Literature spanning decades clearly shows that parent involvement has a positive impact on a child’s education and development. Parent involvement can be divided into activities at home that support schooling and those that take place at school. In this project we will look at the factors that impact a parent’s participation directly in school activities. These activities include volunteering in the school, participating in a fundraiser, attending general school meetings (e.g. open house), attending PTA meetings, serving on a school committee, meeting with a guidance counselor, going to a regularly scheduled parent teacher conference or attending a school or class event (play, dance, sports). We will look at the role of parent involvement at home, income level, race/ethnicity, school type (public / private) and household size in predicting parent involvement in school activities and meetings attended.

Numerous studies show the beneficial effects of parent involvement in their child’s education. For this reason schools and organizations like the National PTA work to increase parent participation. In reviewing the literature on parent involvement, Cotton and Reed concluded “The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students.” Studies have demonstrated this impact in many subject areas and across different demographic groups (add cites) As a result of this strong evidence, The National PTA has developed a set of standards for engaging parents (see: [https://s3.amazonaws.com/rdcms-pta/files/production/public/National\_Standards\_Implementation\_Guide\_2009.pdf](about:blank)). As part of the standards, schools are encouraged to find ways to involve parents in schools. However, not all parents participate in their children’s education or participate in the same ways. In this report, we will look at the predictors of parents who participate in their child’s education.

The data from our study come from the 2016 National Household Education Survey (NHES) Parent and Family Involvement in Education (PFI) questionnaire. The NHES survey is fielded every two to three years and is nationally representative. The 2016 survey collection had 14,075 completed interviews with parents of K-12 students. Our analysis focuses on a subset of the respondents who were not homeschooled.

Citations.

Parent Involvement in Education by Kathleen Cotton and Karen Reed Wikelund School Improvement Research Series . Close up # 6 (SOURCE:

[http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf](about:blank)

“The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students.” Looking more closely at the research, there are strong indications that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home.”

“However, considerably greater achievement benefits are noted when parent involvement is active--when parents work with their children at home, certainly, but also when they attend and actively support school activities and when they help out in classrooms or on field trips, and so on.”

Shumow, L., & Schmidt, J. A. (2014). Parent engagement in science with ninth graders and with students in higher grades. School Community Journal, 24(1), 17-36. Retrieved from [http://files.eric.ed.gov/fulltext/EJ1032238.pdf](about:blank)

“Overall, parent engagement contributed to students’ motivation and performance in science. Controlling for background characteristics, parent engagement at home contributed to students’ perceptions of their skill and their academic grades differently for ninth graders than for students in higher grades. Parent engagement at school contributed to ninth graders’ valuing of what they were learning in science class but did not impact students in higher grades.”

Wang, M., & Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school? Child Development, 85(2), 610-625. doi:[10.1111/cdev.12153](about:blank)

“Parental involvement in education remains important for facilitating positive youth development. This study conceptualized parental involvement as a multidimensional construct—including school‐based involvement, home‐based involvement, and academic socialization—and examined the effects of different types of parental involvement in 10th grade on student achievement and depression in 11th grade (approximately ages 15–17 years). In addition, this study tested whether parental involvement influenced adolescent outcomes by increasing their academic engagement in school. A total of 1,056 adolescents participated in the study (51% males; 53% European American, 40% African American, and 7% other). Parental involvement was found to improve academic and emotional functioning among adolescents. In addition, parental involvement predicted adolescent academic success and mental health both directly and indirectly through behavioral and emotional engagement.”

A New Wave of Evidence SEDL – Advancing Research, Improving Education The Impact of School, Family, and Community Connections on Student Achievement

By Anne T. Henderson and Karen L. Mapp 2002 accessed from : http://www.sedl.org/connections/resources/evidence.pdf

The evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and through life. This fourth edition of Evidence confirms that the research continues to grow and build an ever-strengthening case. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.