Do children's suspensions vary based on parental involvement in school activities?

4. Do children's repetition of grade level vary based on expulsion from school?

5. What is the relationship between employment status of parents and parental involvement at home?

Limitations of the Study

The data for this study were derived from and relied solely on information available from a preexisting dataset; therefore, there were limitations. Although the data set had proven strengths such as being reliable and valid, there were also weaknesses with it. One limitation of the data was the information about grades, behavior, income, education level, employment status, and involvement was self-reported by the parents with no confirmation from the school or teachers. Also, the data only accounted for one child per household. Another limitation of the study was that there was no question asking parents about whether or not they had a learning disability.

Having a learning disability and type of disability could change the realm of questioning as well as responses as to the parent's employment status, educational attainment, parental involvement in school activities (helping with homework), and/ or income level (O'Donoghue, 2014). These variables could have been impacted and resulted in a significant change if that information was provided. Whether the child had a learning disability was also a limitation of the research. If the child had a learning disability, that could have been an explanation as to why the child may have received certain grades, repeated grade levels, or received unsatisfactory conduct.

Another factor to take into consideration is whether a parent held a child back because they felt like he or she was not ready socially or academically. Moreover, the number of times the children were in suspension or expelled from school was not mentioned in the survey. Knowing if certain behavior was a trend or a one-time occurrence would have been helpful in analyzing the data as well. Another limitation of the study was that the researcher was limited to

the types of questions and responses available on the survey. Most responses were categorical which limited the different type of analysis.

<div align="center">Definition of Terms</div>

The following list of terms were used in the study:

Academic Achievement: refers to the level of schooling one has successfully completed and the ability to attain success in your studies (NBPTS, 2015).

Educators: All education professionals and paraprofessionals working in participating schools, including principals or other heads of a school, teachers, other professional instructional staff (e.g. staff involved in curriculum development, staff development, or operating library, media and computer centers), pupil support services staff (e.g. guidance counselors, nurses, speech pathologists, etc.), other administrators (e.g. assistant principals, discipline specialists.), and paraprofessionals (e.g. assistant teachers, instructional aides) (Department of Education, 2013).

Learning at Home: Involving families with their children on homework and other curriculum-related activities and decisions (Epstein & Salinas, 1993).

Parenting: Providing positive support physically, mentally, emotionally, financially, spiritually, and socially. To nurture and guide children in right way (Epstein & Salinas, 1993).

Parental Involvement: defined as a parent's participation and communication with one's child that involves learning and academic activities (Jeynes, 2012).

Socio-economic status: is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation (Bishaw & Semega, 2008).

Student Achievement: is the status of subject-matter knowledge, understanding, and skills over time (NBPTS, 2015).

Student Academic Achievement: refers to student's success in meeting short- or long-term goals in education (NBPTS, 2015).

Student Success: defined as academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational outcomes, and post-college performance (York, Gibson, Charles, & Rankin, 2015).

Organization of the Study

This dissertation was organized into five chapters. Included in Chapter I was the overview of the study, purpose of the study, significance of the study, and definition of terms. Research literature addressing the overall relevance of the study is found in Chapter II. Chapter III described the data analysis, previous studies, survey instruments, sample and proposed analysis. Demographic, frequencies, SPSS software analysis, and research question results can be found in Chapter IV. Chapter V concluded the study by providing recommendations for future research, implications, and conclusions of the study.

Chapter II: Literature Review

Overview

This chapter presents the literature in regards to the relationship between parental involvement and children's academic success. This chapter includes the defining of parental involvement, barriers that prohibit parents from being able to be involved with their children's academics, the importance of parents being involved and a summary of the chapter. The methods for the study will be discussed in Chapter III.

Purpose of the Study

The purpose of this study was to examine the role of parental and family involvement in children's K-12 success. Parental involvement in children's schooling is positively linked to achievement (Altschul, 2011; Domina, 2005; Epstein et al., 2009). There is evidence that suggested parental involvement positively influences student achievement and overall well-being (Bauch, 1990; Epstein et al., 2009).

Research Questions

The following research questions were used in the study:

1. Do children's grades vary based on gender?

2. Do children's grades vary based on the parents' level of education?

3. Do children's suspensions vary based on parental involvement in school activities?

4. Do children's repetition of grade level vary based on expulsion from school?

5. What is the relationship between employment status of parents and parental involvement

at home?

<div align="center">History of Parental Involvement</div>

Parents are their children's first teachers and role models. A parent is defined as a natural or adoptive parent of a child, a guardian, person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare) or a surrogate parent (Burke, 2013, p. 255). In the early 14th century, public schools were financially supported by parents. Additionally, the education of children was fully accommodated in the family and was a learning experience through the productive activities of the household and learned trades in neighboring homes (Coleman, 1987). During this century, private tutoring was known as an early form of education for students where the teaching and learning process occurred at home, and parental involvement was prevalent. Until this time, parental involvement was fundamental and consisted of ensuring their child's general health and well-being and providing food (Epstein, 1987).

In the1600s, Colonial America pilgrims attempted to make it a requirement that the education of children was the sole responsibility of the parent. However, the attempt was unsuccessful; consequently, the General Court passed the Old Deluder Satan Act, which required each town to independently set up a school or support a surrounding school (Pulliam & Patten, 2007). The overall acceptance of teaching as a profession began to change the face of parental involvement in schools (Berger, 2008; Epstein, 1996; Zellman & Waterman, 1998). Parents have played an essential part in the schooling of children within the educational system throughout history. The evolution of education dates to the early 1900's and has seen a variety of changes and laws dedicated to improving the educational system.

The Elementary and Secondary Education Act (ESEA) was put in place to ensure that children coming from low-income family were provided with the necessary materials through funding from or by the government. "Research confirmed that parent involvement had moved from education being the primary responsibility of the family to an almost hands-off approach from the family and back again" (Jennings, 2012, p. 43). The ESEA also provided the link between parental involvement and education. The Civils Rights Act of 1965 brought about changes that affected education and Head Start was formed. "The Civil Rights Act of 1965 influenced education in America and significantly affected the family. The demand for equal rights for minorities and women impacted the desire for equal opportunities, which directly impacted family relationships" (Berger, 2008, p. 4).

In 1970, the Vietnam war affected families and brought about many issues. With the economy spiraling down, increased use of drugs and moral responsibilities beginning to change, over 20 million mothers joined the workforce (Berger, 2008; Pulliam & Patten, 2007). Vygotsky (1978), a leading figure of the social constructivist model, argued that parents play a significant role in a child's learning process. Vygotsky indicated that parents function as the monitors who help a child reach what he called the zone of proximal development (ZPD). Vygotsky defined the zone of proximal development as "the distance between the actual developmental level as determined by independent problem solving and the level of the potential development as determined through problem-solving under adult guidance" (p. 86).

Parental Involvement

Parental involvement has been defined as a parent's participation and communication with one's child that involves learning and academic activities (Jeynes, 2012). Fishel and Ramirez (2005) offered a broad definition of parental involvement that considered factors that

were outside of the biological spectrum; their definition includes any significant caregivers who participate in the educational lives of their children to foster academic and social well-being. Such caregivers could be parents, grandparents, stepparents, and foster parents. "Parental involvement is an influence on children's academic development that can be considered modiable, for instance by means of counseling or intervention" (Jennings, 2012, p. 43).

The majority of the No Child Left Behind Act (NCLB) placed emphasis on parental involvement, and many schools have an obligation to spend part of their funding on programs which promote participation from parents. At a joint session of Congress in February 2009, President Obama stated,

> "In the end, there is no program or policy that can substitute for a mother or father who will attend those parent/teacher conferences, or help with homework after dinner, or turn off the TV, put away the video games, and read to their child. I speak to you not just as a President, but as a father when I say that responsibility for our children's education must begin at home" (NCLB, 2009, p. 1). The role and impact of parental involvement in education has been the topics of several investigations (Hoover-Dempsey & Sandler, 1995). However, researchers have not always agreed on an operational definition of parental involvement (Abdul-Adil & Farmer, 2006; Altschul, 2011; Ceballo et al., 2014; Robbins & Searby, 2013).

Blair (2014) posited that parental involvement is understood as interaction and assistance provided by parents to their children and their children's schools to promote academic achievement. School-based involvement includes but not limited to parents participating in parent teachers' association (PTA), volunteering at school events, or extracurricular activities is

encouraging academic success. Furthermore, parental involvement has been referred to as a multidimensional construct that includes activities carried out by parents at home and school to enhance academic achievement (Barnard, 2004; Fantuzzo et al., 2000)—a construct also referred to as home–school partnership, parental participation, and parents as partners (Lloyd-Smith & Baron, 2010). Parental involvement is also associated with the aspirations and goals parents set for their children. Although researchers have not always agreed on what constitutes parental involvement, references can be made to Epstein (1995) and Hoover-Dempsey and Sandler (2005), who offer varying models of parental involvement.

<div align="center">Types of Parental Involvement</div>

Epstein (1995) developed a model of parental involvement that advocated for partnerships between parents, school officials, and teachers. A relationship amongst parents, educators, and students is essential for a child's academic success. Kagan (1984) indicated strong parent involvement programs are developed with input from families and school personnel on two questions: "What forms of parent participation are desirable and feasible? What strategies can be employed to achieve them" (p. 2)? The interface between families and school must fit the specific context---or address the needs of parents, teachers, and students. Neither a "one size fits all" approach nor a focus on activities in the absence of nurturing essential attitudes among the partners will work for schools.

Epstein's purpose for the model was to use it as a guide for schools to promote learning. The model is made up of six types of involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. This model would help the school develop a balanced program that connects parents and teachers or academic achievement. These six types of involvement were divided up into categories ranging from

home-based activities to the importance of parent-teacher partnerships. The parameters of Epstein's (2007) model are:

> Parenting (Type 1) –assist families with the necessary parenting skills and encourage home conditions to support children in the educational process and assist schools in understanding families. Communicating (Type 2)- Parent-initiated and school-initiated contacts regarding school programs and student progress. Volunteering (Type 3)-Organize volunteers to support the school and the students. Provide volunteer opportunities at school events or other community events related to education. Learning at Home (Type 4)-Involve families in learning activities including homework and extracurricular learning activities at home. Decision Making (Type 5)- Include families as participants in school decision making and possibly develop parent leaders and representatives. Collaborating with Community (Type 6)- Coordinate resources and services from the community for families, students, and the school to support learning.
>
> (p. 12)

Epstein's model was based on how well the parent and teachers communicate with one another throughout the duration of the child's academic career at the school.

However, if there is not an open-line of communication then the parent can be un-informed on what is happening at the school, and the school will not be informed as to if the child is taking the daily reports home. "School failure is at its core caused by an inability or an unwillingness to communicate---a relationship problem" (Pianta & Walsh, 1996, p. 24). There are several main roles that influence effectively incorporating parents into programs that encourage involvement. The roles are but not limited to teachers/nurturers, communicators/advisors, supporters/learners, and collaborators/decision makers (Pena, 2000).

Grolwick and Slowiaczek (1994) introduced other types of involvement which includes behavioral, cognitive-intellectual, and personal involvement. Behavioral involvement is being actively involved in both home and school activities. For example, attending a PTO meeting and assisting a child with a project. Cognitive-intellectual involvement is when a parent exposes their child to activities that will stimulate their mind and experiences that will be educationally rewarding. An example would be a trip to the zoo. Identifying the animals and sounds they make would allow the child to learn about different animals as well as have fun.

Personal involvement is the attitude the parent has towards education and how they portray those feelings to the child. Sitting the child down and sharing expectations for them and their future is beneficial for the expectations the child will set for themselves. "Socialization is a continuing process whereby an individual acquires a personal identity and learns the norms, values, behavior, and social skills appropriate to his or her social position" (Hill, 2001, p. 687).

Academic and cognitive socialization are other types of involvement that include parents' education-related beliefs, expectations, and behaviors through which they navigate or influence their children's academic and school-related development (Hill, 2001, p. 688). Academic socialization is associated with the parent communicating his/her expectations for success, expressing to their child the value of education at their age, helping develop a plan and goals for their future, and expressing how everything they are learning now will benefit them for years to come. This type of parenting is usually when the child is an adolescent and old enough to pick up on parenting behaviors and understand why communicating such aspirations are important. Cognitive socialization is associated with children learning through the thinking process such as following instructions from teachers. Cognitive socialization and cognitive

development are interchangeable words that focus on how learners interact with their

environment to develop complex reasoning and knowledge (Boundless, 2016).

Parental involvement has been divided into home-based involvement and school-based

involvement. The barriers to these types of involvement will be discussed later. Positive family-

school connections take many forms and demand site-specific development (National

Association of State Boards of Education, 1992). Home-based involvement is essential to the

child's academic success because it provides the parent and child time to communicate about

school assignments and issues that may be occurring in the classroom. School-based

involvement is when the parent attends events at the school with or without the child present.

However, these conceptions of home- and school-based involvement have been developed and

validated in elementary school models and some have been found to be less effective for

adolescents in middle and high school (Ratelle et al., 2004, p. 3). Previous research suggested

twelve key findings to summarize the need for parental involvement.

1. Parent/family involvement has a significant positive impact on student
   outcomes throughout the elementary, middle school, and secondary years.

2. While in general parent/family involvement improves student outcomes, variations
   have been found per students' family cultures, ethnicity, and/or socioeconomic
   backgrounds.

3. Parent/family involvement at home has a more significant impact on children than
   parent/family involvement in school activities.

4. The nature of the parent/family involvement that is most beneficial to children
   changes as they reach adolescence.

5. Parent/family involvement in early childhood programs helps children succeed in their transition to kindergarten and elementary school.

6. Parent/family assistance with homework can be beneficial; however, parents may guidance and assistance to work effectively with their children.

7. The ways in which culturally diverse families are involved in their children's education may be different from those of other families. These family practices are nonetheless valuable and should be respected and capitalized on when planning parent/family involvement programs.

8. Promising outcomes have been documented in both mathematics and literacy when children's parents/families are involved in the educational process.

9. The most promising opportunity for student achievement occurs when families, schools, and community organizations work together.

10. To be effective, school programs must be individualized to fit the needs of the students, parents, and community.

11. Effective programs assist parents in learning how to create a home environment that fosters learning and how to provide support and encouragement for their children's success.

12. Teachers must be trained to promote effective parent/family involvement in children's education (Carter, 2002, p. 2).

Barriers to Parental Involvement

This section of the literature review focuses on the barriers, specifically those within in the home and school environment. Removing barriers is a contributing factor in children's academic success in grades K-12. The obstacles presented may indirectly or directly influence

16

the academic outcome for children in grades K-12. By identifying the barriers for parental involvement, teachers, administrators, and parents may gain insight on how to create and provide a solution that would be most beneficial for students.

Parental involvement has been identified as being vital in the education of children. Greenwood and Hickman (1991) divulged that "parental participation in schools contributes to higher student achievement, certain students attitudes and self-concepts, and active parental and student perceptions of schools and daily life" (p. 279). Parental involvement is sometimes difficult to acquire, yet so profitable for a child's education. Currently, The No Child Left Behind Act compels schools to prevent barriers to parental involvement.

Some research studies and publications cite characteristics that promote academic success. These elements include: positive parent-child relationship (i.e., parental closeness and involvement); family cohesion, supportive relationships, absence of discord, and active engagement (i.e., participation in school and at home); consistent supervision, discipline and responsibilities (i.e., creating and maintaining a schedule , rules and chores); and expressing high expectations for academic success (i.e., talking about post-secondary options, career choices, and short/long term goals) (Barnard 1991, 1995; 2004; Fraser, et al., 2004; Williams, 2011). The above attributes were associated with improving student academic achievement, increasing school attendance, decreasing dropout and pregnancy rates, and increasing self-efficacy and positive social relationships of students (Barnard, 2004; Masten & Coastsworth, 1998; Masten et al. 1999; Williams, 2011). However, in order to obtain positive outcomes, specific barriers need to be addressed.

To begin with, communication between the educator and parent must be a two-way street. "Parent and teacher focus groups conducted around the country as part of the Parents As

17

School Partners research project, identified common areas of conflict between parents and teachers" (Baker, 2003, p. 92). Parents and educators share common values and are partners in the education children. Trotman (2001) stated that "parent involvement was designed to create a partnership that allowed for greater collaboration between home and school for the expressed purpose of improved student outcomes" (p. 2). The less the parent knows about what is occurring at school, the less he or she will be concerned about or included in relating to the child's education.

McWayne, Hampton, Fantuzzo, Cohen, and Sekino (2004) identified a significant correlation between low levels of direct school contact and children's problem behaviors. Part of a child's academic success was their behavior at school. Having bad behavior could result in the student being placed in in-school or out -of school suspension, or expulsion from school. Any of the reprimands addressed above would take the child out of the classroom causing them to potentially fall behind. A parent that is in constant communication with the school or teacher would always be up-to-date on their child's conduct.

Any changes in the curriculum, rights, and responsibilities or code of conduct should be relayed from the teacher to the parent. Schools have been tasked with the struggle of finding innovative avenues to foster prosperous and supportive relationships between parents and their children while establishing a working partnership between school and home (Burns, 1993). This could occur through weekly communication between teacher and parent whether it be by a report sent home by the student requiring a signature, call, or an email. It is important an effective relationship be formed through whatever means necessary.

 Previous research established the importance of school environments and student achievement (Barnard, 2004). Significant involvement most likely develops when schools

actively seek out ways for parents to get involved (Hamilton, 2016). "Active dialogue such as phone calls, Parent-teacher conferences, and follow-up after Parent –Teacher conferences to plan specific strategies if needed or discuss further with other teachers develop out of a living trust, a mutuality of concern, and an appreciation of contrasting perspectives" (Lightfoot, 2004, p. 42).

Parent and teacher focus groups, conducted around the country as part of the Parents As School Partners research project, identified common areas of conflict between parents and educators (Baker, 2000). Parents felt that teachers waited too long before telling them about a problem and that they only heard from teachers when there was bad news (Baker, 2000). "Most parents felt they did not have easy or ongoing access to their children's teachers and that teachers blamed parents when children had problems in school. Some parents felt unwelcomed at their children's school. Furthermore, they believed schools did not want their input and communication was a one-way system, with schools sending out information and parents having few, if any, opportunities to share ideas with the school.

A stronger relationship between home and school affords a teacher insight into the life of a student, which allows them to teach more efficiently and effectively (National Research Council, 2001). Precise predictors of student success in school are not family income or social status, but the magnitude to which the family constructs a home environment that encourages learning and communicates high yet sensible expectations for the child's success (Pena, 2000). Parents should be involved in their child's educational advancement to establish a substantial relationship with the teacher.

Teachers are viewed as caregivers for the students. Caregivers continually provide their child with opportunities to engage in all types of linguistics, which forces them to use their language in a purposeful way (Cambourne, 1995). Though the teacher is considered the

caregiver, primarily, they also carry the role of the director. When in the classroom the teachers are competing for command of learning situations and steering the student in the right direction to elevate and reach their full potential. "Relationships between children and adults are the primary medium through which literacy is acquired" (Pianta, Nimetz, & Bennett, 1996, p. 669). A parent's literacy and an instructor's teaching skills are pertinent to a child's success.

Next, a parent's lack of education could hinder the parent from being able to help the child with school work at home (Mansbach, 1993). For many parents, their personal school experiences create obstacles to involvement. Parents who dropped out of school did not feel confident in school settings. Parents with a higher level of education are more likely to encourage their children to pursue the same or similar, thereby being a vigorous advocate for their child's schooling. One of the determining factors that impacts a child, is their parents' educational background. An example would be the level of education achieved by the mother.

A salient finding from traditional research on both adult education and early childhood intervention programs is that the mother's level of education is one of the most important factors influencing children's reading levels and other school achievements (Hill & Taylor, 2004). Sticht and McDonald (1990) found that the more highly educated mothers have greater success in providing their children with the cognitive and language skills that contribute to early success in school.

Children of mothers with high levels of education stay in school longer than children of mothers with low levels of education (Sticht & McDonald, 1990). The focus of this research was to investigate parent, child and family literacy and the correlation with success. Literacy is the ability to read and write. Reading and writing are fundamental skills that every child should master; it leads to success in school, a capacity to compete in the job market, and participation in

the democratic process (Wei, Blackorby, & Schiller, 2011). It is theorized that well-educated parents are more capable of providing for their children.

Then, socioeconomic differences can cause a divide between the parent and the school. At times, parents' financial concerns present a significant obstacle to participation in their child's school activities. Diverse economic and time constraints are primary impediments for parents whose work hours do not allow them flexibility. The No Child Left Behind (NCLB) Act of 2001, President George W. Bush's signature education reform law, was designed to raise academic achievement for all students and close gaps that separate minorities and low-income students from more affluent peers by the 2014 school year (Peterson & Parker, 2005).

Hill and Taylor (2004) found that parents with a greater social status and a higher level of financial stability, tend to be more prevalent in their child's education. "Bodovski and Farkas (2008) reported that parents in families with low family income teach obedience with less emphasis on creativity and business skills" (p. 903). By contrast, parents in middle- and upper-class families teach their children critical thinking, multitasking, and other skills required for higher levels of employment (Bodovski & Farkas, 2008).

A desire to be better than counterparts of similar socioeconomic status could be the driving factor behind helping their child succeed (Bodovski & Farkas, 2008). Low income/working families are faced with barriers such as employment or unemployment, linguistic barriers, and extenuating circumstances that make the parents reluctant to participate fully or become involved even when the opportunities exist (Lareau, 1989). However, parents from lower socioeconomic backgrounds faced barriers that impeded being involved ranging from feelings of inadequacy due to their level of education, to basic scheduling needs and lack of resources (Hill & Taylor, 2004).

The change in family structure has shown a direct connection in the amount of time spent and availability of parents in schools. The number of single parents that have more than one job compared to the number of traditional type of families has increased. The restricted changing of families, that being households led by a single parent with multiple occupations, has had a severe impact on parental involvement and availability in schools. "Families that are struggling with lower income levels have an increased amount of stress, this increased amount of pressure has an indirect relationship with performance causing the students to perform at a lower level" (Wooden, 2010, p. 7). These types of socioeconomic changes directly impact the type of parental involvement a parent may have at the school site (Nokali, Bachman, & Votruba-Drzal, 2010).

Consequently, many families have several time constraints that limit their ability to participate in activities during regular school hours, including volunteer opportunities, as well as teacher conferences (Smith, 2011). Children from low-socioeconomic backgrounds progress slower than most; however, it is not the sole reason and there are other aspects to consider (Wilson, 2009).

The Early Childhood Longitudinal Study, Kindergarten Class of 1988-99, followed the success levels of a worldwide group of adolescents beginning from kindergarten to completion of higher grade levels. By the fifth grade, the students who were economically disadvantaged (those living in households below the poverty line), had a greater chance at being limited in subject areas such as reading and math than those-those living higher than the poverty threshold.

The federal poverty line is determined based on the calculated income numbers and the size of a family. Eighty-four percent of those above the poverty level tested competent in 12th grade mathematics; on the other hand, only 45% of students living in poverty were competent (U.S. Department of Education, National Center for Education Statistics, 2007). In 2014, the

United States ranked among one of the largest child poverty rates when compared to the international standards (U.S. Census Bureau, 2014). "Fundamentally, poverty is a denial of choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society" (United Nations, 1998).

Although poverty figures are indisputable, the precise and lasting effects of poverty on student success remains unclear (Duncan, Yeung, Brooks-Gunn, & Smith, 1998). The model for family involvement, despite enormous changes in the reality of household structures, is that of a two-parent, economically self-sufficient nuclear family, with a working father and homemaker mother (David, 1989, p. 4). Often, parents can be employed at stressful jobs, while mothers are expected to retain such a job and take care of child-care responsibilities and school issues. Parents who do not speak fluent English can feel inadequate in school contexts (Moll, 1992).

After that, parental involvement seems to function differently and serve different purposes in different cultural groups (Hill & Taylor, 2004). An example would be parents who can read and write; however, the writing could be phonetically incorrect. Hill and Taylor (2004) also suggested that it was not recognized that parental involvement seems to function differently and serve different purposes in different cultural groups.

Cultural capital describes how wealthy a person is with knowledge, skills, and experience that better equips them with the ability to succeed in life. Cultural capital is further defined as the advantage gained by the middle class, educated, European-American parents from knowing and experiencing a lifestyle congruent with the culture that is dominant in most American schools. Bourdieu (1977) suggested that the concept of cultural capital is based on the idea that schools and other social structures have a strong influence over an individual through the mechanism of the cultural capital.

Lareau (1989) implied that students who are less fortunate with the nonexistence of cultural capital lean towards the likeliness to have lower academic success than their companions. A possible outcome that results from the variation of cultural identity from that of the dominant norm, includes the diminishment of a parent's desire to participate socially; hence, allotting less opportunity to visit the school and reap the benefits afforded socially, informatively, and materialistically to those that do. Parents must possess some form of cultural capital to assist with social awkwardness and be effective in their child's success. In conclusion, the ideas of parental involvement and cultural capital are vital in the educational development and academic success.

Finally, the absence of time spent with the child or with the school is an obstacle that could impede parental involvement. "Parents who know their children best, are in the best position to inform schools about their children's needs and capacities and are deeply invested in their children's success" (Parent Academy, 2017). Parental obligations sometimes make it difficult for parents to attend extra-curricular activities such as PTA, sporting events, and even parent-teacher conferences. This is not for lack of desire or effort, but instead for lack of time and resources.

The barriers mentioned above fell into three categories which were: barriers for personnel, barriers for parents, and barriers for the partnership. Barriers for school personnel were summarized as ambiguous commitment to parent involvement; use of negative communication about students' school performance and productivity; use of stereotypes about families to address schooling concerns; lack of time and funding for family outreach programs; and fear of conflict with families (Christenson & Sheridian, 2001). "Barriers for parents are the following: feeling of inadequacy; adopting a passive role by leaving education to schools;

linguistic and cultural differences; lack of role models, information, and knowledge about resources; suspicion about treatment from educators; and economic emotional, and time constraints" (Christenson & Sheridian, 2001, p. 13). Finally, barriers for the partnership are: "limited time for communication and meaningful interaction; communication primarily during crises; differences in parent-educators perspectives about child's performance and behavior paired with little or no opportunity for discussion; and limited contact for building trust within the family-school relationship" (Christenson, 2001, p. 13).

Parental Involvement and Academic Achievement

Through the review of the literature, the findings concluded, that there is a correlation between parental involvement and a child's academic success. Although there were other factors that affected student's academic success, the realm of it, begins with parent involvement. As evidence from the literature points to a positive association between parental involvement and achievement, numerous policies have sought to promote parental involvement to reduce underachievement and the achievement gap between high- and low-SES students in America (Altschul, 2011; Domina, 2005; O'Bryan, Braddock, & Dawkins, 2006; Park, 2017). Parental involvement is more important to children's academic success than their family's socio-economic status, race, ethnicity, or educational background (Amatea & West, 2007; Henderson & Berla, 1994). Shaver and Walls (1998) conducted a study that showed that regardless of the gender or socio-economic status, parent involvement increased both mathematics and reading scores.

There are several ways parental involvement can motivate a child to be successful in their academics. Assisting their child with homework is a way that parents can contribute to their child's education (see Figure 1). Likewise, parents who read to their child and provide tutoring

25

or using resources provided by teachers, tend to do better in school than a child whose parents do

not assist him or her (Ball & Blachman, 1991; Izzo et al., 1999). One aspect of education that has

received attention is the relationship between school and family as it pertains to student success.

In 2001, Congress passed The No Child Left Behind Act to remediate inequalities in the

education system by requiring states to set achievement standards for students of all backgrounds

to attain (NCLB, 2001).
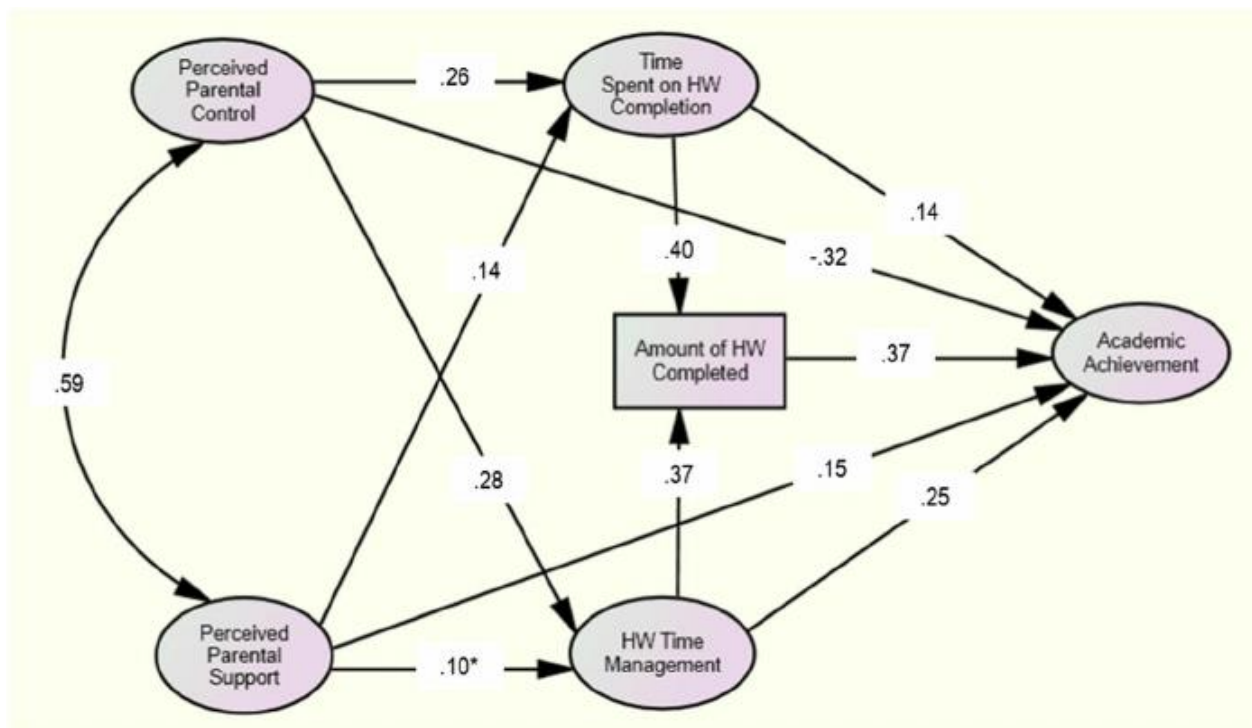
Figure 1. Model of Perception for Academic Achievement. Zimmerman, B. J., & Kitsantas, A. (2005). Homework practices and academic achievement: The mediating role of self-efficacy and perceived responsibility beliefs. *Contemporary Educational Psychology*, *30*(4), 397-417.

Findings from previous studies revealed that parental involvement improves academic

performance results; however, most of the studies omitted the parents' perspectives on parental

involvement (Carranza, You, Chhuon, & Hudley, 2009; Rath et al., 2009). Furthermore, most of

the studies opted to quantify parental involvement (Dumont, Trautwein, Nagy, & Nagengast,

2014; Gordon & Cui, 2012) and rarely agreed on a definition of what constituted parental involvement (Carranza et al., 2009). Prior studies provided evidence that parental involvement promotes academic success (Carranza et al., 2009), improves a child's academic performance (Altschul, 2011; Chen & Gregory, 2010), helps to curtail underachievement among gifted students (Ford, 1995), and functions as a protective factor for students prone to experience underachievement (Chen & Gregory, 2010). The literature points to other benefits of parental involvement.

The association between parental involvement and academic achievement continues to be the focus of many research studies (Ditrano & Silverstein, 2006; Dumont et al., 2012; Gordon & Cui, 2012; Green, Walker, Hoover- Dempsey, & Sandler, 2007; Semke & Sheridan, 2012). Parental involvement creates an environment favorable to learning (Carranza et al., 2009; Rath et al., 2008) and helps combat the impact of underachievement (Chen & Gregory, 2010). Meta-analyses of parental involvement and academic achievement indicate that one explanation for the inconsistent findings is a "chaotic state" in the definition of parental involvement (Fan & Chen 2001; Hoover-Dempsey 2001). Chaotic state is defined as a lack of organization or utter confusion (Fan & Chen 2001; Hoover-Dempsey, 2001).

Like parental involvement, academic achievement has been operationalized differently across studies, which may also be a contributing factor to the inconsistent findings (Fan & Chen, 2001). Though academic achievement has often been measured using indicators which focus on a specific academic area such as scores in math or reading (Dearing et al., 2006; Simpkins et al., 2006). Desimone (1999) reported that parental involvement was most predictive of student grade point average (GPA). Fan and Chen (2001) suggested that GPA was a more general indicator of achievement and may, therefore, be more reliable. A distinguished change in parental

involvement and academic achievement is age-related changes between elementary and secondary school (Hill & Tyson, 2009; Stevenson & Baker, 1987). The reason for this is because of the school changes that will take place as the child grows older in age and academically.

As school changes occur the knowledge a child is expected to gain changes as well, this is considered student learning. Student learning is associated with student academic achievement but differs in many aspects. Student learning is pertinent to interpreting and analyzing proficient teaching. Teachers are credited with being a major contributor to a student's learning. Principles and recommendations to guide the use of assessments of student learning as a measure of teacher effectiveness are as follows:

Be aligned with curriculum and learning goals a specific teacher is expected to teach

Be constructed to evaluate student learning

Sensitive to the diversity of students

Capture learning validity and reliability of the student's actual achievement level

Provide evidence about student performance and teacher practice that reflects the full breadth of subject-matter knowledge and skills that are valued. (NBPTS, 2015, p. 10)

School Choice

Parental involvement and the link to academic success begins with the school choice. There are several categories to choose from when it comes to parents' decision for the educational avenue they wish to pursue their child from grades K-12. The categories for school are public, private (religious, non-religious), charter, magnet, boarding, or homeschool. "Education enables individuals to lead economically productive lives and to contribute intelligently to the process of a democratic society" (Charles, 2011, p. 14). When making the

decision, parents must take in consideration finances, locations, and the academic integrity and standards of the school.

Public schools are owned and operated by the government and receive their funding from the government. Public schools are free for student's grades K-12, however; some researchers have argued about the value of education the students are receiving (NCES, 2003). Private schools are supported by private organizations or private individuals. " In previous studies it was found that parents of students in schools of choice are more involved in the academic programs and partake in school activities more than parents in traditional public schools" (Fisher & Friedman, 2009, p. 2). One of the many reasons parents choose private schools are because of their standings and the academic excellence they continue to provide (NCES, 2003).

Charter schools are a form of public school; however, they are publicly funded by teachers, parents, and community groups (Robinson, 2016). Charter schools are required to follow all federal and state regulations (Robinson, 2016). Magnet schools' top priority are to focus on Science, Technology, Engineering, and Mathematics (STEM) (Saporito, 2003). Magnet schools are free and operated by school districts or multiple districts (Saporito, 2003). Boarding schools are designed for students to stay at semesters at a time away from their homes and parents.

Marlow (2010) indicated that one of the biggest and main competitions are between public and private schools. "Parents have different perceptions of the types of schools regarding the quality of instructional programs, support for student learning, school climate/environment for learning, parent-school relationships, and resource management" (Charles, 2011, p. 17). There are several differences between public and private schools that make them competitors. One of the differences is class size. Class sizes are known to be smaller at the private school.

While it may seem like the smaller the classes, the better the teacher-student interaction as well as a relationship between parent and teacher, the relationship continues to be debated between educational researchers, policy makers, and parents of public and private school children (Academic Intervention Services, 2007; NCES, 2003).

Another difference between public and private school is finances. Some private schools offer a scholarship, but there are still fees associated with the school that leaves parents unable to afford it. While most parents may want to enroll their child in private school, they are left with public school because of the fees. Another difference is location. The private school allows a child from within city limits or county limits to enroll in the school. While public school is sectioned off by districts so a student must attend the school closest to their home location.

Adult Learners

"Adults in modern society are on a lifelong educational journey."

Raymond J. Wlodkowski

Academic habits that adults once possessed may not remain. Adult learners do not always reap benefits for the effort they put forth in their work or home life. Adult education is the continuing of lifelong education with individuals deemed adults by society or those who have the social and psychological stage of maturity. Adult education is also one who receives education in an informal or formal setting that will result in intentional or unintentional adult learning. Informal settings are places where learning occurs which typically are outside of a classroom. "As a person develops his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness; as a person matures the motivation to learn is internal" (Knowles, 1984, p. 12).

Learning for adults is a naturally occurring process originating within the learner and growing out of the student's need to interact with the environment (Mackeracker, 2004). Meriam (2001) stated that "adults generally know what they want to learn and often know how they want to learn" (p. 24). However, the technique used to teach children is significantly differently from the methods used to teach adults. To further explain the terms andragogy and pedagogy were discussed by Malcolm Knowles. Knowles was an American educator and was also known as the father of Adult Education. As specified by Knowles, andragogy is the art and science of helping adults learn. Thus, andragogy refers to any form of adult learning (Kearsley, 2010).

Typically, adults learn for the sake of learning and engage in educational activities with specific purposes in mind, i.e., continuing education, or job promotion. The educating of the adult is not to be confused with the education of a child. Therefore, the term pedagogy was used to explain the difference. Pedagogy means the art and science of teaching children; children learn because they need to learn. The teacher determines the curriculum and the most efficient method to relay the information. Therefore, learning should be organized into a relatively standardized curriculum, with a steady step-by-step progression for all learners. Knowles identified five assumptions of adult learners:

1. Self-concept- As a person matures, his/her self-concept moves from one of being a dependent personality toward one of being self-directed human being.

2. Adult Learner Experiences- As a person mature, he/she accumulates a growing reservoir of experiences that become an increasing resource for learning.

3. Readiness to Learn- As a person matures, his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/ her social roles.

4. Orientation to Learning- As a person matures, his/her time perspective changes from

one of postponed application of knowledge to immediacy of application, and

accordingly his/her orientation toward learning shifts from one of subject-centeredness

to one of problem centeredness.

5. Motivation to Learn- As a person matures the motivation to learn is internal (1980,

1984, p. 12).

Four principles can be applied to adult learning: First, "Adults need to be involved in the

planning and evaluation of their instruction" (Kearsley, 2010, p. 4). It is a motivating factor for

them to know that their opinion contributes to the success of their home and work life (Kearsley,

2010). Just like a child looking for feedback from their teacher, adults should be given feedback

and constructive criticism as well. Second, "Experience (including mistakes) provides the basis

for the learning activities" (Kearsley, 2010, p. 4). The more the adult becomes motivated, the

more others can accommodate individuals interest and career goals. Third, "Adults are most

interested in learning subjects that have immediate relevance and impact to their job or personal

life" (Kearsley, 2010, p. 4). Fourth, "Adult learning is problem-centered rather than content-

oriented" (Kearsley, 2010, p. 4).

A five-level model was developed by Hoover-Dempsey and Sandler (1997) to explain the

motivation for a parent participating in their child's education. The first level included three

major factors that influence involvement that were as follows: parents' personal motivators,

perceptions of invitations to be involved, and a life context variable. Personal motivators

included their childhood upbringing, their current family arrangement (single parent or two-

parent household), and experiences that may have occurred with other schools that their child

attended. Personal invitations included feeling welcomed by the school and teachers. Life

context variables included the parent questioning their own ability to absorb and understand the

work that the child needs help with at home. Parents questioning their ability comes from their skills and possible lack of knowledge.

The second level of the Hoover-Dempsey and Sandler (1997) model was learning mechanisms used by parents during involvement activities. These learning mechanisms included the parent providing encouragement to the child as well as receiving support from school and family. Positive reinforcement allows a parent to help their child be persistent in their academic work and their ability to learn. Giving instruction and receiving instruction helps the child's development of student academic self-efficacy. Also, a parent that is actively involved in trying to learn, models the importance of education to the child.

The third level of Hoover-Dempsey and Sandler (1997) was students' perceptions of learning mechanisms used by the child. Though this level enforces the same four activities the focus of this step is the child's perception of how their parents are involved. When a parent actively encourages a child to do their school work or that they can do well in school this improves the child's self-esteem. When the parent is instilling positive reinforcement of the child's knowledge, the child develops self-efficacy in their academic work. Receiving instruction and modeling the importance of education encourages the child to engage in school and home activities.

The fourth level of the Hoover-Dempsey and Sandler (1997) was student attributes that are conducive to achievement. This level views students as the authors of their academic success: One belief important to achievement is academic self-efficacy. Put simply; efficacy is the belief that "I can." When students believe that they are capable of learning, they are more likely to persist in the face of new and sometimes challenging academic work. If they do not hold this belief, then they are less liable to continue. Another

outstanding student attribute is the intrinsic motivation to learn. Highly active learners

have a genuine interest in mastering the content, and this curiosity sustains their

engagement in learning both in and out of school. A third attribute is self-regulatory

skills. This means that students behave in ways that support their learning, including

managing time well, setting goals and monitoring their progress. The fourth attribute at

this level of the model underscores the social dimensions of school success. Successful

students know how to ask for help when they are confused and how to work

cooperatively with others in the classroom. We are aware that these attributes are critical

to academic success. (p. 5)

The fifth level of the Hoover-Dempsey and Sandler (1997) model is student achievement.

Student outcomes could be influenced by the level of involvement the parent asserts. Student

achievement is the goal. Therefore, each level of the model should be considered (see Figure 2).

 Lastly, there are two types of motivation associated with the learning of adults, intrinsic

and extrinsic motivation. "Motivation is an internal state that arouses, directs, and sustains

human behavior" (Glynn, 2005. p. 2). "Intrinsic motivation is associated with curiosity,

exploration, spontaneity, and interest, whereas extrinsic motivation are undertaken to attain an

end state that is separate from the actual behavior determined by some external contingency such

as good marks or the avoidance of negative consequences." (Muller, 2004, p. 169). Extrinsic

motivation occurs when one is motivated to perform a behavior or engage in an activity.
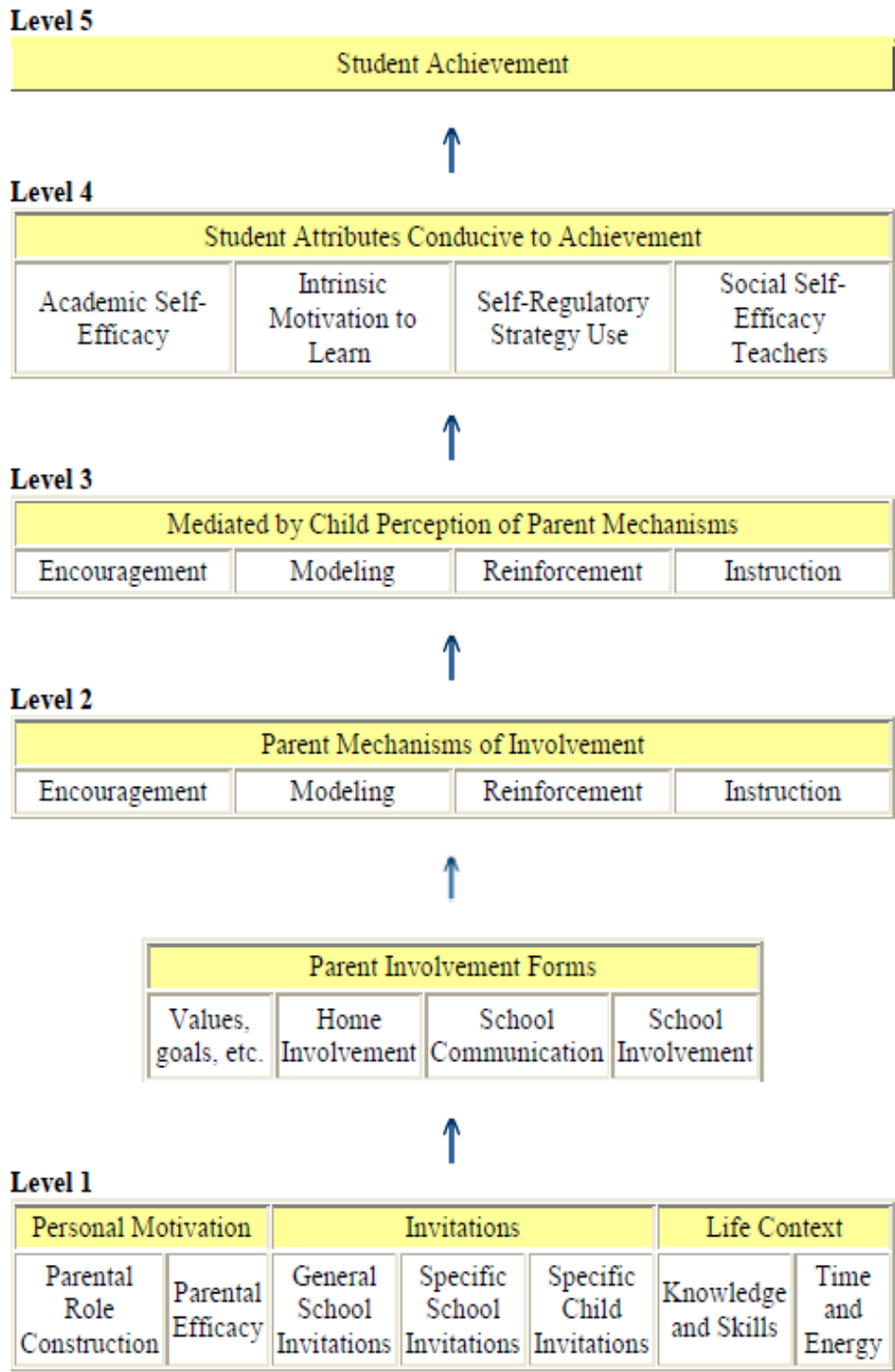
Level 5

Student Achievement

↑

Level 4

Student Attributes Conducive to Achievement			
Academic Self-Efficacy	Intrinsic Motivation to Learn	Self-Regulatory Strategy Use	Social Self-Efficacy Teachers

↑

Level 3

Mediated by Child Perception of Parent Mechanisms			
Encouragement	Modeling	Reinforcement	Instruction

↑

Level 2

Parent Mechanisms of Involvement			
Encouragement	Modeling	Reinforcement	Instruction

↑

Parent Involvement Forms			
Values, goals, etc.	Home Involvement	School Communication	School Involvement

↑

Level 1

Personal Motivation		Invitations			Life Context	
Parental Role Construction	Parental Efficacy	General School Invitations	Specific School Invitations	Specific Child Invitations	Knowledge and Skills	Time and Energy

Figure 2. The Hoover-Dempsey & Sandler Model of Parental Involvement. Adapted from Hoover-Dempsey & Sandler. Hoover-Dempsey, K. V. (1995) (2005). The Hoover-Dempsey & Sandler model of parental involvement.

Characteristics of intrinsic motivation include but are not limited to longer persistence, higher confidence, more interest in a subject, emphasis on personal developments and ultimately

better exam scores (Muller, 2004). Characteristics of extrinsic motivations are not limited to shorter persistence, lower confidence, less interest in a subject, and are more approach and avoidance ego-orientated (Maceracker, 2004). Once an adult is motivated to learn, this begins the process of improving their education status, which in turn will benefit the child (Maceracker, 2004). Whether the learner is intrinsically or extrinsically motivated, one may stimulate adults by persuading them to think and ask intriguing questions. This gives them a chance to open and express their feelings about particular topics. This also allows them to become more comfortable with speaking aloud and stepping up.

Extrinsic and intrinsic motivation are found to have a directly proportional relationship with academic achievement. Arini (2009) reported that it is not only motivation that influences academic achievement but also intelligence. Achievement motivation is another major psychological characteristic affecting classroom learning and students' performance. It seems that motivation has been deemed just as important as other factors presented in this study.

Moreover, it could be perceived as one of the most essential psychological notions in education. Students who are motivated to learn are more likely to succeed academically. It is likely that a student with the willpower and attitude to learn is more susceptible to retain information. Achievement motivation is an acquired tendency (Maehr, 1974). It is an idea that can be driven by external factors and is one of the most valuable social assets that pushes one to strive for success.

Chowdhury et al. (2007) opined that achievement motivation is an inner drive that directs students' behavior towards the fulfillment of their goal. While external factors such as monetary rewards, materialistic gifts, and high praise and honor are key, it is that inner drive that continuously pushes a student to at least try. Adults can be driven by certain facets that

contribute to the overall quality of life. Such external factors include job opportunities, socioeconomic status, salaries, career advancement, educational advancement, and even pressure from authoritative figures (Turner, 2004). On the contrary, internal factors such as integrity, self-esteem, pride, job satisfaction, and the quality of life itself are inclined to be more motivating than those external motivators.

Goleman (1995) proclaimed that success relies upon various intelligences and on the domination of emotions. Intelligence (IQ) by itself does not define success. Imbrosciano and Berlach (2003) have remarked that success may be viewed in three main domains.

> A good student is often referred to as being intelligent, or well behaved, or academically successful. Arising from this are the questions: Are there any connection between these domains? Is there a strong connection, between intelligence and academic achievement? Do students with high intelligence behave better? These and many more questions underscore the important place intelligence has been found to play in academic success.
> (p. 2)

David Wechsler determined that the non-intelligent dexterities are indispensable for anticipating capability to be successful in life (Goleman, 1995). "According to Goleman, intelligence accounts for only 20% of total success, and the rest goes for Emotional and Social intelligences" (Goleman, 1995, p. 1). Abisamra (2000) suggested that if emotional and social aspects are so relevant, instructors should incorporate them into their lesson plans. He then concluded that the insertion of such emotional intelligence, would have a positive impact on the success of students.

<center>The Achievement Gap</center>

The National Center for Education Statistics (NCES) investigated the achievement gaps between African American and Hispanics compared to Caucasians, students utilizing the National Assessment of Educational Progress (NAEP) data to identify patterns and changes in these gaps over time, and distinguish factors that might influence such gaps. "Achievement gaps occur when one group of students (such as students grouped by race/ethnicity, gender) outperforms another group and the difference in average scores for the two groups is statistically significant (that is, larger than the margin of error)" (Hemphill & Vanneman, 2011, p. 11).

There have been attempts made to produce a system, such as The No Child Left Behind Act that will help pinpoint, constrict and potentially eradicate the gap between all children "Title I of the NCLB act requires parental involvement in school governance, planning and decision-making, as well as a governance committee, at school sites and district levels' (NCLB, 2002, p. 3). Evidence of efforts to close the achievement gap was substantiated by Reeves (2003), who coined the concept of 90/90/90 schools because these schools had 90 percent low socio-economic status, 90 percent minority, and 90 percent of students meeting or exceeding state and national norms in reading and math achievement. For example, Milwaukee Public Schools had 90 percent minority, 90 percent disadvantaged, but 90 percent at or above national norms in reading and mathematics (Schmoker, 1999).

According to the National Education Association (2007), the following were strategies on closing the achievement gaps:

> enhanced cultural competence, comprehensive support for students, outreach to students' families, extended learning opportunities, classrooms that support learning, supportive schools, strong district support, access to qualified staff, and adequate resources and funding. Schools that close achievement gaps focus on improving learning for all

students, maintain a "no excuses" attitude, use research and data to improve practice,

involve everyone in improvement processes, persist through difficulties and setbacks, and

celebrate accomplishments. (p. 19)

There are many possibilities for achievement gaps; however, some of the many sources could

include components such as culture, socioeconomic status, and environment. It is evident that

culture and surroundings play a pivotal role in the upbringing of a child. Apparently, these

constituents contribute to the prevalence of the academic gap. These can be a hindrance that

minorities face at the earliest start of their educational endeavors.

Summary

The research presented in the literature review above has addressed several components

that are instrumental in the shaping of parental involvement in a child's success. Such factors

include types of motivation, academic achievement/success, parental barriers, and

socioeconomic status. The examination of the literature reveals a many obstacles that hinder

parental involvement; thus, affecting the academic success of our youth. This lack of parental

involvement can adversely influence children in their attempt to become valuable productive

citizens. Regardless of educational level, ethnic background, or income level, parents want their

children to be successful in school; however, they do not know how to assist their children.

Parents report they would be willing to spend more time on activities with children if educators

gave them more guidance (Epstein, 1986).

CHAPTER III: METHODS

Overview

This study used an existing national dataset to investigate parental involvement and academic success. The data for this study was from the Parent and Family Involvement (PFI) Survey 2012 of the National Household Education Surveys (NHES) collected by the National Center for Education Statistics. This study examined the relationship between parental involvement and academic success as assessed by parents' reports of their child's grades and behavior. Further, the study explored the role of parental involvement within the home and the school. Parental involvement, as defined in this study, was measured by select variables from the Parental and Family Involvement Survey (PFI-NHES, 2012).

Purpose of the Study

The purpose of this study was to examine the role of parental and family involvement in children's K-12 success. Parental involvement in children's schooling is positively linked to achievement (Altschul, 2011; Domina, 2005; Epstein et al., 2009). There is evidence that suggests parental involvement positively influences student achievement and overall well-being (Bauch, 1990; Epstein et al., 2009).

Research Questions

The following research questions were used in the study:

1. Do children's grades vary based on gender?

2. Do children's grades vary based on the parents' level of education?

3. Do children's suspensions vary based on parental involvement in school activities?

4. Do children's repetition of grade level vary based on expulsion from school?

5. What is the relationship between employment status of parents and parental involvement at home?

Participants

The representative sample was chosen from the NHES:2012, a public data set collected by the U.S. Department of Education's National Center for Education Statistics (NCES). Permission to conduct the survey was received from the Auburn University Institutional Review Board (see Appendix A).

The NHES:2012 consisted of parents with children in kindergarten through twelfth grade, ages 6- 20. The parents of children in this study attended U.S. public, private, or homeschool across 50 states including the District of Columbia. For purposes of this study, the investigator used only students enrolled in public or private schools. Data consisting of 9,108 boys and 8,455 girls were included in this study.

The race of the participants were as follows: Spanish, Hispanic, Latino - 3,839; American Indian - 590; Asian - 1,286; Black - 2,707; Hawaiian/Islander - 192; White - 12,975, and races for 1,018 were not reported. There were 215 students enrolled in kindergarten for the partial day; 974 enrolled for full day; 1,029 - 1st graders; 1,089 - 2nd graders; 1,130 - 3rd graders; 1,137 - 4th graders; 1,223 - 5th graders, 1,277 - 6th graders; 1,334 - 7th graders; 1,340 - 8th graders; 1,469 - 9th graders; 1,582 - 10th graders; 1,634 - 11th graders; and 1,733 - 12th graders.

There were 5,167 paternal parents and 12,396 maternal parents reported in the dataset. Of those 17,563 parents/guardians, 16,004 were the child's biological parent, 465 adoptive parents, 205 step parent, 33 foster parents, 660 grandparents, and 199 marked other/guardian. Among the parent/guardian group, 12,079 reported they were married for their marital status, 2,209 were

separated, 1,433 never married, 665 were living with their partner, 371 were widowers, and 72 were living with a domestic partner or in a civil union.

The person that was living with the child and was most knowledgeable about the child's everyday living styles was asked to complete the survey. The first parent/guardian provided their employment status which included 11,258 employed for pay or income, 1,731 self-employed, 1,216 unemployed or out of work, 253 full-time students, 2,019 stay at home parent, 392 retired, and 694 disabled or unable to work. "The NHES:2012 surveys were designed to provide nationally representative data about populations central to education policy and research" (PFI-NHES, 2012, p. 3). The responses used for this study were the original PFI-NHES 2012 collection data files from nationally reliable dataset.

Participant Data

In this study, the data used were responses from Parental and Family Involvement in Education topical surveys relating to academic success. The dependent variables for this study were academic success (i.e., grades and repeating grade levels), and behavior measured by the parents' self-reporting of their child grades and behavior at school. "Parents self-reporting grades provide an appropriate measure of academic achievement about standardized achievement test" (Dornbusch, Lierderman, & Roberts, 1987, p. 58). In this study, student's grades during the school year across all subjects were reported as the child making mostly A's, mostly B's, mostly C's, mostly D's or lower, or that the school does not use these grades.

The next part of the measurement of academic success was grade level or grade levels repeated by the child. Repetition of grade level was another categorical variable where the parents marked yes or no to which grade or grades the child repeated from K-12. The next dependent variable was the child's behavior at school. Parents were asked whether their child

ever had the following experiences of the following: out of school suspension, in-school suspension not counting detentions, or had been expelled from school.

The independent variables used for this study were parents' educational attainment, parental involvement (school and home activities), income, and hours worked. Parental involvement at school is a categorical variable as the survey asked the parent to answer yes or no as to whether any adult in the household had done any of the following things at the school (i.e. attend a school event, serve as a volunteer, attend a school meeting, attend a meeting or conference, participate in fundraising, or serve on school committee. Parental involvement at home used the ordinal-scaled variable called frequency.

For the first question, the parent was asked how often did an adult check to see if the child has completed homework. The categories included never, rarely, sometimes, and always. The next question asked how many days in an average week does an adult help with homework. These categories included less than once a week, 1 to 2 days a week, 3 to 4 days a week, 5 or more days a week, and never.

The next set of independent variables used the first parent/guardian information. Parents' educational attainment was measured by the highest educational level achieved by the parent. This categorical variable ranged less than high school to college graduates. With 8th grade or less, high school, but no diploma, high school diploma or equivalent, vocational diploma after high school, some college, but no degree, Associate's degree (AA, AS), Bachelor's degree (BA, BS), some graduate/ professional education, Mater's degree (MA, MS), Doctorate degree (PhD, EdD), Professional degree beyond bachelor's.

Also, incorporated into educational attainment was whether the first parent/guardian was currently attending or enrolled in some adult learning and the responses were either yes or no.

For parent's employment status, the status as well as the hours worked by parent/ guardian were included. The responses for employment status included employed for pay or income, self-employed, unemployed or out of work, full-time student, stay at home parent, retired, and disabled or unable to work. The hours worked responses were working 35 hours or more per week, working less than 35 hours per week, looking for work, and not in the labor force. Household income was measured using a 10-point scale, with categories ranging from $0 to $10,000, to $150,001 or more on income.

The descriptive statistics for demographic variables were used to show means, frequencies, percentages, and standard deviations. The demographic variables were gender, race, and marital status. The response for gender for child and parent was male or female, the response for race/ethnicity for the child and the parent stretched across seven different questions where the parent was asked to answer yes or no to the race: Spanish, Hispanic, Latino, American Indian, Asian American, Asian, Black, Hawaiian or Pacific Islander, White or race was not reported. The marital status of the first parent/guardian responses were married, domestic partnership or civil union, living with partner, separated, divorced, widowed, and never married.

The PFI survey contained eight sections and a total of 113 questions. The questions were dichotomous, multiple choice, ordinal, nominal, open-ended, Likert scale, matrix, and contingency questions. The items were as follows: Child's Schooling; Families and School; Homework; Family Activites; Child's Health; Child's Background; Child's Family ; and Your Household. See Appendix A for Survey Questions (PFI: NHES, 2012).

<div align="center">Data Collection Procedures</div>

Data collection procedures for the PFI-NHES survey included a screener and topical surveys. The first step in the process was the screener. The screener contained seven questions

that required specific information about the children in the household. The screener was sent out first as a preliminary step to see who qualified for the next round. The next step was to choose the household deemed eligible and send out an additional survey. The screener asked a series of questions that involved the child and parent/guardian characteristics. The survey was a topical survey that asked the parent that was most knowledgeable about the child and daily activities to complete the survey.

To eliminate the burden of parents completing several surveys, one for each child, the NHES limited the number of surveys to be completed to one per household regardless of the number of children in that household. The data was collected between the months of January and August of 2012. Data collection used self-administered paper and pencil mailed in surveys. See Table 1 for the activity timeline for the PFI-NHES survey. The parent or guardian who was the most well-informed about the selected child's safe keeping and academics was asked to complete the questionnaire and to state their relationship to the child.

Table 1

Data Activity Timeline: NHES:2012

Activity	Date
Advance letters mailed	January 11-12, 2012
Initial screener questionnaires mailed January 17, 2012 Screener reminder postcards mailed	January 17, 2012
Initial screener questionnaires mailed January 17, 2012 Screener reminder postcards mailed	January 24, 2012
Second screener questionnaires mailed February 8–9, 2012 Third screener questionnaires mailed, via FedEx and USPS	February 8-9, 2012
Second screener questionnaires mailed February 8–9, 2012 Third screener questionnaires mailed, via FedEx and USPS	February 29, 2012
Automated telephone calls to nonresponding household addresses, if telephone number available February 29, 2012	February 29, 2012
Fourth screener questionnaires mailed	March 21-22
Returned screener questionnaires processed, and households with children assigned to receive the PFI-Enrolled, PFI-Homeschooled, or ECPP questionnaire	February-July 2012
First topical questionnaires mailed	February- July 2012
Reminder postcards mailed to topical sampled households one week after the first topical questionnaire packages mailed	February-July 2012
Topical questionnaire follow-up mailed to nonresponding households	February- July 2012
Automated telephone calls to nonresponding household addresses, if telephone number available	February- May 2012
Last completed questionnaires accepted	July 18, 2012
Last undeliverable as addressed (UAA) questionnaires accepted	August 2, 2012

Source: National Household Education Surveys Program of 2012: *Data File User's Manual, Volume I-Study Overview and Methodology*. Washington, D.C.: Institute for Education Sciences. National Center for Education Statistics. (2012).

There were some resources used in the collection of data for this study. Some of these

resources included the Marketing Systems Group (MSG), the United States Postal Service

(USPS), and the Computerized Delivery Sequence File (CDSF). Furthermore, residential

addresses were obtained through a vendor. "Addresses include street and city-style addresses, high rises, rural routes, PO Boxes, and addresses flagged as seasonal, vacant, drop points (a single postal delivery point for multiple housing units), PO Box throwbacks (a street address where the mail is delivered to a customer's PO box), and educational addresses (addresses identified as an educational facility such as colleges, universities, dormitories, and apartment buildings occupied by students)" (PFI-NHES, 2012**,** p. 9).

The NHES has a system that ensures random selection to make the data collection process as efficient and unbiased as possible. The results administered to the PFI are nationally representative of the sample that will be focused on in this study. The sample is made up of students enrolled in grades kindergarten through 12 and enrolled in public or private school.

Previous researchers analyzing involving the Parent and Family Involvement Surveys explored different techniques for analyzing the variables for their study (Kim 2012; Powell, 2007). Although these studies focused on different parameters, the data was still accessed from the NCES. The data collected for the PFI involved categorical responses that could hinder a researcher from using many infertial tests. For example, one researcher combined original yes or no items, such as the parental involvement variables that were stretched over a multitude of questions and responses, and they were combined and measured using a nominal scale (Powell, 2007). This researcher also regrouped by subjects. According to Kim (2012) they reversed coded several responses that were measured on a 4-point scale (1-strongly agree, 4-strongly disagree) so that the higher score portrayed a higher sense of meaning (1-strong disagree, 2-disagree, 3-agree, 4- strongly agree). Also, questions measured on a trichotomous scale were recoded to a dichotomous scale.

To investigate academic difficulties, four variables were combined to produce one variable in which the research later created and the outcome variable. The researcher also combined and recoded the questions about grades. The original responses for the questions were the students received mostly A's, B's, C's, or D's or lower, which were recoded to the following A-5, B-4, C-3, D-2, and F or below -1 (Powell, 2007). Recoding the responses allowed the researcher to find the mean grades and determine if there was a significant difference between the variable in question. Cross-tabulation and frequency distributions were used to summarize the frequency of certain variables such as: gender, income, employment status, and education.

One study focused on the parents only and not on other family members. Responses were recoded to identify the relationship to the child as a categorical variable. Two categories were also included as parents and others. Responses that were skipped responses if there were or no responses identified, most researches excluded those numbers. Data were recoded so that the researchers could maintain correct measures and percent errors in data interaction. Changing data from a categorical variable to a continuous variable allows for the calculation of standard deviation, mean, median, and range. Categorical variables assist in the calculating of frequencies and percentages.

<center>Analytic Approach</center>

Data for this study was obtained from the Parental and Family Involvement in Education Survey. An examination of how parental involvement related to academic success, with parental involvement being the independent variable and academic success being my dependent variable. Literature suggests supportive and attentive parenting positively affects achievement (Eamon, 2005). An independent *t*-test was used to examine the responses of involvement and noninvolvement for grades and behavior for students. Independent *t*-test is an inferential

<center>48</center>

statistical test that determines whether there is a significant difference between the means in two unrelated groups (Howell, 2007).

To test the relationship between variables, chi-square tests were used. Chi-square is used to show dependence between two categorical variables. If the analysis showed there was a significant chi-square, then the follow up procedure was standard residuals. Standardized residuals are the standardized difference between the observed and expected values for a cell (Delucchi, 1993). If the *SR* was +2.0 or higher than that cell was overrepresented which meant there were more participants in that cell than would be expected for that category. If the standardized residual -2.0 or lower than that cell was underrepresented which meant that there were fewer participants in that cell than would be expected for that category. To test the relationship between categorical variables in questions one thru four a chi-square test was conducted. The chi-square test was significant and standardized residual was used for follow-up procedure. To test if there was significant difference in two types of home involvement in research question five, two independent *t-test*s were conducted.

<center>Summary</center>

The purpose of this study was to determine whether parental and family involvement play a vital role in children's success from K-12. The demographic variables were age, gender, race, education level, income level, and marital status. This chapter included the research questions, a description of the population used in this study, the methods that were used in collecting and analyzing the data, the validity and reliability of the survey instrument, and a summary. The results of this study and the analysis of the data are presented in Chapter IV.

Chapter IV: FINDINGS

Overview

This chapter presents the results of the data analysis followed by the discussion of the results in Chapter V. The descriptive information for the sample of the parents and children is presented. The research questions were tested the using procedures described in Chapter III, chi-square and independent *t*-test, were reported which answer the following research questions. There were a total of five research questions presented in chapter IV. The first 3 questions focused on demographic characteristics of academic achievement and parents. The next set of questions focused on identifying associations between specific home and school-based activities.

Purpose of the Study

The purpose of this study was to examine the role of parental and family involvement in children's K-12 success. Parental involvement in children's schooling is positively linked to achievement (Altschul, 2011; Domina, 2005; Epstein et al., 2009). There is evidence that suggests parental involvement positively influences student achievement and overall well-being (Bauch, 1990; Epstein et al., 2009).

Research Questions

The following research questions were used in the study:

1. Do children's grades vary based on gender?

2. Do children's grades vary based on the parents' level of education?

3. Do children's suspensions vary based on lack of parental involvement in school activities?

4. Do children's repetition of grade level vary based on expulsion from school?

5. What is the relationship between employment status of parents and parental involvement

at home?

Demographic Results

The initial sample included 17,563 of parents with children in enrolled in K-12. After excluding homeschooled children, the final sample was 17,166. The data came from the Parent and Family Involvement of the National Household Education Statistics (PFI-NHES, 2012). For purposes of this study the first parent or guardian information of students enrolled in private and public school was used. Altogether, 66% of respondents were the primary mother 27% were the primary fathers, and 7% were marked as others.

Demographic data revealed that the majority (12,967) of the parents identified their race as White, 3,313 as Spanish, Hispanic, or Latino, and 2,334 as Black. Of the parents in this study, 69% reported being married, 17% divorced or separated, 8.2% never married, and 4% in a domestic/civil union or living with a partner. Approximately, 14% of the sample had an annual household income between $75,001 - $100,000, about 10% had an annual household income of $20,000-$30,000, 9% reported an annual household income of $10,001-20,000 and $30,001-$40,000, 8% reported an annual household income of $40,000-$50,000, and 7% reported an annual household income of $0- $10,000 and $50,001 to $60,000. Seventy-six percent of parents were employed, while 24% were unemployed. The gender of the child was reported as 48% being female and 52% being male. The race for the children was reported as 73% White and 27% marked as others. For the parents' level of education, responses ranged from 10% had less than high school education, 40% were high school graduates, and 50% were college graduates.

Respondents were asked to answer questions concerning their child's behavioral problems at school. Based on the responses received, 92% answered that their children had never been in out-of-school or in-school suspension, while 98% answered that their children had never been expelled from school. Specific parental involvement activities were selected from the NHES (2012) dataset that used activities such as attending PTO conferences, helping with homework .The selected variables responses were yes or no. The grades for the students were on average noted as 43% being mostly A's, 31% mostly B's, 11 % mostly C's, 2% mostly D's, and 11% reported that their school did not assign grades.

Table 2

Descriptive Statistics of Parent Participants

Characteristics	*N*	Percent
Parents' Gender		
Female	12,396	71%
Male	5167	29%
Race/Ethnicity (Parent)		
Spanish, Hispanic, Latino	3,313	19%
American Indian	462	3%
Asian	1,088	6%
Black	2,334	13%
Hawaiian or Pacific Islander	154	1%
White	12,967	74%
Highest Education Level		
Less than high school	1682	10%
High School	7095	40%
College Grad	8786	50%
Employment Status		
Employed	12,989	74%
Unemployed	4574	26%

Note: Participants could mark more than one response for race, so totals do not match.
N =17,563

For home-based parental involvement, the survey included two questions. The first question was how many days did parents check for homework completion? The responses to

that question included: less than once a week, 1 to 2 days a week, 3 to 4 days a week, 5 or more

days a week, or they never checked for homework. The second question was how the parent

helped with homework: The responses to that question included: less than once a week, 1 to 2

days a week, 3 to 4 days a week, 5 or more days a week, or they never helped with for

homework. The second question was how often did the parent helped with homework. For

school- based involvement, the survey also included two questions. The first question was

whether parents attended a school event: The results were 76% of the parents said they did

attend a school event, and 24% said they did not attend a school event. The second question was

whether the parent attended a parent-teacher organization meeting: The results were 45% of the

parents said they did attend a parent-teacher organization meeting and 55% of the parents said

they did not attend a parent-teacher organization meeting. The summary of parent involvement

demographic characteristics can be found in Tables 3 and 4.

Table 3

Descriptive Statistics of Parent Involvement

Home Involvement	N	M	SD
Helped with Homework	17,166	3.19	1.32
Days Helped with Homework	17,166	2.36	1.51

$N = 17,166$

Table 4
Descriptive Statistics of Participants Involvement

School Activities	N	Percentage
Attend a school event?		
Yes	13,009	76%
No	4,157	24%
Attend PTO-conference?		
Yes	7552	45%
No	9614	55%

$N = 17,166$

Research Question 1

The first question was "Do children's grades vary based on gender?" SPSS software was used to perform a chi-square test to examine the relation between gender and grades. The was a significant dependence between gender and grades ($x_3^2 = 347.61\ p < .001$). The follow-up procedure was standardized residual. Girls were significantly overrepresented among students making mostly A's ($SR = 8.91$), while boys were underrepresented among students making mostly A's ($SR = - 8.57$). For students making mostly B's ($SR = 3.46$) boys were overrepresented, while girls were underrepresented ($SR = -3.59$). Boys were overrepresented among students making mostly C's ($SR = 7.06$), and girls were underrepresented ($SR= -7.34$). Boys were overrepresented making mostly D's ($SR = 5.32$) and girls unrepresented ($SR= -5.53$).

Table 5

Chi-Square Results for Grade Distribution for Students

Grades	n	Female SR	Male SR
Mostly A's	7556	8.91	-8.57
Mostly B's	5376	-3.59	3.46
Mostly C's	1908	-7.34	7.06
Mostly D's	367	-5.53	5.32

$x_3^2 = 347.61\ p < .001$, 1.96 criterion $N = 15,207$

Research Question 2

The second research question for this study was "Do children's grades vary based on the parents' level of education?" SPSS software was used to perform a chi-square test was to examine the relationship between parents' educational level and grades. The was a significant dependence between grades and parents' level of education. variables were significantly ($x_7^2 =$

591.13, $p < .001$). Since there was a significant chi-square, the follow-up procedure was the standardized residual.

Students making mostly A's with parents who had less than a high school diploma (SR = -7.11) or just high school ($SR = -7.93$) were underrepresented and overrepresented with parents who are college grades ($SR = 10.24$). Students making mostly B's with parents who had less than a high school diploma ($SR = 4.85$) or just high school ($SR = 4.58$) were overrepresented and underrepresented with parents who are college grades ($SR = -6.23$). Students making mostly C's with parents who had less than a high school diploma ($SR = 6.68$) or just high school ($SR = 8.10$) were overrepresented and underrepresented with parents who are college grades ($SR = -10.20$).

Students making mostly D's with parents who had less than a high school diploma (SR = 3.78) or just high school ($SR = 4.13$) were overrepresented, and underrepresented with parents who are college graduates ($SR = -5.37$). Students with a school that does not give grades were underrepresented among children whose parents who had less than a high school diploma ($SR = -2.30$), or just high school ($SR = -1.80$), but were underrepresented and overrepresented with parents who are college grades ($SR = 2.60$) (see Table 6).

Table 6

Chi-Square Results for Parent Educational Attainment and Distribution of Grades for Children

Grades	Less than High school SR	High school SR	College Graduates SR
Mostly A's	-7.11	-7.93	10.24
Mostly B's	4.85	4.58	-6.23
Mostly C's	6.68	8.10	-10.20
Mostly D's	3.78	4.13	-5.37

$x_7^2 = 591.13, p < .001$, 1.96 criterion. $N = 17,166$

Research Question 3

The third research question for this study was **"**Do children's suspensions vary based on parental involvement in school activities?" SPSS software was used to perform a chi-square test was performed to examine the relationship between parents' involvement in school activities and the child's behavior. For behavior problems, the child's in-school and out-of- school suspensions were reviewed. For parental involvement, whether the parents attended a PTO conference was reviewed. The finding shows a significant dependence between lack of parental involvement in school and child's behavior in-school suspension ($x_1^2 = 14.76, p < .001$). Since there was a significant chi-square, the follow-up procedure was standardized residual. Among students in in-school suspension, those whose parents attended PTO conference were underrepresented *(SR = -2.75)*. Students who were in-school suspension *(SR = 2.44)* and had parents who did not attend a PTO conference were overrepresented.

The next finding showed a significant dependence between lack of parental involvement in school and child's behavior out-of-school suspension ($x_1^2 = 11.13, p = .001$), the follow-up procedure was standardized residual. Students who were out-of-school suspension *(SR = - 2.39)* and had parents who did attend a PTO conference were overrepresented. Students who were out-of-school suspension *(SR = 2.12)* and had parents who did not attend a PTO conference were overrepresented.

Research Question 4

The fourth research question for this study was **"**Do children's repetition of grades vary based on expulsion from school?" Cross-tabulations and frequency distribution analysis were carried out to explore the relationship between a child's repetition of grades and expulsions from school. The finding showed there was a significant chi-square between repetition of grades and

expulsion from school ($x_1^2 = 115.62, p < .001$), the follow-up procedure was standardized residual procedure.

Students who were expelled from school and repeated a grade level were overrepresented ($SR = 10.13$) and students who repeated a grade level and was not expelled were underrepresented ($SR = -1.36$). Students who were expelled from school and did not repeat a grade were underrepresented ($SR = -3.31$).

Research Question 5

The fifth research question for this study was **"What is the relationship between** employment status of parents and parental involvement at home?" An independent *t-test* was conducted to compare parents checking for completion of homework and for parents that are employed of unemployed. There was a significant difference in the scores for employed ($M = 3.22$, $SD = 1.24$), and unemployed ($M = 3.11$, $SD = 1.51$).

Because $p < .001$ was less than our chosen significance level $\alpha = 0.07$, it was concluded that the parents checking for completion for homework for parents that were employed or unemployed were significantly different. Based on the results, I can state the following: There was a significant difference in whether a parent was employed or unemployed and checking for completion of homework ($t_{6842.18} = 4.718, p < .001$). Based on Levene's test for homogeneity of variance, the assumption was failed. So, the correction for unequal variance was applied.

An independent *t*-test was conducted to compare how many days a week parents help the child with homework between parents that were employed or unemployed. There was a significant difference in the scores for employed ($M = 2.36$, $SD = 1.46$), and unemployed ($M = 2.36$, $SD = 1.63$). Because $p < .001$ was less than our chosen significance level $\alpha = 0.07$, it was concluded that the days a week parents help with homework for parents that are employed or

unemployed is significantly different. There was a significant difference in whether a parent was employed or unemployed and helping with homework ($t_{7320.66} = .252$, $p = .801$). Parents who were unemployed could help their child with homework .007 higher than parents who were employed for the unemployed than the employed (see Table 7).

Table 7

Independent t-test Results for Employment Status of Parent and Involvement at Home

	Employed *M*	Employed *SD*	Unemployed *M*	Unemployed *SD*
Involvement at Home				
Hmwk completion	3.22	1.24	3.11	1.51
Help with hmwk	2.36	1.46	2.36,	1.63

$p < .05$, hmwk completion ($t_{6842.18} = 4.718$, $p < .001$), help with hmwk ($t_{7320.66} = .252$, $p = .801$). hmwk = homework. $N = 17,166$

Summary

The quantitative data from the Parent and Family Involvement in Education Survey developed by the National Center for Education Statistics (NCES) provided answers to the research questions of this study. The PFI survey was used to measure parent and family involvement in a child's education and their academic success. The data included questions about the parents' income, educational attainment, parental status, gender, and how often they were involved in their child home and school activities. The data also included questions about a child's gender, race, grades, repetition of grades, and behavior at school.

As seen above in the analysis of the research questions, a positive relationship was established between parental involvement in both home and school activities as well as a connection between a parent's educational level and a child's grades. The results also showed that the variables children's gender and the type of grades they made at school were statistically dependent on one another. The next relationship showed a connection between categories

repetition of grades and elpusion from school. The connection indicated that when a child is away from school due to behavioral reasons, it could interfere with the child's schooling. The results also indicate that parents are who are unemployed help their child with homework more than employed parents and they check for completion of homework more so than parents who are employed. Overall, the findings showed that parental involvement is directly related with a child's academic success.

Chapter V: SUMMARY, CONCLUSIONS, IMPLICATIONS, AND

RECOMMENDATIONS

Overview

This chapter provides a discussion of the results presented in Chapter IV. This study

inferred that many variables are related to academic success. Furthermore, an attempt to evaluate

the effects of parent income, education, home and school involvement, and employment status

suggests that there is a relationship between Parental Involvement and academic success. The

following section begins with a discussion of the major findings of the current study,

implications for parental involvement, and future research. The Chapter concludes with a

discussion of the limitations of the study.

Purpose of the Study

The purpose of this study was to examine the role of parental and family involvement in

children's K-12 success. Parental involvement in children's schooling is positively linked to

achievement (Altschul, 2011; Domina, 2005; Epstein et al., 2009). There is evidence that

suggests parental involvement positively influences student achievement and overall well-being

(Bauch, 1990; Epstein et al., 2009).

Research Questions

The following research questions were used in the study:

1. Do children's grades vary based on gender?

2. Do children's grades vary based on the parents' level of education?

3. Do children's suspensions vary based on lack of parental involvement in school activities?

4. Do children's repetition of grade level vary based on expulsion from school?

5. What is the relationship between employment status of parents and parental involvement at home?

Summary

Study Overview

This study's primary goal was to determine whether parental involvement was linked to the following academic achievement variables: children's grades, repetition of grade level, and conduct in school. Also, the study addressed how school-based and home-based parental involvement may influence the relationship with a child's education. Results of the research questions suggested that the interaction between parental involvement and academic achievement outcomes differed based on a number of variables which were income, educational level, and employment status.

Epstein (1995) and Hoover-Dempsey and Sandler's (2005) parental involvement model provided a framework for this study. A preexisting national data set and quantitative research design was used to address the research questions. Participants in this study were from all 50 states of the United States including the District of Columbia. The Parental and Family Involvement in Education Survey was from the National Household of Educational Surveys (2012).

The majority of the responses to the survey came from the parent or guardian who were most knowledgeable about the child's grades, behavioral reports, and involvement in home and/or school activities. The data were described using descriptive statistics, frequencies, independent t-test, and chi-square tests to examine the role of parental involvement in a child's academic success.

To begin with, Research Question 1 examined the relationship between categories children's grades and gender. In this study, there were more male children than female children reported. The result of the chi-square test revealed that girls were more likely to make mostly A's than boys. Also, boys were more likely to make mostly B's, mostly C's, and mostly D's than girls.

Secondly, Research Question 2 investigated the relationship between categories children's grades and parents' level of education. In this study, children whose parents were college graduates were more likely to make mostly A's. On the other hand, parents that had less than a high school education or a high school diploma were less likely to have children that make mostly A's. Children with parents with a high school diploma was more likely to have mostly A's, mostly B's, mostly C's, or mostly D's.

Research Question 3 examined differences in children's behavior due to the lack of parent involvement in school activities. In this study, school involvement was analyzed using two separate statements The first statement was, whether a parent attended a school event and the second statement was whether a parent attended a PTO conference. In respect to behavior, the study's aim was to look at in-school suspension and out- of school suspension as a means to understand trends in conduct in relation to parental involvement. Findings support when parents

are involved in school activities then the child is less likely to face in-school or out-of school suspensions.

Next, Research Question 4 explored the relationship between children being expelled from school and having to repeat a level grade level. The chi-square test was used to determine if the variables repeating a grade level and being expelled from school were significantly dependent. Findings revealed that children who were expelled from school were more likely to repeat a grade level. The findings also revealed that students who were not expelled from school were less likely to repeat a grade level.

Finally, Research Question 5 examined the relationship between parents' employment status and their involvement at home. The independent t-test identified a significant difference between parents who were unemployed or employed and the impact that factor had on their involvement at home. The two statements the study focused on for home involvement were The number of days the parent helped with homework and How often the homework was checked for completion? The first independent t- test revealed that parents who were unemployed had a higher rate of checking for homework completion than those who were employed. The next independent t-test showed differentiation in availability of employed and unemployed parents throughout the week. Consequently, this had an effect on the days of the week they can help their child with homework. The data revealed that parents who were unemployed could help more with homework than parents who were employed.

<div align="center">Conclusions</div>

Conclusions of this study support previous findings (Whitaker & Hoover-Dempsey, 2013; Wilder, 2014) which have indicated that there is a positive relationship between students' academic success and parental involvement in education. The findings revealed that parental

participation in education has a significant influence on the academic success of students in grades K-12. Involvement is crucial to a child's success whether it be at home or school. However, parental involvement at school was found to have the highest level of influence on student academic outcome (Al-Alwain, 2014, p. 33).In this study, parental involvement at home or school was directly associated with a child's grade and behavior at school. Furthermore, there was a relationship between the parents' employment status and education level with respect to their involvement with their child. Casanova (1996) noted that the different levels of parental involvement do affect the child at home or school.

Contrary to Overstreet et. al (2005), who found no association between parents' education and a child's grade, the findings in this study found an association between the highest level of education for parents and the type of grades, their children earn. Helping a child achieve academic success requires parents to overcome several barriers that may hinder the child. Every parent has unique constraints that can prevent them from being able to help their child. Some of the barriers that prevent parents from actively participating in their child's academics were education level and income status. The study found that children whose parents attended PTO meetings, school events, helped with homework, and checked for homework completion could potentially have a better chance at academic success. Previous researchers (Fan & Chen, 2001; Kim, 2012; Waddle, 2011) noted that parents who were involved in school and home activities had a positive influence on students achievement and involvement was the main ingredient for success. A continuous effort to promote parental involvement in order to help a child be successful academically is strongly encouraged. Overall, findings from this study support the higher the parental involvement the greater the outcome for children's academic success.

Implications

Throughout the study, several suggestions have been presented aimed at helping parents to become more actively involved in their children's academics. One possibility is that parents with a high school education or less could consider participating in continuing education programs. Seeking help to increase their own education could assist parents in increasing their ability to provide educational assistance to their children. It is implied that children with lower grades tend to have parents that have less than a high school education.

Parents not having the capability to help their children, due to their lack of education, could be a reason as to why their children have lower grades. Parents could combat this issue by seeking professional assistance. One suggestion to help parents help their children, is for parents to obtain a better understanding of their children's material through tutoring from teachers or outside sources. There are Continuing Education programs that provide opportunities to adults to enhance their education. As a result they become more desirable candidates for better jobs; thereby, increasing their household income and decreasing the unemployment rate.

The next proposition for parents' to involve parents is for them to establish effective lines of communication with educators in order to understand the underlying issues affecting their children's behavior and/or academics. Failure to engage, by either party, sets the foundation for error in the child's educational experience. Parental involvement in in-school activities provides a benefit as well. It enables the child to witness firsthand communication between the parent and teacher, which could increase morale and ultimately the behavior of students.

In-school suspensions are associated with a child's misconduct and these reflect poorly on their academic record. A child's disruptive behavior hinders their peers, as well as themselves, from receiving or possibly retaining the knowledge being presented to them. When a

child is absent from the classroom due to behavioral issues, he or she misses out on the lesson for that day which may directly or indirectly negatively impact his or her grades.

Finally, many parents may not be aware of the impact of parental involvement in school, and home activities have on their child being academically successful in school. Parents who are thoroughly informed by the teacher and school of the child's academic progress and how improving their presence in their child's academics can enhance their chances of their child being successful. So, the focus should be on getting teachers to fill out a similar survey when they report the child's grades and behavior and how often they see parents of children in their classroom participate in a school event. Teachers can also have parents check over and sign that they have reviewed the homework. Further research with about why teachers want parents to become involved includes teacher survey their perspective in parental involvement. A students' academic success can be beneficial in bridging the gap between parent and teacher communication (House,2006). Teachers' and parents' perspective can be investigated to ensure child's success in the classroom.

<div align="center">Recommendations</div>

Further researchers looking to use the Parental and Family Involvement in Education data set can also look at involvement of parents and compare two-parent or single- parent homes. Comparing the scenarios could provide insight as to why a parent may not be able to attend school events or help with homework. Also, while assessing the size of a household (single or two- parent), the researcher could compare the employment status of both to determine which relationship is showing a positive correlation and which one may be negatively affecting a child's success.

Based on limitations, future research could also include whether the parent or child has a learning disability. Investigating whether the parent has or had a learning disability could further explain their employment status as well as their highest educational attainment. Gauging whether a child has or had a learning disability could bring light to more pertinent information. Such information could be an indication as to why they may be producing failing grades, repeating grades and possibly why they may be exhibiting behavioral problems in school. Also, indicating whether the child is in special education class could clarify the response "school does not give grades." This response could be a result of the child's enrollment in a special education course. Other studies have examined whether or not students were enrolled in special education courses; however, they did not review every area of parental involvement.

It is a strength to have a sample that is nationally representative. On the other hand, there are limitations associated with such a dataset as in those mentioned previously. With this in mind future researchers can use similar questions from the study and present them all in a way that not all responses are categorical, which would be easier for different types of analysis in SPSS.

References

Abdul-Adil, J. K., & Farmer Jr, A. D. (2006). Inner-city African American parental

involvement in elementary schools: Getting beyond urban legends of apathy. *School*

Psychology Quarterly, *21*(1), 1.

Abisamra, N. (2000), The relationship between Emotional Intelligence and Academic

Achievement in Eleventh Graders. *Research in Education,* 620-661.

Academic Pathways to Access and Student Success (APASS). (2004). Definitions of

academic pathways. Retrieved from http://www.apass.uiuc.edu/

Altschul, I. (2011). Parental involvement and the academic achievement of Mexican American

youths: What kinds of involvement in youths' education matter most?. *Social Work*

Research, 35(3), 159-170.

Al-Alwain, A. (2014). Modeling the relations among parental involvement, school engagement

and academic performance of high school students. *International Education Studies,* 7(4),

47-56. https://doi.org/10.5539/ies.v7n4p47

Amatea, E., & West-Olatunji, C. (2007). Rethinking how school counselors work with families

and schools: An exosystemic approach. *Managing your school counseling program:*

K-12 developmental strategies, 211-222.

Ames, C. (1984). Achievement attributions and self-instructions under competitive and

individualistic goal structures. *Journal of Educational Psychology, 76*(3), 478-487.

Archer-Banks, D. M., & Behar-Horenstein, L. S. (2008). African American parental involvement in their children's middle school experiences. *Journal of Negro Education*, 77(2), 143-156.

Aronson, J. Z. (1996). How schools can recruit hard-to-reach parents. *Educational Leadership*, *53*(7), 58-60.

Baker, L. (2003). The role of parents in motivating struggling readers. *Reading &Writing Quarterly*, *19*(1), 87-106.

Baker, M. L., Sigmon, J. N., & Nugent, M. E. (2001). Truancy reduction: Keeping student's in school. *Juvenile Justice Bulletin*, 1-14.

Ball, E. W., & Blachman, B. A. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly*, 49-66.

Bandura A. (1997). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84: 191–215.

Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children & Youth Services Review, 26*(1), 39–62.

Barnyak, N. C., & McNelly, T. A. (2009). An urban school district's parent involvement: A study of teachers' and administrators' beliefs and practices. *The School Community Journal, 19*(1), 6-9.

Baron, M., & Kenny, A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*. 1986; 51: 1173–1182.

Bartel, V. B. (2010). Home and school factors impacting parental involvement in a title I

elementary school. *Journal of Research in Childhood Education,* 24 (3), 209-228.

Bauch, J. P. (1990). The Transparent School: A Partnership for Parent Involvement. *Educational*

Horizons, *68*(4), 187-89.

Bejou, A. (2013). An empirical investigation of the correlates of satisfaction in public schools.

Journal of Relationship Marketing, 12, 243-260.

Bempechat, J. (1992). The role of parent involvement in children's academic achievement.

School Community Journal, 83, 85–102.

Berends, M. (2015). Sociology and school choice: What we know after two decades of charter

schools. *Annual Review of Sociology*, *41*, 159-180.

Berger, E. H. (2008*). Parents as partners in education.* Upper Saddle River, NJ: Pearson, 4.

Birch S. H., Ladd GW (1997). The teacher-child relationship and children's early school

adjustment. *Journal of School Psychology*, 35: 61–79.

Blair, S. (2014). Parental involvement and children's educational performance: A comparison of

Filipino and U.S. parents. *Journal of Comparative Family Studies*, 45, 351- 366.

Bodovski, K., & Farkas, G. (2008). "Concerted cultivation" and unequal achievement in

elementary school. *Social Science Research,* 37, 903-919.

doi:10.1016/j.ssresearch.2008.02.007

Bourdieu, P. (1985, November). The social space and the genesis group. *Theory and Society,*

14(6), 723-744. https://doi.org/10.1007/BF00174048

Bower, H. A., & Griffin, D. (2011). Can the Epstein model of parental involvement work in a

high-minority, high-poverty elementary school? A case study. *Professional School*

Counseling, 15(2), 77-87. doi:10.5330/PSC.n.2011-15.77

Brockett, R. G., & Hiemstra, R. (1991). *Self –direction in adult learning: Perspectives on theory,*
    research, and practice. Routledge. New York.

Brockett, R. G., & Merriam, S.B. (1997*). The profession and practice of adult education*. San
    Francisco: Jossey-Bass.

Boundless. "Theories of Socialization." Boundless Sociology Boundless, Retrieved from
    https://www.boundless.com/sociology/textbooks/boundless-sociology-
    textbook/socialization-4/theories-of-socialization-44/theories-of-socialization-273-
    10450/

Bower, H. A., & Griffin, D. (2011). Can the Epstein model of parental involvement work in a
    high-minority, high-poverty elementary school? A case study. *Professional School*
    Counseling, 15(2), 77-87. doi:10.5330/PSC.n.2011-15.77

Bryan, T., Burstein, K., & Bryan, J. (2001). Students with learning disabilities: Homework
    problems and promising practices. *Educational Psychologist*, 36 (3), 167-180.

Buckley, J. (2007). *Choosing schools, building communities*? *The effect of schools of choice on*
    parental involvement. National Center for the Study of Privatization in Education.
    Teacher's College, Columbia University.

Bureau of Labor Statistics. (2005). *Education pays*... Retrieved from
    http://www.bls.gov/emp/emptab7.htm.

Burke, M. M. (2013). Improving parental involvement: Training special education
    advocates. *Journal of Disability Policy Studies*, *IDEA*. *23*(4), 225-234.

Cambourne, B. (1995). Toward an educationally relevant theory of literacy learning: Twenty
    years of inquiry. *The Reading Teacher*, *49*(3), 182.

Campbell, J. R., & Mandel, F. (1990). Connecting math achievement to parental influences. *Contemporary Educational Psychology*, 15, 64-74. doi:10.1016/0361-476X(90)90006-M

Carr, N. (2013). Increasing the effectiveness of homework for all learners in the inclusive classroom. *School Community Journal*, 23(1), 169-182.

Carranza, F., Sukkyung Y., Vichet, C., & Hudley, C. (2009). Mexican American Adolescents' Academic Achievement and Aspirations: The Role of Perceived Parental Educational Involvement, Acculturation, and Self-Esteem. *Adolescence* 44(174):313-333.

Carter, S. (2002). *The impact of parent/family involvement on student outcomes: An annotated bibliography of research from the last decade.* Eugene, OR: Consortium for Appropriate Dispute Resolution in Special Education.

Catsambis, S. (1998). Expanding knowledge of parental involvement in secondary education: Effects on high school academic success. *Center for Research on the Education of Student Placed at Risk, Report no. 27.* Retrieved from http://www.csos.jhu,edu/crespar/techReports/Report27.pdf.

Ceballo R., Maurizi L. K., Suarez G. A., Aretakis M. T. (2014). Gift and sacrifice: Parental involvement in Latino adolescents' education. *Cultural Diversity & Ethnic Minority Psychology,* 20, 116-127.

Chapman, M. Skinner E. A, Baltes, P. B (1990). Interpreting correlations between children's perceived control and cognitive performance: Control, agency, or means-beliefs? *Developmental Psychology*. 26:246–253.

Charles, G. (2011). Parental Perceptions of School Quality in Public and Private

    Schools. Northcentral University, *ProQuest Dissertations Publishing*, 3447723,14-

    62.

Chen, W. B., & Gregory, A. (2010). Parental involvement as a protective factor during the

    transition to high school. *The Journal of Educational Research*, 103(1), 53-62.

Chisman, F. P. (2004). *Adult education and literacy and community colleges in Kentucky*: A

    case Study (Working Paper 4). New York: Council for Advancement of Adult Literacy

    (CAAL).

Choy, S. P. (2002). Nontraditional students: Findings from the Condition of Education 2002.

    Washington, DC: U.S. Department of Education, *National Center for Education*

    Statistics. 6-18.

Christenson, S., & Sheridan, S. M. (Eds.). (2001). *Schools and families: Creating essential*

    connections for learning. Guilford Press. 10-14.

Christian, K., Morrison F. J., Bryant F. B (1998). Predicting kindergarten academic skills:

    Interactions among child care, maternal education, and family literacy

    environments. *Early Childhood Research Quarterly*. 13: 501–521.

Clark, R. M. (1983). Family Life and School Achievement: Why Poor Black Children Succeed

    or Fail. Chicago: *University of Chicago Press*.

Coleman, J. (1987). Families and Schools. *Educational Researcher*, 32-38.

Comer, J. P. (1984). Homeschool Relationships as They Affect the Academic Success of

    Children. *Education and Urban Society,* 16: 323–337.

Comings, J. (1996). Adult education transition programs (America Connects Noteworthy

    Practices Brief). Retrieved from:

    www.americaconnects.net/research/PromPractices/Transition_NP.doc

Committee on Early Childhood Pedagogy (2000) . Eager to learn: Educating our

    preschoolers. *The National Academies Press*; Washington, DC: 10-14.

Comprehensive/ Academic Pathways to Access and Student Success (APASS). (2006). National

    Inventory of Academic Pathways. Retrieved from

    http://www.apass.uiuc.edu/states

Cooper, H., & Nye, B. (1994). Homework for students with learning disabilities: The

    implications of research for policy and practice. *Journal Of Learning Disabilities*, 27(8),

    470-79.

David, M. E. (1989). Schooling and the Family. In Critical Pedagogy, the State, and Cultural

    Struggle, edited by H. Giroux and P. McLaren. Albany, NY, *University of New*

    York Press.

Delgado-Gaitan, C. (1991). Involving Parents in the Schools: A Process of

    Empowerment. *American Journal of Education* 100: 20–46.

Delucchi, K. (1993). Interaction processes and student outcomes

    in cooperative learning groups. *The Elementary School Journal*, *94*(1), 19-32.

DePlanty, J., Coulter-Kern, R., & Duchane, K.A. (2007). Perceptions of parents involvement in

    academic achievement. *The Journal of Education Research,* 100(6), 361-368.

Desimone, L. (1999). Linking Parent Involvement with Student Achievement: Do Race and

    Income Matter? *The Journal of Educational Research* 93(1):11-30.

Deslandes, R., Royer, E., Potvin, P., & Leclerc, D. (1999). Patterns of home and school

    partnership for general and special education students at the secondary level. Exceptional

    Children, 65(4), 496-506.

Dick, W., & Carey, L. (2014). The Systematic Design of Instruction. *Pearson*

    Education, 8th ed.

Domina, T. (2005). Assessing the effectiveness of parental involvement in elementary school.

    Sociology of Education, 78, 233-249. doi:10.1177/003804070507800303

Dumont, H., Trautwein, U., Lüdtke, O., Neumann, M., Niggli, A., & Schnyder, I. (2012). Does

    parental homework involvement mediate the relationship between family background and

    educational outcomes?. *Contemporary Educational Psychology*, 37(1), 55-69.

Eccles, J. S., & Harold RD (1994). *Family involvement in children's and adolescent's schooling.*

    In: Booth A, Dunn JF, editors. Family School Links. Lawrence Erlbaum Associates;

    Mahwah, NJ. 3–34.

Edvantia. (2005). *Linking student achievement to school, family, and community*

    involvement (Research Brief). Appalachia Educational Laboratory, Edvantia.

Elementary and Secondary Education (ESEA). (2004) *Parental involvement* (ESEA, Section

    9101(32). Retrieved from http://www2.ed.gov/policy/elsec/leg/esea02/p107.html

Elsleger, B. (1999). Will parental incentives increase parental involvement? Action Research

    Monograph.

Entwisle, D. R. & Hayduk, L. A. (1988). Lasting effects of elementary school. Sociology of

    Education. 61:147–159.

Epstein, J. L. (1996). Advances in family, community, and school partnerships. *New Schools,*

    New Communities, 12(3), 5–13.

Epstein, J. L. (1986). "Parents' Reactions to Teacher Practices of Parent Involvement." The
    Elementary School Journal 86(3): 277-294.

Epstein, J. L. (1987). Parent involvement: What research says to administrators. *Education and
    urban society*, *19*(2), 119-136.

Epstein, J. (2007). *School, family, and community partnerships: Preparing educators and
    improving schools*. Boulder, CO: Westview.

Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., … &
    Williams, K. J. (2009). *School, family, and community partnerships: Your handbook for
    action* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Epstein, J. L., & Sheldon, S. B. (2006). Moving forward: Ideas for research on school, family,
    and community partnerships. In C. F. Conrad & R. Serlin (Eds.), *SAGE handbook for
    research in education: Engaging ideas and enriching inquiry* (pp. 117-138). Thousand
    Oaks, CA: Sage. doi:10.4135/978-1-41297-603-9.n7.

Esquivel, S., Ryan, C., Bonner, M. (2008). Involved parents' perceptions of their experiences in
    school-based team meetings. *Journal of Educational & Psychological Consultation*,
    18(3), 234-258.

Fan, W., Williams, C. M., & Wolters, C. A. (2012). Parental involvement in predicting school
    motivation: similar and differential effects across ethnic groups. Journal of Educational
    Research, 105(1), 21-35.

Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-
    analysis. *Educational Psychology Review*, 13, 1-22. doi:10.1080/00220970109599497.

Fenwick, J.J. (1987). Middle schoolers: Meeting the social needs. Principal, 66, 43-46.

Ferguson, C. (2008). *The school-family connection: Looking at the larger picture.* Austin, TX: National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.

Feurestein, A. (2000). School characteristics and parent involvement: Influences on participation in children's schools. *The Journal of Educational Research*, 94(1), 29-40.

Fishel, M., & Ramirez, L. (2005). Evidence-based parent involvement interventions with school-aged children. *School Psychology Quarterly*, 20, 371–402.

Flouris, G. (1991). Parental Influence, self-concept and achievement. Athens: Gregoris.

Ford, D. Y. (1995). Desegregation gifted education: A need unmet. *Journal of Negro Education*, 64(1), 52-62.

Gay, L., Mills, G., & Airasian, P. (2006). Educational research. Upper Saddle River, New Jersey: Pearson Prentice Hall.

Georgiou, S. N., & Tourva, A. (2007). Parental attributions and parental involvement. *Social Psychology of Education*, 10(4), 473-482. doi:10.1007 /s11218-007-9029-8

Goleman, D. (1995). Emotional Intelligence: *Why it can matter more than* I.Q. New York: Bantam Books.

Gonzalez-DeHass, A. R., Willems, P. P., & Holbein, D. M. F. (2005). Examining the relationship between parental involvement and student motivation. Educational Psychology Review, 17(2), 99-123. doi:10.1007/s10648-005- 3949-7

Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child development*, 65(1), 237-252.

Haas, R., & Reiley K. (2008). Increasing homework completion of middle school students by

    using parental involvement strategies and establishing routines (Master's thesis). Saint

    Xavier University. Retrieved from http://files.eric .ed.gov/fulltext/ED500837.pdf

Hallahan, D.P. & Kauffman, J.M. (2006). Exceptional learners; Introduction to special

    education. Boston: Pearson.

Hamilton, D. P. (2016). *The adverse effects of stressors on novice teachers in an urban public*

    elementary school: An action research study (Doctoral dissertation, Capella University).

Hemphill, F. C., & Vanneman, A. (2011). Achievement Gaps: How Hispanic and White Students

    in Public Schools Perform in Mathematics and Reading on the National Assessment of

    Educational Progress. Statistical Analysis Report. NCES 2011-459. *National Center for*

    Education Statistics.

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family,*

    and community connections on student achievement. Austin, TX: National Center for

    Family and Community Connections with Schools, Southwest Educational Development

    Laboratory.

Henderson, A. T., & Berla, N. (1994). *A new generation of evidence: The family is critical to*

    student achievement.

Hernandez, J. E., Harry, B., Newman, L., & Cameto, R. (2008). Survey of family involvement in

    and satisfaction with the Los Angeles Unified School District Special Education Processes.

    Journal of Special Education Leadership, 21(2), 84- 93.

Hewitt, T. (2006). Understanding and shaping curriculum: What we teach and why.

    London: Sage Publications.

Hill, N. (2001). Parenting and academic socialization as they relate to school

    readiness: The roles of ethnicity and family income. *Journal of Educational*

    Psychology, *93*, 686–697. doi:10.1037/0022-0663.93.4.686

Hill, N. E., & Taylor, L C. (2004). Parental school involvement and children's academic

    achievement: Pragmatics and Issues. *Current Directions in Psychological Science*,

    13,161-164.

Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic

    assessment of the strategies that promote achievement. *Developmental Psychology 45*(3),

    740–763.

Hoover-Dempsey, K. V., & Sandier, H. (1995). *Parental involvement in children's education:*

    Why does it make a difference? Teachers College Record, 97, 310-331.

Hoover-Dempsey, K., & Sandier, H. M. (1997). *Why do parents become involved in their*

    children's education? Review of Educational Research, 67, 3-42.

Hoover-Dempsey, K. V., & Sandler, H. M. (2005). Final performance report for OERI

    grant # R305T010673: The social context of parent involvement: A path to

    enhanced achievement. Presented to the U.S. Department of Education, Institute

    of Education Sciences, Project Monitor.

Hoover-Dempsey, K. V., Walker, J. M.T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A.

    S., & Closson, K. E. (2005). *Why do parents become involved? Research findings*

    and implications. Elementary School Journal, 106, 105-130.

Hoover-Dempsey, K. & Sandler, H. (1995). Parental involvement in children's education: Why

    does it make a difference? *Teachers College Record*, 97(2), 310-331.

Hoover-Dempsey, K., Battiato, A., Walker, J., Reed, R., DeJong, J., & Jones, K. (2001). *Parental involvement in homework.* Educational Psychologist, 36(3), 195-209.

Hoover-Dempsey, K. & Sandler, H. (1997). Why do parents become involved in their children's education? *Review of Educational Research, 67*(1), 3-42.

Hoover-Dempsey, K., Walker, J., Sandler, H., Whetsel, D., Green, C., Wilkins, A., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal,* 106(2), 106-130.

Horsford, S. D., & Holmes-Sutton, T. (2012). *Parent and Family Engagement: The missing piece in urban education reform* (The Lincy Institute Policy Brief). Las Vegas, NV: The Lincy Institute, University of Nevada–Las Vegas.

Houle, C. O. (1972). *The design of education*. San Francisco: Jossey-Bass.

House, W. (2006). Fact Sheet: Combating Autism Act of 2006.

Howell, D. C. (2007). *Statistical Methods for Psychology* (6 th ed.). Belmont, CA: Thomson Wadsworth.

Imbrosciano, A., Berlach, R. (2003).Teacher perception of the relationships between intelligence, student behavior, and academic achievement

Jacob, B., & Lefgren, L. (2007). What do parents value in education? An empirical investigation of parents' revealed preferences for teachers. *The Quarterly Journal of Economics,* 122(4), 1603-1637.

Jennings, J. (2012). Reflections on a Half-Century of School Reform: Why Have We Fallen Short and Where Do We Go from Here? *Center on Education Policy*. 43.

Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education 40*(3), 237–269.

Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary

school student achievement: A meta-analysis. *Urban Education 42*(1), 82–110.

Jeynes, W. H. (2012). A meta-analysis of the efficacy of different types of parental involvement

programs for urban students. Urban Education, 47(4), 706-742.

Kearsley, G. (2010). Andragogy. The theory into practice database.

Retrieved from http://tip.psychology.org

Keenan, J. W., Willett. J., & Solsken, J. (1993). "Constructing an Urban Village:

School/Home Collaboration in a Multicultural Classroom." *Language Arts* 70: 204–214.

Kim, J. (2012). Defining and assessing parent empowerment and its relationship to academic

achievement using the National Household Education Survey: A focus on marginalized

parents (Doctoral dissertation). 16-22.

Knowles, M. (1984). Andragogy in Action. San Francisco: Jossey-Bass.

Knowles, M. (1975). Self-Directed Learning. Chicago: Follet.

Kroeger, J. (2007). Social class and African-American parental involvement. In J. A. VanGalen

& G. W. Noblit (Eds*.), Late to class: Social class and schooling in the new economy,*

Albany, NY: *State University of New York Press*, 203-234.

Lai, Y., & Vadeboncoeur, J. A. (2012). The discourse of parent involvement in special

education: A critical analysis linking policy documents to the experiences of mothers.

Educational Policy, 29, 867-897. doi:10.1177 /0895904812440501

Lareau, A. (1987). Social Class Differences in Family-School Relationships: The Importance of

Cultural Capital. *Sociology of Education* 60: 73–85.

LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in

      school achievement. Preventing School Failure, 55(3), 115-122.

Lawson, M. A. (2003). School-family relations in context: Parent and teacher perceptions of

      parent involvement. *Urban Education*, 38, 77-133.

Lee, J.-S., & Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap

      among elementary school children. *American Educational Research Journal, 43*(2),

      193–218.

Lerner, J. (2006). Learning disabilities and related disorders: Characteristics and teaching

      strategies. Houghton Mifflin Company: Boston. 10th ed,

Levy, T. M. (2000). Handbook of Attachment Interventions. *New York: Academic Press.*

Liveright, A. (1968). A study of Adult Education in the United States. Brookline, MA: *Center*

      for the Study of Liberal Education for Adults.

Lloyd-Smith, L., & Baron, M. (2010). Beyond conferences: Attitudes of high school

      administrators toward parental involvement in one small Midwestern state. *School*

      Community Journal, *20*(2), 23.

Lopez, G. R., Scribner, J. D., & Mahitivanichcha, K. (2001). Redefining parental involvement:

      Lessons from high performing migrant-impacted schools. American Research Journal,

      38(2), 253-288. doi:10.3102/00028312038002253

MacKeracher, D. (2004). Making sense of adult learning. Toronto: *University of Toronto Press*.

Maehr, M. L. (1974). Culture and achievement motivation. *American Psychologist*, *29*(12), 887.

Marzano R, Pickering D. The case for and against homework. Educational Leadership,

      2007; 64(6): 74-79. Available from: ERIC, Ipswich, MA.

Mansbach, S. C. (1993). We Must Put Family Literacy on the National

    Agenda. *Reading Today*: 37.

Marlow, C. R. (2010). *Research methods for generalist social work*. Cengage Learning.

McLoughlin, J.A., Edge, D. & Strenecky, B. (1978). Perspective on parental involvement in the

    diagnosis and treatment of learning disabled children. *Journal of Learning Disabilities,*

    11(5), 291-296.

McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H.L., & Sekino, Y. (2004). A multivariate

    examination of parent involvement and the social and academic 117 competencies of

    urban kindergarten children. *Psychology in the Schools*, 41, 363- 377.

Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory.

    New Directions for Adult and Continuing Education, 89, 3-13. doi:10.1002/ace.3

Merriam, S. B. (2001). Something old, something new: Adult learning theory for the twenty-

    first century. In Merriam, S. (Ed.), *The new update on adult learning theory* (pp. 93-96).

    San Francisco, CA: Jossey-Bass.

Müller, F. H., & Louw, J. (2004). Learning environment, motivation and interest: Perspectives

    on self-determination theory. *South African Journal of Psychology*, *34*(2), 169-190.

Merriam, S., Caffarella, R., & Baumgartner, L. (2007). Learning in adulthood: A comprehensive

    guide (3rd ed.). San Francisco: Jossey-Bass.

Moll, L. (1992). "Bilingual Classroom Studies and Community Analysis: Some Recent

    Trends." *Educational Researcher* 21: 20–24.

National Board for Professional Teaching Standards. (2015). State ranking by total number of

    National Board Certified Teachers. Retrieved from

    http://www.nbpts.org/sites/default/files/certification_2015/2015_staterankings_all_nbcts

National Center for Education Statistics. (2013). The condition of education: Public school

    enrollment. U.S. Department of Education. Retrieved from http://nces.ed.gov/programs/

    coe/indicator_cga.asp.

National Center for Education Statistics. (2013). Fast facts: Students with disabilities. U.S.

    Department of Education. Retrieved from http://nces.ed.gov/fastfacts/display.asp?id=64.

National Center for Education Statistics. (2013). *The condition of education: Public school*

    enrollment. U.S. Department of Education. Retrieved from http://nces.ed.gov/programs/

    coe/indicator_cga.asp.

National Center for Education Statistics. (2012*). The condition of education: Children and youth*

    with disabilities. U.S. Department of Education. Retrieved from http://nces.ed.gov/

    programs/coe/indicator_cwd.asp. National Center for Education Statistics (2008).

National Center for Education Statistics. (2012). *National Household Education Surveys*

    Program of 2012: Parent and Family Involvement in Education (PFI-NHES) Survey

    Questionnaire. Washington, D.C.: Institute for Education Sciences.

National Coalition for Parent Involvement in Education, NCPIE. (n.d.) Building family-school

    partnerships that work. Retrieved on April 11, 2017 from http://www.ncpie.org/

National Dissemination Center for Children with Disabilities. (n.d.) Categories of disability

    under IDEA law. Retrieved from

    http://www.nichcy.org/disabilities/categories/pages/default.aspx.

National Household Education Surveys Program of 2012: *Data File User's Manual, Volume I-*

Study Overview and Methodology. Washington, D.C.: Institute for Education Sciences.

National Center for Education Statistics. (2012).

National Household Education Surveys Program of 2012: *Parent and Family Involvement in Education* (PFI-NHES). CodebookPublic Use Data File. Washington, D.C.: Institute for Education Sciences.

National Joint Committee on Learning Disabilities. (2008). LD online: The World's leading website on learning disabilities and ADHD. LD Basics: What is a learning disability? Retrieved from http://www.ldonline.org/ldbasics/whatisld

National Research Council. (2001). *Classroom assessment and the national science education standards*. National Academies Press

No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 115, Stat. 1425 (2002).

No Child Left Behind Act of 2001, 20 U.S.C. § 6319 (2008).

Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. Child Development, 81(3), 988-1005.

O'Bryan, S. T., Braddock, J. H., & Dawkins, M. P. (2006). Bringing parents back in: African American parental involvement, extracurricular participation, and educational policy. *The Journal of Negro Education*, 75(3), 401-414.

O'Donoghue, K. L., (2014). Barriers to Parental Involvement in Schools: Developing Diverse Programs to Include Unique Demographics Education and Human Development Master's Theses. Paper 434.

O'Sullivan, J., & Howe, M. L. (1996). Casual attributions and reading achievement: Individual differences in low income families. Contemporary Educational Psychology, 21(4), 363-

387.

Office of Vocational and Adult Education (OVAE) (2004). Transitions to Postsecondary
Education. Retrieved from:
www.ed.gov/about/offices/list/ovae/pi/AdultEd/transition.html

Overstreet, S., Devine, J., Bevans, & Efreom, Y. (2005). Predicting parental involvement in
children's schooling within an economically disadvantaged African American sample.
Psychology in the Schools, 42(1), 101-111.

Park, S., & Holloway, S. (2013). No parent left behind: Predicting parent involvement in
adolescents' education within a socio demographically diverse population. Journal of
Education Research, 106(2) 105-119.

Pena, D. C. (2000). Parent involvement: Influencing factors and implications. *The Journal of
Educational Research*, *94*(1), 42-54.

Peterson, T., & Parker, K. (2005). Increasing parental involvement in afterschool programs and
community learning centers. Columbia, SC: *Afterschool and Community Learning
National Resource Network,* University of South Carolina

Pinar, W. (2004). What is curriculum theory? Lawrence: Erlbaum Associates.

Pianta, R. C., Nimetz, S. L., & Bennett, E. (1997). Mother-child relationships, teacher-child
relationships, and school outcomes in preschool and kindergarten. *Early childhood
research quarterly*, *12*(3), 263-280.

Pianta, R.C. and Welsh, DJ. (1996). *High-risk children in schools: Constructing sustaining
relationships*, New York, NY: Routledge.

Pomerantz, Ng, Cheung, & Qu, Pomerantz, E., Ng, F. F.-Y., Cheung, C. S.-S.,

& Qu, Y. (2014). Raising happy children who succeed in school: Lessons from China and the United States. *Child Development Perspectives*, *8*(2), 71–76. doi:10.1111/cdep.12063

Puccioni, J. (2015). Parents' conceptions of school readiness, transition practices, and children's academic achievement trajectories. *Journal of Educational Research*, *108*, 130–147. doi:10.1080/00220671.2013.850399

Pulliam, J., & Patten, J. (2007). History of education in America. Columbus, OH: Prentice Hall

Rao, V. K. (2008). Principles of the curriculum. New Delhi: APH Publishing.

Redding, S. (2006). The mega system: Deciding, learning, connecting. Lincoln, IL: Academic Development Institute.

Redding, S., Murphy, M., & Sheley, P. (Eds.). (2011). *Handbook on family and community engagement.* Lincoln, IL: Center on Innovation and Improvement, Academic Development Institute.

Reeves, C. (2003). Implementing the No Child Left Behind act: Implications for rural schools and districts.

Reglin, G., Cameron, H., & Losike-Sedimo, N. (2012). Effects of a parent support reading intervention on seventh-grade at-risk students' reading comprehension scores. *Reading Improvement*, 49(1), 17-27.

Robbins, C., & Searby, L. (2013). Exploring parental involvement strategies utilized by middle school interdisciplinary teams. *School Community Journal*, 23(2), 113- 136.

Robinson, G. (2016). A Survey of Parental Rights and Responsibilities in School Choice Laws

Sanders, M. G. (1998). The effects of school, family, and community support on the academic achievement of African American adolescents. *Urban Education*, 33, 385–409.

Saporito, S. (2003). Private choices, public consequences: Magnet school choice and segregation

by race and poverty. *Social problems*, *50*(2), 181-203.

Schmoker, M. (1999). The quiet revolution in achievement. *Education Week*, 19, 32-32.

Schunk, D. H. (1989). Self-efficacy and cognitive skill learning. In C. Ames, & R. Ames

    (Eds.), *Research on motivation in education: Goals and cognitions.* Vol. 3.

    San Diego: Academic. 13-44.

Schneider, M., Teske, P., Marschall, M., Mintrom, M., & Roch, C. (1997). Institutional

    arrangements and the creation of social capital: the effects of public school. *American

    Political Science Review* 91(1):82–93.

Shaver, A. V., & Walls, R. T. (1998). Effect of Title I parent involvement on student reading and

    mathematics achievement. *Journal of Research & Development in Education*.

Sharpe, D. (2015). Your chi-square test is statistically significant: Now what?. *Practical

    Assessment, Research & Evaluation*, *20*.

Sheldon, S. B., & Epstein, J. L. (2002). Improving student behavior and school discipline with

    family and community involvement. Education and Urban Society, 35(1), 4-26.

 Sheldon, S. B., & Epstein, J. L. (2005). Involvement counts: Family and community

    partnerships and mathematics achievement. *The Journal of Educational Research,* 98(4),

    196-207.

Sheldon, S. (2010). Parental involvement in education: Research on parental involvement,

    effects on parental involvement, obstacles to parental involvement, controversies, current

    issues. State University. Com. Retrieved from

    http://education.stateuniversity.com/pages/2309/ParentalInvolvement-in-Educaton.html.

Sheppard, A. (2009). School attendance and attainment: poor attenders' perceptions of

    schoolwork and parental involvement in their education. *British Journal Of Special*

Education, 36(2), 104-111.

Simpson, R.L., & Fielder, C. (1980). Parent participation in Individualized Educational Program

(IEP) conferences: A case for individualization. In M. J. Fine (Ed.), The second handbook

on parent education: Contemporary perspectives. San Diego, CA:

Academic Press. 145-171.

Smith, A. (2011). Parent Involvement in Education: 4 Key Tips. Retrieved from

www.education.com/pdf/parent- involvement-education/

Smith, J., Stern, K., & Shatrova, Z. (2008). Factors inhibiting Hispanic parent's school

involvement. Rural Educator, 29(2), 8-13. Retrieved from

http://www.ruraleducator.net/archive/29-2/29-2_Smith.pdf

Spann. S. J.. Kohler. F. W., & Soenksen, D. (2003). Examining parents' involvement in and

perceptions of special education services: An interview with families in a parent

group. *Focus on Autism and Other Developmental Disabilities*, 18, 228-237.

Spinath, B. (2012). Academic achievement. In *Encyclopedia of human behavior*. 2d ed. Edited

by Vilanayur S. Ramachandran, San Diego, CA: *Academic Press*, 1–8.

Stevenson, D. L. & David P., Baker. (1987). The Family-School Relation and the Child's

School Performance. Child Development 58(5): 1348-1357.

Sticht, T. G., & McDonald, B. A. (1990). Teach the Mother and Reach the Child: Literacy across

Generations. Literacy Lessons.

Stoops, N. (2004). Educational attainment in the United States: 2003. Washington, DC: U.S.

Department of Commerce.

Taylor, L. C., Clayton, J. D., & Rowley, S. J. (2004). Academic socialization: Understanding parental influences on children's school-related development in the early years. *Review of general psychology*, *8*(3), 163.

Tekin, A. K. (2011). Parents' motivational beliefs about their involvement in young children's education. *Early Child Development and Care, 181*(10), 1315-1329.

Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of Prevention & Intervention in the Community, 38*(3), 183-197.

Trotman, M. F. (2001). Involving the African American parent: Recommendations to increase the level of parent involvement within African American families. *Journal of Negro Education*, 275-285.

Trussell, R., Hammond, H., & Ingalls, L. (2008). Ethical practices and parental participation in rural special education. *Rural Special Education Quarterly*, *27*(1), 19-23.

Turner, H. A., & Muller, P. A. (2004). Long-term effects of child corporal punishment on depressive symptoms in young adults: Potential moderators and mediators. *Journal of Family issues*, *25*(6), 761-782.

Tyler, J. H. (2001). What do we know about the economic benefits of the GED? A synthesis of The evidence from evidence from recent research. Retrieved from: http://www.brown.edu/Departments/Education/resources/what_do_we_know.pdf

United Nations (1998). Kyoto Protocol to the United Nations Framework Convention on Climate Change.

U.S. Department of Education. (2008). *Alignment with the No Child Left* Behind (NCLB) Act. Retrieved from http://www.ideapartnership.org/index.php?option=com_content&view= article&id=1344&oseppage=1.

U.S. Department of Education. (2009). *Building the legacy*: IDEA 2004. Retrieved from http://idea.ed.gov/.

U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007 and 2012.

U.S. Department of Education. (2003). Parent involvement in schools. Retrieved from www.childrendsdatabank.org

U.S. Department of Education, Office of Special Education and Rehabilitative Services and Office of Special Education Programs (2004). Twenty-sixth annual report to Congress on the implementation of the Individuals with Disabilities Education Act (Vol. 1). Washington, DC: Author.

VanVelsor, P., & Orozco, G. (2007). Involving low-income parents in the schools: Communitycentric strategies for school counselors. Professional School Counseling, 11(1), 17-24.

Vera, E. M., Israel, M., Coyle, L., Cross, J., Knight-Lynn, L., Moallem, I., & Goldberger, N. (2012). Exploring the educational involvement of parents of english learners. School Community Journal, 22(2), 183-202.

Vygotsky, L. S. (1978). Interaction between learning and development. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.), Mind in society: The development of higher psychological processes. Cambridge, MA: *Harvard University Press*. 79-91.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* Cambridge, Mass.: Harvard University Press. (Original manuscripts ca. 1930-1934).

Waanders, C., Mendez, J., & Downer, J. (2007). Parent characteristics, economic stress, and neighborhood context as predictors of parent involvement in preschool children's education. Journal of School Psychology, 45(6), 619-636.

Waddle, A. (2001). *Identifying associations between student achievement and parental involvement activities*. (Doctoral Dissertation). Retrieved from ProQuest Dissertaiton and Theses, Walden University, 129-139.

Walberg, H. J., & Lai, J. (1999). Meta-analytic effects for policy. In G.J. Cizek (Ed.), *Handbook of educational policy* (pp.418-454). San Diego, CA: *Academic Press*.

Walker, D. (2004). Curriculum and Aims. New York: Columbia University.

Walters, G. D. (2013). Delinquency, parental involvement, early adult criminality, and sex: Evidence of moderated mediation. *Journal of Adolescence*, 36(4), 777-785.

Washington, D.C. Headquarters U.S. Department of Education, (2011) http://www.ed.gov.

Wei, X., Lenz, K. B., & Blackorby, J. (2012). Math growth trajectories of students with disabilities: Disability category, gender, racial, and socioeconomic status differences from ages 7 to 17. *Remedial and Special Education,* 34(3), 154-165. https://doi.org/10.1177/0741932512448253

Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Reviews*, 92(4), 548-573. doi:10.1037/0033-295X.92.4.548

Welsch, D., & Zimmer, D. (2008), After-School Supervision and Children's Cognitive Achievement. *The B. E. Journal of Economic Analysis & Policy*, 8**,** 49.

Wen, X., Bulotsky-Shearer, R. J., Hahs-Vaughn, D. L., & Korfmacher, J. (2012). Head Start
program quality: Examination of classroom quality and parent involvement in predicting
children's vocabulary, literacy, and mathematics achievement trajectories. Early
Childhood *Research Quarterly*, 27(4), 640-653.

West, S., & Thoemmes, F. (2010). Campbell's and Rubin's perspectives on causal inference.
Psychological Methods, 15(1), 18-37.

Whitaker, M., & Hoover-Dempsey, K. (2013). School influences on parents' role beliefs. *The
Elementary School Journal*, *114*(1), 73-99.

Wilder, S. (2014). Effects of parental involvement on academic achievement: a meta-
synthesis. *Educational Review*, *66*(3), 377-397.

Wiles, J. (2009). Leading curriculum development. Corwin Press. *Sage Publications*.

Williams, J. M., (2011). Home, school, and community factors that contribute to the
educational resilience of urban, African American high school graduates from low-
income, single-parent families.PhD (Doctor of Philosophy) thesis, University of Iowa,
http://ir.uiowa.edu/etd/1191.

Wilson, B. R. (2009). A correlational study: Parental involvement to student achievement in
public education. (Doctoral Dissertation), Lindenwood University, St Charles,
MO.

Wiseman, D. G., & Hunt, G. (2001). *Best practice in motivation and management in the
classroom*. Springfield, IL: Charles C. Thomas.

Wlodkowski, Raymond J., (2004) Creating Motivating Learning Environments, 141-164 In
Galbraith, Michael W., *Adult Learning Methods: A Guide for Effective Instruction* (3rd
ed.), Malabar, FL: Krieger Publishing Company.

Wolters, C., Yu, S., & Pintrich, P. (1996). The relation between goal orientation and
students' motivational beliefs and self-regulated learning. *Learning and Individual Differences,* 8, 211-238.

Wood, P. W. (2003). Motivate me. *Journal of Education*, 183, 85-95.

Xu, M., Kushner, B.S., Mudrey-Camino, R., & Steiner, R. P. (2010). The relationship
between parental involvement, self-regulated learning, and reading achievement of fifth graders: A path analysis Using the ECLS-K database.

Yan, W. & Lin, Q. (2015). Parental Involvement and mathematics achievement: Contrast Across racial and ethnic groups. *The Journal of Educational Research,* 99(2), 116-127.

Zellman, G. L., & Waterman, J. M. (1998). Understanding the impact of parent school
involvement on children's educational outcomes. *Journal of Educational Research*, 91(6), 370-380. doi:10.1080/00220679809597566

Zion, S., & Blanchett, W. (2011). Reconceptualizing inclusion: Can critical race theory and
interest convergence be utilized to achieve inclusion and equity for African American students? *Teachers College Record,* 113(10), 2186-2205.

Zisser, A., & Van Stone, M. (2015). Health, education, advocacy, and law: An innovative
approach to improving outcomes for low-income children with intellectual and developmental disabilities. *Journal of Policy and Practice in Intellectual Disabilities*, 12(2), 132-137.

APPENDIX A

APPROVED LETTER FROM OFFICE OF RESEARCH COMPLIANCE OF AUBURN

UNIVERSITY

AUBURN

UNIVERSITY

Telephone: 334-844-5966
Fax: 334-844-4391
IRBadmin@auburn.edu
IRBsubmit@auburn.edu

June 01, 2017

MEMORANDUM TO: Ms. Krystal Fuller
                            College of Education

PROTOCOL TITLE: "Examination of Parental Involvement in Relation to a Child's Academic Success"

IRB FILE NO.:   16-483 EX 1612

APPROVAL: December 16, 2016
EXPIRATION: December 15, 2019

The referenced protocol was approved "Exempt" by the IRB under 45 CFR 46.101 (b) (4):

> Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
> (i)   information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
> (ii)   any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Note the following:
1. CONSENTS AND/OR INFORMATION LETTERS: Only use documents that have been approved by the IRB with an approval stamp or approval information added.
2. RECORDS: Keep this and all protocol approval documents in your files. Please reference the complete protocol number in any correspondence.
3. MODIFICATIONS: You must request approval of any changes to your protocol before implementation. Some changes may affect the assigned review category.
4. RENEWAL: Your protocol will expire in three (3) years. Submit a renewal a month before expiration. If your protocol expires and is administratively closed, you will have to submit a new protocol.
5. FINAL REPORT: When your study is complete, please notify the Office of Research Compliance, Human Subjects.

If you have any questions concerning this Board action, please contact the Office of Research Compliance.

Bernie R. Olin, Pharm.D.
Chair of the Institutional Review Board #2
for the Use of Human Subjects in Research

cc: file

APPENDIX B

THE NATIONAL HOUSEHOLD EDUCATION SURVEY: PARENTAL AND

FAMILY INVOLVEMENT

Commonly Asked Questions

Q: How did you get my address?

A: Your address was randomly selected from among all of the home addresses in the nation. It was selected using scientific sampling methods to represent other households in the United States.

Q: How did you get my child's name and grade?

A: When you returned the initial National Household Education Survey to us, we randomly chose one child to ask additional questions about. We are interested in understanding your child's experiences with schooling.

Q: Why should I take part in this study? Do I have to do this?

A: You represent thousands of other households like yours, and you cannot be replaced. Your answers and opinions are very important to the success of this study. You may choose not to answer any or all questions in this survey. In order for the survey to be representative, it is important that you complete and return this questionnaire. Those who do not return the survey will not be represented in key statistics used by policymakers and researchers.

Q: How will the information I provide be used? Will my privacy be protected?

A: Your responses will be combined with those of others to produce statistical summaries and reports. Your individual data will not be reported. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (Section 9573, 20 U.S. Code).

Q: I have more than one child in my household. Will I receive additional surveys for the other children in my household?

A: No, each household will receive a survey for only one child, even if there are multiple children living in the household. In households with multiple children, one child was randomly selected to be included in the study.

Q: How will my response help the Department of Education?

A: The Department of Education wants to understand the condition of education in the United States. This survey is the only way that the Department of Education can learn about schooling from your perspective. Your responses will be combined with those from other households to inform educators, policymakers, schools, and universities about changes in the condition of education in the United States. Reports from past surveys can be found at www.nces.ed.gov/nhes.

Q: Who is sponsoring the study? Is this study conducted by the Federal Government?

A: The National Center for Education Statistics, within the Department of Education, is authorized to conduct this study (Section 9543, 20 U.S. Code). This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is 1850-0768. You may send any comments about this survey, including its length, to the Federal Government. Write to: Andrew Zukerberg, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9036, Washington, DC 20006-5650. You may send email to NHES@census.gov. If you have any questions about the study, contact us toll-free at 1-888-840-8353.

24432247

Instructions

- In response to the survey you answered earlier, we recorded that the child/youth listed below attends school. If this child is homeschooled instead of attending public or private school, or if this child has not yet started kindergarten, please call us at the toll-free number below so we can be sure you received the correct survey.

- These questions should be filled in by a parent or guardian who knows about:

  Please answer all the survey questions thinking about this child or youth.

- To answer a question, simply mark ☒ the box that best represents your answer.

- Please use a black or blue pen, if available, to complete this survey.

- If this questionnaire has been sent to the wrong household or the child/youth listed above does not live here, please call to let us know.

- Our toll-free number is 1-888-840-8353.

NHES-41BE(INFO)(VARS)

236

99

1. Child's Schooling

▶ Thank you for your help with the previous survey your household completed.

▶ Answer all the survey questions thinking about the child listed below:

1. What is this child's current grade or year of school?

If this child is not assigned a specific grade, mark or write the grade he/she would be in at a school with regular grades.

1 ☐ Child has not yet started kindergarten

> *Please STOP now and call 1-888-840-8353 so we can verify that you received the correct survey.*

2 ☐ Full-day kindergarten

3 ☐ Partial-day kindergarten   **GRADEAT**

☐ grade (1 through 12)   **GRADEBT**

2. Is this child being schooled at home instead of at school for some classes or subjects?   **HOMESCHLX**

2 ☐ No

1 ☐ Yes

3. What type of school does this child attend?

1 ☐ Private, Catholic   **SCPUBPRI**

2 ☐ Private, religious but not Catholic   *GO TO question 6*

3 ☐ Private, not religious

4 ☐ Public school

4. Is it his/her regularly assigned school?

2 ☐ No   **SCHOICEX**

1 ☐ Yes

5. Is this school a charter school?

2 ☐ No   **SCHRTSCHL**

1 ☐ Yes

6. Did you move to your current neighborhood so that this child could attend his/her current school?   **SNEIGHBRX**

2 ☐ No

1 ☐ Yes

7. Does your public school district let you choose which public school you want this child to attend?   **SPUBCHOIX**

This may include applying to a magnet program in a public school, transferring to another public school within the district, or transferring to a public school outside of the district.

2 ☐ No

1 ☐ Yes

3 ☐ Don't know

8. Did you consider other schools for this child?

2 ☐ No → *GO TO question 10*

1 ☐ Yes   **SCONSIDR**

9. In deciding between schools, did you seek information on the performance of the schools you were considering, like test scores, dropout rates, and so on?

2 ☐ No   **SPERFORM**

1 ☐ Yes

10. Is the school this child attends your first choice, that is, the school you wanted <u>most</u> for him/her to attend?

2 ☐ No   **S1STCHOI**

1 ☐ Yes

11. Since the beginning of this school year, has this child been in the same school?

2 ☐ No   **SSAMSC**

1 ☐ Yes

NHES-41BE(INFO)(VARS)

24432031

12. In which month did this child start at his/her current school this school year? *SMVMTH*

[ ] month (1 through 12)

13. How much do you agree or disagree with the following statement: "This child enjoys school." *SEENJOY*

1 [ ] Strongly agree

2 [ ] Agree

3 [ ] Disagree

4 [ ] Strongly disagree

14. Please tell us about this child's grades during this school year. Overall, across all subjects, what grades does this child get?

1 [ ] Mostly A's   *SEGRADES*

2 [ ] Mostly B's

3 [ ] Mostly C's

4 [ ] Mostly D's or lower

5 [ ] This child's school does not give these grades

15. Is he/she currently enrolled in advanced placement classes? *SEADPLCX*

2 [ ] No

1 [ ] Yes

3 [ ] Does not apply

16. Since the beginning of this school year, how many times have any of this child's teachers or school staff contacted your household about...

Write '0' if none.

Number

a. Behavior problems this child is having in school. *SEBEHAVX* [ ]

b. Problems this child is having with school work. *SESCHWRK* [ ]

c. Very good behavior . . . . [ ]
   SEGBEHAV

d. Very good school work. . . . . [ ]
   SEGWORK

17. Since the beginning of this school year, how many days has this child been absent from school? *SEABSNT*

[ ] days

18. Since starting kindergarten, has this child repeated any grades? *SEREPEAT*

2 [ ] No → (GO TO question 20)

1 [ ] Yes

19. What grade or grades did he/she repeat?

Mark [X] all that apply.

Elementary through Middle school

1 [ ] Kindergarten   *SEREPTK*

1 [ ] First grade   *SEREPT1*

1 [ ] Second grade   *SEREPT2*

1 [ ] Third grade   *SEREPT3*

1 [ ] Fourth grade   *SEREPT4*

1 [ ] Fifth grade   *SEREPT5*

1 [ ] Sixth grade   *SEREPT6*

1 [ ] Seventh grade   *SEREPT7*

1 [ ] Eighth grade   *SEREPT8*

High school

1 [ ] Ninth grade - *freshman*   *SEREPT9*

1 [ ] Tenth grade - *sophomore*   *SEREPT10*

1 [ ] Eleventh grade - *junior*   *SEREPT11*

1 [ ] Twelfth grade - *senior*   *SEREPT12*

▶ **Continue with question 20 on the next page.**

24432049

101

20. Has this child ever had the following experiences?

Mark ☒ ONE box for each item below.

SESUSOUT

	No	Yes
a. An out-of-school suspension . .	☐ 2	☐ 1
b. An in-school suspension not counting detentions.	☐ 2	☐ 1

SESUSPIN

c. Been expelled from school. . . . ☐ 2 ☐ 1
SEEXPEL

21. How far do you expect this child to go in his/her education?

Mark ☒ ONE only. **SEFUTUREX**

1 ☐ Complete less than a high school diploma

2 ☐ Graduate from high school

3 ☐ Attend a vocational or technical school after high school

4 ☐ Attend two or more years of college

5 ☐ Earn a bachelor's degree

6 ☐ Earn a graduate degree or professional degree beyond a bachelor's

22. How would you describe his/her work at school? **SEGRADEQ**

Mark ☒ ONE only.

1 ☐ Excellent

2 ☐ Above average

3 ☐ Average

4 ☐ Below average

5 ☐ Failing

23. Some students take school-related courses over the Internet. Is this child receiving any instruction this way? **SNETCRS**

2 ☐ No ➡ GO TO question 26

1 ☐ Yes

24. Is that instruction provided by any of the following places?

Mark ☒ all that apply.

1 ☐ Your local public school **SPBSCH**

1 ☐ A charter school **SCHRTR**

1 ☐ Another public school **SAPBSCH**

1 ☐ A private school **SPRIVSCH**

1 ☐ A college, community college, or university **SUNIVSCH**

1 ☐ Someplace else — Specify: ⌐**SOTHSCH**
SOTHSCOS

25. Is there a charge or fee for that instruction?

2 ☐ No **SINSTFEE**

1 ☐ Yes

▶ **Continue with section 2, question 26, on the next page.**

24432056

102

2. Families & School

26. Since the beginning of this school year, has any adult in this child's household done any of the following things at this child's school?

Mark ☒ *ONE box for each item below.*

		No ▼	Yes ▼
a.	Attended a school or class event, such as a play, dance, sports event, or science fair... **FSSPORTX**	☐ 2	☐ 1
b.	Served as a volunteer in this child's classroom or elsewhere in the school...... **FSVOL**	☐ 2	☐ 1
c.	Attended a general school meeting, for example, an open house, or a back-to-school night. **FSMTNG**......	☐ 2	☐ 1
d.	Attended a meeting of the parent-teacher organization or association. **FSPTMTNG**...	☐ 2	☐ 1
e.	Gone to a regularly scheduled parent-teacher conference with this child's teacher. **FSATCNFN**......	☐ 2	☐ 1
f.	Participated in fundraising for the school. **FSFUNDRS**..	☐ 2	☒ 1
g.	Served on a school committee.. **FSCOMMTE**...	☒ 2	☐ 1
h.	Met with a guidance counselor in person.... **FSCOUNSLR**	☒ 2	☐ 1

27. During this school year, how many times has any adult in the household gone to meetings or participated in activities at this child's school?

☐ number of times **FSFREQ**

28. During this school year, has your family received any of the following:

a. Notes or emails specifically about this child from his/her teachers or school administrators? **FSNOTESX**

2 ☐ No

1 ☐ Yes

b. Newsletters, memos, emails, or notices addressed to all parents? **FSMEMOSX**

2 ☐ No

1 ☐ Yes

c. Phone calls specifically about this child from his/her teachers or school administrators? **FSPHONCHX**

2 ☐ No

1 ☐ Yes

29. How well has this child's school been doing the following things during this school year?

a. Letting you know how this child is doing in school between report cards.

1 ☐ Very well **FSSPPERF**

2 ☐ Just okay

3 ☐ Not very well

4 ☐ Does not do it at all

b. Providing information about how to help this child with homework.

1 ☐ Very well **FSSPHW**

2 ☐ Just okay

3 ☐ Not very well

4 ☐ Does not do it at all

NHES-41BE(INFO)(VARS)

24432064

240

103

c. Providing information about why this child is placed in particular groups or classes.

1 ☐ Very well   **FSSPCOUR**

2 ☐ Just okay

3 ☐ Not very well

4 ☐ Does not do it at all

d. Providing information on your expected role at this child's school.

1 ☐ Very well   **FSSPROLE**

2 ☐ Just okay

3 ☐ Not very well

4 ☐ Does not do it at all

e. Providing information on how to help this child plan for college or vocational school.

1 ☐ Very well   **FSSPCOLL**

2 ☐ Just okay

3 ☐ Not very well

4 ☐ Does not do it at all

5 ☐ Does not apply

30. How satisfied or dissatisfied are you with each of the following:

a. The school this child attends this year?

1 ☐ Very satisfied   **FCSCHOOL**

2 ☐ Somewhat satisfied

3 ☐ Somewhat dissatisfied

4 ☐ Very dissatisfied

b. The teachers this child has this year?

1 ☐ Very satisfied   **FCTEACHR**

2 ☐ Somewhat satisfied

3 ☐ Somewhat dissatisfied

4 ☐ Very dissatisfied

c. The academic standards of the school?

1 ☐ Very satisfied   **FCSTDS**

2 ☐ Somewhat satisfied

3 ☐ Somewhat dissatisfied

4 ☐ Very dissatisfied

d. The order and discipline at the school?

1 ☐ Very satisfied   **FCORDER**

2 ☐ Somewhat satisfied

3 ☐ Somewhat dissatisfied

4 ☐ Very dissatisfied

e. The way that school staff interacts with parents?

1 ☐ Very satisfied   **FCSUPPRT**

2 ☐ Somewhat satisfied

3 ☐ Somewhat dissatisfied

4 ☐ Very dissatisfied

2443 2072

NHES-41BE(INFO)(VARS)

3. Homework

31. How often does this child do homework at home, at an after-school program, or somewhere else <u>outside</u> of school?

1 ☐ Less than once a week   *FHHOME*

2 ☐ 1 to 2 days a week

3 ☐ 3 to 4 days a week

4 ☐ 5 or more days a week

5 ☐ Never ⎫

6 ☐ Child does not have homework ⎭ *GO TO section 4, question 38*

32. In an average week, how many hours does this child spend on homework outside of school? *FHWKHRS*

☐ number of hours per week

33. How do you feel about the amount of homework this child is assigned?

1 ☐ The amount is about right

2 ☐ It's too much   *FHAMOUNT*

3 ☐ It's too little

34. How does this child feel about the amount of homework he or she is assigned?

1 ☐ The amount is about right

2 ☐ It's too much   *FHCAMT*

3 ☐ It's too little

35. Is there a place in your home that is set aside for this child to do homework?

2 ☐ No   *FHPLACE*

1 ☐ Yes

3 ☐ Child does not do homework at home

36. How often does any adult in your household check to see that this child's homework is done?

1 ☐ Never   *FHCHECKX*

2 ☐ Rarely

3 ☐ Sometimes

4 ☐ Always

37. During this school year, about how many days in an average week does anyone in your household help this child with his/her homework?

1 ☐ Less than once a week

2 ☐ 1 to 2 days a week   *FHHELP*

3 ☐ 3 to 4 days a week

4 ☐ 5 or more days a week

5 ☐ Never

➤ **Continue with section 4, question 38, on the next page.**

2443 2080

105

4. Family Activities

38. **In the past week,** has anyone in your family done the following things with this child?

Mark **X** *ONE box for each item below.*

	No ▼	Yes ▼
a. Told him/her a story (Do not include reading to this child.). . **FOSTORY2X**	☐ 2	☐ 1
b. Done activities like arts and crafts, coloring, painting, pasting, or using clay. . . . . . . **FOCRAFTS**	☐ 2	☐ 1
c. Played board games or did puzzles with him/her . . . . **FOGAMES**	☐ 2	☐ 1
d. Worked on a project like building, making, or fixing something. . . . . **FOBUILDX**	☐ 2	☐ 1
e. Played sports, active games, or exercised together. . . . . **FOSPORT**	☐ 2	☐ 1
f. Discussed with him/her how to manage time **FORESPON** .	☐ 2	☐ 1
g. Talked with him/her about the family's history or ethnic heritage . **FOHISTX**	☐ 2	☐ 1

39. **In the past week,** how many days has your family eaten the evening meal together?

Write '0' if none.

☐ days   **FODINNERX**

40. **In the past month,** has anyone in your family done the following things with this child?

Mark **X** *ONE box for each item below.*

	No ▼	Yes ▼
a. Visited a library . . . . **FOLIBRAYX**	☐ 2	☐ 1
b. Visited a bookstore . . . . **FOBOOKSTX**	☐ 2	☐ 1
c. Gone to a play, concert, or other live show . . . . **FOCONCRTX**	☐ 2	☐ 1
d. Visited an art gallery, museum, or historical site . . . . **FOMUSEUMX**	☐ 2	☐ 1
e. Visited a zoo or aquarium . . . . **FOZOOX**	☐ 2	☐ 1
f. Attended an event sponsored by a community, religious, or ethnic group . . . . **FOGROUPX**	☐ 2	☐ 1
g. Attended an athletic or sporting event outside of school in which this child was not a player . . . . **FOSPRTEVX**	☐ 2	☐ 1

▶ Continue with section 5, question 41, on the next page.

24432098

106

5. Child's Health

41. In general, how would you describe this child's health? **_HDHEALTH_**

1 ☐ Excellent

2 ☐ Very good

3 ☐ Good

4 ☐ Fair

5 ☐ Poor

42. Has a health or education professional told you that this child has any of the following conditions?

Mark ☒ ONE box for each item below.

	No ▼	Yes ▼
a. A specific learning disability... **_HDLEARNX_**	☐ 2	☐ 1
b. An intellectual disability (mental retardation).......... **_HDINTDIS_**	☐ 2	☐ 1
c. A speech or language impairment **_HDSPEECHX_**...	☐ 2	☐ 1
d. A serious emotional disturbance **_HDDISTRBX_**...	☐ 2	☐ 1
e. Deafness or another hearing impairment **_HDDEAFIMX_**	☐ 2	☐ 1
f. Blindness or another visual impairment not corrected with glasses **_HDBLINDX_**..	☐ 2	☐ 1
g. An orthopedic impairment..... **_HDORTHOX_**	☐ 2	☐ 1
h. Autism. **_HDAUTISMX_**......	☐ 2	☐ 1
i. Pervasive Developmental Disorder (PDD). **_HDPDDX_**...	☐ 2	☐ 1
j. Attention Deficit Disorder, ADD or ADHD. **_HDADDX_**...	☐ 2	☐ 1
k. A developmental delay....... **_HDDELAYX_**	☐ 2	☐ 1
l. Traumatic brain injury....... **_HDTRBRAIN_**	☐ 2	☐ 1
m. Another health impairment lasting 6 months or more..... **_HDOTHERX_**	☐ 2	☐ 1

43. Did you mark <u>yes</u> to any condition in question 42?

☐ No ➤ GO TO question 51

☐ Yes **_HDANYCON*_**

44. Is this child receiving services for his/her condition?

2 ☐ No ➤ GO TO question 49

1 ☐ Yes **_HDRECSER_**

45. Are these services provided by any of the following sources?

Mark ☒ ONE box for each item below.

	No ▼	Yes ▼
a. Your local school district..... **_HDSCHLX_**	☐ 2	☐ 1
b. A state or local health or social service agency......... **_HDGOVTX_**	☐ 2	☐ 1
c. A doctor, clinic, or other health care provider......... **_HDDOCTORX_**	☐ 2	☐ 1

46. Are any of these services provided through an Individualized Education Program (IEP)?

2 ☐ No ➤ GO TO question 49

1 ☐ Yes **_HDIEP_**

47. Did any adult in your household work with the service provider or school to develop or change this child's IEP?

2 ☐ No **_HDDEVIEPX_**

1 ☐ Yes

* An asterisk indicates that the variable does not appear on the data file

24432106

48. During this school year, how satisfied or dissatisfied have you been with the following aspects of this child's IEP?

a. The service provider's or school's communication with your family?

1 ☐ Very satisfied **HDCOMMUX**

2 ☐ Somewhat satisfied

3 ☐ Somewhat dissatisfied

4 ☐ Very dissatisfied

5 ☐ Does not apply

b. The child's special needs teacher or therapist?

1 ☐ Very satisfied **HDTCHR**

2 ☐ Somewhat satisfied

3 ☐ Somewhat dissatisfied

4 ☐ Very dissatisfied

5 ☐ Does not apply

c. The service provider's or school's ability to accommodate this child's special needs?

1 ☐ Very satisfied **HDACCOMX**

2 ☐ Somewhat satisfied

3 ☐ Somewhat dissatisfied

4 ☐ Very dissatisfied

5 ☐ Does not apply

d. The service provider's or school's commitment to help this child learn?

1 ☐ Very satisfied **HDCOMMITX**

2 ☐ Somewhat satisfied

3 ☐ Somewhat dissatisfied

4 ☐ Very dissatisfied

5 ☐ Does not apply

49. Is this child currently enrolled in any special education classes or services?

2 ☐ No **HDSPCLED**

1 ☐ Yes

50. Does this child's condition interfere with his/her ability to do any of the following things?

Mark ☒ ONE box for each item below.

1 ☐ Child no longer has condition
   HDCGONE

	No	Yes
a. Learn . .**HDLEARN**	☐ 2	☐ 1
b. Participate in sports, clubs, or other organized activities. . . **HDPLAY**	☐ 2	☐ 1
c. Attend school on a regular basis . . **HDOUT**	☐ 2	☐ 1
d. Make friends . **HDFRNDS**	☐ 2	☐ 1

▶ **Continue with section 6, question 51, on the next page.**

24432114

INFORMATIONAL COPY

6. Child's Background

51. In what month and year was this child born?

[ ] / [   ]

month   year
CDOBMM   **CDOBYY**

52. Where was this child born? **CPLCBRTH**

1 [ ] One of the 50 United States or the District of Columbia

↳ (GO TO question 54)

2 [ ] One of the U.S. territories (Puerto Rico, Guam, American Samoa, U.S. Virgin Islands, or Mariana Islands)

3 [ ] Another country

53. How old was this child when he/she first moved to the 50 United States or the District of Columbia?

[ ]

age   **CMOVEAGE**

54. Is this child of Spanish, Hispanic, or Latino origin?

2 [ ] No

1 [ ] Yes   **CHISPAN**

55. What is this child's race? You may mark one or more races.

1 [ ] American Indian or Alaska Native
CAMIND

1 [ ] Asian   **CASIAN**

1 [ ] Black or African American   **CBLACK**

1 [ ] Native Hawaiian or other Pacific Islander
CPACI

1 [ ] White   **CWHITE**

55b. What is this child's sex?   CSEX

1 [ ] Male

2 [ ] Female

56. For this school year, does this child usually live at this address or another address (for example, because of a joint custody arrangement)? **CLIVELSW**

Do not include vacation properties.

1 [ ] Child usually lives at this address

2 [ ] Child usually lives at another address

57. What language does this child speak most at home? **CSPEAKX**

Mark [X] ONE only.

1 [ ] Child is not able to speak }

2 [ ] English } (GO TO section 7)

3 [ ] Spanish

4 [ ] A language other than English or Spanish

5 [ ] English and Spanish equally

6 [ ] English and another language equally

58. Is this child currently enrolled in English as a second language, bilingual education, or an English immersion program?

2 [ ] No   **CENGLPRG**

1 [ ] Yes

▶ **Continue with section 7 on the next page.**

24432122

NHES-41BE(INFO)(VARS)

7. Child's Family

PARENT 1 LIVING IN HOUSEHOLD

Answer questions 59 to 78 about yourself if you are the child's parent or guardian.

If you are not the child's parent or guardian, answer questions 59 to 78 about one of this child's parents or guardians living in the household.

59. Is this parent or guardian the child's...

1 ☐ Biological parent

2 ☐ Adoptive parent   **P1REL**

3 ☐ Stepparent

4 ☐ Foster parent

5 ☐ Grandparent

6 ☐ Other guardian

60. Is this person male or female?

1 ☐ Male   **P1SEX**

2 ☐ Female

61. What is the current marital or partner status of this parent or guardian?

Mark ☒ ONE only.   **P1MRSTA**

1 ☐ Married

2 ☐ In a registered domestic partnership or civil union

3 ☐ Living with a partner

4 ☐ Separated

5 ☐ Divorced

6 ☐ Widowed

7 ☐ Never married

62. What was the first language this parent or guardian learned to speak?

Mark ☒ ONE only.   **P1FRLNG**

1 ☐ English ➡ (GO TO question 67)

2 ☐ Spanish

3 ☐ A language other than English or Spanish

4 ☐ English and Spanish equally

5 ☐ English and another language equally

63. What language does this person speak most at home now?

Mark ☒ ONE only.   **P1SPEAK**

1 ☐ English ➡ (GO TO question 67)

2 ☐ Spanish

3 ☐ A language other than English or Spanish

4 ☐ English and Spanish equally

5 ☐ English and another language equally

64. How difficult is it for this person to participate in activities at this child's school because he/she speaks a language other than English?   **P1DIFFI**

1 ☐ Very difficult

2 ☐ Somewhat difficult

3 ☐ Not at all difficult

65. Does the school have interpreters who speak this person's native language for meetings or parent-teacher conferences?

2 ☐ No   **P1SCINT**

1 ☐ Yes

66. Does the school have written materials, such as newsletters or school notices, that are translated into this person's native language?

2 ☐ No   **P1WRMTL**

1 ☐ Yes

24432130

110

67. Where was this parent or guardian born?

1 ☐ One of the 50 United States or the District of Columbia

↳ GO TO question 69

2 ☐ One of the U.S. territories **P1PLCBRTH** (Puerto Rico, Guam, American Samoa, U.S. Virgin Islands, or Mariana Islands)

3 ☐ Another country

68. How old was this person when he or she first moved to the 50 United States or the District of Columbia? **P1AGEMV**

☐
age

69. Is this person of Spanish, Hispanic, or Latino origin?

2 ☐ No **P1HISPAN**

1 ☐ Yes

70. What is this person's race? You may mark one or more races.

1 ☐ American Indian or Alaska Native **P1AMIND**

1 ☐ Asian **P1ASIAN**

1 ☐ Black or African American **P1BLACK**

1 ☐ Native Hawaiian or other Pacific Islander **P1PACI**

1 ☐ White **P1WHITE**

71. What is the highest grade or level of school that this parent or guardian completed?

Mark ☒ ONE only. **P1EDUC**

1 ☐ 8th grade or less

2 ☐ High school, but no diploma

3 ☐ High school diploma or equivalent (GED)

4 ☐ Vocational diploma after high school

5 ☐ Some college, but no degree

6 ☐ Associate's degree (AA, AS)

7 ☐ Bachelor's degree (BA, BS)

8 ☐ Some graduate or professional education, but no degree

9 ☐ Master's degree (MA, MS)

10 ☐ Doctorate degree (PhD, EdD)

11 ☐ Professional degree beyond bachelor's degree (MD, DDS, JD, LLB)

72. Is he or she currently attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training?

2 ☐ No **P1ENRL**

1 ☐ Yes

▶ **Continue with question 73 on the next page.**

24432148

111

73. Which of the following best describes this person's employment status?

Mark ☒ ONE only. *P1EMPL*

1 ☐ Employed for pay or income

2 ☐ Self-employed

3 ☐ Unemployed or out of work → GO TO question 75

4 ☐ Full-time student

5 ☐ Stay at home parent

6 ☐ Retired

7 ☐ Disabled or unable to work

GO TO question 76

74. (If employed or self-employed) About how many hours per week does he or she usually work for pay or income, counting all jobs?

☐ → GO TO question 76

hours *P1HRSWK*

75. (If unemployed or out of work) Has this parent or guardian been actively looking for work in the past 4 weeks?

2 ☐ No *P1LKWRK*

1 ☐ Yes

76. In the past 12 months, how many months (if any) has this person worked for pay or income?

☐

months *P1MTHSWRK*

77. How old is this person?

☐

age *P1AGE*

78. How old was this person when he or she first became a parent to any child?

☐

age *P1AGEPAR*

1 ☐ Don't know *P1AGEPARDK*

PARENT 2 LIVING IN HOUSEHOLD
Answer questions 79 to 99 about a second parent or guardian living in the household.

79. Is there a second parent or guardian living in this household?

2 ☐ No → GO TO question 100

1 ☐ Yes *P2GUARD*

80. Is this person the child's...

1 ☐ Biological parent *P2REL*

2 ☐ Adoptive parent

3 ☐ Stepparent

4 ☐ Foster parent

5 ☐ Grandparent

6 ☐ Other guardian

81. Is this person male or female?

1 ☒ Male *P2SEX*

2 ☐ Female

82. What is the current marital or partner status of this parent or guardian?

Mark ☒ ONE only. *P2MRSTA*

1 ☐ Married

2 ☐ In a registered domestic partnership or civil union

3 ☐ Living with a partner

4 ☐ Separated

5 ☐ Divorced

6 ☐ Widowed

7 ☐ Never married

24432155

112

83. What was the <u>first</u> language this parent or guardian learned to speak?

Mark ☒ ONE only. **P2FRLNG**

1 ☐ English ➡ GO TO question 88

2 ☐ Spanish

3 ☐ A language other than English or Spanish

4 ☐ English and Spanish equally

5 ☐ English and another language equally

84. What language does this person speak most at home <u>now</u>?

Mark ☒ ONE only. **P2SPEAK**

1 ☐ English ➡ GO TO question 88

2 ☐ Spanish

3 ☐ A language other than English or Spanish

4 ☐ English and Spanish equally

5 ☐ English and another language equally

85. How difficult is it for this person to participate in activities at this child's school because he/she speaks a language other than English?

1 ☐ Very difficult **P2DIFFI**

2 ☐ Somewhat difficult

3 ☐ Not at all difficult

86. Does the school have interpreters who speak this person's native language for meetings or parent-teacher conferences?

2 ☐ No **P2SCINT**

1 ☐ Yes

87. Does the school have written materials, such as newsletters or school notices, that are translated into this person's native language?

2 ☐ No **P2WRMTL**

1 ☐ Yes

88. Where was this parent or guardian born?

1 ☐ One of the 50 United States or the District of Columbia

⮑ GO TO question 90

2 ☐ One of the U.S. territories (Puerto Rico, Guam, American Samoa, U.S. Virgin Islands, or Mariana Islands)

3 ☐ Another country **P2PLCBRTH**

89. How old was this person when he or she first moved to the 50 United States or the District of Columbia?

☐ age **P2AGEMV**

90. Is this person of Spanish, Hispanic, or Latino origin?

2 ☐ No **P2HISPAN**

1 ☐ Yes

91. What is this person's race? You may mark one or more races.

1 ☐ American Indian or Alaska Native **P2AMIND**

1 ☐ Asian **P2ASIAN**

1 ☐ Black or African American **P2BLACK**

1 ☐ Native Hawaiian or other Pacific Islander **P2PACI**

1 ☐ White **P2WHITE**

▶ Continue with question 92 on the next page.

24432163

NHES-41BE(INFO)(VARS)

250

113

92. What is the highest grade or level of school that this parent or guardian completed?

Mark ☒ ONE only. **P2EDUC**

1 ☐ 8th grade or less

2 ☐ High school, but no diploma

3 ☐ High school diploma or equivalent (GED)

4 ☐ Vocational diploma after high school

5 ☐ Some college, but no degree

6 ☐ Associate's degree (AA, AS)

7 ☐ Bachelor's degree (BA, BS)

8 ☐ Some graduate or professional education, but no degree

9 ☐ Master's degree (MA, MS)

10 ☐ Doctorate degree (PhD, EdD)

11 ☐ Professional degree beyond bachelor's degree (MD, DDS, JD, LLB)

93. Is he or she currently attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training?

2 ☐ No   **P2ENRL**

1 ☐ Yes

94. Which of the following best describes this person's employment status?

Mark ☒ ONE only.   **P2EMPL**

1 ☐ Employed for pay or income

2 ☐ Self-employed

3 ☐ Unemployed or out of work ➔

4 ☐ Full-time student

5 ☐ Stay at home parent

6 ☐ Retired

7 ☐ Disabled or unable to work

95. (If employed or self-employed) About how many hours per week does he or she usually work for pay or income, counting all jobs?

☐ ➔

hours   **P2HRSWK**

96. (If unemployed or out of work) Has this parent or guardian been actively looking for work in the past 4 weeks?

2 ☐ No   **P2LKWRK**

1 ☐ Yes

97. In the past 12 months, how many months (if any) has this person worked for pay or income?

☐

months   **P2MTHSWRK**

98. How old is this person?

☐

age   **P2AGE**

99. How old was this person when he or she first became a parent to any child?

☐

age   **P2AGEPAR**

1 ☐ Don't know   **P2AGEPARDK**

▶ Continue with section 8, question 100, on the next page.

2443217 1

114

8. Your Household

100. Including yourself, how many total people live in this household?

[ ] people   **HHTOTALX**

101. Other than the parents or guardians already reported, how many of the following people live in the household with this child?

Example: Brother(s) [2]

Write '0' if none.

This child's...   Number

Brother(s). . . . . [ ]
HHBROS

Sister(s) . **HHSISS** . . . . . [ ]

Aunt(s) . **HHAUNTS** . . . [ ]

Uncle(s) . **HHUNCLS**. . . [ ]

Grandmother(s) . . . . [ ]
HHGMAS

Grandfather(s). . . . . [ ]
HHGPAS

Cousin(s) . **HHCSNS** . [ ]

Parent's girlfriend/
boyfriend/partner . . . . [ ]
HHPRTNRS

Other relative(s) . . . . [ ]
HHORELS

Other non-relative(s). . . . . [ ]
HHONRELS

102. How are you related to this child?
Mark [X] ONE only. **RELATION**

1 [ ] Mother (birth, adoptive, step, or foster)

2 [ ] Father (birth, adoptive, step, or foster)

3 [ ] Aunt

4 [ ] Uncle

5 [ ] Grandmother

6 [ ] Grandfather

7 [ ] Parent's girlfriend/boyfriend/partner

8 [ ] Other relationship – Specify: ⌐
RELATIONOS

[ ]

103. Which language(s) are spoken at home by the adults in this household?
Mark [X] all that apply.

1 [ ] English   **HHENGLISH**

1 [ ] Spanish or Spanish Creole **HHSPANISH**

1 [ ] French (Including Patois, Creole, Cajun)
HHFRENCH

1 [ ] Chinese **HHCHINESE**

1 [ ] Other languages – Specify: ⌐
HHOTHLANG

[ ]

HHOTHLANGOS

▶ **Continue with question 104 on the next page.**

24432189

104. In the past 12 months, did your family ever receive benefits from any of the following programs?

Mark ☒ *ONE box for each item below.*

		No ▼	Yes ▼
a.	Temporary Assistance for Needy Families, or TANF..... **HWELFTAN**	☐ 2	☐ 1
b.	Your state welfare or family assistance program.... **HWELFST**	☐ 2	☐ 1
c.	Women, Infants, and Children, or WIC .. **HWIC**.....	☐ 2	☐ 1
d.	Food Stamps .. **HFOODST**...	☐ 2	☐ 1
e.	Medicaid . **HMEDICAID**.....	☐ 2	☐ 1
f.	Child Health Insurance Program (CHIP).. **HCHIP**.....	☐ 2	☐ 1
g.	Section 8 housing assistance.. **HSECN8**	☐ 2	☐ 1

105. Which category best fits the total income of all persons in your household over the past 12 months?

Include your own income. **TTLHHINC**

Include money from jobs or other earnings, pensions, interest, rent, Social Security payments, and so on.

1 ☐ $0 to $10,000
2 ☐ $10,001 to $20,000
3 ☐ $20,001 to $30,000
4 ☐ $30,001 to $40,000
5 ☐ $40,001 to $50,000
6 ☐ $50,001 to $60,000
7 ☐ $60,001 to $75,000
8 ☐ $75,001 to $100,000
9 ☐ $100,001 to $150,000
10 ☐ $150,001 or more

106. How many years have you lived at this address? **YRSADDR**

Write '0' if less than 1 year.

☐ years at this address

107. Is this house...

Mark ☐ *ONE only.* **OWNRNTHB**

1 ☐ Owned or being bought by someone in this household,

2 ☐ Rented by someone in this household, or

3 ☐ Occupied by some other arrangement?

108. Other than this address, does anyone in this household currently receive mail at another address including P.O. Boxes?

2 ☐ No **OTHMADDR***

1 ☐ Yes

109. Do you have access to the Internet at this address?

2 ☐ No **HVINTRNT**

1 ☐ Yes

110. Is there at least one telephone inside this home that is currently working and not a cell phone?

2 ☐ No **LANDLINE***

1 ☐ Yes

111. Do you have a working cell phone?

2 ☐ No **HVCELLPH***

1 ☐ Yes

▶ **Continue with question 112 on the next page.**

*** An asterisk indicates that the variable does not appear on the data file**

24432197

116

112. We would like to identify this child's school so we can include information about the school in our study. *SCHOOL**

Using the list of schools below, mark ☒ the box next to the school this child attends. If this child's school is not in this list, GO TO question 113.

	School Name ▼	Address ▼	City ▼
1 ☐			
2 ☐			
3 ☐			
4 ☐			
5 ☐			
6 ☐			
7 ☐			
8 ☐			
9 ☐			
10 ☐			
11 ☐			
12 ☐			
13 ☐			
14 ☐			
15 ☐			

INFORMATIONAL COPY

24432205

NHES-41BE(INFO)(VARS)

254

* An asterisk indicates that the variable does not appear on the data file

117

> ⚠️ **If you found and marked this child's school in the list provided in question 112, then SKIP this question and return your survey in the postage-paid envelope. Otherwise, continue with question 113.**

113. To help us identify the school this child attends, write the name and address of this child's school in the spaces below.

Please use block or capital letters, for example:

| S | C | H | O | O | L | | |

a. School name   *SCHLNAME**

SCHOOL NAME

b. School street address   *SCHLADDR**

NUMBER AND STREET ADDRESS

c. School city   *SCHLCITY**

CITY

d. School state   *SCHLSTAT**

STATE

e. School zip code   *SCHLZIP**

ZIP

* An asterisk indicates that the variable does not appear on the data file

Thank you.

Please return this questionnaire in the postage-paid envelope provided.
If you have lost the envelope, mail the completed questionnaire to:

U.S. Census Bureau
ATTN: DCB 60-A (7198)
1201 E. 10th Street
Jeffersonville, IN 47132-0001

24432213

NHES-41BE(INFO)(VARS)

Commonly Asked Questions

Q: How did you get my address?

A: Your address was randomly selected from among all of the home addresses in the nation. It was selected using scientific sampling methods to represent other households in the United States.

Q: How did you get my child's name and grade?

A: When you returned the initial National Household Education Survey to us, we randomly chose one child to ask additional questions about. We are interested in understanding your child's experiences with schooling.

Q: Why should I take part in this study? Do I have to do this?

A: You represent thousands of other households like yours, and you cannot be replaced. Your answers and opinions are very important to the success of this study. You may choose not to answer any or all questions in this survey. In order for the survey to be representative, it is important that you complete and return this questionnaire. Those who do not return the survey will not be represented in key statistics used by policymakers and researchers.

Q: How will the information I provide be used? Will my privacy be protected?

A: Your responses will be combined with those of others to produce statistical summaries and reports. Your individual data will not be reported. Your answers may be used only for statistical purposes, and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (Section 9573, 20 U.S. Code).

Q: I have more than one child in my household. Will I receive additional surveys for the other children in my household?

A: No, each household will receive a survey for only one child, even if there are multiple children living in the household. In households with multiple children, one child was randomly selected to be included in the study.

Q: How will my response help the Department of Education?

A: The Department of Education wants to understand the condition of education in the United States. This survey is the only way that the Department of Education can learn about schooling from your perspective. Your responses will be combined with those from other households to inform educators, policymakers, schools, and universities about changes in the condition of education in the United States. Reports from past surveys can be found at www.nces.ed.gov/nhes.

Q: Who is sponsoring the study? Is this study conducted by the Federal Government?

A: The National Center for Education Statistics, within the Department of Education, is authorized to conduct this study (Section 9543, 20 U.S. Code). This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is 1850-0768. You may send any comments about this survey, including its length, to the Federal Government. Write to: Andrew Zukerberg, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9036, Washington, DC 20006-5650. You may send email to NHES@census.gov. If you have any questions about the study, contact us toll-free at 1-888-840-8353.