Parental Involvement in Title I Schools: Examining Perspectives of Parents & Teachers

by

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ABSTRACT

Parental involvement is vital to student success academically as well as socially (Jeynes, 2007; Kim & Hill, 2015). The purpose of this mixed-methods action research study was to examine the perceptions of parental involvement of parents and teachers in a Title I school. A training session intervention, Social Hour, was designed using the Heath and Heath change model (2010) to create an opportunity to learn about parental involvement and educate the school community on the Epstein’s six-types of parental involvement (Epstein, 1987). The goal of the Social Hour workshop was to address the challenges and barriers to parental involvement, previously listed in the literature. Using the lens of Critical Race theory (Blalock, 1967) ensured that the research gives a voice to those who are often marginalized while also helping parents and teachers build a relationship of trust and understanding using principles of Community of Practice (Wenger, 2009). The results of this study indicate that Social Hour-type learning events are significant in the change to perceptions of parental involvement. The participants had a lower level of confidence at the beginning of the session than at the end. Additional qualitative results also suggest a change in attitude after attending the Social Hour. Participants noted they had more energy about parental involvement and were encouraged that parental involvement does not require them to volunteer more; that it is more about being engaged in their child’s education. Overall, participants reported an increase in confidence and had a positive view of parental involvement based on attending the Social Hour workshop.

Keywords: Parental involvement, Critical Race theory, Epstein Six Types of Parental involvement
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CHAPTER 1

Introduction

School and family relations are an integral part of the K-12 public school system and the educational environment. In addition to typical school day activities, including the teaching and learning environment of a classroom, the involvement of parents in a child’s education contributes to the overall schooling experience (de Carvalho, 2001). Additionally, there is a positive association between parental involvement and an increase in academic outcomes (Jeynes, 2011; Kim & Hill, 2015; McBride, Schoppe-Sullivan, & Moon-Ho, 2005; Pomerantz, Grolnick, & Price, 2005; Young, Austin, & Growe; 2013). This chapter outlines parental involvement in education and presents the argument for examining the perception of teachers and parents of a Title I program as it relates to parental involvement. A statement of the problem is given, along with the purpose of the study, and a presentation of the research questions guiding this research. Assumptions and significance are also provided, along with limitations and delimitations.

Parental involvement

Parental involvement is the component of a public school where parents are involved with the educational process of their child (Pomerantz, Grolnick, & Price, 2005). These may encompass many different activities and look different from school to school. For some parents, involvement means attending curriculum night and teacher-parent conferences. For others, it may be more engaging, including being involved in board meetings, volunteering on school committees, or assisting in the classroom. Jeynes (2003) suggests that parental involvement comprises both the willingness and the actual choice to participate in the education of their child (Young, Austin, & Growe, 2013).
Overall, parental involvement is a complicated relationship between the school and the broad familial support system of the child. Being an involved parent not only consists of being active with their children, such as assisting with homework and asking how their day went, but also engaged in the overall learning process – being connected to the school and classroom. Parental involvement has been a well-researched topic, and the effects of increased parental involvement on student outcomes are strong (Fan & Chen, 2001; Henderson & Mapp, 2002; Jeynes, 2007; Kim & Hill, 2015). Desforges and Abouchaar (2003) showed that parental involvement had a more significant impact on student performance than the variations in the quality of the school itself. They identified parental involvement as one of the most important variables in children's' achievement (Desforges & Abouchaar, 2003). Research has also shown a relationship between parental involvement in the early years and literacy outcomes (Hemmerechts & Kavadias, 2017).

Recent work describing the forms of parental involvement, as well as teacher and school influences on involvement, have been an essential part of the current effort to understand what challenges different parents face. Involving parents and guardians in the educational process is the responsibility of several stakeholders: including parents, teachers, administration, and the broader school and community (Jeynes, 2011). Often, parents want to participate and be actively involved in their child's school, but don’t know how to do so or are told that they are not needed.

Some of these challenges include a lack of understanding that parental involvement makes a difference or its effects on student performance; a lack of time for parents to participate in school activities due to work or other responsibilities during the
school day; a misunderstanding of the school’s expectations around parent participation in the school, and logistical barriers due to background checks, signing in/out of the school due to increased security (Ames, & Dickerson, 2004; Hornby, & Blackwell, 2018; Pomerantz, Grolnick, & Price, 2005). In addition to common barriers to all parents, there are unique challenges for diverse families or parents from low-socioeconomic status (Ames & Dickerson, 2004). Many of these parents had negative personal experiences with schools, whether when they were a student or with their child, which create mistrust (Crozier, 2001). Whether it was related to a disciplinary issue, negative feelings about the school or how they may have been treated, or an overall sense of feeling unwelcomed, many minority parents do not feel welcome (Hornby & Blackwell, 2018).

Teachers and administrators often acknowledge these challenges, but they are unable to mitigate them or resolve these long-standing issues (Young, Austin, & Growe, 2013). Schools are complex human systems, and principals and teachers are busy running their schools and classrooms. It is typically not that schools do not want parental involvement, but sometimes parents are viewed as adding to challenges they already have (Hornby & Blackwell, 2018). And finally, although it is universally understood that parental involvement is a positive attribute to the educational process, and even increased student outcomes, there is a lack of guidance and best-practices on what parents, teachers, and administration can do to improve the school-family relationship.

**Statement of the Problem**

In addition to improved communication between the school and home and the working relationship between the parent and teachers, active parental involvement in the schooling process increases the overall educational experience for students (Jeynes,
Results from the U.S. Department of Education’s National Household Education Survey (2016) found that 89% of parents or guardians of students in kindergarten through grade 12 reported attending a school meeting, and 78% reported regularly attending parent-teacher conferences. The study also found that 79% attended a school or class event with an overall mean of 7.5 school meetings or activities attended per child annually (NCES, 2016). Although research shows parents are participating in school events and activities, additional literature suggests that the active involvement of many parents is low, particularly with minority and low socioeconomic families (Hemmerechts, et al., 2017). Whites accounted for 86% of parents who attended a school or class events, while it was only 72% of black parents and 71% of Hispanic parents, respectively (NCES, 2016). School size and grade also played a factor, with more parents of elementary grades attending events (85%), with attendance dropping throughout the grades to 73% in high school. Additionally, the more engaging activities, such as volunteering on a school committee or participating in school fundraising activities, were much lower. Only 43% of parents or guardians volunteered or served on a school committee, while 59% participated in school fundraising.

Socioeconomic status also plays a role in parental involvement. While 90% of parents from high SES households reported attending a school meeting, only 81% of parents from low SES households reported the same. And although 83% of high SES parents reported attending a school or class event, it was only 62% for low SES parents, a difference of 21%. Volunteering was equally as varied, with 47% of high SES parents and only 27% of low SES parents having volunteered or served on a school committee. The results were also similar to that of English speaking versus non-English speaking
families. A total of 90% of parents who both speak English in the household reported attending a school meeting, with 81% of non-English speaking parents reported attending. Similarly, 82% of English-speaking parents reported attending a school or class event, but only 62% for non-English speaking parents, a difference of 20%. Subsequently, 46% of English-speaking parents, but only 25% of non-English speaking parents volunteered or served on a school committee (NCES, 2016).

Title I programs, those that receive federal assistance because they enroll a high percentage of children from low-income families, have a lower frequency of parental involvement. Because parental involvement is linked to student outcomes, having lower levels of parental involvement may contribute to the achievement gap (Crozier, 2001). Although there is a body of literature on parental involvement in generalized school-related activities, little is known about parental involvement in Title I school programs or the perception of parents in these programs.

**Purpose Statement**

The purpose of this mixed-methods study was to explore the perspective of teachers and parents around parental involvement in education. The focus of this study was to gain an understanding of parental involvement, specifically in a Title I program, and how a targeted intervention, or Social Hour workshop, impacts the perspective of parents on their involvement. Examining the issues surrounding parental involvement will allow educational leaders to understand the needs of teachers and parents better as they work to define effective parental involvement and engagement in the educational process. Specifically, this study looks at parental involvement and the perspective of parents and teachers within a Title I school. Current practicing school administrators,
teachers, and parents or parent organizations could use the findings from this study. Additionally, this study will contribute to the literature and provide best practices on how schools can design a successful parental involvement program.

**Research Questions**

This study addresses the important challenge of parental involvement in a school setting. The main goal of this research was to understand parent and teacher perspectives towards parental involvement and to identify barriers to their involvement, specifically at two Title I Schools: Sun Valley and Catalina High School. Additionally, an outcome of this work is to inform teachers and parents of effective parental involvement. Specifically, I will address the following research questions:

- **RQ1:** What are the perspectives of teachers and parents regarding parental involvement in Title I schools?
- **RQ2:** How does Social Hour impact perspectives of parental involvement?

**Significance of the Study**

For the past thirty years, parental involvement has been a topic of study, primarily driven by policy adoption and implementation at both the state and federal levels (Coleman, 1991; Henderson & Berla, 1994). Initially, much of the literature on parental involvement focused on the school/parent relationship as a means to increase school performance as part of the Effective Schools movement. This focus on student outcomes brought additional literature on the topic. Authors such as Hoover-Dempsey and Sandler (1997) discussed the need to maintain a strong home/school connection when discussing successful schooling of the middle class, while Scot-Jones (1993) explored the family influenced on student achievement and found “poor school achievement of low-income
children was due to the impoverished language environment in their homes” (p. 247).

While significant literature exists on parental involvement in education, little is known specifically about how parental involvement looks in a Title I program and parents’ perspectives on the topic. Additionally, there is a gap in the literature regarding Social Hour workshops and their influence on parental involvement. The significance of this study will be to help fill the gaps in the literature in this area of K-12 education and provide a foundation for how parental involvement looks inside a Title I school. In doing so, a few implications might arise from this study. First, what are the perceptions of parents and teachers regarding parental involvement? Secondly, are there differences in parental involvement between parents who elect to participate in a parental involvement activity, and those who do not? And finally, do perspectives on parental involvement, specifically confidence in the understanding of parents and teachers, change after having attended a parental involvement workshop?

**Definition of Terms**

It is necessary to define parental involvement clearly and other key terms used to assist the reader and enhance their understanding of the terms used within this study. Therefore, the following operational definitions are provided:

**Critical Race Theory (CRT):** A social science theory developed by Blalock (1967) that examines society and culture as it relates to race, law, and power. This theory is used as part of the theoretical framework for this study.

**Elementary and Secondary Education Act (ESEA) of 1965:** The first national K-12 education legislation, which provided federal grants to state educational agencies to improve the quality of elementary and secondary education.
Every Student Succeeds Act (ESSA) of 2015: The most recent reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. It is the current national K-12 general education legislation that guides state education policy.

Parent: The custodian responsible for the education of a child. This may include the biological or non-biological parent, guardian, or immediate family member (e.g., grandparent, aunt, uncle).

Parent Engagement: When a parent, guardian or family member is a part of the educational process of their child's school or program. For this study, parental involvement is used as the primary term for participation in school activities for the child.

Parental involvement: When a parent, guardian or family member actively participates in the education of their child and being present in the child’s overall academic and social lives.

Program for International Student Assessment (PISA): First conducted in 2000, PISA is an international assessment that measures reading, mathematics, and science literacy of 15-year-old students. The assessment is administered every three years.

No Child Left Behind (NCLB) of 2002: The national K-12 general education legislation adopted to implement the Elementary and Secondary Education Act (ESEA) of 1965.

School Administrator: The primary administrator(s) for a particular school building. This may include the principal, assistant principal, or another key administrator.
**School Community:** This encompasses the various stakeholders that make up the school members, including students, teachers, parents, administrators, and community members that engage with the school.

**Social Hour:** A dedicated workshop where teachers and parents of a particular school learn and discussed Epstein’s principles of parental involvement. The Social Hour serves as the unit of analysis for this study.

**Title I or Title I, Part A:** This is the section of the federal education law, The Elementary and Secondary Education Act of 1965, which designates financial assistance to schools and school districts with high numbers of students from low-income families to help ensure children meet state academic standards.

**Title School or Program:** A school receiving funds for Title I students, with a large concentration of low-income students who receive supplemental funds to assist in meeting the students' educational needs.

**Study Assumptions**

This study considered various assumptions regarding the design of the study, the participants of the study, and the data collected. First, it was assumed that there is a substantial similarity among the activities of parents as they participate in the schooling experience of their child attending a Title I school. Although there may be varying experiences of those activities, the schooling process is similar for all of the parents of children who attend a particular school, such as the application process, communications, background checks, volunteer protocols, and opportunities to participate in school-related events. Additionally, the data collected in this study was analyzed under the assumption that participants responded to the interview questions openly and honestly. It was also
assumed that the participants’ responses provided the necessary data to inform the study’s findings and subsequent conclusions.

**Role of the Researcher**

I was the architect of this specific intervention as it related to parental involvement. I first collected a pre-intervention survey on parents’ and teachers’ views on involvement. I then collaborated with the administration on parental involvement, reviewed the six types of involvement were identified as vital and determined which types of strategies parents are currently doing to increase that and continue to improve upon the areas that show a defect. I collected a post-survey regarding the collaboration of parental involvement in parents' and teachers' perspectives. The post-survey, in addition to the pre-asked parents to explain if their perspectives have changed after being exposed to different types/methods/opportunities for involvement. I also ran the Social Hours, coordinated schedules and other essential logistics, and trained the staff who assisted me in executing the Social Hours for this intervention.

**Overview of Methodology**

**Research Design**

This study utilizes a mixed-methods, non-experimental action research design. This approach is particularly useful when exploring perceptions of parental involvement because limited data are available in the literature to support these phenomena. Additionally, there is limited research on parental involvement in Title I programs, in combination with the perceptions of parents. Qualitative research can be a useful approach to conceptual the perceptions of parental involvement in a Title I school. Additionally, the use of qualitative and quantitative methods will provide evidence in a
manner that independently conducted studies cannot alone produce (Creswell & Plano Clark, 2007).

**Study Overview**

Chapter 1 began with an introduction to the study and an overview of parental involvement in education, and the perception of parents in Title I programs. It was followed by the statement of the problem, along with the purpose of the study. The research question guiding this study was provided, and the significance of this study was discussed. The chapter then covered the limitations, delimitations, and the study’s assumptions. Chapter 2 will provide a literature review covering the historical aspects of parental involvement in education, key concepts, and theories of parental involvement, including parental involvement in Title I schools, as well as the benefits, challenges, and barriers to effective parental involvement. A theoretical framework is also provided. Chapter 3 will explain the methods used in this study and how these data will be collected and analyzed. Chapter 4 will present the findings of this study, while Chapter 5 will conclude with a discussion of the findings, as well as recommendations for future research.
CHAPTER 2

Literature Review

The purpose of this mixed-methods study was to explore the perspective of teachers and parents around parental involvement in education. The focus of this study was to gain an understanding of parental involvement, specifically in a Title I program, and how a Social Hour workshop intervention impacts the perspective of parents on their involvement. Existing literature needs to be reviewed before examining these phenomena. This chapter provides a review of the literature related to parental involvement in education. The major themes examined are a historical perspective of parental involvement in education, defining parental involvement, the conceptual aspect of parental involvement in schools, as well as the benefits and advantages, challenges, and barriers of increased parental involvement. Additionally, an overview of Title I schools and parental involvement is provided. And finally, a theoretical framework is presented, which includes major themes and paradigms, which will serve as the foundation of this study, in addition to the Social Hour intervention that was utilized as a framework for the data collection and analysis.

History of Parental involvement in Education

Prior to the current public education system in place in the United States, the education of a child was private, community-based, or parent initiated. In the colonial era, the approach of parents to hire teachers to teach their children was the origin of the concept of today's parental involvement (Carvalho, & De Carvalho, 2000). With the introduction of compulsory education in the late 19th century, parents began to participate less in the educational process. Historically, however, there has been a distinction in
beliefs of parental involvement, let alone the amount of involvement, based on race and
class (Carvalho, & De Carvalho, 2000). The model of parental involvement in public
schools generally followed that of middle-class family/school relations. Segregation and
poverty were a vital element of the renowned Coleman Report (1966), which noted the
inequality of educational opportunities based on the economic and educational resources
of the home (Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld, & York, 1966).

This report precedes what is known as the *Effective Schools Movement* in the
1970s, which was a response to the notion that "school quality has little effect on
achievement." (Jencks, Smith, Ackland, Bane, Cohen, Gintis, Heyns, & Michelson, 1972,
p. 158), which initiated the modern approach to public education, focused on education
reform, teacher preparation, educator evaluation, standardized assessments, school
improvement, and professional development. A great deal of research was placed on
variables that contributed to overall school success, with parental involvement being one
(Downer, 1991). A significant outcome of this movement was the notion that a child's
upbringing and home life was a crucial variable in the educational achievement of that
student, specifically for minority and disadvantaged groups (Carvalho, & De Carvalho,
2000).

As the first national movement to encourage more substantial parental
involvement in the educational process, the U.S. Department of Education set up a
provision in the No Child Left Behind (NCLB) Act of 2002 under Title I requiring
schools to increase parent and community involvement in the education of children. The
involvement policy spelled out that parents will be involved in meaningful ways, making
school decisions, and otherwise participating in setting the school's direction. NCLB did
not specify targets for involvement. Rather, NCLB identified parental involvement under Title I, Part A, as “critical to the educational process.” NCLB’s definition of parental involvement was the participation of parents in regular, meaningful communication involving student academic learning and other school activities.

Most recently, the re-authorized Elementary and Secondary Education Act of 1965 (ESEA), titled Every Student Succeeds Act (ESSA) of 2015 specifically targets parent and family engagement as a key ingredient in the fight to close educational achievement gaps between subgroups (e.g., race/ethnicity, income, students with disabilities, and English learners), and overall increase student performance. The law provides explicitly new conditions for receiving Title I funds, including the requirement to conduct outreach and meaningful involvement with all parents and family members. Parents are to play an integral role in assisting their child’s learning and are encouraged to be actively involved in their child’s education. Parents are considered “partners” in their child’s education and should be included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

**Defining Parental involvement**

As educators are required to strengthen the connection between the school and home, the challenge for principals is determining what parental involvement is and how it looks with the numerous community and social dynamics present in the school community. Parental involvement is defined in multiple ways (Young, Austin, & Growe; 2013). Epstein, et al., (2002) lists six different elements that make up parental involvement, including parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Similarly, Jeynes (2003)
explains that parental involvement encompasses more than volunteering at school and is "the willingness of parents to participate in the education of their children." Farmer (2006) defines parental involvement as the “attitudes, behaviors, styles or activities” of the parent that are associated with the behavior and academic success of the child. More recently, Young, Austin, & Growe (2013) provide a context around school parental “partnerships” that are integrated within the mission of the school. The Program for International Student Assessment (PISA) also recognizes the value of a broad definition of parental involvement. It defines it as parents' active commitment to support and spend time in the academic and general development of their child.

Parental involvement is much more than volunteering at schools or attending parent-teacher conferences. It is a complex relationship between the school and broad familial support system of the child, which includes not only participating in activities but also the more general aspects of a healthy school and community partnership. Being an involved parent not only consists of helping with homework, spending time reading with the child, family dinners, and talking with the child about the child's day at school, but also the school’s approach to providing opportunities to participate in decision-making and the educational process. For this research study, *parental involvement* is defined as parents, guardians, or family members actively participating in the education of their child and being present in the child's overall academic and social lives.

**Benefits & Advantages of Parental Involvement**

The positive effects of greater focused parental involvement on student outcomes are well researched (Epstein, 1987; Fan & Chen, 2001; Henderson & Mapp, 2002; Hoover-Dempsey & Sandler, 1995; Jeynes, 2007; Kim & Hill, 2015). Additionally, data
from the Organization for Economic Cooperation and Development (OECD) and PISA show that parental involvement in a child’s education has a positive aspect on a child’s overall wellbeing and success (Ho Sui-Chu and Willms, 1996; Park, 2008; Ho, 2006; Melhuish, Sylva, et al., 2001; Desforges and Abouchaar, 2003). In 13 PISA countries and economies, students who have parents who talk to them about specific issues in school, about books, films, or television programs and about general and broader issues, show higher levels of achievement in reading or mathematics (Borgonovi & Montt, 2012). In all countries and economies analyzed, students whose parents talk with them more frequently have higher levels of achievement compared with students who speak less regularly with their parents (Park, 2008). Overall, research reveals there is a meaningful relationship between parental involvement and student academic achievement (Epstein, et al., 2002; Jeynes, 2003; McQuiggan & Megra, 2017; Shin, Slater, & Ortiz, 2017; Weaver, 1992; Mertens, 2009).

Research by Desforges and Abouchaar (2003) reveals that for students attending primary school, differences in parental involvement are associated with more considerable differences in student performance than any variations in the quality of schools. This study identifies involvement by parents at home as the most important and effective for the children's achievement. The authors go on to explain studies of the relationship between parental involvement and positive outcomes often showed strong positive links between parental involvement in school and student success. Thus, it reveals that parental involvement is a vital element of student success when done with intent and thought. The results observed also indicate that the influence of parental
involvement overall is significant for school children. Overall, parental involvement affects education and is a decisive factor in the child's education.

Research also indicates that students benefit from parental involvement, “Across a range of studies, there has emerged a strong conclusion that parental involvement in child and adolescent education generally benefits children's learning and school success (Chavkin, 1993; Eccles & Harold, 1993; Epstein, 1989, 1991, 1994; Hess & Holloway, 1984; Hobbs et al., 1984; U.S. Department of Education, 1994). Recent work describing the forms of parental involvement, as well as teacher and school influences on involvement, have been an important part of the current effort to understand what challenges different parents face. Involvement often functions to create positive outcomes for students, (e.g., Eccles & Harold, 1993, 1994; Hoover-Dempsey & Sandler, 1995; Mertens 2009). Hemmerechts & Kavadias (2017) found a positive relationship between early involvement in literacy and parental education. With increasing parental involvement, student academic skills increase.

Furthermore, when parents are involved, students do better in school as well as stay in school. Students are more likely to be law-abiding citizens and save the government money for not having to incarcerate (Kim & Hill, 2015). In the State of Arizona, the Arizona Department of Corrections spent a total of over $1.1 billion to run and operate their prison and corrections system (ADC FY 2018 Operating Per Capita Cost Report). But the problem is getting worse. The U.S. Department of Education (2016) reported that public PK–12 expenditures increased by 107% (from $258 to $534 billion) from 1979–80 to 2012–13, while corrections expenditures increased by 324% (from $17 to $71 billion) during the same time. That’s three times the rate of increase in

In addition to overall benefits to general education students, parental involvement could be used as a critical strategy to reducing the achievement gap in education (De Carvalho, 2000; Smith, 2006; Bogenschneider, 1997; Hoover-Dempsey et al., 2001; Goodall, Montgomery, 2014). Parental involvement also positively benefits those of low SES and race. This can be observed in the effects of parental involvement on minority children's academic achievement (Jeynes, 2003; Jencks, et al., 1972). A meta-analysis was done by Jeynes (2003) using 21 studies to determine the impact of parental involvement. The results showed that the influence of parental involvement is significant for all minority groups under study. In more recent work by Jeynes (2005), this time using the National Educational Longitudinal Study (NELS) data set, the results showed parental involvement had a positive impact on the educational outcomes of African American students.

Parents from lower socioeconomic classes have a deficit in their understanding and knowledge of the value their involvement has on academic success, while the higher the parent’s socioeconomic status, the greater the parent’s involvement in their child’s education and academic success (Vellymalay, 2012). Hemmerechts and Kavadias (2017) found a positive relationship between early involvement in literacy and parental education. With modifications to parental involvement, the level of academic skills of the student increase. The authors’ study found the following:

Children from a family with a low SES experience the late type of involvement in literacy activities more than children than a high SES. We also saw that positive
attitudes towards reading are more likely for children in higher SES families and who experienced a high level of early literacy involvement. Late parental literacy involvement is also related to the reading literacy of children: it is more likely when children have poor reading literacy and less likely when children have good reading literacy. (p. 98)

To conclude, they found that early involvement had a positive relationship with reading literacy, which supports parental involvement being specifically important to the academic success of students of poverty (Hemmerechts & Kavadias, 2017). Although all students need parents who have a positive attitude toward academic pursuits and are involved in their child’s education, it is even more crucial for students from low socioeconomic households.

**The Lack of Parental Involvement**

Parents are not often involved in their child’s education due to a variety of factors such as time, transportation, resources, and supports. Families who are categorized as low socioeconomic often work multiple jobs for low pay and or stay home to care for other family members. This can impact their ability to attain reliable transportation and access to resources and supports to be involved in their child’s education.

Shim, J. M. (2013), suggests there are significant barriers to English Language Learner (ELL) families that may prevent parental involvement. Some of the noted barriers in the literature include "language, cultural differences, work schedules, and lack of transportation." (Padgett, 2006, p. 44). Numerous studies have also shown that parental involvement has a significant influence on children’s success at school for those minority

While the previous paragraphs talked about the advantages of involvement for parents, teachers, schools, and the community, we now need to examine the challenges parents, teachers, schools, and the community face due to a lack of parental involvement. With a lack of parental involvement, students are at a disadvantage to their peers from the middle to upper-class homes. (Epstein, et al., 2002; Jeynes, 2003; McQuiggan & Megra, 2017; Rah, Choi, & Nguyễn, 2009; Shin, Slater, & Ortiz 2017; Weaver 1992).

Over the years, I have observed state and local school leaders spending time managing financial obligations and staying in abidance with a variety of national and state mandates on education, such as No Child Left Behind and implementation of common core standards. This often means that the administration has less time to plan school-wide programming that may attract parents. Often you will see on school calendars leadership falling back to the same old family nights and school fairs rather than coming up with popular ways to attract and educate families of parental involvement. Parental involvement suffers under the lack of leadership and the lack of operationalizing parental involvement as parents participating in the education of their children and being present in their child's academic and social lives.

Each year, students come back to school seemingly having forgotten everything they learned the previous year due to lack of parental involvement and support (Epstein, et al., 2002; Jeynes, 2003; McQuiggan & Megra, 2017; Rah, Choi, & Nguyễn, 2009; Shin, Slater, & Ortiz, 2017; Weaver, 1992; Mertens, 2009) When students return to school, they often report that they did nothing academic. Parents need to implement the
six types of parental involvement daily. Keeping students engaged and learning yearlong helps students succeed.

**Challenges and Barriers to Parental involvement**

Involving parents and guardians in the educational process is the responsibility of several stakeholders: including parents, teachers, administration, and the broader school and community (Jeynes, 2011). Often, parents want to participate and be actively involved in their child’s school, but do not know how to do so or are told that they are not needed. One of the challenges is that parents are unsure of what parental involvement looks like and what the school’s expectations are of them (Pomerantz, Grolnick, & Price, 2005). Many parents perceive that the only way to become involved is through volunteering at the school or on class field trips; however, parental involvement encompasses a much broader spectrum of activities. Also, schools vary widely in their approach to welcoming parents on campus, and each one has a different culture and climate, impacting how open or closed the school is to parental involvement (Hoy, Tarter, & Kottkamp, 1991). While some schools require parents to volunteer a specific set of hours during the school year, others may have little to no requirement for parental involvement. Additionally, with the recent push to secure schools from school shootings and other violent acts, most states now require mandated background checks and an almost prison-like environment, either making it difficult for parents to participate or making them feel unwelcomed.

Societal factors are also barriers to increased parental involvement. Families from a diverse background may often feel less welcome than those from a more homogeneous community (Ames & Dickerson, 2004). Parents having negative experiences with the
school create mistrust with families and lead parents to disengage, rather than engage in the schooling process. This may be due to the parent believing their child was disciplined inappropriately, social messaging and the media portraying schools and teachers as part of the educational problem, or even a negative personal experience when they attended school as a child (Hornby & Blackwell, 2018). Ethnic-minority, low socioeconomic status, and non-English speaking families often find more significant challenges to connecting with the school (Young, Austin, & Growe, 2013).

Coming from disadvantaged homes, parental involvement may suffer. Unlike that of the middle class or affluent parents, or those with students with parents who both speak English as a first language, this diverse population faces additional barriers: language proficiency, time constraints related to the family socioeconomic status, and traditional family structures (Epstein, et al., 2002; Jeynes, 2003; McQuiggan & Megra, 2017; Rah, Choi, & Nguyễn, 2009; Shin, Slater, & Ortiz, 2017; Weaver, 1992; Mertens, 2009). Along with deferential attitudes towards school authority, parents also may find it difficult to set aside time to be involved. My students report they will not be attending parent-teacher conferences or other school events due to their family having a conflicting schedule or that they do not have transportation.

Teachers hold many of the same misconceptions as parents. They may have had poor experiences with parent interaction, and often the only time a teacher interacts with a parent is when there is a problem, or their child is misbehaving. Additionally, many teachers often feel that parent volunteers in the classroom only contribute to the challenges of managing a group of students and are "one more thing to deal with." Rather than viewing them as partners in the educational process, they see them as adding to the
complexity of the teaching process and taking up valuable time that could be used toward students (Hornby & Blackwell, 2018).

Although there are many misconceptions and miscommunication between parents and the school, in seeking to address some of these barriers, school administrators often take a holistic perspective. Young, Austin, & Growe (2013) studied administrators and their perceptions of parental involvement and found a link between parental involvement and their view of effective parenting. Many of the reasons noted as being a barrier to effective communication and to the school’s increase in parental engagement was a lack of a common definition of what parental involvement is and what constitutes a successful relationship (Young, Austin, & Growe, 2013). As an example, in speaking with the principal at one of the high schools in this study, we discussed misconceptions about parental involvement at the school and the importance of having a sit-down dinner made in the academic life of a child (A. Holley, Personal communication, 3/26/2019). Schools can utilize particularly effective forms of parental involvement consistent with his approach, such as talking directly with parents or a child before and after school about what they need to be more involved and how the school could better address the gap in communication or options to engage in the school and learning process (Jeynes, 2011).

Overall, there is a lack of guidelines and effective best-practices regarding parental involvement that makes it challenging to set parents, teachers, and administration up for success. Schools and parents are not communicating at the same level and working together. Parental involvement is a shared responsibility of educators and families for children’s learning and success in school. McQuiggan & Megra’s (2017) study on parent-school communication showed that 89% of parents reported receiving
communication that was addressed to all parents from their child’s school, such as newsletters, memos, e-mails, or notices, 62% of parents received notes or e-mails from the school specifically about their child, while, 42% of the parents conveyed that the school contacted them by telephone, 89% of parents reported participating in general school or a parent-teacher organization or association meeting. Parents report they are actively participating in communication with the school, but improvement in the type of communication is what impacts the student most. Improvement of the kinds of communication needs to occur to support the school family connection (McQuiggan & Megra, 2017).

One way to clarify these misconceptions and address these challenges is by providing a structure to improve communication between teachers and parents and educate parents to the broader definition of parental involvement. One example of a structure is Epstein’s six types of involvement Epstein, 2005). Parental involvement that follows a framework with simple steps for the schools and families to follow contributes to clarity among stakeholders in expectations, communications, and avenues for engagement (Epstein, 2018). Involvement is more than looking at notices and participating in non-academic events at the school. Epstein (2004) indicates that involvement is unequal across different demographics, which may be due to varying perspectives of involvement by various stakeholders. Yet, schools in urban, suburban, and rural locations can all benefit from creating effective school-family partnerships focused on some core principles (Epstein 2004):

- welcoming all families;
- focusing on achievement;
• collaborating with the community, and
• strengthening school learning communities

By following a set framework, educators can create parental involvement programs that are well-organized, goal-focused, and sustainable (Epstein, 2004).

**Increasing Parental Involvement**

Lasater (2016) explains some factors that influence the educational support that parents provide for children, such as their own school experiences and their child’s teacher’s efforts to involve parents. More specifically, Hoover-Dempsey & Sandler (1997) emphasize the importance of teacher moves to include parents in their model of parental involvement. Teacher moves are where teachers drive for parental involvement rather than the school administration. They explain, "The considerable evidence on teacher practices intended to support parental involvement, and parents' sensitivity to teachers' attitudes about their involvement, underscores the importance of school-generated invitations and opportunities for positive parental decisions about involvement."

Similarly, Dauber and Epstein (1993) report about the impact of teachers on parental involvement and conclude, “The strongest and most consistent predictors of parental involvement at school and home are the specific school programs and teacher practices that encourage or guide parental involvement” (p. 61). The importance of teachers is also supported by the research, Anderson and Minke (2007) stating "The emergence of specific invitations from teachers as the single most influential variable on parents' involvement choices is significant because schools can influence teacher
practices more so than any other variable” (p. 321). No matter where we look, there are artifacts of the values of parental involvement.

**Title I**

Title I is a federally funded educational program that provides financial assistance to school districts with a high concentration of students with low socioeconomic status. The funds provided to schools are in addition to the state's per-pupil funding that they receive for routine operating procedures. Title I funds can be used for the whole school if 40% or more of a school's student body qualifies for free and reduced-price lunch. Title I funding is disseminated through the state educational agencies to local educational agencies following the regulations of the federal title policy.

Public schools with high numbers of children from low-income households are provided financial assistance to aid in meeting state academic achievement standards. Parental involvement under Title I of the Part A Non-Regulatory Guidance states, “These provisions reflect good practice in engaging families in helping to educate their children, because students do better when parents are actively involved in the education process, both at home and at school” (Title I, Part A under ESEA). Title I, Part A, encourages parental involvement at all levels, from the development and use of extensive parental involvement. Aligned with these guidelines, getting parents involved in their children's education is the main objective of this study. Title I, Part A, continues that the school improvement process focuses on improving instruction and scholarship with the guidance and support of parents and the community.
Theoretical Framework

Researchers have studied parental involvement, which has become a major educational issue since the 1980s. I determined that it would be beneficial to my research to use the theoretical perspectives looking at race and racism in our society with an overarching Transformative lens. I adapted ideas for building a community of practice while implementing Dr. Epstein's six types of parental involvement. In conducting this research study on parental involvement, a theoretical framework was constructed based on key underlying theories that support and guide the examination of parental involvement. These included the Transformative Paradigm by Martens (2010), Bourdieu’s theory of cultural capital and critical race theory (1990), the Epstein Types of Involvement (2001, 2002 & 2004), and Heath & Heath Change Framework (2010).

The Transformative Paradigm

Mertens (2010) explains, the transformative belief system supports appropriate ways to gather data about the reality of a concept. According to Mertens (2009), the main objective is to capture reality ethically. The transformative methodological belief system explicitly addresses issues of power regarding interrogating both the research methods themselves and the interventions that may or may not be in the control of the researcher. Examining the social problems of power regarding parental involvement is well framed by this lens.

Identifying parents' and teachers' perspectives and bias of parental involvement will also inform this research. Gonzales & Gabel (2017) looked at how to improve educational outcomes for children in culturally and linguistically diverse families. A key challenge to this population is the applied definition of the “family” unit. Most schools
use the narrow and un-inclusive concept of colonialism, defining family as the immediate parents and biological or legally adopted children. Instead, many non-white familiar structures are more diverse and inclusive, encompassing a comprehensive arrangement of family members, including grandparents, aunts, uncles, and cousins. Rebuilding expectations of parental involvement requires school involvement that focuses on an expanded view of the family unit and looks as parents as partners (Gonzales & Gabel, 2017). Berry (2010) suggests there needs to be more creative thinking when it comes to increasing parental involvement. Parental involvement is not just the responsibility of the parents; schools must take an active role not only to provide "opportunities" for parents to be involved, but to engage with parents and teachers actively, in the design of parental involvement programs. Knowing both parents' and teachers' perspectives on parental involvement will clear the line of communication.

When researching parental involvement Gonzales & Gabel (2017) used a lens of transformative theory to identify bias in multicultural education and found “re-tooling,” or the revision of current processes and approaches, should be a top priority at the leadership level. While institutional re-tooling of the school system may not always be an option, at least not initially, school administrators should be open to the option to do things differently and gain new knowledge about norms of parental involvement (Young, Austin, & Growe, 2013). The goal is moving school policies and practices to the families, inviting families to collaborate and create counternarratives that inform the truths that are hidden below the bias. We must work as a community to improve our schools. A greater understanding of parental involvement from an analytical perspective will allow for the growth and development of new and successful programs.
Critical Race Theory

In this section, I describe and define Bourdieu's theory of cultural capital and critical race theory (1990). The three primary goals of the theory are: offering storytelling/narratives as valid lenses to examine race and racism in society, pleading for the purge of racial subjugation while at the same time recognizing that race is a social construct; and illustrating the essential relationships of race. The most influential of these theories is Critical Race Theory (CRT). CRT is a model that considers race and racism within systems. The racial threat theory was developed by Blalock (1967). Too often, marginalized people are left out of research or misrepresented.

Delgado and Stefanic (2001) explain that critical race theory (CRT) has simple principles; racism is ordinary and reasonable in American society. Rather than accept the societal and political marginalization placed upon minorities, researchers, educators, and society, in general, need to be cognizant and discuss, debate, reflect, theorize, and research our situation as we co-exist. No longer can researchers and scholars ignore the marginalization placed upon diverse communities, but instead, we must address these shortcomings that have existed for centuries and make a conscious effort to identify innovations that support a different way of living.

Jamal Al-deen & Windle (2015) connected Bourdieu's framework of lived experience to parental involvement, “Some studies have drawn on Bourdieu's framework to examine the relationship between home and school (Lareau, 1987, 1989, 2003; Lareau & Horvat, 1999; Reay, 1998a, b, 1999).” Understanding other study's social conditions of lived experience, including race, ethnicity, geographical location, and gender, help the researcher support the school community.
Communities of Practice

Wenger (2009) explains that communities of practice are formed by individuals who participate in the process of collective learning in a shared domain. Understanding the steps to involvement and what it looks like for different families is key to positive growth for the school, community, and individuals. These Communities of Practice (COP) develop their practice through an assortment of actions. Often these COPs follow a loosely constructed framework in which members explore information on a topic, implement problem-solving techniques, look for best practices, and engage in discourse. COPs may be known under numerous titles, such as learning networks, thematic groups, or tech clubs, etc.

Not all communities are a COP. Instead, a COP must have a unifying identity, must engage in activities, discussions, and share information, and finally, they are places of growing, sharing resources and knowledge. As presented by Wenger (2009), the main characteristics of a COP include:

The Domain: A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest. Membership, therefore, implies a commitment to the domain, and thus a shared competence that distinguishes members from other people. (You could belong to the same network as someone and never know it.) The domain is not necessarily something recognized as "expertise" outside the community. A youth gang may have developed all sorts of ways of dealing with their domain: surviving on the street and maintaining some kind of identity they can live with. They value their collective competence and learn from each other,
even though few people outside the group may value or even recognize their expertise.

The Community: In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other; they care about their standing with each other. A website in itself is not a community of practice. Having the same job or the same title does not make for a community of practice unless members interact and learn together. The claims processors in a large insurance company or students in American high schools may have much in common, yet unless they interact and learn together, they do not form a community of practice. But members of a community of practice do not necessarily work together on a daily basis. The Impressionists, for instance, used to meet in cafes and studios to discuss the style of painting they were inventing together. These interactions were essential to making them a community of practice even though they often painted alone.

The Practice: A community of practice is not merely a community of interest—people who like certain kinds of movies, for instance. Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short, a shared practice. This takes time and sustained interaction. A good conversation with a stranger on an airplane may give you all sorts of interesting insights, but it does not in itself make for a community of practice. The development of a shared practice may be more or less self-conscious. The "windshield wipers" engineers at
an auto manufacturer make a concerted effort to collect and document the tricks and lessons they have learned into a knowledge base. By contrast, nurses who meet regularly for lunch in a hospital cafeteria may not realize that their lunch discussions are one of their primary sources of knowledge about how to care for patients. Still, in the course of all these conversations, they have developed a set of stories and cases that have become a shared repertoire for their practice.

The COP framework is used in conjunction with other theories presented to bring together parents and teachers to discuss and learn about parental involvement. While this study did not have enough time to implement a true COP, the tenets of COP were used to develop the norms and culture for Social Hour. Specifically, I used the tenets of shared values, dialogue, safety, teamwork, and collaboration. My participants accepted an active role in Social Hour rather than being passive observers. It is my hope that participants gained the tools they need to develop a COP regarding parental involvement if they choose to do so with other participants of Social Hour in the future.

**Epstein Types of Involvement**

Dr. Joyce Epstein developed a framework for defining six different types of parental involvement to conceptualize the aspects of the school-family relationship (Epstein, Sanders, Simon, Salinas, Jansorn, & Van Voorhis, 2002). This framework has assisted educators in developing district-wide school and family partnership programs. Epstein defined the six types of parental involvement as parenting, communication, volunteering, home tutoring, involvement in decision-making, and collaboration with the community (Epstein et al., 2002). The six types of involvement are presented below:
• Parenting: Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.

• Communicating: Communicate with families about school programs and student progress. Create two-way communication channels between school and home.

• Volunteering: Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school.

• Learning at Home: Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks.

• Decision Making: Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations.

• Collaborating with the Community: Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community.

Epstein (1987) explains the importance of parental involvement and how schools are implementing policies to increase this vital underutilized commodity. Parental involvement in a child’s education has been claimed to improve student success at
school. Epstein’s research also suggests that when parents participate in their children’s schooling, students may experience more academic and social success. Incorporating Epstein’s six types of parental involvement into Social Hour will ensure parents and teachers learn more about how to participate in their child's academic and social lives. Administrators should take notice of the six types of Parental involvement and incorporate this into a school-wide plan to promote parental involvement and also increase positive perspectives of what parental involvement entails. Bringing the six types of Parental involvement to the forefront of the initiative to increase parental involvement is necessary from top-down administrators to teachers to parents.

**Heath & Heath Change Framework**

Heath and Heath (2010) presented a change framework in *Switch: how to change things when change is hard*, which makes a clear visual to communicate the change and acknowledging the small wins to keep people motivated in the change process. This concept brings together compounded knowledge of counterintuitive research in psychology, sociology, and effective and transformative change. The three analogies: direct the rider, motivate the elephant, and shape the path. Heath and Heath explain each of the three steps into their change framework (Heath & Heath, 2010):

1. Direct the Rider
   a. Follow the bright spots. Investigate what’s working and clone it. Script the critical moves.
   b. Don’t think big picture, think in terms of specific behaviors. Point to the destination.
c. Change is more natural when you know where you're going and why it's worth it.

2. Motivate the Elephant

d. Find the feeling. Knowing something isn’t enough to cause change. Make people feel something.

e. Shrink the change. Break down the difference until it no longer spooks the elephant.

f. Grow your people. Cultivate a sense of identity and instill a growth mindset.

3. Shape the Path

g. Tweak the environment. When the situation changes, the behavior changes. So, change the situation.

h. Build habits. When the behavior is habitual, it's "free"—it doesn't tax the rider. Look for ways to encourage habits.

i. Rally the herd. Behavior is contagious. Help it spread.

The beauty of this framework is that anyone can implement change in their environment. It is not just for management and leadership; it's for anybody at any time who finds there's a need for change in their lives can make it.

A change leader thinks, “How can I set up a situation that brings out the good in these people?” A few adjustments will make a world of difference in the lives of students’ academic careers. Heath & Heath (2010) show through a variety of examples the change framework they identified of finding what is working and growing that by those with little money or power can make an impactful and meaningful change when big
problems occur. Those with little power or control can create lasting change by implementing this framework. Creating a clear goal and determining the path to get there is a way to create this change in a variety of settings.

**Social Hour as an Intervention**

To address the pressing need for improving parental involvement in Title I Schools, I created a parental involvement improvement strategy titled “Social Hour.” Social Hour is a one to three-hour workshop where parents and teachers learned and discussed Epstein’s principles of parental involvement (Epstein, 2001). The goal of Social Hour was to address the challenges associate with the lack of parental involvement in the school setting, specifically to give parents and teachers a complete definition of parental involvement as well as strategies to become more involved. I selected Epstein’s principles of parental involvement to address these challenges, as this was a good fit for the model being proposed. Additionally, I incorporated Heath and Heath’s change theory into the Social Hour format, which argues for growing the good and shrinking the bad, as well as Critical Race theory, which ensured that the research gives a voice to those who are often marginalized while also helping parents and teachers build a relationship of trust and understanding using principles of Community of Practice.

**The Intervention**

During a Social Hour workshop, I introduced the six types of parental involvement activities, and then offered an opportunity for participants to work with other parents and teachers on creating posters on the six types of involvement that were presented. Designed to initiate dialog, Social Hour seeks to identify what parental
involvement entails, how parents and teachers are currently participating in school activities, and how they might join in the future. By bringing together these members of the school community to discuss parental involvement, participants have the opportunity to reflect on parental involvement and how it might increase the chances of involvement and the relationship between teachers and parents. The goal of these sessions is to assist in the collaborative process between parents and teachers, and together to build a close relationship among parents and teachers of students in Title I schools.

The framework used to facilitate this intervention technique follows the six types of interaction from the Epstein model (2002). Below is the structure used in for the Social Hour sessions, including sample activities:

Topic 1: Parenting – Groups will discuss important aspects of parenting, including:

a) Providing housing, health, nutrition, clothing, and safety
b) Developing parenting skills for all age levels
c) Sharing information and activities to help schools understand children and families.

Activities include: Sharing personal stories, Small groups developing poster boards telling their experiences with the topic.

Topic 2: Communicating – Groups will discuss important aspects of communicating, including:

a) Understanding educational programs and children’s progress
b) Understanding student assessments
c) Providing opportunities for families to express concerns, insights, and expectations.

**Activities include:** Sharing personal stories, Small groups developing poster boards telling their experiences with the topic.

Topic 3: Volunteering – Groups will discuss important aspects of volunteering, including:

a) Involvement in the school

b) Assisting administrators, teachers, students

c) Becoming mentors, monitors, lecturers, chaperones, tutors

d) Attending assemblies, performances, sports events, ceremonies, and other events

**Activities include:** Sharing personal stories, Small groups developing poster boards telling their experiences with the topic.

Topic 4: Learning at Home – Groups will discuss important aspects of learning at home, including:

a) Helping with and monitoring homework

b) Understanding the skills required to pass/master each subject

c) Making curriculum-related decisions

d) Supporting the development of other skills and talents

**Activities include:** Sharing personal stories, Small groups developing poster boards telling their experiences with the topic.

Topic 5: Decision Making – Groups will discuss important aspects of decision making, including:
a) Participating in advisory groups  
b) Participating in planning committees  
c) Participating in program-related decisions  

**Activities include:** Sharing personal stories, Small groups developing poster boards telling their experiences with the topic.

**Topic 6: Collaborating with the Community –** Groups will discuss important aspects of collaborating with the community, including:  

a) Connecting with the community for needed services, resources, and support  
b) Identifying connections that contribute to the community  

**Activities include:** Sharing personal stories, Small groups developing a poster board telling their experiences with the topic.

**How is Social Hour Different?**  

In Heath & Heath (2010), the authors explain that committed practitioners with little control or power can make an impactful change by adjusting a previous behavior. Looking for something currently successful and building upon it allows practitioners to give support in new directions. Parental involvement was selected because it is something small that can make a meaningful impact in the lives of students and their communities. Parental involvement has been previously investigated; however, this study will touch upon aspects not represented in present research; including the perspectives of teachers and parents in a Title I program. This study investigates parental involvement perspectives and teaching participants the different types of involvement, as identified by Epstein. Previous researchers were interested in looking at parental involvement and
making involvement accessible to parents of different backgrounds. Still, this research, instead, focuses on facilitating learning around parental involvement and illuminating what participants are doing correctly with regards to parental involvement.

**Summary**

The purpose of this chapter was to present the historical aspects of parental involvement and review the literature related to parental involvement in education. The major themes included a working definition of parental involvement, the benefits and advantages, challenges, and barriers of increased parental involvement, and the context of parental involvement in Title I schools. Additionally, this chapter presented the theoretical framework used to guide this research, including a presentation of the intervention used in this study.
CHAPTER 3

Research Methods

The purpose of this mixed-methods study was to explore the perspective of teachers and parents around parental involvement in education. The intended contributions of my research consisted of developing a framework on successful parental involvement, identifying methods for increasing parental involvement, developing a better understanding of the issues and constraints around parental involvement, and creating a plan that can be implemented in a versatile school setting.

This chapter provides an overview of the research questions, the theoretical framework guiding this study, as well as the methodology used. It includes an overview of the study population and sample, study setting, and participants, intervention, and data collection approach used. It also presents the human subjects, and the schedule used to conduct this research.

Research Questions

In addressing the vital challenge of parental involvement in a school setting, this study utilized an empirical research design. The main goal of this research was to understand parent and teacher perspectives towards parental involvement, to identify barriers to their involvement, and inform teachers and parents of effective parental involvement approaches. In order to accomplish this, the following research questions were used:

RQ1: What are the perspectives of teachers and parents regarding parental involvement in Title I schools?

RQ2: How does Social Hour impact perspectives of parental involvement?
Methodology

This study utilizes a mixed-methods approach, employing both a qualitative and quantitative approach collecting and analyzing empirical data. This non-experimental study seeks to understand parental involvement in education by exploring parent and teacher perspectives of parental involvement in a Title I program. The following methodology was used to guide this research.

Research Design

A mixed methods research design is particularly useful for exploring complex school phenomena from the perspective of multiple stakeholders (Creswell & Clark, 2017). Using both the qualitative and quantitative research approach, I examined the phenomena surrounding parental involvement from the perspective of teachers and parents. This study employed an intervention strategy, where the participating individuals engaged with a program called Social Hour, which was intended to model and provide education on parental involvement.

Population and Sample

In Arizona, there are approximately 2421 public schools and 567 charter schools. Approximately 95.6% of schools in Arizona are Title I Schools. In the most recent data available, there is over 56,000 Title I school nationwide. Title I funds can be used for the whole school if 40% or more of a school's student body qualifies for free and reduced-price lunch. Title I Schools receive financial assistance through state educational agencies to local educational agencies. This study utilizes a convenience sampling approach to ensure that the selected participants meet the criteria for the study. Two schools, Catalina
High School in Tucson, Arizona, and Sun Valley Academy in Laveen, Arizona, was selected, and the participants of these programs make up the sample for this study. These schools were selected due to the socioeconomic makeup, as well as the fact they are Title I with a similar cultural makeup of the community.

In total, 28 participants completed the presurvey on perspectives, and of those, 14 attended Social Hour. The Sun Valley Academy participants consisted of three teachers and six parents, while four teachers and one parent participated at Catalina High School. Table 1 shows the participation of the population. By examining perceptions of parents and teachers, schools and families may have a better understanding of effective parental involvement practices.

Table 1

<table>
<thead>
<tr>
<th>School/Participants</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun Valley</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
<tr>
<td>Catalina High School</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

Research Setting

Catalina High School and Sun Valley Academy are appropriate sites for this research due to the large percentage of minority and economically disadvantaged
populations (U.S. Census Bureau, 2019). Specifically, this study established an inclusive environment by giving a platform for participants to be heard. Listening to the participants' stories of parental involvement support growth and built on what they already know. This approach led to an emergent design that allowed the data collection process to be determined by the responses of the participants and the data collection while the study was on-going.

School 1: Catalina High School. Catalina High School, a public high school, located on the north side of Tucson, Arizona, is a Title I magnet high school in the Tucson Unified School District. This school serves approximately 1300 students in grades nine through twelve. The school's location is in the heart of Tucson, Arizona, where there is affordable housing as well as businesses such as payday loans, quick marts, and refugee assistance leagues that cater to the lower to middle-class populations that make up a large amount of Tucson, Arizona. At Catalina High Magnet School, the student body of total minority enrollment is 77%. There is a 25:1 student-teacher ratio. The demographic make-up of the school, as identified by the parents of the enrolled students, is American Indian/Alaskan Native 3%, Asian 5%, Black 13%, Hawaiian Native/Pacific Islander 2%, Hispanic 49%, White 23%, Two or More Races 5%. In total, 77% of student enrollment at Catalina High Magnet School is that of a minority.

Catalina High Magnet School is one of 13 high schools in the Tucson Unified District and has the largest student body of nontraditional students. Nontraditional students come from diverse family makeup, from caregivers being primary guardians to grandparents. Sometimes this affects attendance retention and failure rate, which
continues to be an issue at this high school. This population gives my surveys a broad scope on perspectives of parental involvement.

Catalina High School is a Title I school that receives financial assistance through state educational agencies. Across our nation, reforms have been put in place to revitalize parental involvement with the No Child Left Behind mandate to close the achievement gap with accountability, flexibility, and choice. Specifically, Public Law 107-110, Title V, encourages informed parental choice and innovative programs. Encouraging parents to take a more active role in their children's education is an important move in the right direction to mitigate the gap in education.

**School 2: Sun Valley Academy.** Sun Valley Academy in Laveen, Arizona, is in the heart of one of the fastest-growing areas in Arizona, as well as the country. The population is over 1.6 million people and growing steadily. Phoenix is the fifth-largest city in the United States. Cities surrounding Phoenix include Scottsdale, Mesa, Chandler, Gilbert, Glendale, Goodyear, Laveen, and Surprise. Nearby cities include Tucson, Yuma, and Flagstaff. Laveen helps make up those numbers in growth with job opportunities and affordable housing. Laveen is a city in Maricopa, which is designated as urban; the median household income is $69K, with 27% of children under 12 in poverty.

Laveen is nestled below Phoenix in Maricopa County, Arizona. Laveen, Arizona, is positioned eight miles southwest of Downtown Phoenix between South Mountain and Gila and Salt Rivers Indian communities. Sun Valley Academy is on the outskirts of Phoenix, Arizona, is a growing area that has a mixture of high and ultra-low socioeconomic neighborhoods. People choose to live in this area due to more value for their money and to be able to have a small-town feel. The population density in Laveen is
about 72% lower than Phoenix and consists of populations from diverse cultural backgrounds (U.S. Census Bureau, 2019).

Sun Valley Academy’s Mission Statement states, “Sun Valley Academy has made a commitment to provide each student with a quality education through high standards and high achievement. We foster a school culture in which teachers, students, and parents are active participants. Our pursuit of academic excellence is enhanced by family partnerships and the development of leadership skills. This dynamic combination motivates students to embrace life-long learning and to become productive members of our community. Sun Valley Academy empowers every student, every day, through high standards and high achievement.”

Sun Valley Academy is a charter school that serves 600 students in kindergarten through grade twelve. The minority enrollment is 94% of the student body (majority Hispanic), which is higher than the Arizona state average of 62%. the racial breakdown: Hispanic: 67.0%, African American: 20.5%, White: 7.3%, Two or more races: 2.4%, Pacific Islander: 2.1%, and American Indian: 0.7%. Sun Valley Academy has a student-teacher ratio of 25 to 1.

Charter schools are public schools that are funded by the state and free to all Arizona students. There are a variety of programs offered by the school for families and students, from after school care to academic clubs. Charter schools receive the same state and federal funding as traditional public schools. Sun Valley gets Title I funds to help the deficit of lower socioeconomic students to bridge the gap in education. Approximately 69.4% of students are eligible for free/reduced lunch. There is access to this school by public transit, rideshare, and many public sidewalks.
These two schools are also unique. Sun Valley Academy is an independent elementary charter school, while Catalina High School is a traditional high school program part of Tucson Unified School District, and only serves grades nine through twelve. Regarding their similarities, both have an enrolment of minority students over 75%. The other major similarity is that both administrations at these two Title I schools have a common commitment to increasing parental involvement. Both administrations identified lack of parental involvement as an issue at their school and agreed to host Social Hour.

**Social Hour as an Intervention**

The intervention used in this study addressed the challenges that many Title I schools face: the lack of parental involvement. The goal of this innovation was to develop understanding and stronger parental involvement at the schools.

**Social Hour**

Social Hour is a workshop focused on parental involvement for parents and teachers at Title I schools and was used as the intervention for this research project. The concept of this approach was developed using the COP framework, research on facilitating workshops, focus groups, and training sessions, and from personal experience. I developed the following framework to implement this intervention as the main approach to collecting data for this study:

**Social Format.** Social Hour is a stand-alone workshop that is approximately one to three hours depending on attendance levels in which a participant only attends one Social Hour workshop. Social Hour is offered multiple times at each site, at different times (e.g., some morning sessions, some evening sessions), and on different days (both
weekday and weekend) in an attempt to mitigate conflicts such as transportation and scheduling that prior research found to be barriers to involvement.

Before and after Social Hour, participants are asked to complete a survey on their perspectives of parental involvement that takes approximately 15 minutes. As the presenter, I introduced the six types of parental involvement; then, there was an opportunity to work and talk with other parents and teachers on creating posters on the six types of involvement that were presented.

Social Hour starts the dialog of what parental involvement entails as well as how parents and teachers are participating in this domain. By bringing together these members of the school community to discuss parental involvement, the benefit to participation is the possibility to reflect on matters about parental involvement. Results may assist in working together to build a close relationship among parents and teachers of students in Title I schools.

Facilitating the Social Hour. After signing in and creating an anonymous I.D., we completed introductions. I introduced myself as well as the goal of Social Hour. Then, I gave participants time to introduce themselves. Participants were then asked to complete a one-question survey asking if Social Hour positively impacted the participants (pre-feelings survey).

Next, I gave a short presentation that reviewed each of the six types of parental involvement: parenting, communicating, volunteering, learning at home, decision making, and collaboration with the community (Epstein, et al., 2011).

Once the type and topic of parental involvement were decided, participants broke into groups and drew pictures or wrote on poster boards with the specific type of
involvement explaining the who, what, when, where, why, and how of that activity. Parents and teachers utilized the poster boards to tell their stories of parental involvement. The goal was to provide an opportunity for parents and teachers to tell their stories in a safe and structured format. By adding to the poster boards, they actively engaged in the storytelling process, which was a big part of building trust and communication of the group.

After learning about the different types of involvement, participants then engaged in a Gallery Walk, an activity where individuals go around the room and review the posters. Participants were encouraged to contribute to each of the six posters hanging on the wall (see Figure 1). Each poster was dedicated to a different form of involvement and asked participants to reflect on central questions:

1. Who: Parents, teachers, family members or students
2. What: What is occurring.
3. When: During the school day and after hours.
4. Where: At school, home, in the community.
5. How: With support from friends/family/school/community

Participants wrote their responses to the questions directly on the board in order to create an artifact of their thoughts and allow other participants to respond. During the gallery walk, I circulated around the room, talking with people, and making the experience as comfortable as possible while encouraging and answering any questions that arose.
Stages of Research

**Participant Recruitment.** To recruit parents to participate in the intervention, I asked the principals to send parents and teachers the link for the RSVP and pre-survey. Even if participants were unable to attend Social Hour, they were still encouraged to complete the perception survey. Details regarding the perception survey are discussed below (Data Collection). At Catalina Highschool, four parents and one teacher attended Social Hour.

**Intervention.** Next, I implemented the parent/teacher Social Hour. This process included:

- Sign in and complete pre-social hour feelings survey.
- Introductions, Housekeeping, and Refreshments
- PowerPoint presentation covering 6 types of parental involvement
• Participants completed poster activity
• Gallery walk and discussion
• Post perception survey and post feelings survey completed

Data Collection

The goal of this mixed-methods action research study was to explore the perspectives of teachers and parents on parental involvement in a Title I program. As mentioned above, I administered two surveys: a perceptions survey and a feelings survey. The perceptions survey was adapted from Epstein’s’ survey on parental involvement. The survey was administered online to both parents and teachers, some of which later attended SH, others who did not attend. Parents and teachers were asked to indicate the effectiveness of four activities within each of the six parental involvement typologies: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Parents and teachers in this study were asked to rank each activity numerically using a five-point Likert scale with one indicating not effective and five indicating highly effective. In a separate section, parents and teachers were asked to rank the five most important activities from a list of parental involvement activities.

Questions were updated to fit the specific context of the Social Hour program and be more applicable to the participants. In consultation with a survey researcher and faculty at Arizona State University, the survey was adjusted for clarity. The intent of the questions and the essence of their inquiries were retained. In addition, 10 open-ended qualitative questions were added to allow for a more comprehensive data collection,
which aligned with the study’s design. The additional questions included language, such as:

- How do you feel about parental involvement?
- What is your involvement in your child's social and educational life?
- What does parental involvement mean to you?
- What stops you from being involved?

The goal of this survey was to understand teachers’, parents’, and guardians’ perspectives of involvement and why they hold those perspectives. In total, there were thirty-one questions on the perspectives survey (Appendix B).

The second survey was a one-question survey administered immediately before and after Social Hour. The question asked, “How am I feeling now?” and was rated on a 1-10 scale. The goal of this question was to examine if Social Hour positively impacted participants.

In addition, all the artifacts created at the Social Hour workshops were collected and analyzed. This allowed me to capture participants’ stories and to track their perspectives throughout the innovation. There was a total of six Social Hour workshops held for this study. Each event was facilitated in a similar fashion and followed the same structure.

Table 2

*Research Questions and Types of Data Collected*

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Type of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the perspectives of teachers and parents of students in Title I schools regarding parental involvement in Title I schools?</td>
<td>• Pre-Perspectives Survey • Artifacts</td>
</tr>
</tbody>
</table>
2. How does Social Hour impact perspectives of parental involvement?

- Pre & Post Perspectives Survey
- Artifacts
- Pre & Post Feelings Survey

Potential Problems

As stated earlier, previous research sheds light on the challenges of increasing parental involvement. Transportation, communication, and scheduling are all frequently cited as reasons that prevent parents from becoming more active participants in their children's education. Shim (2013) identifies aspects that prevent parental involvement for marginalized populations: parents’ frustration about their inability to influence a teacher’s decision making and parents’ anxiety of consequences for speaking up. Additionally, Padgett (2006) lists barriers that may prevent the involvement of parents of ELLs, specifically language and cultural differences, work schedules, and lack of transportation. Addressing these challenges (transportation, scheduling, and communication) was the focus of my research.

Because of the challenges surrounding parental involvement, particularly for the targeted population, ensuring parents would attend the Social Hour was a significant focus. To mitigate this issue, Social Hour was held after school and on the weekend, which was a time best suited for the needs of the parents. Additionally, refreshments were provided to attract individuals who might not otherwise attend. Food seems to draw attention and interest, so for the morning meetings, there was coffee and doughnuts, and for afternoon meetings, pizza and soda was offered. Unfortunately, attendance at the Social Hour workshops were lower than anticipated despite efforts to increase awareness.
Out of the approximately 1900 of invitations and possible participants, only 28 participated in a component of the study, with 14 attending a Social Hour workshop.

**Analysis**

For this mixed-methods action research study, I employed a mixture of both qualitative and quantitative approaches to data analysis. Using descriptive statistics, numerical data were organized and presented to shed light on the subject. These data were critical in understanding the phenomenon surrounding parental involvement in Title I schools, from the perspectives of parents and teacher. A Social Hour workshop intervention was designed to serve as the main source of data surrounding perceptions of parental involvement and the difference between individuals who attend a parental involvement training session and those who do not. Data collected from artifacts, documents, and observations netted qualitative data. They were analyzed using a thematic approach to meaning-making and other qualitative tools. I let participants tell me what they see as a hindrance to parental involvement. Listening fully to participants before formulating a response and thinking about what I am hearing can give me great insight into the community in which I want to help. The lived experiences can be a way to formulate ideas to support parental involvement by drawing on keywords, expressing themes and patterns, and drawing conclusions about common understandings around this phenomenon. Parental involvement is not the end all be all to the challenges associated with a lack of parental involvement, but rather a small step on the path in support and understanding of the situation.
Human Subjects

Permission to conduct this study was sought and obtained through Arizona State University’s Institutional Review Board (IRB) (Appendix F). Policies of IRB protect human subjects and require researchers to obtain permission prior to conducting a study involving human subjects. During this study, I followed all ASU IRB policies and procedures to ensure the safety of the individuals who participated in this study. Participants were notified of the goal of the study, how it was to be conducted, their rights during the study participation, and the ability to withdraw from the study at any time. In addition to a verbal explanation, each participant was provided documentation, notifying them of these rights. Additionally, I sought to ensure anonymity was upheld for participants, and I took necessary precautions in order to protect their privacy.

Summary

The methodology used for this research study was a mixed-methods action research approach. This non-experimental study examined the perceptions of teachers and parents at one of two Title I schools, using an intervention approach. Data were collected using the Social Hour intervention through observations, notes, and artifacts of the events, along with additional conversations and researcher memos. All data derived from these sessions were analyzed, and themes and descriptions were developed. This chapter provided the overall methods used in the research study and served as the foundation for fieldwork and guided the researcher throughout the data collection and analysis phases.
CHAPTER 4

Results

Research suggests that when parents participate in their children’s schooling, students may experience more academic and social success (Epstein, 1987). Moreover, when parents are involved in their child's education, students not only do better in school, they stay in longer (Kim & Hill, 2015). This is most beneficial for minority students and those from low-income backgrounds (Jeynes, 2003). The purpose of this mixed-methods study was to examine perceptions of parental involvement of teachers and parents and to understand how participating in Social Hour impacted participants’ feelings towards parental involvement. The main goal of this research was to understand parent and teacher perspectives towards parental involvement, to identify barriers to their involvement, and inform teachers and parents of effective parental involvement approaches. In order to accomplish this, the following research questions were used to guide this study:

RQ1: What are the perspectives of teachers and parents regarding parental involvement in Title I schools?

RQ2: How does Social Hour impact perspectives of parental involvement?

Participants

Participants in this intervention consisted of a purposeful sample of parents and teachers of elementary and high school students at Sun Valley Academy and Catalina High School. All participants were teachers and staff who are interested in increasing parental involvement at their school as well as the parents of students at these schools. In
total, 28 participants completed the pre-survey on perspectives, and of the 28, 14 of those attended Social Hour (Table 3).

Table 3

Participants

<table>
<thead>
<tr>
<th>School/Participants</th>
<th>Social Hour Participants</th>
<th>Survey Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun Valley Academy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Catalina High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Teachers</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

Attended Social Hour $n = 14$, Perspectives Survey $n = 28$

**Catalina High School.** The sample at Catalina High School consisted of four parents and four teachers. Teaching experience of the four teachers, one reported teaching over fifteen years while the remainder of teachers ($n=4$) reported teaching over 20 years. Three parents reported being at Catalina High School for one to three years while one reported four to six years. All participants drove personal vehicles to the Social Hour and had personal computers or smartphones. There was one male, seven females.

**Sun Valley Academy.** The sample at Sun Valley Academy consisted of nine parents and eleven teachers. Six out of the eleven teachers that participated had 15 to 20 years of experience teaching while the remainder ($n=11$) reported over 4 years. The subjects they taught were mathematics, language arts, physical education, and library, along with support staff such as teacher supports. Five parents reported being new to the
school (n=9) and the remainder either chose not to answer or were at this school four years or more. There were seven males and thirteen females. All participants drove personal vehicles to the Social Hour workshop and had personal computers or smartphones.

**Implementation of Social Hour as an Intervention**

Below is an overview of the Social Hour activities conducted at Sun Valley Academy and Catalina High School:

Table 4

**Social Hour Attendees: Sun Valley Academy**

<table>
<thead>
<tr>
<th>Meetings</th>
<th>School</th>
<th># Attended Teachers</th>
<th># Attended Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Hour #1</td>
<td>Sun Valley Academy</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Social Hour #2</td>
<td>Sun Valley Academy</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social Hour #3</td>
<td>Sun Valley Academy</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

n=9

*Social Hour #1.* Three participants showed up, two of which were teachers. They were upbeat and agreed that these six types of involvement are vital to success. They got quiet when writing on the posters.

*Social Hour #2.* No one showed up but 9 did RSVP. When contacted, the RSVP individuals who did not show up said they did not have time.

*Social Hour #3.* Six people attended the Social Hour. This Social Hour was more of a party than a professional development meeting. I had to refocus everyone a few times during the presentation. Participants were excited to share their experiences on these types of involvement. Side conversations regarding their classes and relationships were at the top of their minds as I circulated around the room. One parent came into
Social Hour in a bad mood and felt like she should report on the school to me. I explained that she would have many opportunities to share her stories on the posters.

Table 5

*Social Hour Activities: Catalina High School*

<table>
<thead>
<tr>
<th>Meetings</th>
<th>School</th>
<th># Attended Teacher</th>
<th># Attended Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Hour #1</td>
<td>Catalina High School</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Hour #2</td>
<td>Catalina High School</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Social Hour #3</td>
<td>Catalina High School</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

n=5

*Social Hour #1.* One parent and one teacher attended. These two participants were excited to hear and learn more about parental involvement. They made it clear that parents complain about decision making but never show up to have their voices heard. They were respectful and asked questions about each type of involvement while taking notes on their handouts.

*Social Hour #2.* Two teachers showed up after working all day, but they were happy to share and learn more about parental involvement and identify what they already are doing. This meeting was slower paced due to the exhaustion of participants. One of the teachers had all her children go to this school and spoke of how the school culture has changed, while the other teacher explained that she left a computer science job to fulfill her dream of being a teacher and helping students understand math as she does.

*Social Hour #3.* One teacher who showed up at this meeting seemed to move quickly. The participant seemed eager to learn new ways to get parents excited about involvement. He explained that parental involvement at this school is an issue due to the
population they serve. There was not a lot of conversing, just notes and words of affirmation. Again, people filled out the RSVP but did not show up. When contacted, the RSVP individuals who did not show up said they did not have time. It was noted that transportation was not mentioned as a barrier.

**Presentation of Results**

**Research Question One**

**A Quantitative Perspective.** Research Question One asks, what are the perspectives of teachers and parents regarding parental involvement in Title I schools? In order to provide clarity to this question, empirical data collected were analyzed using SPSS and a one-way ANOVA was conducted to determine if there was a difference among the groups of participants.

**Descriptive Statistics.** First presented is the descriptive statistics for participants and non-participants of Social Hour as categorized by the seven categories of involvement (Table 6). The data illustrates the results of the perspectives survey, which was a four-point Likert scale (Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1, Do not wish to answer=0). All non-responses and those that answered “0” were removed from the data prior to analysis.

The results are presented below:

<table>
<thead>
<tr>
<th>Involvement Construct 1-7 (# of questions)</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Communication (2)</td>
<td>3.18 (1.34)</td>
</tr>
</tbody>
</table>
Parent Education (3)                      2.63 (2.02)  
Student Learning (5)                      2.81 (2.96)  
Volunteer Opportunities (4)               2.47 (3.27)  
Advocacy Decision Making (7)              2.60 (4.50)  
Community Resources (4)                   2.68 (2.85)  
Family Teacher relationship (5)            3.30 (2.75)  

n=28

These results are high, the general perspective of parental involvement is that the schools and teachers are doing what they should to support parental involvement. While there was a range, all of constructs reported high agreement. This was unexpected given the existing literature as well as my conversations with the administration at each school that suggested there was a disconnect regarding parental involvement. This result may be due to a selection bias in the sample (only parents who felt positively towards parental involvement opted to participate in this optional survey) or because the instrument was not sufficiently focused to identify challenges for my specific schools.

**Comparisons.** In addition to looking at the overall results, I was also interested in determining if there were any differences between subgroups of participants, specifically:

A. Parents versus teachers

B. Participants from Sun Valley vs. participants from Catalina High School

A one-way ANOVA indicated that those who were able to attend Social Hour had significantly higher perceptions of three of the seven constructs: Volunteer Opportunities (F (1, 25) =4.11, p =.053), Advocacy and Decision Making (F (1, 23) = 6.01, p = .022), and Community Resources (F (1, 24) = 4.69, p = .040) compared to those that were not
able to attend Social Hour (Table 5). These findings suggest there is a statistically significant difference between the views of parental involvement of those that attended the Social Hour intervention, and those that did not, in the areas of volunteering opportunities, advocacy decision making, and community resources (Table 7). While interesting, these results are somewhat expected as those that have the means (e.g., time, resources) to attend Social Hour may also have the means needed to volunteer, participate in advocacy and decision making, as well as make use of community resources.

Table 7

*Perceptions of Parental involvement: Participation vs. Non-participation*

<table>
<thead>
<tr>
<th>Involvement Construct 1-7 (# of questions)</th>
<th>Attended Social Hour</th>
<th>Did not attend Social Hour</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Communication (2)</td>
<td>3.2 (0.84)</td>
<td>3.2 (0.61)</td>
<td>p=0.97</td>
</tr>
<tr>
<td>Parent Education (3)</td>
<td>2.91 (.58)</td>
<td>2.51 (.69)</td>
<td>p=0.16</td>
</tr>
<tr>
<td>Student Learning (5)</td>
<td>2.88 (.50)</td>
<td>2.79 (.64)</td>
<td>p=0.74</td>
</tr>
<tr>
<td>Volunteer Opportunities (4)</td>
<td>2.94 (.80)</td>
<td>2.28 (.76)</td>
<td>p=0.05*</td>
</tr>
<tr>
<td>Advocacy Decision Making (7)</td>
<td>3.02 (.56)</td>
<td>2.40 (.59)</td>
<td>p=0.02*</td>
</tr>
<tr>
<td>Community Resources (4)</td>
<td>3.13 (.73)</td>
<td>2.49 (.68)</td>
<td>p=0.04*</td>
</tr>
<tr>
<td>Family Teacher relationship (5)</td>
<td>3.30 (.49)</td>
<td>2.91 (.54)</td>
<td>p=0.10</td>
</tr>
</tbody>
</table>

*p value < 0.05

Similarly, I investigated if parents and teachers held similar or different views from that of each other. The results of this one-way ANOVA indicate teachers and parents hold similar perspectives for all but one of the constructs (Table 8). Interestingly, there is a significant difference in Family-Teacher Relationship with parents perceiving this to be slightly lower than teachers (F (1, 25) = 5.63, p = .026). This indicates that
teachers and parents don’t agree on this aspect of parental involvement. All other constructs were not significantly different.

Table 8

_Perceptions of Parental involvement: Parent vs. Teachers_

<table>
<thead>
<tr>
<th>Involvement Construct 1-7 (# of questions)</th>
<th>Parents Average (SD)</th>
<th>Teachers Average (SD)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Communication (2)</td>
<td>3.1 (0.72)</td>
<td>3.2 (0.63)</td>
<td>p=0.71</td>
</tr>
<tr>
<td>Parent Education (3)</td>
<td>2.8(0.66)</td>
<td>2.5(0.69)</td>
<td>p=0.30</td>
</tr>
<tr>
<td>Student Learning (5)</td>
<td>2.8(0.60)</td>
<td>2.8(0.61)</td>
<td>p=0.80</td>
</tr>
<tr>
<td>Volunteer Opportunities (4)</td>
<td>2.5(0.89)</td>
<td>2.5(0.77)</td>
<td>p=0.96</td>
</tr>
<tr>
<td>Advocacy Decision Making (7)</td>
<td>2.8(0.55)</td>
<td>2.4(0.70)</td>
<td>p=0.20</td>
</tr>
<tr>
<td>Community Resources (4)</td>
<td>2.8(0.84)</td>
<td>2.5(0.62)</td>
<td>p=0.27</td>
</tr>
<tr>
<td>Family Teacher relationship (5)</td>
<td>2.8(0.57)</td>
<td>3.3(0.44)</td>
<td>p=0.03*</td>
</tr>
</tbody>
</table>

*p value < 0.05

Finally, I looked to see if there was a difference between participants at Sun Valley Academy versus participants at Catalina High School. As the two sites were chosen because of similar demographics, I did not expect to see differences and the results confirm this hypothesis (Table 9).

Table 9

_Perceptions of Parental involvement: Sun Valley Academy (SV) vs. Catalina High (CH)_

<table>
<thead>
<tr>
<th>Involvement Construct 1-7 (# of questions)</th>
<th>SV Average (SD)</th>
<th>CH Average (SD)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Communication (2)</td>
<td>3.2 (.66)</td>
<td>3.1 (.73)</td>
<td>p=0.57</td>
</tr>
<tr>
<td>Parent Education (3)</td>
<td>2.6 (.74)</td>
<td>2.8 (.50)</td>
<td>p=0.57</td>
</tr>
</tbody>
</table>
**p value < 0.05**

**A Qualitative Perspective.** Research Question One asks about the perspectives of teachers and parents regarding parental involvement in Title I schools. In addition to quantitative analysis, qualitative methods were also used.

While facilitating the Social Hour workshops, specific data emerged to inform this question and allowed me to examine parent and teacher perceptions of parental involvement using Epstein’s framework of involvement. As mentioned in Chapter 3, during Social Hour, participants completed posters on each of the six types of involvement and were given an opportunity to share their own experiences and reflections. This data was then coded with respect to the seven categories that define different types of parental involvement:

1. School Communication
2. Parent Education
3. Student Learning
4. Volunteer Opportunities
5. Advocacy and Decision Making
6. Community Resources
7. Family/Teacher relationship
School Communication. Participants overall stated that school communication comes in many forms and is vital to parental involvement. In fact, of the 14 participant conversations and stories during the gallery walk, I overheard communication as the number one type of parental involvement participants discussed throughout Social Hour. Examples of school communication included newsletters, and conferences as well as information meetings and posting information on the school’s website. As Participant #6 noted, “Communication is key, it makes sure everyone is on one accord.” These views resonate with the literature around school communication. McQuiggan & Megra (2017) found that parents report they are vigorously contributing in communication with the school. What might be missing is the type of communication, such as academic conversations versus nonacademic conversations, or how parents like to be communicated with and how to communicate with the school. Each type of parental involvement includes communication.

Parent Education. Similarly, overall participants recognized the importance of parent education and highlighted the role it plays in establishing clear lines of communication between stakeholders. Participants also recognized that parent education includes “listening to better understand families” (Participant #8). Again, this aligns with previous literature and fully captures the concept of Epstein’s (2005) framework of involvement.

Student Learning. Student learning can take many forms, and participants recognized that there are many opportunities to help their students learn outside of school. Participants mentioned traditional activities like helping students with homework, assisting in completing projects, and monitoring progress as well as learning opportunities within the community. For example, Participant #9 discussed benefits of “going to museums, zoo,
[and] plays.” These definitions align with the literature, Jeynes (2003) simplifies the idea of parental involvement to includes opportunities to support students learning outside of school, it is the preparedness of families to contribute in their child’s education.

Volunteer Opportunities. Overall participants felt the school should connect parents to volunteer opportunities and give clear guidelines on expectations to create a sense of community and improve the school. Participants recognized that volunteer opportunities are vital and important and should be open to all stakeholders involved in a child’s education. For example, Participant 14 stated, “[It is important that] all staff, parents, guardians [have] opportunities to engage in the classroom, school functions, and community. [It] creates value and a sense of community in school and what’s being done.” Participants also recognized that volunteering often takes time which can be a barrier for many families, especially those with multiple children, which may span grades and attend different schools. In fact, time was the main reason many participants gave for why they could not attend Social Hour. While some methods of parental involvement (like volunteering) require commitment and dedicated time from their busy schedules, a key aspect of Social Hour was educating participants that parental involvement is not just going to the school and helping the teacher do prep work or decorate the classroom. Jeynes (2003) clarifies that parental involvement incorporates more than volunteering at school, it is the willingness of parents to participate in their child’s education.

Advocacy and Decision Making. Overall, when discussing advocacy and decision-making, participants acknowledged a need for clear guidelines and resources to make informed decisions for the betterment of the school and future of the students. They also recognized the importance of “valuing the input of all stakeholders when it comes to
making decisions about all school-related items.” Furthermore, Participant # 14 stated, “Parents, staff, [and the] community need opportunities to be involved in planning and feedback to the admin and school decision makers.” In addition, Participant #11 identified the connection between participation and agency, “Be involved or don't complain or question how and why things are done.” In order to transform perspectives, it is vital to educate the stakeholders on guidelines and resources needed to make effective decisions (Fan & Chen, 2001; Hoover-Dempsey & Sandler, 1995; Epstein, 2005; Jeynes, 2007).

Community Resources. Participants viewed community resources as an opportunity to build partnerships with businesses and organizations within the community that could support parents, teachers, the school and students. Examples include working with local organizations to gather resources for schools and families (e.g., diaper drives, food drives). Participants recognized that local organizations are often willing to assist but work needs to occur to establish the partnerships, or as Participant #11 stated, “Ask the community for support, so many are willing to give and help but are not asked.” Epstein (2005) explains a part of parental involvement is community resources, often these resources are not realized by parents and teachers. Getting support from the community resources is a vital asset to parental involvement.

Family/Teacher relationship. Finally, participants recognized that family-teacher relationships are built on trust and communication and these are vital to establishing strong relationships. These relationships may also extend beyond the child’s academic needs. For example, participants discussed that schools can provide services (medical, food, counseling) to parents if communication is open. Research states education and
communication regarding parental involvement needs to be addressed by administration, educating parents and teachers (Fan & Chen, 2001; Hoover-Dempsey & Sandler, 1995; Epstein, 2005; Jeynes, 2007).

As reported above, the pre-survey showed a difference between those who were able to attend Social Hour and those who were not on three constructs: advocacy and decision making, volunteer opportunities, and community resources. The data collected during Social Hour gave vital insight to their understanding and information regarding these perspectives.

I was surprised that the participants talked about parents filling the role of advocacy and decision making, not administration. For example, participant # 14 stated, “I think parents being involved in their students’ education and school functions are important and necessary.” Similarly, participant #3 stated, “Involve parents in making important decisions,” which was also echoed by participant #2, “Parental involvement in shaping decision-making skills is very important.” These sentiments highlight that parents recognize the important role they play in advocating for their students. It could be that participants who attended Social Hour already recognized the important role they play and had taken steps to become involved, as indicated by the higher survey scores.

Research Question Two

A Quantitative Perspective. The second research question investigated the impact that attending Social Hour had on participants. I hosted six Social Hour workshop sessions in total, three at each school with morning and afternoon sessions offered at each location. In addition to examining the artifacts, one quantitative data source was used to determine the impact that Social Hour had on teachers’ and parents’ perceptions. A
paired $t$-test was used to provide support of participants’ feelings on parental involvement before and after the Social Hour workshops.

**Descriptive Statistics.** In order to analyze Research Question Two, a survey was administered to the participants immediately before and after Social Hour. The question asked, “How am I feeling now” and was rated on a 1-10 Likert scale, with 1 feeling “confident” and 10 feeling “confused.” The goal of this question was to examine if Social Hour positively impacted participants. A lower score on the survey indicates confidence in their understandings around parental involvement, while a higher score indicates confusion or a lack of confidence. Therefore, a negative change is interpreted as being more confident in their understanding of parental involvement. Results of a paired samples t-test showed that after participating in Social Hour, participants report significantly higher levels of confidence (pretest M=3.8, SD=3.2, posttest M=2.6, SD=3.0, $t(13)=2.3$, $p=0.04$). This suggests that the Social Hour provided useful information and learning opportunities to help participants feel more confident about parental involvement. Results showed that overall parents and teacher benefit from attending a Social Hour-type workshop on the aspects of parental involvement.

**A Qualitative Perspective.** A total of nine participants from Sun Valley Academy and five from Catalina High School participated in the Social Hour activities. At these events, artifacts were created that serve as the primary data for the qualitative analysis of Research Question Two.

**Presentation of the Six Types of Parental involvement.** After the PowerPoint presentation of the six types of parental involvement, participants of Social Hour understood that parental involvement is not just volunteering in the classroom. While it is
nice to have a parent volunteer in the classroom, that is one of the elements Epstein speaks to when she defines parental involvement (Epstein, 2001). Participants were surprised to hear that they are fully involved in their child's education even though they may rarely to never volunteer at the school. Participants learned that parental involvement can be accomplished without ever stepping foot on school premises. The participants saw parental involvement in a new light and discussed applying their new understanding in their specific situations. To illustrate this, participant #1 noted, “It means communicating, learning at home, volunteering, decision making, collaboration, and parenting.” While participant #5 explained, “It means parents taking on an active role at home to help their child be the most successful they can be. I also think that parents need to communicate and partner with teachers regularly.” The major takeaway participants reported is that they can be involved without expending large amounts of time and energy. As mentioned in Heath & Heath (2010), they can increase their level of involvement not by drastic behavior change but by growing the good and shrinking the bad. Namely, parents do not need to make time to volunteer at school but can become more involved by choosing strategic topics for conversation for dinner or the drive to school. Namely, participants can build on what they are already doing in order to enact positive change.

**Review of Artifacts.** In order to analyze the artifacts and extract meaning from the participants' activities, a word cloud generator was based on the text from the activity posters. Across all the posters (see Figure 2), the major themes identified were *community, parents,* and *school.* The terms *help, resources,* and *families* were also common, used at least a dozen times. Interestingly, these are the main points of the six
types of involvement and align with Epstein’s model and the theoretical framework.

Without explicit coaching, participants were able to capture the essence of parental involvement, as illustrated by the frequent use of these terms.

Figure 2. Word Cloud: All Posters

Next, a word cloud for each poster was generated to determine how participants viewed each of these constructs. These artifacts, in fact, show that these concepts resonate with participants’ experiences. Participants were able to articulate key vocabulary when describing how they participate in each type of involvement. Below is a summary of the results.

Parenting. Parents, school, and support were the most salient in participants’ responses, followed by provide behavior, home, homework, involved, kids and learning. One parent participant #9 explained the importance of parenting as, "Be willing to adjust parenting style, be present when kids are talking to you [when you are ] not on your phone, ask kids about school to make sure [they are] getting [their] basic needs met. (food, sleep, shelter),” while participant #13 said, “[Parenting is an] important aspect that usually supports student learning and behavior outcomes. Attending parent-teacher

Holding the child accountable." These participants' perspectives show higher-level thinking about parental involvement and what it takes to be fully involved (see Figure 3).

Figure 3. Word Cloud: Parenting Poster

Communicating. On this poster, teachers were mentioned the most, followed by communication, email, parents, and school. Participants told of the different ways they communicate, from how they like to communicate with the school to how the school likes them to become involved.
**Figure 4.** Word Cloud: Communicating Poster

*Volunteering.* As expected, when discussing volunteering, *volunteer, school* and, *help* were the most frequent terms. However, *community* and *events* were also a frequent term suggesting that participants are adopting a more holistic perspective to volunteering. This reflects the value of community and how volunteering encompasses this more than helping in the classroom (see Figure 5).

![Word Cloud](image)

*Figure 5.** Word Cloud: Volunteering Poster *Learning at Home: Homework* was the main theme followed by *parents, students, and help.* *Teaching, home, learning,* and *school* were also common terms. These items suggest learning at home consists of the different elements such as the who and where and the strong connection to school (see Figure 6).
Figure 6. Word Cloud: Learning at Home Poster

**Decision-Making.** Parents, decisions and involved was the most frequent term but other concepts included: meetings, committees, and staff. These terms reflect the buy-in of the community and how there are many members of the decision making collective (see Figure 7).

Figure 7. Word Cloud: Decision-Making Poster
Collaborating with the Community. The main themes identified were community, families, and resources, followed by help, needs, food, groups, partnerships, and school support. These terms suggest strong open partnerships are required in order to support the school and the needs of families. Participants explain this as the most basic element of self-advocacy is asking for help from organizations and outreach programs. This was explained best by the story participant #14 told, “Find groups and organizations that invest in and provide positive resources to staff students and families.” Communication is necessary for supporting the child in social and academic endeavors (see Figure 8).

Figure 8. Word Cloud: Collaborating with the Community Poster

Overall, these voices paint a variety of resources and knowledge about how to get support from outside groups as well as internally from the school. What is amazing is that each participant had a different idea of how to gain access to community resources. Understanding the different community resources offered to the school shows these participants understand what it takes to access community resources to benefit the school family and child.
**Impacts of Attending Social Hour.** Open-ended responses in the pre- and post-intervention provided rich data to understand the changes in perspectives of participants and add an additional layer to the qualitative analysis. This was crucial in helping to answer Research Question Two: how does Social Hour impact perspectives of parental involvement? The questions in the survey asked how they feel about parental involvement as a whole and where they see themselves on the spectrum of an expert to inexperienced. Overall, the Social Hour activity positively impacted perspectives of parental involvement. When examining the responses, it is evident that comfort and understanding of parental involvement increased as a result of participation. Specifically, some of the participants described apprehension and a lack of knowledge prior to the session, but a more favorable view afterward.

Examples of the self-reported pre- and post-feelings of the Social Hour are illustrated by the participants’ comments. For example, Participant #12 initially expressed a need for greater parental involvement. One the pre-survey, they wrote, “I would really like to see parent's involvement in this school. I believe parents' involvement plays an essential role in students' education.” Through the process of participating in Social Hour, I saw this participant’s hope and excitement grow as they learned how to get support and become more involved. On the final survey, Participant 12’s desire for more involvement had turned into excitement and hope, expressing, “I am feeling enthusiastic about parental involvement.”

One of the most powerful aspects of Social Hour was seeing participants grow in their perspectives around involvement: they used Social Hour as a reminder of the importance of being involvement and the critical role it plays in student success.
evident by participant #1, “I now know different areas to focus on!” While another participant #8 stated, “I better understand some things that are still missing at our school.” Participants also took away information to build an in-depth perspective of involvement, including the six types of parental involvement.

Finally, participants had many positive things to say about Social Hour. Participant #5 stated, "I love this parenting Social Hour, please keep them coming thank you." Similarly, Participant # 4 stated, "[I'm] not an expert but I feel a bit more confident than before," and participant #1 said, “I now know different areas to focus on!” These participants projected a reserved but eager attitude coming into Social Hour and then left with a higher energy level, as well as optimistic takeaways such as stating they feel enthusiastic about parental involvement and internalized that they are, in fact, more involved than they realized.

**Key Findings**

Some key themes and patterns emerged from the analysis of the data and lend clarity to the issues surrounding parental involvement and the perception of parents and teachers when discussing the concepts around parental involvement, the barriers to their participation, and ways to increase involvement. Below are the key findings of this study:

**Key Finding 1**

Results suggest that participation in Social Hour is connected to overall parental involvement, as parents who attend a Social Hour-type workshop on parental involvement were more likely to be involved in their child’s education. These results are supported by the analysis in Research Question One, were the one-way ANOVA test resulted in a significant difference between the perception of parents and teachers who
attended the Social Hour workshop, and those that did not. Parents and teachers who attended the Social Hour had a statistically higher perception of Volunteering Opportunities, Advocacy and Decision Making, and Community Resources. These results align with the phenomenon that individuals who participate in an activity and engage in learning, are by that very decision, more prone to have a better perception on the item they are engaged in (Wagner and Gooding, 1987).

Key Finding 2

One of the most meaningful findings of this research was the increase in parents' and teachers' confidence in parental involvement. Qualitative results from Research Question Two provide evidence that when parents and teachers attend a Social Hour-type workshop on parental involvement, their confidence in this area improve. Specifically, the comments from the post-feelings survey support the claim that educating individuals in a concept will increase their self-confidence in that topic, and thus lead to a more positive opinion of the item they are learning about.

Key Finding 3

Attending a Social Hour-type workshop on parental involvement is helpful in educating parents on the concepts of parental involvement and how they can be more involved in their child’s education. Additional results from Research Question Two support this claim. Parent comments suggest that not only did their confidence on the topic of parental involvement increase, their knowledge on how they are currently being involved in the educational process was improved; in addition to ways they could be more involved in the future.

Key Finding 4
Research Question Two also provided evidence that attending a Social Hour-type workshop was helpful in connecting parents with teachers around the topic of parental involvement. The Social Hour provided an opportunity for parents and teachers to dialogue on ways they may not have in the typical day-to-day schooling activities (e.g. drop off, pickup, discussions around homework or grades, etc.). Communication was the number one type of parental involvement participants discussed throughout Social Hour, from how they like to be communicated with, how to communicate with the school, and how each type of parental involvement includes communication.

**Summary**

The results were presented in this chapter. The data were analyzed through both quantitative and qualitative methods. The results indicate that overall parents and teachers have a favorable view of parental involvement. Interestingly, there was a significant difference in participant's perception of parental involvement between those that attended the Social Hour intervention and those that did not, specifically the areas of volunteer opportunities, advocacy and decision-making, and community resources. There was also a significant difference between parent and teacher perceptions of parental involvement regarding Family Teacher-Relationships. Parents had a higher perception of the family teacher relationship than did teachers. There were no statistically significant differences between perceptions of parental involvement between the two schools. Qualitative results also indicate an overall lack of understanding of parental involvement De Carvalho, 2000; Smith, 2006; Bogenschneider, 1997; Hoover-Dempsey et al., 2001; Goodall, Montgomery, 2014) explain there is a lack of understanding regarding parental involvement and the benefits to the community. There is some confusion about what
parental involvement entails and how parents can participate in school activities without volunteering. Communication and time were the biggest hurdles identified that hindered parental involvement.

Further, results indicate a change in perceptions of parental involvement before and after the Social Hour intervention. The participants had a lower level of confidence at the beginning of the session than at the end. Additional qualitative results also suggest a change in attitude after attending the Social Hour. Participants noted they had more energy about parental involvement and were encouraged that parental involvement does not require them to volunteer more; that it is more about being engaged in their child’s education. Overall, participation had a positive impact on the perspectives of parental involvement from the Social Hour workshops. Chapter 5 provides the summary, conclusion, implications for practice and discussion, and recommendations for further research.
CHAPTER 5

Discussion and Implications

The role parents and the family play in the education of a child are critically important to student success (Fan & Chen, 2001; Henderson & Mapp, 2002; Jeynes, 2007; Kim & Hill, 2015. The more involved parents are, the better students perform, and the more likely the chances they will stay in school and have higher academic outcomes (Jeynes, 2011; Kim & Hill, 2015). The purpose of this mixed-methods action research study was to examine the perceptions of parental involvement of parents and teachers. The problem of practice is associated with the current perceptions of parental involvement in Title I schools. Parental involvement has been thoroughly researched; however, this study touched on aspects not represented in the present research, such as pre- and post-feelings after a Social Hour intervention. Along with pointing out what types of participation participants are already implementing without being aware of them. While this research centers on a previously addressed topic, in this study, this study is focused on steps outside the traditional approach in the way that Heath & Heath explain as build change by finding what is working and growing the change. The two research questions addressed in this mixed methods action research study were: What are the perspectives of teachers and parents of students in Title I schools regarding parental involvement? And, how does Social Hour impact perspectives of parental involvement?

Limitations and Delimitations

This study was limited to the perceptions of teachers who were employed by and parents whose child(ren) were enrolled in one of two Title I schools who chose to participate. The two schools enrolled students in grades kindergarten through grade
twelve but were limited to results in grades kindergarten through grade eight at one school and grades nine through twelve at the other. Therefore, the results of this study are not generalizable to the broader educational community.

A key limitation of this study was selection bias or the desire to attend versus the desire not to attend. There may have been selection bias due to parents who attend were able to find a way to attend and those who did not have the resources or desire to attend Social Hour. Consequently, the results of this study are not generalizable to the broader educational community. Although key implications were formed, the results of this study are specific to these schools and the participants of this study. Additionally, the study cannot account for any self-selection bias or control who participates and does not participate in the study.

This study also employed key delimitations, such as limiting to the perceptions of parental involvement to teachers and parents. This study did not analyze data from school administrators, students, board members, or the broader school community. I also imposed delimitations as to the type and number of schools in the study. This study only looked at two Title I school programs, at a given point in time.

Although this research provides evidence that parental involvement workshops are helpful and a possible tool to increase the confidence, knowledge, and networking of parents and teachers. It is still unclear on whether Social Hour-type workshop on parental involvement is a widespread strategy or could be used to improve parental involvement and increase the school-family relationship. Ultimately, this study introduced this topic and more research is needed to fully determine if a Social Hour-type intervention leads to
improved instances of involvement or has an impact on student results. Furthermore, this research identified that a key barrier to parental involvement is time.

One of the largest hurdles for parents from minority and low socioeconomic status homes is the lack of time. Many parents are working two jobs, have issues with daycare, and other personal responsibilities that their more affluent counterparts do not have. And the barriers are more prominent in Title I schools due to the larger percentage of low-income families. Therefore, these issues need to be mitigated in ways that empower as well as gives a voice to those participants who struggle with these varieties of barriers to their involvement in their child's social and academic education.

Critical race theory was not only a lens for this study but could be the basis for creating a mitigation plan to assist those who face barriers to involvement. This lens can be used to mitigate barriers by keeping the participant at the forefront of planning. By keeping the participant in mind and creating a safe, supportive environment with trust and understanding not only are you giving a voice but power to those often forgotten and or marginalized.

**Summary of the Findings**

This study examined the perceptions of parents and teachers at two Title I schools. First, a series of quantitative analysis was conducted. Results showed that overall parents and teacher had a positive view of parental involvement and tended to agree that parents, teachers, and schools were doing an adequate job. These results were in contrast to the sentiments expressed by the school administration which suggested that there was room for improvement with respect to parental involvement. Interesting there were also some differences with respect to how subgroups of participants viewed the
constructs. Individuals who attend a Social Hour workshop that facilitated knowledge about parental involvement had a higher level of confidence about parental involvement than those that did not attend. There was a significant difference between the two groups, specifically in the areas of Volunteer Opportunities (F (1, 25) = 4.11, p =.053), Advocacy and Decision Making (F (1, 23) = 6.01, p = .022), and Community Resources (F (1, 24) = 4.69, p = .040). There was also a significant difference between parents and teacher perceptions, with teachers’ perceptions of parental involvement being lower than that of parents, as it relates to Family-Teacher Relationships (F (1, 25) =5.63, p =.026). As expected, there was not a significant difference among the participants' results of the two schools. Parents' and teachers' perspectives of parental involvement were almost identical at Sun Valley Academy and Catalina High School (both Title 1 schools).

In addition, I examined how participating in Social Hour impact participants’ confidence toward parental involvement. Based on results from a pre- and post-feeling survey, participants reported lower levels of confidence at the beginning of Social Hour (M=3.8, SD=3.2) than at the end of Social Hour (M=2.6, SD=3.0) (t(13)=2.3, p=0.04), resulting in a significant improvement between participants’ feelings about parental involvement.

Several qualitative findings also emerged from this study. First, parents who participated in the Social Hour activities had an overall positive experience. They reported that the event provided a greater understanding of what parental involvement is, and what it is not, which increased confidence and enthusiasm for being involved with their child's education. The post-feelings open-ended question provided some helpful data in understanding how this intervention strategy changed perceptions. Specifically,
participant #2 explained, “I now know different areas to focus on!” and another participant #2 explained, “I know how parents used to be involved and ways they can be involved.”

The other main outcome was the overall understanding of what parental involvement is. By facilitating a learning session that covered Epstein's six types of parental involvement, many parents noted they had a better understanding of how they are currently being involved, and how they might be more involved in the future. One participant's comment was very telling, as they described things they could do better, "Be willing to adjust parenting style, be present when kids are talking to you [when you are] not on your phone, ask kids about the school to make sure [they are] getting [their] basic needs met. (food, sleep, shelter).”

A summary of the key findings from this study was:

- **Key Finding 1:** Parents who were able to attend a Social Hour-type workshop on parental involvement may already be more apt to be involved in their child’s education (Research Question One).

- **Key Finding 2:** Attending a Social Hour-type workshop on parental involvement increases parents' and teachers' confidence in parental involvement (Research Question Two).

- **Key Finding 3:** For parents, attending a Social Hour-type workshop on parental involvement is helpful in educating them on what parental involvement is and how they can be more involved in their child’s education (Research Question Two).
Key Finding 4: For teachers, attending a Social Hour-type workshop on parental involvement is helpful in connecting with parents and provided an opportunity to dialogue on ways to increase parental involvement (Research Question Two).

Key Finding 5: More research is needed on whether Social Hour-type workshop on parental involvement could be a university strategy to improve parental involvement and increase the school-family relationship, and ultimately student outcomes (Research Questions One and Two).

Discussion of Findings

This mixed-methods action research study provided an understanding of the perspective of parents and teachers regarding parental involvement. The following section discusses the implications of the findings around the perceptions of parents and teaches of parental involvement within two Title I schools, as well as how these findings relate to existing literature.

These findings are like previous research studies, such as McQuiggan & Megra’s (2017), where the lack of guidelines and effective best-practices on parental involvement made it challenging for parents, teachers, and administration. Not having clear and appropriate parental involvement guidelines is something that can be mitigated through implementing elements of the Community of Practice framework to build a strong school-family-community. Parental involvement should be an established framework used by the school administration. The six types of involvement need to be implemented in a thoughtful and intentional approach where the vocabulary, cultural elements, and supports are operationalized schoolwide (Epstein, 1987). Developing guidelines and
resources regarding parental involvement was one of the outcomes of the Social Hour workshop.

Additionally, there are a variety of barriers to parental involvement, such as socioeconomic status and access to resources for minority and historically disadvantaged youth (Young, Austin, & Growe, 2013). Critical Race Theory provided a lens to study these findings and offered some additional clarity.

Communication was the number one type of parental involvement participants discussed throughout Social Hour, from how they like to be communicated with, how to communicate with the school, and how each type of parental involvement includes communication. Prior findings by McQuiggan & Megra (2017) stated that teachers are an essential part of the development of school-parent communications, and the development of communication needs to support school family connection McQuiggan & Megra (2017). Rather than mandating teachers to teach parents about parental involvement, the administration should support the teachers with best practices and tools that they can use to communicate. This prior research does not, however, involve the idea of building a community of practice or implementing elements of a community of practice approach. The results of this research study suggest that the Community of Practice framework could be a tool to ensure marginalized and displaced families feel safe and comfortable and that having a framework in which teachers have a safe environment to communicate openly is vital to increase parental involvement in Title I schools.

The aim of this research study was to understand the perspectives of parental involvement but also to find ways to increase the knowledge and engagement of parents in the process. It is vital that schools improve the school's culture around parental
involvement by implementing a framework, such as the Community of Practice. Parental involvement must be cultivated by all stakeholders, and having a structure that supports the process, and empowers teachers will begin to build trust within the school community.

**Key Elements to Parental involvement**

Researchers have shown positive outcomes for the involvement of parents. Parental involvement is a vital element of student success in school. Using the Transformative framework and the theoretical teachings of Bourdieu's theory of Cultural Capital and Critical Race theory, my action research plays a key role in bringing together perspectives and creating a comprehensible plan for parents and teachers.

This action research positively benefited the classroom parent and teachers’ overall attitudes of involvement. The long-term outcomes at these schools can be identified as increased positive of perspectives of involvement. With more parental involvement, student behaviors, attainment of learning objectives, and overall continuation of formal education should see positive trends.

My innovation focused on mitigating three barriers to parental involvement, transportation, scheduling, and communication. The innovation that was implemented educated, built, and supported parents and teachers in their quest to understand parental involvement. Examining each element and how to improve upon that element in their individual lives as well as a community.

**Overcoming Barriers to Parental involvement**

My research has similarities to related research on this topic regarding participation and areas of interest with different results regarding barriers. (Epstein, et al.,
2002; Jeynes;2003; McQuiggan & Megra;2017; Rah, Choi, & Nguyên ;2009; Shin, Slater, & Ortiz 2017; Weaver 1992; Mertens 2009) explained barriers to involvement for this diverse population; time constraints, socioeconomic status, and traditional family structures along with transportation.

Transportation and Time. Many report that time is a deterrence to greater parental involvement. In previous research, transportation was listed as a primary roadblock to parental involvement (Padgett, 2006, p. 44). In this study, strategic planning was adapted to support those who have transportation issues and work conflicts that interfere with scheduling. For example, the Social Hour workshops were offered at different times and multiple times at each site. They were also scheduled on different days, including the weekend, anticipate conflicts in the participants schedule and to hopefully alleviate transportation as a barrier to involvement.

The survey respondents reported that the number one reason participants of Social Hour and non-participants of Social Hour are not involved is due to time restraint.

This can be observed in the participants and non-participants of Social Hour. In the pre-survey most of the participants listed time as the primary reason they are not more involved. Notably, transportation was never mentioned. This may have been because I ensured that Social Hour was at a location that was accessible by public transportation to mitigate barriers to involvement for this diverse population. Transportation turned out not to be an issue for my participants since they primarily relied on their own vehicles.

Here is something new; while prior research told of transportation is a barrier to parental involvement I mitigated this by planning meetings at various times of the day and week in accordance with local public transportation schedules, as well as ensuring
that the location was walkable for families of these schools if for some unseen reason they did not choose to take public transportation surprisingly transportation was not one of the reasons listed in the RSVP for not attending, the number one reason was time.

**Diversity and Meeting Unique Parent Needs.** My action research was centered on educating participants on the types of involvement and pointing out that they are already participating without intending to similar to previous work by Epstein (2005), Fan & Chen (2001), and Hoover-Dempsey and Sandler (1995). These researchers were interested in looking at perspectives of involvement and making involvement accessible to parents of different backgrounds. Just like their studies, this study was able to identify perspectives of involvement and make involvement accessible to parents of different backgrounds without the pressure of coming to school to help in the school.

**Communication.** While I struggled to reach my target audience, the people who do not attend school functions, this is something I could address in future cycles of action research. There is a possibility of reaching these individuals via social media, texting, and smartphones. It is not just the communication, transportation, and scheduling; it is also setting aside time for what you feel is important. People feel that social media is important along with texting; it is possible to reach those participants that did not participate in my Social Hour.

**Implications for Practice**

The findings of this study hold many implications for Pre-K-12 schools who are interested in parental involvement, but more specifically, how to improve parental involvement within their programs. In my daily practice as an action researcher and a teacher of elementary students, I now see parental involvement in a different way. The
system of practice and how to change the way we perceive change by focusing on the positive rather than the negative and looking at what's working and increasing what's working. I feel I have gained knowledge on how to motivate and also grow the positive and shrink the negative behaviors thanks to Heath & Heath (2010). The pre and post feeling survey that was distributed during Social Hour shows that when you are identifying positives that people are already doing, their perspectives change positively. Heath & Heath's change framework is both meaningful and innovative.

**Implications for Parents.** It is important that parents understand that there is a framework for parental involvement that includes six types of parental involvement, which is a flexible framework that works with parents to support their child socially and educationally. Parental involvement is not necessarily coming to the school campus but rather incorporating the six types of parental involvement in everyday life. In prior research, it is clear that parents play a critical role in their child's education and success so understanding what parental involvement entails as well as communicating to create a cylindrical system in which a student is supported and held responsible is vital to their growth and social and academic success.

**Implications for Teachers.** Implementing the six types of parental involvement during the open house at school is the opportune moment to let families know that they can be involved even if they cannot volunteer in the classroom. By giving teachers this important framework of the six types of parental involvement, teachers can scaffold schoolwide parental involvement. Dauber and Epstein (1993) identified the impact of teachers on parental involvement, which is vital to building a community of practice in
which administration parents and teachers, along with the community, create a safe open place to communicate and support the student for success.

**Implications for School Leaders.** School leaders need to operationalize the term parental involvement to include the six types of parental involvement Epstein defined in her framework. School leaders need to continue building communities of practice that incorporate parents, teachers, and the community in school administration such as a Social Hour workshop, for example. Epstein (2004) indicates that involvement is unequal across different demographics, which may be due to varying perspectives of involvement by various stakeholders. By operationalizing parental involvement, all can benefit from creating effective school-family partnerships.

**Implications for Policy Makers.** Rather than having parental involvement be a loose term such as seen in Title 1 materials, defining parental involvement and creating an operationalized term of parental involvement makes it clear what schools administration parents, as well as teachers, need to do to have clear lines of communication when it comes to what involvement looks like and how to implement it. Policymakers need to step into the shoes of teachers with limited resources and limited time to see what it is like to try to define what parental involvement is and how to increase it if they were to do these policy makers would agree that defining parental involvement as the six types of parental involvement defined Epstein is upmost importance for schools. Overall, there is a lack of guidelines and effective best-practices regarding parental involvement that makes it challenging to set parents and teachers up for success. Parental involvement is a shared responsibility of educators and families for children's learning and success in school (McQuiggan & Megra, 2017). Policymakers
need to be cognizant of something they can create sustainable growth by communicating the six types of parental involvement to administration an encourage building a community of practice based on the six types of involvement pillars.

**Recommendations for Future Research**

The objective of this action research study was to explore the concepts of parental involvement and perceptions of parents and teachers of parental involvement. The population for this study was limited to parents and teachers at a Title I program. Future studies could broaden the sample to include school administrators, board members, and even community members. Additionally, it could also include a non-Title I program to capture a broader population of parents and teachers. This study also utilized a custom-designed intervention, Social Hour. Although this could be replicated for other studies, there could be a benefit in using a more standardized training session that may already be in existence. The goal was to see if discussions and education around parental involvement would increase a parent’s confidence in parental involvement as a concept, and ultimately lead to greater involvement. The actual format of the Social Hour was less important.

Because this study was focused on changing mindsets and building confidence for parents and teachers, in addition to the discussions and connections between parents and teachers around the topic of parental involvement, this study did not look at the overall impact of parental involvement, or the impact of the Social Hour intervention on actual involvement. Do Social Hour events lead to increased involvement? Research is clear that parental involvement influences student outcomes, but this question that was not
asked in this research, or the effects of this intervention on involvement itself. That for another study to explore.

Future research on this topic could also benefit from moving Social Hour completely online or to a social media site. This could include sending out RSVPs with the consent form and directions on how to participate. Individuals could then fill out the surveys and attend the Social Hour simply by picking up their phone and watching a short fun video on the six types of involvement. Participants could comment on the six different types of involvement that will be posted. Reaching participants such as families, parents, teachers, and school administration remotely may be an innovative option to Social Hour. Also, providing an incentive, such as a gift card giveaway, could also attract more involvement.

**Conclusion**

Schools and school leaders are focused on student outcomes and increasing academic achievement for all kids. Parental involvement has been shown to be a significant variable in the success of students and can contribute to the overall improvement students, but also the school and its environment. The results of this study show that parents who attended a Social Hour-type learning event on parental involvement may already be more involved in their child’s education. It also found that attending a Social Hour event increased parent and teachers’ level of self-confidence on parental involvement and that attending the Social Hour event was helpful in educating parents and teachers on what parental involvement is and how they can be more involved in their child’s process. It was also helpful in connecting parents and teachers on the topic of parental involvement and increasing the connections between them. Although more
research is needed on to explore the impact of the Social Hour-type learning events on parental involvement itself, this study suggests that educating parents, and teachers, on the concepts of parental involvement and providing opportunities for parents and school staff to discuss parental involvement could be a useful strategy in the effort improve parental involvement; leading to increased school-family relationships, and ultimately improving student success.
REFERENCES


Padgett, R. (2006). Best ways to involve parents. Education Digest, 72(3), 44.


Weaver, T. (1992). Year-round education. ERIC Digest, Number 68.


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APPENDIX A

SIX TYPES OF INVOLVEMENT POWERPOINT
SOCIAL HOUR

Developing Effective Partnerships
Exhibit 1: Framework of the Types of Involvement

Why are partnerships important?
- The more families support their children's learning and educational progress, the more their children do well in school and continue their education.
- The more a family is involved, the better the student performs in school and the higher the achievement. \(^{(1)}\)
- Teachers who involve parents are more likely to have students achieve higher academic standards. \(^{(2)}\)
  
  \(^{(1)}\) National Center for Education Statistics, 2000.

What are school, family, and community partnerships?
- School, Family, and Community:
  - A philosophy, culture, and process that emphasizes the overlapping influence that schools, homes, and communities have on the education of students and families.

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Carrillo’s Framework of 6 Types of Involvement

- Comprehensive partnerships in programs have activities that support the following types of involvement:
  - Type 1: Parenting
  - Type 2: Communicating
  - Type 3: Interacting
  - Type 4: Learning at home
  - Type 5: Decision Making
  - Type 6: Collaborating with the Community

**Type 1 - Parenting**

- Activities need to be in:
  - Providing housing, health, safety, clothing, and security
  - Developing a new way of being at home
  - Taking ownership and responsibility for children’s education and learning

**Type 2 - Communicating**

- Information in help services
- Internalized alignment of strategies and action plans
- Potential and direct action
- Opportunities for families to participate in decision-making, support, and empowerment
Type 3 - Volunteering
- Involved in and for the school organization.
- To socialize and work with teachers, staff, or former students.
- Support school activities and events.
- To attend assemblies, performances, sports events, ceremonies, and other events.

Type 4 - Learning at Home
- Involved in academic activities at home to:
  - Help with homework.
  - Support reading and language development.
  - Support study habits and academic success.
  - Guide and support decisions.
  - Support the development of other skills and talents.

Type 5 - Decision Making
- Family participates in school:
  - Advisory groups.
  - Planning committees.
  - Program-related decisions.
Type B – Collaborating with the Community

- Connections with the community for needed services, resources, and support
- Connections that contribute to the community

Examples of Partnership Activities

The National Network of Partnership Schools
www.partnershipschools.org
or
http://www.casco.jhu.edu/p2000/index.htm

Tips for Building Comprehensive Family Engagement Programs

- Identify and task a team of administrators, parents, teachers, and other school personnel and community partners
- Take the lead in the implementation and evaluation of school with partnering initiatives
- Support families’ sense of efficacy for involvement by providing engagement opportunities that span students’ ages
APPENDIX B

PARENTAL INVOLVEMENT SURVEY
Perceptions on Parental involvement Survey

Please select your level of agreement with the following statements about school communication. *

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
1. School administrators do a good job of providing information to parents across multiple methods (e.g. newsletter, email, …)
2. Teachers should conduct conferences with parents at least twice per year, with follow-ups as needed. (Note: this question was dropped from analysis because it referred specifically to “Teachers” while the other questions in the construct referred to “School administrators.”)
3. School administrators do a good job disseminating information on topics such as school reforms, policies, discipline procedures, assessment tools, and school grades.

Please select your level of agreement with the following statements about parent education. *

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
1. The school does a good job linking parents to resources within the school
2. The school provides a central location where parents/families have easy access to information and resources on parenting
3. The school offers an adequate variety of workshops, seminars, or trainings on parenting skills?

Please select your level of agreement with the following statements about student learning. *

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
1. School administrators provide clear information about what is expected of students for each subject.
2. School administrators provide information about how parents can foster learning at home.
3. School administrators provide information about how parents can monitor homework progress.
4. School administrators are available to assist parents/families who want to help their students improve skills, seek help, meet class expectations, and/or perform well on assessments.
5. Teachers at my school regularly assign interactive homework that will require students to discuss and interact with their parents/families.
6. Teachers at my school regularly assign interactive homework that will require students to discuss and interact with their parents/families.

Perceptions on Parental Involvement Survey (cont.)

Please select your level of agreement with the following statements about volunteer opportunities. *

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
1. My school annually surveys parents/families regarding their interests and availability to volunteer. 
2. For parents/families unable to volunteer in the school building, the school offers additional volunteer opportunities.
3. The school has a process or system in place to organize parent/family volunteers.
4. The school adequate training for those who volunteer.

Please select your level of agreement with the following statements about advocacy and decision making. *

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
1. The school offers workshops for parents/families on how to help their student(s) resolve problems at school.
2. The school offers workshops for parents/families on how to help their student(s) make decisions.
3. Administrators at my school support PTAs (or similar groups) that respond to issues parents are concerned with.
4. My school includes parents/families on advisory committees.
5. My school provides opportunities for parents/families to make decisions about our school (e.g. policies, budget, safety, etc.)
6. My school provides training for faculty/staff on how to collaborate with parents/families.
7. My school provides training for parents/families on how to collaborate with school staff/faculty.

Parental involvement Please select your level of agreement with the following statements about community resources. *

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
1. My school provides information to faculty/staff about additional community resources available to students (e.g. cultural, recreational, health, etc.)
2. My school provides information to parents/families about additional community resources available to students (e.g. cultural, recreational, health, etc.)
3. School administrators develop partnerships with local groups (e.g. businesses, organizations) in order to advocate for student learning and/or student support.

Please select your level of agreement with the following statements about family-teacher relationships. *

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
1. I am comfortable building relationships with student's parents/families.
2. I have good working relationships with most of my student's families.
3. My relationships with parents/families are generally positive.
4. Parents seem to be satisfied with the current level of interaction they have with their student's teachers.
5. Some of my relationships with parents/families can be tense or stressful.

Short Text Questions

How do you feel about parental involvement?

What is your involvement in your child's social and educational life?
What does parental involvement mean to you?

What stops you from being involved?

A Little About You.

Please share a little about yourself.

How many years have you been a teacher?

This is my first year

1-3 years

4-6 years

7-10 years

More than 10 years

How many years have you been at your current school?

This is my first year

1-3 years

4-6 years

7-10 years

More than 10 years

Gender

Female

Male

Prefer not to say

Other:

If you teach a specific subject, what subject(s) do you teach?
APPENDIX C

PRE- & POST- FEELINGS SURVEY
"Yes"
This is how I feel about parental involvement. I am confident to 10 being 'yes'.

How am I feeling now?

1 2 3 4 5 6 7 8 9 10

Please explain your response:

Social Hour
Communication with Bill

"No"
This is how I feel about parental involvement. I am confident to 10 being 'no'.

How am I feeling now?

1 2 3 4 5 6 7 8 9 10

Please explain your response:
APPENDIX D

CATALINA HIGH SCHOOL APPROVAL
July 8, 2019

To Whom It May Concern:

The purpose of this letter is to inform you that I have been collaborating with Ruth Wylie and Margaret Derry-Chaffin on the parental involvement project. I look forward to our future work and conducting studies with my staff and parents.

Sincerely,

[Signature]

Antonio Holley
Principal at Catalina High School
3645 E. Pima St, Tucson, AZ 85716
Phone: (520) 232-8400
Antonio.holley@tusd1.org
APPENDIX E

SUN VALLEY ACADEMY APPROVAL
October 16, 2019

To Whom It May Concern:

The purpose of this letter is to inform you that I have been in communication with Margaret Dery-Chaffin on the parental involvement project. I look forward to our future work and conducting studies with my staff and parents.

Sincerely,

Tanae Morrison, Ed.D
APPENDIX F

IRB APPROVAL
EXEMPTION GRANTED

Ruth Wylie
Division of Educational Leadership and Innovation - Tempe
490/727-5175
Ruth.Wylie@asu.edu

Dear Ruth Wylie,

On 7/31/2019 the ASU IRB reviewed the following protocol:

<table>
<thead>
<tr>
<th>Type of Review</th>
<th>Initial Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Types of Parental Involvement</td>
</tr>
<tr>
<td>Investigator</td>
<td>Ruth Wylie</td>
</tr>
<tr>
<td>IRB ID</td>
<td>STUDY00010429</td>
</tr>
<tr>
<td>Funding</td>
<td>None</td>
</tr>
<tr>
<td>Grant Title</td>
<td>None</td>
</tr>
<tr>
<td>Grant ID</td>
<td>None</td>
</tr>
</tbody>
</table>

Documents Reviewed:
- Social Hour Version 2 consent, Category: Consent Form;
- Principal Permission, Category: Off-site authorizations (school permission, other IRB approvals, Tribal permission etc);
- Survey, Category: Measures (Survey questions/Interview questions/Interview guides/Focus group questions);
- Social Hour Agenda, Category: Resource list;
- RSVP Form, Category: Recruitment materials/advertisements (verbal scripts/phone scripts);
- Recruitment Email, Category: Recruitment Materials;
- Social Hour Version 1 consent, Category: Consent Form;
- Teacher & Parent Interview Protocols, Category: Measures (Survey questions/Interview questions/Interview guides/Focus group questions).
The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (2) Tests, surveys, interviews, or observation on 7/31/2019.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc: Margaret Dery-Chaffin
    Ruth Wylie
APPENDIX G

STUDY INFORMATION LETTER
What is Parental Involvement?

Dear Parent/Teacher/Staff:

I am a graduate student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University and am working under the direction of Dr. Ruth Wylie, Assistant Research Professor in MLFTC. I am conducting a research study in the area of parent involvement.

I would like to invite you to participate in my research. Participating includes completing two 15-minute surveys, attending Social Hour, and, if available, participating in a 30-minute interview.

[Note: Depending on the format of Social Hour, one of the two blocks of text below will be used.]

Version 1

Social Hour is an intervention I am developing to bring together members of the school community to discuss parental involvement. Social Hour will be held for 1 hour each week, for 7 weeks. At each session, I will introduce different types of parental involvement and there will be opportunities for you to work with other parents and teachers at your child’s school.

Social Hour will start on [DATE] at [TIME] and end on [DATE].

Version 2

Social Hour is an intervention I am developing to bring together members of the school community to discuss parental involvement. Social Hour will be held on a weekend and will last 3-6 hours. At the workshop, I will introduce different types of parental involvement and there will be opportunities for you to work with other parents and teachers at your child’s school.

Social Hour will start on [DATE] at [TIME] and end on [DATE].

Your participation in this study is voluntary. If you choose not to participate or to withdraw for the study at any time, there will be no penalty to you whatsoever. You must be at least 18 years old to participate in the study.

If you are interested in participating, please complete the attached consent form (typed signature is fine) and complete the RSVP.

If you cannot participate in Social Hour, please indicate why you cannot make it in the RSVP.

The link for the RSVP:
https://docs.google.com/forms/d/e/1FAIpQLScMxtFPgzJX9BT2YoBn0UGOa6ftrR5a6fT0HjQyfYcOyqwun0/viewform

If you have any questions, please do not hesitate to contact me.
Thank you for taking an interest in parental involvement and filling out the RSVP.

Margaret Dery-Chaffin, Graduate Student
520-909-1771
Permission to Take Part in a Human Research Study

If you have any questions, please contact the study team, Margaret Dery-Chaffin at Mderycha@asu.edu or 520-919-1771 or Ruth Wylie at Ruth.Wylie@asu.edu 480-727-5175.

Thank you for your time,

Margaret Dery-Chaffin, Graduate Student
Ruth Wylie, Assistant Research Professor

Please initial.

____ I agree to have the Social Hour sessions video recorded.

____ I agree to have pictures taken at the Social Hour session.

____ I agree to have the interview audio recorded.

By signing or typing your name below, you are agreeing to be part of the study.

Name:

E-Signature: Date:

If you have any questions about your rights as a participant in this research, or if you feel you have been placed at risk, you can contact Ruth Wylie at Ruth.Wylie@asu.edu 480-727-5175 or the Chair of the Human Subjects Institutional Review Board through the ASU Office of Research Integrity and Assurance at (480) 965-6788.

Document Revision Date: July 31, 2019