



League of Women Voters of Greater Las Cruces

Role of Parents in Students Academic Achievement

Presented by Sue Cain

Part I

“What Research Says About Parent Involvement in Children's Education in Relation to Academic Achievement” (Source: Research study in 2001 by Michigan Department of Education)

Part II

Parental Involvement in LCPS (Sources: Jo Galvin, LCPS Communications Director; Nolan Edmundson, LCPS Data Manager)

PART I

When Parents Should Get Involved ?

- >School age children spend 70% of their waking hours (including weekends and holidays) outside of school.
- >Parents need to get involved as early as possible for the most powerful effect.
- >The most effective form of parent involvement are those which engage parents in working directly with their children on learning activities at home.

Impact on public schools and funding

- >Lack of parental involvement is the biggest problem facing public schools.
- >Schools would need to increase per-pupil spending by more than \$1000 to achieve the same results that are gained with parental involvement. (Source: Karen Smith Conway, researcher and professor of economic, University of New Hampshire, 2008)

Impact on student achievement

>Decades of research show that when parents are involved, students have

- ⊗ Higher grades, test scores, and graduation rates
- ⊗ Better school attendance
- ⊗ Increased motivation, better self-esteem
- ⊗ Lower rates of suspension
- ⊗ Decreased use of drugs and alcohol
- ⊗ Fewer instances of violent behavior

- >Family participation in education was *twice* as predictive of students' academic success as socioeconomic status. Some of the more intensive programs had effects that were *10 times* greater than other factors.
- >The more intensely parents are involved, the more beneficial the achievement effects.
- >The more parents participate in schooling, in a sustained way, at every level – in advocacy, decision-making and oversight roles, as fund raisers and boosters, as volunteers and para-professionals and as home teachers – the better for student achievement.

Parent Expectations and Student Achievement

- >The most consistent predictors for children's academic achievement and social adjustment are parents' expectations of the child's academic attainment and satisfaction with their child's education at school.
- >Parents of high-achieving students set higher standards for their children's educational activities than parents of low-achieving students.

Three Major Factors influencing Parent Involvement

1. Parents' belief about what is important, necessary and permissible for them to do with and on behalf of their children;
2. The extent to which parents believe that they can have a positive influence on their children's education; and
3. Parents' perceptions that their children and school want them to be involved.

Type of Involvement

- >Although most parents do not know how to help their children, with guidance and support, they may become increasingly involved in home learning activities and find themselves with opportunities to teach, to be models for and to guide their children.
- >When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school.
- >Parents who read to their children, have books available, take trips, guide TV watching, and provide stimulating experiences contribute to student achievement.
- > Families whose children do well in school exhibit the following characteristics:
 1. Establish a daily routine – time & quiet place for study – time for chores – firm about bedtime and having dinner together.
 2. Monitor out-of-school activities - limit TV watching - checking up on children when parents aren't home – arrange after-school activities & supervised care.
 3. Model the value of learning, self-discipline, and hard work.
 4. Express high but realistic expectations for achievement based on age, maturity, special talents.
 5. Encourage children's development/progress in school – supportive home - show interest in children's progress – helping with homework – discuss value of education & possible career options – stay in touch with teachers and school staff.
 6. Encourage reading, writing and discussions among family members.

Student Interest

- >Most students at all levels want their families to be more knowledgeable partners about schooling.
- >When parents come to school regularly, it helps children know that school and home are connected and that school is an integral part of family's life.

School and District Leadership

- >The strongest and most consistent predictors of parent involvement are the specific programs and teacher practices that encourage parent involvement at school and guide parents in how to help their children at home.
- >School initiated activities to help parents change the home environment can have a strong influence on children's school performance.
- >Parent need specific information on how to help and what to do.

Obstacles to increasing parent involvement

- >School activities to develop and maintain a partnership with families decline with each grade level, and drop dramatically at the transition to middle grades.
- >Teachers often think that low-income parents and single parents will not or cannot spend as much time helping their children at home as do middle-class parents with more education and leisure time.

Part II

Parental Involvement in LCPS

Advisory Councils

- >School Advisory Councils (SAC): Every school has a School Advisory Council.
- >PTAs/PTOs: Some schools (primarily elementary) have a PTA , PTO or something similar.
- >District Advisory Council: LCPS have a District Advisory Council (DAC) includes parents and staff from all schools -- meet once a month and are also members of their individual school School Advisory Councils (SAC).
- >All Federally funded programs must have the involvement of parents.

(See Education Committee's Report of meeting with the DAC at www.lwvglc.org and for or additional information about parent involvement, The LCPS Superintendent's Liaison for Community Relations is Leslie Cervantes.. She can be reached at 527-5802 or lcervantes@lcps.k12.nm.us.)

The Toyota Literacy Project for elementary schools with larger numbers of English As a Second Language (ESL) students

Toyota Family Literacy Project (TFLP); started in 2009 - 2011; \$600,000 grant; six regional parent centers at elementary schools; one district parent center; and 23 school sites to serve children and families. Special target ESL parents and students.

Three parts of the Toyota Literacy Project

1. Parent and child time in classroom
2. Parenting time to teach parenting techniques, nutrition, health, reading to your child
3. Parent ESL and GED classes

National Standards for Parents (see p. 4)

National Standards for Parent/Family Involvement Programs

(Source: Joyce Epstein', Ph.D of the Center on School, Family, and Community Partnerships at John Hopkins University, the National PTA created the following standards of excellence for parent/family involvement in students education.)

Standard I: Communicating – between home and school is regular, two-way and meaningful.

Standard II: Parenting skills are promoted and supported.

Standard III: Student learning – parents play an integral role in assisting.

Standard IV: Volunteering – parents are welcome in the school, their support and assistance are sought.

Standard V: School decision making and advocacy – parents are full partners in decisions that affect their children and families.

Standard VI: Collaborating with community – resources are used to strengthen schools, families and student learning.