

TEACHER AND PARENT BELIEFS AND EXPECTATIONS OF PARENTAL
INVOLVEMENT AND HOW IT RELATES TO STUDENT
ACADEMIC ACHIEVEMENT

by

Jennifer Nichole Garcia, BA, MEd

A dissertation submitted to the Graduate Council of
Texas State University in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
with a Major in School Improvement
December 2014

Committee Members:

Robert F. Reardon, Chair

Michael D. Boone

John A. Oliver

Paul Stewart

COPYRIGHT

by

Jennifer Nichole Garcia

2014

FAIR USE AND AUTHOR'S PERMISSION STATEMENT

Fair Use

This work is protected by the Copyright Laws of the United States (Public Law 94-553, section 107). Consistent with fair use as defined in the copyright Laws, brief quotations from this material are allowed with proper acknowledgement. Use of this material for financial gain without the author's express written permission is not allowed.

Duplication Permission

As the copyright holder of this work I, Jennifer Nichole Garcia, authorize duplication of this work, in whole or in part, for educational or scholarly purposes only.

DEDICATION

As an educator I quickly learned that when schools and families work together to reach a common goal, a positive relationship is formed that results in student achievement and a high quality learning experience on both sides. I dedicate this work to the students, parents, teachers and administrators I have worked with throughout my teaching and administrative career. They have inspired me to want to strive to make a positive change in our community and schools. Our students are the future of our world. From this perspective, I aim to serve others and help them excel in education. This dissertation study was conducted to help further the development of parental involvement research and to promote a school family and community partnership in schools.

ACKNOWLEDGMENTS

- Chair: Dr. Reardon- I will forever be grateful for your knowledge and commitment to my study and your continuous support at every stage of my doctoral career. Your guidance and caring nature will always encourage me to remember what it means to help and support people.
- Committee Members: Dr. Michael Boone, Dr. John Oliver, Paul Stewart- Thank you for your guidance, dedication, commitment to my study, teaching and training. I am a better researcher and leader because of you. This work would certainly not exist without you. Dr. Oliver, your words of wisdom shared reminding me to “Enjoy the journey” when it comes to writing my dissertation were instrumental in my ebb and flow of living. While completing my doctoral work was at times an arduous process, remembering to “enjoy the journey” helped me understand the possible impact my research could have and how this time is an incredible opportunity and experience in my life and it’s important to remember these moments.
- Advisors: Dr. Gail Ryser, Dr. Larry Price- Thank you for helping me implement the foundational pieces of my study.
- Central Office: Dr. Crook, Dr. Canales, Dr. Bley- Thank you for allowing me to conduct my study and your ongoing encouragement throughout my doctoral journey.

- Mentors: Laurie Jurado, Sami Kinsey, James Cruz- Thank you for being great models, servant leaders! You enabled me to promote positive relationships in school. Your mentorship also encouraged, supported and motivated me to continue my learning and further my studies and my career.
- Family: Father- Carlos Garcia, Uncle Louis, Brothers and Sisters- Kevin, Amber, Casey, Austin Garcia and Shelby Spoon- Thank you for your support.
- Family: Aunts- Oralia Dominic and Gracie Guidry- Thank you for raising and supporting me my whole life. Both of you have modeled what it means to be a good person and to keep giving even when you have nothing left. I learned to do the right thing, at the right time and for the right reason because of your guidance. Special thank you to my Aunt Lala for guiding and supporting me throughout this process and never giving up on my dream. You paved the way for me to follow in your footsteps of leading by example and accomplishing the most out of life. Thank you for all of your prayers and guidance, without you I would not be where I am at today. Thank you for making me a better person.
- Family: In loving memory of my grandparents, Miguel Massiatte Garcia and Maria Teresa Arocha Garcia laid the foundational values for our entire family and emphasized the importance of education. Thank you for instilling in me the determination, perseverance and commitment needed to reach my educational goals. I am a better person because of you both.

- Support: In loving memory of my Toy Poodle Margarita Garcia, thank you for always being there. She was with me throughout my high school, college years and during my professional career. Her smile, affection, and greeting each time she saw me was so comforting to me. Working on my dissertation was always a little easier with her by my side. I lost her this past summer, a few months prior to graduation, but I know she is looking down and proud of this accomplishment.
- Support: Libby Belasco, Paige Collier, Luis Flores- Thank you Libby for helping me with all aspects of my study and guiding me through the process. Thank you Paige for being a great friend to me and always willing to offer advice anytime. You showed me that it is possible “to do it all.” Thank you Lou for being a supportive friend and always taking the time to listen and be helpful throughout this process.
- Support: Michael Dayer- Thank you for being by my side through the ups and downs and for always believing in me. Your support and continuous encouragement served to remind me that “I can do anything I put my mind to.”
- Support: Johanna and Baltazar Peral- Thank you for always being a great listener and for your life long friendship.
- Central Office, Principals, Students, Parents, and Teachers- Thank you for the wonderful opportunity to conduct my study and supporting me throughout this dissertation work. I express my deepest gratitude to all the teachers, students and

parents who participated in this study. This work would certainly not exist without your. I am hopeful that this work contributes to the field of parental involvement research.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	v
LIST OF TABLES	xiii
LIST OF FIGURES	xv
ABSTRACT	xvi
CHAPTER	
I. OVERVIEW OF THE STUDY	1
Background	1
Parental Involvement and School, Family, Community Partnerships (SFCP).....	3
Benefits and Concerns of a Parent’s Involvement.....	5
Epstein’s Six Types of Involvement for a SFCP	8
Statement of the Problem.....	9
Purpose of the Study	11
Significance of the Study	12
Epstein’s Parental Involvement Framework.....	13
Theoretical Perspective.....	13
Social Structures	16
Methods.....	18
Analytical Strategy.....	18
Assessments	19
Independent and Dependent Variables	19
Sample.....	20
Parental Involvement and Academic Achievement Data	27
Definition of Terms.....	28
Assumptions and Limitations	29
Organization of the Remainder of the Study	31
II. REVIEW OF LITERATURE	33

Introduction.....	33
Historical Overview of Parental Involvement	33
Civil Rights Movement (1960s).....	34
Economic Opportunity Act (1960s).....	34
State and Federal Programs (1960s to 1980s).....	35
The Head Start Program.....	36
Title I.....	41
No Child Left Behind Act (NCLB)	42
Criticisms of NCLB Act	42
National Education Goals Report (1995).....	47
National Education Goals Report (2011-2014)	49
Factors Related to Teachers’ Beliefs and Expectations of Parental Involvement	50
Socio-cultural Background	50
Teacher and Student Mismatch.....	52
Teacher Composition	52
Teacher Attitudes and Practices.....	53
Cultural Capital.....	55
School Environment.....	57
Teacher Barriers of Engaging in Parental Involvement.....	58
Communication Between Teachers and Parents and Language Barriers	59
Teacher Time Management	60
Teacher Training of Parental Involvement Initiatives	61
Response to Teacher Barriers	62
Teacher Expectations and How They Relate to Reading Achievement.....	65
Factors Related to Parents’ Beliefs and Expectations of Parental Involvement.....	68
Parent Beliefs and Expectations.....	69
Attitudes and Practices.....	70
Barriers of Parental Involvement	73
Education	73
Socioeconomic Status of Families	74
Gender and Family Structure	78
Race/Ethnicity.....	83
Summary of Parental Involvement Barriers	86
Parent Expectations and Reading Achievement	86
Epstein’s Framework for a SFCP	88
Epstein’s Six Types of Parental Involvement.....	89

	Type 1: Parenting.....	89
	Type 2: Communicating	90
	Type 3: Volunteering at school.....	91
	Type 4: Learning at home.....	92
	Type 5: Decision-making.....	93
	Type 6: Collaborating with the community	94
	Limitations of Epstein’s Framework	99
	Summary.....	101
III.	METHODOLOGY	103
	Introduction.....	103
	Overview of the Analytic Method	104
	Key Terms.....	107
	Population and Sample	108
	Sampling Protocol/Procedures.....	109
	Data Source.....	110
	Variables in the Study.....	110
	Variable Measurement Characteristics	111
	Instrumentation	113
	Teacher Survey Description.....	113
	Parent Survey	115
	Reliability and Validity of Instruments.....	118
	Reliability of Teacher Survey	120
	Reliability of Parent Survey.....	121
	Content Validity of Surveys.....	122
	State of Texas Assessments of Academic Readiness (STAAR).....	129
	Data Screening.....	131
	Data Analysis	133
	Summary.....	133
IV.	CONCLUSIONS/DATA ANALYSIS AND FINDINGS	135
	Results.....	135
	Quantitative Analysis.....	144
	Research Questions and Description of Results	147
	Demographic Variables	157
	Parents’ Expectations and Parents’ Level of Education	157
	Parents’ Beliefs and Parents’ Level of Education.....	158

	Parents' Beliefs and Parents' Age.....	158
	Parents' Expectations and Parents' Age	158
	Qualitative Data	158
	Teacher Survey	159
	Parent Survey	162
	Findings and Limitations	165
V.	DISCUSSION.....	168
	Qualitative Findings.....	170
	Recommendations and Further Research.....	174
	Conclusion	177
	APPENDIX SECTION.....	179
	REFERENCES	214

LIST OF TABLES

Table	Page
1. Student Sample (Number of Students) of the District by Grade Level.....	21
2. Student Sample (Percentage of All Students) of the District by Grade Level.....	22
3. Student Sample by Ethnicity (Number of Students).....	22
4. Student Sample by Ethnicity (Percentage of All Students)	23
5. Student Sample by Socioeconomic Status (Number of Students)	23
6. Student Sample by Socioeconomic Status (Percentage of All Students)	24
7. Teacher Sample by Schools Based on Ethnicity (Number of Teachers)	24
8. Teacher Sample by Schools Based on Ethnicity (Percentage of All Teachers).....	25
9. Teacher Sample by Sex (Number of Teachers	25
10. Teacher Sample by Sex (Percentage of All Teachers).....	26
11. Teacher Sample by Level of Teaching Experience (Number of Teachers)	26
12. Teacher Sample by Level of Teaching Experience (Percentage of All Teachers)	27
13. Measures of Parental Involvement and Attitudes	127
14. Parent Surveys	136
15. Teacher Surveys.....	136

16. Teacher Sex.....	137
17. Teacher’s Ethnicity, Hispanic-Yes or No	137
18. Teacher’s Level of Education	137
19. Teaching Experience.....	138
20. Teacher School Tenure	138
21. Parent’s Sex	139
22. Parent’s Ethnicity, Hispanic-Yes or No.....	139
23. Number of Parents in the Household	140
24. Parent’s Race	141
25. Parent’s level of Education	142
26. Parent’s Age.....	142
27. Measures of Central Tendency, Dispersion and Symmetry.....	147
28. Spearman’s rho Correlation Coefficients.....	149
29. Pearson’s Correlation Coefficients	156

LIST OF FIGURES

Figure	Page
1. Bhaskar's Three Domains of Reality	15
2. Critical Realism and Parental Involvement	18
3. Definitions of Epstein's Six Types of Parental Involvement.....	96
4. Sample Practices for Epstein's Types of Parental Involvement	97
5. Teacher Beliefs	145
6. Teacher Expectations	145
7. Parent Beliefs	146
8. Parent Expectations.....	146
9. Teacher Beliefs Survey Items (Questions 1-18).....	148
10. Teacher Expectations Survey Items (Questions 19-36).....	150
11. Parent Expectations Survey Items (Questions 22-46)	152
12. Parent Beliefs Survey Items (Questions 1-21).....	154
13. Teacher Responses.....	159
14. Parent Responses	162

ABSTRACT

Purpose: The purpose of this study was to determine the association between teachers' and parents' beliefs and expectations of parental involvement and the achievement of students in three title I elementary schools. Methods: Using the *School and Family Partnership Surveys of Teachers and Parents in the Elementary and Middle Grades* (Epstein & Salinas, 1993), teachers and parents at each of the three elementary schools completed survey questions to attain their beliefs and expectations of parental involvement based on Epstein's framework of Six Types of Involvement for a School, Family and Community Partnership. Results: Results: A total of 1, 205 consented student (n=579), parents (n=579), and teachers (n=48) participated in this study. For each sample type (i.e. student, parent, teacher), N= 579 students and parents and N=48 teachers provided consent to participate in the study. The correlational analysis revealed that although there were no significant relationships between parents' and teachers' beliefs and expectations of parental involvement and student achievement, a parent's level of education was related to their expectations of parental involvement and their child's achievement. The qualitative findings of this study indicate that parents and teachers find that the most important form of parental involvement is communication and after school trainings for parents. These findings could help inform parental involvement efforts targeting Title I elementary schools.

I. OVERVIEW OF THE STUDY

The focus of this study investigated the beliefs and expectations teachers and parents had in regards to parental involvement and its relationship to a student's academic achievement. This introductory chapter provides an overview of: (1) the reported links between parental involvement and student academic achievement where involvement is within a school, family and community partnership (SFCP) framework; (2) parental involvement discussed in a SFCP setting; (3) gaps in the literature with respect to parental involvement by teacher and parent expectations and student academic achievement and (4) relevance of the dissertation work, details and rationale of the study. More specifically, it will include the following sections related to this dissertation work: background, statement of problem, purpose of the study, definition of parental involvement, significance of the study, theoretical framework, research questions, analytic strategy, description of participants and sample, methodology, definition of terms, assumptions and limitations and an explanation of the organization of the remainder of the study.

Background

Teachers employ a variety of approaches to enhance student learning. Working with parents to augment student support through higher levels of parental involvement is one effective approach. Research demonstrates that students whose parents are interested and involved in their education are more likely to (a) earn higher grades and scores on state assessments, (b) graduate, and (c) pursue a postsecondary education – regardless of income, ethnicity or background (Henderson & Mapp, 2002). Behaviorally, they (a) have higher levels of intrinsic motivation and self-esteem, (b) attend school regularly, (c) adapt

to school well, and (d) have a positive attitude (Henderson & Mapp, 2002). However, despite this link between parental involvement and academic achievement and well-being, there continues to be a gap in levels of parental engagement and involvement of parents at the school and in the home.

For decades, reform efforts have been implemented at the state and national level to help minimize and eventually close the achievement gap between culturally, linguistically and economically diverse (CLED) students and their white counterparts. Many of these efforts such as 21st century grants, No Child Left Behind (NCLB), Title I and Head Start have aided in the development of creating equitable learning opportunities in classrooms, however, many schools and their districts continue to have students from CLED backgrounds fail to meet state or national expectations of academic achievement based on state assessment scores (National Center for Education Statistics, [NCES], 2011).

The No Child Left Behind Act (NCLB) of 2002 provides funding for additional educational assistance for students from economically distressed backgrounds to increase their academic progress. Recognizing the importance that families and communities play in a child's success, Section 1118 of the Act contains a "parental involvement" component for schools. The law mandates that federally funded school districts implement effective parental involvement initiatives in their schools to develop and implement programs, activities, and procedures to increase parental involvement (NCLB, 2002).

This mandate has prompted school districts to analyze their parental involvement strategies for two purposes. First of course, districts need to confirm their practices

comply with federal funding requirements. Second, districts are undertaking research into the academic benefits that families and communities can offer when they are involved in the education of their students. The inclusion of a parental involvement component recognizes that students learn through a variety of educational and social contexts and academic achievement can best be achieved through the development of a partnership between parents, families and communities (Willems & Gonzalez-DeHass, 2012). This calls for school districts to use initiatives that ensure the most effective methods for involving parents in the school are implemented. Developing a partnership dynamic to bring the school, family and community together in support of students has proven to be one of the most effective approaches to develop effective and supportive relationships between these groups. A key factor to support this initiative is the understanding of what teachers and parents believe about the importance of parental involvement in their students' education and what their respective roles and expectations are for engagement initiatives.

Parental Involvement and School, Family, Community Partnerships (SFCP)

The four components of this partnership include: (a) the school, (b) the family, (c) the community, and (d) the student (Epstein et al., 2009). Within these relationships parents play a major role in contributing to and supporting their child's academics. Teachers play a role in working with parents and engaging them in greater support of their students. Together the school, community and family work together to develop a parent's involvement in their child's education. Traditionally, the term parental involvement has defined how a parent supports their child's education. Recently, however researchers have developed a broader term for the collaborative efforts between

school, family and community partnerships (SFCP). For the purposes of this research study, these terms may be used interchangeably. Both SFCP and parental involvement are comprehensive approaches that encompass the concept of a “partnership” (Epstein et al., 2009). Parent involvement within a SFCP is a partnership where families, educators and community members share a responsibility for the student’s achievement both academically and developmentally (Epstein et al., 2009). SFCPs are linked to positive results in schools across a variety of demographics (Henderson, Mapp, Johnson, & Davies, 2007). This type of relationship has been especially effective with students from culturally, linguistically and economically diverse communities (Guerra, & Nelson, 2009). It is well documented that when schools establish partnerships with their community members, resources can be aligned and shared to produce successful students and engaged families (Blank, Jacobson & Melaville, 2012; Semke, & Sheridan, 2012; Shumow, & Miller, 2001). In SFCPs, the focus is to develop the whole child academically, behaviorally, social-emotionally and to increase access to opportunities for parental involvement through collaborative efforts between the school and its community members (Albright & Weissberg, 2010; Lines, Miller, & Arthur-Stanley, 2010). SFCPs are distinct from other models of involvement of parents which focus on specific roles and instead emphasize bidirectional relationships between families and schools by improving student outcomes through the creation of a “cross-system” of supports across a variety of settings (Barley & Beesley, 2007; Henderson & Mapp, 2002). SFCPs empower parents to understand the importance of their role in supporting their child’s learning in ways that mirror the dynamics of the community.

Benefits and Concerns of a Parent's Involvement

Henderson et al., (2007) found that the stronger the relationship between families, communities and schools, the more student achievement increases. James P. Comer (1998) posits that the central cause of poor achievement is the result of schools failing to bridge the social and cultural gap between home and school. Schools that engage in community-based initiatives are more likely to consider issues in social and political perspectives, and to understand the contexts within which situations occur (Henderson & Mapp, 2002). This leads to a better understanding of the root cause of issues, and is more likely to result in tailored solutions (Guerra, 2010).

In addition, when schools demonstrate they value the opinions of parents and communities by responding to their concerns, they tend to be highly successful in supporting student achievement and improvement initiatives (Chrispeels, 1996). The extant literature on SFCs also suggests that parent social capital, levels of self-efficacy and participation in a variety of academically relevant events tend to increase as well (Henderson & Mapp, 2002). Findings are similar for both teachers and students, showing improvements to instruction and curriculum, leading to improved test scores and teachers' sense of self-efficacy while students are more likely to perceive learning material as relevant to both their culture and lives.

Schools that implement effective family programs they tend to have higher levels of parental involvement (Epstein & Dauber, 1991; Sheldon, 2005; Sheldon & Van Voorhis, 2004). In addition, Karther & Lowden (1997) found that involving parents in a student's education benefits the entire school community. When parents are engaged and involved with their child's education, students benefit both academically and

developmentally. In terms of academics, students with parents that are involved in their education have higher grades, test scores, school attendance, graduation rates, (Michigan Department of Education, 2001), homework readiness and educational aspirations (Rumberger, Ghatak, Poulos, Ritte, & Dornbusch, 1990). Developmentally, students may experience increased motivation, better self-esteem, higher levels of self-efficacy and positive attitudes (Greenwood & Hickman, 1991), lower rates of suspensions, decreased use of drugs and alcohol, and fewer instances of violent behavior (Michigan Department of Education, (2001). In addition, improvements in children's sense of well-being and self-efficacy, attitude, attendance rates and school achievement are evident (Greenwood & Hickman, 1991).

Because a parent's involvement can provide support to children academically, many schools have and continue to find effective ways of increasing their level of family involvement (Davies, 2002). These reported findings suggest that schools should fully understand the contributions of the relationship of a SFCP and find effective ways to sustain and improve these partnerships.

Parent involvement in a SCFP in children's learning at school and at home is considered a key component of a child's academic achievement (Henderson et al., 2007). However, more information is needed on (a) the beliefs and expectations of parents from culturally, linguistically, and economically diverse communities of parental involvement, (b) teachers' beliefs and expectations of parental involvement and (c) how those possibly different sets of beliefs and expectations ultimately relate to a child's performance. When expectations are harmonized, a SFCP can begin to develop fully. Although benefits of parental involvement have been reported (Albright & Weissberg, 2010; Chrispeels, 1996;

Epstein, 2010; Henderson et al., 2007), it is still challenging to implement effective initiatives, especially in CLED areas. This may be due to actual or perceived barriers such as differences in expectations between parents and teachers from different cultural backgrounds (Souto-Manning & Swick, 2006). Another challenge may be varying definitions of parental involvement.

For over 30 years, it has been reported that well-coordinated and organized parental involvement programs, such as SFCPs, are a critical component in implementing successful parent involvement efforts (Epstein & Becker, 1982). Moreover, positive family and school relationships yield better outcomes when compared to initiatives that are isolated from one another (Epstein, 2010). The challenge for school districts lies in discovering what the expectations, attitudes, and beliefs of both parents and teachers alike prior to designing and implementing a SFCP (Fullan, 1993). Another challenge for school districts involved in educational reform is a clear understanding of the parent involvement component of NCLB in order to ensure programs conform to federal requirements. This is crucial to enable districts to make informed decisions aimed at improving parental involvement initiatives. Districts that continually fail to meet student achievement expectations will be required to undertake reform efforts to address the achievement gap. Many of these reform efforts can be accomplished and supported by developing and strengthening school and family partnerships and school infrastructures (Epstein et al., 2009).

SFCPs recognize that all stakeholders including parents, educators and community members share a responsibility in a student's learning and development. SFCPs are a multidimensional concept constructed on a framework of six types of

involvement that were developed through the research efforts of Epstein (2009). The Six types of involvement improve the school's partnership climate and increase student success (Epstein et al, 2009). This framework can guide schools in designing, developing and improving a partnership initiative that contributes to successful schools and students.

Epstein's Six Types of Involvement for a SFCP

Traditionally, schools and the students and families they serve have been viewed as two separate entities with distinct roles. However, there is an increasing number of students from non-traditional, culturally, linguistically, and economically diverse (CLED) communities whose backgrounds call for schools to develop a collaborative approach to increase academic success by sharing the responsibility of a child's achievement and development among the family, school and community (Guerra, & Nelson, 2009).

The purpose of the Six Types of involvement for a SFCP is to "improve schools' partnership climate and to increase student success" (Epstein et al., 2009, p. 57). The concept of Epstein's Six Types of Involvement is a multidimensional approach that identifies six specific types of involvement for schools to use to improve the collaboration between parents and schools in a multitude of ways that supports students. Epstein's Parental Involvement Framework has been readopted by the National Standards for Family-School Partnerships (2007). The foundation recognizes her research as foundational for these nationwide standards. Epstein's (2010) six types of parental involvement are:

- Type 1- Parenting (helping families establish supportive home environments)

- Type 2- Communicating (establishing two-way exchanges about school programs and children's progress)
- Type 3- Volunteering (recruiting and organizing parent help at school, home or other locations)
- Type 4- Learning at Home (providing information and ideas to family about how to help students with homework and other curriculum-related materials)
- Type 5- Decision Making (having parents from all backgrounds serve as representative and leaders on school committees)
- Type 6- Collaborating with the community (identifying and integrating resources from the community)

Each of these types of involvement supports three approaches or spheres, influencing parental involvement: (1) family, (2) school, and (3) community (Epstein et al, 2009). Lower levels of interaction between these three spheres results in less support for students, and produce lower observed levels of a SFCP (Epstein et al., 2009). Within this framework, relationships between the school, families and community exist to establish the most effective ways to involve parents so they work together in a partnership to implement effective strategies.

Statement of the Problem

Despite many reform efforts in schools, disparities continue to exist among student achievement (Henderson et al., 2009). A disconnect exists between what schools do to establish parental involvement initiatives with culturally, linguistically and economically diverse (CLED) communities and the actual involvement of parents

(Bartel, 2010; Holcomb-McCoy, 2010). This suggests that the options for involvement presented to these parents may not meet their needs and wants. One common example of this mismatch is when a school offers parent meetings during the day when parents are working. This lack of understanding can hinder the level of support a student receives both at home and school. The relationship between what teachers and parents believe about how each should be involved in parental involvement initiatives is not well researched. A possible explanation for why schools report low involvement from parents may result from differences between teachers and parents regarding the parents' role (Epstein, & Becker, 1982). Gaining an understanding of what teachers and parents believe about their respective roles in a SFCP can help bridge this gap.

There is a limited amount of research about the beliefs and expectations teachers and parents have relative to family involvement, as well as schools' expectations for the level of parents' involvement in their child's education, particularly in CLED communities. Therefore, there is a need to improve our understanding of the relationships between these groups and the impact that greater harmony in expectations relative to involvement can have on academic achievement (Souto-Manning & Swick, 2006; Trask-Tate, & Cunningham, 2010; Watkins, 1997). In addition, studies examining teacher and parent beliefs and expectations and their relationship to student academic achievement are either lacking or remain unpublished.

There is an extensive amount of literature on the barriers that CLED parent's experience (Chavkin & Williams, 1987; Dauber and Epstein, 1993; Miretzky, 2004; Jacobson 2005). Nonetheless, there is a research gap in our understanding of how schools

respond to this reality and how they develop their parental involvement component per the NCLB requirement (NCLB, 2002).

Purpose of the Study

Identifying beliefs and expectations of parents and teachers about parental involvement remains an area not well known in the field of research. However, research is crucial in the development of effective parental involvement initiatives (Abdul-Adil & Farmer, 2006). The purpose of this quantitative study was to examine the beliefs and expectations teachers and parents have regarding how parents should be involved in their child's education, as well as the schools' expectation of their own role in involving families and the community. As schools increase their understanding of the varying beliefs and expectations they begin to develop the necessary skills and knowledge to form a SFCP. Schools that understand the teachers' and parents' beliefs and expectations of parental involvement are more likely able to understand and implement best practices to involve families.

This study also analyzed how these beliefs and expectations, based on Epstein's Six Types of Involvement, relate to student academic achievement in three Title I elementary schools, located in central Texas. The specific objectives of this study were twofold: (1) to examine existing beliefs and expectations sets for both parents and teachers relative to parental involvement in three Title I elementary schools located in central Texas and (2) how these beliefs and expectations correlate to a student's academic reading achievement based on the Reading State of Texas Assessments of Academic Readiness exam (STAAR). This is important not only because teacher and parent

attitudes are linked to academic achievement, but also because a better understanding of these factors can offer insight into developing and sustaining a successful SFCP.

Significance of the Study

There are eight notable reasons for conducting this study. First, this study includes feedback from teachers and parents about their beliefs and expectations of parental involvement, which may contribute, and guide current and future action plans to improve parental involvement initiatives. Second, this study helps the schools involved in the study to continue to strategically deploy parental involvement strategies for the betterment of their schools. Third, the results of the study provides administrators and teachers with the information needed to conduct tailored professional development training opportunities aimed at improving parental involvement and establishing a SFCP in their school. Fourth, the results of this study provide teachers and the district with new knowledge and skills (tools) needed to engage parents for supporting their student's academic achievement (and overall well-being). Fifth, this study provides an opportunity for one academic institution and three local Title I schools serving students from CLED backgrounds to work together and identify potential strategies aimed at developing parent involvement initiatives among this population. Sixth, recommendations for improving school-parent partnerships and relationships are provided. Seventh, correlational data relating to the relationship between a teachers' beliefs and expectations of parental involvement and a student's reading STAAR score are reported and thus may be used to support student achievement initiatives. Lastly, the conclusions from this study may contribute to the existing body of knowledge and future studies in the field of education.

Epstein's Parental Involvement Framework

Epstein's three approaches, or spheres, influencing parental involvement illustrated by the internal and external models will serve as the theoretical framework for this study. The foundation of Epstein's Types of Involvement involves three components: (1) family, (2) school, and (3) community (Epstein et al., 2009). These components support the six types of parental involvement, which include: 1) parenting, 2) communicating, 3) volunteering, 4) learning at home, 5) decision making, and 6) collaborating with the community. The less interaction that occurs between these three spheres, the less a student is supported, and the lower the level of parental involvement that are observed (Epstein et al., 2009). Further, these spheres involve two models, *external model* and the *internal model* (Epstein et al., 2009). The *external model* recognizes that the three major areas where students develop the family, school and community, can be pushed together or pulled apart (Epstein et al., 2009). Within this external model, the six types of involvement represent practices in which the school, family and community work together to support the child. The *internal model* recognizes the patterns, types of involvement and interactions that are created at the individual (parent or teacher) and the institutional (school wide event) levels. In addition the internal model shows where and how interpersonal relationships occur within the three spheres.

Theoretical Perspective

This study employs critical realism as the theoretical approach. Critical realism, a philosophy of the human sciences, was developed by Roy Bhaskar and provides a philosophical navigation tool for researchers investigating critical social scientific inquiry (Egbo, 2005). It posits that the experiences of research participants are "valid social

scientific data which lead to consequential social transformations” in a specific entity (Bhaskar, 1989, p. 277). Critical realism seeks to “empower these participants by legitimizing their voices and subsequently developing theory through the data that were generated from those voices” (Egbo, 2005, p. 274)

From an anthropocentric perspective, Bhaskar (1989) contends that one cannot investigate the world apart from one’s knowledge of the world. From this theory, critical realism emerged as a combination of two previously developed theoretical perspectives that Bhaskar advanced: (1) transcendental realism (a philosophy of science- “All of our experiences and all of our knowledge are structured in time and space” and separate of our seeking knowledge (Danermark, Ekstrom, Jakobsen & Karlsson, 1997, p.97), and (2) critical naturalism (a social science which seeks to identify the mechanisms producing social events). Critical realism posits that reality exists independently of human observers, and all events, experiences, and understandings arise out of conditions and influences (Kurki, 2007). Further, it seeks to investigate particular social structures to identify gaps or problems within the organization in order to offer potential solutions (Egbo, 2005).

Philosophically, this social science provides a meta-theory (a theory devised to analyze theoretical systems) that addresses both ontological (the world as it is) and epistemological (the world as we know it) elements. As such, this theory provides the structures, entities and mechanisms that make up the social world (Bhaskar, 1989; Collier, 1994). Kurki (2007) posits that epistemological and ontological views exist independently from one another and that all experiences and understandings delineate from the context within a social structure (Kurki, 2007). Within critical realism are three

main dimensions or layers of reality that can be used to explain why certain structures or realities may exist (Danermark, et al., 1997; Egbo, 2005) (See figure 1.1).

1. The *real* represents underlying mechanisms, which are the structures that cannot be seen or observed only speculated and may have causal powers.
2. The *actual* are the events and behaviors caused by the mechanisms in the real and we can observe what things do.
3. The *empirical* are the observable actual experiences based on our senses or perceptions, this is the position of the individual then making a speculation about the real based on observation.

Bhasker’s Three Domains of Reality

	Domain of <i>real</i>	Domain of <i>actual</i>	Domain of <i>empirical</i>
Mechanisms	□		
Events	□	□	
Experiences	□	□	□

Figure 1: Bhaskar’s Three Domains of Reality (Bhaskar, 2008, p. 2)

This proposed stratified reality simultaneously exists and interacts between the experiences, events, and structures, which create them (Bhaskar, 2008). The aim of critical realism within this investigation is to uncover the underlying mechanisms of how parental involvement exists and is established among parents and teachers and how these mechanisms shape our decisions about engaging in parental involvement initiatives (See figure 2). Within the critical realist perspective and this study, participants (teachers and parents) are viewed as social scientific constituents who guide social transformations (Egbo, 2005) and therefore the aim is to transform and enhance the practices of involving parents and supporting students in order to establish a SFCP. Thus, influencing the belief systems (*real*) that will impact and develop practices (*actual*) and shaping the speculation

(empirical). Understanding the mechanisms of teachers' and parents' beliefs and expectations of parental involvement may influence what is actually experienced, perceived and practiced and may provide knowledge about the types of involvement teachers and parents believe are effective so that tailored and effective parental involvement initiatives may be implemented.

Furthermore, findings from this study provides information as to which types of involvement are lacking or need to be implemented to improve support of academic achievement, building a knowledge base for potential solutions. The aim is to use the contextual social data to help bridge the gap between 'knowing' and 'doing' (Egbo, 2005). Within this study 'knowing' represents the beliefs and expectations of both teachers and parents and the resulting impact on student achievement, while 'doing' corresponds to the response or action taken to improve the relationship between the school, family and community partnership dynamic.

Social Structures

Social structures depend on members of society as their practices continue to have the same structures (Bhaskar, 1989). As discussed in the next chapter, many generalizations are made about parents and students from CLED communities but in order to address prevailing deficit views, educators must challenge their beliefs and think critically as to how to best engage parents with the aim of supporting student achievement and development.

Through the transformation model of social activity, Bhaskar contends that while individuals don't create society, they do reproduce and transform it and that individuals must be responsive to their practices. It is through our actions that we can begin to

transform and change an existing structure. Thus, the individuals within these structures are able to consciously reflect upon, and changing, the actions that construct them (Bhaskar, 1989)

Bhaskar (2008) also posits that our emotional connections to past changes produce unconscious action. With this belief the hope is that through the knowledge gained from this study, schools and districts alike may provide tailored approaches and have a better understanding of which practices are best utilized in their community now and in the future. It is through this awareness and under this condition that current structures of parent involvement may begin to develop.

Critical realism provides a structure to investigate parental involvement beliefs and expectations and their relation to student achievement through the priority it designates to real-life experiences, social structures and individual interpretations (Egbo, 2005). These social constructs have been grounded in the theoretical frameworks of Epstein's Six Type of Involvement framework and correlational methodology.

Critical Realism and Parental Involvement

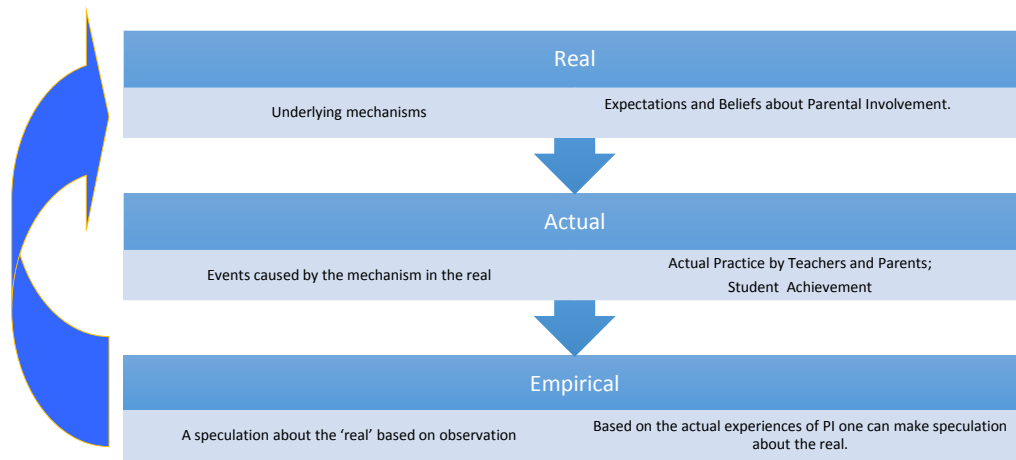


Figure 2: Critical Realism and Parental Involvement

Methods

Analytical Strategy

To examine the beliefs and expectations of parents and teachers about parental involvement and how it relates to student academic achievement, this study utilized a quantitative correlational study design. Statistical Package for the Social Sciences (SPSS) (V.18) (Chicago, Illinois, 2009) software was used for descriptive analyses of socio-demographic, survey data and assessment scores.

Correlational research examines the relationship between two or more quantitative variables and their implications for cause and effect within a natural occurring phenomenon such as in a school-educational setting (Fraenkel & Wallen, 2009). The aim of correlational research is to investigate the degree to which one or more relationships exist within a study (Fraenkel & Wallen, 2009). This type of research is used to help researchers make predictions about relationships of variables based on data and evidence and causality cannot be inferred, only the degree in which a

relationship exist (Fraenkel & Wallen, 2009). Contrast to experimental research study design, the scores for variables are only measured without any manipulation of any variable in order to measure if a relationship exists within its natural setting (Fraenkel & Wallen, 2009). The following sections discuss the associated variables in this study.

Assessments

A correlational analysis model was used as the analytic tool for this study. The independent variables are the teachers' and parents' beliefs and expectations of parental involvement. The dependent variables consist of the students' achievement scores on the reading state assessment.

Data for determining whether or not a significant correlational effect exists between parental and teacher beliefs and expectations of parental involvement and student achievement were analyzed using a Likert-like scale survey based on Epstein's Framework of the Six Types of Parental Involvement Model (listed previously) and assessment scores. In the following section, the demographic variables relating to each participant (teachers, students) are described.

Independent and Dependent Variables

The independent variables the beliefs and expectations teachers and parents possess based on the six types of Epstein's Parental Involvement Types (Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community). The dependent variables consist of student's achievement scores on the reading state assessment in grades 3-5. In the following section, the variables relating to each participant are described.

For teachers: Race/ethnicity (White, non-Hispanic, Hispanic/Latino, African Americans, and other), sex (male and female), age (years), level of education (total years completed), and teaching experience (total of years of teaching), and number of years at their school. Variables were assessed to determine if these factors act as moderators within the model in the relationship between a teachers' beliefs and expectations of parental involvement and student achievement.

For parents: Race/ethnicity, sex (male and female), level of education (total years completed), family structure (single parent, both parents, grandparents), and age (years). These variables will also be assessed to determine if they act as moderators of what parents' beliefs and expectations of parental involvement are.

For students: Race/ethnicity (White, non-Hispanic, H/L, AA, and other), sex (male and female), grade level and student achievement scores on the Reading STAAR.

Sample

Eligible participants for this study included 3rd – 5th grade teachers, students and their parents from three selected Title I elementary schools located in Central Texas. The potential convenience sample size from the three schools included $n=1,028$ students, $n=1,028$ parents, and $n=49$ teachers for the 2013-2014 academic school year. Of these, a total of 1, 206 consented students ($n=579$), parents ($n=579$) and teachers ($n=48$) participated in the study. This collection of data was drawn from a purposeful sample in a predominately rural district in the state of Texas. The 5A rated district, named District 123 ISD, consisted of 14 total schools: one high school, three middle schools, eight elementary schools, and two alternative schools.

Within the district, three schools: School 1 Elementary, School 2 Elementary and School 3 Elementary were used for this investigation. Based on the District Student Enrollment Fact sheet in 2012-3013 (TEA, 2014), the population from which the sample was drawn from consists of 11,300 students, and of these students 10,018 are classified as economically disadvantaged. The following tables (1 - 12) report demographics for the district population and each of the three schools sampled for both students and teachers. The demographics are described in the following 12 Tables: Tables 1 and 2: Student sample numbers and percentages respectively by grade level and school; Tables 3 and 4: Student sample numbers and percentages respectively by Ethnicity by school; Tables 5 and 6: Student sample numbers and percentages respectively by socioeconomic status by school; Tables 7 and 8: Teacher sample numbers and percentages respectively by Ethnicity by school; Tables 9 and 10: Teacher sample numbers and percentages respectively by sex by school; and Tables 11 and 12: Teacher sample numbers and percentages respectively by the level of teaching experience by school.

Table 1

Student Sample (Numbers of Students) of the District by Grade Level

Grade Level	Number of Students			
	District	School 1	School 2	School 3
Elementary 3 rd	922	106	116	143
Elementary 4 th	934	91	116	113
Elementary 5 th	817	87	115	99

Note. *Calculated based on *Calculated based on the TEA: TAPR 2012-2013

Table 2

Student Sample (Percentage of All Students) of the District by Grade Level

Grade Level	Percentage of All Students			
	District	School 1	School 2	School 3
Elementary 3 rd	8.1%	14.0%	14.9%	18.4%
Elementary 4 th	8.3%	12.0%	14.9%	14.5%
Elementary 5 th	7.2%	11.5%	14.8%	12.7%

Note. *Calculated based on the TEA: TAPR 2012-2013

Table 3

Student Sample by Ethnicity (Number of Students)

Race/Ethnicity	Number of Students			
	District	School 1	School 2	School 3
American Indian	24	4	2	1
African American	1,222	78	5	80
Asian	69	10	1	1
Hispanic	9,295	631	671	648
Pacific Islander	5	1	1	0
White	674	29	90	37
Two or More Races	128	4	9	12

Note. *Calculated based on *Calculated based on the TEA: TAPR 2012-2013

Table 4

Student Sample by Ethnicity (Percentage of All Students)

Race/Ethnicity	Percentage of All Students			
	District	School 1	School 2	School 3
American Indian	0.2%	0.5%	0.3%	0.1%
African American	9.9%	10.3%	0.6%	10.3%
Asian	0.6%	1.3%	0.1%	0.1%
Hispanic	82.1%	83.4%	86.1%	83.2%
Pacific Islanders	0.0%	0.1%	0.1%	0.0%
White	6.0%	3.8%	11.6%	4.7%
Two or More Races	1.1%	0.5%	1.2%	1.5%

Note. *Calculated based on the TEA: TAPR 2012-2013

Table 5

Student Sample by Socioeconomic Status (Number of Students)

	Number of All Students			
	District	School 1	School 2	School 3
Economically Disadvantaged	10,018	724	702	733

Note. *Calculated based on the TEA: TAPR 2012-2013

Table 6

Student Sample by Socioeconomic Status (Percentage of All Students)

	Percentage of All Students			
	District	School 1	School 2	School 3
Economically Disadvantaged	88.85%	95.6%	90.1%	94.1%

Note. *Calculated based on *Calculated based on the TEA: TAPR 2012-2013

Table 7

Teacher Sample by Schools Based on Ethnicity (Number of Teachers)

Ethnicity	Number of Teachers			
	District	School 1	School 2	School 3
American Indian	3.0	0.0	0.0	0.0
African American	32.9	2.0	3.0	1.0
Asian	10.9	0.0	1.0	0.0
Hispanic	236.9	21.8	24.9	9.0
Pacific Islander	0.0	0.0	0.0	0.0
White	486.1	25.8	23.0	39.4%
Two or more	12.0	0.0	0.0	0.0

Note. *Calculated based on the TEA: TAPR 2012-2013

Table 8

Teacher Sample by Schools Based on Ethnicity (Percentage of All Teachers)

Ethnicity	Number of Teachers			
	District	School 1	School 2	School 3
American Indian	0.4%	0.0%	0.0%	0.0%
African American	4.2%	4.0%	5.8%	1.0%
Asian	1.4%	0.0%	1.9%	0.0%
Hispanic	30.3%	44.0%	48.0%	18.2%
Pacific Islanders	0.0%	0.0%	0.0%	0.0%
White	62.2%	52.0%	44.3%	79.7%
Two or more	1.5%	0.0%	0.0%	0.0%

Note. *Calculated based on the TEA: TAPR 2012-2013

Table 9

Teacher Sample by Sex (Number of Teachers)

Sex	Number of All Teachers			
	District	School 1	School 2	School 3
Male	179.7	10.0	9.9	4.0
Female	602.2	39.7	42.0	49.4

Note. *Calculated based on the TEA: TAPR 2012-2013

Table 10

Teacher Sample by Sex (Percentage of All Teachers)

Sex	Percentage of All Teachers			
	District	School 1	School 2	School 3
Male	23.0%	20.1%	19.0%	8.1%
Female	77.0%	79.9%	81.0%	91.9%

Note. *Calculated based on the TEA: TAPR 2012-2013

Table 11

Teacher Sample by Level of Teaching Experience (Number of Teachers)

Level of Experience	Number of All Teachers			
	District	School 1	School 2	School 3
Beginning Teacher	74.8	1.7	1	6.6
1-5 years	315	16	16	23.8
6-10 years	166.9	12	15.9	8
11-20	145.7	17	11	6
Over 20 years	79.4	3	8	5

**Calculated based on *Calculated based on the TEA: TAPR 2012-2013*

Table 12

Teacher Sample of Level of Teaching Experience (Percentage of All Teachers)

Level of Experience	Percentage of All Teachers			
	District	School 1	School 2	School 3
Beginning Teacher	9.6%	3.4%	1.9%	13.4%
1-5 years	40.3%	32.2%	30.8%	48.1%
6-10 years	21.4%	24.1%	30.6%	16.2%
11-20	18.6%	34.2%	21.2%	12.1%
Over 20 years	10.2%	6%	15.4%	10.1%

**Calculated based on the TEA:TAPR 2012-2013*

Parental Involvement and Academic Achievement Data

The parental involvement beliefs and expectations were evaluated through Likert scaled surveys administered to teachers and parents based on Epstein’s validated framework and additional demographic variables. Surveys for teachers were administered electronically with an individualized code. Parent surveys were administered by paper and pencil and were given an individualized code. The state standardized test titled, the State of Texas Assessments of Academic Readiness (STAAR) in Reading was used as a factor in academic achievement. STAAR data was derived from Texas Academic Performance Report (TAPR) and the percentage of students that passed the STAAR test was calculated. Data from the Reading STAAR was drawn from grades 3, 4 and 5. The STAAR test is only administered for grades 3-5 for measures of academic achievement. Therefore, kindergarten through 2nd grade were excluded since they do not have state standardized test reporting.

Definition of Terms

Academic Achievement. Achievement on the reading portion of the STAAR test for grades 3-5.

Texas Academic Performance Report (TAPR). Formerly known as the *The Academic Excellence Indicator System*; An annual report that compiles performance data and information of students, their school and district (TEA, 2012a).

Parental Involvement. Defined by Epstein's (et al., 2009) Parental Involvement Framework, parental involvement consists of six types, which involve a partnership between the school, family and community taking an active role to create an educational learning environment for students (Epstein et al., 2009).

Involvement includes the following types:

- Type 1: Parenting: Helping all families establish supportive home environments for children.
- Type 2: Communicating: Establishing two-way exchanges about school programs and children's progress.
- Type 3. Volunteering: Recruiting and organizing parent help at school, home, or other locations.
- Type 4. Learning at home: Providing information and ideas to families about how to help students with homework and other curriculum-related materials.
- Type 5. Decision-making: Having parents from all backgrounds serve as representatives and leaders on school committees.

Type 6. Collaborating with the community: Identifying and integrating resources and services from the community.

Parental expectations. Although there are many definitions for parental expectations of involvement, many researchers describe it as a parent's "realistic belief or judgment" about how they should be involved in their child's education (Goldenberg, Gallimore, Reese, & Garnier, 2001, p. 191; Alexander, Entwisle, & Bedinger, 1994; Trask-Tae & Cunningham, 2010).

Beliefs of parental involvement: A teacher or parent's attitude toward parental involvement and its benefit in student achievement and development.

The State of Texas Assessments of Academic Readiness (STAAR). STAAR is the state of Texas student testing and accountability program. Throughout a student's academic career, they are tested in the core subjects of-reading, writing, mathematics, science, and social studies. Depending on the grade level, students take two to four tests per year (TEA, 2012b).

Student Achievement. Student achievement was measured based on the STAAR Reading Test.

Title I. "The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments" (U.S. Department of Education, 2004, p.1).

Assumptions and Limitations

There are several assumptions associated with this study that may serve as potential threats to the internal validity, which impact results. The first is that educators

believe that parental involvement is beneficial to a students' success. The second is that stakeholders in education want parents to be involved but do not know how to effectively build positive, productive initiatives (Epstein & Associates, 2009). The next is that families care about their children and want them to be successful in school and want information from schools about how to support them (Epstein & Associates, 2009). The fourth, is the participation and/or study response rates for Title I schools may differ due to individual onsite factors shaping each school, including administrative support provided to the teachers, and the teachers' motivation levels for participation, time constraints, and perceived value of participating in this study. Fifth, the attrition rates for these Title I schools may differ due to family dynamics that occur at the student's home and are not within control of the teacher. Sixth, the understanding of the importance of parental involvement may also be different at both schools. It is reported that educators and school leaders understand the importance of involving families, but are unsure of how to create successful engagement initiatives to produce involvement within their schools (Epstein, 2010). Therefore, one cannot assume that all teachers and parents know the benefits or importance of parental involvement. Seventh, the three spheres (family, the school, and the community) of influence on student's development and learning may also differ by school. The more these spheres interact with one another, the more likely students will be exposed to positive messages such as the importance of school, working hard, helping one another and thinking critically (Epstein, 2010).

Identifying these assumptions and how the variables are associated, will allow a better understanding of these relationships and provide potentials tools that teachers can use for designing and executing tailored parental involvement programs. With this

understanding Title I schools will have additional information needed to set priorities within their districts. Furthermore, it will allow parental involvement programs in Title I schools to be deployed strategically and effectively.

Study limitations must be noted. First, this study is a one-time assessment of three Title I schools located in Central Texas, and thus may not be generalizable. Further, these findings may not be generalizable to other minority (Hispanic/Latino, and African American) populations enrolled in other Title 1 Schools. However, they can be used to inform a future parental involvement intervention for minority students in these Central Texas school districts. The three schools in this study do not have a large population of White, non-Hispanic students, and therefore a comparison may not be able to be made within the same school or district. This is also true for comparison made for teacher and parent's expectations.

Organization of the Remainder of the Study

The remainder of the study covers four chapters. Chapter two consists of a literature review detailing the historical overview based on the teacher and parent perception and how it relates to student academic achievement. Additional sections reviewing the literature are discussed to support the dynamic of parental perceptions and student achievement. Chapter two will also discuss teachers and parent's beliefs and expectations of parental involvement, and will reviews varying models and definitions of parental involvement.

Chapter three describes the methodology used to answer the research questions. Chapter four details results of the data collected and found through the aforementioned methodologies described in chapter three. Chapter five presents a conclusion of the

findings and questions of the data collected in chapter four. Lastly, Chapter five explains a discussion of the results, recommendations and limitations of this study.

II. REVIEW OF LITERATURE

Introduction

This chapter will include four areas: (1) Historical overview of parental involvement; (2) factors related to teacher's beliefs and expectations of parental involvement; (3) factors related to parent's beliefs and expectations of parental involvement; (4) Epstein's Framework of Parental Involvement (six types), including an in-depth description and limitations. The next section will discuss the historical overview, including state and federal programs and policies.

Historical Overview of Parental Involvement

For decades, parental involvement programs have been established in order to support student achievement. Years of research and observable benefits have been associated with schools and communities working together to support students (Albright, & Weissberg, 2010; Blank et al., 2012; Chrispeels, 1996; Clark, 1990; Davies, 1988; Epstein, 2010; Lareau, 1989). However, how schools have engaged parents to be involved and the importance placed on the role of parents has developed overtime. Many of the historical parental involvement initiatives have provided the framework of the current structures and laws that are currently implemented in public school nationwide. The 1960s was an era critical to not only parental involvement initiatives but also civil rights and education, which influenced how schools developed a partnership with their communities.

Civil Rights Movement (1960s)

Parental involvement initiatives gained national attention in the 1960s as part of an era focused on education reform and the Civil Rights Movement. Encouraged by the Civil Rights Movement, President Lyndon Johnson's administration created - and some would argue fueled - a "War on Poverty Program." This program was created based on the high poverty rate and strongly encouraged participation of all stakeholders, including citizens, in educational reform efforts. From a federal standpoint, the involvement of stakeholders aimed to: (1) allow services administered to the poor to be tailored and more responsive to needs, and (2) integrate the urban population into community life and promote stability (Davies, Upton, Clasby, Baxter, Powers & Zerchkov, 1979). These efforts helped set the national expectation for community engagement initiatives that influenced how schools support students from communities in poverty. The "War on poverty" was used as a springboard to develop programs under the umbrella of this initiative such as Job Corps (to help students develop marketing skills), Neighborhood Youth Corps (provide work experience experiences), Upward Bound (assist high school students in entering college), Food Stamp Act of 1964, Project Head Start (provided an early education to students) and at the centerpiece the Economic Opportunity Act (Boundless, 2013). The combined goal of these programs was developed to combat poverty by providing economic opportunities through education, job training, and community development (Boundless, 2013).

Economic Opportunity Act (1960s)

The Economic Opportunity Act of 1964 (EOA) is an example the government's effort to involve citizens in federal and state programs. EOA supported President

Johnson's views and advocacy for individuals in poverty and emphasized the need to provide opportunities for them to succeed in the future. The first objective of EOA was to aid the poor by providing the tools (such as education, training, and loans) to improve their skills (Capp, 1967). This was accomplished, in part by the establishment of federally funded Community Action Agencies (CAAs) throughout the United States (National Archives, 1995). The CAAs provided technical trainings and education classes that created a new wave of community leaders and activists, many of whom were parents (National Archives, 1995).

EOA's second aim was to strengthen the role of the federal government in education (Capp, 1967), requiring individuals to have "maximum feasible participation" in the planning of the poverty program (National Archives, 1995). The EOA is recognized for their efforts in having citizens become more involved, and thus taking ownership for improving their own quality of life. The EOA was used as a catalyst for incorporating parental involvement in federally funded schools in order to continue the war against poverty, minimize the cycle of poverty and provide educational opportunities for students and their families. This initiative and movement continued to expand to state and federal programs across the country.

State and Federal Programs (1960s to 1980s)

The National Commission of Excellence in Education is responsible for reviewing the United States' progress and status on the educational and academic achievement of our nation's students. In 1981, the Commission was assigned with the task to "review and synthesize the data and scholarly literature on the quality of learning and teaching in the nation's schools, colleges, and universities, both public and private, with special

concern for the education experience of teen-age youth” (U.S. Department of Education, 1983a). The Commission published their findings in a report entitled, “*A Nation at Risk*,” issued in 1983. In this report, The Commission provided evidence that indicated a failure of the country’s “promise” of meeting our educational expectations and needs. In regard to the country’s literacy, they reported that 13% of all 17 year-olds were functionally illiterate (U.S. Dept. of Ed., 1983b). They also reported that students’ performance in verbal skills, mathematics, physics and English coursework consistently declined based on SAT scores (U.S. Dept. of Ed., 1983b). These findings prompted numerous educational reform efforts to address these declining core subject areas.

As part of these reform efforts, the federal government created two programs addressing poverty and achievement that included parental involvement components: (1) Head Start, and (2) Follow Through programs. These programs were education-based initiatives that were part of the poverty programs on the premise that “the poor should participate in planning and carrying out of programs designed for their benefit” (Davies, et al., 1979, p. 5). The Head Start program has enjoyed wide acceptance following its national adoption.

The Head Start Program

The Head Start Program, created in 1965, began as an eight-week program but has now expanded to a full nine-month school year. The goal of Head Start is to educate preschool children and prepare them for the first year of school as well as to contribute to the overall well-being of a child and their ongoing development (Head Start Manual, 1980). Head Start provides opportunities aimed at leveling the playing field of individuals from poor economic backgrounds (Head Start Manual, 1980). The program

also provides medical, dental, nutritional attention and learning experiences to promote and stimulate intellectual and social development (Head Start Manual, 1980). Head Start originally viewed parents as learners and sought ways to improve their education in hopes that would contribute to higher levels of success for their children. The program provides educational courses on nutrition, parenting skills, budgeting and money management, and child development as well as adult GED classes, and child rearing training (Head Start Manual, 1980).

Head Start recognized that (1) focusing on the child alone would not be enough to accomplish the goals of the program, and (2) a child is reared in a family and lives in a community. Therefore, involving parents and the community in the child's Head Start experience became vital (Head Start Manual, 1980). Creators planned, with community members, to design components of the program and foster acceptance from the community. Head Start invested time with parents to educate and encourage them to participate in the education of their child and to invest in the well-being of their home and community. Head Start designed detailed information about the specific roles parents could play in their child's education which led many parents to see the importance of their involvement. Furthermore, these parents were able to take these skills and create their own educational community programs to not only support their child but their neighborhoods as well.

Head Start created an official Manual of Policies and Instruction, describing the four areas of parent participation, which are still used, today (Head Start Manual, 1980).

1. *Parents as decision-makers*: Parents become a part of the staff and participate in the development of the content in the classrooms and operations of the program.

Parent contribution resulted in higher levels of buy-in to the program.

2. *Parents as paid staff, volunteers, and observers in the classroom:* Parents involved in the educational experience of the program have a better understanding of the purpose of the center and how students can be supported at home. When parents are involved in the classroom, it sends a message to students and parents that the parents are invested in the education of their child. It also helps the faculty establish a relationship and gain a better understanding of the community that they work in. Benefits for parents also include, greater self-confidence and parenting skills.
3. *Parents involved in activities, which they themselves have helped to develop:* Parents' interests and their own visions are respected. At the beginning of the academic school year, parents work together to create and develop a plan of activities where they can continue their own learning. These adult programs provide an opportunity for parents to work together on community and school concerns.
4. *Parent's working at home with their own children in cooperation with Head Start staff to support the child's Head Start experiences:* Head Start promotes home and community visits by the staff to provide information about how parents and children can work together in the learning and development of the child. Parents have the option to permit home visits however; they are informed of the benefits. If parents understand that the staff is invested in their families' well-being, they are more likely to support the program.

Through a detailed blueprint for parent involvement and a hierarchy of parent

committees, parents were expected to be influential in every component of the program. The goal was that the parents, staff and community members would develop a partnership in the education of students and a mutual learning process for both sides would be established (Head Start Manual, 1980). This source of information influenced another handbook and increased the level of parental engagement.

In 1969, Manual 10A was created, entitled *Parent Involvement, A Workshop of Training Tips for Head Start Staff*. It stated that at least 50% percent of the Parent Advisory Committee or Council must be parents and they must be democratically elected to their posts by the parents of children currently enrolled in the program (Head Start Manual, 1980, p. 3). As the program became more established, the involvement of parents appeared to be a great influence. To continue the momentum of involvement, revisions were made in 1972, to establish a new objective. The new objective stated that “Only by providing parents with an opportunity to influence the program would Head Start's objective of enabling all children to reach their maximum potential be realized” (Head Start Manual, p.4, 1980). Parents were also designated more responsibilities such as the staffing, budget, curriculum, grant requests, and other operations of the program (Head Start Manual, 1980, p.3). Parents were also given veto power over the remaining 50 percent of the program.

It became apparent that parents were now a central component in the success of the Head Start Program. Every flourishing center influenced other programs that supported the war on poverty, communities showed improvement, and the groundwork of social change was established. Parent involvement was the key to creating and continuing the initiative to eliminate poverty through community activism.

The success of the Head Start initiative was a catalyst for future parent involvement programs. It was recognized, however, that many students starting out in the Head Start program were already behind. As a result, in 1968 a new program to identify and work with children at the earliest age possible was created. This intervention sparked 34 Parent and Child Involvement centers throughout the country. Their target was infants through school-aged children, and was recognized as a center for assisting in the upbringing of children through intervention strategies that focused on the parent as the main educator. These methods included: home-based programs for infants and toddlers, centers for pre-school age children, day care services, and resources for pregnant teenagers, and child and family support programs (Head Start Manual, 1980).

Home Start was another program influenced by the success of Head Start and parent leadership. In 1972, Home Start was created and used an alternative form of involvement with the goal of understanding how adults learn, how they teach their children and what types of programs best support families (Administration/Policy Council/Parent Involvement, 2000). The program used staff to conduct home visits to teach parents' effective skills and strategies to help with their child's development and education. Another program was The Exploring Parenting Program. It was an initiative offered in 1978 to certain Head Start programs throughout the United States as a trial effort in parent education. The initiative allowed for parents to participate through hands on experiences that strengthened their parenting skills by working with the skills they already possessed.

In addition to the creation of the Head Start and related educational programs mentioned above, Congress also passed the first ever school financial aid programs, like

the Elementary and Secondary Education Act (ESEA), later reauthorized in 2012, as the No Child Left Behind (NCLB) Act. This allowed the government to help schools serving low-income students with the aim of improving student achievement. ESEA was the first major federal school aid initiative that changed the field of education. The purpose of this initiative was to: “Ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments” (U.S. Department of Education, 2004). ESEA allowed the creation of Title I schools.

Title I

Title I funding is for public schools serving a high percentage of student from CLED families. It is believed that funding increases support and resources needed to close the academic achievement gap that exists between minorities and whites (NCES, 2011) as well as ensuring that all students are taught according to rigorous education standards.

Title I is a major component in the education system, it is the largest federal program for both elementary and secondary schools (U.S. Department of Education, (2012). Out of 98, 817 operating schools in the United States 66, 646 are involved with Title I (Institute of Education Sciences National Center for Education Statistics, 2011). This initiative supplements state and local funding for children in CLED, high poverty areas, and low academic student performances. The Title I program provides academic support by providing the funds to hire additional staff members and provides opportunities for additional learning such as day and after school tutoring used to help student achievement.

No Child Left Behind Act (NCLB)

One of the nation's top goals was and is to increase academic achievement of all students (NCLB, 2002). In response to this goal, the NCLB Act brought national attention to focus our country's resources and energies on strengthening the parental involvement to increase student achievement. In 2001, The No Child Left Behind Act (NCLB) was implemented to minimize and eventually close not only the achievement gap, but gaps in accountability, flexibility, and choice, within schools as well, so that truly no child is left behind (Public Law, 2002). NCLB ensures that schools and districts meet adequate yearly progress (AYP) markers and puts a system in place for those schools that fail to meet AYP. This system holds districts, schools, administrators, and teachers accountable for student achievement through State Achievement Test data.

Criticisms of NCLB Act

Section 1118 under the NCLB Act of 2001 describes and identifies a new role for parental involvement in our schools. This section states that local educational agencies may qualify to receive funding for parental involvement initiatives if they implement programs, activities and procedures to engage parents (Public Law, 2002). In addition, each one of the requirements must be well planned and thought out and serve a specific purpose and ultimately result in the benefit of student achievement (Public Law, 2002). From Section 1118 in the NCLB (2001) Act, Epstein (2005) identified four main principles that describe and organize parental involvement that promotes more-equitable and effective programs of school, family, and community partnerships. The four main principles in Section 1118 are recognized as (Epstein, 2005):

1. *Parental Involvement requires multilevel leadership:* Epstein describes

this principle as involving parents in all facets of the educational through developing policies and action plans in multiple levels of the educational accountability system. Educators must also be trained to develop these plans to ensure that they are effective in engaging parents in the education system and set respective goals within the partnership between school and home. It is also the responsibility of the administration, central office and state to review plans and disaggregate data based on the effectiveness of these plans and policies.

2. *Parental Involvement is a component of school and classroom organization:* NCLB defines parental involvement as a vital element in the achievement of students that connects to curriculum, instruction, assessments, and other aspects of school organization. Schools that receive Title I funds must create a parent and school partnership that benefits the academic and overall well- being of students.
3. *Parental Involvement recognizes the shared responsibilities of educators and families for children's learning and success in schools:* This principle involves heavily on the communication aspect of relationship between home and school. Teachers are required to keep parents informed of their child's progress and academic/social needs. More specifically, schools must communicate with parents, students test scores, requirements for graduation and completion of programs, and explain the results and what they represent. With this information parents are expected to help support their child in making improvements and have a better understanding of

where their child is at in their academic career.

4. *Parental Involvement programs must include all families, even those who are not currently involved, not just the easiest to reach* (Epstein, 2005):

Epstein describes two main goals of this principle. The first one is to identify and understanding the inequalities with the school system and respond with policies and programs that create a greater opportunity for students and their families within the educational system (Epstein, 2005).

The idea of equity is also an essential component for NCLB's requirement for parental and family involvement (Epstein, 2005). This requirement emphasizes interactions with families must be purposeful, understandable and put language into terms so that parents can clearly understand (Epstein, 2005).

The laws and expectations of the parental involvement component are set for schools to follow, however, determining the effectiveness of this act in engaging parents in the schools needs further evaluation. Two of the main focuses of NCLB have looked at student academic achievement and teacher quality. However, student achievement is also linked to the home-school relationship (Epstein, 2005). Therefore, some researchers argue that this home-school relationship has been overlooked by the state because it places extra emphasis on meeting annual year progress (AYP) expectations of standardized scores for their district, and less on home-school dynamics (Epstein, 2005).

According to Epstein (2005), the NCLB's aim of strengthening equity of parental involvement relies on two major components of research by sociologists of education. A large amount of research has documented the inequities involving the challenges in

engaging parents in schools. Lareau (1989) found that the more formal education a parent has the greater the level of his or her involvement in their child's life. This was observed across all ages and grade levels. The challenge becomes how teachers can effectively and actively engage and provide tools to all parents from various educational backgrounds to support their children in their education. It is important to note that parents from CLED backgrounds may be involved in their child's education but this may take on different forms such as nontraditional ways. For example, creating a set space to completing homework assignments in the home. However, it is reported that many forms of parental involvement such as volunteering or attending parent conferences may be difficult for some parents of CLED backgrounds due to additional variables and stressors (Muijs, Harris, Chapman, Stoll & Russ, 2004). Therefore, maintaining existing parental involvement levels by teachers among parents of CLED backgrounds as well as finding solutions to the issues related to life stressors that some parents experience becomes increasingly important.

Researchers (Epstein, 2001; Sheldon in press; Simon, 2004; & Van Voorhis, 2003) reported that when schools support high quality programs to engage families, and create an inviting environment where their voice is valued, parents become more involved with the school and their child's education. Although the parental involvement component is a law written by NCLB, it is important to take into considerations some of the challenges in fulfilling these requirements. Epstein (2005) posits modifications for NCLB to strengthen the partnership between schools and parents. This would help address some of the reported limitations of NCLB (Epstein, 2005).

Epstein (2005) posits that no policy is perfect, and that it is essential to include modifications to strengthen the policy and its overall effectiveness, as needed. She recommends that an update should include recent research on effective parental involvement initiatives. Epstein (2005) provides an example of a recent study indicating that leadership and team work must be a component in supporting the parental involvement initiative as required by the NCLB, Section 1118. This is important because Section 1118 does not emphasize teamwork and collaboration as part of the parental involvement structure. Epstein (2005) then describes how typical schools operate when initiating parental involvement. She states that often times, one person is assigned to lead the initiative, instead of a team working together, to create strategies and activities to involve families. Thus, the emphasis on teamwork and shared responsibility with multiple stakeholders is crucial if schools are truly going to fulfill NCLB requirements. It is much larger than one person.

Another modification Epstein (2005) notes, in order to improve the executions of NCLB among all classrooms, schools, districts and states is to communicate clear expectations and guidelines. In the additional modifications, Epstein (2005) highlights that clearer guidelines for using allocated funds to support parental involvement must be outlined more descriptively under Section 1118. Following, more examples for secondary programs that encourage family involvement should be included and the definition should be broadened to emphasize the shared responsibilities aspect to develop community partnerships. Moreover, parents whose students are in low performing schools should receive more time and information on the option of changing schools. Lastly, Epstein (2005) argues that more federal monitoring of actions to meet the requirements for family

involvement need to be implemented in order to ensure that funds are being used adequately and effectively.

Research has brought attention to and addressed the standards states and their districts are required to follow however, further research and modifications, as aforementioned need to be addressed in the future policies of parental involvement and schools. In order to maximize the parental involvement component of NCLB more research and data must be collected to refine its expectations.

National Education Goals Report (1995)

The federal government has emphasized the importance and necessity of parental involvement in our schools. This is evident through the established National Goals for Education. According to the Data for the National Education Goals Report (1995), there were two major goals expected to be achieved by the year 2000. The first goal was titled “*Ready to Learn*” and explained that all children would start school ready to learn. In order to reach this goal, several actions were outlined with a list of initiatives that must take place. The first one was that students would have access to “high-quality and developmentally appropriate” preschool programs that prepared students for their first years of education. The next, was that each and every parent in the U.S. would serve as their child’s first teacher and commit time each day to assist with the learning process in their preschool child’s education. In order to complete this task, parents had access to training and the educational tools needed to support their child. Lastly, each child would be given the “nutrition, physical activity experiences, and health care” needed to begin each school day with “healthy minds and bodies,” and have the mental capabilities throughout the day to maintain focus and ready to learn National Education Goals Report

(1995). As a preliminary measure to ensuring the health and well-being of students and future educational success, an aim was to significantly lower low-birth weights by providing prenatal health care systems.

The second goal was titled “*Parental Participation.*” It was projected that by 2000, every school in the United States would encourage partnerships that would increase the level of “parental involvement and participation in promoting the social, emotional, and academic growth of children” (the National Education Goals Report, 1995). In accomplishing this goal, three main objectives were outlined. The first described that individual states would create and develop initiatives and policies to aid schools and educational agencies in establishing programs that promote parental involvement in the varying needs of “parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities” (The National Education Goals Report, 1995).

The next objective described that every school would “actively engage parents and families in a partnership, which supports the academic, work of children at home and shared educational decision making at school” (The National Education Goals Report, 1995). Lastly, both parent and families would contribute to the level of school accountability and ensure that schools are supported and teachers and are held to the highest standards.

Another example was the goal of students being ready to learn. According to the 2010 United States Census, one out of every five school-age children lives in poverty, with minorities comprising the highest percentage (U.S. Census Bureau, 2010). Nearly 40% of African Americans and 35% of Hispanic children are reported to be in poverty

(Census Bureau, 2010). In addition, children from families of low SES begin school, on average, 12 to 14 months behind in the pre-reading and language skills compared to their peers of higher income levels (National Research Council and Institute of Medicine, 2000), which affect their future academic achievement potential.

Part of the initiative to prepare students for their educational careers was and is the implementation of preschool and early childhood programs. Currently, only 40% of qualified students are enrolled in state-funded early childhood education programs (National Institute for Early Education Research, 2011). This percentage decreases for three-year olds. Interestingly, ten states still do not have publicly funded preschool programs of any type (National Institute For Early Education Research, 2011).

National Education Goals Report (2011-2014)

In the president's joint session of congress in 2009, he stated that, "By 2020, America will once again have the highest proportion of college graduates in the world" (U.S. Department of Education, 2011, p. 4). In support of this belief, the Department of Education's mission "is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access" (U.S. Department of Education, 2011, p. 4). Within this aim, goals have been developed that focus on improving student achievement to increase high school and college completion rates, and educational attainment (U.S. Department of Education, 2011). The recent National Education Goals Report are inclusive of a strategic plan with six goals focusing on: (1) Post-secondary education, career and technical and adult education; (2) Elementary education; (3) Early learning; (4) Equity; (5) Continuous improvement of the U.S. Education System; and (6) U.S. Department of Education Capacity. Of these, goals

1, 2, 4, and 5 have parental involvement components. Briefly, these goals focus on developing strategies to make parental involvement research/activities more meaningful and accessible for teachers, principals, and administrators, as well as for parents, families, school board members, and community members (U.S. Department of Education, 2011).

Factors Related to Teachers' Beliefs and Expectations of Parental Involvement

According to Epstein (2004), parents need meaningful reasons to participate in their child's academics (Epstein, & Salinas, 2004). Parents also view teachers as a knowledge base of information about what their children are learning in school (Moles, 1993). This suggests that educators may act as a resource for parents so that they can help support their child's academics.

The way a teacher engages and supports parental involvement, and how parental involvement is perceived, can be influenced and shaped by several variables, including a teacher's beliefs and experiences that guide their expectations of what parental involvement should look like in their students' lives. Four major influences affect teacher's beliefs and expectations (1) the teacher's own socio-cultural background, (2) teacher and student mismatch, (3) teacher attitudes and practices and (4) school environment. These combined influences may contribute to the beliefs and expectations teachers have of parental involvement.

Socio-cultural Background

According to Vygotsky (1978), a person's socio-cultural background and their experiences affect their learning and development. This same idea applies to teachers, in that their experiences of their own education and childhood can impact their practices in the classroom. Further, educators may assume that parent's expectations, and their level

of interaction and involvement in their child's education, are based on their socio-cultural experiences and beliefs.

Cultural compatibility theorists argue that when schools require children to act in ways that are "incongruent with what they have learned at home, misunderstanding, problems and conflicts may arise" (Phelan, Davidson, & Yu, 1997, p. 9). However, families that are not from the United States enter the education system with different values and beliefs. Given these two diverse dyads, and taking account the different socio-cultural backgrounds, teachers and parents may differ in their belief systems, culture, expectations and values regarding parental involvement than that of these families. This may have the potential to create a gap in the understanding between teachers and parents. The gap may widen when teachers and schools expect parents to be involved at a certain level while these parents may not perceive value in certain types of parental involvement. Bireda and Chait (2011) reported that many teachers, especially those from white, middle class backgrounds, hold a traditional view of what parental involvement should look like (Bireda & Chait, 2011). However, experiences such as a parent disciplining their child or teaching them through storytelling may not be considered as parental participation. However, research has shown this is an example of involvement that contributes to the well-being of a child's development (Gonzalez-Mena, 1994).

Many teachers contentedly use the historical, teacher-dominated model of parent involvement, where the teacher has the power to make decisions, instead of developing a partnership with families (Comer, 2001). It is important to assess a teacher belief system, as well as their expectations of involvement, in order to have a better understanding of practices that may or may not be effective and to align school wide expectations. This

will help enable schools and teachers to be better equipped for involving parents and recognizing the values, needs and wants of parents.

Teacher and Student Mismatch

Children from minority backgrounds make up nearly half of the student population in the United States, however, over 80% of teachers are from white, middle class backgrounds (NCES, 2004). Teachers may not represent the school's diversity. This may potentially lead to a mismatch between the teacher and parent's expectation of parental involvement. According to the authors of the Center for American Progress (Bireda & Chait, 2011) publication, it is imperative that schools mirror student diversity with teacher diversity. The authors also express that, "while there are effective teachers of many races, teachers of color have demonstrated success in increasing academic achievement for engaging students of similar backgrounds" (Dee, 2004).

Teacher Composition

Teacher composition of our schools does not mirror the emerging minority populations (Bireda & Chait, 2011). The majority of our educators are representative of white middle class backgrounds, and work in CLED communities (Bireda & Chait, 2011), creating a mismatch between the teacher's ethnicity, culture, values and identity and the students (and their families) that they serve. This mismatch further poses a challenge for sustaining teacher-student and teacher-family partnerships (Epstein et al., 2009), as well as student's level of academic achievement (Souto-Manning & Swick, 2006). It is vital for teachers and school district administrators alike to understand these differences in cultures and values (Chavkin, & Williams, 1987; Davies, 1988). A teacher's definition of and expectations for parental involvement may be different from

those in the community they serve. These differing experiences involving cultural values, and beliefs can result in a lack of understanding and poor communication, thus affecting overall school climate and achievement (Souto-Manning & Swick, 2006). Teachers' differing expectations can leave parents feeling inadequate and/or unsupportive in their child's academic career (Souto-Manning & Swick, 2006).

The issue of teacher diversity has become increasingly significant, gaining national attention. In 2010, the U.S. Secretary of Education, Arne Duncan implemented a national initiative called Teach.Gov in order to recruit what he calls the "next generation" of teachers. In efforts to create a more diverse teaching population he states

I'm very concerned that increasingly, our teachers don't reflect the great diversity of our nation's young people, and so making sure we have more teachers of color and particularly more men, more black and Latino men, coming into education is going to be a significant part of this Teach Campaign. (Center for American Progress, 2011, p. 1)

It is imperative for researchers and schools to begin or continue to investigate and address the underlying issues of parental involvement and how to implement best practices. One of the motivators and purposes for involving parents in schools is recognizing the reported benefits of parental involvement.

Teacher Attitudes and Practices

In a study conducted by Becker and Epstein (1982), 3,700 teachers who taught first, third and fifth grades were administered a survey to describe their attitudes and teaching practices regarding parental involvement. Nearly half of the teachers indicated some level of parental involvement in their classroom, for example volunteering.

Teachers rated traditional modes of communication such as open house, school conferences, or phone calls, very highly as a method of engaging parents. However, most did not indicate home visits as a frequent practice. But, teachers who did use home visits as a regular practice had more positive views about parental involvement compared to teachers who did not use the practice (Becker & Epstein, 1982). This belief could be attributed to home visits being a form of parental involvement that extends beyond the teacher-dominated environment, promoting a partnership with families. Overall, data from the survey implied that teachers who fail to use parent involvement strategies and who taught students of parents with a low educational background, believed that parents would not be able to support their children with homework based activities (Becker & Epstein, 1982). The survey also concluded that teachers believed that reviewing and signing papers, student folders, conducting parent-teacher conferences and summer supplemental activities to complete at-home and parents' reading to children at home were successful activities of parents engaging with their child (Becker & Epstein, 1982). These findings suggest that it is important to engage parents in these types of activities while also learning their preferred forms of communications by teachers.

Another factor that can influence a teacher's expectation of parental involvement is their experience of it in the classroom, including the type of expectations they hold for their students. In 1948, Merton coined a term called the "Self-fulfilling prophecy" which describes when teachers have high expectations for their students academic achievement, students respond with higher levels of achievement; however, when teachers do not have these expectations students may be not be as encouraged to achieve (Brehem and Kassin, 1996). This means that students may perform in ways that teachers expect. A "self-

fulfilling prophecy” is when teachers judge a student prematurely, specifically how he or she will achieve, and behave in their classroom. Historically, arguments of low achievement, income and parental involvement would be perceived as barriers, however, recent studies show that blaming parents results in deficit thinking (Becerra, 2012; Triandis, 1995). This is when educators attribute a student's level of achievement to their culture and make negative assumptions about how they are linked (Guerra & Nelson, 2009). The same idea can be applied to their perceptions of parents, including parents of minority and low-income backgrounds. Because parents may not hold the same traditional value system as the teacher, teachers may prejudge parents’ levels of involvement and how well their child will perform in their class. These experiences may have a strong influence in what teachers perceive parental involvement to be. For example, Swick (2004), states that a few negative experiences with a family can create a “negative stereotype” regarding the process of parental involvement. Researchers Ramirez (2001), and Morris and Taylor (1998) insinuate that one of the greatest influences that impacts a teachers idea of parental involvement is from the stereotypes teachers create based on their beliefs of students and families from low socioeconomic statuses, and single family homes. This idea then makes teachers less likely to become eager to engage in the parental involvement process and then their actions based on their beliefs reinforce their attitude by continued negative encounters or a lack of understanding of certain situations (Comer, 2001).

Cultural Capital

What can serve as a barrier of establishing a SFCP are the deficit views about parents and their children from diverse backgrounds (Guerra & Nelson, 2010). Before

any partnership can be created it is imperative to address teacher's deficit thinking as a preliminary step because these beliefs could undermine any reform effort and hinder the viewing of students and their families from an asset perspective (Garcia & Guerra, 2004). For example, Ramirez (2003) reports that one potential barrier to establishing effective parental involvement initiatives is the parent's perception that teachers lack knowledge about the student's culture. If a parent perceives the teacher to be sensitive and understanding to the student's culture, the parent is more likely to become involved with the classroom and the school.

Self-fulfilling prophecies and/or deficit thinking of teacher's may be addressed, possibly through trainings or professional developments as reported in the significance of this study. Then, cultural capital of school communities may begin to develop and schools may understand their families' cultural knowledge and capital wealth. When schools develop the capacity to work effectively with their students and families they can begin to effectively teach their students (Garcia & Guerra, 2004). Lareau and Horvat (1999) posit that students who possess valued social and cultural capital perform better in school compared their otherwise peers.

Cultural capital is defined as "the sense of group consciousness and collective identity aimed at the advancement of an entire group" (Franklin, 2002, p. 177-178), in other words, when people work together for the betterment of individuals and/or community. Oliver & Shapiro (1995) suggest (but not limited to) six types of capital: familial capital, social capital, aspirational capital, linguistic capital, resistant capital, and navigational capital. These types of capitals are a part of a dynamic process that builds on one another to contribute to the development of a community's cultural wealth (Oliver &

Shapiro, 1995).

Altering the perspective of marginalized groups such as minority communities can shift the focus of what students and families cannot do to what they can do. For example, students that are bilingual may be seen as academically behind or not able to read as well as native speakers. However, building on a student's linguistic capital, students with abilities to speak to language can be viewed as having educational assets (Faulstich-Orellana, 2003). Faulstich-Orellana (2003) posits that understanding a student's linguistic capital can help teachers view the traditionally marginalized CLED students as possessing multiple languages, and communication and social skills. Bilingual students also possess the cultural wealth such the ability to engage in a storytelling tradition that includes telling and listening to stories which requires the skills such memorization, attention to detail, dramatic pauses and incorporating different tones of the voice (Yosso, 2005).

Social capital in an educational setting can be developed when schools establish a partnership with its community and families and work together in a productive way (Epstein, 1987b). These interactions between these areas support student learning by creating a web of support systems for students and improving academic achievement and enhance communities (Epstein, 1987b). Establishing a SFCP can capitalize on the cultural wealth of their families and empower not only the teaching community but also their school community.

School Environment

A school's environment and culture where a teacher works may play in the role in teachers' perceptions of parental involvement. When teachers recognize their schools as

having a caring and welcoming environment, they are more likely to engage parents, and parents are more likely to be involved (Bauch & Goldring, 2000). How a school operates and what it values have a great influence of teacher expectations of parental involvement. For example, if the administrators encourage parental involvement and hold teachers accountable, they are more likely to engage in the process in their classroom. However, if a school functions with a mentality of isolationism and individualism teachers may take on the same types of attitude and operate only at the classroom level, and avoid outside parental contact. Again, as aforementioned, negative experiences of parental involvement can reinforce teachers' beliefs, and foster continued negative encounters, creating a perpetual cycle in isolated classrooms, where neither parent nor teacher engage in the communication process (Souto-Manning & Swick, 2006).

Teacher Barriers of Engaging in Parental Involvement

Studies exist on the barriers parents face, however, research into specific barriers faced by teachers in engaging parental involvement is more limited. Teacher perceptions, and social-cultural experiences, may hinder their ability to understand the context in which parental involvement should take place. A study conducted by Davies (1988), found that teachers viewed CLED parents as “deficient” despite parents' willingness to be helpful. Additional obstacles cited include a lack of administrative support and promotion (Chavkin & Williams, 1987), acting as hindrances in engaging in meaningful parent involvement experiences. More notably, a lack of communication, teacher time management and teacher preparation training are the areas where the most research is conducted.

Communication Between Teachers and Parents and Language Barriers

A reported challenge that teachers face in engaging in the parental involvement process is communication (Miretzky, 2004; Jacobson 2005). According to a report written by Apple & Beane (1995) schools often fail to support an environment that creates and sustains the communication requirement of a democratic community. A lack of communication can be the root cause of many issues, and may create an unbalanced dynamic between teachers and parents. According to Boers (2002), educators want families to initiate contact with the hope of establishing a relationship with the teacher to better understand the classroom expectations and to take part in their child's academic experience.

Reese (2002) reports that English-only speaking educators and Spanish-only speaking parents are significant barriers to engaging parental involvement in schools, because of the lack of a common language. Nearly 1,000,000 students in Texas are categorized as having English as their second language (Texas Education Agency, 2010). According to the Texas Education Code Chapter 89, public schools in Texas with 20 or more students who indicate English as their second language are required to provide a bilingual education program (Texas Education Code, 2012). Each of these programs is required to have a teacher who speaks the student's native language. An advantage to having teachers who speak a student's home language is that they can also communicate with parents. However, many of these students can be excluded from the bilingual programs for a number of reasons, such as high achievement on TELPAS (Texas English Language Proficiency Assessment System) and other standardized state test scores. As a result, these students are placed in general education classrooms where the majority of

the teachers do not speak the child's home language. This can pose a great barrier in the communication process between the classroom teacher and school. Often times, it takes creative and innovative methods to find a way to translate messages and find the best mode of transferring information. Finding the time to invest in translating and finding a path where thoughts, questions and ideas can be exchanged freely may pose a hindrance in the overall effectiveness of the communication process.

Teacher Time Management

Teachers have a lot of responsibilities. Their time must be allocated between teaching, mentoring, counseling, grading work, creating lessons, meeting accountability standards, preparing students for standardized tests, participating in extracurricular activities, tutoring and being involved in meetings, just to name a few. It is therefore not surprising that teachers have reported the lack of time as a barrier to establishing parental involvement in their classroom (U.S. Department of Education, 1997). Research has also noted that high student to teacher ratios may further hamper the efforts teachers can dedicate to engaging in significant parent participation (Shartrand, Weiss, Kreider & Lopez, 1997).

Principals of K-8 Title I schools reported that time is one of the greatest barriers in their schools relative to parental involvement (U.S. Department of Education, 1997). The same study reported that 87% of principals identify the lack of time as a significant barrier to parental involvement, and 56% state that a teacher's lack of time is a barrier (U.S. Department of Education, 1997). As schools continue to strike a balance between these responsibilities, both in and out of the classroom, teachers may develop more flexibility and gain a deeper understanding of how to manage both the classroom, and

parental involvement. Intertwining the two is key in developing and creating an effective time management plan to allot a space for parental involvement in schools.

Teacher Training of Parental Involvement Initiatives

Many teacher preparatory programs do not train teachers or provide them the tools they need to understand the culture of the community in which they will work. This issue is not spec to a particular region or program, but evident across the country. An investigation of state certification programs in the US revealed that not one state required a full course on parental and family involvement in order before granting certification to teach (Radcliff, Malone, Nathan, 1994).

This lack of experience and knowledge may carry over into their classroom. When teachers are educated within their schools, they are typically trained on the traditional parent and family involvement model (Epstein, 1995). This framework has its uses in certain areas; however, it can be limited in other dynamics initiated by parents. It is important to recognize that the traditional parental involvement framework may exclude some legitimate interaction patterns of families, such as a grandparent sharing a life lesson (Gonzalez-Mena, 1994). Understanding the values of parents is critical in creating partnership roles between schools and families.

Parental involvement is especially influential in a child's academic achievement in CLED areas because of both parents in the working class system, and other sociological pressures on children (Crane, 1996). Gaining parental involvement in CLED areas is one of the most challenging components of improving schools (Muijs, Harris, Chapman, Stoll & Russ 2004). A reason for this challenge may be due to the lack of professional development and training for educators to learn how to engage and promote

parental involvement in the classroom (Becker & Epstein, 1982; Epstein & Dauber, 1991). As a result of deficit training, teachers may lack the knowledge to engage in parental involvement, and may have feelings of ambiguity when it comes to involving families. In a study conducted by Katz (1996), teachers new to the teaching field reported feeling anxious and unconfident when engaging with parents because of the lack of training they received. Dauber and Epstein, (1993), stress the importance for teachers to be well versed in methods to engage families. They state that educators who are knowledgeable of and comfortable with approaches to involve parents of their students, and who are aware of the benefits of engaging parents, are more likely to promote parent involvement in their classroom (Dauber & Epstein, 1991). However, the opposite is true for teachers who are not adequately trained.

This lack of knowledge creates a gap between effective strategies to engage parents and actual experience with successful involvement from parents. Teachers that are not adequately trained are reported to be less likely to understand the benefits of parental involvement and how to effectively engage in the PI process (Epstein & Dauber, 1991). Looking back at Section 1118 in the NCLB Act (2001), the law requires that schools create meaningful and purposeful parental involvement activities, however, if teachers are not adequately trained or lack the knowledge, parents will not be as engaged as much as if their teachers were trained.

Response to Teacher Barriers

Moll and colleagues (Moll, Amandi, Neff, & Gonzalez, 1992) have conducted research in the field of responding to the barriers that exist between the home and school dynamic, especially involving differing cultures between the two. In their study

investigating household and school practices among Latino communities in Arizona, their primary focus was to construct improvements in instruction that integrate the “knowledge and skills” found in students’ homes while improving classroom practices that are culturally responsive by developing teachers as lead researchers (Moll, et al., 1992). The researchers worked based on their belief that “by capitalizing on household and other community resources, we can organize classroom instruction that far exceeds in quality the rote-like instruction these children commonly encounter in schools” (Moll, et al., 1992, p.1).

Qualitative data was collected through ethnographic observations, interviews, life histories and case studies. Ten teachers participated in the study and took part in professional training on qualitative methods of study that involved ethnographic observations, how to conduct interviews, take field notes and analyze and collect data. This study was particularly unique in that the teachers were trained to be, and participated as, the researchers and ethnographers. Each teacher was responsible for choosing three households in their classroom to investigate. The data collected provided teachers with the “funds of knowledge” that allowed them to create more culturally sensitive curriculum, integrate and appreciate household activities such as storytelling and arts and crafts (Moll, et al., 1992). It was ultimately the teacher’s responsibility to decide how they would use their information.

One particular teacher noticed one of her fifth grade students selling gum to his neighbor (Moll, et al., 1992). The teacher took this observation and integrated it into her lesson plans to promote higher level thinking skills and active learning among students. She facilitated a conversation about what the meaning of the word candy. Students then

formed a KWL chart (What I know, What I want to Know, What I learned). Students developed experimental questions and conducted investigations to answer those questions. Parents were then brought in as experts in the areas being investigated. Unlike typical parent volunteer work of making copies or fulfilling low task jobs, parents were seen as cognitive assets and resources in the classroom (Moll & Greenberg, 1990). The teacher integrated multiple subjects in the thematic unit of candy, such as learning the ingredients of certain candies and how to read nutritional labels. Her students were engaged, families were involved and students succeeded by performing well on each of the lessons. The understanding and knowledge gained during this study of student households provided teachers an insight to develop participatory and culturally relevant pedagogy in their classrooms. Teachers assumed the role of the learner, and in turn a gained an invaluable perspective into the best strategies to engage their children, involve parents, and improve student achievement in their learning (Moll, et al., 1992).

These teachers have been trained on how to develop an understanding of households and what that means for classrooms (Moll, et al., 1992). Now that the teachers possess these tools, they may continue their research and train fellow stakeholders in the school, with the ultimate goal of creating a culturally responsive school (Moll, et al., 1992). Teachers took ownership for their own learning by collecting and presenting the data and findings. This is a piece of experience we are missing in our schools. Schools take the top down approach to try to increase parental involvement practices typically through training or a workshop, instead of allowing teachers to take ownership and experience their own development in their practices (Moll, et al., 1992).

While barriers continue to exist and vary widely, based on the dynamics and cultures of each school and home community, they can be overcome through dedicated and knowledgeable members of the school and community (Epstein, 1990). As more research and understanding is gained from teachers and parents perspectives of parental involvement, both sides can unite in a common goal in creating the best learning environment for students and develop an effective involvement process.

Teacher Expectations and How They Relate Reading Achievement

One of the greatest hurdles for teachers working with minority students is to bridge the gap between home and school (Pranksy & Bailey, 2003). Surprisingly, research is reported that directly correlates teachers' expectations and/or beliefs and student academic achievement. This field is in desperate need of a broader research base. Understanding the relationship between what teachers perceive parental involvement to be can provide valuable insight into the effective measures taken by teachers to improve student achievement.

Research supports that when parents are directly involved in their child's education the child will experience greater academic achievement (Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkins, & Closson, 2005). Research supports that a two way communication line between school and home, parents helping their child at home with their academics, and participating in school based events, are linked to student achievement within a teacher's ratings of student competence, grades and test scores (Hoover-Dempsey et al., 2005). In one particular study investigating the characteristics of highly effective teachers, it was found that teachers who created connections with students and their families had students that exhibited greater achievement (Varnell,

2006). With this understanding educators can tailor their curriculum to best meet the needs of every student in their classroom. Another finding from the same study found that teachers who developed meaningful and trusting relationships with parents believed that these bonds were essential to their students reading achievement (Varnell, 2006).

When educators make an effort to involve parents in their classroom, their students make higher gains in student achievement (McDermott & Rothenberg, 2001). In a study investigating the home and school based factors that inhibit parental involvement, parental involvement courses were implemented by researchers to measure differences resulting from interventions. Comparing results from a pretest posttest revealed that 83% of students made gains, measured by a state aligned assessment in reading (Bartle, 2010). The interventions included offering summer classes for parents and an interactive homework program. Teachers and elementary schools in this Southeastern U.S. city were surveyed and interviewed on their perceptions of home and school barriers of parental involvement.

Post interventions, teacher self-reported behaviors revealed that there was an increase in establishing a home atmosphere geared more toward student learning, higher communication exchanges, greater participation in aiding parent in the decision-making process and more participation in the community (Bartle, 2010). As a result of this study, the authors concluded that both the school and teachers needed a better understanding of the perceptions of parent from CLED backgrounds and how to support them in helping their child at home and school (Bartle, 2010).

An investigation conducted by the Florida Reading Center, identified a need to improve the reading skills of students (Crawford, Torgesen, 2006). An example of an

area of need is during the academic year of 2005-2006 where only 17% of first grade students completed the year with grade level skills as reported on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment (Crawford, Torgesen, 2006). The percentage was even lower for students in second grade with only 9% in their grade who completed the academic school year possessing the skills for the next grade level (Crawford & Torgesen, 2006). Researchers from the center collected information to learn about the best practices of schools that experience above average success providing interventions to their students who have challenges with reading (Crawford & Torgesen, 2006).

Among the seven common traits observed in successful schools, parent involvement was named as an effective trait (Crawford & Torgesen, 2006). Schools that were considered “successful” were in the highest percentile of effectiveness of interventions to increase academic achievement. Teachers’ beliefs and dedication were associated with how they felt about the level of success their students could achieve. Among the “successful” schools, teacher interviews revealed that regardless of language barriers, limited support at home and low SES, their students could learn to read (Crawford & Torgesen, 2006). Among the less successful schools, teachers reported reasons why their students were not successful. They stated that students had no support at home, students and their families did not speak English and they lived in underprivileged areas (Crawford & Torgesen, 2006). Students can still learn and achieve despite some of these hardships. Setting high expectations in classrooms reveals that students achieve higher as compared to teachers who think of the child’s demographics as a hindrance in their student’s education instead of thinking about innovative ways to

work with their population.

Interviews revealed that principals from the high performing schools reported that engaging parental involvement with parents who only speak Spanish could be a challenge. The first step they stated was to make them feel welcomed and once that was achieved, it was important to begin building a relationship with them through positive communication (Crawford & Torgesen, 2006). The underlying characteristic between all of the successful schools was that they found meaningful ways to engage their community members by first establishing relationships with them. Some key actions that these schools did were to ensure that interpreters were present for all meetings and activities at the school, educating parents on how to help their child at home, communicating messages in students' home language, and having community liaisons visit their home (Crawford, & Torgesen, 2006). When the responsibility of a child's success is shared between home and school, greater achievement can be gained because a child is supported in the two most influential places in his life.

Factors Related to Parent's Beliefs and Expectations of Parental Involvement

There are many variables that contribute to a parent's beliefs and expectations of how they should be involved in their child's education. Components such as a parent's expectations, attitudes and practices, and barriers are well cited in the literature as playing a role in shaping parents' experiences and actions (Lareau, 1987; Okagaki & Sternberg, 1993; Trumbull, Rothstein, Quiroz, & Greenfield, 2001; Zarate, M. E., 2007). In addition, how these components impact student reading achievement will also be addressed.

Parent Beliefs and Expectations

According to Hoover-Dempsey & Sandler (1997) parents' beliefs are correlated with a child's school performance. For example, parents who emphasize the value of developing behaviors of conformity, obedience and good behavior are associated with lowered school outcomes (Hoover-Dempsey & Sandler, 1997). However parent's beliefs that stress the importance of developing autonomous behaviors and self-respect have been linked to higher school performances (Hoover-Dempsey & Sandler, 1997). Understanding the different types of parenting is important for schools to recognize in developing a SFCP and recognizing the dynamics of their community members.

In a study investigating parental beliefs and students' school performance, evidence indicated that differences exist between parents' beliefs about parental involvement among different cultural backgrounds (Okagaki & Sternberg, 1993). Caucasian parents had high values of autonomy compared to the other groups. However there was a pattern between, Non Caucasian parents as they valued conforming to set systems, for example emphasizing their children have good manners and behavior, follow directions and not question authority figures (Okagaki & Sternberg, 1993). The belief of promoting behaviors of conformity are linked to lower levels of achievement in the core areas of reading and math and having an overall lower intellectual performance, classroom behavior and self esteem (Okagaki & Sternberg, 1993). On the contrary parents' beliefs that value independent thinking, self-respect and other autonomous behaviors were linked to a higher academic performance (Schaefer & Edgerton, 1985).

Parents' belief systems affect the way they are involved in their child's education. For example a parent that promotes conformity may believe that actions such as

questioning authority figures like teachers is an insult and a sign of disrespect. The importance of empowering parents to become more involved and speak their opinions and question systems they may not fully understand has never been more valuable than now. Understanding their perspective will provide an insight of the steps schools need to take in engaging parents in the education of students. Regardless of the type of involvement one that promotes conformity or independence, it is important that school create parental involvement initiatives that support parents with a variety of approaches in order to encourage students and their families in learning and achievement.

Any form of parental involvement has a positive influence on children's learning (Dixon, 1992). However, one of the most influential activities is when parents work directly with their child on activities that involve learning in the home (Cotton & Wikelund, 2002). Specific programs for parents have been reflected in the research as also having a positive outcome with students. School initiatives that incorporate parents reading with their children, assisting and engaging in homework assignments or using teacher provided materials to support their child in their homework show positive results (Cotton & Wikelund, 2002).

Attitude and Practices

Taking a deeper look at where parental involvement first begins is crucial to understanding a parent's belief and expectation of the role they should play at home in supporting their child's education. Whereas Okagaki & Sternberg, (1993) contrasted parent beliefs associated with cultural differences, Lareau (1987) investigates parents' beliefs through social class differences. Working class parents with a high school education or less, who worked hourly jobs, were found to have a disconnected view of

home and school (Lareau, 1987). For example, the parents perceived their responsibility to be in the home where they would ensure their children was on time, well behaved and prepared for school. However, they did not believe their role was to be involved in the school or teaching their child, instead placing the responsibility for the educational aspect of the child's development on the school. For example, one parent was quoted as saying,

I know that when she gets into the higher grades, I know I won't be able to help her, math especially, unless I take a refresher course myself... So I feel that it is the teacher's job to help her as much as possible to understand it, because I know that I won't be able to. (Lareau, 1987, p.79)

In addition, these families were found to possess more conforming behaviors where they trusted and valued the school's opinions and decisions, for example, with disciplinary actions or grades (Lareau, 1987). The opposite held true for upper middle class parents who, for example, held college degrees. They perceived their role to be involved with schools, meaning that support should come from both home and school. These parents believed that playing an integral role in schools was necessary to ensure a quality education for their child. For example, they perceived their responsibility was to follow up with teachers, question or take part in the decision making process concerning their child, and have more involvement in their child's education at school. Regardless of perspectives, it is vital for schools to be able to develop a relationship where parents and families work together to support the achievement of their students. Understanding the cultural dynamic of the community will guide students in the types of activities geared toward involving families and communities with the school.

Research indicates that homework is one of the most important factors that increase student achievement, in addition to classroom instruction, and a child's performance on class lessons (Marzano, 2003; Patall, Cooper & Robinson, 2008). When parents assist their child with homework, it provides them the opportunity to experience the learning process while reinforcing the importance of schoolwork at home (Epstein & Van Voorhis, 2001; Sheldon & Epstein, 2005; Pomerantz, et al., 2006). Parental involvement at home is reported to affect a student's achievement in a positive way. Epstein (1991), found that parents' involvement and engagement in their child's homework is related to children's improved reading achievement. Also, children who received help with their schoolwork at home were shown to have an increase positive attitude toward homework, personal competence, and self- regulation (Hoover- Dempsey et al., 2001) and reduced behavioral problems (Domina, 2005).

In addition to positive student outcomes, parents are also shown to benefit from helping their child at home. Shaver & Walls (1998) reported that parents in a Title I school who participated in workshops and were given packaged materials for home instruction, as well as parenting classes, saw an improvement in their child's reading and math achievement (Shaver & Walls, 1998). Identifying the gaps and strengths between teacher and parents' beliefs and expectations of parental involvement and work collaboratively together to find a solution to strengthen their dynamic, in doing so, an explanation of some of the barriers parents face may help to understand how to better engage parents in schools.

Barriers of Parental Involvement

Despite the overwhelming amount of research that supports parental involvement in schools, there continues to be a gap in CLED schools receiving high level of parental involvement (Moles, 2000). Across the literature there is a pattern of reoccurring themes that appear over and over again. Four major factors of a student's family dynamic that significantly determines the types of parental involvement are education levels, ethnicity, socio-economic status, gender and family structure. Each of these barriers was examined and the findings from the literature are described.

Education

A parent's educational background may influence the way they engage in parental involvement in their child's education. A research study focused on families of CLED backgrounds, by Dauber and Epstein (1993), sampled 317 parents to investigate the predictors of parental participation in their child's education. The authors concluded that the parent's level of education was positively related to school participation (Dauber & Epstein, 1993). Parents that had a higher level of education also had a higher level of involvement in their child's school compared with parents who were less educated (Dauber & Epstein, 1993). Little research has been conducted on the direct relationship between a parent's level of education and parental involvement. However, a parent's education is a variable that does not stand on its own. The higher the level of education a parent has the higher level of opportunities for jobs and income they possess. The same is true for homes where both parents work. Education is the basis for income, and income is a predictor for the level of parental involvement.

Socioeconomic Status of Families

Socio-economic status (SES) describes an individual's or a group's overall position on a hierarchical social scale, defined by elements of wealth, power, social status, education, occupation, income, home and location (Mueller & Parcel, 1981). The direct role that socioeconomic status plays in a parent's level of involvement in their child's education is unclear. Literature exists supporting SES as a significant indicator for the level of parental involvement and student academic achievement, reporting that the higher the income, the higher the levels of both achievement and involvement (Cooper, Crosnoe, Suizzo, & Pituch, 2010; Duncan, Rodrigues, & Morris, 2011; Jeynes, 2005b; Muijs, Harris, Chapman, Stoll, & Russ, 2004; NCES, 2011).

Research conducted by Brown and Beckett (2007), established a correlation between the level of parent involvement and income. In a similar study, Lareau (1987; 1989) found that the level of engagement in their child's education is dependent on whether or not parents are of working-class or middle-class status. Lareau (1987; 1989) also concluded that students whose parents were from middle-class families, with a higher level of education, had more advantages compared to working-class families.

Engaging parents in parental involvement in order to raise student academic outcomes becomes an issue of equity because the level of parental involvement is higher in middle and high class parents compared to families from lower incomes (De Carvalho, 2011). Parents from CLED backgrounds may lack the education, resources and tools to prepare their child for academic success. Children from higher income homes receive the tools for academic success from both their home and school. In a case study conducted on parental involvement in elementary education among families from economically distressed households, a program was created to support families and teach them

effective strategies to engage in their child's education. The study found that the creation and implementation of the purposeful initiatives to engage parents' participation positively influenced the level of parental involvement (Smith, 2006). There were also other benefits to students and parents from the strategies implemented. The school was not only a place to serve children and their education; it was used as a community center where families could receive resources such as clothing, parenting strategies and more (Smith, 2006).

A similar correlation was also found at the beginning of a student's academic career. Pre-kindergarten (pre-K) was an initiative created in public schools to serve children who were at risk of future school failure. In a study conducted by Pianta (2006), the researchers focus was on the status of children and families in public pre-K initiatives. Four domains that have contributed to a child's development were identified: socio-demographics, parental well-being, family functioning and neighborhood quality. This study investigated whether the domains were associated with academic and/or social competence. The study concluded that pre-K students from households with higher incomes had greater resources for education, had more developed language and math skills, and exhibited fewer behavior problems compared to children from lower socioeconomic statuses (SES).

Many factors play a role in how well young children become ready for school. One important element is the SES of the family. In a study investigating the relationship between home environment and school readiness, the authors concluded that the SES of a family affects the early language skills of a child from 6 - 63 months of age (Boivin, Dionne, Forget-Dubois, Lemelin, Persusse, Tremblay, 2009). The SES level was a

predictor of the amount of reading a child was exposed to. Higher levels of exposure to reading were correlated with higher levels of school readiness (Boivin, et al., 2009). Children whose parents had higher SES read to their toddlers more than parents with lower SES (Boivin et al., 2009). The result of higher levels of exposure to reading resulted in the toddler having more developed language skills and school readiness (Boivin et al., 2009).

Literature exists supporting SES as playing a significant role in the level of parental involvement and student academic achievement, reporting that the higher the income, the higher levels of achievement and involvement (Cooper, Crosnoe, Suizzo, & Pituch, 2010; Duncan, Rodrigues, & Morris, 2011; Jeynes, 2005a; Muijs, Harris, Chapman, Stoll, & Russ, 2004; NCES, 2011). Despite reported research associated with SES and student achievement and parental involvement levels, there have been reports of schools that have experienced significant student achievement and involvement of parents despite barriers such as lower socioeconomic statuses (Education Trust, 2003). Epstein posits that schools can engage parents from CLED backgrounds by creating comprehensive initiatives and building partnerships between the home and school. She states,

Status variables are not the most important measures for understanding parent involvement. At all grade levels, the evidence suggests that school policies, teacher practices, and family practices are more important than race, parent education, family size, marital status, and even grade level in determining whether parents continue to be part of their children's education. (1990, p.109)

In a study investigating levels and types of parental involvement among minority and low-income families, reported results indicated that parents were highly engaged in the dimensions of providing an environment for learning, communicating messages about

hard work, and school success (Duncan, et al., 2011). Chavkin (1993) proposes that most parents, regardless of socioeconomic position, are quite willing to be involved in the education of their children, but some lack the knowledge of how to be involved at home or at school. How educators can begin to improve schools and activate parental involvement initiatives can be seen in the recent successes of the following schools.

In 2000, Chattanooga, Tennessee had nine of twenty schools listed as the lowest performing schools in Tennessee. In one of the most notable reform efforts, Chattanooga turned many of their schools into high performing schools by 2005, by tackling the barriers of schools educating minority students from low-income backgrounds (Education Trust, 2013). These schools moved from being rated as the “worst” to “the fastest improving” in the state.

Another example is with Peabody Elementary in Missouri consisting of 99% low-income and 100% African American. Students outperformed the state in both reading and math and steadily increased their scores for the past four years (Education Trust, 2003). Similarly, Elemont Memorial Junior-Senior High School is an institution containing nearly 90% of minority students with 24% receiving free and reduced lunches. This school outperformed the state of New York in major core subjects in reading and math.

One common theme found across these schools is the recognition of parental involvement in its mission statement and its educators recognizing the value of a parent’s role. Another commonality is that these schools had high expectations for teachers, staffed their faculty with high quality teachers, valued the opinions of their faculty and community members and provided professional development training to provide teachers the tools to support their students. Regardless of income, and based on the aforementioned reported literature, it is important to understand the context and culture in which the families reside so that parental involvement initiatives may be implemented and supported by schools.

Gender and Family Structure

As children progress in their early academic career, the level of parental involvement moves from very involved to less involved. This could be due to the growing independence a child gains, as he gets older. A study conducted by Grolnick, Benjet, Kurowski, and Apostoleris (2006), examined the factors of engaging parent participation in their child's education from an urban community. Three factors were recognized: parent and child characteristics, family context, and teacher behavior and attitudes. The sample consisted of 209 3rd-5th-grade children, their families and 28 of their teachers. Parents, teachers, and students were questioned based on three types of involvement: school, cognitive, and personal. The findings revealed that children from single-parent families were less involved in the aforementioned types of involvement compared to children from two-parent families. A possible explanation for these results is because single parents may have financial demands, which require one or more jobs, in order to provide for their family. Single parents therefore, may have limited time to engage in their child's education due to financial strains and other burdens.

Few research studies have investigated the individual contribution mothers and fathers have in engaging in their child's learning and involvement with the school. Even less research has been conducted into the specific role a father plays in their child's schooling. Historically, fathers have been seen as the breadwinners and providers for their families. However, the family dynamic of roles has shifted. With the change in family structure, it is important to reevaluate the roles parents have, especially the father, as their level of involvement has been overlooked. According to the National Center for Education Statistics (NCES, 2011), data were collected from January to April of 1996 as

part of the National Household Education survey results were consistent with other studies that have been conducted that support the findings that mothers are more willing to be engaged in their children's education as compared to fathers (NCES, 1997). A study conducted by NCES, researchers examined the level of parental involvement of resident (excluding foster) and nonresident fathers are involved in their children's schools and observed the impact their involvement had on their child's performance in school. Data was collected from 16,910 parents of children that were in K-12th grades. Then, fathers were asked which adult in their home participated in four types of school based activities for the specific academic year: (1) attending a general school meeting; (2) attending a regularly scheduled parent-teacher conference with the child's teacher; (3) attending a school or class event; and (4) volunteering at the school (NCES, 1997). If a father participated in zero to one of the activities, it was related to have little no involvement. The majority of the sample who had one or more parents, who were not in the child's home, had fathers that were not living with the child. A total of 6,908 who had a non-resident parent, 5,440 had nonresident fathers. These findings posed several questions specifically relating the level of contribution fathers have in their child's life. The questions were:

How do fathers compare with mothers in the level of engagement in their child's school; does a father's participation increase or decrease as a child gets older; In homes with two-parents, is there a difference between only having one parent as compared to both? What variables encourage nonresident fathers to participate in their child's education?" (NCES, 1997)

In regards to how fathers compare with a mother's level of involvement, NCES

(1997) concluded that fathers in a two-parent family were more likely than mothers to be highly involved with the child's school. Among children in kindergarten through 5th grade, the strongest influences on the involvement of nonresident fathers are mothers' education and involvement in the children's schools (NCED, 1997). Data collected showed that fathers participated in at least three of the four aforementioned activities. However, single parent homes, led by mothers or fathers, showed similarly high level of involvement (NCES, 1997). In two-parent families, it was found that mothers take on the majority of the responsibility for the children and therefore are more involved with their child's education and school (NCES, 1997).

As a child gets older, father's, much like a mother's, level of involvement begins to decrease (NCES, 1997) but at different rates. Decrease in an involvement can be due to several factors such as the child developing a higher level of autonomy and independence; therefore not relying on the parent as much for support. Another reason, as stated by NCES (1997), is the school's decline in offering opportunities to engage with parents. Students with mothers who are highly involved in their education and school begins to gradually decline as the child continues to each grade level-this evidence was found in both two-parent and in single-mother families (NCES, 1997). However, the proportion of children who have highly involved fathers does not decline steadily. The comparison of children with highly involved fathers in two-parent families decreases from 30% to 25% between elementary (grades K-5) and middle school (grades 6-8), but slightly decreases to 23%, in high school (grades 9-12) (NCES, 1997). Children living in single-father families showed a steady pattern of involvement within their child's academic career. Researchers found no decrease of highly involved fathers between

elementary and middle schools (53% at both grade levels), however a large reduction between middle and high schools (27%) (NCES, 1997).

Results from cross-tabulations inform that when both parents are highly involved with their child's school, their children are better off (NCES, 1997). Data show that when both parents are involved, children are more likely to get better grades, enjoy learning and school, participate in school activities and are less likely to be retained in school as compared to single parent homes with the mother leading the household (NCES, 1997). There is no significant difference in the success between children that live in single or two parent homes and level of engagement of the four measured criteria (1) attending a general school meeting; (2) attending a regularly scheduled parent-teacher conference with the child's teacher; (3) attending a school or class event; and (4) volunteering at the school (NCES, 1997). As long as at least one parent is highly involved, the parents will engage at about the same level, regardless if the parent is the mother or father (NCES, 1997). It is important however to note that the number of homes where fathers are highly involved is a small number. When neither parent is involved, a child performs the worst when compared to highly involve parents (NCES, 1997).

Through a cross-sectional survey (NCES, 1997) it was found that a father's involvement is exceptionally important in regard to their child's academic performance in the 6th through 12th grade. In two-parent families and single parent families, fathers' involvement, was associated with an increased likelihood that children in the 1st through 5th grades earned mostly A's. However, the father's influence declines once the father's academic expectations for their children and the number of activities they share at home with their children decrease (NCES, 1997).

In response to the findings, NCES continued their investigation and conducted a National Household Education Survey the following year. This survey measured the extent to which fathers and mothers are engaged in their child's school and the connection of the level of involvement to five measures based on how children were performing in schools (NCES, 1997). The survey was conducted through phone interviews with parents/guardian of over 20,700 children ranging from three years old through 12th grade (NCES, 1997). Parents' level of involvement was measured by the number of activities they participated in for the academic school year. Examples of types of activities measured were parent conferences, general school meetings, attending school events and volunteering. Parents were considered highly involved if they had participated in three or more of the activities and not very involved if they participated in zero or one activity (NCES, 1997). Any amount between two and three was considered moderately involved.

The first conclusion from the survey was that the involvement of both fathers and mothers in their child's education is essential for their achievement and behavior (NCES, 1997). The significance parental involvement plays in a child's has been identified for many years, however, it has been assumed primarily to mean a mother's involvement (NCES, 1997). However, based on the data collected cross sectional study, a father's level of involvement is just as important. A second major finding was that fathers in two-parent families had overall low levels of involvement in their children's schools. Nearly half of the fathers participated in only to one of the rated activities (NCES, 1997). Mother's on the other hand showed significantly higher levels of involvement. Only 21% of mothers in two parent homes, 26% of mothers in single parent homes, and 29% of fathers in father-only homes reported to have low levels of participation (NCES, 1997).

The final conclusion is that kids have an advantage when nonresident fathers go beyond maintaining contact and instead are active in their child's school (NCES, 1997). The hands on engagement of nonresident fathers are highly correlated to a child's behavior. Behavior was measured by whether or not the student had been suspended, expelled or repeated a grade. Children who have a nonresident father who is not active in the school do not perform any differently from children who have no contact with their fathers (NCES, 1997).

These findings suggest that when fathers are in a two-parent household, the mother is often the main person responsible in a child's education (NCES, 1997). When fathers are involved, students perform at higher levels than if they are not. These pieces of data are especially important because it shows that fathers need more opportunities to engage in their child's school and schools can begin to target this initiative. Since little research and action plans structuring around fathers has been reported, it is advisable to include participation of fathers (NCES, 1997).

Race/Ethnicity

The Early Childhood Longitudinal Study (ECLS-K) (1998) examined achievement of minority kindergarteners. The study found that two-thirds of a standard deviation were below White, non-minority in math (about 10 points on a test with a mean of 100 and a standard deviation of 15) and a little below half a standard deviation (about 7-8 points) below Whites in reading (Freyer & Levitt, 2004).

For years, researchers have attempted to understand the reasons for this disparity. One possible explanation is the ethnic and racial inequalities minorities have experienced historically. The gaps in racial differences in family SES of the children in the ECLS-K

study nearly matched the gap in assessment scores (Freyer & Levitt, 2004). The socioeconomic level average of black kindergartners was greater than two-thirds of a standard deviation below the average of whites (Freyer & Levitt, 2004). Also, Hispanic children had a lower SES compared to whites (Freyer & Levitt, 2004). These findings suggest that kindergarten White students of families with higher SES performed better academically than minority students from lower incomes. It is important to note that other studies have found results contrary to the aforementioned studies and students regardless of income have been found to be just as successful as their white counterpart when schools work together with the family and community to develop a partnership where the assets of individuals are utilized to support student learning (Henderson & Mapp, 2002).

In a study conducted by Epstein (1995), the role parents' played in and out of the classroom based on their ethnicity was investigated. The study focused on how the parents communicated, the level they volunteered, and what type of support they used at home to help their child in their education. Type 4 from the Epstein (1995) parental involvement in encourages parents helping children learn at home. In this study teachers assumed that it was the parents' responsibility to assist in school based learning assignments. Lareau (1996) questions whether minority parents, possess the knowledge and skill base to teach and assist their children with assignments from school. On the contrary, Wakins (1997) found that African American parents, with less education, think they can teach and support their child at home. In a similar study, it was found that all low-income parents, with less education, believe that it is their responsibility to supervise their child's homework (Smrekar & Cohen-Vogel, 2001).

Fan, Williams & Wolters (2012), investigated parental involvement in various constructs of school motivation such as academic self-efficacy in mathematics and English, intrinsic motivation in math and English and engagement among four main ethnic groups: Caucasian, African American, Asian American, and Hispanic students. Using a structural equation model analysis, Fan, Williams & Wolters (2012), concluded several findings: (1) The communication between home and school and the guidance schools provided was positively correlated the intrinsic academic motivation of English among Hispanic students but negatively related to Asian students and their intrinsic motivation of math; and (2) School functions that engaged parents in the educational process of their child “sporadically affected” the motivational efficacy of Caucasian and African American students. Among the differences of ethnicity, there were also communalities among the ethnicities. Parents that held aspirations for their children educational experience were positively correlated to overall school motivation. However, parents that had communicated issues with student problems with the school negatively predicted student school motivation constructs among all ethnic groups.

Based on a sample of the research of the influence ethnicity has on parental involvement, it is assumed that parents want to support their children. But, regardless of whether a parent feels equipped to support their child at home, the school must maintain strong and clear expectations and use purposeful support systems that will support all students, and all families regardless of ethnicity.

Summary of Parental Involvement Barriers

Initiatives such as NCLB and Title I, aim to close the disparity between whites and minorities. Now more than ever, before history continues the educational inequity pattern, further research must be conducted to learn the best practices schools from lower income areas can use in order to experience maximum achievement. Further research must be developed to investigate what is effective and non-effective for schools with variety of incomes, parent education, ethnicities and cultures to ensure that the total population of our schools and their students are reaching their full potential. A reported priority for building relationships that establish trust and collaboration, and tear down these aforementioned barriers, goes unwritten and is an essential component in establishing a partnership between schools and families (Epstein, 2010).

Parent Expectations and Reading Achievement

There is a vast amount of research that links family involvement in a child's educational career with an increase in a child's reading achievement and academic achievement (PEW, 2007). In addition parents who have books at home have children that excel compared to households with no books (Evans, Kelly, Sikora & Treiman, 2010). Books are important for a child to be exposed to fundamental reading skills. Research proves that children with families from CLED backgrounds fair just as well as higher income and education families, if children have access to books at home (Evans, Kelly, Sikora & Treiman, 2010).

In a study focusing on interventions that determined if parent involvement of children's reading activities influenced a children's reading acquisition, the results of 16 key interventions among the 1,340 subjects that participated in the study were revealed

(Sénéchal & Laura, 2008). Examples of reading acquisition components were the ability to identifying letters, sounds and words. The results indicated that parental involvement had a positive impact on students reading achievement in regards to reading acquisition (Sénéchal & Laura, 2008), in addition to creating a positive learning environment at home. An intervention that proved to be the most influential involved parents tutoring their child using specific reading activities that had a higher impact on reading achievement compared to parents who simply listened to their child read them to them (Sénéchal & Laura, 2008). An example of specific strategies would be decoding text and promoting comprehension skills. One of the recommendations from this study, based on the significance of the results, was for teachers to encourage and train parents on the most effective forms of engaging in the reading process with their child. This is an example of Epstein's Type 4, "Learning at home" of her parental involvement model that suggests educators provide information and techniques for families to support their child at home (Epstein, 1995). When parents are involved in specific activities, and are knowledgeable of the skills that engage and expose their children to reading and comprehension skills, children have a higher level of reading achievement (Sénéchal & Laura, 2008).

In one particular study, researchers investigated the dynamic between parental involvement, self-regulated learning (SRL), and reading achievement among fifth graders using data from the Early Childhood Longitudinal Study Class of 1998-1999. Six indicators were created based on behaviors and activities that promoted SRL in fifth graders. The six were identified as: 1) School Involvement, 2) TV Rules, 3) Homework Help, 4) Homework Frequency, 5) Parental Education Expectations, and 6) Extracurricular Activities (Xu, Benson, Camino & Steiner, 2010). It was found that

parents who support their children in their homework have high academic expectations, and encouraged participation in extracurricular activities, promoted students reading achievement (Xu et al., 2010). Reading achievement was defined as knowledge and proficiency in language and literacy, measured on a product and/or process (Myers, 1991). School involvement and parent expectations were rated as the greatest influencers of student achievement in reading (Xu et al., 2010). On an important note, the results of the study showed that SRL mediated the relationship between parental involvement and reading achievement (Xu et al., 2010).

Epstein's Framework for a SFCP

When schools begin to develop and create parental involvement programs they often use a guide, framework or model. One of the most widely used and commonly known is Joyce Epstein's Model of Parental Involvement (2009). It's important to note that this is not a one-size fits all approach when creating specific methods or activities for engaging parents in schools. Epstein's framework can have varying practices, based on the unique needs of the community each school serves (Epstein et al., 2009).

The basis of Epstein's model is drawn from her definition of parental involvement as schools, families and communities taking an active role in providing an environment of learning (Epstein et al., 2009). Epstein believes that the most successful families and schools share responsibilities in the achievement of a child and therefore parents and schools must work collaboratively (Epstein, 2010). The framework includes six types of involvement that focus around comprehensive and high-quality initiatives of school, family and community partnerships (Epstein, 2001). The model aids in the process of schools developing comprehensive parental involvement initiatives and also helps

researchers understand the types of engagement activities and their outcomes and how to improve practices (Epstein, 2010).

Epstein's model is used as a tool to help support the child, both at home and school and to inform educators and parents on the paths to achieving this goal (Epstein, 2010). The goal of the model is to help schools engage parents in becoming partners in their student's education (Epstein & Hollifield, 1996). One of the main reasons for using Epstein's model is that it provides a theoretical explanation of the types of parental involvement, yet also specifies what this looks like in schools, defining each type of engagement, describing example practices (see Figure 4), challenges and benefits (Epstein, 2010).

Epstein's Six Types of Parental Involvement

Type I: Parenting. Parenting is defined as the "establishment of a home environment that supports their children as students" (Epstein et al., 2009, p. 16). Teachers can provide workshops on parenting and child rearing; organize training for parents, such as GED preparation courses. Opportunities for college credit, and family literacy training assist in locating family support programs that improve health and nutrition may also be provided (Lewis, Yanghee, Juanita, 2011). This suggests an opportunity for both the parent and child to experience the importance of education. These experiences provide the parents with the tools to understand how they can help their child at home (Epstein, 2010).

There are potential challenges in encouraging parents' participation at home (Epstein, 2010). Providing information for all families in a way that fits everyone's schedule, or developing alternative ways to deliver the information could prove to be

difficult. Also, the information provided must be clearly and purposively communicated, if language is a barrier, then translators need to be involved (Epstein et al., 2009). If schools can provide opportunities for parents to learn how to support their children at home, there can be many benefits for the student, family and teacher.

Norwood, Atkinson, Tellez, & Saldana, (1997) found that children have better gains on reading and math standardized tests, and have fewer disruptive behaviors when parents are involved at home. Students also can develop positive habits, beliefs, and values learned from family members (Epstein, et al., 2002). Becoming more active at home can strengthen the relationship between parent and child, creating more trust between them (Epstein et al., 2009). Parents may also develop a better understanding of their child and development. Through engaging in activities that support parental involvement, teachers can gain a better understanding of families' backgrounds, cultures, goals, issues and opinions (Epstein, et al., 2002).

Type 2: Communicating. Epstein, (et al., 2009) defines the second component of the framework as “Having effective forms of school-to-home and home-to school communication about school programs and children’s progress.” To strengthen the communication between the parent and school, several initiatives may be implemented (Epstein et al., 2009, p.16). Teachers can offer parent conferences, at minimum once a year, and continue to have follow-up meetings. For non-English speaking parents, translators could ensure full understanding on behalf of both parties. Teachers can also send home notes/letters that address school policies, information of programs and activities within the school (Epstein, 2010). A folder of student work and other

informative content pertaining to the child can also be used as a form of communication in updating parents of their child's progress (Epstein, 2010).

Before these ideas can be effectively communicated, there are some barriers that need to be addressed. Families who do not speak English may find some of the notices or student work unreadable. Also, schools that provide information via email or Internet may not be able to reach those families who do not have those capabilities. When these challenges are addressed, and schools use the aforementioned methods, there are several benefits for the teacher, students and their family. Miedel & Reynolds (1999) found that preschoolers were less likely to be retained in special education programs up to Grade 8, when parents were more involved. Students may also experience an awareness of their own progress, and actions needed to continue their growth. Students and parents can gain a higher level of understanding of school policies on behavior, attendance, and other areas that affect their student (Epstein, et al., 2002). Parents can monitor a child's progress, and interactions with teachers may become easier because of the willingness to help (Epstein, et al., 2002). Teachers may use a more diverse way of communication and develop an understanding of family views of programs and progress (Epstein, et al., 2002).

Type 3: Volunteering at school. Volunteering at school is a form of parental involvement that is defined as "parent's help and support in the school" (Lewis, et al., 2011, p.16). Schools can encourage volunteerism among parents by sending home surveys to identify available talents, times and location of volunteers (Epstein, et al., 2002). Schools should have a dedicated space where families and volunteers can share resources (Epstein, et al., 2002). Teachers can also establish a volunteer program that

involves parents in the classrooms and a telephone tree to support communication among parents.

There are challenges to engaging parents in volunteerism. Schools can recruit volunteers widely so that *all* families know their time and talents are welcome. Also scheduling may be difficult, therefore it is necessary to develop flexible schedules for volunteers, assemblies, and events to enable parents who work during the day to participate (Epstein, et al., 2002). After these challenges are addressed, the benefits for students are an increased awareness of their parents' skills and involvement (Lewis, et al, 2011). Hill and Craft (2003) found that parental involvement of African American parents' increased parental involvement at home and improved academic behavior of their children at school. In another study, Miedel and Reynolds (1999) discovered that students' whose parents were involved in volunteering had reduced behavior problems and improved reading achievement. Volunteering also helped parents understand the role of the teacher and his duties and built self-confidence about their ability to work with staff and students (Epstein, et al., 2002). Teachers may benefit by having a lighter workload and become aware of the talents and interests of the community.

Type 4: Learning at home. Helping children at home can be another method of support the parent can offer their child (Epstein, 2010). Parental assistance of their child's learning at home is defined as "Providing information and ideas about how to help students at home with homework and other curriculum-related activities, decisions, and planning" (Epstein et al., 2009, p. 16). Both the teachers and schools can facilitate this process by providing clear and detailed information on homework policies and skills, including strategies and calendars that list homework, and other activities for the

community (Epstein, et al., 2002). During the summertime, teachers can also offer additional learning activities or programs at school to continue the development of the children.

Reaching parents and students outside of the school can be a complex task. Maintaining schedules may be difficult if multiple people are involved (Epstein, 2010). Also, in some of the aforementioned methods, children might be responsible to relay information to the parents, which the parent may or may not receive (Epstein, 2010). If the student has several teachers, a schedule of the homework and structure may vary among subjects.

It is reported that if parents help their children at home, greater benefits can be reaped compared to efforts that lack parent's help. Hoover- Dempsey et al., (2001) found that the greater parental involvement at home, the higher positive attitude towards homework, personal competence, and self-regulation the student had. Parents can also learn how to support and engage their children in learning at home (Epstein, et al., 2002).

Type 5: Decision-making. Parents participation in decision making at school can be defined as “Parents’ involvement in decision making in school through becoming leaders and representatives” (Epstein et al., 2009, p. 16). In order to support parental decision making, schools can create PTOs and PTAs, an advisory council, organize advocacy groups, encourage parents in becoming part of representatives, district-level councils and committees and “develop a network to link all families with parent representatives” (Epstein et al., 2009, p. 16). It is important to include an equal representation of parents involved in the decision making process to ensure diverse voices are heard. Parent leaders should represent all types of ethnicities and

socioeconomic statuses so every opinion and input is offered from a variety of stakeholders (Epstein, 2010).

When parents' aid in the decision making process of a school, the children may have an awareness of and appreciation for the representation of families in school decisions, and understand that student rights are protected (Epstein, et al., 2002). Sheldon and Epstein (2002) found that parents who were involved had children who experienced fewer detentions. Parents also have the opportunity to take ownership of their child's education and the school. The opportunity to share opinions and experiences and gain an understanding of school policies is also another benefit.

Type 6: Collaborating with the community. Collaboration between schools and communities can take on many forms. Epstein, (et al., 2009, p.16) defines community collaboration as "parents' connection with the resources and services in the community to strengthen school programs, family practices, and student learning and development." To strengthen the bond between the school and community, teachers can provide information on health fairs, cultural events, recreational events, social support networks, and summer programs that are available in the community (Epstein et al., 2002). Schools can identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning, development and wellbeing (Epstein et al., 2002). Challenges arise when dealing with location and issues of responsibilities, funds, staff, and locations for collaborative activities (Epstein, 2010). In addition, providing equitable opportunities for both students and families to participate in community programs may be a difficult task with highly populated areas (Epstein, 2010).

Schools that participate in collaboration with the community have students with increased skills and talents through enriched curricular and extracurricular experiences, and awareness of careers and possibilities for future prospects (Epstein, et al., 2002). In one study, students perceived their parents to have higher academic and vocational aspirations for them and received more assistance with homework (Seitsinger et al., 2008). In another study conducted by Gutman & Mcloyd (2000) children from inner-city areas who had parents explicitly involved in community resources for their extracurricular and religious activities were high achievers. Parents may also “gain knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services interactions with other families in community activities” (Epstein et al., 2009, p.16). Collaboration may develop an increased awareness of the school's role in the community and its contributions among parents. Through collaboration teachers may also gain an insight to resources and services the community may offer to the school and families (Epstein, 2010).

The transformation of education to incorporate parental involvement can be incorporated and facilitated through Epstein's Parental Involvement model. Stakeholders in education must begin to consider how the bond between the school and home can be strengthened. It is the duty of schools to put forth the effort to engage and develop the relationship between the school and community. Schools can educate both the student and their parent. The community can also offer “gifts” to school members. Bringing the parents into the students' learning is a “win, win” situation because both sides can learn and benefit from each other (Epstein, 2010).

Epstein's Framework of Six Types of Involvement Defined

	Type 1 Parenting	Type 2 Communicating	Type 3 Volunteering	Type 4 Learning at Home	Type 5 Decision Making	Type 6 Collaborating with the Community
Definition	Help all families establish home environments to support children as students.	Design effective forms of school-to-home and home-to-school communication about school programs and children's progress.	Recruit and organize parent help and support.	Provide information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions, and planning.	Include parents in school decisions, developing parent leaders and representatives.	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Figure 3. Definitions of Epstein's Six Types of Parental Involvement.

Sample Practices for Epstein's Types of Parental Involvement					
Type 1 Parenting	Type 2 Communicating	Type 3 Volunteering	Type 4 Learning at Home	Type 5 Decision Making	Type 6 Collaborating with the Community
<p>Suggestions for home conditions that support learning at each grade level:</p> <p>Parent education and other courses or training for parents (e.g., GED, college credit, family literacy).</p> <p>Family support programs to assist families with health, nutrition, and other services</p> <p>Home visits at transition points to preschool</p>	<p>Conferences with every parent at least once a year, with follow-ups as needed.</p> <p>Language translators to assist families as needed.</p> <p>Weekly or monthly folders of student work sent home for review and comments.</p> <p>Parent/student pickup of report card, with conferences on improving grades.</p> <p>Regular schedule of useful notices, memos, phone calls, newsletters, and other communication</p>	<p>School and classroom volunteer program to help teachers, administrators, students, and other parents.</p> <p>Parent room or family center for volunteer work, meetings, resources for families.</p> <p>Annual postcard survey to identify all available talents, times and locations of volunteers.</p>	<p>Information for families on skills required for students in all subjects at each grade.</p> <p>Information on homework policies and how to monitor and discuss schoolwork at home.</p> <p>Information on how to assist students to improve skills on various class and school assessments.</p> <p>Regular schedule of homework that</p>	<p>Active PTA/PTO or other parent organizations advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation.</p> <p>Independent advocacy groups to lobby and work for school reform and improvement.</p> <p>District-level councils and committees for family and community involvement.</p>	<p>Information for students and families on community health, cultural, recreational, social support, and other programs or services.</p> <p>Information on community activities that link to learning skills and talents, including summer programs for students.</p> <p>Service integration through partnerships involving school,</p>

Figure 4: Sample practices for Epstein's types of parental involvement (Adapted from Epstein, 2010).

Figure 4(cont'd.)

Epstein's Framework of Six Types of Involvement - Examples						
	Type 1 Parenting	Type 2 Communicating	Type 3 Volunteering	Type 4 Learning at Home	Type 5 Decision Making	Type 6 Collaborating with the Community
Sample Practices	Elementary, middle, and high school.	Clear information on choosing schools or courses, programs, and activities within schools.	Class parent, telephone tree, or other structures to provide all families with needed information.	Requires students to discuss and interact with families on what they are learning in class.	Information on school or local elections for school representatives.	Civic, counseling, cultural, health, recreation, and other agencies and organizations and businesses.
	Neighborhood meetings to help families understand schools and to help schools understand families.	Clear information on all school policies, programs, reforms, and transitions.	Parent patrols or other activities to aid safety and operation of school programs.	Calendars with activities for parents and students at home. Family math, science, and reading activities at school. Summer learning packets or activities.	Networks to link all families with parent representatives.	Service to the community by students, families, and school (e.g., recycling, art, music, drama, and other activities for senior or others). Participation of alumni in school activities.

Limitations of Epstein's Model

Although Epstein's model is commonly used, it is not without limitations. Some have argued that Epstein's model is derived from traditional parental involvement forms and is created for white, middle to higher income families (Fields-Smith, 2007; Freeman, 2010; Hill & Craft, 2003; Lee & Bowen, 2006). A major criticism is that the model does not include some of the cultural and collectivistic forms of involvement minority groups experience and does not capture some of the non-traditional forms of parental involvement practiced by minority parents (Trumbull, Rothstein, Quiroz, & Greenfield, 2001). Researchers Bower and Griffin, (2011), defined traditional forms of involvement as parents attending conferences, school events and volunteering at the school. Nontraditional forms were defined by parents participating in home learning, building relationships, participating in community event and parents taking ownership of some fashion in school (Bower & Griffin, 2011). Simoni and Adelman (1993) argue, through the lens of Epstein's traditional model, many minority parents do not appear to be active or involved in their child's education. Bower and Griffin (2011), suggest that this may be due to the "required investments" of the allocations of time and money from families. When parents are not able to fulfill these resources they are viewed as not highly involved in their child's education.

Bower and Griffin (2011) contend that many researches who use Epstein's model do not differentiate, or take into account, cultural, ethnic or socio-economic differences in families, instead providing a general blanket approach to engaging in parents (Tillman 2009). For example, Fields-Smith (2009) claims that in Epstein's model, African American families' advocacy for their children is not identified. One of the major forms

of involvement in their community is their participation in church, which is not accounted for in the model (Bradley, Johnson, Rawls, & Dodson-Sims, 2005).

Hill and Taylor, (2004) investigated the relationship between academic achievement and income, and how those factors influence the types of parental involvement. Hill and Taylor (2004) posit that families in poverty often face barriers such as working in hourly-paying jobs, lack of transportation and lack of child care resources that limit participating in or attending school events or volunteering. As a result, these families participate in other ways such as engaging in informal conversations about academics and behavior and unscheduled visits to the school (Freeman, 2010).

In 2007, a study was conducted investigating the understanding of parental involvement among minority groups. Study results show that when parents defined parental involvement, Latino parents stated that they found advocacy in “life participation” more than “academic involvement” (Zarate, 2007). Zarate, (2007) described life participation as being aware of a child’s life, teaching morals and values, discussing future planning or volunteering to observe school settings. Academic involvement was described as listening to a child read, attending school meetings, participating in school events, going to the library together, seeking tutoring or academic help for student needs, and asking question about homework (Zarate, 2007).

Based on the present literature and barriers to the model, the following types and examples of involvement are suggested to be added to the model (Desimone, 1999): relationship building, advocacy, setting expectations through conversations, engaging in storytelling to teach their children valuable lessons, setting structures in the home for students to be ready for school such as setting certain times for bed, waking up and

homework time, providing reward incentives for achievement in school, having disciplinary consequences for negative school behaviors, asking questions about a student's day and establishing trust with the child (Zarate, 2007).

It is important to note that Epstein supplemented her framework with redefined terms within each type in response to the reported barriers of the model, and criticisms about the limitations of her model (Desimone, 1999). For example, in Type 6- Collaborating with the community, Epstein redefines the term community to encompass a wider range of activities going beyond the neighborhood and extending through all areas within the community that engage a child in their learning and development (Epstein, 2010).

There is not a perfect system or model for every school and family to follow when it comes to engaging in parental involvement. However, it is important to identify best practices and implement evidence-based practices, including input from all stakeholders involved, as well as teachers', students' and parent's expectations of parental involvement (Epstein, 2001). In addition, the barriers cited in the literature of the model may also offer additional forms of parental involvement parents and teachers may expect.

Summary

Chapter two provided the rationale for the eight research questions of this study. From a historical perspective, parental involvement initiatives have been in existence for decades and has been at the national forefront for decades. However challenges continue to exist. Federal mandates and policies require school districts to implement parental involvement practices. Despite the reported benefits and mandates schools are challenged with creating parental involvement. Some of the reported barriers are the teacher and

student mismatch, a family's income, language barriers and the lack of teacher professional development trainings. The backgrounds of parent and teacher expectations have been discussed to better understand the surrounding influential dynamics or the topic. In addition, how parents and teachers impact a student's reading achievement has been reported in the literature review. As discussed, the theoretical framework of Epstein Six Types of Involvement provides a guide to understanding the beliefs and expectations and analyzing the relationships between the variables.

Chapter two provides an overview of the five areas reported in the literature related to parents and teacher expectations of parental involvement and how it relates to student academic achievement: (1) Historical overview of parental involvement; (2) factors related to teacher's beliefs and expectations of parental involvement; (3) factors related to parent's beliefs and expectations of parental involvement; and (4) Epstein's Framework of Parental Involvement (six types), including an in-depth description and limitations. Chapter three will describe the methodologies utilized to conduct this study.

III. METHODOLOGY

Introduction

The methodology chapter includes the research design, sample characteristics, instrumentation, data collection, and data analysis procedures. This quantitative correlational study has two primary objectives. These are: (1) to examine the beliefs and expectations of parental involvement on the part of both teachers and parents in three Title I elementary schools located in central Texas, and (2) to explore how these attitudes correlate to a student's academic reading achievement based on the reading portion of the State of Texas Assessments of Academic Readiness exam (STAAR).

For objective (1) the independent variables of parent and teacher beliefs and expectations were assessed through a likert-scale survey based on six dimensions of Epstein's Parental Involvement Framework for a SFCP. Academic achievement, objective (2) was measured through data from students' Reading STAAR scores.

The statistical approach used to interpret the data was a quantitative correlational study design. Statistical Package for the Social Sciences (SPSS) (v. 18, Chicago, Illinois, 2009) software was used for both descriptive and correlational analyses of socio-demographic, survey data, and assessment scores to answer the following research questions:

Research Question 1: What is the relationship between teachers' beliefs about parental involvement and student academic achievement as measured by Reading STAAR scores?

Research Question 2: What is the relationship between teachers' expectations about their role in parental involvement and student academic achievement as measured by Reading STAAR scores?

Research Question 3: What is the relationship between parents' expectations about their role in parental involvement and student academic achievement measured by Reading STAAR scores?

Research Question 4: What is the relationship between parents' beliefs about parental involvement and student academic achievement measured by Reading STAAR scores?

Research Question 5: Is there a relationship between teachers' and parents' beliefs of parental involvement?

Research Question 6: Is there a relationship between teachers' and parents' expectations of parental involvement?

Research Question 7: Is the relationship between parent beliefs and academic achievement moderated by parent demographics?

Research Question 8: Is the relationship between parent expectations and academic achievement moderated by parent demographics?

Overview of the Analytic Method

The purpose of correlational research is to examine the relationship between two or more quantitative variables and their implications for cause and effect within a naturally occurring phenomenon such as in a school-educational setting (Fraenkel & Wallen, 2009). Correlational research investigates the degree to which one or more relationships exist within a study and identifies variables that will positively predict

outcomes (Fraenkel & Wallen, 2009). If a relationship exists, the aim is to establish a regression equation that can be used to make predictions for the population of interest (Simon, 2011). This type of research is used to help researchers make predictions about relationships of variables based on data; evidence and causality cannot be inferred, only the degree to which a relationship exists (Fraenkel & Wallen, 2009). Contrasted with experimental research study design, the scores for variables are only measured without any manipulation of any variable in order to determine if a correlation exists within its natural setting (Fraenkel & Wallen, 2009). The degree to which the quantitative variables in a study are related is measured using a correlation coefficient (Fraenkel & Wallen, 2009).

A quantitative, correlational study design serves as the analytic method in this investigation, measuring the correlation between the independent variables (teachers' and parents' beliefs and expectations) and dependent variables (students' reading achievement scores). Thus, this statistical approach was used to analyze the associative relationships between the independent variables based on the six dimensions of parental involvement (Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community) measured through parent and teacher surveys and the dependent variable of student achievement scores as measured through the Reading STAAR. In addition, the demographic variables of parents and teachers was tested as a moderator and consisted of the exogenous independent variables of race/ethnicity (White, non-Hispanic, Hispanic/Latino, African American and other), sex (male and female), age (years), level of education (total years completed). Moreover, teachers were asked about their teaching experience (total number of years), number of

years at their current campus and parents were questioned about their family structure, sex and SES. For demographic data analysis, a linear regression analysis was conducted which will be discussed in the following chapter.

If an association is found between two or more variables, the scores within a certain range of a variable are linked with the other variable's scores (Fraenkel & Wallen, 2009). Through statistical analysis, the association between variables can be measured by direction and strength to determine if a relationship exists. There are three types of directions an association between variables may possibly have: positive correlation, negative correlation or no relationship within a range between -1 and +1.

A positive correlation is indicated when high values of one variable correspond with high values of the comparing variable or when low values of one variable happen with low values of another variable (Hurlburt, 2006). A negative correlation is described when high values of one variable tend to occur with low values of the other variable and when low values of one variable tend to occur with high values of another variable (Hurlburt, 2006). No relationship exists when values of one variable do not correlate with high or low values but instead are unpredictable indicating little if any association.

The correlational coefficient, Pearson's r , is used when data sets measured at the interval or ratio level (Fraenkel & Wallen, 2009). In this particular study, Pearson's r is the most appropriate fit because measurement of beliefs and expectations of teachers and parents utilize a likert scaled survey (independent variables) and student achievement is measured using interval scores on a reading assessment (dependent variable). As the correlation coefficient moves toward either -1 or +1, the negative or positive associative relationship gets stronger (Simon, 2011). Commonly, data for the associative variables

are reported through a scatter plot diagram with the values of the correlation coefficient. This visual representation helps with the interpretation and understanding of the reported scores. In the diagram, if r is positive (+1), the direction of the slope is uphill (from left to right), and if r is negative (-1) the direction of the slope is downhill (from left to right) (Fraenkel & Wallen, 2009).

If the values of the correlation coefficients on the diagram are neither uphill or downhill and its direction undeterminable, r is assumed to be 0 indicating no association between the variables. If the value is -1 or +1, this indicates perfect correlation between the variables. Values in-between -1 or +1 carry a range of importance for determining the weight of the correlation. According to Fraenkel & Wallen (2009), correlation coefficients below .35 only show a slight degree of association; correlations between .4 and .6 may have theoretical or practical value; values of .65 are reasonably accurate for making predictions; correlations over .85 indicate a close relationship with highly correlated variables and are useful in predicting individual performance such as student achievement.

Key Terms

Correlation coefficient: Indicates the degree to which two quantitative variables are related by a decimal number between -1 and + 1 (Fraenkel & Wallen, 2009).

Correlational research. To examine the relationship between two or more quantitative variables and they're implications for cause and effect within a natural occurring phenomena such as in a school-educational setting (Fraenkel & Wallen, 2009).

Exogenous variable. “A variable not being explained by a causal model, whose variable is accounted for by other variables outside the models; also referred to as an independent variable” (Mertler & Vannatta, 2010, p. 343).

Internal Consistency. The measure of reliability of an instrument where there is cohesiveness or interrelatedness among the items (Isaac & Michael, 1995).

Mediator. An independent variable that has an indirect causal effect on a dependent variable (Preacher, Rucker, & Hayes, 2007).

Moderator. A variable that has an effect on the relationship strength between two other variables (Preacher, Rucker, & Hayes, 2007).

Pearson’s Correlation Coefficient (r). A statistical calculation used when there are data sets measured in the interval or ratio level and measures the strength of the associated relationship between the variables (Fraenkel & Wallen, 2009).

Reliability. The accuracy of a measurement tool to produce stable and consistent results (Isaac & Michael, 1995).

Validity. Indicates the degree to which the test measures what is purported to measure (Isaac & Michael, 1995).

Population and Sample

The convenience sample for this study was obtained from a population of students residing in a 5A school district with a mix of rural and suburban neighborhoods in Texas. The district consists of 14 schools: one high school, three middle schools, eight elementary schools, and two alternative schools. These schools were selected based on the schools’ Title I status and because the researcher had access to these schools as an employee. The total enrollment, according to the 2013-2014 district PEIMS (Public

Education Information Management System) report was 11,300 students in grades k-12. From this population, a sample from three elementary schools of students in grades 3-5 was selected. All 14 schools in the district receive Title I funds, and 85% of eligible students receive free or reduced lunch. More specifically, Schools 1, 2, and 3 have 85%, 86% and 88% of student receiving free or reduced lunch, respectively. This SES statistic was used as an observable variable as cited in the literature, as an association between the level of parental involvement and student achievement. The school wide samples are representative of the population of the district and therefore share many of the same characteristics of demographics.

Sampling Protocol/Procedures

The researcher met with the principal and teachers at each grade level (3rd-5th) to discuss the background and expectations of the study. Both principals and teachers received a detailed timeline of the description of each required item (surveys, student data) and the due dates. Teachers received an identification code to access their consent form and survey online. Students received a paper-based consent form and survey to take home to their parents during the second semester of the academic school year. A coded data system was implemented in order to protect the confidentiality and anonymity of each participant. Each school was assigned a number, one, two or three respectively. Each approved, consenting teacher was assigned a letter (A-Z) and consenting students/parents a number (1-900). The school number, teachers and student/parent followed these letters and numbers. For example (school) 1, (teacher) A, (student 1), 1A1. Students and parents received the same number with the only difference in the last letter. Each letter corresponded to a teacher and their survey; each number corresponded

to the student reading achievement score and their parents' survey. The last letter was coded with an "S" for student score and "P" for parent survey. For example 1A1S and 1A1P. These data sets consisting of the student, their teacher and parent were combined into a single data file based on an assigned teacher letter and student number.

Data Source

Data of the STAAR reading test for the 3rd-5th-grade student sample (n=575) were provided by the school district and the Texas Academic Performance Report (TAPR). Teachers' and parents' beliefs and expectations of parental involvement data based on Epstein's six dimensions of parental involvement were collected through surveys. Data collected from the three elementary schools within the district consisted of data from 579 students (STAAR Reading scores), 579 parents (Survey), and 48 teachers (Survey). This sample size of teachers, parents and students allows for attrition during the data screening with minimal influence. The next section describes the measured variables within this correlational study that addresses all three-research questions.

Variables in the Study

The independent variables are the beliefs and expectations teachers and parents possess based on the six types of Epstein's Parental Involvement Types (Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community). The dependent variables consist of the types of involvement parents expect and student's achievement scores on the reading state assessment. In the following section, the variables relating to each participant are described:

For teachers: Independent variables: Beliefs and expectations of parental involvement. Demographic variables: Race/ethnicity (Asian-American; Black or of

African American; White or Caucasian; Hispanic or Latino; Other), sex (male and female), age (years), level of education (total years completed), teaching experience (total of years of teaching), and number of years of experience teaching at their school.

Demographic variables were assessed to determine if these factors act as moderators within the model in the relationship between a teachers' beliefs and expectations of parental involvement and student achievement.

For parents: Beliefs and expectations of parental involvement (independent variable). Demographic variables: Race/ethnicity (White, non-Hispanic, Hispanic/Latino, African Americans, and Other), Sex (male and female), level of education (total years of schools completed), family structure (single parent, both parents, grandparents), and age (years). These variables were assessed to determine if they act as moderators of what parents' beliefs and expectations of parental involvement.

For students: Race/ethnicity (White, non-Hispanic, Hispanic/Latino, African Americans, and Other); sex (male and female); grade level SES (free or reduced lunch program status for child) and student achievement scores on the Reading STAAR as assigned by the school district in compliance with TEA.

Variable Measurement Characteristics

The following coding by data type was used for the variables included in the teacher and parent-related surveys instruments:

Likert scale: (1= SA: Strongly Agree; 2= A: Agree; 3= D: Disagree; 4= SD: Strongly Disagree) and (1=Not Important, 2=A Little Important, 3= Pretty Important, 4= Very Important), representing an ordinal data set.

Demographic variables for teachers and parents were also included on each of the survey instruments. Raw data collected from the surveys were coded for the following data types:

- Sex– (1= male, 2= female), nominal data set.
Age– (1= 20-30; 2= 31-40; 3= 41-50; 4= 51-60; 5= 61+), ordinal data set.
- Ethnicity– (1 = Asian-American; 2 = Black or of African American; 3 = White or Caucasian; 4 = Hispanic or Latino; 5 = Other), nominal data set.
- Level of Education Achieved– (1= Some high school diploma/GED; 2= High School Diploma/GED; 3= Some college; 4= Vocational School/Technical College; 5= College degree; 6=Graduate degree or credits), nominal data set.

Demographic data for parents only:

- How many parents/guardians live in the household of the student? – (1= Single Parent home; 2= Two Parent Home), nominal data set.

Demographic data for teachers only:

- Number of years of teaching experience– (1= 0-3; 2= 3-5; 3= 6-10; 4= 11-15; 5= 16-20; 6= 21+), ordinal data set.
- Number of years teaching at their particular school– (1= 0-3; 2= 3-5; 3= 6-10; 4= 11-15; 5= 16-20; 6= 21+), ordinal data set.

Demographic data for students only:

- Socioeconomic status determined by qualification of Free or Reduced Lunch – (1= Yes, 2= No), nominal data set.

Instrumentation

Two main instruments were used to collect data on parents' and teacher's beliefs and expectations of parental involvement and their student's academic reading achievement scores. Surveys were administered to teachers and parents in order to collect data of their perception of parental involvement. The surveys are based on Epstein's Six Types of Parental Involvement (Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community).

Teacher Survey Description

The teacher survey was comprised of two questionnaires derived from the *School and Family Partnerships: Questionnaires for Teachers and Parents in Elementary and Middle Grades Teachers* (Epstein & Sheldon, 1993). Teachers (n=47) from three Title I elementary school will answer a total of 44 questions through an survey online. As aforementioned, teachers will use an assigned code received from the researcher to access the online survey. The survey measures three central concepts including sub concepts: 1) Teachers' beliefs about parental involvement (sub concept: beliefs about their practices and philosophical beliefs in parental involvement initiatives); 2) Teachers' expectations of what their role should be in parental involvement initiatives (sub concepts: expectation for their role in supporting student learning at home; role in collaborating with the (school and family) community; role in communication about student progress); and 3) demographic information. Specifically, survey question numbers 1-18 measure the beliefs of parental involvement (e.g. *Parent involvement is important for a good school; Most parents know how to help their children on schoolwork at home; Every family has some strengths that could be tapped to increase student success in school*). Teacher

responses to the beliefs of parental involvement consist of the subjects answering questions based on Epstein's six types of involvement on a Likert scale (4=Strongly Agree, 3=Agree, 2=Disagree, and 1=Strongly Disagree). The responses were then scored and tested for a correlation with their student's achievement scores through Pearson's r and the strength and direction of the correlation were assessed.

The second component of the teacher survey consists of questions 19-36 which measures the expectations teachers have for their participation in parental involvement initiatives (e.g. *Have a conference with each of my students' parents at least once a year; Attend evening meetings, performances, and workshops at school; Inform parents when their children do something well or improve*). Teacher responses to these expectations for their role in parental involvement consist of the subjects answering questions based on Epstein's six types of involvement on a Likert scale (1=Not Important, 2=A Little Important, 3= Pretty Important, 4= Very Important). The responses were scored and tested for a correlation with their student's achievement scores through Pearson's r and the strength and direction of the correlation were assessed.

In order to account for possible omissions in the survey and to provide an opportunity for feedback from the subject, question number 37 is an open ended question, asking for their written opinion of *what is the most successful practice to involve parents that you have used or that you have heard about?* Data from this question were coded for themes and patterns and were reported in the result section and were not part of the correlational analysis.

The last section of the teacher survey asks question numbers (38-44) about their socio-demographic information including their sex, age, level of education, ethnicity,

total years of teaching experience, years of teaching experience at their particular school. Responses were measured through a multiple-choice format. The raw data were coded into the data types as discussed in the next sections.

These data were modeled to test if these variables serve as moderators between the variables of teachers' beliefs and expectations of parental involvement and student achievement on the Reading STAAR. A moderator is variable that affects the direction and strength between the two variables were analyzed to measure the value of influence. Demographic variables may contribute to this study as it may offer response patterns from various subgroups of teachers and families, which provide a deeper understanding of school involvement initiatives (1993).

Parent Survey

The parent questionnaire consists of three components of the surveys from the *Parent Survey of Family and Community Involvement in the Elementary and Middle Grades* (Epstein, & Salinas, 1993; Epstein & Sheldon, 2007). Surveys administered to parents consist of a total of 53 questions via paper and pencil in both English and Spanish. The purpose of the survey is to measure four variables and their associations with teacher variables and students' academic achievement in reading: 1) Parents' perception about school quality; 2) parents' perceptions of how well a teacher involves them in parental involvement initiatives; 3) parents' expectations (Predictor variable) for their role in parental involvement initiatives (supporting student learning at home, collaborating with the community (school and family), and communication about student progress) and 4) measure of the parent socio-demographic information (*i.e. sex, age, family structure, ethnicity, formal schooling*).

1) Parent beliefs about parental involvement, specifically their opinion about school involvement initiatives at their school and how confident they were in engaging in such initiatives; 2) parents' expectations for themselves in their role in parental involvement initiatives; 3) a measure of the parent socio-demographic information (*i.e. sex, age, family structure, ethnicity, formal schooling*).

The first measure is evaluated based on questions (1-4) in the parent survey. Questions (1-4) (e.g. *This is a very good school; I feel welcome at the school; I get along well with my child's teacher*) involve investigating teachers' philosophical beliefs about parental involvement and how a parent perceives the quality of their school to be. These set of questions also examine how a teacher's beliefs influence their practices, which shape the school's quality. Parent responses to these beliefs consist of analysis based on a Likert scale (*4=Strongly Agree, 3=Agree, 2= Disagree, 1= Strongly Disagree*).

The second measure is evaluated based on questions (5-21) (e.g. *Help me understand my child's stage of development; Explains how to check my child's homework; Provides information on community services that I may want to attend with my child*). This set of items measures parents' perceptions (beliefs) about how well a teacher involves them in parental involvement initiatives. Responses to these items and analysis of these data will provide insight of a parent's perception of how well the teacher involves them in major types (Epstein & Sheldon, 1993) of parental involvement and the purpose is to find patterns of what parents think of the school's programs. Parent responses to these expectations consist of analysis based on a Likert scale (*4=Well, 3=OK, 2= Poorly, 1= Never*).

The third section is evaluated based on questions (22-46) and measures a parents' expectation of their role in parental involvement initiatives. Specifically, expectations in three different areas were measured: supporting student learning at home, collaborating with the community (school and family), and communication about student progress. These survey items are directly linked to Epstein's theoretical framework of the three spheres of influence: School, Family, and Community and offers an analysis between the differences and similarities between parent and teacher expectations as well as their association with student achievement in reading. This information will help to clarify the understanding of important phenomena through the identification of relationships. Parent responses to these expectations consist of analysis based on a Likert scale (*4=Strongly Agree, 3=Agree, 2= Disagree, 1= Strongly Disagree*).

In an attempt to measure the most valuable forms of parent involvement, question (#47) is an open-ended question asking for the opinion of the parent in their own words to write what is the most important way you they can be involved in their child's education. Similarly, to the open-ended question in the teacher survey, parents will have an opportunity to write their response to the most effective type parental involvement for them to be involved in a manner that may or may not be listed in the survey. Data from this question were coded for themes and patterns and reported in the results section of this present study.

The last section of the teacher survey asks question numbers (48-52) about their socio-demographic information including their sex, age, ethnicity, family structure and level of education. The purpose of asking these questions is to determine if these variables, similarly to the teacher demographic variables serve as moderators between the

variables of parent's beliefs and expectations of parental involvement and student achievement on the Reading STAAR. Responses were measured through a multiple-choice format. These raw data were coded into the data types as discussed in the next sections.

This information was measured to determine if these variables serve as moderators between the variables of parents' beliefs and expectations of parental involvement and student achievement on the Reading STAAR. Demographic variables may contribute to this study as it may offer response patterns from various subgroups of teachers and families, which provide a deeper understanding of school involvement initiatives (1993).

Reliability and Validity of Instruments

A critical component when conducting or designing a study is ensuring that the instruments utilized in the research are both valid and reliable then related data. If variables from an instrument are not proven to be valid and reliable, then related data and results could be jeopardized as its foundational measurements may not be reliable or measure what is intended to be assessed. Therefore, ensuring that reliable psychometrics for instruments are utilized is essential to a study.

The instruments used in this study were derived from the *School and Family Partnership Surveys of Teachers and Parents in the Elementary and Middle Grades* created at The Johns Hopkins University Center on Families, Communities, Schools & Children's Learning (Epstein & Salinas, 1993). The original surveys were published in 1993 and later updated in 2007 with new reliability scales. Survey items for the teacher and parent survey were based on Epstein's Six Types of Involvement for a SFCP

(Epstein, 1996). The survey scales were based on data from a research sample inclusive of 243 teachers and 2,115 parents from fifteen economically diverse elementary and middle schools in Baltimore, Maryland for the original 1993 survey (Epstein & Salinas, 1993).

According to Epstein and Salinas (1993), the reliability of a scale can be reported in terms of the internal consistency of scores on items that suggest measuring the same concept, in other words, the extent to which items on the survey instrument are measuring the same thing. Both the teacher and parent surveys consist of Likert-type item questions and therefore the Cronbach's alpha (α) formula was utilized by researchers to address the question of reliability. Cronbach's alpha is commonly used to measure internal consistency, or reliability, in a survey instrument. The alpha reliability reviews the intercorrelation of a set of items of an instrument and accounts for variations in responses to the items (Epstein & Salinas, 1993).

The researchers (Epstein & Salinas, 1993) took several measures to ensure the survey instruments are valid and reliable. Using SPSS, researchers used The Reliability Statistical procedure to analyze the means and variables of each survey item, inter-item correlations, scale statistics, and an item-to-total statistics explaining the effect on the internal reliability and alpha coefficient measurement of the scale when one or more items was deleted (Epstein & Salinas, 1993). The researchers used the statistical analysis to remove weak items and to ensure the most effective and highly reliable scale items were produced.

The teacher and parent surveys utilized in this study included reliabilities of the teacher and parent scales ranging from ($\alpha = .72$) to ($\alpha = .89$). The researcher notes that

alpha (α) is a reliability estimate due to possible measurement error or threats to validity associated with survey measures (Epstein & Salinas, 1993). Possible α scores can range from 0 to 1. The higher or closer the score is to 1, the more reliable the scale, and the greater the likelihood the variance is consistent. Scores close to 0, indicate inconsistencies in variance, and indicate the scale is less reliable. Accordingly to Nunnally (1978), 0.7 is an acceptable reliability coefficient to utilize in research studies and analysis however, lower thresholds are sometimes used in the social sciences. Due to the high alpha reliability of the scales implemented in this study, the surveys administered to both teachers and parents are highly reliable and variance is consistent among scale items.

Reliability of Teacher Survey

In the measurement of the teachers' beliefs section of the parental involvement survey used in this study, questions 1-18 consisted of a reliability coefficient of .72 based on $n=241$ teachers for 11 of the 18 items. Seven of these items were added based on previous analysis of survey data and were updated by the researchers (Epstein & Salinas, 1993). The researchers posit that these items were added to include a higher coverage of the targeted content and practice measurements and therefore should increase the internal validity of the scales (Epstein & Salinas, 1993). Questions 19-36 measure the expectations teachers have for their role in parental involvement initiatives at their school. The 18 item survey has a reliability coefficient of .89 based on a sample size of $n=235$ teachers from both elementary and middle school grade levels. Based on the alpha reliability scale, the survey with combined scales consists of a mid-to high- internal consistency score to support that this instrument is reliable.

Reliability of Parent Survey

Questions (#1-4) measures a parent's extent to which they believe about the school's overall quality and if they believe their child attends a good school. School climate consists of four items with a Cronbach's Alpha of .88 based on a sample size of 399 parents. Questions (#5-21), consisting of 16 questions assess the extent to which how well a teacher involves them in parental involvement initiatives at the school. The reliability of the items are broken down in five different measurements by the researcher (Epstein, et al., 2002). Questions (#7, 14, 16, 17, and 19) have a Cronbach's Alpha of .841 based on five items and a sample size of 395 parents. These items focus on specific invitations from the teacher in parental involvement initiatives. The second sets of questions (#5, 6, 10, 11, 12, 18, and 21) have a Cronbach's Alpha of .873 based on a sample size of 376 (Epstein & Sheldon, 2007). These questions focus on how well the school communicates information about the child's progress in school. The next two items (#15 and 8) focuses on how well the school encourages parent-child interactions on homework and has a Cronbach's Alpha of .649 based on a sample size of 386 parents and two items. The last two items (#13, 20) focus on how well the teacher connects the parent with the community. The Cronbach's Alpha is .737 and is based on a sample size of 407 parents.

The last section of the parent survey measures a parent's expectation about their role in parental involvement in questions (#22-46). The reliability report is broken down in a few different categories. The first survey items (#22-31) measure the extent to which a parent believes they should be involved in their child's education. The Cronbach's Alpha is .882 and was based on a sample size of 396 parents. Questions (#33, 37, 40, and

45) have a Cronbach's Alpha of .763 based on 404 parents. Questions (#32, 35, 36, 38, 39, 41, 42, 43, 44, 46) have a Cronbach's Alpha of .897 based on a sample size of 392 parents. Reviewing all of the surveys, the combined alpha reliabilities are scored at .8 or greater; therefore, these instruments are measured to be a reliable survey.

Content Validity of Surveys

Content validity addresses the alignment between test questions and the content area they are intended to measure (American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 1999). Validity of a measurement can be measured in a variety of ways. For this study, evidence is collected based on items implemented in this study have been used: 1) by other expert researchers in the field many with over 20 years of research experience; 2) published in peer reviewed journal articles and national studies; and 3) the surveys are based on years of research from Joyce Epstein of Johns Hopkins University and her framework of six types of parental involvement for a SFCP (Epstein, 2010). This framework assists educators in developing school-family partnership programs, and it addresses the multiple contexts that influence children's development (Becker & Epstein, 1982; Epstein, 1986; Epstein & Dauber, 1991, 1993; Sheldon, 2006, 2007; Sheldon, & Epstein, 2007; Hoover-Dempsey, Bassler, & Brissie, 1992; Hoover-Dempsey, & Sandler, 1995, 1997; Sheldon, 2002; Walker, Wilkins, Dallaire, Sandler, & Hoover-Dempsey, 2005). While these particular surveys instruments have not been implemented in the current district where the study occurs, the surveys were conducted in similar demographic areas in CLED communities.

Multiple studies were used to develop, supplement and refine the teacher and parent surveys from the *School and Family Partnership Surveys of Teachers and Parents in the Elementary and Middle Grades*. The studies related to the surveys used in this study are related to the attitudes, practices and expectations of parental involvement from a teacher and parents' perspective based on the aforementioned survey.

For example, Dauber and Epstein (1993), used data from 2,317 inner-city parents in Baltimore to examine how parents in economically disadvantaged communities report the ways in which they are involved in their child's education or wish to be and to compare their level of involvement in children in elementary and middle school grades. Findings were reported that a parent's level of involvement is directly linked to a teacher and school's practices and initiatives to encourage parents to engage and support their child's learning. Also reported were school practices that promoted a parents involvement showed to be more of an indicator for a parents' involvement when compared to a parents education, family structure, marital status and grade level.

In another study, Epstein and Dauber (1991) examined 171 teachers, eight elementary and middle schools to investigate the relationship between school parental involvement initiatives, teachers' attitudes and practices to involve parents (Epstein & Dauber, 1991). This study, provides supporting evidence of the content and construct validity of both the surveys from the *School and Family Partnership Surveys of Teachers and Parents in the Elementary and Middle Grades* and Epstein's typology framework.

Teachers' attitudes and practices of parental involvement were measured from 171 teachers in five elementary and three middle schools from economically distressed areas. Teacher representatives received a three-year grant to receive trainings and support

on parent involvement initiatives. Teacher leaders from each school attended trainings during the summertime and were provided information about the background of teacher's attitudes and practices. Teachers were paid to help write questionnaires and implement the surveys to other teachers and parents through a paid grant. Based on the results of these surveys, teachers created parental involvement activities in response to the results. Teachers were provided with non-clinical summaries of their survey data to understand the strengths and weaknesses of parental involvement at their school. The aim of the three-year study and grant was to help design, conduct, evaluate and explain parental involvement practices and activities in order to support student's achievement (Epstein and Dauber, 1991).

Researchers administered a teacher questionnaire which consisted of 100 items investigating about teachers' attitudes toward parental involvement; methods of communication from home to school and school to home; use of school volunteers; strength of implementation of the five types of involvement and their respective practices; teachers' expectations of parental involvement; open-ended responses about involvement practices and other demographic information such as a teacher's teaching experience, number of students and subject taught (Epstein & Dauber, 1991).

Results of the survey (n=171 teachers) indicated each of the eight schools strengths and areas of concern on the five types of parental involvement. Schools utilized this information to develop future parental involvement initiatives and practices and understand patterns and associations of teacher attitudes about parent involvement and their actual practices (Epstein & Dauber, 1991). For example, one of the reported findings was teachers with more positive attitudes toward parental involvement placed

more of a value of benefit of meeting and communicating with parents and a more positive attitude was associated with involving “hard to reach” parents ($r = .383$).

Based on earlier studies and reviews, Epstein, suggests five major types of involvement to develop a SFCP (Epstein, 1987a): (1) Basic obligations of families, (2) Basic obligations of schools, (3). Involvement at school, (4) Involvement in learning activities at home, and (5) Involvement in decision-making. Epstein’s original framework of parental involvement was based on five instead and later redefined with six typologies. In this study she introduces the importance type 6 (Collaborating with the community) but does not implement this category in the study.

Epstein and Dauber (1991) posit that research on the framework of five types of parental involvement for a SFCP, provides evidence of its validity and a study of a large sample of parenting incorporating the five types of involvement had moderate to high internal reliabilities ranging from .58 to .81 (Dauber & Epstein, 1989). Dauber and Epstein (1991, p. 294) also report that analyses from this study “indicate clear connections between specific school programs and teachers’ practices of the same type.” For example, a teacher's practices of communication with his parents were associated significantly with the strength of the school communication program ($r = .154$) (Epstein & Dauber, 1991).

Data collected from previous studies were used to study the design and the effectiveness of each type. To further the examination of the framework, this study provides reports from teachers about the five types of involvement in school involvement initiatives (Epstein & Dauber, 1991). The results of the study added to the validation of Epstein’s five types of involvement (currently six types) (Dauber & Epstein, 1991).

Dauber and Epstein (1991) suggest that schools that implement the five types of involvement framework support parents and students at home by developing conditions for learning, possess a bidirectional communication system between home and school, have productive volunteers, include the perspective of parents and student on school based decisions and both the home and school are seen as sharing a responsibility for student learning.

Researchers argued that while this study was beneficial to contributing to the understanding of teacher's practices for each of these schools, it was missing the perspective of the parent, a vital component to developing parental involvement initiatives.

Dauber and Epstein (1993) expanded the aforementioned study to investigate n=2, 317 parents' attitudes and practices of involvement in eight inner-city elementary and middle schools. The administered questionnaire consisted of 75 items measuring parents' attitudes about their child's school, types and frequencies of practices of parental involvement at home, how to support their child in certain subject areas, their perceptions the way school involves them and their recommendations to schools and their involvement initiatives (Dauber & Epstein, 1993). The survey also consisted of demographic and personal information such as a parents level of education, family size and the times best times to they prefer to meet with their child's teacher. Each of the scale items and their type of measurement are reported in Table 13 as reported in the study (Dauber & Epstein, 1993).

Table 13*Measures of Parental Involvement and Attitudes*

	Measures of Parent Involvement and Attitudes		
	# Items	Mean	Reliability
Parent involvement at the school	5 items	2.36	.69
Parent involvement with homework	5 items	3.54	.63
Parent involvement in reading activities at home	4 items	3.00	.58
Total parent involvement	18 items	3.07	.81
Parent attitudes toward the school	6 items	3.29	.75
School practices to communicate with parents and involve them at the school	5 items	2.35	.71
School Practices to involve parents at home	4 items	2.04	.81
Total school program to involve parents	9 items	2.21	.81

Some of the reported findings related to parents' attitudes about parental involvement were that overall they believed that their children a welcoming school with caring teachers (Dauber & Epstein, 1993). Parents' attitudes about the quality of their school were highly correlated with the schools practices to involve parents (.346). When schools create and implement ways to involve parents, the ratings from parents were more positive. Also, parents from all eight schools wanted to learn more about how to help their child in their schooling and believed that the school needed to develop and strengthen their parental involvement initiatives.

The National Center for Education Statistics (Vaden-Kiernan, Chandler, Westat, Inc., 1996) conducted a National Household Education Survey in 1996. The aim of the study was to examine a parent's perspective of their child's school practices in regards to parent involvement and rate their experience. The questions for this survey utilized questions from the Epstein & Salinas (1993) questionnaires. The questions addressed the various types of involvement based on Epstein's framework for parental involvement. Data was collected by phone interviews from nearly 16, 151 parents of children from preschool to 12th grade. While most parents rated each school practices as "Very well," the results of this study reported the strengths and areas to improve to increase parental involvement initiatives based on parents' perspectives.

In another study, conducted by Hoover Dempsey, Walker, Jones, & Reed (2002), researchers investigated a teacher's beliefs about parental involvement and adapted two scales (Epstein, Salinas & Horsey, 1994) both of which were utilized for this study: 1) Teachers' belief about parental involvement (Alpha reliability .65-pre-test; .75-post-test) and 2) Teachers' beliefs about the Importance of Specific Parent Involvement Strategies adapted from

In this scale, 14 of the 16 questions derived from Epstein's work. Ten questions were derived from Epstein et al., (1994) and four were based from Epstein's (1986) work of 12 types of learning activities at home that teachers can encourage. Alpha reliability as reported in Hoover-Dempsey et al. (2002) was .65-pre-test; .75-post-test for these survey scales, determining that the scales utilized in this study are highly reliable and based on content that measures the specific content intended.

Teacher Beliefs about the Importance of Specific Parent Involvement Strategies: reported in Hoover-Dempsey et al. (2002). Items 1-10 are based on Epstein, Salinas & Horsey (1994); items 11-14 are based on Epstein (1986); item 15 is from Stipek (personal communication, 1998); item 16 was taken from evaluation of a local early intervention program (see Hoover-Dempsey, et al., 2002). Alpha reliability as reported in Hoover-Dempsey et al. (2002) = .90 (pre-test), .94 (post-test).

The statistical analysis and findings from this study are examples of verifying the content validity of the *School and Family Partnership Surveys of Teachers and Parents in the Elementary and Middle Grades* as used in these two aforementioned studies and others cited. Construct validity was determined by internal consistency and content validity. Because these surveys were not developed with national studies, the researcher will also conduct reliability and validity analyses to compare with Epstein's and associates findings. The survey has been implemented in multiple studies by a variety of experts and has been developed over a 20-year time frame to continue to refine the original survey work.

State of Texas Assessments of Academic Readiness (STAAR)

The final piece of data that was collected in this study is the student achievement component. In the spring of 2014, 3rd, 4th and 5th grade students took the STAAR Reading Assessment and the results were reported at the end of the academic year. Reading achievement data were collected from 579 students through the TAPR reported by the Texas Education Agency.

Recently, in 2012 a new state accountability test was adopted titled the State of Texas Assessments of Academic Readiness (STAAR) and replaced the Texas

Assessment of Knowledge and Skills (TAKS). The primary goal for STAAR is to increase the level of rigor of the state assessment in order to prepare students with 21st skills (TEA, 2013). For elementary level grades (k-5), the STAAR assessment is administered for students in grades 3-5. In all three-grade levels, reading and mathematics is tested and writing is testing at the 4th grade level and science at the 5th. The aim of this study is to use data from the Reading STAAR scores from students in grades 3-5 (n=579) in three elementary schools. There are three performance categories used to score the STAAR assessments: Level III- Advance Academic Performance, Level II-Satisfactory Academic Performance, and Level I-Unsatisfactory Academic Performance. Level III is the highest performance achievable and is described by TEA (2012c), as the student being ready for the next grade level or course with little to no academic intervention to be successful, is able to demonstrate the assessed knowledge and skills in a *variety* of contexts (TEA, 2012c). Level II is considered the passing standard, students in this category are described as being prepared for the next grade level but may need some level of academic intervention to be successful in the next grade level and are able to apply the tested knowledge and skills in *familiar* contexts (TEA, 2012c). Level I is defined as students not meeting the passing expectation thus indicating that they may not be adequately prepared for the next grade level. Students who earn a Level I *do not demonstrate* a satisfactory understanding of the assessed knowledge and skills and are predicted by TEA (2012c) to be unlikely to succeed in the next grade level without a substantial and consistent academic intervention.

The process for creating each of the three STAAR standards (Level III, II, I) uses a nine-step process. TEA (2012c) reports that the following steps were utilized for the

STAAR performance standards: 1) Conduct validity and linking studies; 2) Develop performance labels and policy definitions; 3) Develop grade/course specific performance level descriptors; 4) Policy committee; 5) Standard-setting committee; 6) Reasonableness review; 7) Approval of performance standards; 8) Implementation of performance standards; and 9) Review of performance standards. This process is designed to align assessments with the performance standards and provide indicators of the level of achievement and success of the degree of preparedness for the next grade level or course (TEA, 2013). Performance standards are set with this aim; TEA (2013) posits that the empirical evidence validates the implementation of the standards used to assess level achievement. In addition, an empirical evidence-based standard-setting approach incorporates empirical evidence with the STAAR performance setting process (Beimers, Way, McClary, & Miles, 2012; O'Malley, Keng, & Miles, 2011). This combination of methods involved the incorporation of expertise of content experts and measurement specialist, and fulfills the requirement of establishing performance standards as required by state statute (TEA, 2013).

Data Screening

Three main sets of data were collected. The first set consisted of teachers' and parents' beliefs of parental involvement. The second was between teachers' and parents' expectations of parental involvement. Third, were the first two data sets and its correlation to student reading achievement. Demographic data supplemented all three data sets for each subject and were analyzed to determine if they serve as moderators in each correlational analysis. All data collected were individualized by an assigned teacher letter (A-Z) and student number (n=1-1200) and school number (1-3). After the data sets

were linked and combined, independent variables between parents' and teachers' beliefs and expectations of parental involvement based on Epstein's framework was measured and how these two variables relate to academic achievement are reported in the following chapter.

After the data were collected, the initial step within data analysis was to screen the data. Prior to conducting the analysis, four main screenings were conducted to (1) find accuracy of the data acquired; (2) identify missing data and an effort to find solutions to having incomplete data; (3) examine the effects of extreme values or outliers; and (4) evaluate the adequacy of fit between the data and the assumptions of a specific method (Mertler & Vannatta, 2005). There may be a small number of cases of missing data, which were addressed by deleting the cases, or variables that create the problem or dropping it from the data file (Mertler & Vannatta, 2005). If the missing data were deemed crucial for the analysis and results, a second alternative was implemented. To screen for multicollinearity (i.e. IVs are highly correlated .9 or greater) and singularity conditions (i.e. IV variables are perfectly correlated) to ensure that correlational measures between two variables are not too highly correlated (greater than $r = .85$), output data were analyzed (Tabachnick & Fidell, 2007).

Missing data were replaced by the mean, as the best estimate for the value for the variable (Mertler & Vannatta, 2005). This posed a small risk however, the variance was reduced slightly due to the actual value that may not have been equal to the mean (Mertler & Vannatta, 2005). In circumstances where there are outliers or extreme values at one or both of the sample distribution, the Mahalanobis distance was calculated to identify the multicollinearity among variables and correlations between variables of

which different patterns can be identified and examined (Mertler & Vannatta, 2005). Data preparation and screening were implemented in this study to ensure that data are measured with accuracy and interpreted to determine statistically significant relationships among variables (Mertler & Vannatta, 2005).

Data Analysis

Statistical Package for the Social Sciences (SPSS) (V. 18) (Chicago, Illinois, 2009) was used to perform a correlational analysis and descriptive statistic survey data, and achievement scores and a descriptive analysis of the socio-demographic information. Several steps were taken to perform a correlational analyses (Simon, 2011), (1) All data were recorded in a table format; (2) A scatter diagram was created to check for any trends; (3) The correlation coefficient r , or Pearson's r correlation was calculated, to acquire extent and significance of the associations between the variables; (4) Determination if r is statistically significant was made. If r is statistically significant, then a regression analysis, a statistical process can be used to determine the relationship between the variables. The results from this data analysis were used to determine if a statistically significant correlation occurred between variables and to identify the degree of association based on Pearson's r .

Summary

A correlational research design was used to analyze and identify the strength of associations between variables. Specifically, the purpose of this quantitative study was to examine the variables of beliefs and expectations teachers and parents have regarding how parents should be involved in their child's education, as well as the schools' expectation of their own role in involving families and the community and how this

correlates with a student's reading achievement. The analysis of this relationship is important because as schools increase their understanding of the varying beliefs and expectations they begin to develop the necessary skills and knowledge to form a SFCP. Schools that understand the teachers' and parents' beliefs and expectations of parental involvement and understand the potential value associated between these three variables (Expectations, beliefs and achievement) are more likely able to understand and implement best practices to involve families and support students.

IV. CONCLUSIONS/DATA ANALYSIS AND FINDINGS

Results

The purpose of this chapter is to describe the data analysis and findings for this study and to answer the eight main research questions. While the focus of data was collected through quantitative measures, qualitative data are also presented based on teacher and parent feedback. As described in chapter three, this study was conducted utilizing a Likert-scale survey as the methodological strategy and analyzed through correlational analysis to determine if a relationship between teacher and parent beliefs and expectations for parental involvement are correlated with student achievement.

The total number of participants included in the results of both the quantitative and qualitative data of students, parents and teachers combined was $N=1,206$. For each sample type (i.e. student, parent, teacher), $n= 579$ students and $n =579$ parents and $n=48$ teachers provided consent to participate in the study. Of the 1,028 parent surveys administered, 579 (56.32%) (Table 14) were returned and their child's score was reported from the three elementary school samples. Nearly all of the teacher surveys were returned. Of the 49 surveys administered, 48 (97.6%) were completed, see table 15.

This collection of data was drawn from a purposeful sample in a predominately rural and suburban district in the state of Texas. The 5A rated district, named District 123 ISD, consisted of 14 total schools: one high school, three middle schools, eight elementary schools, and two alternative schools. Within the district, three schools: School 1 Elementary, School 2 Elementary and School 3 Elementary were used for this investigation. Tables 16 –26 describe both the teacher and parent demographics of participants in this study. Overall 81% of teachers were female, 32% were Hispanic,

70% had a college degree and 26% had a masters degree, the majority of teachers or 39% had 0-3 years of experience, 56% were at the campus between 0-3 years and their age ranged from 23 to 63. The majority of this sample consisted on non-Hispanic female teachers relatively new to teaching at to the campus. For parents, similarly to teacher the majority (86%) were females; additionally, 64% were Hispanic, 67% had two parents/adults in the home; and the majority of parents 35% had less than a high school degree and 53% of parents were between the ages of 31-40.

Table 14

Parent Surveys

Surveys by School	Administered	Returned	% Returned
School 1	309	153	49.51%
School 2	354	196	55.37%
School 3	365	230	63.01%
Total Surveys	1,028	579	56.32%

Table 15

Teacher Surveys

Teacher Surveys	Administered	Returned	% Returned
School 1	15	14	93%
School 2	17	17	100%
School 3	17	17	100%
Total Surveys	49	48	97.6%

Table 16

Teacher Sex

		Frequency	Percent
Valid	F	474	81.3
	M	84	14.4
	Total	558	95.7
Missing	System	25	4.3
Total		583	100.0

Table 17

Teacher's Ethnicity, Hispanic-Yes or No

		Frequency	Percent
Valid	Y	190	32.6
	N	368	63.1
	Total	558	95.7
Missing	System	25	4.3
Total		583	100.0

Table 18

Teacher's Level of Education

		Frequency	Percent
Valid	College	408	70.0
	Graduate	150	25.7
	Total	558	95.7
Missing	System	25	4.3
Total		583	100.0

Table 19

Teaching Experience

		Frequency	Percent
Valid	0-3 yrs	227	38.9
	3-5 yrs	162	27.8
	6-10 yrs	68	11.7
	11-15 yrs	64	11.0
	16-20 yrs	37	6.3
	Total	558	95.7
Missing	System	25	4.3
Total		583	100.0

Table 20

Teacher School Tenure

		Frequency	Percent
	0-3 yrs	324	55.6
	3-3 yrs	178	30.5
	6-10 yrs	56	9.6
	Total	558	95.7
Missing	System	25	4.3
Total		583	100.0

Table 21

Parent's Sex

	Frequency	Percent
Valid	17	2.9
Female	504	86.4
Male	62	10.6
Total	583	100.0

Table 22

Parent's Ethnicity, Hispanic-Yes or No

	Frequency	Percent
Valid	160	27.4
No	51	8.7
Yes	372	63.8
Total	583	100.0

Table 23

Number of Parents in the Household

	Frequency	Percent
Valid	31	5.3
Single	144	24.7
1 (Grandparent)	1	.2
Two parent	393	67.4
2 grandparents, 1 parent	1	.2
3	2	.3
4	1	.2
Other	1	.2
Other: 7	1	.2
Other: Grandparent	1	.2
Other: Mother and grandparent	1	.2
Other: Mother and grandparents	1	.2
Other: parent and grandparent	1	.2
Other: Single parent with grandparents	1	.2
Other: 3	1	.2
Other: Grandparent	1	.2
Other: mom and uncle	1	.2
Total	583	100.0

Table 24

Parent's Race

	Frequency	Percent
Valid	36	6.2
Asian-American	2	.3
Black or African American	23	3.9
Hispanic or Latino	475	81.5
Other: Biracial	1	.2
Other: Black or African American and Hispanic or Latino	1	.2
Other: Cuban	2	.3
Other: American Indian	1	.2
Other: Black and Hispanic	1	.2
White or Caucasian	41	7.0
Total	583	100.0

Table 25

Parent's Level of Education

		Frequency	Percent
Valid	0 - Missing	42	7.2
	0.5 - None	2	.3
	1 - Elementary school	6	1.0
	2 - Middle school	5	.9
	3 - Some high school	205	35.2
	4- High school diploma/GED	147	25.2
	5 - Some college	83	14.2
	6 - Vocational/Technical school	57	9.8
	7 - College degree	29	5.0
	8 - Graduate degree or credits	7	1.2
	Total	583	100.0

Table 26

Parent's Age

	Frequency	Percent	
Valid	25	4.3	
	20-30	137	23.5
	31-40	311	53.3
	41-50	96	16.5
	51-60	10	1.7
	61+	4	.7
	Total	583	100.0

Again, the research questions used to investigate beliefs and expectations of parental involvement and achievement and guide this study are the following:

Research Question 1: What is the relationship between teachers' beliefs about parental involvement and student academic achievement measured by Reading STAAR scores?

Research Question 2: What is the relationship between teachers' expectations about their role in parental involvement and student academic achievement measured by Reading STAAR scores?

Research Question 3: What is the relationship between parents' expectations about their role in parental involvement and student academic achievement measured by Reading STAAR scores?

Research Question 4: What is the relationship between parents' beliefs about parental involvement and student academic achievement measured by Reading STAAR scores?

Research Question 5: Is there a statistically significant difference between teachers' and parents' beliefs of parental involvement?

Research Question 6: Is there a statistically significant difference between teachers' and parents' expectations of parental involvement?

Research Question 7: Is the relationship between parent beliefs and academic achievement moderated by parent demographics?

Research Question 8: Is the relationship between parent expectations and academic achievement moderated by parent demographics?

The following section will provide a descriptive analysis and response to the research questions for this investigation. In addition a discussion of the findings and the reliability statistics of the instrument will be presented.

Quantitative Analysis

Nonparametric correlations were selected to analyze the data. This was an appropriate analysis because data were collected through ordinal and nominal scales and the distribution of results was significantly skewed. Frequency Table 16 describes the four measurements based on teacher and parent data on the administered surveys: teacher beliefs, teacher expectations, parent beliefs and parent expectations and details the results mean, median, standard deviation, skewness, standard error skewness, minimum and maximum. A commonly accepted practice is to divide the skewness by the standard error of skewness. If this number is greater than two, this means the data were skewed. Three of the four variables were skewed except the Teacher Belief items. Figures 5 - 8 depict these variables in a visual histogram representation and also indicates that parents and teachers had very strong expectations and beliefs when it came to parental involvement. In addition, Spearman's r was used instead of Pearson's r because the data were non parametric and the data were skewed (Figure 7, 8). The next section provides an overview of the data that will be discussed in response with each research questions.

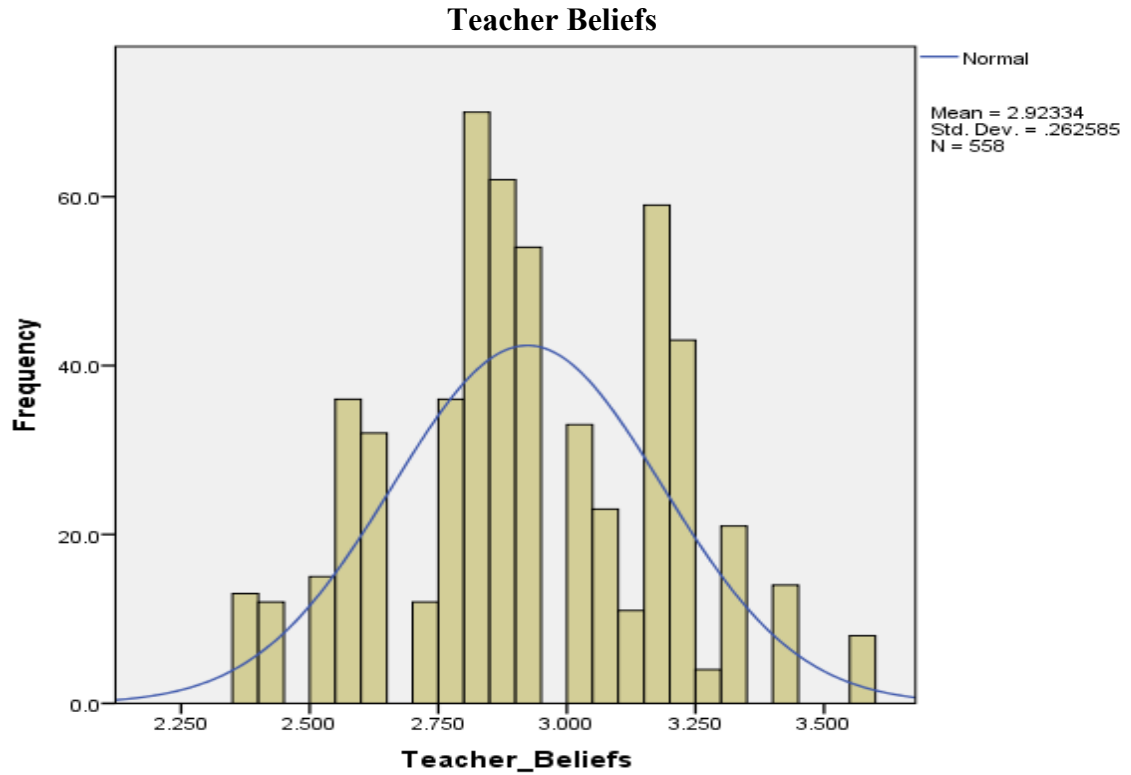


Figure 5. Teacher Beliefs

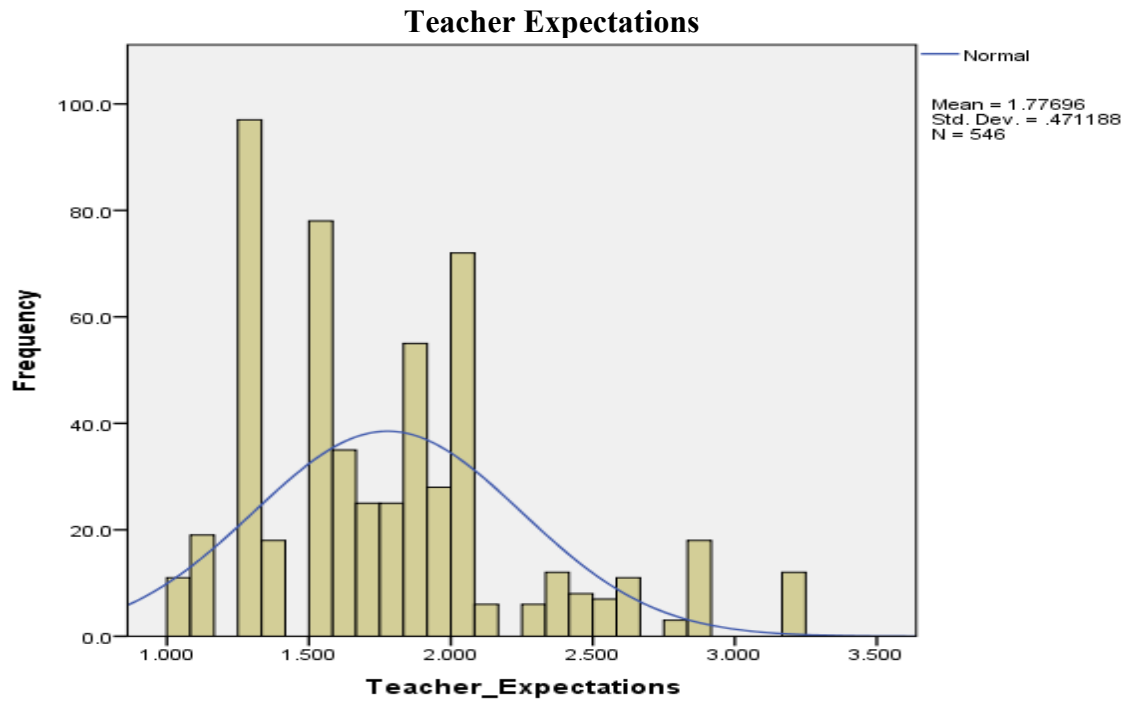


Figure 6. Teacher Expectations

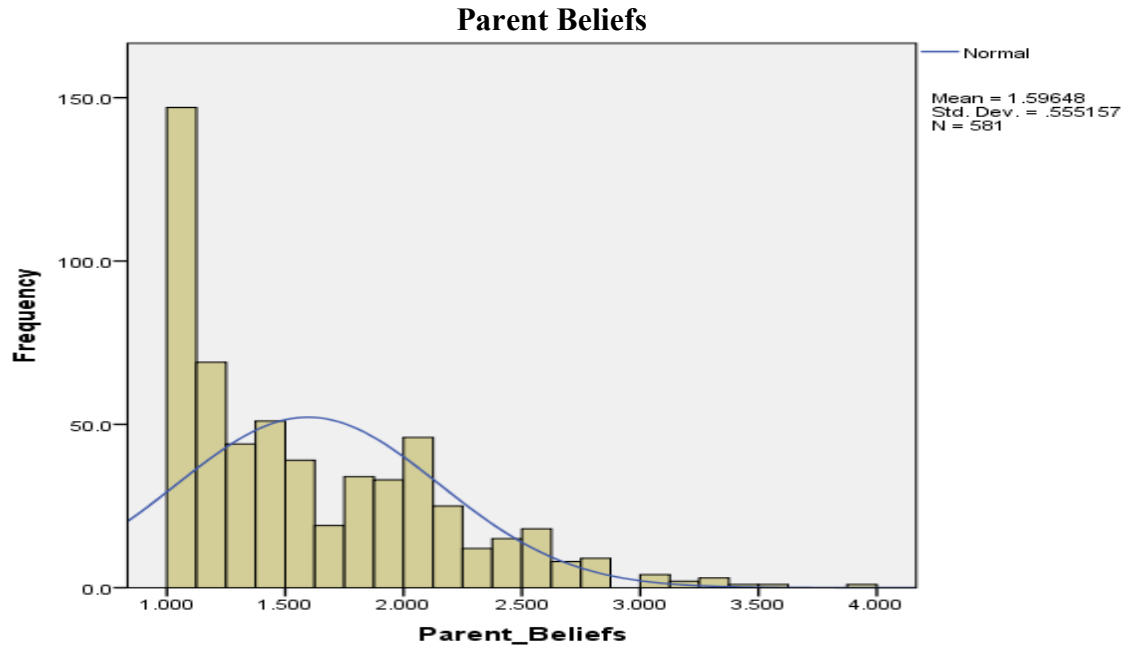


Figure 7. Parent Beliefs

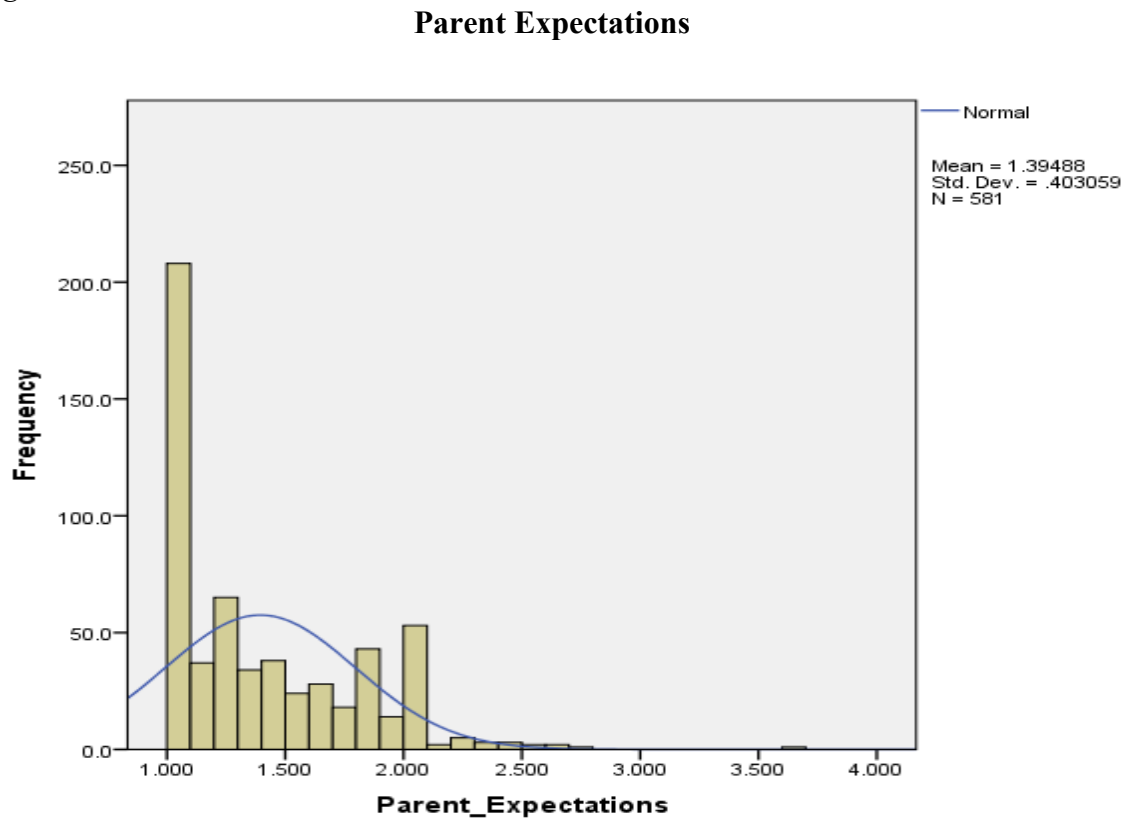


Figure 8. Parent Expectations

Table 27

Measures of Central Tendency, Dispersion and Symmetry

	Teacher Beliefs N=558	Teacher Expectations N=546	Parent Beliefs N=581	Parent Expectations N=581
Mean	2.92	1.78	1.60	1.40
Median	2.89	1.72	1.46	1.28
Std Deviation	0.26	0.471	0.56	0.403
Skewness	0.03	0.945	0.96	1.044
Std. Error of Skewness	0.10	0.105	0.101	0.101
Minimum	2.38	1.0	1.0	1.0
Maximum	3.56	3.12	3.9	3.69

Research Questions and Description of Results:

Research Question 1: What is the relationship between teachers' beliefs about parental involvement and student academic achievement measured by Reading STAAR scores? Survey questions were used to answer this research question. Eighteen questions listed in figure 5 were selected to measure a teacher's beliefs about parental involvement and their role in the facilitation process. The questions focus on the teacher's attitude of parental involvement and its importance and also rate the school's efforts to implement in parental involvement initiatives.

Teacher Beliefs Survey Items

1. Parent involvement is important for a good school.
2. Most parents know how to help their children on schoolwork at home.
3. This school has an active and effective parent organization (e.g PTA or PTO).
4. Every family has some strengths that could be tapped to increase student success in school.
5. All parents could learn ways to assist their children on schoolwork at home, if shown how.
6. Parent involvement can help teachers be more effective with more students.
7. Teachers should receive recognition for time spent on parent involvement activities.
8. Parents of children at this school want to be involved more than they are now at most grade levels.
9. Teachers do not have the time to involve parents in very useful ways.
10. Teachers need in-service education to implement effective parent involvement practices.
11. Parent involvement is important for student success in school.
12. This school views parents as important partners.
13. The community values education for all students.
14. This school is known for trying new and unusual approaches to improve the school.
15. Mostly, when I contact parents, it's about problems or trouble.
16. In this school, teachers play a large part in most decisions.
17. The community supports this school.
18. Compared to other schools, this school has one of the best school climates for teachers, students, and parents.

Figure 9. Teacher Beliefs Survey Items (questions 1-18).

A correlational analysis was conducted between the teachers' beliefs of parental involvement based on questions 1-18 and student's level of achievement. The total number of students tested in this analysis was $n=558$ and for teachers was $n= 48$. The

correlational analysis run through SPSS reported that the correlation coefficient, Spearman's $r = .022$ (Table 28). The results indicate that there is no relationship between a teacher's beliefs about parental involvement and a student's achievement. The significance level, $p = .606$ is greater than $.05$; therefore the null hypothesis cannot be rejected and the researcher found no statistically significant correlation between the two variables.

Cronbach's Alpha was calculated for the sets of questions to measure the reliability of the items, resulting in a Cronbach's Alpha score of $.750$ and $n = 18$ items. This score is consistent with reliability scores reported by Epstein & Salinas (1993) of Cronbach's Alpha of $.72$ and $n = 241$ teachers.

Table 28

Spearman's rho Correlation Coefficients between Academic Achievement and Measured Construct.

	Teacher Beliefs N=558	Teacher Expectations N=546	Parent Beliefs N=581	Parent Expectations N=581
Correlation Coefficient	.022	-.009	-.002	-.047
Sig. (2-tailed)	.606	.836	.955	.261

Research Question 2: What is the relationship between teachers' expectations about their role in parental involvement and student academic achievement measured by Reading STAAR scores? Eighteen questions were asked of teachers about their expectations of parental involvement varying from communication with parents to specific initiatives to engage parents and support students' achievement (see figure 6).

Teacher Expectations Survey Items

19. Have a conference with each of my students' parents at least once a year.
20. Attend evening meetings, performances, and workshops at school.
21. Contact parents about their children's problems or failures.
22. Inform parents when their children do something well or improve.
23. Involve some parents as volunteers in my classroom.
24. Inform parents of the skills their children must pass in each subject I teach.
25. Inform parents how report card grades are earned in my class.
26. Provide specific activities for children and parents to do to improve students' grades.
27. Provide ideas for discussing TV shows.
28. Assign homework that requires children to interact with parents.
29. Suggest ways to practice spelling or other skills at home before a test.
30. Ask parents to listen to their children read.
31. Ask parents to listen to a story or paragraph that their children write.
32. Work with other teachers to develop parent involvement activities and materials.
33. Work with the community members to arrange learning opportunities in my class.
34. Work with area businesses for volunteers to improve programs for my students.
35. Request information from parents on their children's talents, interests, or needs.
36. Serve on a PTA/PTO or other school parental involvement committee.

Figure 10. Teacher Expectations Survey Items (questions 19-36).

A correlational analysis was conducted and the results reported a non-significant correlation coefficient of $r = -.009$ ($p = .836$) between a teacher's expectations and student's reading achievement see Table 29. The total number of participants of this analysis was $n = 546$ students and parents and $n = 48$ teachers. Similar to the variable teacher's beliefs and academic achievement, the data reports there is no correlation

between a teacher's expectations of parental involvement and a student's academic achievement.

Cronbach's Alpha for the survey items, $n=18$, was also calculated to test the reliability of the instrument of teacher's beliefs. According to reliability statistics, Cronbach's Alpha was reported as .918, which is interpreted as a highly reliable set of questions for this section of the instrument. This is in line with the reliability scores reported by Epstein & Salinas (1993) of a Cronbach's Alpha reliability score of .918, of $n=235$ teachers.

Research Question 3: What is the relationship between parents' expectations about their role in parental involvement and student academic achievement measured by Reading STAAR scores? To measure the correlation between a parents' expectations about their role in parental involvement and its relationship to student achievement, 24 items were asked through a Likert scale survey of $n=581$ parents (see Figure 12). This analysis of these two variables resulted in a moderate negative relationship, $r=-.047$ indicating a lack of correlation. The significance level, $p=.261$ is greater than .05 and implies that the null hypothesis is rejected and there is not a statistically significant correlation. Epstein & Salinas, 1993 had a combined Cronbach's Alpha of .822, which represents a high reliability.

Parent Expectations Survey items

It's a parent's responsibility to...
22. Make sure that their child learns at school.
23. Teach their child to value schoolwork.
24. Show their child how to use things like a dictionary or encyclopedia.
25. Contact the teacher as soon as academic problems arise.
26. Test their child on subject taught in school.
27. Keep track of their child's progress in school.
28. Contact the teacher if they think their child is struggling in school.
29. Show an interest in their child's schoolwork.
30. Help their child understand homework.
31. Know if their child is having trouble in school.
32. Read with their child.
33. Volunteer in the classroom or at school.
34. Work with their child on science homework.
35. Review and discuss the schoolwork their child brings home.
36. Help their child with math.
37. Visit their child's school.
38. Go over spelling or vocabulary with their child.
39. Ask their child about what he/she is learning in science.
40. Talk to their child's teacher.
41. Help their child with reading/language arts homework.
42. Help their child understand what he/she is learning in reading/language arts class.
43. Help their child prepare for math tests.
44. Ask their child how well he/she is doing in school
45. Go to a school event (e.g. sports, music, drama or meeting)
46. Check to see if your child finished his/her homework.

Figure 11. Parent Expectations Survey Items (questions 22-46).

The Cronbach's Alpha of this set of analysis was .934, $n=24$ and was in line with Epstein and Salinas (1993) finding of .822 for the Cronbach's Alpha. In this case the set of questions were measured as highly reliable. However due to the high frequencies of the selection of "Strongly agrees" this may have resulted in skewed data. The correlational analysis does not align with the data supporting a correlation, which typically is reported when there are high levels of reliability.

Research Question 4: What is the relationship between parents' beliefs about parental involvement and student academic achievement measured by Reading STAAR scores? To measure the correlation between a parent's beliefs and their student's academic achievement, 21 questions were asked through a Likert scale similar to the teacher survey. The set of questions measured a parent's beliefs specifically about their school's quality as well as their experience with their child's teacher.

Parent Beliefs Survey Items

Describe the school's quality
1. This is a very good school.
2. I feel welcome at the school.
3. I get along well with my child's teacher(s).
4. The teachers at this school care about my child.
The teachers at this school . . .
5. Help me understand my child's stage of development.
6. Tells me how my child is doing in school.
7. Asks me to volunteer at the school.
8. Explains how to check my child's homework.
9. Sends home news about things happening at school.
10. Tells me what skills my child needs to learn in: math.
11. Tells me what skills my child needs to learn in: reading/language arts.
12. Tells me what skills my child needs to learn in: science.
13. Provides information on community services that I may want to use with my family.
14. Invites me to PTA/PTO meetings.
15. Assigns homework that requires my child to talk with me about things learned in class.
16. Invites me to a program at the school.
17. Asks me to help with fundraising.
18. Has a parent-teacher conference with me.
19. Includes parents on school committees, such as curriculum, budget, or improvement committees.
20. Provides information on community services that I may want to attend with my child.
21. Updates me on my child's progress.

Figure 12. Parent Beliefs Survey Items (questions 1-21).

A total number of parent participants was $n=581$. The results of the correlational data analysis was reported $r=-.002$ with the significance level $p=.955$. The Cronbach's Alpha was also measured to test the reliability of the aforementioned set of items and had a value of .947. While the reliability is high, the correlational value does not represent a correlational significance between what parent's believe about parental involvement and their child's student academic achievement. One possible explanation for the discrepancy for this is that reported in Frequency Table 13, the majority of parents selected "highly agreed" as their main selection. This could possibly indicate that parents were answering what they thought was the right response or did not understand the survey.

Research Question 5: Is there a relationship between teachers' and parents' beliefs of parental involvement? Table 29 presents the analysis conducted to measure the relationship between teacher and parents beliefs. The data values are $r=.020$, $p=.644$, $n=556$ and thus there is no significant relationship between the two variables.

Research Question 6: Is there a relationship between teachers' and parents' expectations of parental involvement? Similarly to the results of research question 5, analysis of the relationship between teachers and parents expectations revealed that $r=.639$, $p=1.0$, $n=544$. The p value was lower than .05 and again showed that there was no significant relationship between the two variables.

Research Question 7: Is the relationship between parent beliefs and academic achievement moderated by parent demographics? The relationship between parent beliefs and academic achievement was not moderated by a parent's level of education. Parents with lower levels of formal education: $\beta=.077$, $df=256$, $p=.217$ and with higher

levels of education: $\beta = -.016$, $df = 321$, $p = .775$ thus interpreted as there being no relationship.

Research Question 8: Is the relationship between Parent Expectations and Academic Achievement moderated by parent demographics? For parents with less than a HS diploma or GED, there was not a moderation influence between Parental Expectations and Student Achievement ($\beta = .005$, $df = 256$, $p = .953$). However, when parents have a HS diploma or higher, the relationship is statistically significant ($\beta = .116$, $df = 321$, $p = .037$). The following sections will describe the parents' demographics in relation between parents' beliefs and expectations and academic achievement more in-depth.

Table 29

Pearson's Correlation Coefficients

	Teacher Beliefs	Teacher Expectations	Parent Beliefs	Parent Expectations	Student Level No.
Teacher Beliefs	--				
Teacher Expectations	$r = -.377$ $p = .000$	--			
Parent Beliefs	$r = .020$ $p = .644$	$r = -.020$ $p = .639$	--		
Parent Expectations	$r = .003$ $p = .948$	$r = -.015$ $p = .721$	$r = .393$ $p = .000$	--	
Student Level No.	$r = .024$ $p = .568$	$r = .013$ $p = .767$	$r = .001$ $p = .973$	$r = -.078$ $p = .062$	--

Note. Pearson Correlation Coefficients and levels of significance are shown in a single cell for each comparison. In all instances n was between 544 – 583.

Demographic Variables

Further analysis was conducted to find other potential correlations. Demographic variables are very important in understanding the influence they may have on variables based on the level of significance. Linear regression was conducted where student achievement level was the dependent variable and included the demographic data. As expected, and similar to the correlational analysis of the teacher and parent variables and student achievement, the majority of these variables were not significant predictors. Teacher and parent demographic variables were analyzed to test if a correlation existed between these variables and student achievement, parent beliefs and expectations. Age and level of education variables were collected from parents via the Likert scale survey. Income and ethnicity were not analyzed due to the majority of participants qualifying in the economically disadvantaged and Hispanic categories. Analysis of the teacher demographics revealed no relation to student achievement however, parent level of education did have a level of influence.

Parents' Expectations and Parents' Level of Education

For parents' expectations, parents have to achieve a level of education of a high school diploma or greater for there to be a relationship. For parents with less than a HS diploma or GED, there was not a significant relationship between Parental Expectations and Student Achievement ($\beta = .005$, $df = 256$, $p = .953$). However, when parents have a HS diploma or higher, the relationship is statistically significant ($\beta = .116$, $df = 321$, $p = .037$).

Parents' Beliefs and Parents' Level of Education

Parents Beliefs regardless of level of education was not related to student achievement: With lower levels of formal education: $\beta = .077$, $df = 256$, $p = .217$ and with higher levels of education: $\beta = -.016$, $df = 321$, $p = .775$, resulting in no relationship.

Parents' Beliefs and Parents' Age

The majority of parents were younger than 40 years old. For parents younger than 30 there was not a relationship between their beliefs and student achievement ($\beta = -.047$, $df = 135$, $p = .583$). The same was found for parents older than 30 ($\beta = .015$, $df = 419$, $p = .758$). Again, the significance value was more than .05 indicating a lack of significance.

Parents' Expectations and Parents' Age

Similarly, for parents younger than 30, their expectations were not related to student achievement ($b = .030$, $df = 135$, $p = .729$). However, for parents older than 30 years, the relationship between parent expectations and student achievement approached significance ($b = .095$, $df = 419$, $p = .053$).

Again, examination of the teacher data did not reveal any statistical significant relationships between teacher beliefs and expectations and student achievement for any subgroup. The teacher demographic variables did not affect these relationships.

Qualitative Data

Two qualitative, open-ended questions were asked, one on the teacher and parent survey. Question 37 on the teacher survey asked: "In your opinion, what is the most successful practice to involve parents that you have used or that you have heard about?" Question 47 on the parent survey asked: "In your opinion, what is the most important

way you can be involved in your child’s education?” The aim of asking these questions was to collect data on possible items that were not asked or measured on the surveys. Qualitative data was analyzed using a thematic deductive method (Fereday & Muir-Cochrane, 2006). First the data was summarized and initial themes were generated. Second, themes were established by grouping main concepts. Third, responses were categorized based on these themes.

Teacher Survey

A total of 49 parents were surveyed and 42 responded to the open ended qualitative question. Based on the data collected, categories were organized based on common themes and patterns of the data. Seven categories were created which were: Communication, After School Events and Trainings, Support in the Classroom, Relationships and Communication, Communication and Make Parents Feel Welcomed and After School Events and Trainings. See Figure 9 for the number of responses for each category and example responses.

Teacher Responses

Category	Number of Items	Examples
Communication	15	“Parent volunteers who would act as floaters in their kids class. It’s good to have another adult around, and increases their understanding of what actually happens in a classroom.”
		“I think class moms are great. It seems like they can get other parents involved easily, and take a lot of the calling off if the teachers for family events. I think if every class had a classroom mom, then there would be more family activities in the classroom.”

Figure 13 Teacher Responses

Category	Number of Items	Examples
After School Events and Trainings	12	“I have not had much success involving parents in the classroom, but to be honest I have not tried very hard. I will say that when I have assigned a class project such as building a 3D model of the universe, I notice more parent involvement.”
		“Have parents listen to their child read orally and ask them questions about what they just read.”
Support in the Classroom	7	“Parent volunteers in schools helping teachers and mentoring students.”
		“In the classroom working with student and teachers. Just having a parent read to a group of students or listen to a student read is useful or playing learning games with the students. Helping out by preparing classroom materials is great to, but it would be nice to see parents actually interacting with the students.”
Relationships and Communication	5	“Contacting parents for the positives a student does has gone a long way to help establish trust between parents and me.”
		“Giving positive feedback about students at the beginning of the year to get parents on your side and understand that you care about their child.”
Communication and After School Events	2	“I think involving parents is very important in order for a student to be successful in school. One thing I attempt to do is a contact parent on things their student did outstanding on. I also think after school functions such as science night and math night are things that can involve student and parent involvement.”

Figure 13 cont.

Category	Number of Items	Examples
		<p>“I provide my parents with reading discussion questions and plenty of ideas to fit in reading with their child or having their child read aloud that fit into their already busy schedules. We also started sending more interactive homework that students can do with their parents. A lot of the bilingual parents feel defeated and like they cannot help their child because they do not know English. I like giving them ideas of how they can that are not affected by the language barrier. This really gives them confidence. I really like how my school has parent volunteers and we get to interact with them.”</p>
<p>Make Parents Feel Welcomed</p>	<p>2</p>	<p>“Make them feel that they are able to speak to their teachers without putting the blame on them. Have a person around who is approachable to the parents. Most parents don't want to be involved due to their lack of education and to their or sometimes social status. They need to be understood and approached in a loving matter.”</p>
		<p>“Making the parents feel welcomed from the very beginning and valuing their children have been successful in getting parents involved.”</p>

Figure 13. cont.

Parent Survey

The majority of parents that returned the survey responded to the qualitative question. A total of 435 out of the 579 returned surveys responded to the open-ended question. The same procedure for analyzing the teacher data was conducted for the parent data. The responses were documented and then organized into themes and patterns. A total of 19 categories were created: Homework Help, Communication, Be Involved with Academics, Values, Didn't Answer, Encouragement, School Related Activities, Support, Overall Involvement, Time, To Read, Relationship with the Teacher, Attendance, To Study, Prepare for Future, Be Present, Parent Tries to be Involved in School, Extracurricular, and Be Involved with the School. Over a 100 responded to each of these two categories as being the best way to be involved with their child's education. Figure 10 provides example responses in each category:

Parent Responses

Category	Number of Items	Examples
Homework Help	118	"Help my daughter with her homework, make sure she reads and practices her math on a daily basis."
		"Help him with his homework and support and tell him to study and explain that's it's important for his future."
Communication	109	"Going to parent teacher conferences and helping my child easier ways to understand their homework."
		"By communicating with the teachers and understanding exactly how they are doing in all studies. Also encouraging them in all that they do, that nothing is impossible."
Be Involved with Academics	33	"Being informed about their child's academic agenda and progress at school. I believe this will give parents the opportunity to open the door to discuss and be involved more with their child's education."

Figure 14. Parent Responses

Category	Number of Items	Examples
		“Making sure that my child understands the work that is given at school and praise them in the efforts at learning their lessons even if they are not sure if they are doing well or not.”
Values	32	“I give him my full trust and care on whatever he decides to study as long as he does what he tells me and doesn’t lie to me.”
		“Teach them good principles and advise him to always be a good kid, a good peer, and to always learn the good versus the bad.”
Didn’t Answer Question	22	“There's nothing that the school or teacher's need to work on. I like this school. I'm glad that my children are attending.”
		“He Studied.”
Encouragement	19	“Make sure the child is enabled to learn by providing direction, inspiration and support.”
		“I motivate my son to attend school. Then show him gratitude for all his hard work and accomplishments.”
School Related Activities	15	“Invite parents in the class briefly to go over what a child is learning in school. Like a mini school reteach, refresher.”
		“By participating in school events communicating with teachers and studying with your child.”
Support	15	“A parent should always be supportive and always encourage your child for his future well-being. I want my child to excel in academics for his own self-esteem.”
		“Show support and concern. Provide help and support. Always express the importance of a good education.”
Overall Involvement	14	“Help them everyday and if they have any problems on understanding anything or what they did in school.”
		“The most important thing is to be alert of all and every need of our child.”

Figure 14 cont.

Category	Number of Items	Examples
Time	12	“By spending as much time with them as possible, asking how their day went, and always making sure they finished their homework.”
		“Be available for them all the time and listen to their needs.”
To Read	9	“For me the most important thing in their education is their reading, because becoming a good reader helps them on every single subject.”
		“Reading is the most important principle for my daughter's education.”
Relationship with the Teacher	8	“Have a relationship with teacher, visit school so kids know you are present and in contact with teacher.”
		“If both teacher and parent work together.”
Attendance	6	“For her to attend school on a daily basis, and asking her what she did at school.”
		“Make sure she is there everyday and well prepared. Help with everything regarding school.”
To Study	6	“For him to study a lot so that he can attend college and to be a good student.”
		“Pushing them to study hard and learn what they study. Also taking them to museums and libraries.”
Prepare for Future	5	“Prepare him for his future, visit the school, talk with the teachers, address concerns, and talk to him about all of the benefits of an education.”
		“They are the future. I believe that we as parents need to put more attention on our kids' education.”
Be Present	4	“Just to be there for her when she needs me. Help her in anything she doesn't know.”
		“As a father I find the most important way on helping is by always being there, keeping track of their grades, and always being there for them.”

Figure 14 cont.

Parent Tries to be Involved in School	4	“I try to help as much as possible. It's difficult sometimes due to me not being fluent in English. I at least encourage them to read at least 20 minutes per their teacher's advice.”
		“I try to help but when I can't I ask his older brother to help him. He helps him a lot.”
Extracurricular	2	“Allowing your child to be involved in extra-curricular activities helps your child release energy and gives motivation for having good grades.”
		“Try to do more with him and get him into sports.”
Be Involved with the School	2	“To help him stay focused on his work and be involved more with school volunteering.”
		“Be a volunteer at school, help with their homework on what I can, give him confidence; talk with him about his studies.”

Figure 14. cont.

Findings and Limitations

A correlational research design was used to analyze and identify the strength of associations between variables. This included an analysis of the expectations and beliefs to identify any statistically significant correlations between the subsections of the survey and student performance. For example, there was no identified correlation between the parent's beliefs in how well the school communicates information and student performance. In addition, there were no correlations found between question subtypes of Epstein's Six Types of Parental Involvement and a student's achievement level. Additionally, an analysis of the data indicates that there is no significant relationship between any of the tested variables. The demographic variables and a parent's level of education were related to a parent's level of expectations for their child. Another interesting finding was that even though many of these data were skewed, the instrument

itself was supported by high levels of reliability both at the source of the original survey as well as the implementation of the same survey in this study. In other words, even though the data were skewed the data were still highly reliable.

In regards to the qualitative piece of data, the top two responses by teachers of the best ways to involve parents were through Communication and After School Events and Trainings. For parents, the top two responses for the most important way for them to be involved were through Communication and Homework Help. Commonalities are shared between these two perspectives. Teachers and parents both agree that communication and some form of after school support are vital for the involvement of parents.

Throughout the analysis of research data collected, there were several conclusions that could be made about the possible limitations of this study.

- Survey reading level: Several parents listed as their education as “some high school” or they noted that they had no education at all or only at the elementary level. A parents reading level may have potentially limited the comprehension of the survey questions and ability to respond accurately.
- Parent survey responses were highly skewed with the selection of “1 - Strongly Agree” which may indicate that they did not understand the survey or they circled what they thought they were supposed to. Another possible explanation was that the incentive motivated parents to complete the survey without fully understanding it and the possible number of question was too high.
- Since the distribution of the responses with the implemented instruments was skewed, research should be repeated with an instrument designed and tested for diverse educational levels and cultural backgrounds.

- The sample was a convenience sample. The principal investigator was an employee in the district where the research was conducted and thus some of the participants may have known the researcher. However it is important to note, all data used were deidentified to ensure confidentiality and protect anonymity.
- Despite these findings and weaknesses there is an abundance of literature that support involvement initiatives as having a strong correlation with student achievement. Chapter 5 will go more into detail as to the implications and discussion of this research.

V. DISCUSSION

This study investigated teachers' and parents' beliefs and expectations about parental involvement and its relationship to student achievement. Historically, parental involvement has been supported in numerous research studies as a contributor to student achievement. This study attempted to better understand the relationship of the role parental involvement plays in a student's academic achievement. The results reported in chapter four indicated that there was no relationship between teachers' and parents' beliefs and expectations about parental involvement however, there were demographic variables that moderated between a parent's expectations and student achievement however qualitative findings related specifically to Epstein's Type 2 form of parental involvement of communication was reported based on parent and teacher data. In addition, the data also signifies that because parents and teachers had high beliefs and expectations, there is frequent interaction between the three spheres for a school, family and community partnership where students are supported. The data supports some level of relationship between these three spheres and the desire from both parents and teachers to establish a relationship to support students.

As schools increase their understanding of the varying beliefs and expectations they begin to develop the necessary skills and knowledge to form a SFCP, thus creating effective forms for teachers and parents to support student achievement. Schools that understand the teachers' and parents' beliefs and expectations of parental involvement are more likely able to understand and implement best practices to involve families. The goal of this study was to measure the correlational influence of beliefs and expectations of parents and teachers, two of the major sources for a student's achievement.

The findings from this study do not support the existing literature on parental involvement as a contributor to student achievement. For example, Henderson et al., (2007) found that the stronger the partnership between families, communities and schools, the more student achievement increases. When schools demonstrate they value the opinions of parents and act upon their concerns, they tend to be highly successful in supporting student achievement and improvement initiatives (Chrispeels, 1996). With the data reported, it is recommended that schools use this information to reflect on their performance, address the concerns reported by parents as well as understand the areas they received positive responses from. In addition, even though the results of this study did not support a relationship between the beliefs and expectations of parental involvement and student achievement, many other benefits may exist that indirectly support achievement such as the relationships that exist in school family and community partnerships.

Within the Critical Realism lens, Bhaskar contends that while individuals don't create society, they do influence the structure. Through the actions of teachers they can begin to transform and change an existing structure. The aim of critical realism within this investigation was to uncover the underlying mechanisms of how parental involvement exists and how these mechanisms shape our decisions about engaging in parental involvement initiatives. The aim was to transform and enhance the practices of involving parents and supporting students in order to establish a SFCP. The results of this study may influence the belief system (the real) of lessening the importance of a parental involvement in student achievement and may support that the major factor of student learning may be classroom instruction as an emphasis of student achievement. However,

it is important to note the weaknesses of this study when thinking about how the results of this study influence ones beliefs. These beliefs influenced from the results may impact certain practices teachers decide to implement (the actual); however, it is important to not only take into account the weaknesses of this study but also, the other experiences of teachers as well as the predominate literature that supports the relationship between parental involvement and student achievement.

Although no relationship was found between the teachers' and parents' beliefs and expectation about parent involvement, there is a considerable amount of research that supports parental involvement as one of the key factors attributed to the development and achievement of students (Albright & Weissberg, 2010; Desimone, 1999; Dixon, 1992; Epstein & Hollifield, 1996). There is evidence of this influence at even the national level with the nation's goals for schools to promote parental involvement (National Education Goals Report, 1995). In addition, the qualitative findings support Epstein's Type 2 form of parental involvement of communication.

Qualitative Findings

Teachers and parents both responded to similar categories about the best way for parents to be involved. It was reported that the greatest way to involve parents was through Communication and After School Events and Trainings. For parents, the top two responses for the most important way for them to be involved were through Communication and Homework Help. Teachers and parents both agree that communication and some form of after school support are important for student achievement. A similar finding was reported in a qualitative study investigating Latino parents' perceptions of parental involvement, two categories were defined based on their

feedback: Academic Involvement and Life Participation (Zarate, 2007). Overall, parents responses showed that they supported their child more through Life Participation type activities compared to being involved in their academics (Zarate, 2007). This emphasizes the importance of making sure schools provide opportunities for teachers to implement parental involvement initiatives that involve parents being engaged in life participation type events and ones where parents can learn how to be involved in their child's academics.

In regards to communication, teachers stated, "I think it is very important to start at the beginning of the year as a team. Parents need to know they play a large part in the success of their students in the classroom. Teachers and parents need to be on the same page when it comes to behavior and academic expectations." Another teacher expressed a level of responsibility to report to the parent, she stated "Students calling home and being accountable to parents." Teacher expressed that it was important to communicate with parents not only about their child's progress but to set expectations and also to convey the message that a parent's role is important in their child's education. Teachers also felt that further training was needed for parents to support their children. Teachers stated: "Holding classes or meetings to show parents how to help their children at home with their schoolwork" and "Home visits and school functions- math night, game night, movie night, etc." This supports the idea that teachers believe parents can be involved in their child's learning with the support of the school providing opportunities for parents to learn strategies for parents to support their child's academics.

Parents also stressed the importance of communication. Parents said, "*Keeping open lines of communication with teachers*" and "*Communication with your child, don't*

diminish your child just because he/she is a child, good communication helps solve problems.” Parents and teachers both agree that creating a bidirectional communication exchange is valuable to their child’s learning. Parents also heavily noted as homework being another main way to support student achievement. Parents expressed the following: *“Making sure homework is done every night and checking it, practice spelling words for the week”* and *“I learn from the work she brings home. I try to help as much as I can.”* Over 100 parents cited homework help as a main way to be involved but also throughout their responses it is noted that many parents believe that academics is a priority and assisting with homework at home means that they support their child’s learning at school. Fan et al. (2012) found that (1) The communication between home and school and the guidance schools provided was positively correlated the intrinsic academic motivation and (2) School functions that engaged parents in the educational process of their child “sporadically affected” the motivational efficacy of students. Within the same study parents that held aspirations for their children educational experience were positively correlated to overall school motivation.

These findings indicate that further trainings and after school events such as the ones posed by teachers may be beneficial for parents in their experience with supporting their child’s learning. Although Epstein poses six different types of parental involvement, schools at the beginning stages of developing a partnership with their families and communities can use the data from this study to focus on specially the responses from parents and teachers.

It is important to note that what can serve as a barrier between establishing a SFCP are the deficit views about parents and their children from diverse backgrounds

(Guerra & Nelson, 2010). There was only one example of a teacher's deficit views that may need to be addressed at the classroom and school level. For example, a teacher said: "I very rarely see parents at our school. I was unsuccessful at reaching 6 parents for parent teacher conferences and had 7 scheduled conferences that no one came to. All were rescheduled and 4 were successfully completed after the second scheduled conference. It was October and I was feeling quite frustrated with the complete and total lack of consideration for my schedule or interest in rescheduling. When the fall carnival arrived, I saw almost every parent in my class. I was able to introduce myself, chat with them briefly, and let them know that I was available for anything they needed. I really enjoyed seeing them play with their children and enjoy themselves. They appeared to feel really welcomed at our school that evening and I loved seeing that."

The teacher expressed a frustration with the lack of parent conferences that were held and she felt her time was not valued. However, when she was able to see them at a school event she had a good experience. The teacher assumed that her parents did not value her time instead of understanding possible reasons why they could not attend. Ultimately she did however establish a positive connection with her parents.

The majority of teachers did not indicate a level of deficit thinking, which means that the foundation for establishing and building a SFCP is present. For example, teachers recognized the importance about building a relationship with parents and welcoming them: "Keeping in touch with parents as often as possible via phone calls, meetings, or emails. Allowing parents to come into the classroom and observe their child and the teacher in class;" "Calling home and introducing myself when they come to school events has been successful for me. I was a mid-year hire and this is my first year

teaching, so I am still learning. I would like to start next year off by encouraging parents to become a part of our classroom and our school.”

If a parent perceives the teacher to be sensitive and understanding to the student’s culture and family background, the parent is more likely to become involved with the classroom. The qualitative data from teachers supports the idea that teachers have some level of understanding how to connect with parents and involve them in the classroom and at school. While it is not documented whether or not some of these parental involvement ideas were put into action, the ideas and possibilities are present for future parental involvement initiatives.

Recommendations and Further Research

Creating Social Capital in an educational setting can be developed when schools establish a partnership with its community and families and work together in a productive way (Epstein, 1987b). The interactions between the school, family and community support create a web of support systems for students and improving academic achievement and enhance communities (Epstein, 1987b). Establishing a SFCP can capitalize on the cultural wealth of their families and empower not only the teaching community but also their school community. Therefore initiatives that support further developing the community and school will be discussed in the next sections.

Despite the findings of this study, schools should continue to support parental involvement initiatives because students are more likely to demonstrate achievement based on their parents influence to encourage and support their learning (Comer, 2005; Epstein, 2010). It is therefore recommended based on the considerable amount of research that identifies parent support as an attributor to student success, for schools to

continue to find effective and valuable ways of increasing their level of family involvement (Davies, 2002).

While it is important to note the evidence of this study and to consider other possible variables to student achievement, it is even more as important to consider other research studies that have documented the relationship between parent support and student achievement.

Further recommendations for future research related to this research topic would be to provide an opportunity to conduct oral interviews. One possible explanation for the highly skewed data of the selection of “1, Strongly Agree” on surveys by parents is that they did not fully understand the question and selected an answer they thought was correct. In a future study, it recommended to conduct oral interviews with future surveys with parents to ensure the questions asked are explained clearly for the parent. Conducting oral interviews would also provide additional valuable parent insight that was not measured on the survey administered.

In addition, many of the parents did not have a level of education to select from on the survey. For example, some parents wrote in “Only third grade” or “I didn’t attend school.” To account for possible low reading levels, the researcher would provide written surveys or questionnaires in a reading level that would accommodate the majority of parents in the district.

A possible pre- and post- test with teachers, parents and students’ growth could indicate the areas of influence based on the difference between scores. This would provide insight to the effectiveness of parental involvement initiatives implemented that school year and its effectiveness. These tests could also offer incremental change to

measure for improvement. Future studies could investigate other factors that impact a student's score such as student and teacher self-efficacy, curriculum implement, and classroom management systems as examples.

Additional recommendations would be for schools to provide parent training learning initiatives and develop effective strategies to create a bidirectional communication relationship between the home and school. Based on the qualitative responses and data, it is recommended that in order to support parents in helping their with their child's homework and learning, schools should provide additional afterschool events and trainings that help parents learn strategies to help their child.

Teachers also noted that hosting the afterschool events for parents was important however, whether or not these were being conducted was not reported. It is recommended that school ensure that feedback from parents, teachers and students are included in the decision making process for parent involvement initiatives. It is also suggested for districts to seek out and provide access to community resources that will enrich families. Also, through partnerships between the school, family and community, it is important for districts and schools to establish and define what parental involvement looks like in the district in order to understand and tailor parental involvement initiatives and support student achievement and learning. Additionally, it recognized that after school trainings and support be added or included in one of the types of Epstein's model to encompass parent feedback and address their concern for wanting additional opportunities to learn strategies to support their children's learning.

Replication of this study in other demographic areas is recommend to measure schools of different income levels to determine if any significant correlations are found.

Also, it's important to include additional qualitative pieces in order to detail a deeper account of the parent and teacher perspective.

Lastly, it was reported that when parents have less than a high school diploma their expectations are not related to student achievement however, when they have a high school diploma or higher their expectations are related to the student performance. Therefore schools should use this information to encourage and emphasize the importance of graduation and also to support parent's opportunities to further their education.

The results of this study include (1) Indicate that personal interviews with parents may help the parent understand and respond questions more accurately, (2) Indicate the need for schools to ensure that valuable and meaningful parental involvement initiatives are implemented with the school goal of forming a partnership between the SFCP and (3) The results of this study can be used to reference for similar studies investigating the relationship between teacher and parents beliefs and expectations and academic achievement.

Conclusion

There is a limited amount of research about the beliefs and expectations teachers and parents have relative to family involvement, as well as schools' expectations for the level of parents' involvement in their child's education, particularly in CLED communities. The results of this study reveal that both parents and teachers have high beliefs and expectations of parental involvement. However, there continues to be a need to improve our understanding of the relationships between these variables and what the impact they have on academic achievement (Souto-Manning & Swick, 2006; Trask-Tate

& Cunningham, 2010; Watkins, 1997). The qualitative responses support the findings there is a strong desire or sense that better communications between parents and teachers are needed. Despite limitations, this study provides the groundwork for continuing exploratory research in the field of parental involvement and student achievement. Based on the findings of this current study and research in parental involvement field, it is important to encourage parents and teachers to form a partnership where they work together for the success of their student. It is through this relationship where tailored and authentic strategies can be implemented for the highest level of effectiveness. In order for expectations to be accurate and effective, there must be effective communications between parents and teachers.

APPENDIX SECTION

APPENDIX A

TEACHER SURVEY



San Marcos

The rising STAR of Texas

Consent Form

A copy of this consent form will be emailed to you for your records.
IRB Approval number: Application
#EXP2014G570189B, granted IRB status on (2/18/2014)

This is an invitation to participate in a study about the beliefs and expectations teachers and parents have regarding parental involvement and how it correlates with student academic achievement on the Reading STAAR Exam. This form provides information about the quantitative study in which you are agreeing to participate. The aim of this study is to collect and analyze data from teacher and parent surveys, and student academic Reading STAAR scores and make recommendations for improving school-parent partnerships with the purpose of supporting students' achievement and well-being.

Title of the Study: Teachers' and Parents' Beliefs and Expectations of Parental Involvement and How It Relates to Student Academic Achievement.

Researcher: Jennifer Garcia, Doctoral Candidate in School Improvement at Texas State University, San Marcos, Phone number: (512) 386-3431; email: jennifer.garcia@del-valle.k12.tx.us

Faculty Sponsor: Dr. Robert Reardon, *Associate Professor Adult Education,*

Texas State University, San Marcos. Phone number: (512) 245-3755; email:

rrardon@txstate.edu

Purpose of the study:

- The purpose of this correlational quantitative study is to examine the expectations and beliefs teachers and parents have regarding the importance of parental involvement, and how teachers and parents should be involved in parental involvement initiatives that support student achievement and well-being.
- Schools that understand the perspective of parental involvement from both the school and family stakeholders viewpoints are more likely to be able to understand and implement best practices to involve families. This understanding of the parental involvement expectations and beliefs can then be used to create and develop a School, Family and Community Partnership (SFCP) where a collaborative relationship is developed between the school, family and community to support students.
- This study will also analyze how these beliefs and expectations relate to student academic achievement (STAAR Reading Scores). The purpose of examining achievement is to understand the correlation between teacher and parent perspectives towards parental involvement and how it relates to students' achievement.

What is expected of you as a study participant? Participation in this study requires completion of a 15 to 20 minute survey and access to your students' demographic information and Reading STAAR scores for this academic school year.

A copy of this consent form will be emailed to you for your records.

Confidentiality and privacy protections:

- The data resulting from your participation will be used for educational purposes and possible publication. However, the data will contain no identifying information that could associate you with it. Each participant will receive an identification code to protect his or her anonymity.
- All documents and any other associated written material will be given an identification code as well.
- Data will be stored to ensure that it is secure and remains confidential. All data will be destroyed three years after the study is conducted.

What are the risks of participating? The design of this research study has been developed with minimal risks to participants.

- Participants may experience a loss of time to take the survey, which may cause discomfort or inconvenience for some individuals.

- There is little to no likelihood of any physical risk as a result of participation in this research project. Participants are not asked to perform any tasks as a part of the survey or collection of data that could result in physical harm.
- Teachers and parents will be asked to provide information about their expectations and beliefs about parental involvement and demographic data. These questions may cause a potential low psychological risk if participants are upset by questions that ask them to think about their own experiences related to the content that is unsettling. If necessary, participants may seek counseling service at Travis County Integral Care (ATCIC) at 512 472-HELP or online at www.integralcare.org. Please understand that you will be responsible for any fees related to this service.

What are the benefits of participating?

- **Benefits for the participants:** By participating in this study, you will have an opportunity to provide feedback about the beliefs and expectations of parental involvement, which may contribute and guide current and future action plans to improve parental involvement initiatives.
- **Benefits for the education field:** This study can inform practice and theory related to educational institutions and their practices of creating and developing parent involvement initiatives. It may also contribute to the existing body of knowledge and future studies in the field of education.
 - Correlational data relating to the relationship between teachers' and parents' expectations and beliefs of parental involvement and a student's reading STAAR score will be reported which may be used to support student achievement.

Is there any compensation for participating? This study is funded by the researcher. Consenting teacher participants will receive a \$20.00 gift card.

How can I discontinue participating and whom should I contact if I have any questions? How can I discontinue participating and whom should I contact if I have any questions? This project #EXP2014G570189B was approved by the Texas State IRB on 2/18/2014. Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Jon Lasser (512-245-3413 - lasser@txstate.edu) and to Becky Northcut, Director, Research Integrity & Compliance (512-245-2314 - bnorthcut@txstate.edu).

APPENDIX B
CONSENT FORM

You have been informed about this study's purpose, procedures, and possible benefits and risks. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

I have read the above document and consent to become a participant in the research study by completing the research survey.

Please print name: _____ Date: _____

Please sign name: _____

Researcher name: _____ Date: _____

Researcher signature: _____

Thank you,
Jennifer Garcia
Researcher and Doctoral Student
Texas State University-San Marcos

APPENDIX C

Parent Involvement Survey-A Teacher’s Perspective

The purpose of this survey is to identify and measure your beliefs and expectations of parental involvement to gain a better understanding of the most effective forms for schools to implement in engagement initiatives to best support student achievement. All responses and information on this survey are confidential and anonymous. The researcher is conducting this survey in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy at Texas State University – San Marcos.

Please follow the directions below:

Directions: The following questions ask for your professional judgment about parental involvement. Please Circle the one choice for each item that best represents your opinion and experience.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Parent involvement is important for a good school.	1	2	3	4
2. Most parents know how to help their children on schoolwork at home.	1	2	3	4
3. This school has an active and effective parent organization (e.g PTA or PTO).	1	2	3	4
4. Every family has some strengths that could be tapped to increase student success in school.	1	2	3	4
5. All parents could learn ways to assist their children on schoolwork at home, if shown how.	1	2	3	4
6. Parent involvement can help teachers be more effective with more students.	1	2	3	4
7. Teachers should receive recognition for time spent on parent involvement activities.	1	2	3	4
8. Parents of children at this school want to be involved more than they are now at most grade levels.	1	2	3	4
9. Teachers do not have the time to involve parents in very useful ways.	1	2	3	4
10. Teachers need in-service education to implement effective parent involvement practices.	1	2	3	4
11. Parent involvement is important for student success in school.	1	2	3	4

12. This school views parents as important partners.	1	2	3	4
13. The community values education for all students.	1	2	3	4
14. This school is known for trying new and unusual approaches to improve the school.	1	2	3	4
15. Mostly, when I contact parents, it's about problems or trouble.	1	2	3	4
16. In this school, teachers play a large part in most decisions.	1	2	3	4
17. The community supports this school.	1	2	3	4
18. Compared to other schools, this school has one of the best school climates for teachers, students, and parents.	1	2	3	4

Directions: Teachers choose among many activities to assist their students and families. Circle one choice to tell how important each of these is for you to conduct at your grade level.

	Not Important	A Little Important	Pretty Important	Very Important
19. Have a conference with each of my students' parents at least once a year.	1	2	3	4
20. Attend evening meetings, performances, and workshops at school.	1	2	3	4
21. Contact parents about their children's problems or failures.	1	2	3	4
22. Inform parents when their children do something well or improve.	1	2	3	4
23. Involve some parents as volunteers in my classroom.	1	2	3	4
24. Inform parents of the skills their children must pass in each subject I teach.	1	2	3	4
25. Inform parents how report card grades are earned in my class.	1	2	3	4
26. Provide specific activities for children and parents to do to improve students' grades.	1	2	3	4
27. Provide ideas for discussing TV shows.	1	2	3	4
28. Assign homework that requires children to interact with parents.	1	2	3	4
29. Suggest ways to practice spelling or other skills at	1	2	3	4

home before a test.				
30. Ask parents to listen to their children read.	1	2	3	4
31. Ask parents to listen to a story or paragraph that their children write.	1	2	3	4
32. Work with other teachers to develop parent involvement activities and materials.	1	2	3	4
33. Work with the community members to arrange learning opportunities in my class.	1	2	3	4
34. Work with area businesses for volunteers to improve programs for my students.	1	2	3	4
35. Request information from parents on their children's talents, interests, or needs.	1	2	3	4
36. Serve on a PTA/PTO or other school parental involvement committee.	1	2	3	4

37. In your opinion, what is the most successful practice to involve parents that you have used or that you have heard about? Please describe below.

38. What is your sex? ___ Male
 ___ Female

40. Age:
 ___ 20-30 years old
 ___ 31-40
 ___ 41-50
 ___ 51-60
 ___ 61 +

39. Ethnicity-Are you Hispanic (Circle):
 Yes or No

41. How do you describe yourself?
 ___ Asian-American
 ___ Black or African American
 ___ White or Caucasian
 ___ Hispanic or Latino(a)
 ___ Other (please describe) _____

42. How much formal schooling have you completed?

- Some high school
- High school diploma/GED
- Some College
- Vocational School/Technical College
- College degree
- Graduate degree or credits

43. How many total years of teaching experience do you have in education?

- 0-3
- 3-5
- 6- 10
- 11-15
- 16-20
- 21 +

44. How many years have you taught at this school?

- 0-3
- 3-5
- 6- 10
- 11-15
- 16-20
- 21 +

Epstein, J. L. & Salinas, K. C. (1993). School and Family Partnerships: Surveys and Summaries. Baltimore, MD: Johns Hopkins University Center on School, Family, and Community Partnerships.

APPENDIX D

PARENT SURVEY IN ENGLISH



San Marcos

The rising STAR of Texas

Consent Form

Please keep this page as a copy for your records. IRB Approval number: Application #EXP2014G570189B, granted IRB status on (2/18/14).

This is an invitation to participate in a study about the beliefs and expectations teachers and parents have regarding parental involvement and how it correlates with student academic achievement on the Reading STAAR Exam. This form provides information about the quantitative study in which you are agreeing to participate. The aim of this study is to collect and analyze data from teacher and parent surveys and student academic Reading STAAR scores and make recommendations for improving school-parent partnerships with the purpose of supporting student's achievement and well-being.

Title of the Study: Teachers' and Parents' Beliefs and Expectations of Parental Involvement and How It Relates to Student Academic Achievement.

Researcher: Jennifer Garcia, Doctoral Candidate in School Improvement at Texas State University, San Marcos, Phone number: (512) 386-3431; email: jennifer.garcia@del-valle.k12.tx.us

Faculty Sponsor: Dr. Robert Reardon, *Associate Professor Adult Education,*

Texas State University, San Marcos. Phone number: (512) 245-3755; email:

rreardon@txstate.edu

Purpose of the study:

- The purpose of this correlational quantitative study is to examine the expectations and beliefs teachers and parents have regarding the importance of parental involvement, and how teachers and parents should be involved in parental involvement initiatives that support student achievement and well-being.
- Schools that understand the perspective of parental involvement from both the school and family stakeholders viewpoints are more likely to be able to understand and implement best practices to involve families. This understanding of the parental involvement expectations and beliefs can then be used to create and develop a School, Family and Community Partnership (SFCP) where a collaborative relationship is developed between the school, family and community to support students.
- This study will also analyze how these beliefs and expectations relate to student academic achievement (STAAR Reading Scores). The purpose of examining achievement is to understand the correlation between teacher and parent perspectives towards parental involvement and how it relates to students' achievement.

What is expected of you as a study participant? Participation in this study requires the completion of a 15-minute survey and access to your child's demographic school information as well as Reading STAAR scores for this academic school year.

Please keep this page as a copy for your records.

Confidentiality and privacy protections:

- The data resulting from your participation will be used for educational purposes and possible publication. However, the data will contain no identifying information that could associate you with it. Each participant will receive an identification code to protect his or her anonymity.
- All documents and any other associated written material will be given an identification code for all participants.
- Data will be stored to ensure that it is secure and remains confidential. All data will be destroyed three years after the study is conducted.

What are the risks of participating? The design of this research study has been developed with minimal risks to participants.

- Participants may experience a loss of time to take the survey, which may cause a discomfort or inconvenience for some individuals.

- There is little to no likelihood of any physical risk as a result of participation in this research project. Participants are not asked to perform any tasks as a part of the survey or collection of data that could result in physical harm.
- Teachers and parents will be asked to provide information about their expectations and beliefs about parental involvement and demographic data. These questions may cause a potential low psychological risk if participants are upset by questions that ask them to think about their own experiences related to the content that is unsettling. If necessary, participants may seek counseling service at Travis County Integral Care (ATCIC) at 512 472-HELP or online at www.integralcare.org. Please understand that you will be responsible for any fees related to this service.

What are the benefits of participating?

- **Benefits for the participants:** By participating in this study, you will have an opportunity to provide feedback about the beliefs and expectations of parental involvement, which may contribute and guide current and future action plans to improve parental involvement initiatives.
- **Benefits for the education field:** This study can inform practice and theory related to educational institutions and their practices of creating and developing parent involvement initiatives. It may also contribute to the existing body of knowledge and future studies in the field of education.
 - Correlational data relating to the relationship between teachers' and parents' expectations and beliefs of parental involvement and a student's reading STAAR score will be reported which may be used to support student achievement.

Is there any compensation for participating? This study is funded by the researcher. Consenting participants will be entered in a drawing to win one of three iPod Shuffles.

How can I discontinue participating and whom should I contact if I have any questions? This project #EXP2014G570189B was approved by the Texas State IRB on 2/18/14. Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Jon Lasser (512-245-3413 - lasser@txstate.edu) and to Becky Northcut, Director, Research Integrity & Compliance (512-245-2314 - bnorthcut@txstate.edu).

**PLEASE RETURN THIS SHEET
CONSENT FORM**

You have been informed about this study's purpose, procedures, and possible benefits and risks. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

I have read the above document and consent to become a participant in the research study by completing the research survey and allowing access to my student's demographic information and STAAR Reading Score.

Please print name: _____ Date: _____

Please sign name: _____

Researcher name: _____ Date: _____

Researcher signature: _____

Thank you,
Jennifer Garcia
Researcher and Doctoral Student
Texas State University-San Marcos

APPENDIX E
Parent Involvement Survey

**Please turn in survey on or before April 21st, 2014 to be entered in a drawing
for an iPod Shuffle**

The purpose of this survey is to identify and measure your beliefs and expectations of parental involvement to gain a better understanding of the most effective forms for schools to implement in engagement initiatives to best support student achievement. All responses and information on this survey are confidential and anonymous. The researcher is conducting this survey in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy at Texas State University – San Marcos. Please note: If you have multiple students at this school, please complete a survey for each of your children only if they are in grades 3-5.

Please read the directions below:

Directions: How much do you agree or disagree with the following statements? Circle ONE answer on each line to tell if you **Strongly Agree (1), Agree (2), Disagree (3), or Strongly Disagree (4)**.

Describe the school's quality	Strongly Agree	Agree	Disagree	Strongly Disagree
1. This is a very good school.	1	2	3	4
2. I feel welcome at the school.	1	2	3	4
3. I get along well with my child's teacher(s).	1	2	3	4
4. The teachers at this school care about my child.	1	2	3	4

How well has your child's teacher at this school done the following **THIS SCHOOL YEAR**? Circle **ONE** answer on each line to tell if the school does this: **Well (1), OK (2), Poorly (3), or Never (4)**.

The teachers at this school...	Well	OK	Poorly	Never
5. Help me understand my child's stage of development.	1	2	3	4
6. Tells me how my child is doing in school.	1	2	3	4
7. Asks me to volunteer at the school.	1	2	3	4
8. Explains how to check my child's homework.	1	2	3	4
9. Sends home news about things happening at school.	1	2	3	4
10. Tells me what skills my child needs to learn in: math.	1	2	3	4
The teachers at this school...	Well	OK	Poorly	Never
11. Tells me what skills my child needs to learn in: reading/language arts.	1	2	3	4
12. Tells me what skills my child needs to learn in: science.	1	2	3	4
13. Provides information on community services that I may want to use with my family.	1	2	3	4
14. Invites me to PTA/PTO meetings.	1	2	3	4
15. Assigns homework that requires my child to talk with me about things learned in class.	1	2	3	4
16. Invites me to a program at the school.	1	2	3	4
17. Asks me to help with fundraising.	1	2	3	4
18. Has a parent-teacher conference with me.	1	2	3	4
19. Includes parents on school committees, such as curriculum, budget, or improvement committees.	1	2	3	4
20. Provides information on community services that I may want to attend with my child.	1	2	3	4
21. Updates me on my child's progress.	1	2	3	4

Directions: How much do you agree or disagree with the following statements about what parents should do? Circle ONE answer on each line to tell if you **Strongly Agree (1), Agree (2), Disagree (3), or Strongly Disagree (4).**

It's a parent's responsibility to...	Strongly Agree	Agree	Disagree	Strongly Disagree
22. Make sure that their child learns at school.	1	2	3	4
23. Teach their child to value schoolwork.	1	2	3	4
24. Show their child how to use things like a dictionary or encyclopedia.	1	2	3	4
25. Contact the teacher as soon as academic problems arise.	1	2	3	4
26. Test their child on subject taught in school.	1	2	3	4
27. Keep track of their child's progress in school.	1	2	3	4
28. Contact the teacher if they think their child is struggling in school.	1	2	3	4
29. Show an interest in their child's schoolwork.	1	2	3	4
30. Help their child understand homework.	1	2	3	4
31. Know if their child is having trouble in school.	1	2	3	4
32. Read with their child.	1	2	3	4
33. Volunteer in the classroom or at school.	1	2	3	4
It's a parent's responsibility to...	Strongly Agree	Agree	Disagree	Strongly Disagree
34. Work with their child on science homework.	1	2	3	4
35. Review and discuss the schoolwork their child brings home.	1	2	3	4
36. Help their child with math.	1	2	3	4
37. Visit their child's school.	1	2	3	4
38. Go over spelling or vocabulary with their child.	1	2	3	4
39. Ask their child about what he/she is learning in science.	1	2	3	4
40. Talk to their child's teacher.	1	2	3	4
41. Help their child with reading/language arts homework.	1	2	3	4
42. Help their child understand what he/she is learning in reading/language arts class.	1	2	3	4
43. Help their child prepare for math tests.	1	2	3	4
44. Ask their child how well he/she is doing in school	1	2	3	4
45. Go to a school event (e.g. sports, music, drama or meeting)	1	2	3	4

46. Check to see if your child finished his/her homework.	1	2	3	4
---	---	---	---	---

47. In your opinion, what is the most important way you can be involved in your child's education? Please describe below.

Almost done!

Directions: The following questions will help us plan programs and activities to meet your family's needs. Please mark one answer for each item.

48. What is your sex? Male
 Female

49. Ethnicity-Are you Hispanic (Circle):
Yes or No

50. Age:
 20-30 years old
 31-40
 41-50
 51-60
 61 +

51. How do you describe yourself?
 Asian-American
 Black or African American
 White or Caucasian
 Hispanic or Latino(a)
 Other (please describe)

52. How many parents/guardians live in the household of the student?
 Single Parent home
 Two Parent Home
 Other (please describe)

53. How much formal schooling have you completed?
 Some high school
 High school diploma/GED
 Some College
 Vocational School/Technical College
 College degree
 Graduate degree or credits

Reference: Sheldon, S. B. & Epstein, J. L. (2007). *Parent survey on family and community involvement in the elementary and middle grades*. Baltimore: Johns Hopkins University Center of School, Family, and Community Partnerships.

APPENDIX F

PARENT SURVEY IN SPANISH



San Marcos

The rising STAR of Texas

Forma de Consentimiento

Por favor, mantenga esta página como una copia para sus archivos.

Número de aprobación del IRB: Aplicación número #EXP2014G570189B

aceptado IRB estado en (2/18/14)

Esta es una invitación para participar en un estudio sobre las creencias y expectativas de los maestros y los padres tienen con respecto a la participación de padres y cómo se relaciona con el rendimiento académico estudiantil en el examen de STAAR Lectura. Esta forma proporciona información sobre el estudio cuantitativo en el que usted está de acuerdo en participar. El objetivo de este estudio es recopilar y analizar los datos de las encuestas de padres y maestros y las calificaciones de STAAR Lectura académicas del estudiante y hacer recomendaciones para mejorar las asociaciones con la escuela y los padres con el fin de apoyar el logro y el bienestar de los estudiantes.

Título del estudio: Las creencias y expectativas de los maestros y los padres de participación de los padres y cómo se relacionan con el rendimiento estudiantil académico.

Investigadora: Jennifer García, candidata al doctorado en mejoramiento escolar en Texas State University, San Marcos, número de teléfono: (512) 386-3431; email: jennifer.garcia@del-valle.k12.tx.us

Patrocinador Facultad: Dr. Robert Reardon, Profesor Asociado de Educación de Adultos de Texas State University, San Marcos. Número de teléfono: (512) 245-3755; email: rreardon@txstate.edu

Objetivo del estudio:

- El propósito de este estudio cuantitativo correlacional es examinar las expectativas y creencias de los maestros y los padres tienen con respecto a la importancia de la participación de los padres, y cómo los maestros y los padres deben participar en las iniciativas de participación de los padres que apoyan el logro y el bienestar del estudiante.
- Las escuelas que comprenden la perspectiva de la participación de los dos, la escuela y la familia puntos de vista, son más propensas a comprender e implementar las mejores prácticas para darles participación a las familias. Esta comprensión de las expectativas de participación de los padres y las creencias se puede utilizar para crear y desarrollar una escuela, la familia y la sociedad comunitaria (School, Family and Community Partnership, SFCP), donde una colaboración relación se desarrolla entre la escuela, la familia y la comunidad para apoyar a los estudiantes.
- Este estudio también analizará cómo estas creencias y expectativas, se relacionan con el rendimiento académico del estudiante (las calificaciones de STAAR Lectura). El propósito del examinar de los logros es entender la correlación entre las perspectivas de los maestros y de los padres hacia la participación de los padres y cómo se relaciona con el logro de los estudiantes.

¿Qué se espera de usted como participante en el estudio? La participación en este estudio requiere la realización de una encuesta de 15 minutos y el acceso a la información demográfica de su hijo, así como las calificaciones de STAAR Lectura para este año escolar académico.

Por favor, mantenga esta página como una copia para sus archivos.

Confidencialidad y protección de la privacidad:

Los datos resultantes de la participación será utilizada para los propósitos educativos y publicación posible. Sin embargo, los datos no contienen información de identificación que lo podría asociarse. Cada participante recibirá un código de identificación para proteger su anonimato.

- Todos los documentos y cualquier otro material escrito asociado se darán un código de identificación para todos los participantes.
- Los datos se almacenan para asegurarse de que es segura y es confidencial. Todos los datos serán destruidos tres años después se realizó el

estudio.

¿Cuáles son los riesgos de participar? El diseño de este estudio de investigación

se ha desarrollado con riesgos mínimos para los participantes.

- Los participantes pueden tener una pérdida de tiempo para participar en la encuesta, lo que puede causar un malestar o incomodidad para algunas personas.
- Hay poca o ninguna probabilidad de cualquier riesgo físico como resultado de la participación en este proyecto de investigación. Los participantes no se les pide realizar tareas como parte de la encuesta o recogida de datos que podrían resultar en daño físico.
- Se pedirá a los maestros y los padres para proporcionar información acerca de sus expectativas y creencias sobre la participación de los padres y de los datos demográficos. Estas preguntas pueden causar un riesgo potencial de psicológico bajo si los participantes están molestos por las preguntas que les pregunten a pensar en sus propias experiencias relacionadas con el contenido que desestabilizan. Si es necesario, los participantes podrán solicitar el servicio de asesoramiento a Travis County Integral Care (ATCIC) a 512 472-HELP o en línea en www.integralcare.org. Por favor que entienda que usted será responsable por los costos relacionados con este servicio.

¿Cuáles son los beneficios de participar?

• **Beneficios para los participantes:** Al participar en este estudio, usted tendrá la oportunidad de proporcionar información acerca de las creencias y expectativas de participación de los padres, que pueden contribuir y guiar la acción actual y futura de los planes para mejorar las iniciativas de participación de los padres.

• **Beneficios para le area de la educación:** Este estudio puede informar la práctica y la teoría relacionada con las instituciones educativas y sus prácticas de creación y desarrollo de iniciativas de participación de los padres. También puede contribuir al conocimiento existente y los estudios futuros en el area de la educación.

o Datos correlacionales relativos a la relación entre las expectativas y creencias de participación de los padres de los maestros y de los padres y las calificaciones del examen de STAAR Lectura de un estudiante serán reportados que se puede utilizar para apoyar el rendimiento estudiantil.

¿Hay alguna compensación por su participación? Este estudio está financiado por el investigadora. Los participantes dieron su consentimiento se ingresarán en un sorteo para ganar una de las tres IPod Shuffle.

¿Cómo puedo dejar de participar y con quién debo contactar si tengo alguna pregunta? Este proyecto # EXP2014G570189B fue aprobado por el IRB de

Texas State University, 2/18/14. Cuestiones pertinentes o inquietudes sobre la investigación, derechos de participantes en la investigación, y / o daños relacionadas con la investigación a los participantes deben dirigirse al presidente del IRB, el Dr. Jon Lasser (512-245-3413 - lasser@txstate.edu) y Becky Northcut, Directora de Investigación de Integridad y Cumplimiento (512-245-2314 - bnorthcut@txstate.edu).

**POR FAVOR DEVOLVER ESTA HOJA
FORMA DE CONSENTIMIENTO**

Se le ha informado sobre el propósito, los procedimientos de este estudio y los beneficios y riesgos posibles. Se le ha dado la oportunidad de hacer preguntas antes de firmar, y le han dicho que usted puede hacer otras preguntas en cualquier momento. Usted voluntariamente acepta participar en este estudio. Al firmar este forma, usted no está renunciando ninguna de sus derechos legales.

He leído el documento y el consentimiento anterior para convertirme en un participante en el estudio de investigación por completando la encuesta de investigación y permitir el acceso a la información demográfica de mi estudiante y las calificaciones de STAAR Lectura.

Por favor, imprime su nombre: _____ Fecha: _____

Por favor , escribe su nombre: _____

Nombre del investigadora: _____ Fecha: _____

La firma de la investigadora : _____

Gracias,

Jennifer García

Investigadora y Estudiante de doctorada

Texas State University-San Marcos

Encuesta de participación de los padres

Por favor entreguen encuesta en o antes 21 de abril 2014 que se debe ingresar en el sorteo de un iPod Shuffle

El propósito de este estudio es identificar y medir sus creencias y expectativas de participación de los padres a obtener una mejor comprensión de las formas más

eficaces para las escuelas para poner en práctica las iniciativas de contratación con mayor apoyo rendimiento de los estudiantes. Todas las respuestas e información sobre esta encuesta son confidenciales y anónimas. La investigadora está llevando esta encuesta en cumplimiento parcial de los requisitos para el grado de doctor en filosofía en Texas State Univeristy - San Marcos. Nota: Si tiene varios estudiantes en esta escuela, por favor complete una encuesta para cada uno de sus hijos sólo si están en los grados 3-5.

Por favor devuelva en o antes del 21 de abril 2014 que debe ingresar en el sorteo de un iPod Shuffle.

Por favor, lea las instrucciones de abajo:

Instrucciones: ¿Cuánto está usted de acuerdo o en desacuerdo con las siguientes afirmaciones? Círculo UNA respuesta en cada línea de saber si usted:

SÍ quiere decir que Ud. está totalmente de acuerdo con la oración.

sí quiere decir que Ud. está de acuerdo con la oración.

no quiere decir que Ud. está en desacuerdo con la oración.

NO quiere decir que Ud. está totalmente en desacuerdo con la oración.

	S Í	sí	n o	N O
1. Esta escuela es muy buena.	1	2	3	4
2. Me siento bienvenido en la escuela.	1	2	3	4
3. Me llevo bien con el maestro (s) de mi hijo/a.	1	2	3	4
4. Los/as maestros/as se interesan por mi hijo/a.	1	2	3	4

¿Qué tan bien ha maestro de su hijo en esta escuela hecho lo siguiente ESTE AÑO ESCOLAR? Círculo UNA respuesta en cada línea para saber si la escuela hace esto: Bueno (1), OK (2), Mal (3) o Nunca (4).

Los maestros en esta escuela ...	Bueno	OK	Mal	Nunca
5. Me ayudan a entender la etapa de desarrollo de mi hijo/a.	1	2	3	4
6. Me dicen como va mi hijo/a en la escuela.	1	2	3	4
7. Me piden que sea voluntario en la escuela.	1	2	3	4
Los maestros en esta escuela ...	Bueno	OK	Mal	Nunca
8. Explican cómo comprobar la tarea de mi hijo/a.	1	2	3	4
9. Me envían noticias de lo que pasa en la escuela.	1	2	3	4
10. Me dicen qué habilidades mi hijo/a necesita aprender en: matemáticas.	1	2	3	4
11. lectura / lenguaje.	1	2	3	4
12. ciencia.	1	2	3	4
13. Me dan información sobre los servicios de la comunidad que podría utilizar.	1	2	3	4
14. Me invitan a los reuniones de PTA/PTO.	1	2	3	4
15. Ponen tareas escolares que requieren que mi hijo/a hable conmigo sobre lo que aprendió en la clase.	1	2	3	4
16. Me invitan a los programas en la escuela.	1	2	3	4
17. Me piden ayuda con actividades para recaudar fondos.	1	2	3	4
18. Tienen conferencias conmigo.	1	2	3	4
19. Incluyen a los padres en los comités como los de currículo, presupuesto, o en el mejoramiento escolar.	1	2	3	4
20. Me dan información sobre los servicios de la comunidad que podría asistir con mi hijo/a.	1	2	3	4
21. Me actualizan sobre el progreso de mi hijo	1	2	3	4

Instrucciones: ¿Cuánto está usted de acuerdo o en desacuerdo con las siguientes afirmaciones sobre lo que los padres deben hacer? Círculo UNA respuesta en cada línea de saber si usted:

SÍ quiere decir que Ud. está totalmente de acuerdo con la oración.

sí quiere decir que Ud. está de acuerdo con la oración.

no quiere decir que Ud. está en desacuerdo con la oración.

NO quiere decir que Ud. está totalmente en desacuerdo con la oración.

Es la responsabilidad de los padres a ...	SÍ	sí	no	NO
22. Asegúrense de que su hijo/a aprende en la escuela.	1	2	3	4
23. Enseñan a su hijo/a a valorar el trabajo escolar.	1	2	3	4
24. Muestran su hijo/a cómo usar cosas como un diccionario o enciclopedia.	1	2	3	4
25. Hablan al maestro tan pronto como surgen problemas académicos.	1	2	3	4
Es la responsabilidad de los padres a ...	SÍ	sí	no	NO
26. Pon a prueba a su hijo/a en materias enseñadas en la escuela.	1	2	3	4
27. Conozcan el progreso de su hijo/a en la escuela.	1	2	3	4
28. Hablan al maestro si piensan que su hijo/a tiene dificultades en la escuela.	1	2	3	4
29. Muestran un interés en el trabajo escolar de su hijo/a.	1	2	3	4
30. Ayudan a su hijo/a a entender la tarea.	1	2	3	4
31. Sepan si su hijo/a está teniendo problemas en la escuela.	1	2	3	4
32. Leen con su hijo/a.	1	2	3	4
33. Ser un voluntario en el salón de clases o en la escuela.	1	2	3	4
34. Trabajan con su hijo/a en la tarea de ciencias.	1	2	3	4
35. Revisan y discuten el trabajo escolar que su hijo/a trae a casa.	1	2	3	4

36. Ayudan a su hijo/a con las matemáticas.	1	2	3	4
37. Visitan la escuela de su hijo/a.	1	2	3	4
38. Repasan la ortografía o el vocabulario con su hijo/a.	1	2	3	4
39. Preguntan a su hijo/a sobre lo que él / ella está aprendiendo en la ciencia.	1	2	3	4
40. Hablan con el maestro de su hijo/a.	1	2	3	4
41. Ayudan a su hijo/a con la tarea de lectura / artes del lenguaje.	1	2	3	4
42. Ayudan a su hijo/a a entender lo que él / ella está aprendiendo en la ciencia.	1	2	3	4
43. Ayudan a su hijo/a a prepararse para los exámenes de matemáticas.	1	2	3	4
44. Preguntan a su hijo/a lo bien que él / ella está haciendo en la escuela.	1	2	3	4
45. Van a un evento de la escuela (por ejemplo- los deportes, la música, el teatro o una reunión)	1	2	3	4
46. Verifican si su hija terminó su tarea.	1	2	3	4

47. En su opinión, ¿cuál es la manera más importante que usted le da participación en la educación de su hijo/a? Por favor, describa abajo.

¡Ya estamos casi terminados!

Instrucciones: Las siguientes preguntas ayudaremos a planificar los programas y actividades para satisfacer las necesidades de su familia. Por favor marque una respuesta para cada.

48. ¿Cuál es su sexo? Hombre

49. Origen étnico- ¿Es usted

Mujer

hispano?(círculo): (Círculo): Sí o No

50. Edad:

- 20-30 años
- 31-40
- 41-50
- 51-60
- 61 +

51. ¿Cómo le describe a Ud.?

- Asiáticoamericano/a
 - Black o afroamericano/a
 - White o caucásico/a
 - Hispano o latino/a
 - Otro (por favor describa)
-

52. ¿Cuántos padres / guardiánes viven en el hogar del estudiante?

- Uno
 - Dos
 - Otro (por favor describa)
-

53. ¿Cuánta educación formal ha completado?

- Un poco de la escuela secundaria
- Diploma de la escuela secundaria/GED
- Un poco de la universidad
- Escuela profesional / escuela técnica
- Título de la universidad
- Título de postgrado o créditos

¡Muchas gracias por su participación!

Por favor devuelva esta encuesta y forma de consentimiento con su hijo a dar su maestro.

Reference: Sheldon, S. B. & Epstein, J. L. (2007). *Parent survey on family and community involvement in the elementary and middle grades*. Baltimore: Johns Hopkins University Center of School, Family, and Community Partnerships.

APPENDIX G

MEMORANDUM OF UNDERSTANDING

(Name deleted) Independent School District

MEMORANDUM OF UNDERSTANDING FOR RESEARCH STUDY

Jennifer Garcia, Assistant Principal • (Name deleted) Middle School

Date of Submission: January 13, 2014

Project Starting Date: upon signature of this MOU Project Ending Date: June 6, 2014

Title of the Proposal
"Teachers' and Parents' Beliefs and Expectations of Parental Involvement and How it Relates to Student Academic Achievement in Three Title I Elementary Schools."

Principal Investigator
Name: Jennifer Garcia Address: (Name deleted) Middle School

IRB Approval: IRB Exemption number: EXP2014G570189B Proposal Date: March 6 or 7th, currently scheduling.

Introduction

Teachers employ a variety of approaches to enhance student learning. Working with parents to augment student support through higher levels of parental involvement is one effective approach. Research demonstrates that students whose parents are interested and involved in their education are more likely to a) earn higher grades and scores on state assessments, b) graduate, and c) pursue a postsecondary education – regardless of income, ethnicity or background (Henderson & Mapp, 2002). Behaviorally, they a) have higher levels of intrinsic motivation and self-esteem, b) attend school regularly, c) adapt to school well, and d) have a positive attitude (Henderson & Mapp, 2002). However, despite this link between parental involvement and academic achievement and well-being, there continues to be a gap in levels of parental engagement and involvement parents at the school and in the home.

Program & Research Overview

Purpose

Identifying teachers' and parents' beliefs and expectations about parental involvement remains an under-researched area yet it is a critical component in the development of effective parental involvement initiatives (Abdul-Adil & Farmer, 2006). The purpose of this correlational quantitative study is to examine the expectations and beliefs teachers and parents have regarding the importance of parental involvement, and how teachers and parents should be involved in parental involvement initiatives that support student achievement and well-being. Schools that understand the differing perspectives of parental involvement held by both the school and family stakeholders are more likely able to understand and implement best practices that actively involve families. This understanding of parental involvement expectations and beliefs can then be used to create and develop a School, Family and Community Partnership (SFCEP) where a collaborative relationship is developed between the school, family and community to support students. This study will also analyze how these beliefs and expectations, based on Epstein's six types of involvement, relate to student academic achievement (STAAR Reading Scores) in three Title I elementary schools, located in central Texas. The purpose of examining achievement is to understand the correlation between teacher and parent attitudes towards parental involvement and how they relate to students' achievement. The specific objectives of this study are two fold: (1) to examine the expectations and beliefs of teachers and parents toward the involvement of parents in three Title I elementary schools; (2) how these expectations correlate to a student's academic reading achievement based on the Reading State of Texas

P.I. Initials [Signature] Date 2/25/14 February 24, 2014

ISD Initials [Signature] Date 2/25/14 1

Assessments of Academic Readiness exam (STAAR). This is important because the beliefs and expectations of teachers and parents regarding parental involvement are linked to students' academic achievement (Epstein, 2010). Gaining an understanding of both the teacher's and parent's perspectives is important because expectations and beliefs shape one's understanding of the world which in turn, influences the actions one takes and their resultant experiences.

Statement of Problem

Despite gallant reform efforts in schools, disparities continue to exist among student achievement (Henderson et al., 2009). A disconnect exists between what schools do to establish parental involvement initiatives with culturally, linguistically and economically diverse (CLEd) communities and the actual involvement of parents (Bartel, 2010; Holcomb-McCoy, 2010). This suggests that the options for involvement presented to these parents may not meet their needs and wants. One common example of this mismatch is when a school offers parent meetings during the day when parents are working. This lack of understanding can hinder the level of support a student receives both at home and school. The relationship between what teachers and parents believe about how each should be involved in parental involvement initiatives is not well researched. A possible explanation for why schools report low involvement from parents may result from differences between teachers and parents regarding the parents' role (Epstein, J. L., & Becker, H. J. (1982). Gaining an understanding of what teachers and parents believe about their respective roles in a SFCP, can help bridge this gap.

There is a limited amount of research about the expectations and beliefs teachers and parents have relative to family involvement, as well as schools' expectations for the level of parents' involvement in their child's education, particularly in CLEd communities. Therefore, there is a need to improve our understanding of the relationships between these groups and the impact that greater harmony in expectations relative to involvement can have on academic achievement (Souto-Manning & Swick, 2006; Trask-Tate, & Cunningham, 2010; Watkins, 1997). In addition, studies examining teacher and parent expectations and beliefs and their relationship to student academic achievement (reading) are either lacking or remain unpublished.

There is an extensive amount of literature on the barriers that CLEd parent's experience (Chavkin & Williams, 1987; Dauber and Epstein, 1993; Miretzky, 2004; Jacobson 2005). Nonetheless, there is a research gap in our understanding of how schools respond to this reality and how they develop their parental involvement component per NCLB requirement (NCLB, 2002).

Instrumentation and Measurement

Parental Involvement Expectations, Beliefs and Achievement Data

Parental involvement will be evaluated through surveys administered to teachers (online) and parents (paper based) based on Epstein's Parental Involvement framework and additional demographic variables. The state standardized test titled, the State of Texas Assessments of Academic Readiness (STAAR) in Reading will be used as a measure of academic achievement. STAAR data will be derived from the AEIS (Academic Excellence Indicator System) and the percentage of students who passed the STAAR test will be calculated. Data from the Reading STAAR (first administration) will be drawn from grades 3, 4 and 5. The STAAR test is only administered for grades 3-5 for measures of academic achievement. Therefore, kindergarten through 2nd grade will be excluded.

Methods

Data for determining whether or not a significant correlational effect exists between parental and teacher expectations of parental involvement and student achievement will be analyzed using a likert scale survey based on Epstein's Framework. Eligible consenting schoolteachers will complete a one-time online survey containing 44-questions. Eligible consenting parents will complete a one-time paper survey containing 29-questions. The academic achievement data (STARR reading scores) will be collected when the district receives scores from the TEA (Texas Education Agency), estimated within the month of April and May.

P.J. Initials QJ Date 2/25/14
February 25, 2014

SD Initials KL Date 2/25/14
2

Research Questions

The following six research questions will guide this study.

Research Question 1: What are teachers' expectations for parental involvement?

Research Question 2: What are the teachers' beliefs about parental involvement?

Research Question 3: What is the correlational relationship between teacher expectations about their role in parental involvement and student academic achievement by Reading STAAR scores?

Research Question 4: What is the correlational relationship between teachers' beliefs about parental involvement and student academic achievement by Reading STAAR scores?

Research Question 5: What are parents' expectations for parental involvement?

Research Question 6: What are parents' beliefs about parental involvement?

Research Question 7: What is the correlational relationship between parents' expectations about their role in parental involvement and student academic achievement by Reading STAAR scores?

Research Question 8: What is the correlational relationship between parents' beliefs about their role in parental involvement and student academic achievement by Reading STAAR scores?

Research Question 9: Are there differences between teachers and parents beliefs and expectations of parental involvement?

Participants- Role Overview and Data Collection

Sample/Participants:

- Type: Purposeful Sample
- Study Sites: Three Title I Elementary Schools (Names deleted)
- Eligible Participants:
 - Teachers in grades 3-5 (Will complete survey)
 - Students in grades 3-5 (Will complete survey)
 - Parents of students in grades 3-5 (Scores will be collected based on Reading STAAR)

Role Overview and Data Collection:

- Three Elementary Schools: (Names deleted)
- Teachers and parents will receive consent forms. Only participants that provide consent will be involved in this study.
- Teachers are expected to complete consent form and survey online (recommended in their PLCs).
- Parents are expected to complete a paper based consent form and survey (Offered in English and Spanish).

P.I. Initials AC Date 2/25/14
February 25, 2014

ISD Initials He Date 2/25/14
3

Timeline and Design

Teachers, administrators and community liaisons will receive scheduled calendar items on outlook for the dates below.

Timeline for Completion of Study		
Date(s)	Item	Description
<p>March 17th, 18th, 19th 2014</p> <p>Meeting dates and times for each of the three respective schools.</p>	<p>Informational meeting with principals and community liaisons.</p>	<p>Meet with School 1 (Name deleted), School 2 (Name deleted), School 3 (Name deleted) principals to review plan, purpose and expectations.</p> <p>Meeting time requirement 30 minutes.</p> <p>Meet with community liaison after principal meeting to discuss expectations and role.</p> <p>Meeting time requirement 20 minutes.</p> <p>*Times will be scheduled with Principal.</p>
<p>March 24th, 25th, 26th from 3:10-4:00pm.</p> <p>Meeting dates and times for each of the three respective schools.</p>	<p>Informational meeting with teachers.</p> <p>Meeting with grade levels 3rd-5th at each school.</p> <p>Teachers receive an identification code and URL to complete documents online.</p> <p>Teachers receive consent forms for students.</p>	<ul style="list-style-type: none"> Meet with teachers at schools 1, 2, 3 to discuss the plan, purpose, and expectations and clarify any questions they may have regarding the study. Each teacher will receive an identification code and a URL link to complete their consent form and survey. The researcher will communicate this information via email and a paper document. Teachers, please complete the online documents as soon as possible to meet study expectations (recommended in PLCs). The code is important because teachers will receive a certain set of student consent forms and surveys based on the original teacher code. Teachers will receive an envelope for every student in their class with their name on the outside of the envelope and an enclosed survey. *Note-Student/parent consent forms and parent surveys will have the same code. Teachers will not remove the survey from the envelope once it's returned from the student. <p>*Meeting time requirement: 50 minutes, time varies depending on questions.</p>

P.I. Initials QA Date 2/25/14
February 25, 2014

(Initials deleted) ISD Initials kc Date 2/25/14
4

April 2nd, 2014	Teachers will send home consent forms and parent surveys with students in their report card envelopes.	<ul style="list-style-type: none"> Teacher will briefly review the purpose of the study and inform students of being entered into a drawing to win an iPod Shuffle if they return their consent form and survey (Teacher's will receive a script). Teachers will send students home with their envelope. Teachers will receive extra envelopes with copies of consent forms and parents surveys. Teachers please make sure to label the student name on the envelope. Teachers do not need to label the consent form with the student code Teachers are expected to remind students to bring back their envelope signed with their parent's consent form and survey. Teachers will be provided a roster to check off students who have turned in a consent form and survey to help them keep track of which students have turned in their consent form and parent survey. Teachers will have apx. one month to collect the surveys and turn them into the community liaison. <p>*Suggestion- Teachers can incorporate school based incentive for returning consent forms and surveys (e.g. tickets or points for school rewards).</p>
April 4 th , 2014	Teacher Intervention I	Teachers will receive a reminder email about submitting their consent form and online survey (Due, April 8 th)
April 7 th	Student Intervention I	<ul style="list-style-type: none"> After the 1st week of administration of envelopes/ surveys, flyers will go home to remind students and parents to return their survey if they wish to participate. At any time, if a student requests an additional consent form/survey, the teacher will provide another copy. Teachers will label the envelope with the student's name. Teachers please make sure to ask students if they may need another copy. <p>The teacher may also communicate the returning of the survey from parents (e.g. through teacher/parent conferences).</p>
April 8 th , 2014	Online teacher survey and consent forms are due	Teacher consent forms and surveys are due.
April 21 st , 2014	Consent forms and parent surveys due. Student Intervention II	<ul style="list-style-type: none"> Consent form and parent survey are due. If students have not yet returned the envelope/parent survey, the teacher will provide an additional copy of the consent form and survey. Teachers will label the consent form and parent survey with the student code based on the class roster. <p>The teacher may also communicate the returning of the survey from parents (e.g. through teacher/parent conferences).</p>

P.I. Initials AK Date 2/25/14
February 26, 2014

(Initials deleted) ISD Initials KC Date 2/25/14
5

April 25 th , 2014	Student Intervention III	<ul style="list-style-type: none"> Students that have not returned survey and consent form will receive a phone call from the researcher to remind them to return the forms to their child's teacher if they wish to participate.
April 30 th , 2014	Consent forms and parent surveys due to researcher. Turn into community liaison.	Teachers will turn in envelopes to the community liaison by 3:30pm on April 30th, 2014. In addition, reminder emails will be provided and pick up times will be coordinated between the researcher and liaison.
May Meeting dates may be earlier, depending on when STAAR scores for Reading in grades 3-5 are reported.	Collect STAAR Reading data Teacher incentive I Student incentive I Principal incentive I	<ul style="list-style-type: none"> The researcher will meet with campus principal or district administrator to collect STAAR reading data (First administration) for consenting students in grades 3-5. Teacher Incentive I: Each consenting teacher will receive a \$20.00 gift card to Starbucks. Gift cards will be delivered to the campus principal. iPod shuffle for student winner of the drawing for each campus will be delivered to the campus principal. Principals at each of the three campuses will receive a copy of the <i>School, Family, and Community Partnerships: Your Handbook for Action</i> to support current and future partnerships.
Fall 2014	Sharing data and results from the study	The researcher will provide the results of the study in the fall of 2014. It will be recommended by the researcher that the data and findings be shared district wide in order to gain knowledge for district and school wide parent involvement initiatives. A report will be given to Campuses 1, 2, and 3 principals as well as the districts' central administration.

Actions to Collect Consent Forms and Survey from Teachers

- Calendar invitations will be created in Outlook by due dates.
- Teacher Intervention I: By April 4th, teachers who have not yet completed the consent form and survey will receive a reminder email (Due April 8th).
- Teachers will continue to receive reminder emails from the researcher until consent form and survey (if consented) are completed.

Interventions to Collect Consent Forms from Students

- At any time, if a student requests an additional consent form or parent survey, the teacher will provide another copy. Teachers will label the consent form and parent survey with the assigned student code based on the class roster document provide by the researcher.
- Student Intervention I: Students who have not returned their consent form by April 7th will receive a reminder flyer.
- Student Intervention II: If students have not yet returned the consent form or parent survey by April 21st, the teacher will provide an additional copy of the consent form and survey to the student. Teachers will label the consent form and parent survey with the student code based on the class roster.
- Student Intervention III: Researcher will contact parents to remind them to return consent form and survey.

P.I. Initials QC Date 2/25/14
February 25, 2014

(Initials deleted) ISD Initials RC Date 2/25/14
6

Incentives

Teacher Incentives:

- Teachers will receive a \$20.00 Starbucks gift card for their participation (approved consent) and completion of survey.

Student Incentives:

- Parents who agree and return the consent form will be entered in a drawing for one of three iPod Shuffles (One per school).

School Incentives:

- Principals at each of the three campuses will receive a copy of the *School, Family, and Community Partnerships: Your Handbook for Action* to support current and future partnerships.

Research Design

Analytic Strategy

Statistical Package for the Social Sciences (SPSS) (version 18) (Chicago, Illinois, 2009) software will be used for descriptive analyses of socio-demographic, survey data and assessment scores. A correlational model analysis will be used as the analytic tool for this study. The independent variables are the teachers' and parents' expectations and beliefs of parental involvement. The dependent variables consist of the students' achievement scores on the reading state assessment. In the following section, the demographic variables relating to each participant (teachers, students) will be described:

For teachers: Race/ethnicity (White, non-Hispanic, Hispanic/Latino, African Americans, and other), sex (male and female), age (years), level of education (total years completed), and teaching experience (total of years of teaching), and number of years at their current school. Variables will be assessed to determine if these factors act as moderators within the model in the relationship between teachers' beliefs and expectations of parental involvement and student achievement.

For parents: Sex (male and female), level of education (total years completed), family structure (single parent, both parents, grandparents), and age (years). These variables will also be assessed to determine if they act as moderators of what parents' expectations and beliefs of parental involvement are.

For students: Race/ethnicity (White, non-Hispanic, H/L, AA, and other), sex (male and female), grade level, SES (free or reduced lunch program status for child) and student achievement scores on the Reading STAAR.

Program Expectations and Resources

Principal Investigator Expectations (Also listed throughout study timeline)

- Meet with principals and teacher teams for grade levels 3 – 5 at each of the elementary schools: (Names deleted) to discuss the researcher, principal, community liaison, teacher, student and parent role in the study.
- Provide clear expectations for conducting the study.
- Provide a clear timeline of the study.
- Deliver and provide materials in a timely and organized manner.
- Answer and/or clarify questions teachers have throughout the study.
- Follow up with teacher progress.
- Provide intervention methods for collecting surveys.
- Provide incentives for teachers, students and principals as outlined in the proposal.
- Communicate data and results of the study with administration.

Resources from DVISD

- Access to PEIMS information such as class rosters, number of students in grade levels, ethnicity and Free and Reduced lunch status.
- Access STAAR Reading data (First administration) from students enrolled in grades 3-5 at (Names deleted)

P.I. Initials  Date 2/25/14
February 25, 2014

(Initials deleted) ISD Initials  Date 2/25/14

Teacher Expectations (Also listed throughout study timeline)

- Follow the timeline of the study.
- Complete an online consent form and survey of the beliefs and expectations of parental involvement (if consented).
- Collect consent forms and parent surveys from students.
- Keep data organized through a checklist sheet.
- Communicate the purpose of the consent form, parent survey and student incentive to students and/or parents.
- Provide consent form and parent survey to students who may need an additional copy. Teacher will properly code student consent form using student class roster informational sheet.
- Encourage students and parents to return consent form and parent survey.
- Teachers are encouraged to maintain organization of paperwork, read and understand emails from researchers, ask questions, follow up with the progress of the study with researcher, and respond to researcher emails, phone calls or other forms of communication.

Parent Expectations: Complete consent form and survey document (if consented) by due date.

Administration Expectations (Also listed throughout study timeline)

- Follow the timeline of the study.
- Promote the study and check for progress at team meetings.
- Encourage teachers to complete online consent form, and survey.
- Encourage teachers to remind students to return consent form and parent survey.
- Meet with researcher to discuss study and collect data.
- Meet with researcher to check for progress and updates (as needed).

Community Liaison Expectations (Also listed throughout study timeline)

- Point of contact to gain status of turned in consent forms.
- The campus community liaison will collect consent forms and parent surveys from teachers.
- Post reminders to turn in consent forms and parent surveys in the front office and/or marquee (Based on principal approval).

How will this project contribute to the Del Valle Independent School District?

The findings from this study may provide the following benefits:

- Feedback from teachers and parents about their beliefs and expectations of parental involvement will be identified which may contribute and guide current and future action plans to improve parental involvement initiatives.
 - Specifically the following will be reported:
 - Data of teacher expectations of how they should be involved in parental involvement initiatives (e.g. assign homework that requires children to interact with their parents).
 - Data of teacher beliefs about parental involvement (e.g. Parent involvement can help teachers be more effective with students).
 - Data of parent expectations of how they should be involved (e.g. Contact the teacher if they think their child is struggling in school).
 - Data of parent beliefs about parental involvement (e.g. I made a difference in my child's school performance).

P.I. Initials AP Date 2/25/14
February 25, 2014

(Initials deleted) ISD Initials KC Date 2/25/14
8

- The results of the study may provide administrators and teachers with the information needed to conduct tailored professional development training opportunities aimed at improving parental involvement and establishing a SFCP in their school.
- Correlational data relating to the relationship between teachers' and parents' expectations and beliefs of parental involvement and a student's reading STAAR score will be reported which may be used to support student achievement.
- Results of this study will provide teachers and the district with new knowledge and skills (tools) needed to engage parents for supporting their student's academic achievement (and overall well-being).
- This study provides an opportunity for one academic institution and three local Title I schools serving students from CLED backgrounds to work together and identify potential strategies aimed at developing parent involvement initiatives among this population.
- Recommendations for improving school-parent partnerships and relationships will be provided to district and campus officials.
- May contribute to the existing body of knowledge and future studies in the field of education. The researcher is hopeful that these study findings will help **WISD** to continue to strategically deploy parental involvement strategies for the betterment of their schools.

Potential Hazards from Participation

Potential Risks for Human Subject Research

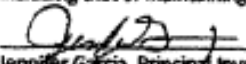

The design of this research study has been developed with minimal risks to participants.

- All participants will receive a consent form detailing the purpose of the study, participant's role and their right to chose to participate.
- Participants may experience a loss of time to take the survey, which may cause a discomfort or inconvenience for some individuals.
- There is little likelihood of any physical risk as a result of participation in this research project. Participants are not asked to perform any tasks as a part of the survey or collection of data that could result in physical harm.
- Teachers and parents will be asked to provide information about their expectations and beliefs about parental involvement and demographic data. These questions may cause a potential low psychological risk if participants are upset by questions that ask them to think about their own experiences related to the content that are unsettling.
- The names of the district and schools will be given pseudonyms to protect the names of the schools and participants. The anonymity of each participant is protected by an assigned identification code.
- Participation is voluntary and participants will be able to withdraw at any point of the research study.
- All consent forms, surveys and campus data will remain confidential and be destroyed within three years after completion of this study.

Facilities Needed

The researcher will require a meeting area with teachers and administration at each of the three campuses.

I understand that I am requesting assistance in conducting a research project. If my request for research is approved, I agree to abide by all policies, rules, and regulations of the ^{Wichita} ~~Cherokee~~ Independent School District including that of maintaining the confidential records and the privacy and rights of the individual(s) and school(s).


 Jennifer Garcia, Principal Investigator

 Kelly Crook, Ph.D., **WISD** Superintendent

2/25/14
 Date
2/25/14
 Date

APPENDIX H
IRB APPROVAL

Institutional Review Board
Request For Exemption
Certificate of Approval

Applicant: Jennifer Garcia

Request Number : EXP2014G570189B

Date of Approval: 02/18/14

REFERENCES

- Abdul-Adil, J. K., & Farmer, A. D. (2006). Inner-city African American parental engagement in elementary schools: Getting beyond urban legends of apathy. *School Psychology Quarterly, 27*(1), 1-12.
- Administration/Policy Council/Parent Involvement, (2000). Do you know the history of parent involvement? It hasn't always been what it is today. Retrieved from http://www.umchs.org/umchsresources/administration/pchandbook/Parent_Involvement.pdf
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, (1999). Standards for educational and psychological testing. Washington, DC: American Psychological Association.
- Apple, M. W., & Beane, J. A. (Eds.). (1995). *Democratic schools*. Alexandria, VA: ASCD.
- Albright, M. I., & Weissberg, R. P. (2010). Family-school partnerships to promote social and emotional learning. In Christenson, S. L., & Reschly, A. L. (Eds.), *Handbook of School-Family Partnerships* (pp. 246-265). New York, NY: Routledge.
- Bartle, V. B., (2010). Home and school factors impacting parental involvement in a title I elementary school. *Journal of Research in Childhood Education, 24*, 209-228.
- Barley, Z. A., & Beesley, A. D. (2007). Rural school success: What can we learn? *Journal of Research in Rural Education, 22*, 1-16.
- Bauch, P. A., & Goldring, E. B. (2000). Teacher work context and parent involvement in urban high schools of choice. *Educational Research and Evaluation, 6*(1), 1-23.

- Becerra, D. (2012). Perceptions of educational barriers affecting the academic achievement of Latino K-12 students. *Children & Schools, 34*(3), 167-177.
- Beimers, J.N., Way, W.D., McClarty, K.L., & Miles, J.A. (2012). Evidence based standard setting: Establishing cut scores by integrating research evidence with expert content judgments. *Pearson Bulletin, 21*. Retrieved from www.pearsonassessments.com
- Becker, H.J., & Epstein, J.L. (1982). Parent involvement: A survey of teacher practices. *The Elementary School Journal, 83*(2), 85-102.
- Bhaskar, R. (1989). *Reclaiming reality: A critical introduction to contemporary philosophy*. London, UK: Verso.
- Bhaskar, R. (2008). *A realist theory of science*. London, UK: Routledge.
- Blank, M. J., Jacobson, R., Melaville, A., & Center for American Progress, (2012). *Achieving results through community school partnerships: How district and community leaders are building effective, sustainable relationships*. Retrieved from <http://www.americanprogress.org/>
- Bireda, S., & Chait, R. (2011). Center for American progress: Increasing Teacher Diversity. Strategies to Improve the Teacher Workforce, Retrieved from: http://www.americanprogress.org/wpcontent/uploads/issues/2011/11/pdf/chait_diversity.pdf
- Boivin, M., Dionne, G., Forget-Dubois, N., Lemelin, J. P., Persusse, D., Tremblay, R. E. (2009). Early child language mediates the relation between home environment and school readiness. *Child Development, 80*(3), 736-749.
- Boers, D. (2002). What teachers need of parents? *The Education Digest, 67* (8), 37-40.

- Bower, H., & 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.
- Bradley, C., Johnson, P., Rawls, G., & Dodson-Sims, A. (2005). School counselors collaborating with African American parents. *Professional School Counseling, 8*, 424-427.
- Capp, G. R. (1967). *The great society: A sourcebook of speeches*. Belmont, CA: Dickenson Publishing Company, Inc.
- Center for American Progress, (2011). Increasing teacher diversity: Strategies to improve the teacher workforce. Retrieved from:
<http://www.americanprogress.org/issues/education/report/2011/11/09/10636/increasing-teacher-diversity/>
- Chavkin, N. F., & Williams, D. L., Jr. (1987). Enhancing parents' involvement: Guidelines for access to an important resource for school administrators. *Education and Urban Society, 19*, 164-184.
- Chrispeels, J. (1996). Effective schools and home-school-community partnership roles: A framework for parent involvement. *School Effectiveness & School Improvement, 7*(4), 297-323.
- Clark, R. (1990). Homework-focused parenting practices that positively affect student achievement. In N. Chavkin (Ed.), *Families and schools in a pluralistic society* (pp. 75-93). Albany, NY: State University of New York Press.
- Collier, A. (1994). *Critical realism: An introduction to the philosophy of Roy Bhaskar*. London, UK: Verson.

- Comer, J. P. (2001). Schools that develop children. *The American Prospect*, 12(7), 3-12.
- Comer, J. P. (2005). The rewards of parent participation. *Educational Leadership*, 62(6), 38-42.
- Cotton, K., & Wicklund, D. (2006). Parent involvement in education: School improvement research. Retrieved from <http://www.nwrel.org/scpd/sirs/3/cu6.html>
- Crane, J. (1996). Effects of home environment, SES, and material test scores on mathematics achievement. *Journal of Educational Research*, 89(5), 305-314.
- Crawford, E., & Torgesen, J. (2006). Teaching all students to read: Practices from reading first schools with strong intervention outcomes. Retrieved from <http://www.ieanea.org/media/teachingAllStudentsToRead.pdf>
- Danermark, B., Ekstrom, M., Jakobsen, L., Karlsson, J. C. (1997). *Explaining society: Critical realism in the social sciences*. London, UK: Routledge.
- Dauber, S. L. & Epstein, J. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *Elementary School Journal*, 91(3), 289.
- Dauber, S. L., & Epstein, J. L. (1993). Parents' attitudes and practices of involvement in inner city elementary and middle schools. In N.F. Chavkin (Ed.), *Families and schools in a pluralistic society* (pp.53-71). Albany, NY: State University of New York Press.
- Davies, D., Upton, J., Clasby, M., Baxter, F., Powers, B., & Zerchkov, B. (1979). *Federal and state impact on citizen participation in the schools*. Boston, MA: Institute for Responsive Education.

- Davies, D. (1988). Parent involvement in the public schools: opportunities for administrators. *Education and Urban Society*, 19(2), 147-163.
- Davies, D. (2002). The 10th school revisited: Are school/family/community partnerships on the reform agenda now? *Phi Delta Kappan*, 83(5), 388–392.
- Desimone, L. (1999). Linking parent involvement with student achievement: Do race and income matter? *The Journal of Education Research*, 93, 11.
- Dixon, A. (1992). Parents: Full partners in the decision-making process. *National Association of Secondary School Principals Bulletin*, 76, 15-17.
- Domina, T. (2005). Leveling the home advantage: assessing the effectiveness of parental involvement in elementary school. *Sociology of Education*, 78, 233-249.
- Eccles, J., & Harold, R. (1993). Parent-school involvement during the early adolescent years. *Teachers College Record*, 94(3), 568-587.
- Egbo, B. (2005). Emergent paradigm: Critical realism and transformative research in education administration. *Mcgill Journal of Education*, 4 (2), 267-284.
- Epstein, J. (1986). Parents' reactions to teacher practices of parent involvement. *Elementary School Journal*, 86(3), 277-294.
- Epstein, J. L. (1987a). What principals should know about parent involvement. *Principals* 66(3), 6-9.
- Epstein, J. L. (1987b). Toward a theory of family-school connections: Teacher practices and parent involvement. In K. Hurrelmann, F. X. Kaufmann, & F. Lasel (Eds.), *Social intervention: Potential and constraints* (pp. 121–136). New York, NY: Walter de Gruyter.

- Epstein, J. L. (1990). School and family connections: Theory, research, and implication for integrating sociologies of education and family. In D.G. Unger and M.B. Sussman (Eds.) *Families in community settings: Interdisciplinary perspectives*. New York, NY: Haworth Press.
- Epstein, J. L. & Salinas, K. C., (1993). *School and family partnerships: Questionnaires for teachers and parents in elementary and middle grades teachers*. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools and Children's Learning.
- Epstein, J. L. & Hollifield, J. H. (1996). Title I and school-family-community partnerships: Using research to realize the potential. *Journal of Education for Students Placed at Risk*, 1(3), 263-278.
- Epstein, J. L. (1996). Perspectives and previews on research and policy for school, family, and community partnerships. In A. Booth and J.F. Dunn (Eds.), *Family-school links: How do they affect educational outcomes?* (pp. 209-246). Mahwah, NJ: Lawrence Erlbaum.
- Epstein, J. L., & Dauber, S. L. (1991). School programs and teacher practices of parental involvement in inner-city elementary and middle schools. *Elementary School Journal*, 91, 289-305.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Epstein, J. L., & Van Voorhis, F. L. (2001). More than minutes: Teachers' roles in designing homework. *Educational Psychologist*, 36(3), 181-193.

- Epstein, J. L., & Salinas, K. (2004). Partnering with families and communities. *Educational Leadership*, 61(8), 12-18.
- Epstein, J. L. (2005). Attainable goals? The spirit and letter of the no child left behind act on parental involvement. *Sociology of Education*, 78(2), 179-182.
- Epstein, J. L. (2010). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 92(3), 81-96.
- Epstein, J. L., Sanders, M. G., Sheldon, S., Simon, B. S., Salinas, K. C., Jansorn, N. R., . . . Williams, K.J., (2009). *School, family, and community partnerships: Your handbook for action, third edition*. Thousand Oaks, CA: Corwin Press.
- Epstein, J. L., & Van Voorhis, F. L. (2001). More than minutes: Teachers' roles in designing homework. *Educational Psychologist*, 36(3), 181-193.
- Evans, M. D. R., Kelley J., Sikora J., & Treiman, D. H. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. *Research in Social Stratification and Mobility*, 28, 171-197.
- 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.
- Faulstich Orellana, M. (2003). *In other words: en otras palabras: learning from bilingual kids' translating/interpreting experiences*. Evanston, IL: School of Education and Social Policy, Northwestern University.
- Fereday, J. & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative methods*, 5(1), 1-11.

- Fields-Smith, C. (2007). Social class and African-American parental involvement. In J. A. Van Galen & G.W. Noblit (Eds.), *Late to class: Social class and schooling in the new economy* (pp. 167-202). Albany, NY: SUNY Press.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education*. New York, NY: McGraw Hill.
- Franklin, V.P. (2002). Introduction: Cultural capital and African-American education. *The Journal of African-American History*, 87, 175-181.
- Freeman, M. (2010). 'Knowledge is acting': Working-class parents' intentional acts of positioning within the discursive practice of involvement. *International Journal of Qualitative Studies in Education*, 23, 181-198.
- Fullan, M. (1993). *Changing forces: Probing the depths of educational reform*. London, UK: Falmer.
- García, S. B., & Guerra, P. L. (2004). Deconstructing deficit thinking: Working with educators to create more equitable learning environments. *Education and Urban Society*, 36(2), 150-168.
- Goldenberg, C., Gallimore, R., Reese, L., & Garnier, H. (2001). Cause or effect? A longitudinal study of immigrant Latino parents' aspirations and expectations, and their children's school performance. *American Educational Research Journal*, 38(3), 547-582.
- Gonzalez-Mena, J. (1994). *From a parent's perspective*. Salem, WI: Sheffield.
- Grolnick, W. S., Benjet, C., Kurowski, C. O., & Apostoleris, N. H. (1997). Predictors of parental involvement in children's schooling. *Journal of Educational Psychology*, 89, 538-548.

- Greenwood, G. E., & Hickman, C. W. (1991). Research and practice in parent involvement: Implications for teacher education. *Elementary School Journal*, 91(3), 279.
- Guerra, P. L. & Nelson, S. W. (2009). For diverse families, parent Involvement takes on a new meaning. *Journal of Staff Development*, 30 (4), 65-66.
- Guerra, P.L., Nelson, S. W. (2010). Use a systematic approach for deconstructing and reframing deficit thinking. *Journal of Staff Development*, 31(2), 55-56.
- Gutman, L., M., & Mcloyd V. C. (2000). Parents' management of their children's education within the home, at school, and in the community: An examination of African-American families living in poverty. *The Urban Review*, 32, 1-24.
- Head Start Manual, (1980). *A Handbook for involving parents in head start*. Washington, DC: U.S. Department of Health Education.
- Henderson, A. T., and 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.
- Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York, NY: The New Press.
- Holcomb-McCoy, C. (2010). Involving low-income parents and parents of color in college readiness activities: an exploratory study. *Professional School Counseling*, 14(1), 115-24.
- Hoover-Dempsey, K. V., Bassler, O. C, & Brissie, J. S. (1992). Explorations in parent-school relations. *Journal of Educational Research*, 85, 287-294.

- Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental involvement in children's education: Why does it make a difference? *Teachers College Record*, 97, 310–331.
- Hoover-Dempsey, K., & Sandler, H. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67, 3-42.
- Hoover-Dempsey, K. V., Walker, J. M. T., Jones, K. P., & Reed, R. P. (2002). Teachers involving parents (TIP): Results of an in-service teacher education program for enhancing parental involvement. *Teacher and Teacher Education*, 18, 843-867.
- Hoover-Dempsey, K., Walker, J., Sandler, H., Whetsel, D., Green, C., Wilkins, A., & Losson, K. (2005). Why do parents become involved? Research findings and implications. *Elementary School Journal*, 106(2), 105–130.
- Isaac, S. & Michael, W.B. (1995). *Handbook in research and evaluation: For education and the behavioral sciences*. San Diego, CA: Educational and Industrial Testing Services.
- Jeynes, W. H. (2005a). 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. (2005b). The effects of parental involvement on the academic achievement of African American youth. *Journal of Negro Education*, 74(3), 260-274.
- Karther, D. E., & Lowden, F. Y. (1997). Fostering effective parent involvement. *Contemporary Education*, 69(1), 41.
- Kurki, M. (2007). Critical realism and causal analysis in international relations. *Journal of International Studies*, 35, 361-378.

- Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of Education*, 60, 73- 85.
- Lareau, A. (1989). Home advantage: Social class and parental intervention in elementary education. Philadelphia, PA: Falmer.
- Lareau, A. (1996). Assessing parent involvement in schooling: A critical analysis. In Booth, & J. F. Dunn (Eds.), *Family-school links: How do they affect educational outcomes?* (pp. 57-64). Mahwah, NJ: Lawrence Erlbaum.
- Lareau, A., & Horvat, E. M. (1999). Moments of social inclusion and exclusion: Race, class, and cultural capital in family-school relationships. *Sociology of Education*, 72(1), 37–53.
- Lines, C., Miller, G. E., & Arthur-Stanley, A. (2011). *The power of family-school partnering: A practical guide for school mental health professionals and educators*. New York, NY: Routledge/Taylor & Francis Group.
- Lee, J., & Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Education Research Journal*, 43, 193-218.
- Lewis, L. L, Kim, Y. A., Juanita, A.B. (2011). Teaching practices and strategies to involve inner-city parents at home and in the school. *Teacher and Teacher Education*, 27 221-234.
- Marzano, R.J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist, 53*, 205–220.
- McDermott, P. C., & Rothenberg, J. J. (April, 2001). *New teachers communicating effectively with low-income urban parents*. Paper presented at the meeting of the American Educational Research Association, Seattle, WA.
- Mertler, C. A., & Vannatta, R. A. (2010). *Advanced and multivariate statistical methods: Practical application and interpretation*. Glendale, CA: Pyrcak Publishing.
- Michigan Department of Education. (2001). What research says about parent involvement in children's education: In relation to academic achievement. Retrieved from http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
- Miedel, W. T. & Reynolds, A. J. (1999). Parent involvement in early intervention for disadvantaged children: does it matter? *Journal of School Psychology, 37*, 379-402.
- Miretzky, D. (2004). The communication requirements of democratic schools: Parent teacher perspectives on their relationships. *Teachers College Record, 106* (4), 814-851.
- Moles, O. C. (1993). Collaboration between school and disadvantaged parents: obstacles and openings. In N. K. Chavkin (Ed.), *Families and schools in a plural-istic society*, 21-49. Albany, NY: State University of New York Press.

- Moll, L., Amandi, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect home and classrooms. *Theory Into Practice, 21*(2), 132-141.
- Morris, V. G., & Taylor, S. I. (1998). Alleviating barriers to family involvement in education: The role of teacher education. *Teaching and Teacher Education, 14*(2), 219-231.
- Myers, S. S. (1991). Performance in reading comprehension-product or process? *Educational Review, 43*(3), 257–272.
- Mueller, C. W., & Parcel, T. L. (1981). Measures of socioeconomic status: Alternatives and recommendations. *Child Development, 52*(1), 13-30.
- Muijs, D., Harris, A., Chapman, C., Stoll, L., & Russ, J. (2004). Improving schools in socioeconomically disadvantaged areas – a review of research evidence. *School Effectiveness and School Improvement, 15*, 149-175.
- National Archives, (1995). *Records of the community services administration*. Retrieved from <http://www.archives.gov/research/guide-fed-records/groups/381.html#381.2>
- National Center for Education Statistics. (1997). *Fathers' involvement of their children's school*. Retrieved from: <http://nces.ed.gov/pubs98/98091.pdf>
- National Center for Education Statistics. (2004) *Characteristics of schools, districts, teachers, principals, and schools libraries in the United States, 2003–04: Schools and Staffing Survey*, Retrieved from <http://nces.ed.gov/pubs2006/2006313.pdf>
- National Center for Education Statistics. (2011). *National assessment of education progress (NAEP)*. Retrieved from <http://nces.ed.gov/nationsreportcard/studies/gaps>.

- National Institute For Early Education Research, (2011). *The state of preschools in 2011*. Retrieved from: <http://nieer.org/sites/nieer/files/2011yearbook.pdf>
- National Research Council and Institute of Medicine, (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: Committee on Integrating the Science of Early Childhood Development.
- No Child Left Behind (NCLB). (2002). No child left behind act. Pub. L. No. 107-110, 115 Stat. 1425.
- Norwood, P. M., Atkinson, S. E., Tellez, K., & Saldana, D. C. (1997). Contextualizing parent education programs in urban schools: The impact on minority parents and students. *Urban Education, 32*, 411-432.
- Nunnally, J. (1978). *Psychometric theory*. New York, NY: McGraw-Hill.
- Okagaki, L., & Sternberg, R. J. (1993). Parental beliefs and children's school performance. *Child Development, 64*, 36-56.
- Oliver, M. & Shapiro, T. (1995). *Black wealth/White wealth: A new perspective on racial inequality*. New York, NY: Routledge.
- Patall, E. A., Cooper, H., & Robinson, J. C. (2008). Parent involvement in homework: A research synthesis. *Review of Educational Research, 78*, 1039-1104.
- Pew Center for the States, (2007). *Pre-k now*. Retrieved from <http://www.pewstates.org/projects/pre-k-now-328067>
- Pianta, R. (2006). Children enrolled in public pre-k: The relation of family life, neighborhood quality, and socioeconomic resources to early competence. *American Journal of Orthopsychiatry, 76*(2), 265-276

- Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The how, whom, and why of parents' involvement in children's academic lives: More is not always better. *Review of Educational Research, 77*(3), 373-410.
- Public Law, (2002). Public Law 107-110: An act. 107th Congress. Retrieved from: <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>
- Preacher, K. J., Rucker, D. D., & Hayes, A. F. (2007). Addressing moderated mediation hypotheses: Theory, methods, and prescriptions. *Multivariate Behavioral Research, 42*(1), 185-227.
- Ramirez, A. Y. (2001). Parent involvement is like apple pie: A look at parental involvement in two states. *The High School Journal, 85*(1), 1-9.
- Ramirez, F. (2003). Dismay and disappointment: Parental involvement of Latino immigrant parents. *The Urban Review, 35*, 93-105.
- Reese, L. (2002). Parental strategies in contrasting cultural settings: Families in Mexico and "el Norte." *Anthropology & Education Quarterly, 22*, 30-59.
- Rumberger, R. W., Ghatak, R., Poulos, G., Ritter, P. L., & Dornbusch, S. M. (1990). Family influences on dropout behavior in one California high school. *Sociology of Education, 63*(4), 283-299.
- Schaefer, E. S., & Edgerton, M. (1985). Parent and child correlates of parental modernity. In I. E. Sigel (Ed.), *Parental belief systems: the psychological consequences for children* (pp. 287-318). Hillsdale, NJ: Erlbaum.

- Seitsinger, A. M., Felner, R. D., Brand, S., & Burns, A. (2008). A large-scale examination of the nature and efficacy of teachers' practices to engage parents: assessment, parental contact, and student-level impact. *Journal of School Psychology, 46*, 477-505.
- Sénéchal, M., & Y. (2008). The effect of family literacy interventions on children's acquisition of reading from kindergarten to grade 3: A meta-analytic review. *Review of Educational Research, 78*(4), 880-907.
- Shartrand, A. M., Weiss, H. B., Kreider, H. M., & Lopez, M. E. (1997). *New skills for new schools: Preparing teachers in family involvement*. Cambridge, MA: Harvard Family Research Project.
- Shaver, A. V., & Walls, R. T. (1998). Effect of Title I parent involvement on student reading and mathematics achievement. *Journal of Research and Development in Education, 31*, 90-97.
- Sheldon, S. B. (2002). Parents' social networks and beliefs as predictors of parent involvement. *Elementary School Journal, 102*, 301-316.
- Sheldon, S. B. (April, 2006). *Parents' social networks as predictors of parent involvement*. Paper presented at the annual meeting of the American Educational Research Association in San Francisco, CA.
- 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. B., & Van Voorhis, V. L. (2004). Partnership programs in U.S. schools: Their development and relationship to family involvement outcomes. *School Effectiveness and School Improvement, 15*, 125-148.
- Sheldon, S. B. (August, 2007). *The role of parents' social networks in children's schooling: Whose social capital is it?* Paper presented at the annual meeting of the American Sociological Association, New York, NY.
- Sheldon, S. B. & Epstein, J. L. (2007). *Parent survey on family and community involvement in the elementary and middle grades*. Baltimore, MD: Johns Hopkins University Center of School, Family, and Community Partnerships.
- Shumow, L., & Miller, J. D. (2001). Parents' at-home and at-school academic involvement with young adolescents. *Journal of Early Adolescence, 21(1)*, 68–91.
- 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. B. (In press). Testing a structural equations model of partnership program implementation and family involvement. *Elementary School Journal*.
- Simon, B. S., (2004). High school outreach and family involvement. *Social Psychology of Education, 7*, 185–209.
- Simon, M. K. (2011). *Dissertation and scholarly research: Recipes for success*. Seattle, WA: Dissertation Success, LLC.
- Simoni, J. M. & Adelman, H. S. (1993). School-based mutual support groups for low-income parents. *Urban Review, 25*, 335-350.

- Smrekar, C., & Cohen-Vogel, L. (2001). The voices of parents: rethinking the intersection of family and school. *Peabody Journal of Education*, 76, 75-100.
- SPSS Inc. Released 2009. PASW Statistics for Windows, Version 18.0. Chicago: SPSS Inc.
- Swick, K. (2004). *Empowering parents, families, schools and communities during the early childhood years*. Champaign, IL: Stipes.
- Souto-Manning, M., & Swick, K (2006). Teachers' beliefs about parent and family involvement. Rethinking our family involvement paradigm. *Early Childhood Educational Journal*, 34, 187-193.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Pearson.
- Texas Education Agency (TEA, 2010). *Comprehensive annual report on texas public schools*. Retrieved from: www.tea.state.tx.us/index4.aspx?id=4133
- Texas Education Agency (TEA), (2012a). *Academic excellence indicator system*. Retrieved from: <http://ritter.tea.state.tx.us/cgi/sas/broker>
- Texas Education Agency (TEA), (2012b). *TEA brochures*. Retrieved from http://www.tea.state.tx.us/index2.aspx?id=2147485434&menu_id=692&menu_id_2=79 &cid=2147483661
- Texas Education Agency (TEA), (2012c). *Performance standards for STAAR to be phased in*. Retrieved from http://www.tea.state.tx.us/index4_wide.aspx?id=214750633
- Texas Education Agency (TEA), (2013). *STAAR performance standards*. Retrieved from www.tea.state.tx.us/student.assessment/taar/performance-standards/

- Texas Education Agency (TEA), (2014). *Performance reporting division*. Retrieved from <http://www.tea.stat.tx.us/perfreport/>
- Trask-Tate, A. J., & Cunningham, M. (2010). Planning ahead: The relationship among school support, parental involvement, and future academic expectations in African American adolescents. *Journal of Negro Education, 79*(2), 137-150.
- Triandis, H. C. (1995). *Individualism and collectivism*. Boulder, CO: Westview Press.
- Trumbull, E., Rothstein, C., Quiroz, B., & Greenfield, P. (2001). *Bridging cultures between home and school*. Mahwah, NJ: Lawrence Erlbaum.
- United States Census Bureau. (2010). *State and county quick facts*. Retrieved from <http://quickfacts.census.gov/qfd/states/48/4805000.html>
- U.S. Department of Education. (1983a). *A nation at risk. Appendix A*. Retrieved from <http://www.ed.gov/pubs/NatAtRisk/appenda.html>
- U.S. Department of Education. (1983b). *A nation at risk. Appendix C*. Retrieved from <http://www.ed.gov/pubs/NatAtRisk/appenda.html>
- U.S. Department of Education, (2004). *Elementary & secondary education, Title I- Improving the academic achievement of the disadvantaged*. Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>
- U.S. Department of Education. (2011). *Strategic Plan: Fiscal Years 2011-2014*. Retrieved from <http://www.eric.ed.gov.libproxy.txstate.edu/PDFS/ED529722.pdf>
- U.S. Department of Education. (2012). *ESEA title I LEA allocations- FY 20 U.S. Department of Education*. Retrieved from <http://www2.ed.gov/about/overview/budget/titlei/fy11/index.html>

- Vaden-Kiernan, N., Chandler, K., & Westat, Inc. (1996). *National center for education statistics: Parents' reports of school practices to involve families*. Retrieved from nces.ed.gov/pubs/97327.pdf
- Varnell, J. (2006). *The perceptions of highly successful southern California elementary teachers regarding their success in teaching reading in classrooms with a large majority of low-socio-economic status Latino students*. Retrieved from ProQuest Dissertations and Theses online resource. (UMI No. 3207571)
- Walberg, H. J. (1984). Improving the productivity of America's schools. *Educational Leadership, 41*, 19-27.
- Walker, J. M. T., Wilkins, A. S., Dallaire, J. R., Sandler, H. M., & Hoover-Dempsey, K. V. (2005). Parental involvement: model revision through scale development. *Elementary School Journal, 106*, 85-104.
- Watkins, T. (1997). Teacher communications, child achievement, and parent traits in parent involvement models. *Journal of Educational Research, 91*, 3-14.
- Willems, P., & Gonzalez-DeHass, A. (2012). Schoolcommunity partnerships: Using authentic contexts to academically motivate students. *School Community Journal, 22*(2), 9-30.
- Xu, M., Benson, K. S., Mudrey-Camino, R., & Steiner, R. (2010). The relationship between parental involvement, self-regulated learning, and reading achievement of fifth graders: A path analysis using the ECLS-K database. *Social Psychology of Education, 13*(2), 237-269.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education 8*(1), 69-91.

Zarate, M. E. (2007). *Understanding Latino parental involvement in education: Perceptions, expectations and recommendations*. Los Angeles, CA: Tomás Rîvera Policy Institute.