Engaged to Achieve
A Community Perspective on
How Parents are Engaged in their Children's Education

In the United States and throughout the world, education provides one of the most viable pathways to economic opportunity and mobility. In the United States the median lifetime earnings of those with a bachelor's degree are 1.7 times higher than high school graduates and 2.3 times higher than those with less than a high school diploma[i].

However, African Americans face clear obstructions along this pathway to economic opportunity and mobility, as evidenced by the National Urban League's Equality Index, an annual measure of the relative status of blacks and whites in America. While an index of 100 percent indicates full equality between the two groups,[1] for the past decade, the education index has been nearly 80 percent and the economic index has hovered around 56 percent. Though, African Americans rival or even exceed whites at most levels of school enrollment, African-American children are more than three times as likely as white children to live in poverty and nearly four times more likely to live in a home with no parent in the labor force.

In addition to disparities in the economic risk factors experienced by children from different racial or ethnic backgrounds, there are also academic achievement gaps. According to results from the 2011 National Assessment of Educational Progress (NAEP), in the eighth grade, white students are nearly three times more likely than black students to be at or above proficient in reading (43 percent of whites compared to 15 percent of blacks) and 3.4 times more likely to be at or above proficient in math (44 percent of whites compared to 13 percent of blacks)[2].

According to the Harvard Family Research Project, parent engagement is the shared responsibility of schools, communities and parents that continues throughout a child's life, evolves with changing parent roles and is practiced across multiple settings where students learn, including at home, in schools and in faith-based organizations[ii]. Research "indicates that, on average, children whose families are more involved display higher levels of achievement than children whose families are less involved"[iii] Research also shows that deepened parent engagement results in increased student attendance, decreased disciplinary action, increased homework completion, increased credit accumulation and increased likelihood of high school graduation and college attendance[iv]. While deep and meaningful parent engagement has shown positive outcomes for students, schools and districts that serve low-income students and students of color face greater barriers to engage parents effectively[v]. Yet, in education reform, efforts to improve parent engagement have largely been missing.

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[1] The National Urban League also publishes a Hispanic-White Equality Index.

[2] NAEP Nation's Report Card. Accessed at www.nationsreportcard.gov.

At the same time, federal investment and local efforts in parent engagement remain uneven across the nation. In general, the federal investment in parent engagement has flowed from the Elementary and Secondary Education Act (ESEA). There are also specific investments for parents of students with disabilities under the Individuals with Disabilities Education Act. More recently, under the Affordable Care Act, the federal government will invest in home-visiting programs to pregnant women, expectant fathers or parents of children until kindergarten entry. The goal of these home-visiting programs include: to improve school readiness and child academic achievement and improve parenting skills, along with to connect parents to other community resources and supports.

Additionally, most states have laws and policies about parent engagement and many states provide grants and awards to districts to support or incentivize parent engagement[vi]. However, very few states offer grants or programs designated exclusively for parent engagement. The lack of investment in parent engagement indicates that it is not a high priority at the federal and state levels. Without adequate funding and accountability for this work, few districts and schools engage in deep and meaningful parent engagement[vii]. While there are districts and schools that do this work well, they are the exception. And too often, third party organizations, rather than schools and districts themselves lead these efforts.

The National Urban League Washington Bureau (NULWB) recently partnered with the National Voices Project (www.NationalVoicesProject.org, NVP) in conducting a major national survey of adults who work and volunteer on behalf of children. Promoted and supported by the W. K. Kellogg Foundation's America Healing initiative, this partnership brings together community perspectives about opportunities and barriers for children of color across the country. Since preparing all children for success in college, in the workplace and in life is central to the mission of the

**The Federal Investment in
Parent & Family Engagement***

Parent Information Resource Centers
Currently Unfunded
Authorized under Title V of ESEA, these centers were designed "help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children.

Local Education Agency Parent Involvement Set-Aside
$ 239.9 million (FY12)
Under Title I of ESEA, LEAs may set aside 1 percent of their Title I allocation to implement programs, activities, and procedures for the involvement of parents in their schools. The amount of funds each LEA receives varies depending on the amount of Title I funds it receives. Such funds can be used to involve parents in school policies on parental involvement, improve communication between parents and teachers and build parent capacity for involvement in schools.

Parent Training Information Centers
$69.5 million (FY13)
Funded under Title III of the Individuals with Disabilities Act, each state has a center which is designed to provide parents of children of all ages (birth to 26) and with all disabilities (physical, cognitive, behavioral, and emotional) a variety of services including one-to-one support and assistance, workshops, publications, and websites. These services are aimed at helping parents better understand their children's needs, communicate more effectively with special education professionals, understand their rights and responsibilities under IDEA and obtain appropriate services for their children through the individualized education program and individualized family service plan process, among other types of services.

Maternal, Infant, & Early Childhood Home Visiting Program
$69.7 million (FY13)
Funded through Title V of the Social Security Act, this program provides home-visiting services to at-risk parents and families, during pregnancy and up to the kindergarten entry of a child. This program targets one or more outcomes to improve for participants including: improvement in school readiness and academic achievement and improvement in parenting skills. However, most outcomes focus on health, wellness and safety outcomes.

National Urban League, NULWB submitted a series of questions directed at individuals that work or volunteer with children in a primary or secondary school setting. These individuals were asked about perceived differences in parental awareness, parental involvement and opportunities for student achievement and success based on race and economic background. The views and opinions of K-12 teachers, school administrators and volunteers in communities across the country are important because they have the closest view of students and parents, and are also in positions that directly affect student outcomes. Therefore, what these adults believe about the children and families they serve likely influences their expectations and interactions with these children and families.

The majority of respondents – two-thirds or more -- felt that blacks and whites were 'about equal' on most measures of parental awareness, parental involvement, and opportunities for student achievement and success. For the remainder of those who perceived differences along racial lines, the predominant perception was that blacks were at a disadvantage relative to whites, but even these responses varied by the race or ethnicity, education, income and community characteristics of the respondent.

Key survey findings on perceived racial and economic disparities include:

➢ Though most respondents felt that students and parents typically understand the connection between education and economic opportunity, they perceived significant disparities, by family income and race, in students' access to the experiences that help to promote success. This indicates a need to effectively align basic understanding of the importance of education with the practical means to promote academic success.

➢ Relative to white parents, African American parents were more commonly perceived as being reactively involved rather than proactively involved in their children's education.

➢ Even among a group of highly aware parents, like those in the NVP sample, there were disparities in awareness by race and educational attainment that would likely be magnified among parents who don't work or volunteer in an educational setting. But, in communities with clear efforts to bridge racial and ethnic inequities, parents overwhelmingly felt more aware of their children's academic progress than those from communities where such efforts did not exist.

➢ Perceptions about the value placed on education in different racial and ethnic communities can vary depending on an individual's own racial and ethnic heritage or their exposure to different groups. These differences highlight the importance of cultural diversity within schools and within decision- and policy-making bodies at all levels, from district to federal.

➢ Many of the respondents who mentioned parental involvement as an important part of preparing children for future success felt that there should be more accountability on the part of parents -- both for student academic success as well as for reinforcing appropriate classroom behavior. Still, others acknowledged that parents needed more guidance on being engaged and offered recommendations for how schools and/or teachers could help.
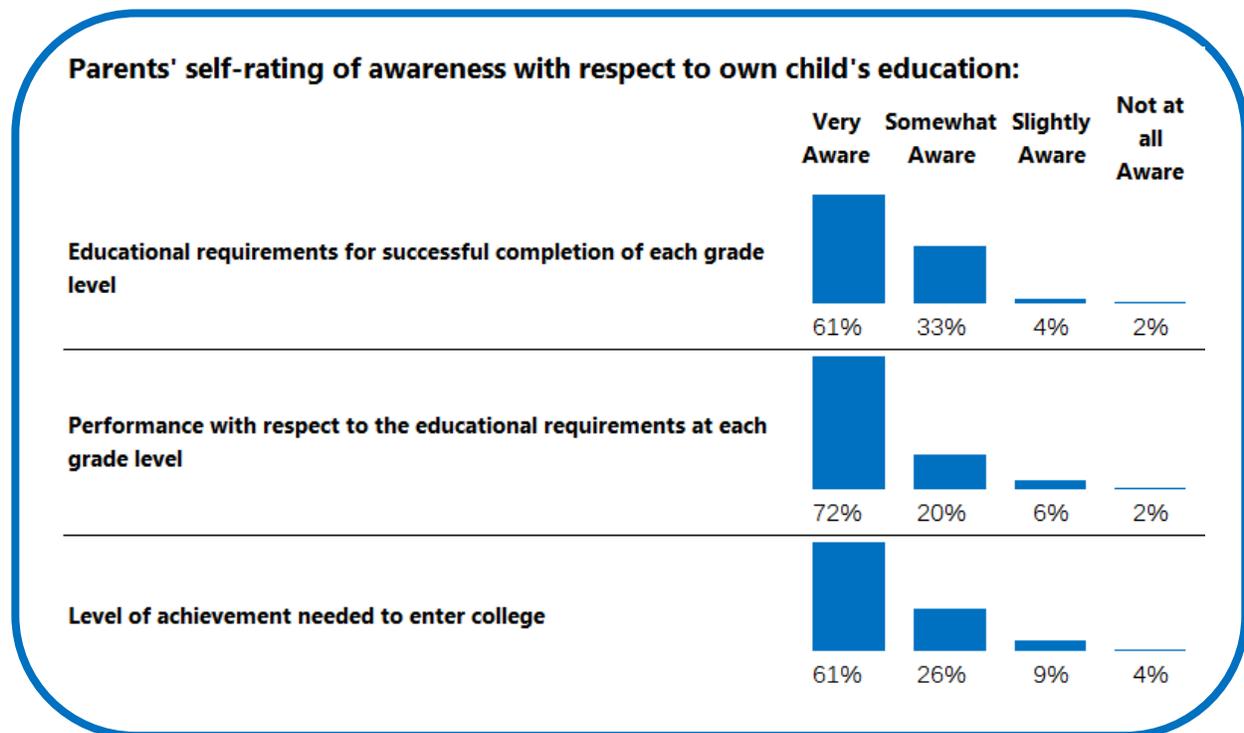
Survey Findings

The overall findings of our survey support what most Americans know and feel deeply. Regardless of racial or economic background, parents are almost universally united in a desire for their children to succeed and are willing to make an effort to promote and support that success. However, in cases where parents are unable to provide the level of support necessary, the children often pay the price. The children who disproportionately end up paying the price are from minority and low-income households. This report sheds light on some of the areas where clear differences in parental awareness, parental involvement and opportunities for student achievement and success were perceived along racial and economic lines and offers suggestions for how to improve these outcomes.

I. Parental Awareness of Student Educational Requirements and Performance

The first set of survey questions dealt with parents' awareness of the educational requirements for student success as well as student performance with respect to these requirements. Two groups of people were asked these questions – respondents who are themselves parents, and respondents who were primary and secondary school volunteers and/or workers.

Perceptions of Parents

Table 1

Parents' self-rating of awareness with respect to own child's education:

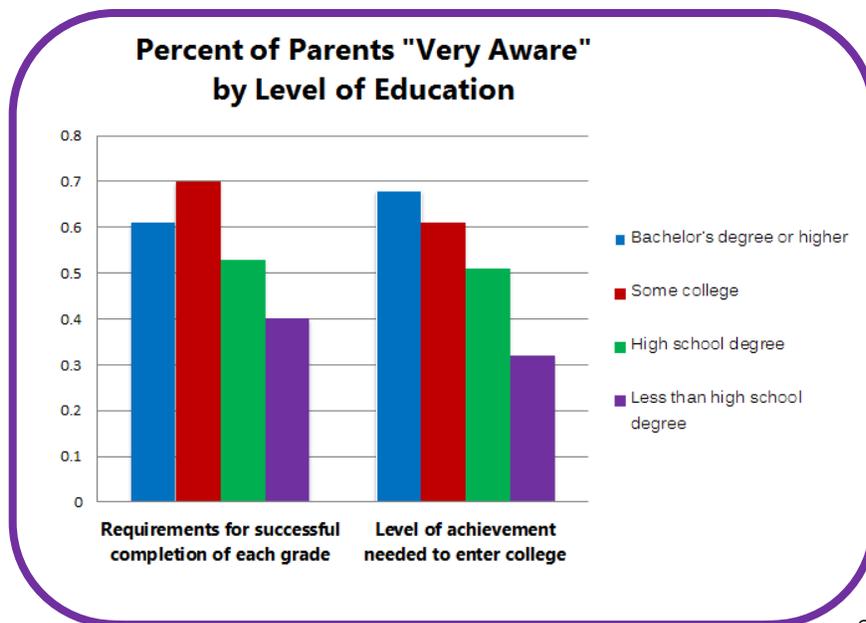|	Very Aware	Somewhat Aware	Slightly Aware	Not at all Aware
Educational requirements for successful completion of each grade level	61%	33%	4%	2%
Performance with respect to the educational requirements at each grade level	72%	20%	6%	2%
Level of achievement needed to enter college	61%	26%	9%	4%

Given that they work or volunteer in an educational setting, the average parent in the NVP sample appeared to be highly aware of the educational requirements and performance of their own children. The majority of parents surveyed believed they were "very aware" of the requirements for successful completion of each grade (61%), their own child's performance with respect to these requirements (72%) and the level of achievement needed to enter college (61%) (Table 1).

Yet, even within this group of highly aware parents, there were still differences in awareness based on race or ethnicity and the educational attainment of the parent. Although there were no differences by race or ethnicity in parents' level of awareness of the educational requirements for successful completion of each grade level, on average black and Hispanic parents in the sample demonstrated less confidence than white parents in their awareness of their child's performance with respect to those educational requirements. White parents (77%) were more likely than black (70%) and Hispanic (68%) parents to report that they were "very aware". While these differences seem minor, they are statistically significant, and are likely to be amplified in the general population where the average parent is not as directly involved in education as the parents in the NVP sample.

One of the most enlightening conclusions drawn from NVP parent responses is that confronting racial and ethnic disparities in a constructive way, as opposed to ignoring them, can help to improve awareness among all parents. In places where community-based efforts to bridge racial and ethnic inequities were apparent[3], parents were more likely to be "very aware" of their child's performance (82%) than in those communities where such efforts did not exist (45%).

The parent's level of education was another factor affecting their awareness, but was more directly related to how aware they were of educational requirements for successful completion of each grade level and the level of achievement needed to enter college. Compared to parents who did not complete high school, parents who attended college were at least 1.5 times more likely to be "very aware" of the educational requirements for successful completion of each grade and roughly twice as likely to be "very aware" of the level of achievement needed to enter college (Figure 1). The effect of parent's education has implications for racial and ethnic disparities as well. Nationally, 21.2 percent of African American adults hold a bachelor's degree or higher, compared to 34.5 percent of white and 14.5 percent of Hispanic adults. These differences help to emphasize the importance of communicating student educational requirements to parents in a way that is clear and easy to understand, regardless of the parent's educational background.

Figure 1

Percent of Parents "Very Aware" by Level of Education

- Bachelor's degree or higher
- Some college
- High school degree
- Less than high school degree

Requirements for successful completion of each grade

Level of achievement needed to enter college

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[3] These are communities where respondents indicated "definitely yes" there are efforts to bridge racial and ethnic inequities.
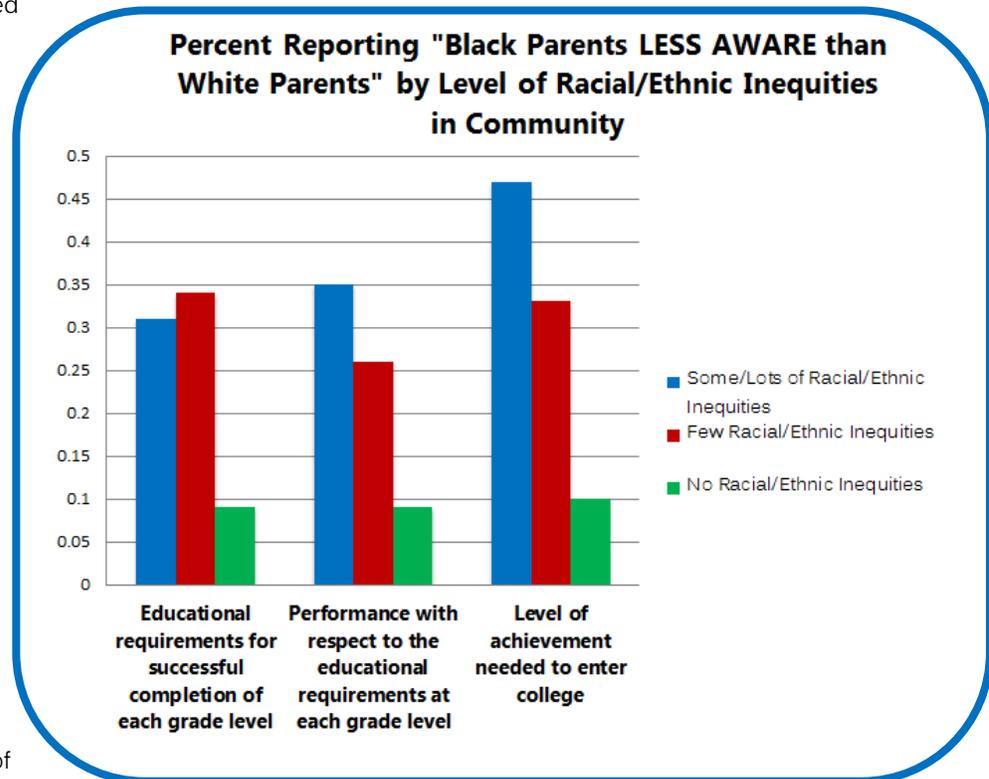
Perceptions of Primary or Secondary School Workers & Volunteers

The second set of questions asked all survey respondents[4] to compare the parents of black students and white students with respect to their awareness of the same issues asked of the parent sample. Nearly three-fourths of all respondents felt that black and white parents were 'about equal' in their awareness of the requirements for successful completion of each grade level and their own child's performance with respect to these requirements. Two-thirds reported that black and white parents were equally aware of the level of achievement needed to enter college.

In cases where there were perceived differences in parental awareness between black and white parents, these perceptions were influenced by the racial dynamics of the communities respondents lived and/or worked in. In communities where respondents perceived racial or ethnic inequities[5], they were also more likely to report that black parents were less aware than white parents on all three metrics of parental awareness (Figure 2). Respondents in communities with larger African American populations were also more likely to say black parents were less aware of the educational requirements for successful completion of each grade level than white parents.

Figure 2

In communities where racial and ethnic inequities are pervasive, those inequities are also likely to be associated with other barriers to parent engagement, such as educational and economic disparities. For these communities, it is important to design parent engagement efforts in a way that takes account of such barriers.
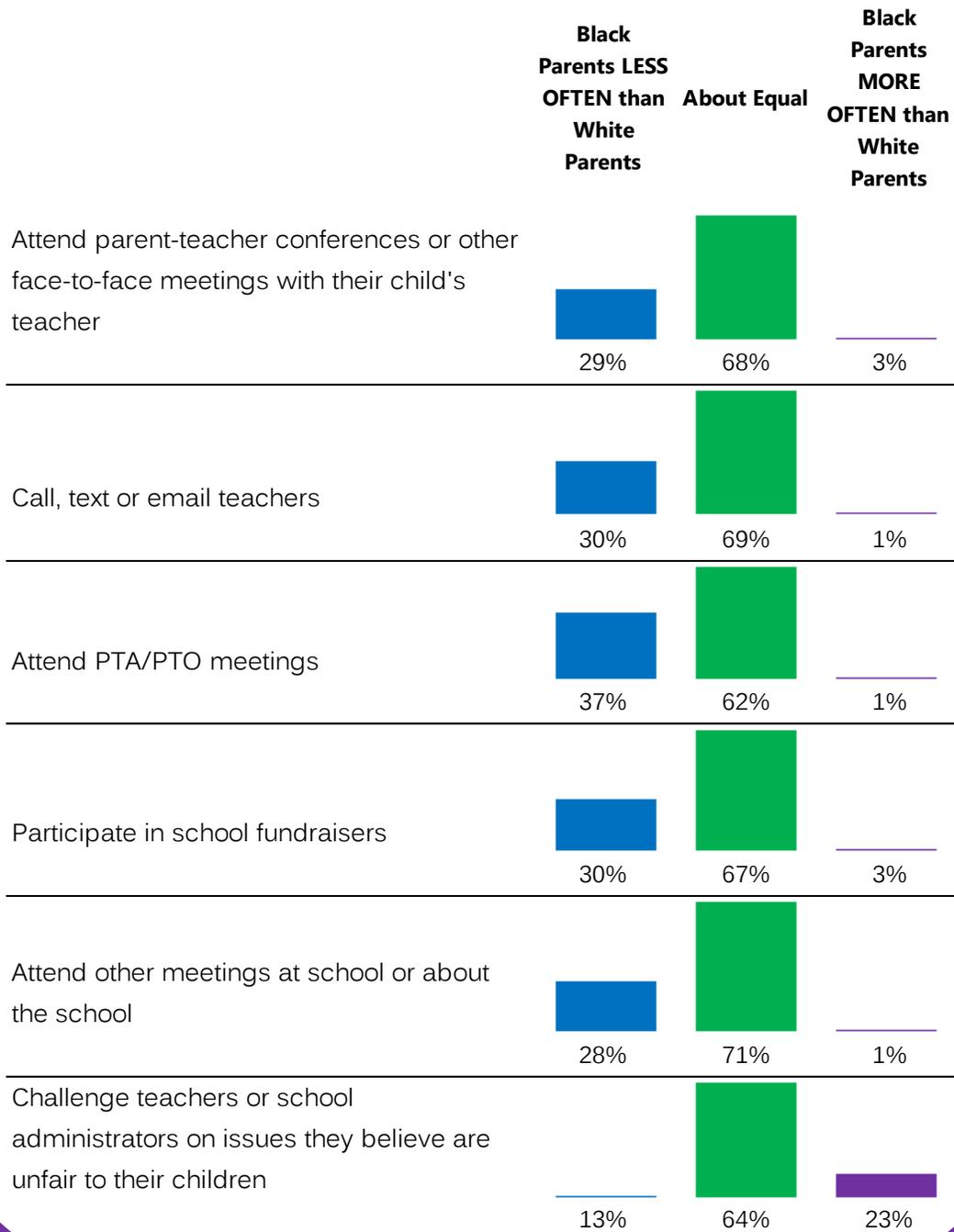
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[4] All respondents work and/or volunteer with black and white children in a primary or secondary school setting

[5] Almost half (47%) of all survey respondents said there are some or lots of racial/inequities in their community.

II. Level of Parental Involvement

Table 2

| Comparison of Black Parents & White Parents on Level of Engagement:	Black Parents LESS OFTEN than White Parents	About Equal	Black Parents MORE OFTEN than White Parents
Attend parent-teacher conferences or other face-to-face meetings with their child's teacher	29%	68%	3%
Call, text or email teachers	30%	69%	1%
Attend PTA/PTO meetings	37%	62%	1%
Participate in school fundraisers	30%	67%	3%
Attend other meetings at school or about the school	28%	71%	1%
Challenge teachers or school administrators on issues they believe are unfair to their children	13%	64%	23%

The third set of questions asked respondents to compare black parents and white parents on how involved they are in their child's education based on the six indicators listed in Table 2. For the nearly one-third of respondents who perceived differences based on the race of the parent, the only activity that they were more likely to report black parents doing more often than white parents (23%) was challenging teachers or school administrators on issues they believe are unfair to their children. This response was further influenced by the perception of broader racial inequities in the community, the race of the respondent, and how long the respondent has lived and/or worked in the community.   People in communities with "some/lots" of racial or ethnic inequities were nearly four times more likely to respond in this way than those in communities with "no" racial or ethnic inequities. They were also more than twice as likely to say that black parents attended parent-teacher conferences or other face-to-face meetings with teachers less often than white parents. These responses suggest that black parents are perceived as being more reactively involved than proactively involved.

On average, white respondents (23%) were more likely than either black (15%) or Hispanic (13%) respondents to report that black parents challenged teachers or administrators more often than white parents.

Whether or not they perceived a difference and how the difference was perceived also varied for different racial/ethnic groups based on how long the respondent lived in a community with "some" or "lots" of African Americans. For white respondents, those with less time in the community were more likely to perceive differences in how often black and white parents challenged teachers. On the other hand, African Americans and Hispanics with more time in the community were more likely to perceive differences.

Figure 3
Responses of people living in community for more than 10 years
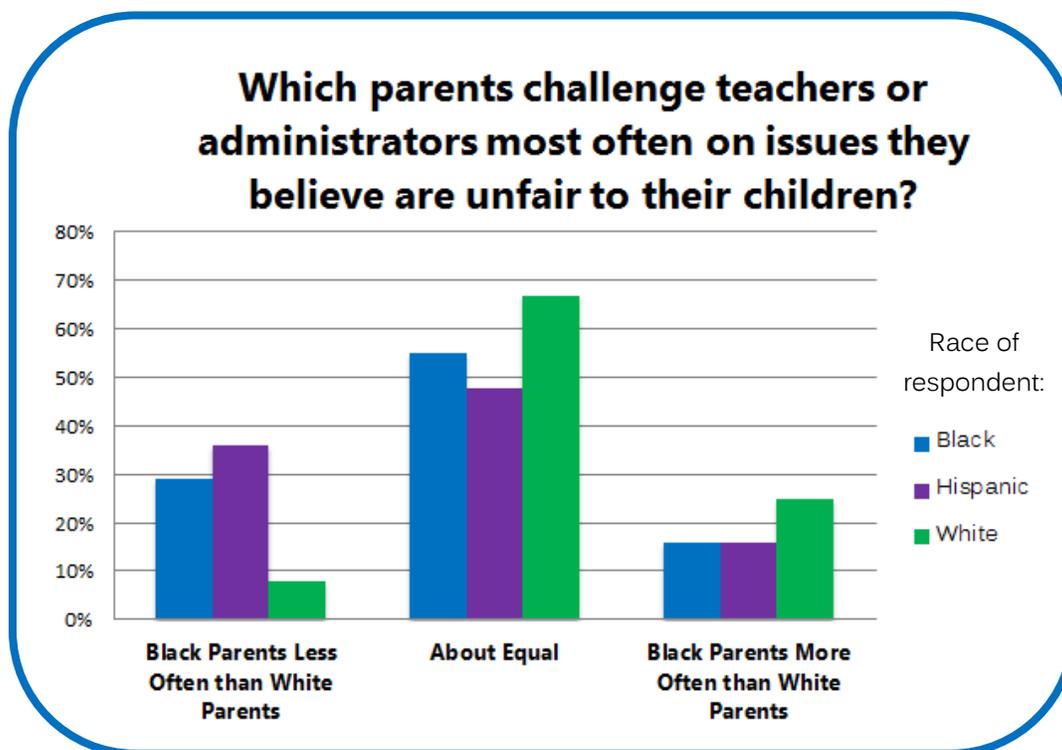
Regardless of time in community, whites who perceived a difference always reported that black parents challenged teachers more often than white parents and Hispanic respondents always reported that blacks challenged teachers less often than whites. For blacks, only those who lived in a community with a significant black population for ten years or less were more likely to report that black parents challenged teachers more often than white parents (Figures 3 & 4).

Figure 4
Responses of people living in community for 10 years or less
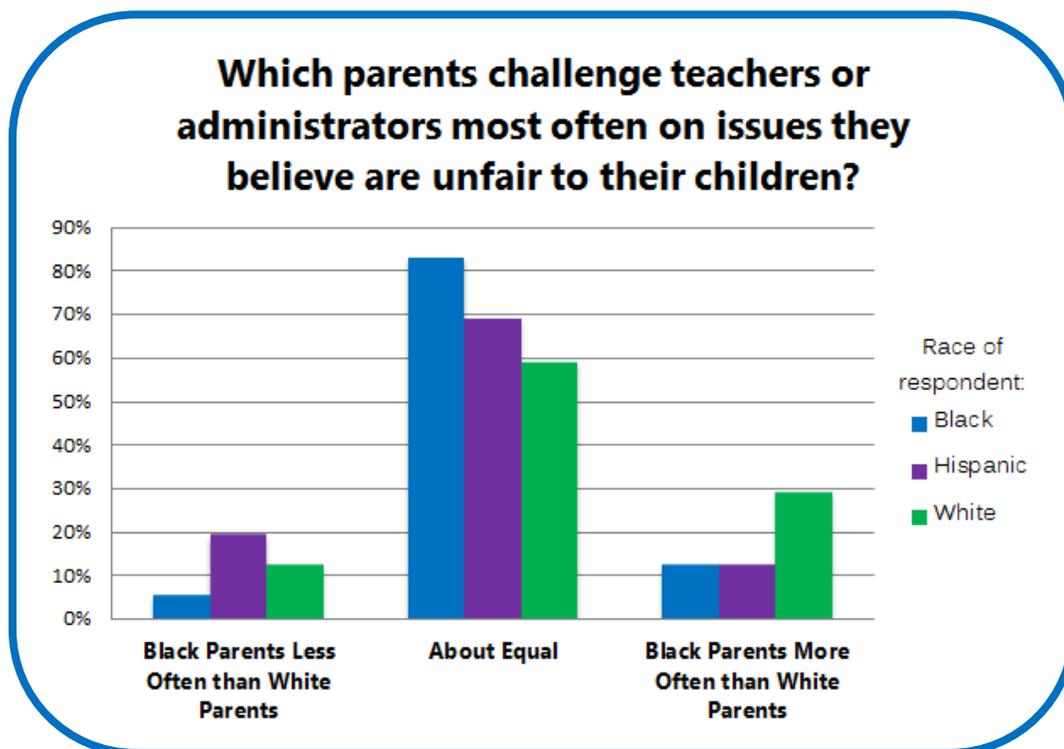
III. Opportunities for student achievement and success

For the next set of questions, respondents were asked to compare students on opportunities for achievement and success both by race (black versus white) and by income (low-income, less than $60,000/yr., versus high-income, more than $60,000/yr.), based on the five indicators listed in Table 4. While most respondents felt that students were 'about equal' in understanding the connection between academic achievement and economic opportunity, there was more variance in perceptions about access to the experiences that help to promote success. The responses to this series were indicative of the need to effectively align basic understanding or awareness of the importance of education with the practical means to promote academic and economic success.
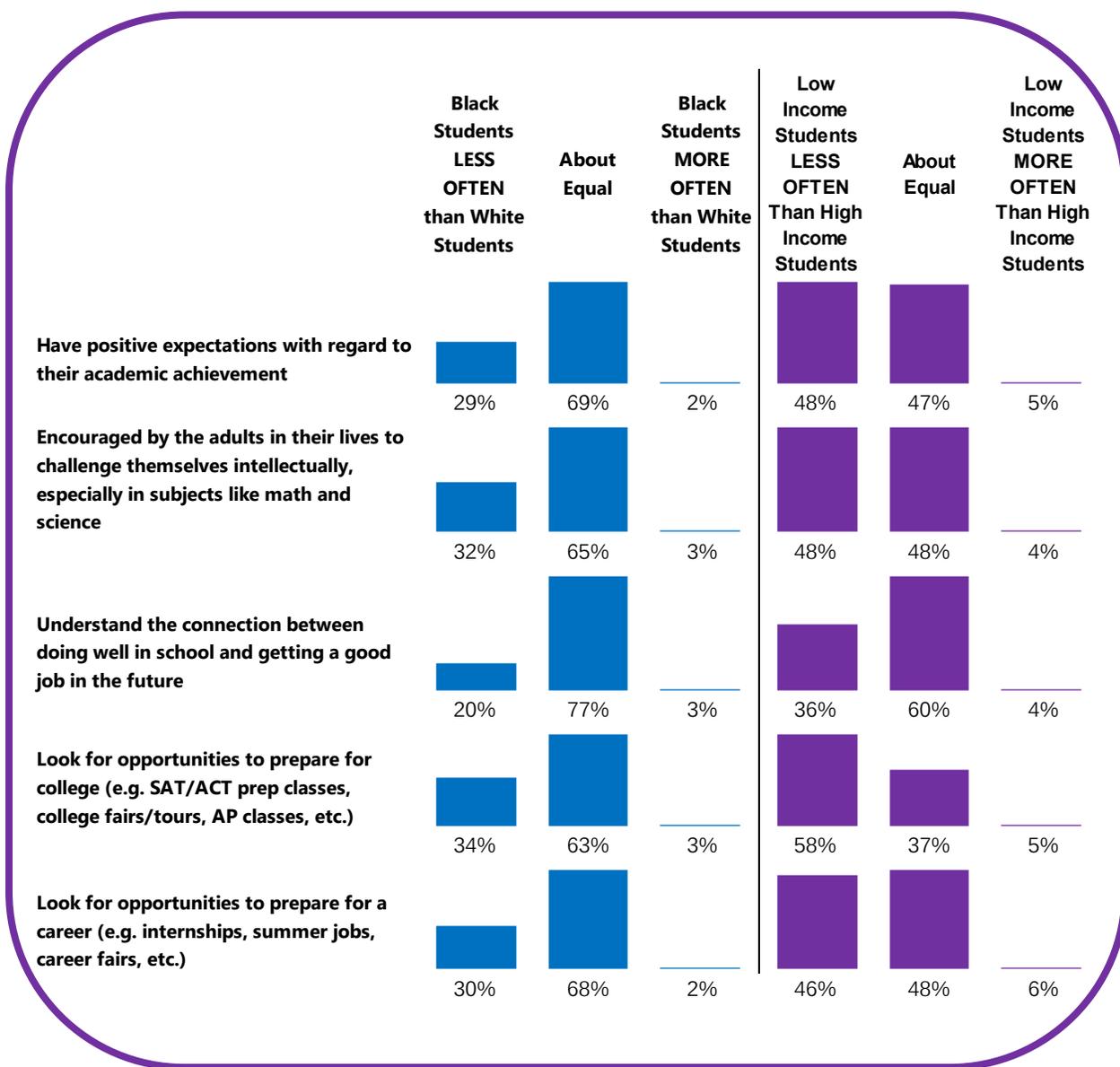
Differences by Race

Although 77 percent of respondents reported that black and white students were "about equal" in understanding the connection between doing well in school and getting a good job in the future, about a third reported that "black students less often than white students" had experiences that helped to strengthen this connection. Respondents from communities with "some" or "lots" of racial/ethnic inequities were between 2.5

and 5 times more likely to report black students experience these opportunities less often than white students than those who perceived no racial/ethnic inequities in their communities.

There were also some significant differences, by race of respondent, in perceptions about success-promoting experiences for different groups of children. Hispanic respondents (32%) reported more disparity between black and white students on positive expectations than either black (20%) or white (26%) respondents. Both Hispanic (31%) and white (29%) respondents were more likely than black respondents (21%) to report that black students were encouraged to challenge themselves intellectually, especially in math and science, less often than white students. Hispanic respondents who lived for more than ten years in a community with some or lots of African Americans were more likely to respond this way than those who lived in similar communities for ten years or less. For white respondents, it was those who lived in communities with "some" or "lots" of African Americans for ten years or less who were more likely to hold this view.

Table 3

	Black Students LESS OFTEN than White Students	About Equal	Black Students MORE OFTEN than White Students	Low Income Students LESS OFTEN Than High Income Students	About Equal	Low Income Students MORE OFTEN Than High Income Students
Have positive expectations with regard to their academic achievement	29%	69%	2%	48%	47%	5%
Encouraged by the adults in their lives to challenge themselves intellectually, especially in subjects like math and science	32%	65%	3%	48%	48%	4%
Understand the connection between doing well in school and getting a good job in the future	20%	77%	3%	36%	60%	4%
Look for opportunities to prepare for college (e.g. SAT/ACT prep classes, college fairs/tours, AP classes, etc.)	34%	63%	3%	58%	37%	5%
Look for opportunities to prepare for a career (e.g. internships, summer jobs, career fairs, etc.)	30%	68%	2%	46%	48%	6%

These findings show how perceptions about the value placed on education in different racial and ethnic communities can vary depending on an individual's own racial and ethnic heritage or their exposure to different groups. These differences highlight the importance of cultural diversity within schools and within decision- and policy-making bodies at all levels, from district to federal.

Differences by Family Income

When asked to compare students based on income, 60 percent of respondents felt low- and high-income students were 'about equal' in understanding the connection between doing well in school and getting a good job in the future, but less than half sensed these groups were 'about equal' in the experiences that help to strengthen this connection. These perceived differences along economic lines were greater than perceived differences along racial lines.

Nearly half of all respondents felt low income students were at a primary disadvantage relative to high-income students in terms of having positive expectations about their academic achievement or being encouraged to challenge themselves intellectually. Also, more than half of all respondents felt low-income students looked for opportunities to prepare for college less often than high-income students. Similarly, 46 percent thought that low-income students were less likely than high-income students to look for opportunities to prepare for a career.

Finally, there was a lot of variation in how respondents from different backgrounds perceived the opportunities for achievement and success available to low-income versus high-income students. On average, those with higher levels of education, higher incomes, and from communities with greater racial or ethnic inequities were more likely than others to perceive that low-income students were at a disadvantage relative to high-income students.

IV. What Schools Should Be Doing

At the end of this series of questions, survey respondents were asked an open-ended question about what they thought schools should be doing to adequately prepare children for college, work and life. As shown in Figure 5, there was great diversity in the responses given. Still, parental involvement was referenced in almost 5 percent of the responses (146 responses).

Many respondents wanted to find some way to make parental involvement mandatory or at least increase accountability on the part of parents.

- *"Find ways to force parents to stay engaged. Schools are fighting a losing battle if education is not a priority at home."*

- *"Make sure parents are in full understanding of their child's needs and commit themselves to help their child achieve their best."*

> **In Focus: Indianapolis Urban League**
> **School Chooser Forums**
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> Beginning in summer 2013, the Indianapolis Urban League has hosted a series of School Chooser Forums. These forums are designed to provide African American parents information about educational options for their children. During these forums, a variety of schools and education organizations give presentations to up to 35 parents, as they enjoy a meal. One parent remarked, "Overall, I was informed and would recommend it to other parents that were undecided on where to send their children for a prosperous education."

Several respondents also felt that the parent's involvement was important both to academic success as well as in reinforcing appropriate classroom behavior.

- *"Parental advice: parents should follow up [on] their children's daily progress in school and teach them at home about life, and social values."*

Important Factors in Preparing Children for Future Success

Still others acknowledged that parents and schools should partner together and offered recommendations for how to accomplish this.

- *"Try to give students more individual attention and improve communication between teachers and parents."*

- *"Provide Summer Training opportunities for Parents in key subjects such as Math, Science, and English."*

- *"Educate parents, beginning in pre-school, about the expectations. Make available equal opportunities to children, regardless of ethnicity."*

- *"Communicate with families regularly [about] the tools needed for academic success in their language."*

- *"As a retired teacher, I believe that we need to work on parent education to parallel the student instruction."*

VI. Conclusion & Recommendations

The survey findings discussed in this report represent the views and opinions of K-12 teachers, school administrators and volunteers in communities across the country. Their perceptions matter because they have the closest view of students and parents, and are in positions to directly affect student outcomes. What these adults believe about the children they serve influences their expectations as well as how they interact with these children and their parents.

This survey shows that the great majority of people believe that parents want their children to succeed and make their best effort to promote and support that success. At the same time, when this is not the case, too often there are negative perceptions of children of color and those from low-income families. For communities where there is a pervasive sense of racial and ethnic inequity, perceived disparities in what parents from different racial or economic backgrounds know and how they involve themselves in the education of their children are further heightened. These perceived disparities may affect the type and depth of parent engagement efforts directed to low-income parents and parents of color.

Presently, major changes in standards, curricula and accountability are occurring in schools and districts. These changes offer school, local, state and federal officials a ripe opportunity to invest in, and deepen parent engagement efforts. As such, the responses to this survey offer officials and communities practical considerations and observations for the ways in which they can begin to bridge some of the gaps in parent engagement.

1. Educational requirements should be clear and easy to understand for all parents, regardless of their educational background. These requirements should also be communicated regularly and in multiple formats.
2. Parents must be regularly updated about their children's academic performance in an individualized manner that provides clarity about how students are meeting, or not meeting, specific requirements.
3. Efforts to engage parents must take into account practical barriers to engagement that parents may face and tailor such efforts accordingly.
4. Community-level efforts to address racial and ethnic disparities can also facilitate better communication between schools and parents. In communities where racial and ethnic disparities are pervasive, there must be targeted investments and customized approaches to improving parent engagement.
5. By 2020, the majority of the U.S. population will consist of racial and ethnic minorities. This has important implications for how teachers and school administrators relate to students and parents, making racial and ethnic diversity increasingly important in staffing schools and in making education

policy. The National Urban League has made recommendations for how to achieve this goal in its brief, *Teachers Matter: Ensuring Qualified, Effective & Diverse Teachers in Every Classroom*.

6. Districts, schools and community-based organizations must work together to effectively align basic understanding or awareness of the importance of education with the practical means to promote academic and economic success.

7. Partnering with community-based organizations, like the Urban League, can help to deepen parent engagement efforts, particularly in communities of color.

8. More research on parent engagement, including the connection between parent engagement and perceived racial disparities is needed to effectively address disparities in parent engagement. This starts with tracking deepened parent engagement efforts and sharing best practices.

[i] Anthony P. Carnevale, Stephen J. Rose and Ban Cheah. 2001. "The College Payoff: Education, Occupations, Lifetime Earnings". Accessed 9/6/13 at http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/collegepayoff-complete.pdf

[ii] Weiss, H. & Lopez, E. (2009). Redefining Family Engagement in Education. *Family Involvement Network of Educators (FINE) Newsletter, 1*(2). Retrieved October 3, 2013, from http://hfrp.org/family-involvement/publications-resources/redefining-family-engagement-in-education

[iii] Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy performance: Longitudinal associations between and within families. *Journal of Educational Psychology, 98*, 653–664.; Redding, S., Langdon, J., Meyer, J., Sheley, P. (2004). The effects of comprehensive parent engagement on student learning outcomes. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

[iv] Grothaus & Cole (2010) Meeting the Challenges Together: School Counselors Collaborating With Students and Families With Low Income Retrieved October 4, 2013 from http://jsc.montana.edu/articles/v8n27.pdf; Bryan, J. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships: School counselors' roles. Professional School Counseling, 8, 219–227.; Bryan, J., & Henry, L. (2008). Strengths-based partnerships: A school-family-community partnership approach to empowering students. Professional School Counseling, 12(2), 149-156.; Day-Vines, N. L., & Terriquez, V. (2008). A strengths-based approach to promoting prosocial behavior among African American and Latino students. Professional School Counseling, 12, 170–175; Epstein, J. L. (2005). Developing and sustaining research-based programs of school, family, and community partnerships: Summary of five years of NNPS research. Retrieved October 3, 2013, from http://www.csos.jhu.edu/p2000/pdf/research%20summary.pdf; Epstein, J. L., & Sheldon, S. B. (2006). Moving forward: Ideas for research on school, family, and community partnerships. In C. F. Conrad & R. Serlin (eds.) SAGE handbook for research in education: Engaging ideas and enriching inquiry (pp. 117-138). Thousand Oaks, CA: Sage.; Epstein, J. L., Sanders, M. G., & Sheldon, S. B. (2007). Family and community involvement: Achievement effects. Retrieved October 3, 2013 from http://www.csos.jhu.edu/p2000/pdf/NICHD%20Progress%20Report%20Summary%202007.pdf; Erford, B. T. (2007). Consultation, collaboration, and parent involvement. In B.T. Erford (Ed.), Transforming the School Counseling Profession (2nd ed., pp. 211- 235). Upper Saddle River, NJ: Pearson.; Holcomb-McCoy, C. (2007). School counseling to close the achievement gap. Thousand Oaks, CA: Corwin.

[v] U.S. Department of Education, National Center for Education Statistics. (1998). *Parent involvement in children's education: efforts by public elementary schools* (NCES 98-032). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics. Retrieved September 4, 2013, from http://nces.ed.gov/pubs98/98032.pdf

[vi] National PTA. State Laws on Family Engagement in Education. Retrieved October 3, 2013, from https://www.pta.org/files/State_Laws_Report.pdf

[vii] This conclusion is based on a review of studies and resources made available through the Harvard Family Research Project, www.hfrp.org

* Resources utilized in the Federal Investment in Parent & Family Engagement Box:
http://www.nationalpirc.org/pircs/index.html (quote for Parent Information Resource Centers); Funds set-aside for ESEA Title I, were obtained directly from the Department of Education; http://idea.ed.gov/explore/view/p/,root,statute,I,D,671, (Parent Training Information Centers; http://www.hhs.gov/news/press/2013pres/09/20130906a.html (Maternal, Infant, and Early Childhood Home Visiting Program)