2017

Family and Community Engagement in One High School: Where Perceptions Meet Practices

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Family and Community Engagement in One High School: Where Perceptions Meet Practices

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A Dissertation Submitted to the
Gardner-Webb University School of Education
In Partial Fulfillment of the Requirements for
The Degree of Doctor of Education

Gardner-Webb University
2017

Approval Page

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Abstract

Family and Community Engagement in One High School: Where Perceptions Meet Practices. Anderson, Coreen Ann Marie, 2017: Dissertation, Gardner-Webb University, Student Perceptions/Family Perceptions/ Practices/Family Engagement/High School

The intent of this study was to explore the perceptions of administrators, teachers, students, and families of students in one urban high school regarding the importance of family, school, and community engagement; and to explore the steps they take, or not, to develop and sustain such engagements. The study is grounded in Bandura's (1977, 1986) work which indicates self-efficacy influences peoples' beliefs to perform different tasks. Additionally, the study relies on Epstein's (1995) theory of overlapping spheres which postulates six typologies to guide family and community engagement. A two-phase, explanatory sequential mixed methods was used to obtain statistical results from four different samples. Quantitative and qualitative data were collected to help explore the perceptions, roles, and practices of the participants.

Chronbach Alpha was used to test for reliability while a one-way ANOVA was used to test for differences. A Turkey post hoc test checked for differences among means where differences existed. Qualitative data were coded based on the themes in Epstein's (1995) typologies. Data from all sources were triangulated.

The findings revealed marginal differences among perceptions of the groups regarding the importance of family and community engagement. Statistically significant differences regarding roles on specific typologies were identified among the groups. Finally, statistically significant differences were found between perceptions and practices of the participants. A detailed discussion of the findings pinpointed areas of misalignments. Recommendations for immediate interventions as well as future studies were reported.

Acknowledgements

The culmination of this project represents an accomplishment that was preordained; therefore, it would be remiss of me not to thank those who have supported me as well as kept me grounded and focused before the start of this work all the way to its completion. Of utmost importance, my Elshaddai, my Jehovah Jireh, my Jehovah Rapha–I am indeed nothing without you.

To the doctors who spent time and energy to guide me, who made up my committee: Dr. Mary Beth Roth, my Dissertation Chair, thank you for your quiet strength, the feedback you provided, and your willingness to travel this journey with me; Dr. Kelly Clark, your critical eye, your detailed feedback, your enigmatic smile, your confidence in my abilities, and your dedication to perfection propelled me to make this work the best that I could make it; and Dr. Monica Currie, for pushing me to think about validity and reliability, and for taking the time to keep me on track–endless thanks.

Two people were chosen to be my parents. Both did their best to encourage and support me before and throughout this journey. They taught me how to not just survive but to overcome–values I will forever cherish and hopefully pass on to those around me. Rupert Anderson and Gurnette McLeod–infinite thanks.

God in His infinite wisdom created three unique siblings for me. They continue to support and challenge me in all my endeavors. Their patience and understanding are boundless. So, Jeffton, Nadine, and Denise–I am forever grateful.

To the other members of my family who helped to create the village it took to help me walk into my destiny, I am forever grateful. I must specifically mention Earl, Paurtsmut, Johnsel, and Chevoneese Anderson; Paulette McLeod; and Winsome White who went above and beyond to meet my needs.

To the staff, students, and families of students in the school where the research took place who took time to share their feedback, I thank you. This research could not have materialized without you. To all my friends and my peer reviewers–immeasurable thanks.

Last, but of utmost importance, to my friend, the love of my life, my greatest critic, the one who listens, commends, renders assistance, and always supports me. I am a better person, a more reflective person, a more motivated person because of you. To my daughter, Shanice, K.R., the wind beneath my wings–ever thankful. I love you.

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Chaper 1: Introduction

Schools need to develop and sustain the type of family, school, and community engagement needed to lower dropout rates, reduce the percentage of students who fail to show proficiency in various academic subjects, and reduce absenteeism rates. Years of research have highlighted clear, consistent, and compelling evidence to support the positive link between student achievement and family involvement (Auerbach, 2010; Epstein, 2001; Henderson & Mapp, 2002; Jeynes, 2005; Weiss, Lopez, & Rosenberg, 2010). Other researchers have acknowledged the said benefits but have moved beyond the benefits of such engagements to student achievement and have highlighted the value of such engagements to reduce dropout (Anguiano, 2004) as well as absenteeism rates (Epstein & Sheldon, 2002; Hoover-Dempsey et al., 2005). The findings of this research hold true for all students irrespective of grade level (Epstein & Sheldon, 2002) or cultural, socioeconomic, racial, or religious backgrounds (Henderson & Mapp, 2002).

The value of family, school, and community engagement has not bypassed legislators. The No Child Left Behind Act (NCLB; United States Department of Education, 2001), Goals 2000: Educate America Act (National Center for Home Education, n.d.), the development of the Parent/Family Involvement policy by the North Carolina State Board of Education (North Carolina Department of Public Instruction. (n.d.), and the Every Student Succeeds Act (ESSA; United States Department of Education, n.d.a) are manifestations of such awareness. Despite the extensive body of research on the value of family, school, and community engagements as well as federal and state policies to support the said engagements, robust family and school engagement continues to be elusive in many schools (Christenson & Reschly, 2010). The competitive nature of 21st century economies necessitate that such engagements are in place in

schools. The United States Department of Education (n.d.b) agreed as it stated that raising the next generation is a shared responsibility. This will necessitate that families, communities, and schools work together to develop more successful students (ibid).

Background

Many schools function minus strong parental engagement efforts (Littkey & Grabelle, 2004). This practice is particularly detrimental to many students (Deslandes & Bertrand, 2005). This is particularly evident in high schools where, according to Metlife (2012), only 71% of students at the high school level believe teachers and parents are working together to help them succeed; however, research shows students at the high school level desire family engagement (Epstein, 1995). The benefits of family and community engagement continue to drive many education reform efforts; however, the myriad variables within the process make it difficult to wholly understand how to harness specific practices in order to best apply those practices especially at the high school level. According to Hoover-Dempsey, Bassler, and Brissie (1987), the intricacies and complexities surrounding family and community engagement have rendered little leeway in understanding the ways in which such engagement functions to produce specific outcomes. This may be especially so at the high school level where there is a lack of research regarding such engagement efforts (Sheridan & Moorman, 2015).

Existing studies on family and community engagement can be categorically viewed through three lenses. There are several studies that examine the impact of family and community engagement on student success (Henderson & Mapp, 2002; Shumow & Lomax, 2002; Weiss et al., 2010). The evidence from these studies is almost unequivocally consistent–family, school, and community engagement enhances student achievement irrespective of the cultural/ethnic, racial, religious, or socioeconomic

backgrounds. Other studies have explored and unearthed effective strategies to connect school, family, and community (Epstein, 1987a; Hoover-Dempsey & Sandler, 1997; Sanders, Epstein, & Connors-Tadros, 1999). While the strategies vary in levels and quality, there is convincing evidence that highlights various strategies suited to a range of diverse needs. Then, there are also studies that focus on the organizing efforts of parents and community partnership to realize school improvement (Gold, Simon, & Brown 2002). Griffith (1998) made similar allusions regarding the research on family and community engagement when he said parent involvement research usually focuses on plans with minimum parental involvement, those that describe parent involvement within children's schools, and outcome-based studies that link student learning and parent involvement. A common denominator among the studies is often the discovery of myriad challenges that repeatedly thwart family, school, and community engagement efforts.

Paradigm shifts regarding the roles of different stakeholders in education over the years have contributed to a conundrum that has colored the perceptions of said stakeholders regarding what constitutes family and community engagement, the kind of engagement that is fundamental to student success, the roles of various stakeholders, and how to effectively build such engagements (Epstein, 2005). The end result is often a plethora of perceptions regarding engagement strategies and a tangled web of uncertainties that continues to thwart effective engagement initiatives. A key challenge is the changing roles of stakeholders charged with developing family, school, and community engagements.

The roles of families for a persistent period were relegated to assisting children with homework and attending PTA and school events (Fruchter, Galletta, & White, 1992). By the 1980s and 1990s, there was a shift regarding the perception of family

engagement involvement in education (Epstein, 2005). While the activities prior to that period were not useless (Hoover-Dempsey & Sandler, 1997), the impact on student success was notably less powerful than those contrived in the proactive partnerships between school, family, and the community that is being advocated for this era. By 2001, through NCLB, the legislation defined the role of parents as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities (United States Department of Education, 2004, p. 19). The authorization of this Act meant parents were ascribed new roles–roles that educators need to embrace in order to develop meaningful engagements. Many parents are ill-equipped for these new roles. According to Lahart, Kelly, and Tangney (2009), this is especially true of minorities who are afflicted by poverty or fall below the middle class who often find it hard to fully engage in their children's education. The reauthorization of the Act, now Every Student Succeds Act (Center for Mental Health in Schools at UCLA, 2016) did not adjust the roles and by extent the definition, but extended the definition of the roles to parents and family.

In the legislation, the term parental involvement has been replaced with *parent and family engagement*. Numerous sections of the legislation reference the importance of parent and family outreach and training activities intended to assist parents and families to become more engaged in the education planning and in the education of their children. Emphasis is given to the consultation role and the necessity of parents and family members to help with promoting learning for their children, including engaging with school personnel and teachers (Center for Mental Health in Schools at UCLA, 2016).

The demands of the 21st century also reinvented the roles of teachers. It is no longer consigned to knowing about curriculum, student learning, or assessments;

educators must now actively develop and promote family, school, and community engagement (Glickman, Gordon, & Ross-Gordon, 2014). What now exists is a more challenging and complicated role. Subsequently, although the evidence that supports the importance of family engagement is overwhelming, numerous studies have discovered many teachers feel unprepared to work with students' families (Dotger, 2009; Freeman & Knopf, 2007). This unpreparedness may have implications for how teachers perceive family, school, and community engagements. How teachers perceive family and community engagement and how they perceive the role of parents in promoting the education of their children will influence the degree to which they will exert effort to develop engaging partnerships (Hoover-Dempsey et al., 2005).

The changing roles are not confined solely to parents and teachers but also have implications for administrators. The collaborative nature that warrants partnership building with families and communities is markedly different from those promoted decades ago. The MetLife (2012) Survey of the American Teacher found that 69% of principals reported their job responsibilities were different than those they had 5 years ago. School administrators today are charged with the responsibility to engage parents and the community in improving student achievement (Glickman et al., 2014; Hargreaves & Fullan, 2012). However, engaging parents and the community in improving education for students has been cited by 72% of principals as challenging or very challenging for school leaders (MetLife, 2012). And what of students? Students are rarely viewed as partners in change initiatives; they are primarily depicted as the target of the change (Hargreaves & Fullan, 2009). To this end, students have often been cast as the core around which family and community engagement efforts are developed; however, students are a key component with the ability to help build robust family, school, and

community engagement. They are extremely knowledgeable about the practices that will promote their learning (Hargreaves & Fullan, 2009). Developmentally, most students in high school possess the cognitive capabilities to participate in making educational decisions (Keating, 2004); yet few studies seek to determine how students perceive the value of family and community engagement (Ames, Khoju, & Watkins, 1993). In the words of Epstein (2001), "Most studies have not paid attention to the students' roles in partnerships" (p. 61); however, students are endowed with the capabilities to thwart effective partnerships. They are, after all, often the key conduit through which information is typically passed to families. As the biggest group in education, their voices matter (Glickman et al., 2014). The face of engagement for students should include engagement in school and district decision making. This may include areas such as contributing to the creation of new behavior rules, being a part of the school improvement team, and the choosing of leaders in their schools (Glickman et al., 2014). Any holistic approach to understanding how to develop more effective engagements should consider student perceptions.

Statement of the Problem

A lack of research on the combined perceptions of administrators, families, teachers, and students regarding their understanding of the importance of family, school, and community engagement as well as the steps that these stakeholders take to develop and promote robust family, school, and community engagement may prevent more holistic insight into how such engagements may be improved and promoted. After all, perception drives practices (Bandura, 1977).

Despite the strong evidence to support family, school, and community engagements, only a few studies have examined school-family partnerships in high

schools (Christenson & Reschly, 2010; Keith et al., 1998; Sheridan & Moorman, 2015). Furthermore, while there is no lack of research to support the need for administrators to develop family and community engagement in schools (Constantino, 2003; Leithwood & Riehl, 2003), there is a paucity of research to show the process in action (Griffith, 2001; Theoharis, 2007). There is therefore little research to show how administrator perceptions are aligned with their practices (Griffith, 2001). The same sentiments hold true for many teachers. According to Smith (2002), teachers are cognizant of the vital role of families in education; however, multiple studies have highlighted that teachers are not adequately equipped to interact with students' families (Dotger, 2009; Freeman & Knopf, 2007; Hiatt-Michael, 2001; Levine, 2006). It is important to determine how perceptions align with practices. Alignment of the different perceptions may help to create a more caring community around students to better prepare them to be more successful in school (Epstein, 1995); however, there is little research on the perception of students regarding the importance of family, school, and community engagement–even though students are a primary communication conduit among stakeholders. In the words of Epstein (2001), "Most studies have not paid attention to the students' roles in partnerships" (p. 61). Similar sentiments are echoed by Hargreaves and Fullan (2009) who stated that students are rarely partners in change efforts.

Many studies have therefore failed to examine the totality of the perceptions of administrations, teachers, families, and students and the result of such perceptions on the practices of family, school, and community engagement initiatives. According to Christenson and Reschly (2010), most studies have focused on either the perceptions of principals, teachers, or parents and have neglected to look at the totality of the perceptions. This totality of perceptions would include that of families, administrators,

teachers, and especially students. There is therefore little research to indicate how the collective referenced parties' perceptions influence the quality of the practices or the models implemented. Knowing the collective perceptions should pinpoint specific areas of possible misalignment among the perceptions and establish the premise for the development and sustenance of more effective engagements.

As Drake (2000) aptly put it, while family engagement has attained a "new level of acceptance" as crucial to school improvement, acceptance does not always transform into application, commitment, or creativity (p. 34). Scholars such as Oakes and Lipton (2002) stated that calls for more public engagement in education for more just practices to promote student learning by *some* educators are often blocked by privileged parents' intent on maintaining the status quo. It is therefore imperative to discover the collective perceptions and how those perceptions are aligned to practices. Finally, while there are several models and strategies to promote family, school, and community engagement, every school is different. Subsequently, some researchers have highlighted the necessity for programs to be based on the specific needs of the families, teachers, and students involved (Brough & Irvin, 2001; Christenson & Sheridan, 2001).

If schools must develop the type of family and community engagement that will enhance student achievement among the other notable benefits, serious inroads must be made into understanding each of the different stakeholders' perception of family, school, and community engagement as well as the strategies used by each stakeholder. Identification of possible gaps among the perceptions as well as practices may be pivotal to bridging the gaps. By understanding the gaps, suitable strategies may be developed and implemented to bridge the gaps; and by extension, ensure the development and sustenance of robust family, school, and community engagement. The findings of this

study may therefore help school administrators, teachers, parents, board members, policymakers, students, and outreach program planners to create more effective family, school, and community engagements. This may therefore behoove researchers to conduct further studies in different contexts to determine workable strategies to address the sporadic nature that often defines family and community engagement in order to find strategies that are more consistent. Redding, Murphy, and Sheley (2011) concurred when they stated that schools must make the change from where family engagement is no longer viewed as chance acts defined by a variety of social, fundraising, and educational activities that lack broad and deep connections to student achievement. It must gravitate instead to a more comprehensive, integrated, and practical framework of robust family engagement (Weiss et al., 2010). To do this is crucial to fully understand the perceptions of the major stakeholders.

Uneducated students have the potential to create a future society that is unable to develop and maintain a competitive edge in a global world. This happens as students are ill equipped to meet the challenges of an ever-changing world. The end result is an ill-equipped workforce unable to contribute significantly to the social or economic capital of its nation.

Significance

The findings from this study may provide clearer insight into the perceptions of administrators, teachers, families, and students regarding the importance of family, school, and community engagement. The findings may provide a more holistic approach to understanding the roles of the participants. The findings may also help identify the strategies each stakeholder employs to develop and implement family, school, and community engagement as well as weigh the benefits of the strategies. Is there alignment

between perceptions and practices? The overall findings may therefore draw attention to the possible differences or similarities within perceptions that influence the development and implementation of effective family, school, and community engagements. As Lightfoot (1978) stated, misunderstandings regarding the perceptions of parents and teachers where family involvement is concerned may result in conflict. This holds true if there are misunderstandings among the perceptions of the different stakeholders. Knowledge of the differing perceptions and practices can be the groundwork that may be used as a catalyst to effect meaningful change with the capacity to develop, implement, and evaluate more effective engagement strategies within the school.

Answers to the research questions may also help to develop structures that are more amenable to family and community input. Such structures embrace active engagement from participants. Contemporary school structures are yet to become receptive to public engagement. According to Fege (2000), public school structures still foster a hierarchical and bureaucratic pattern that robs students and parents of an official voice. Redding et al. (2011) concurred as they referred to the current structures as factory models designed for efficiency instead of partnership, involvement, or collaboration. Subsequently, schools more often than not inhibit parent input into decision making and permit only limited participation such as fundraising and volunteering (Fege, 2000).

The findings of this study may help to strengthen policies at the federal, state, and especially the local level. By pinpointing possible misalignments between stakeholder perceptions and practices, the findings of this study may shape policies and practices to secure more effective collaboration among the stakeholders involved. It could also act as a catalyst on which the school improvement team can establish meaningful practices to

promote the type of collaboration needed to help create 21st century learners within the school.

This study may also lay the foundation for more widespread and additional research to focus on the collective perceptions of those involved in order to harness the benefits of family and community engagements. After all, every school is different. There is therefore no cookie-cutter approach suitable for all schools. As schools move through the 21st century, the benefits of family, school, and community engagement continue to be championed by researchers and educators (Glickman et al., 2014; Hargreaves & Fullan, 2009; Knopf & Swick, 2007).

Failure to establish such engagements may result in a less educated workforce; a society that becomes financially burdened as it is faced with the escalating cost of taking care of a people who are not equipped to maintain themselves. After all, family and community engagement have been consistently touted as having the potential to increase student academic performance (Auerbach, 2010). An analysis of the skills needed to function in today's society indicates knowledge is the basis for economic growth. It is therefore crucial to have academically proficient students. The inability to promote such engagements may also promote the proliferation of a citizenry that is unable to compete in a globally competitive environment. In the words of state superintendent June Atkinson (North Carolina Department of Public Instruction, n.d.), failure to establish a home-school community collaboration aimed at increasing student success puts our children's futures at stake. In order to encourage social and economic success nationwide and globally, students must be prepared to enter the global workforce with the requisite skills needed to function successfully. Only then will they be able to take care of themselves and their families.

Purpose

The intent of this study was to explore the perceptions of administrators, teachers, students, and the families of students in one urban high school regarding the importance of family, school, and community engagements and explore the steps they take, or not, to develop and sustain such engagements. A two-phase, explanatory sequential mixed-methods design was used to obtain statistical results from a sample. In the first phase, the researcher collected quantitative data through surveys from administrators, teachers, families, and students. In the second phase, qualitative data were collected via surveys and from documented sources. The qualitative data provided deeper insight into responses collected in the quantitative phase.

A number of researchers in different social as well as behavioral sciences have promoted the use of mixed-method research (Creswell & Plano-Clark, 2007; Onwuegbuzie & Daniel, 2006). A mixed-method design combines quantitative as well as qualitative approaches within a study to better understand the research problem (Creswell, 2014). It is therefore a stronger method as it minimizes the limitations of qualitative and quantitative studies. Mixed method is useful as it has the propensity to provide a more comprehensive view of the phenomena under investigation (Creswell, 2014). According to Creswell (2014), a mixed method is useful when neither qualitative nor quantitative research is sufficiently able to inform an understanding of "what" is studied. In order to better understand the different perceptions among the different groups as well as understand the steps they take to promote family and community engagement based on their perceptions, it is crucial to utilize a comprehensive approach. Three questions guided this research.

Research Questions

1. How do administrators, teachers, families, and students regard the importance of family and community engagement?
2. What differences or similarities exist in the manner in which the different administrators, teachers, families, and students view each other's roles in developing and fostering family, school, and community engagement?
3. How are the practices utilized by administrators, teachers, families, and students to foster family, school, and community engagement aligned to their perceptions?

The researcher examined the questions through the lens of Epstein's (1995, 2001) Theory of Overlapping Spheres. Epstein's theory views school, family, and community as overlapping spheres with the potential to impact children's education. The framework identifies six types of involvement and encourages schools to build activities under the umbrella of the six types. The National Parent Teacher Association (1997) adopted Epstein's six types of parental involvement framework. The framework proposes that all six practices must exist within a school if student learning is the primary focus of schools (Epstein, 2011; Simon, 2001). The county within which the research took place has also adopted the said framework (North Carolina Department of Public Instruction, n.d.) and encourages the use of the framework to build robust family, school, and community engagement. Subsequently, through Epstein's (1995, 2001) theory, an examination of the perceptions as well as the practices of the various stakeholders within the school were measured. The results indicated, "Where perceptions met practices."

In addition to Epstein's Theory, Bandura's Self-Efficacy was used to examine the steps the different stakeholders take to develop family, school, and community

engagement within the school. Self-Efficacy Theory is an outcome of Social Cognitive Theory and was postulated by Bandura (1977). According to Bandura (1977), motivation to undertake a task is influenced by self-efficacy. He defines self-efficacy as the belief that one is able to successfully undertake a task that is necessary to produce a desired outcome. Any focus on the practices of mankind to participate in engagement of any kind will therefore have bearings on this theory. It was therefore crucial to examine the presence of practices based on the perceptions of the different stakeholders through this lens. Building robust family, school, and community engagement will depend on the degree to which perceptions and practices are aligned.

Key Terms and Definitions

Administrators. According to the Department for Professional Employees (2014), in high performing schools, "administrators play a crucial role in establishing high expectations for students and teachers, communicating a clear plan for student achievement and teacher cooperation, and making expectations for state and federal standards clear" (p. 1). Within the school site, such tasks are left primarily to principals and assistant principals.

Culturally responsive schools. These schools have "teachers who accept all student as they are, but they also accept responsibility for helping all students learn. These teachers take an assets-based approach to teaching" (Glickman et al., 2014, pp. 374-375).

Democratic approach. "Seeks to involve students, parents, community members, and teachers, in developing schools that are responsive to students' needs and interests" (Hargreaves & Fullan, 2009, p. 46).

21st century learners. Core competencies such as teamwork, digital literacy,

critical thinking, collaboration, leadership and responsibility, initiative and direction, information and communication literacy, global awareness, and problem solving are among the key competences identified a necessary for educators in order to help students succeed in contemporary society (Public Schools of North Carolina, n.d.). Within this study, the competencies are used to define students who are exposed to the said core competences.

Parent-school partnerships or parent involvement. This implies that families and schools have "shared and equally valued roles in education" (Price-Mitchell, 2009, p. 13).

Family engagement. The term supplants parental involvement currently, as family members aside from parents are typically responsible for the care and upbringing of children (Christenson & Reschly, 2010). Additionally, the term engagement is indicative of more intense levels of commitment and participation than involvement (Redding et al., 2011). A school aimed at engagement values parent ideas, opinions, concerns, and goals. Inherent to this is a two-way communication process and the promotion of partnership (Ferlazzo, 2011). This study relies on other studies; if the study used the terms "parent" or "parents" instead of families, that terminology is maintained.

Family involvement. A focus on family involvement that dictates what needs to be done and tells families how they can do it (Feralzzo, 2011). This fosters one-way communication. A substantive body of research identifies any type of increased parent interest and support of students as useful. However, there is a greater body of research that says family engagement can produce even better results—for students, for families, for schools, and for their communities (Ferlazzo & Hammond, 2009).

Community. Institutions such as businesses, social service agencies, and

individuals who can influence the development of students (Epstein, 2001).

Family, school, and community engagement. Where the school, families, and community actively collaborate to create networks of mutual responsibility for student success. It can promote civic well-being that can strengthen the capacity of schools, families, and communities to support young peoples' full growth (Redding et al., 2011).

Stakeholders. According to Freeman (1984), stakeholders are any individual or group who have the ability to affect change or be affected by change regarding the achievement of the organizations objectives. Within this study, administrators, teachers, families, and students are often referenced as such.

Perceptions. The negative or positive attitude that influences the scope, level, and nature of engagement (Lawson, 2003).

Parental expectations. The extent to which students' parent(s) believe that their child has great promise of achieving high levels (Redding et al., 2011).

Partnerships. Auerbach (2010) referred to these as authentic partnerships and defines such partnerships as "mutually respectful alliances among educators, families, and community groups that value relationship building, dialogue, and power sharing as part of socially just, democratic schools" (p. 734).

Scope of Delimitations

- The study was limited to the administrators, teachers, students, and families within one urban high school during the 2016-2017 school year.
- There were only five administrators within the site where the research took place. Of the five, only three completed the survey. Therefore, while a sample of 30 (Gay, Mills, & Airasian, 2006) or more is often viewed as ideal,

this study was based on responses from three of the five administrators.

Limitations

- Participants within this study were selected from one urban area in North Carolina and therefore the findings may not be generalizable to other populations.
- For the past 10 years, the researcher has been a teacher at the research site. Subsequently, the researcher's position may influence responses to the survey.
- The racial/ethnic demographics of the student population in this study are predominantly White with a predominantly White administrator and teacher population.

Summary

Chapter 1 presented background information on research as well as policies that have highlighted clear, consistent, and convincing evidence regarding the benefits of family and community engagement in schools. The chapter pinpointed gaps in research, which may have contributed to the inability of many schools to develop and implement the quality of family, school, and community engagement programs with the ability to realize the benefits of such programs. In order to develop and implement more robust family and community engagement programs in schools, the chapter encouraged an examination of the perceptions of different stakeholders regarding family and community engagement. It promoted an identification of the steps taken by the said stakeholders to develop and implement the practices to realize the benefits of the said engagements. The chapter highlighted a series of research questions with the potential to explore the perceptions of administrators, teachers, students, and the families of students in one urban high school regarding the importance of family and community engagement in the

school. Additionally, the questions explored the steps they took, or not, to develop and sustain such engagements. In addition to providing definitions of some key terms, the chapter addressed the significance of the study and the limitations.

Chapter 2 presents a synthesis of the research on the myriad benefits of family and community engagement to foster student learning and reduce drop-out rates as well as increase student attendance. It looks at the benefits of such engagements for multiple stakeholders. Additionally, it provides an overview of the different lens through which different researchers have sought to understand and scrutinize the value of family and community engagement in schools. The chapter pinpoints the gaps in existing research and establishes the need for the current research. It subsequently highlights the need for focused and consistent efforts by stakeholders to promote the value of family and community engagement. The chapter is grounded in Bandura's (1977, 1986) work as well as Epstein's (1995) work. Both theories provided a framework to guide this research.

Chapter 3 describes the approach used for this study. It provides an overview of the methodology used to guide this study. The chapter highlights the research questions, the selection of participants, delimitations and limitations of the methodology, and the instrument used to gather data as well as measures to ensure validity and reliability. The chapter culminates with an overview of how the data were collected and analyzed.

Chapter 2: Literature Review

Introduction

There is an extensive body of research that highlights the importance of school and family engagement to student learning (Jeynes, 2005; Lewis & Henderson, 1997; Weiss et al., 2010); however, there are few studies regarding school-family partnerships in high schools (Christenson & Reschly, 2010; Shumow, 2009). Additionally, many studies fail to examine the totality of the perceptions of administrators, teachers, parents, and students and the effect of such perceptions on family and community engagement efforts.

Most studies on family and community engagement in schools have focused on either the perceptions of principals, teachers, or parents (Christenson & Reschly 2010) but have neglected to look at the totality of the perceptions. Furthermore, while there are existing models and practices used to promote family, school, and community engagement (Epstein et al., 2009; Hoover-Dempsey & Sandler, 1997), there is little research to indicate how each of the above-referenced parties' perceptions influence the quality of the practices or the models implemented. For instance, while schools often consider volunteering and attendance at school meetings as parental involvement, they typically ignore more effective methods such as monitoring children's progress and assisting with homework (Flessa, 2008). Family engagement efforts have therefore often been described as uncoordinated (Redding et al., 2011), and spotty (Auerbach, 2012). Moreover, while perceptions oftentimes influence practices, they do not normally translate into practice (Auerbach, 2012).

This study therefore went outside the periphery of existing research. It first examined the perceptions of administrators, teachers, families, and high school students

within the same school system regarding the importance of family and community engagement within the school. Next, it examined the steps each stakeholder takes to develop, implement, and sustain family, school, and community engagement. To this end, an exhaustive review of the literature on family, school, and community engagement is presented.

The Genesis and the Journey

To effectively situate the discussion on family and community engagement in schools, this section looks at the beginning of family and community involvement in the U.S. and subsequent efforts to establish and promote the same.

Federal, State, and Local Policies

In 1965, the passage of the Elementary and Secondary Education Act (ESEA) opened the door for the recognition of parental involvement in education. The target of this Act were those deemed as the most vulnerable–the poor. There were varying views on the issue, but many saw parental involvement as necessary to promote social justice, justice, and quality education (Redding et al., 2011). Years later, in 1994, President Clinton signed The Goal 2000: Educate America Act. Based on the Act, by the year 2000, all schools will encourage partnerships that with the potential to increase parental involvement and participation to support the social, emotional, and academic growth of children" (Civic Impulse, 2017). Among the objectives for this specific goal is

> every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decision making at school; and parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability. (ibid, para. 8)

It was not however until years later through NCLB that a definition for parental involvement provided a framework within which the "type" of involvement mandated by the prior Act could be understood. Under NCLB, parental involvement is defined as "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities" (United States Department of Education, 2004, p. 19).

By the end of 2015, a reauthorization of the ESEA (1965) which was last reauthorized as NCLB (2002) led to ESSA (Center for Mental Health in Schools at UCLA, 2016). ESSA recognized that many students were not meeting the proficiency standards set by state exams. To provide support for these students, the Act seeks to strengthen the mandates of its predecessors by not only recognizing the importance of working with parents but also with families. The term parental involvement has therefore been replaced with parent and family engagement. Parent engagement and family consultation is therefore still a key piece of this Act.

Title IV, section E of the Act specifically addresses Family Engagement in Education Programs. It specifies funding allocations as well as identifies specific activities for which funding may be used. These include

1. Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents, and family members.
2. Supporting programs that reach parents and family members at home, in the

community, and at school.

3. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
4. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
5. Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

The Act specifies the need to include low-income parents in decisions regarding spending of the engagement monies. There is therefore a strong consultation role embedded within the Act. Additionally, the legislation authorizes Statewide Family Engagement Centers to support and provide comprehensive training on parent education and family school. The success of the Act resides definitively with states, as each state is charged with the responsibility to ensure that it will provide school districts and schools with effective parent and family engagement strategies.

State policies. General Statutes of North Carolina (Justia US Law, n.d.) encourage schools to include a comprehensive parent involvement plan as a part of the school improvement plan. The vision of North Carolina for every public school is that students will graduate ready for postsecondary education and work, prepared to be a globally engaged and productive citizen (North Carolina Department of Public Instruction, n.d.). In order to accomplish this vision, the North Carolina State Board of Education as well as the North Carolina Department of Public Instruction underscore the

value of family, school, and the community as partners in the responsibility of creating an educated workforce. Schools are therefore required to promote

- **Communication**. Facilitate regular, two-way, and meaningful communication between home and school. The communication format should be understandable to parents/guardians.
- **Parenting**. Promote and support responsible parenting.
- **Student learning**. Inform and involve parents and caregivers in children's learning activities so they may play an integral role in assisting student learning.
- **Volunteering**. Ensure that parents/guardians are welcome in the school and seek their support and assistance in a variety of ways.
- **Advocacy and decision making**. Include parents/guardians as partners in the decisions that affect children and families.
- **Training**. Assess the parents' informational needs and provide parent training based upon those needs.
- **Community collaboration**. Collaborate with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning.
- **Student health**. Promote health awareness among parents/guardians by addressing the need for health programs and student health services which are linked to student learning.

At the local level, school personnel are required to encourage and involve parents and families by providing multiple opportunities for involvement while recognizing and

respecting the diverse needs of families in their communities. Schools are encouraged to work with parents and families to establish programs and practices that enhance parent/guardian involvement consistent with the needs of specific students and families.

Federal, state, and local policies set governing guidelines that mandate that schools and families promote parental involvement. Now more than ever, the constantly changing face of society demands that students exiting high school are sufficiently prepared to enter the work force, postsecondary institutions, or both.

Kaleidoscopic Face of Society Establishes Need

Twenty-first century organizations operate in environments marked by frequent, complex, and rapid changes. Schools of today therefore "operate in very different times than those of a decade or two ago" (Drake, 2000, p. 34). The current environment necessitates a comprehensive approach to foster student learning. This approach demands the school, the entire family, and the total community work collaboratively (Redding et al., 2011). Since 1990, the United States has experienced the greatest influx of immigrants in its history (Suarez-Orozco & Suarez-Orozco, 2001). Within this group, Latinos are overrepresented (Glickman et al., 2014).

Increasing differences in family structures, a more diverse student population, as well as the recognition that many students need support if they are to meet the challenging state academic standards have created the need for more collaboration between home and school (Drake, 2000; Epstein, 1995; Glickman et al., 2014). These differences have also created the need for more family, school, and community engagement. By partnering with communities such as universities, businesses, and faith-based organizations, families and schools are better positioned to provide support for families–especially minority families (Epstein, 2001; Glickman et al., 2014; Lawson,

2003). This results as community members are often equipped with different expertise that may be useful when addressing different challenges (Rhim, 2011). Buttery and Anderson (1999) agreed there needed to be more collaboration between home and school when they indicated society has become too complex for support entities to function individually.

In 2015, the U.S. Census Bureau reported the percentage of foreign born students in the county within which the research took place was 13.1%. This represented an increase from the 7.5% recorded in 2010. As minority populations continue to increase, collaborative efforts are even more crucial (Hargreaves et al., 2012). The report further indicated a 9.5% increase between 2010 and 2014 in the number of homes where another language except for English was spoken. A 2.6% rise in the rate of poverty was also highlighted. Of those in poverty, 1,954 are headed by married couples; 521 are headed by single parents–males (no wife present); 2,208 are headed by single females (no husband present). According to Epstein, Croates, Salinas, Sanders, and Simon, (1997), single parents, parents who are employed outside the home, and fathers are less involved on average at the school building. Considering some married couples are separated by choice, or circumstances such as when military spouses are deployed, the term single when examined through Epstein's findings has implications for family engagement in schools. The number of single homes may therefore be higher. The end result may be less family engagement. The statistics reported by the bureau represents a diverse environment that is reflective of the population within which this research took place.

In order to foster student success in such an environment, the value of family and community engagement in school should be underscored. The development of whole children will require the assistance of the whole school, the entire family, and the total

community working in collaboration (Redding et al., 2011). The benefits of such engagements are not specific to any one individual but have multiple benefits for teachers, parents, families, students, and society.

Benefits for All Involved

Years of research confirm that family, school, and community engagements improve student achievement and graduation rates and lower dropout rates (Auerbach, 2010; Hoover-Dempsey et al., 1987). An impetus behind today's educational policies and practices is the need to equalize disparities in schooling opportunities and achievement between students. The benefits are however more far reaching. A substantial body of research emphasizes the benefits of family and community engagement to students (Mizelle & Irvin, 2000; Resnick et al., 1997), families (Sanders et al., 1999), teachers/schools (Hoover-Dempsey et al., 1997), and society (Reynolds & Clements, 2005). These benefits are not bounded by social, cultural, or economic factors (Shaver & Walls, 1998).

Students

Parental involvement in their child's academic and social experiences during high school is associated with better achievement (Patrikakou, 2004), increased student satisfaction with school, and greater likelihood of graduation completion (Mizelle & Irvin, 2000). A robust partnership between families and teachers has been credited with students being more engaged in school and learning (Resnick et al., 1997). While some research has reported no direct link between student success and family and community engagement (Epstein, 1987b), other studies have shown that the type of involvement makes a difference. Family discussions concerning school, courses, and the future positively affect student attitudes, behaviors, outcomes (Cooper, Lindsay, & Nye, 2000).

Parents of 11,000 high school students and over 1,000 high school principals included in a 1988 National Education Longitudinal Study by Simon (2001) were analyzed to determine interactions among high school, family, and community partnerships. After controlling for race and ethnicity, family structure, gender, the influence of student prior achievement, and socioeconomic status, the findings indicated different kinds of parent involvement resulted in adolescents earning better grades in English and mathematics and better attendance, and students were more prepared to learn. Additionally, the study showed families had sustained influence on student success throughout their entire high school years. The study also indicated schools can impact the ways in which families guide adolescent school success. The findings bear marked similarities to those of Henderson and Berla (1994). In their meta-analysis, Henderson and Berla also indicated a noticeable increase in student attendance, a decrease in risk-taking behaviors, and greater enrollment in postsecondary institutions.

Families/Parents

Engaged families are better positioned to inspect school policies and practices and request change when needed that can impact the learning outcome of their children. This can translate into families having improved attitudes towards education (Sanders et al., 1999) as they become more knowledgeable about schools. When teachers are dedicated to fostering parental involvement, parents feel comfortable in helping their children at home; understand more about what students were learning; and were more confident about teacher interpersonal skills (Henderson & Berla, 1994). Other research indicated teachers who implement effective engagement strategies are viewed by parents as good teachers and receive better support from parents which translates into higher levels of teaching efficacy (Hoover-Dempsey et al., 1987).

Administrators

There are multiple benefits when administrators work with families to promote student learning. According to Olsen and Fuller (2010), principals are more likely to experience increased morale, earn greater respect from parents, and realize better communication with families. When taken together, the authors explained that administrators develop deeper insight in the cultural background of their students. The end result is more increased respect for families. According to the Coalition for Community Schools (2006), family and community engagement has the ability to lower the workload of administrators. This happens as administrators are better positioned to promote shared responsibility for increased student learning.

Teachers

Research suggests when teachers work with parents, teachers become more capable in their instructional and professional activities, become more involved with the curriculum, and tend to experiment more (Hoover-Dempsey et al., 1987). The authors later suggested teachers report more positive feelings about teaching and about their school when there is more parental involvement (Hoover-Dempsey, Bassler, & Brissie, 1992). According to Henderson and Berla (1994), teachers who promote family and community engagement also have higher student achievement and better reputations in the community.

Society

The results of the Chicago Longitudinal Study parents' involvement efforts indicate beyond positive results to students, families, and schools that the value to society is substantially increased. Based on the study, for every $1 invested in programs that target family participation programs, there is a $7 return to society (Reynolds &

Clements, 2005).

While the benefits are far reaching, the perceptions of each stakeholder regarding the value of such engagements will be a definitive factor to help determine whether or not robust family, school, and community engagement is developed or whether the perceptions are translated into practices and implemented in order to realize the benefits. People who feel there are benefits of undertaking a particular endeavor are more likely to undertake such endeavors (Bandura, 1977).

Perceptions–Roles, Responsibilities, and Expectations

Social cognitive theorists theorize individuals will expend time and energy to participate in activities they value based on their perception of the consequences that will result from their involvement (Bandura, 1977). Family, school, and community engagement denotes a partnership. The onus to establish successful partnerships should not be left to any one individual. By definition, partnership requires individuals working together. Authentic communication requires active engagement from those involved. Dialogues, instead of discussions, dominate such partnerships. In the words of Crane (2012), the aim of dialogue is to find out and learn about others with the intent to find shared meanings in order to make human connections and make alignment of actions possible. Other researchers agreed with Crane. A dialogue is "revealing and then suspending opinions and assumptions that can impede shared understandings; and (2) developing open, respectful, and warm relationships that lead to new, shared understanding and, ultimately, action consistent with those understandings" (Glickman et al., 2014, p. 278). Dialogues therefore open the door for the formation of partnership to be realized. Such dialogues may consequently guide perceptions and ultimately practices.

The perception of the different stakeholders involved may impact not only the time they put into the activities but also the energy they expend to fulfilling roles/ responsibilities. Perceptions may influence how people fulfill their roles. It may determine the degree to which they carry out their responsibilities. According to Sheldon (2002), a reciprocal relationship exists between perception and actions. It is therefore crucial to understand how stakeholders perceive the value of family and community engagement in schools in relation to their actions. To this end, it is necessary to examine family, school, and community engagement from the school's perspective, from the families' perspectives (Lawson, 2003), and from the students' perspectives. This perception should not be considered in isolation, but the degree to which the parties think they are capable to fulfil the mandates of their perception must be underscored.

Through the Eyes of Administrators

The commitment of school leaders is crucial to family and community engagement. Successful implementation of policy initiatives relies to a large degree on school leadership (Fullan, 1982; Hoover-Dempsey et al., 2005). Administrators establish the tone within a school for the development and sustenance of robust family, school, and community engagement. They are responsible for creating an environment where teachers, families, and the community should work together to foster student learning (Glickman et al., 2014). According to Epstein et al. (1997), administrators are desirous of involving families but are often unsure about how to create robust programs. This uncertainty often results in a lack of effort in trying (ibid). When examined through the lens of Bandura's (1977) theory, implicit to the lack of effort is the efficacy beliefs about their ability to successfully develop and implement robust family, school, and community programs. The perceptions, attitudes, and motivation of administrators will therefore

impact their efforts to develop and sustain any type of family and community engagement.

Teacher Perceptions

According to Epstein (2001), some educators believe parents should take the initiative to become involved in their children's education. Then, there are other educators who believe the school should dictate to parents how they should be involved (ibid). The face of what constitutes engagement is often unclear. For example, most educators feel that Hispanic families show little interest in their children's education as they often do not attend school functions (Barge & Loges, 2003). This may lead to stereotyping lower socioeconomic and racial/ethnic minority students as their parents are often described as "less concerned" about their children's education (Glickman et al. 2014). However, this perception ignores other ways in which those families may be engaged in their children's education. Redding (2000) identified habits, attitudes, knowledge, and skills within some families that usually enhance student learning. Patrikakou (1997) found similar findings in a 1988 National Education Longitudinal Study. The results of the study indicated parental expectations and perceptions of parental expectations are important in increasing the academic expectations and, by extension, the achievement of adolescents.

A lack of understanding of the cultural norms within groups will therefore influence the face of their engagement. Hoover-Dempsey et al. (1997) separated family and school engagement based on whether activities are home based or school based. The former targets activities that take place within a home that can help promote learning; for example, when parents assist with homework or are engaged in active conversations about the students learning. The latter targets happenings within the school; for example,

when parents volunteer to serve on a school's committee. Research has shown that what families and parents do in the home environment is significantly more crucial to student outcomes than what families and parents do in the school setting (Christenson & Sheridan, 2001). The study by Hickman, Greenwood, and Miller (1995) supported that of Christenson and Sheridan (2001). Hickman et al. (1995) examined the relationship between the achievement of high school students and the types of involvement of the primary caregiving parent. Parents were interviewed using the Parent Participation Interview (PPI). The findings showed the only type of parental involvement positively related to achievement was the "home-based type" (monitoring homework, editing reports, etc.). The study also showed parents of average and low-achievement students are not actively involved in their children's education.

The different faces of engagement makes it difficult to define engagement. The end result is many teachers do not feel that families are engaged in their children's learning. According to Thompson, Warren, and Carter (2004), some teachers express a desire for more support from parents. A number of teachers believe there are too many disengaged parents. Additionally, several teachers have negative views of parents and underestimate the importance of family, school, and community engagement (Redding et al., 2011). Sixty-seven percent of teachers surveyed believed most students performed poorly in school because their parents were uninvolved (Public Agenda, 2003). Seventy-two percent believed their students would perform better in school if their parents were more involved in their child's education (Public Agenda, 2003). Then too, there are studies which indicate teachers are unaware of the goals parents have for their children. The said studies also showed that teachers lack the knowledge to provide parents with information the parents consider as useful in order for parents to be more effective at

home (Redding et al., 2011). Some studies reveal that when teachers invite family contribution and offer clear direction or training, families are usually receptive (Epstein, 2011; Patall, Cooper, & Robinson, 2008). The attitudes and behaviors that teachers exhibit regarding their perception of parental involvement may relate to their self-efficacy beliefs. Teacher efficacy as well as their perceptions of parent efficacy are positively linked to their reports of parent involvement (Hoover-Dempsey et al., 1992).

Parent Perceptions

The manner in which some parents perceive family and community engagement in schools may not be overtly obvious to onlookers. In one meta-analysis, Jeynes (2010) found parental expectations have the strongest relationship with student academic outcomes. These expectations refer to the extent to which students' parents believed their child was capable of achieving at high levels. The results of the meta-analysis showed students whose parents held high expectations of them had a grade point average .35-.40 higher in comparison to other students whose parents had lower expectations. Most studies regarding parent perceptions focus predominantly on demonstrable actions of parents.

According to Dabrusky (2007), parental perceptions regarding their roles in family, school, and community engagement are often evident in their actions and interactions with schools. Epstein (2001) said some parents will not take the initiative to become involved in their children's education but will instead wait on the school to dictate the manner in which they should be involved. According to Johnson and Duffett (2003), 72% of parents believed many students fall through the cracks because of uninvolved parents.

For some parents who take the initiative, they are often unsure about what schools

consider to be appropriate engagement. According to Moles (2010a), many parents within the lower socioeconomic group have little idea regarding their roles and responsibilities; yet when parents of adolescents believe students and teachers expect or desire their involvement, the said parents become more involved (Shumow, 2009). Many parents are therefore unsure of how they can help their children succeed in school. This lack of knowledge is sometimes attributed to social and cultural differences among families and teachers (Hoover-Dempsey & O'Connor, 2002; Lareau, 1987; Mapp, 2003; Valdes, 1996). Research by Moles (2010a) has substantiated such findings.

According to research, Caucasian parents are often more familiar with the school system and are therefore more likely to be involved. Some of these parents utilize their knowledge of the system and political power to ensure that their children are admitted to the best programs which are typically taught by better teachers (Banks, 2000). Parents outside of that bracket are typically uncomfortable in their role as advocates for their children (Henderson & Mapp, 2002). Subsequently, students from the latter homes are placed in lower-track classes where the instruction is characterized as low level and lacking higher-level, where content drills and exercises are common (Banks, 2000). The perceptions of parents regarding family and community engagement in school may be crucial to building effective engagements.

High School Student Perceptions

Regner, Loose, and Dumas (2009) examined the perceptions of students regarding parent and teacher involvement on student achievement goals adoption. The French junior high school students completed two questionnaires. The first questionnaire assessed their perceptions of parental and teacher academic involvement. The second questionnaire was administered 3 months later and measured their achievement goals.

While the findings revealed an equal contribution of perceived parental and teacher involvement, the results indicated there was a positive relationship between student perceptions of parental academic support to mastery goals but unrelated to performance goals. The results also indicated students perceived their teacher academic involvement as monitoring, which was associated with performance goals.

Based on the findings, teacher and family engagement work in tandem for best results. Students want their parents and families to be partners with their schools in their education. In a middle school study, Patel and Stevens (2010) discovered children want their families to be sufficiently knowledgeable and available to assist as sources of information, assistance, or guidance. The degree to which high school students should be active participants within these engagements is often unclear. Researchers (Keating, 2004; Lerner & Steinburg, 2004) refer to the increasing cognitive development of adolescents to make the case they should be more engaged in their education and educational decisions.

Impediments to Developing Engagements

While the development of robust family, school, and community engagement is crucial to the growth of students, families, school leaders, and society, this feat is not always accomplished. A study by Littkey and Grabelle (2004) indicated many schools operate minus robust parental engagement efforts. This negatively affects many students (Deslandes & Bertrand, 2005). Other research indicates most attempts at the development and implementation of such engagements have been weak and in many cases nonexistent. Myriad factors have contributed to the existence of these uncoordinated (Redding et al., 2011), random (Gill-Kressley, 2008), and weak acts of family engagements. There is little research to determine the extent to which students

may inhibit family engagement with schools (Ames et al., 1993); however, administrators (Shartrand, Weiss, Kreider, & Lopez, 1997), teachers (Dotger, 2009; Flynn, 2007), and families (Lahart et al., 2009) often contribute to the barriers that prevent robust family and community engagement.

Unprepared Administrators and Teachers

The Harvard Family Research Project (Shartrand et al., 1997) indicated many teachers and principals lack training on how to reach out to parents. According to Epstein and Sanders (2006), only 20% of education college deans surveyed believed their administrative graduates were sufficiently prepared to work with families. The Metlife 2004-2005 Survey of the American Teacher found many new principals do not feel prepared to work with families; even fewer considered themselves prepared to work with the community. Teachers on the whole are also less prepared (Dotger, 2009; Epstein, 2001, 2011; Freeman & Knopf, 2007; Levine, 2006), as many educators begin their teaching careers without enough knowledge regarding the backgrounds, languages cultures, or other characteristics of their students or families. In the words of Glickman, et al. (2014), many educators have failed to develop a better understanding of lower socioeconomic and racial/ethnic minority cultures and have therefore failed to be more culturally responsive. However, such knowledge is crucial to forming the bonds necessary for the development and sustenance of robust family, school, and community engagement. Minus that understanding, communication is stifled (Epstein, 2001), yet research highlights the strong and positive influence that school practices have on efforts designed to foster family and community engagement (Epstein, 2001; Henderson & Mapp, 2002).

Communication

A lack of meaningful communication between educators and families has been cited as a hindrance to the development of family, school, and community engagement. Glickman et al. (2014) substantiated the prior statement when they indicated "different communication styles often cause cultural clashes" (p. 371). However, the push by legislators to promote two-way communication among schools and families indicates the importance of communication. The manner in which administrators and teachers relate to families may create barriers. According to Fan and Chen (2001), the terminology often used by administrators and teachers is often difficult for Hispanic parents to understand. This often leads to miscommunication and can mitigate the support teachers would otherwise get from parents (Baker, 2001). For many Hispanic parents, their limited English capabilities can prevent them from understanding messages conveyed by the school (Long, 2007). Other parents may be daunted by staff and the curriculum (Flynn, 2007). For some parents, this leads to embarrassment, which is often translated into less involvement in school affairs. This may have helped shaped conclusions that parents of students from lower socioeconomic and minority groups do not care about education (Glickman et al., 2014), but research consistently shows that families are interested in becoming involved in their children's education (Mapp, 2003).

Clashes–Socioeconomical, Racial/ethnic, Cultural Challenges

While the composition of most urban schools is very diverse with regard to race, class, and ethnicity, the number of White teachers and administrators is disproportionately high (Chamberlain, 2005; Saifer & Barton, 2007). These teachers and administrators are also typically from middle class backgrounds and have limited cultural knowledge of students and their families (Noguera, 1996). This may result in low family

participation. It may also create unequal power relationships among families and educators. According to Lareau (1989), these conditions have the propensity to make families feel unwelcome to fully or partially participate in their child's education. The end result is inactive and disillusioned parents (Glickman et al., 2014). Cultural differences between families and schools can affect the development and sustenance of robust family and community engagement (Barton, Drake, Perez, St. Louis, & George, 2004). For some parents with socioeconomic challenges, other barriers are often present. This may include a lack of transportation to attend school meetings (Cotton & Wikeland, 1989), a lack of motivation (Bandura, 1977), and the inability to request time off from work to attend meetings which may result in job loss or unpaid time off (Jeynes, 2003).

Resources–Federal, State, and Policies

Parental involvement efforts have been described as uncoordinated and nonsustainable to a large extent because of structural challenges. The structural separation of parent involvement efforts within and across education and other legislation has isolated funding, programs, and advocacy efforts (Epstein, 2011). It is therefore more difficult to develop coordinated, comprehensive, and continuous, sustained family involvement efforts (Epstein, 2011; Redding et al., 2011). While NCLB as well as ESSA has made efforts to promote family and community engagement, the efforts have been limited. Under NCLB, schools that received more than one half of a million dollars in Title 1 funding was mandated to spend 1% on parent involvement initiatives (United States Department of Education, 2005). The remaining percentage was allocated elsewhere. Additionally, not all schools met the requirements to be designated a Title 1 school; therefore, there was no marked financial policy-driven initiative to develop and sustain robust family, school, and community engagement in schools. Under ESSA, Title

1V specifies monies set aside for the promotion of family and community engagement. However, a blueprint to realize the initiative is missing. The existence of barriers demands cultivating the right mindset in order to overcome the barriers. This may require a growth mindset where stakeholders understand the need to identify and challenge the barriers in order to realize the development and sustenance of more robust family and community engagement. According to Dweck (2006), this will warrant the need for stakeholders to acknowledge that through hard work, input from others, and good strategies, more robust engagements between school and families can happen.

Theoritical Framework

In order to better understand the different factors with the potential to influence family and community engagement in schools, this study relied on two frameworks.

Epstein's Six Types of Parental Involvement

In the 1980s, Epstein developed a theoretical perspective known as the Overlapping Spheres of Influences. The framework draws on ecological, educational, psychological, and sociological perspectives on social organizations and relationships as well as different research on family and community engagement (Epstein, 2001). The model is comprised of external as well as internal structures. The model suggests that student success–increased student success–is evident when both structures work together to foster student learning. The United States Department of Education in conjunction with the National Parent Teacher Association adopted a national standard to guide educators in developing family and community engagement. The standards are based on Epstein's types of parental involvement. They are the same standards used to guide family and community engagement in the site where this research took place. The six types are

1. **Parenting.** This includes all the activities parents utilize to support student learning. These activities include information teachers provide to parents about their children's development, health, safety, or home conditions.
2. **Communicating.** Families and schools communicate in many different ways. Two-way communication, communication from families to parents and vice versa are more beneficial. The communication should provide information about school programs and student progress.
3. **Volunteering.** This takes different forms. For example, individuals may volunteer in the school or in the classroom by helping teachers and administrators. Volunteers may therefore choose to be assistants or tutors. Alternately, volunteers may participate in activities such as fundraising which focuses on the school.
4. **Learning at home.** Activities within this type fosters a school-like family environment and encourages parents to interact with the school curriculum.
5. **Decision making.** When parents become part of school governance committees or take on leadership roles, which may include sharing information with other parents, they are participating in decision making. Parents may also choose to become members of different organizations within the school. This type of involvement fosters advocacy for students.
6. **Collaboration with the community.** Schools can work with communities to expose students to different experiences and opportunities. "Communities are valuable sources of knowledge and rich learning environments" that when tapped has the propensity to make learning more meaningful and relevant for students" (Glickman et al., 2014, p. 402).

Epstein's (1995, 2001) types of parental involvement are based on her theory of overlapping spheres. There are three spheres according to Epstein (2001) that have implications for student education. These are family, community, and school. The framework seemingly provides a workable comprehensive definition of family, school, and community engagement. According to Epstein (2001), when the spheres are aligned to support student achievement, students understand the importance of education based on the expectations created by the spheres of influence. The end result is that students may be more successful. The implications of this theory to this research is noteworthy. However, whereas, the definitions used by Epstein centers on what schools should do, this research incorporates a more democratic approach to engagement. It recognizes the need to avoid dictating what schools should do, which shapes existing rhetoric but also explores possible roles of others within the typologies. This approach understands the need to involve students, families, administrators, and teachers in developing schools that are open to the needs and interests of those they serve (Hargreaves & Fullan, 2009). An exploration of the definitions therefore sought to capture roles of the different groups to create more authentic partnerships.

Bandura's Self-efficacy/Social Cognitive/Social Learning Theory

Self-efficacy is the belief that one can perform a certain task successfully (Bandura, 1977, 1986). Self-efficacy therefore influences learning, motivation, and performance. According to Bandura (1982), self-efficacy influences learning and motivation in different ways.

1. Self-efficacy affects the goals people choose for themselves. People with low self-efficacy will set low goals for themselves. The converse is also true.
2. Self-efficacy affects learning as well as the effort people expend to do a task.

People with high self-efficacy will work assiduously to learn new tasks as they have confidence in their abilities to be successful. The opposite also holds true.

3. Self-efficacy will determine the degree to which people consistently attempt to complete a task. People who encounter difficulties but who have high self-efficacy will persevere in the face of challenges because they belief they will succeed at the task. Those with low self-efficacy will give up in the face of difficulties (Bandura, 1977).

The origin of self-efficacy lies within past performance (the successful completion of previous tasks equals high self-efficacy), vicarious experiences (seeing a task successfully completed by another person with similar attributes), verbal persuasion (convincing others that they can succeed), and emotional cues (physiological experiences that trigger symptoms which are associated with poor performance).

Understanding Family, School, and Community Engagement through the Theories

The six types of involvement represented in the theory of overlapping spheres have the propensity to create the type of family, school, and community engagement that has been touted by researchers as having multiple benefits to stakeholders (Epstein, 1995; Mapp, 2003). By employing multiple strategies based on each type of involvement, family, school, and community may metamorphosize into the type of engagement that could be described as robust and sustainable. When schools used the theory of overlapping spheres utilizing the six types of involvement, the end results have been the development and more wholesome interactions among the home, school, and community (Epstein & Sheldon, 2002). While the development and sustenance of robust family, school, and community engagement is crucial to student learning, executing the six types

of involvement to realize such engagements will depend on the self-efficacy of those involved. Self-efficacy beliefs will influence family, administrator, and teacher beliefs about their ability to help students. Similarly, it will influence the energy students expend to promote such engagements.

This study was designed to explore the perceptions of selected administrators, teachers, students, and the families of students in one urban high school regarding the importance of family, school, and community engagements and to explore the steps they take, or not, to develop and sustain such engagements. An understanding of the efficacy beliefs of the different stakeholders may help to explain possible variations in engagement strategies. Additionally, an understanding of the perceptions of how each perceive the other's ability to fulfil their roles and responsibilities may also shed light on variations. An understanding of how self-efficacy may be enhanced has the potential to create the type of family and community engagement that is needed to help create 21st century learners.

Summary

The aim of this study was to determine the perceptions of administrators, teachers, families, and students in one high school regarding family, school, and community engagement and to determine the steps they take, or not, to develop family, school, and community. The literature highlighted the genesis of family, school, and community engagement in schools. It pinpointed the manner in which the kaleidoscopic face of society has heightened the need for such engagements. By examining the perceptions of different groups regarding their roles in family and community engagements in schools, the literature review underlined the benefits as well as obstacles to the said engagements. Through Epstein's Theory of overlapping spheres and Bandura's Self-efficacy Theory,

stark implications for family, school, and community engagements were drawn.

While the literature review is saturated with information to support robust family and community engagement in 21st century schools, the literature is not sufficiently clear regarding whether the perceptions of administrators, teachers, families, and students are congruent regarding the value of family and community engagement in schools. Congruence regarding such an issue is crucial as it may dictate the force stakeholders exert to making sure family and community engagement is promoted. Additionally, existing literature is muddy with regard to the role of each stakeholder in building and maintaining such engagements. It may therefore be challenging to build support for an issue when the roles of the participants are unclear. Finally, there is a paucity of research to indicate whether the practices espoused by stakeholders mentioned within the literature to develop and maintain such relationships are aligned with their perceptions. The aim of this study was therefore to determine the perceptions of administrators, teachers, families, and high school students in one high school regarding the importance of family, school, and community engagement and to determine the steps they take, or not, to develop such engagement. Such an understanding is crucial if serious inroads are to be made in developing and maintaining such engagements. The next chapter focuses on the methodology which details how the study was conducted.

Chapter 3: Methodology

Introduction

The intent of this study was to explore the perceptions of administrators, teachers, students, and the families of students in one urban high school regarding the importance family, school, and community engagements and explore the steps they take, or not, to develop and sustain such engagements. Decades of research have underscored clear, consistent, and compelling evidence to support the positive link between student achievement and family involvement (Epstein, 2001; Henderson & Mapp, 2002; Hill & Chao, 2009; Weiss et al., 2010).

Despite the resounding research that emphasizes the value of family, school, and community engagement to student achievement, according to Christenson and Reschly (2010), most studies have focused on either the perceptions of principals, teachers, or parents but have neglected to look at the totality of the perceptions; even though, according to Epstein (1995), when parents, teachers, students, and others view one another as partners in education, a caring community forms around students for the betterment of the students. Subsequently, there is a paucity of research on the perception of students regarding the importance of family, school, and community engagement. Therefore, on the whole, there is little research to indicate how the collective referenced parties' perceptions influence the quality of the practices or the models implemented. This study therefore sought to explore the perceptions of administrators, teachers, families, and students in one urban high school regarding their perceptions on the importance of family, school, and community engagements and explore the steps they take, or not, to develop and sustain such engagements.

Research Design

This study utilized an explanatory sequential mixed-methods design. This design involved collecting quantitative data first and then explaining the quantitative results with in-depth qualitative data (Creswell, 2014). In the first quantitative phase of the study, data were collected through surveys. These data were gathered from the administrators, teachers, families, and students at one urban high school. The data collected were used to determine their perceptions regarding the importance of family and community engagement, their perceptions regarding their roles in developing and sustaining family and community engagement, and their perceptions of each other's roles in the development of robust family and community engagement. The second phase necessitated the collection of qualitative data to help explain the quantitative results. In an exploratory follow-up, an exploration of the practices that administrators, teachers, families, and students employ to promote family and community engagement in the school was done. Data for the second phase of the study were collected through open-ended surveys as well as documented sources.

A number of researchers in different social as well as behavioral sciences have promoted the use of mixed-method research (Creswell & Plano Clark, 2007; Onwuegbuzie & Daniel, 2006). A mixed-method design combines quantitative as well as qualitative approaches within a study to better understand the research problem (Creswell, 2014). It is therefore a stronger method as it minimizes the limitations of qualitative and quantitative studies. Mixed method is useful as it has the propensity to provide a more comprehensive view of the phenomena under investigation (Creswell, 2014). According to the author, a mixed method is useful when neither qualitative nor quantitative research is sufficiently able to inform an understanding of "what" is studied.

To this end, the researcher utilized a mixed-methods research.

In the initial phase, the researcher collected quantitative as well as qualitative data using a cross-sectional survey. A cross-sectional survey is one that collects information from specific individuals within a single time span (Gay et al., 2006). According to Creswell (2014), surveys are useful as they can provide a quantitative or numeric description of opinions of a population by studying the sample of the population. Data collected via open-ended questions from surveys and document analysis were used to explore the findings from the quantitative data which mitigated the limitations of the study. By employing a mixed-methods approach, the researcher was afforded more avenues through which to explore the "phenomenon" under investigation.

Research Questions and Hypothesis

The quantitative phase of this study answered the following questions.

1. To what extent is there a statistically significant difference in how administrators, teachers, parents, and students regard the importance of family, school, and community engagement?
2. To what extent is there a statistically significant difference in the manner in which administrators, teachers, families, and students view each other's roles in developing and fostering family, school, and community engagement?
3. To what extent are there statistically significant differences regarding the practices utilized by administrators, teachers, families, and students to foster family, school, and community engagement based on their perceptions?

Null Hypothesis for Each Research Question

1. There is no statistically significant difference in how administrators, teachers, parents, and students regard the importance of family, school, and community

engagement.

2. There is no statistically significant difference among the perceptions of administrators, teachers, families, and students regarding each other's roles in developing and implementing family and community engagement.
3. There are no statistically significant differences between the perceptions and the practices utilized by administrators, teachers, families, and students to foster family, school, and community engagement.

The qualitative phase of the study utilized open-ended surveys as well as documented sources to further explore the perceptions as well as the practices administrators, teachers, families, and students utilize to foster family, school, and community engagement. These additional sources of data were used to help explain the quantitative findings.

Protecting Participants

All possible measures to protect the participants were implemented. The researcher requested and received permission from the principal within the school site where the research took place (Appendix A). The researcher obtained permission from the Gardner-Webb Institutional Review Board (IRB) prior to commencing the study. The researcher observed the standards established by the Protections Office for Human Research of the United States as well as the ethical standards and mandates outlined by the IRB. Subsequently, no identifying information relating to the research site or the participants was collected.

Consent forms were provided to parents to permit student participation in the study. Similarly, the researcher obtained permission from all adults recruited to participate in the study. In addition to family consent forms which allowed students to

participate in the study, each student was given a student assent form which necessitated their signature prior to participating in the study. All participants were assured confidentiality–in that no identifying information was gathered from participants. It was also made clear to all participants that participation was voluntary and there were no consequences for nonparticipation. Additionally, prior to participating in the study, all participants were enlightened regarding the purpose of the study.

Responses to the surveys as well as all evidences associated with the study were kept in a secure location. Once collected, during and after analysis of the data, all data will be kept in a secure location for a period not to exceed 3 years. According to Sieber (1998), 5-10 years is a reasonable time frame within which to keep data; however, Gardner-Webb University cited 3 years to be sufficient.

Population and Sample

Four different groups participated in this study. The sample for this study was collected from within one urban high school in North Carolina as well as from families who have students at the school site during October and November in the 2016-2017 school year. Five factors influenced the decision to conduct the research within the selected school site. Prior to the end of the NCLB era, the school did not make Annual Yearly Progress (AYP) for 2011-2014. AYP was the yardstick used to measure student performance under NCLB. The lack of academic proficiency was also noted in the Education Value-Added Assessment System (EVAAS). According to EVAAS, the school did not show growth in the core subject areas such as biology, math, and English between 2013 and 2016. Of all high schools in the region, it showed the least growth during 2015-2016. The North Carolina State Board of Education uses EVAAS as the statewide model for measuring student growth when common assessments are

administered. Second, the school had the highest suspension rate of all schools within the county. Third, the school had the lowest graduation rate countywide for 2012-2016. Next, the school had the highest drop-out rates over the last 3 years. Finally, the school boasted one of the lowest daily attendance average for the past 2 years. Based on existing research, family and community engagement may hold multiple benefits for the school. Therefore, all students in the ninth, tenth, eleventh, and twelfth grades were invited to participate in the study. Similarly, all administrators, teachers, and families with students in the school were invited to participate in the study. The decision to invite the entire population to participate allowed for a more purposive heterogeneous sample.

Administrator sample. Sixty percent participated in the study. During the 2016-2017 school year, there were five administrators–one principal, three assistant principals, and one principal intern. All participants were Caucasians which is a reflection of the racial makeup of the total administrative team at the school. Their tenure in the site range from 2 months to 5 years.

Teacher sample. Thirty of approximately 80 teachers on staff for the 2016-2017 school year participated in the study. Participants were a reflection of the staff population. Of the 37.5% who responded, 76.7% were females and 23.3 were males. Of this group, 46.7% were teaching for 3 years or less, 20% for 4-10 years, and the remaining 33.3% over 11 years within the same school. Thirty-eight point five percent of the respondents taught elective classes; 26.9% taught a combination of electives, honors, and core courses only; 26.9% taught core subjects only; and 7.7% taught only AP, honors, and IB classes. The majority of teachers, 66.7%, are Caucasian. The remaining 18.5% and 14.8% belong to other races, and African-Americans respectively.

Family sample. Forty families completed surveys. Twenty-eight percent (11) of

those who participated had two children at the school, while 2.5% had three or more. The remaining percent had one child attending the school. Responses to the demographics section indicated respondents were from various backgrounds. For example, 13.2% of those who responded were not employed. Twenty-three point seven percent were employed part time while the remaining percentages were employed full time. There were also marked differences in educational status of respondents. Thirty point eight percent of the respondents graduated high school but did not attend college. Two point six percent did not graduate high school. The remaining percentage possessed at least a first degree.

A series of negative and positive responses to the open-ended questions indicated possible bias in the sample favored participation by families who had stronger views regarding the issues within the survey based on responses to the open-ended questions on the survey. Experiences and attitudes towards family and community engagement was a crucial element that impacted responses. For example, some families indicated, "They never contact teacher." Others stated, "They only contacted teachers because of low grades," yet some felt "it was the students' responsibility to monitor their school life."

The responses also revealed marked differences in socioeconomic status. Overall, the respondents were from middle to higher income families with 59% making $50,000 or more annually. Seventeen point nine percent made below $30,000 with the remaining percent earning between $31,000 and $49,000. On a whole, those earning about $50,000 or more annually are a close reflection of the median household income which the United States Census Bureau (2015) pinpoints to be $53,587.00. Therefore, the socioeconomic status of respondents seemed to be fairly spread out. Eighty-seven point two of those who participated were females, the remaining 12.8% were males. Most of the

respondents (65%) belonged to a nuclear family structure. Twenty percent were single mothers; 7.5% were single fathers; and the remaining 7.5% belonged to extended families. Similar racial makeups were evident in the city where the school was situated which indicated 4.6% of homes were headed by single fathers, 13.5% by single mothers, and 52.8% by both parents (U.S. Census Bureau, 2015).

Of those who responded to the survey, 72.5% were Caucasian/White; 10% were Hispanic; 15% were Asian, and the remaining percentage were African-Americans. In most cases, the percentage closely corresponded with the city's data where 70.1% of the population are identified as Caucasians, 12.3% are Hispanics, 2.6% are Asians, and 17.8% are African-Americans (U.S. Census Bureau, 2015). Based on these percentages, it seems likely the percentage of respondents was a representative sample of the families with students within the school except in the case of African-Americans. While there were numerous similarities between the sample and the population, the minor differences combined with the low response rate made it necessary to conduct a nonresponse check for bias. The results indicated no significant differences between those who responded and those who did not.

Student sample. Forty-three students participated in the study. This number represents 3.58% of the 1,201 students enrolled at the school during the 2016-2017 school year as obtained through the PowerSchool Portal at the end of October. PowerSchool is the school's electronic student management system used to store student information. While the response rate was low, there were some similarities between the respondents and the population. In some cases, responses were higher in specific groups; the converse also held true. According to PowerSchool, 51.6% females and 48.4% males were enrolled at the school where the study took place in comparison to 70.7% and

29.3% respectively who participated. Twenty-four point four percent, 26.8%, 34.1%, and 14.6% of the participants were freshman, sophomores, juniors, and seniors respectively. These percentages slightly corresponded to the school's population of 29%, 28%, 23%, and 21%.

The participating student body has traditionally been racially/ethnically diverse. For the past year, reports from the PowerSchool portal indicated approximately 45% Caucasian, 26.6% Black, 21% Hispanic, 1.88% Asian, and the remaining percentages were multi-racial or Indian (American). The racial makeup of the participants were 4.1%, 14.6%, 31.7%, 36.6%, and 12.2% respectively. The differences and similarities necessitated the pooling of 15 randomly selected students to determine whether the responses from nonrespondents would have been similar to those who responded. Subsequently, a nonrespondent check for bias was conducted. No significant differences were found.

Researcher's Role and Access to Site

The researcher is a 12-year tenured teacher at the site where the research was conducted. The researcher has therefore interacted with one or more educators within the school site on a daily basis. As a teacher, the researcher worked with some students and their families at the school site. These interactions have influenced the researcher's views over the years regarding how each stakeholder views the importance of family, school, and community engagement. Additionally, the interactions have also influenced the researcher's views regarding the steps taken by each stakeholder to realize robust family, school, and community engagement within the school site. However, the researcher's role as a teacher at the site did not impact the findings. The researcher was considered as an "instrument" through which data were mediated (Denzin & Lincoln,

2005); data were gathered primarily through close-ended surveys. Where survey questions are open-ended, specific themes associated with Epstein's (1995) six typologies were used to code responses to facilitate the analysis. The documents were interpreted based on similar coding. The six themes–parenting, communication, volunteering, parenting in the home, decision making, and collaborating with communities–were used to code data from the documents. The room for interjecting bias in interpretation was therefore significantly lessened. However, acknowledgement of the researcher's bias also had the potential to enhance the trustworthiness of the study (Creswell, 2014).

An email seeking permission to conduct the study was sent to the principal of the research site. The email briefly described the purpose of the research. Permission to conduct the research was sought and granted (Appendix A). A week prior to commencing data collection, the researcher reiterated the procedures to be followed to conduct the study with the principal.

Instruments

The researcher used surveys as well as documents to gather data for this study. Data from all tools were useful to enhance the trustworthiness of the findings. Based on the nature of the survey, the researcher relied on the content within family and community engagement literature, the rubric for family and community engagement used by the county to guide family and community engagement, and existing surveys to design the survey for this study. This was necessary as none of the existing surveys on the topic could have satisfactorily answered the research questions identified within this study. Whereas this study relied on Epstein's framework, it recognized the framework focused extensively on "what" schools should do to promote family and community engagement. Family and community engagement denotes a partnership; in such partnerships, no one

group should be charged with expending efforts while the other participants sit by. Such a one-sided approach defies the very purpose of a partnership; instead, participants should work together to take ownership of the process. This pro democratic approach made it was necessary to construct questions to determine the role of the different participants on specific variables. For example, while schools are typically charged with establishing communication, questions such as "parents should contact teachers when they need information" were included. This helped balance the responsibilities of the parties in the process to make it a more authentic partnership. The survey was comprised of Likert-based items as well as opened-ended items. Mirror surveys were created for administrators, teachers, families, and students. While individuals may respond to Likert items based on what they perceive as the socially acceptable response (Gay et al., 2006), responses to the surveys were anonymous. According to Gay et al. (2006), this strategy may help to ensure the probability of obtaining more valid test results.

According to Creswell (2014), surveys are one of the most common types of quantitative research–primarily because they are inexpensive to conduct. The close-ended questions on a survey have the advantage of gaining feedback to standardized questions. It is therefore easier to code responses. It is easier to replicate, and many topics may be explored in single questions. Open-ended questions can provide deeper insight into the reason for responses (Gay et al., 2006).

Surveys were created, reviewed, and then piloted in a similar population. The questions for each set of surveys contained demographic questions, questions to measure the roles and responsibilities of participant engagement in family and community activities, and questions to assess the practices undertaken by each participant to develop and promote family, school, and community engagement. The questions were influenced

by Epstein's (1995) Theory of Overlapping Spheres as well as Bandura's (1977) theory primarily because they are the theoretical frameworks used to guide this study.

There were eight parts in each survey (Parts A-H). Eight questions in Part A of the survey sought to determine the perceptions of each participant regarding the importance of family and community engagement in the school. The questions within this section were Likert items. The questions ranked from strongly disagree (1) to strongly agree (5). The second part (Parts B-G) was divided based on Epstein's (1995) six types of parental engagement. Questions specific to these parts pertained to parenting, communicating, volunteering, learning at home, decision making, and collaborating.

Each section in Parts B-G of each survey consisted of five to 10 close-ended questions about participants' sense of perceptions with regard to their roles and each other's roles in family, school, and community engagement. Clusters of items on the same issue "make a report of survey results more meaningful, it also improves the reliability of scores themselves –in general, the more items, the higher the reliability" (Gay et al., 2006, pp. 172-173). A five-point Likert scale was used to measure the perceptions of administrators, teachers, families, and students by level of agreement. A Likert scale asks individuals to answer a series of statements to indicate whether they strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) (Gay et al., 2006). Each response is given a point value: SA = 5, A = 4, U = 3, D = 2, and SD = 1. An individual's score is determined by adding the point values of all the statements (Gay et al., 2006). This scale has been used in prior research seeking to determine perceptions (Hoover-Dempsey et al., 1992).

The next set of questions in Parts B-G on the surveys were open-ended questions.

The questions were designed to allow respondents to write their own answers. The answers obtained provided more insight into the perceptions as well as the practices of the participants. The final section, Part H, solicited demographic data from the respondents. The questions required participants to circle the answer choice that best described him/her. Depending on the group, this included age, employment status, family income, sex, grade point average, etc. Identical procedures have been used in similar investigations (Hoover-Dempsey et al., 1992; Mapp, 2003). It was also important to understand the demographic backgrounds of the participants as such information has the potential to influence perceptions of the issues under investigation (Hoover-Dempsey & O'Connor, 2002; Mapp, 2003).

Reviewers. The researcher identified and selected two professionals with knowledge in family, school, and community engagement to review the items to determine relevance to the content under investigation. The first reviewer spent over 15 years working with families and communities in three different schools. The second reviewer studied extensively in the field of family and community engagement and worked with an international child development agency for over 15 years. A key aspect of her work involved working with families and schools to promote student success. Content validity ensures the instrument measures the intended content area (Gay et al., 2006; Urdan, 2012). Therefore, reviewers helped to provide the researcher with information regarding the deficiencies and recommendations for improvement (Gay et al., 2006). Prior to giving the reviewers the surveys, the researcher encouraged the members to make comments as well as recommendations regarding each component of the survey as they examined the survey. Reviewers were asked to note whether or not they thought some items were irrelevant or if some items were omitted. They were asked

to determine possible flaws within the instrument. The researcher further asked them to examine the instructions for clarity. They were encouraged to scrutinize each question to see if they are free of ambiguous meanings. The researcher asked them to make comments as they saw fit. Having reviewers scrutinize the completeness of survey can help determine content validity (Creswell, 2003; Gay et al., 2006). The researcher studied and considered all the feedback provided and made adjustments to the instrument as necessary. The Likert questions were reduced from 85 to 55. A few open-ended questions were deleted based on repetition, and two were added.

Piloting the survey. The researcher piloted the cover letters as well as the survey during September 2016 in order to determine the reliability of the instrument. One sample from each group (administrators, teachers, families, and students) from a similar population completed the survey. Each subgroup was comprised of five people as recommended by Gay et al. (2006). The groups were selected based on convenience sampling. Pilot testing helped ensure reliability of the survey. The researcher provided a cover letter to each participant. The cover letter explained the purpose of the pilot survey. Respondents were therefore asked to not only respond to the questions but to provide feedback based on the questions. Respondents were therefore encouraged to check for grammatical errors; irrelevant, redundant items; and clarity regarding each question. The feedback provided by the respondents helped the researcher to make necessary edits–primarily grammatical–to the instruments. The researcher conducted Cronbach alpha on the total items within each cluster to determine alpha reliability. According to Gay et al., Chronbach alpha can be used to check for internal reliability on Likert items where numbers are used to represent response choices. A .70 reliability or higher is indicative of acceptable reliability (Urdan, 2012); however, in a new

instruments, the score may be lower (Gay et al., 2006). The researcher established a .70 reliability. All clusters except one returned reliability higher than .70.

Data Collection Procedures

Four parallel surveys were administered. Surveys were administered to the five administrators, 80 teachers, over 1,003 families, and 1,201 students within the site for the 2016-2017 school year. The researcher sought to obtain a 25-30% response rate to the surveys. According to Dillman (2000), 70% is an acceptable return rate. Babbie (1998) identified 50% as acceptable; however, 30% was considered acceptable (Hamilton, 2003). Failure to secure an acceptable return number necessitated the researcher do a follow-up which gave respondents an additional 7 days to complete the surveys. Additionally, it encouraged a nonrespondent check for bias.

Administrator and teacher survey. The researcher used Google forms to generate the surveys for administrators (Appendix B) and teachers (Appendix C). Google forms is an online survey tool with the capacity to collect data. This allowed each teacher/administrator to take the survey electronically. This type of survey delivery was chosen because it is cost-effective (Dillman, 2000; Moss & Hendry, 2002). It is convenient as it eliminates the need to scan individual surveys, which also reduces data entry errors (Solomon, 2001). According to Nesbary (2000), survey data that are collected online seemingly have less missing or nonsensical data than paper-and-pencil surveys. E-surveys, according to Dillman (2000), are more convenient and allow participants the flexibility of completing them in their own time/pace. Three key drawbacks to this type of survey is the possibility of lack of technology, the lack of updated monitors, and the settings which may change text on computers (Dillman, 2000); however, each administrator and teacher at the research site has an assigned desktop as

well as a laptop computer. Each computer is connected to internet service, so this drawback did not affect participants. A 10-day window was given to participants to complete the surveys.

Letters of consent for administrators and teachers (Appendices D & E) were placed in their school mailbox during October 2016. Once signed, the participants were instructed to place the letters in the researcher's mailbox or deliver them to the researcher. A survey link was emailed to certified staff and administrators within the school. This allowed participants to access and complete the survey. At the end of the 10 days, 40% of administrators and 15% of teachers responded to the surveys. A reminder was sent to each participant to ask them to complete the survey within the next week. At the end of the extended week, 60% (four) of the administrators and 37.5% (30) of the teachers completed the survey.

Family survey. The researcher solicited a list of fourth-period teachers and the number of students in each class from the data manager during the first week of September 2016. The researcher created a survey package for each student in the school. The package contained letters of consent for students and family consent letters (Appendices F & G). Both letters explained the study and solicited voluntary participation. A survey for family (Appendices H & I) as well as an envelope were also in the package. These were placed in each fourth-period teacher's box on the evening of October 15, 2016. The researcher sent an email to each teacher with instructions to give each student a package on October 16, 2016. Instructions to return the signed letters of consent as well as the completed surveys to fourth-period teachers within 14 days were given to students. A connect–ed message was sent to parents the day the students received the packages. The messages gave an overview of the nature of the study as well

as encouraged families to return the completed documents in the time frame specified. Families with more than one child at the school were encouraged to complete only one survey.

Once the packages were returned to the fourth-period teachers, the packages were placed in the researcher's mailbox or an email was sent to the researcher to collect said packages. At the end of the time frame, 12, less than 1%, of packages were returned. A reminder was sent to families and a 7-day window was given to allow families to return the forms. Another connect–ed message was sent out. An additional 60 packages were returned. The researcher sorted the packages to separate the student consent letter, the completed survey, and the family consent form. Ten of the packages were returned with signed consent forms for students but not the completed survey. A total of 40 usable surveys were returned.

Student survey. Letters of informed consent for minors (Appendix F) were sent to parents/families of students during October 2016. The letters were distributed during fourth block. Once signed, the letters were returned to each fourth-period teacher. The researcher collected the signed letters during the first week in November. Since only 12, less than .92%, family consent letters were returned, a follow-up connect–ed message was sent to remind parents about participation in the study. An additional 7 days were given for families to return the forms. Each fourth-period teacher placed the returned forms in the researcher's mailbox or the researcher collected the forms.

The researcher provided each fourth-period teacher with letters of assent for minors (Appendix J). These were given to all students who returned a signed letter of consent from families. The researcher worked with the technology facilitator to place a link to the survey for students (Appendix K) that was created in Google forms on the

school's webpage. Therefore, eligible students who signed the assent letters were directed to the link to complete the survey during the first 15 minutes of class during November 2016. Teachers were instructed not to help the students with any answers; however, they could allow students to note any questions they deemed as unclear on a sheet of paper then collect the paper once the students completed the survey. Ten students sent in one note, "They did not know the salaries their parent's made," and were unable to truthfully answer that question. This question was therefore not included in the analysis. At the end of the day, only about 2% (24) completed the survey. This necessitated a reminder be sent to fourth-period teachers who did not allow students to complete the survey. After two general reminders over a week time frame, only an added 15% (two students) completed the surveys. Subsequently, the researcher compared the assent letters students signed to the consent letters signed by families. A report was then generated to those specific teachers who had those students in their fourth period. Teachers were encouraged to allow students time to complete the survey in an additional 7 days. At the end of that time, 43 of those who were given consent completed the survey. The remaining 27 students who had secured family consent letters did not take the survey.

Documents. Document analysis is a methodical technique for examining documents. It necessitates that data are examined and interpreted in order to promote meaning, gain understanding, and enhance empirical knowledge (Corbin & Strauss, 2008). Documents therefore served as a foundation for understanding perceptions and practices of the targeted groups within this study. It was used in conjunction with the open-ended survey questions to corroborate the findings of a study. Document analysis is often used in conjunction with other qualitative methods in order to triangulate data

(Rossman & Wilson, 1985). Since this is a mixed-methods study, document analysis was used in conjunction with the open-ended and close-ended questions on the survey to further explore the variables within this study. During the research process, public and private documents were therefore collected. Some examples of public documents are minutes of meetings, newspaper events, or official reports (Creswell, 2003). Private documents include parent contact logs, letters from parents, emails, agendas, brochures, survey data, or official reports (ibid). There are many benefits to using documents. According to Creswell (2003), documents can

1. Enable the researcher to gather the language and words of the participants.
2. Be easily accessed by the researcher at the researcher's convenience.
3. Represent data that were thoughtfully compiled which saves the researcher from transcribing.

While documents can provide insight into helping researchers understand the phenomenon under investigation, there are limitations to its use. Documents may be inaccurate or fake; they may be protected or unavailable; they may require scanning or transcribing; they may also require considerable time to find (Creswell, 2003). The documents required for the purpose of this research are not typically the kind subjected to most of the limitations identified by Creswell (2003). Documents such as school policies regarding family and community engagement, action plans to promote family and community engagement, school publications such as newsletters, parent attendance data for parent meetings, parent and teacher meetings, and parent contact log kept by teachers are not usually private. Subsequently, they are usually easily accessible. Additionally, the advantages of document analysis outweighs the disadvantages.

The following documents were collected from teachers as well as administrators

who consented to participate in the study: school's website, teachers' web pages, parent contact logs, emails, brochures, survey data, School Improvement minutes of meetings, parent attendance log to reflect attendance at parent meetings, agenda for parent meetings, parent-student homework logs, and official reports.

Quantitative Data Analysis

Numbers as well as percentages were used to present the response rate for administrators, teachers, families, and students. A table to show respondents was used to convey the findings. The response rate helped inform the analysis. For example, a low response rate necessitated caution regarding generalizing the findings within the population. To mitigate this, 15 randomly selected participants from two groups–families and students–were selected and a nonrespondent check for bias conducted. No statistically significant differences were found. Tables were also used to report demographic information for each group. Demographic information for all groups included gender, racial/ethnic affiliation, and so on. Additional demographic information collected were group specific. For example, teachers were specifically asked to identify the courses they taught. The numbers and percentages for administrators, teachers, and students who responded to the survey were generated by Google forms. The numbers and percentages for families were manually computed.

Different strategies to analyze the data obtained through the surveys to examine the research questions were employed. The small sample size (3) for administrators created the need to remove that group in order to accurately calculate data to respond to the null hypothesis. A one-way ANOVA was calculated for teachers, families, and students. Percentage comparisons to specific questions were done within the group of administrators as well as among the other groups to promote a better understanding of the

manner in which administrators viewed the importance of family and community engagement.

Research Question 1. How do administrators, teachers, families, and students regard the importance of family and community engagement? Answers to questions in Part A of the survey were analyzed through Statistical Package for the Social Science (SPSS) which is the most commonly used computer application (Gay et al., 2006). Cronbach alpha was used to test for reliability (p=.05) and a Levene test was used to check for homogeneity. A one-way ANOVA was used to test the first null hypothesis, "There was no statistically significant differences between the ways in which administrators, teachers, parents, and students regard the importance of family, school, and community engagement."

Research Question 2. What differences or similarities exited in the manner in which administrators, teachers, families, and students view each other's roles in developing and fostering family, school, and community engagement? To answer this question, specific questions within the survey were created to form scales. The questions addressed roles of specific groups as well as efficacy of each group in relation to the six topologies. Likert-based questions on Parts B-G in the survey were therefore grouped into clusters that addressed the same issue. Through SPSS, Cronbach alpha was used to test for reliability and the total score on their average reported. A Levene test was used to test for homogeneity. A one-way ANOVA was used to test the hypothesis for Research Question 2, "There were no statistically significant differences in the manner in which administrators, teachers, families, and students view each other's roles in developing and fostering family, school, and community engagement."

Acceptable levels were set at p<.05. The findings were recorded in a table. A

post hoc test was used to confirm where differences resulted between the groups when results were statistically significant. A post hoc test can determine "whether the average difference between groups means is large or small relative to the average differences between the individual scores and their respective group means, or the average amount of error within each group" (Urdan, 2012, p. 109). Responses from administrators were examined for each item within the cluster, and comparisons were made using percentages within the group as well as with the other groups.

Research Question 3. How are the practices utilized by administrators, teachers, families, and students to foster family, school, and community engagements aligned to their perceptions? A one-way ANOVA was calculated in order to answer this final research question. Once homogeneity was satisfied with a Levene's test, a post hoc test was used to pinpoint differences among group means where differences were observed. Percentage comparisons were made between administrator responses and those of teachers, families, and students. The findings were used to address the null hypothesis, "There were no statistically significant differences between the perceptions and the practices utilized by administrators, teachers, families, and students to foster family, school, and community engagement."

Qualitative Data Collection

Surveys. Based on the questions in the quantitative section of the survey, open-ended questions were developed and included on the survey. The questions provided an opportunity for respondents to give feedback. Additionally, the researcher used documents obtained within the site to further explain the findings from the quantitative results. The open-ended questions in the surveys as well as the information from the documents gave more depth to the quantitative findings.

Data Analysis for Qualitative Data

The researcher used the themes present in Epstein's (1995) framework to extrapolate meanings from the open-ended questions. The researcher read and looked through the data collected regarding the qualitative questions within the surveys to get a general sense of participant views. According to Hatch (2002), this represents the researcher's quest for meaning by organizating data so that they are sensible. The researcher coded the data. Coding was based on the themes in Epstein's (1995) typologies. Priori themes guided data analysis. This research was based on the premise that there are specific topics within the study explicitly related to parental engagement. According to Ryan and Bernard (2003), themes may evolve from already established professional definitions found in literature review. The authors also cited personal experiences of the researcher as a contributing factor to the use of priori themes. Additionally, the identified topics within this research have been well researched and well established. The expectation is therefore that the same topics will be embedded within the data.

According to Rossman and Rallis (2012), coding is the process used to organize data by bracketing chunks and writing words representing a category in the margins. The researcher used the coding process to develop themes for analysis based on the theoretical frameworks. The following steps were followed to analyze the open-ended questions.

1. Based on the questions used to guide the research, the researcher coded the documents. The researcher searched the documents for repeated words, phrases, sentences, and concepts in relation to the typologies outlined by Epstein (1995).

2. Words, phrases, sentences, and concepts related to each aspect of the family and community engagement typology were highlighted using various color highlighters. This was done to develop patterns that aligned with responses to open-ended questions.
3. All documents were coded in order to perform a thorough analysis based on Epstein's framework.
4. The results were recorded in a unit by theme matrix. The matrix was be analyzed statistically.

The interpretation of the findings from this section provided more insight into responses to the research questions. Data obtained from the open-ended questions and documents were examined in light of the quantitative data through triangulation which helped to support internal validity.

Documents collection. The researcher identified, collected, and examined a variety of documents within the school site. These included school's website, teachers' web pages, parent contact logs, emails, brochures, survey data, School Improvement minutes of meetings, parent attendance log to reflect attendance at parent meetings, agenda for parent meetings, parent-student homework logs, and official reports. Data collection started in October 2016 after permission was granted from the IRB as well as the university to conduct the research. Document collection ended in November 2016. Some documents were copied while others were not. For example, parent contact logs were copied so teachers could retain the original logs; however, electronic copies of minutes of meetings and brochures were used in their original forms as administrators and teachers had no use for keeping them. All documents were filed securely in a locked cabinet until the other data were collected.

Document Analysis

The documents were analyzed using content analysis. Priori themes guided data analysis. According to Ryan and Bernard (2003), themes may evolve from already established professional definitions found in literature review. The authors also cited personal experiences of the researcher as a contributing factor to the use of priori themes. This research is based on the premise that there are specific topics within the study explicitly related to parental engagement. Additionally, the identified topics within this research have been well researched and well established. The expectation is therefore that they will be embedded within the data.

The following steps were followed to analyze the documents.

1. Based on the questions used to guide the research, the researcher coded the documents. The researcher searched documents for repeated words, phrases, sentences, and concepts in relation to the typologies outlined by Epstein (1995).
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3. All documents were coded in order to perform a thorough analysis based on Epstein's framework.
4. The results were recorded in a unit by theme matrix. The matrix was analyzed statistically.

Methodology Limitations and Delimitations

Limitations.

- **Sample size.** According to Urdan (2012), a sample size of 30 is viewed as ideal for mixed-method research. However, there are only five administrators within the school site. Therefore, further studies with a larger group of administrators would be beneficial as it would provide a more wholesome sample size.
- **Response rate**. Only 40 families and 43 students participated in the study. While the size met Urdan's (2012) ideal sample size, it was not representative of the 30% expected sample size. Their responses may be representative of the norm but this cannot be assumed. While a nonrespondent check was conducted and no statistically significant differences were found, it may be necessary to replicate the study using larger sample sizes.
- **Self-reported data**. The instrument used in this research is a self-reporting one. Therefore, the researcher can never be sure that the perceptions are reflective of the individuals and are not merely "socially acceptable" (Gay et al., 2006). However, data collected from respondents will be treated as factual even though they cannot be verified.

Delimitations.

- **Choice of data collection methods.** The researcher utilized close- and open-ended questions in a survey as well as documents. Additional methods such as interviews could increase the scope and depth of analysis. While the time frame within which this study took place did not allow for the use of

additional methods, this creates a platform for others to pursue further studies.

- **Population**. Participants were from one school in North Carolina.
- **Researcher's role**. The researcher is an employee at the site.

Summary

The purpose of this study was to explore the perceptions of administrators, teachers, students, and the families of students in one urban high school regarding the importance of family, school, and community engagements and to explore the steps they take, or not, to develop and sustain such engagements. Existing research is replete with the benefits of family and community engagement in schools. It is however unclear how the perceptions of administrators, teachers, families, and students compare regarding the importance of family and community engagement in schools as well as the roles of each stakeholder in the process. Furthermore, evidence to substantiate the perceptions of each stakeholder is not often clear. This study utilized an explanatory sequential mixed-methods design. This design involved collecting quantitative data first and then explaining the quantitative results with in-depth qualitative data.

Data collected through close-ended and open-ended surveys were gathered from the administrators, teachers, students, and families of the students in order to provide answers to the research questions postulated. Additionally, documents gathered were utilized to help answer the research questions. Through SPSS, Cronbach reliability was calculated for clusters of items while a Levene test calculated homogeneity. A one-way ANOVA was used to determine differences among means in relation to the research questions. The *p* value in each case was set at .05. Where differences existed, a post hoc was used to determine groups within which differences existed. For each research

question, percentages obtained from the administrator's responses were compared within the group as well as among the other groups in order to examine differences or similarities. This was necessary as the small sample size prevented the successful calculation of meaningful statistics. The chapter ended with the limitations of the methodology.

Chapter 4: Results and Discussions

The intent of this study was to explore the perceptions of selected administrators, teachers, students, and the families of students in one urban high school regarding the importance of family, school, and community engagements and explore the steps they take, or not, to develop and sustain such engagements. A two-phase, explanatory sequential mixed-methods design was used to obtain statistical results for the study.

In the first phase, quantitative data through surveys distributed to five administrators, 80 teachers, 1,003 families, and 1,201 students in Grades 9-12 in one urban high school located in North Carolina were collected. The lack of an existing survey to collect the required data warranted the development of an instrument. The survey was developed, reviewed, and piloted before it was administered. Letters of consent were sent to all participants to outline the purpose of the study, the voluntary nature of the study, and the benefits of the study. Once consent was received, a link to the survey was sent to administrators, teachers, and students. Mailed surveys were sent to families.

In the second phase, qualitative data collected via open-ended questions in the surveys and from documented sources were gathered. Open-ended questions included in the survey elicited responses from participants which provided more insight into the phenomenon under investigation. Sources of documents included school's website, teachers' web pages, parent contact logs, emails, brochures, survey data, School Improvement minutes of meetings, parent attendance log to reflect attendance at parent meetings, agenda for parent meetings, parent-student homework logs, and official reports. Findings from quantitative and qualitative data were triangulated to provide deeper insight into responses.

All statistics calculations for quantitative data were done through SPSS. Negatively worded questions were reversed. Reliability coefficients based on Cronbach alpha indicated .70 or higher on all except one of the eight sections within the instrument. Levene test calculated and homogeneity was satisfactory for each part of the survey at $p<.05$. A one-way ANOVA was used to determine differences among group means within each part of the survey in order to answer each research question. Here again, $p<.05$. The small sample size for administrators warranted the need to calculate the one-way ANOVA for teachers, families, and students only, in order to gain more accurate insight. Percentages were used to show where administrator responses differed or were consistent within the group as well as among the groups. Data from the open-ended questions and documents were coded and percentages were used to report the results. Data from all sources were triangulated.

Response Rate

The responses from administrators and teachers exceeded the 30% expected response rate. The opposite held true for families and students where the response rates were below 30%. The results are displayed in Table 1. More than 30 families and students responded to the survey. According to Urdan (2012), a sample size of 30 is often necessary to facilitate statistical data analysis. While these sample sizes fell below the 30% expected response rate, it was sufficient to gain deeper insight into the phenomenon under investigation. The more than adequate sample size made it necessary to contact nonrespondents from groups of students and families to determine whether their responses were significantly different from those who responded. Results from nonrespondents indicated no statistically significant differences.

Table 1

Survey Response Rate

Group	Surveys sent	Surveys returned	Response rate (%)
Administrators	5	3	60%
Teachers	80	30	37.5%
Families	1003	40	3.99%
Students	1201	43	3.58%
Totals	2402	116	5.07%

Many factors may have accounted for the low response rate for the latter groups. It was possible the families who did not respond did not get the package from their children. For example, between 10-20 families reported they did not receive a package from their child/children. Since a signed letter of consent was necessary to enable students to participate in the study, without such consent, some students could not participate. There was also the possibility that some families were not sufficiently interested in the topic under investigation to participate in the survey. Similarly, this may have been the case with some students. For example, while 57 consent letters were signed, only 43 students participated in the study. It could also be some families were least engaged in their children's education. For example, more than 50% of students who responded to open-ended questions indicated they would welcome more parent engagement. Comments like "my parents don't know what I do in school"; "My parents are always working"; and "any kind of family support would be great" gave credence to a lack of family engagement in some cases. This attitude may have had implications for some student participation or lack thereof. A family's role in influencing actions in students should never be underestimated (Hill & Tyson, 2009). Finally, it is possible that families may have completed the packages and they were not returned.

Demographic Results

It was necessary to gather demographic data to help determine whether the participants were representative of the population. This fostered a more informed understanding of the results of the data in relation to the population. Additionally, the data also help foster a more informed understanding of groups who had more interest in the issue. Those with interest in the issue are more prone to participate in studies pertaining to the issue. The findings indicated whereas more Caucasian families 72.5% (29) were interested in issues pertaining family and community engagement, only 4.1% (two) of students of the same race had any interest in the issue. The opposite held true for the other races and was more predominantly so for African-Americans, where 2.5% (1) of families in comparison to 14.6% (6) of students had interest in the issue. Ten percent (4) of Hispanic families in comparison to 31.7% (13) of students completed the survey; and 15% (6) of Asian families in comparison to 36.6% (15) of students participated in the study. While there were fewer Asians in comparison to all other racial groups at the school, more Asian students participated in the study. The converse also held true; while there were more Caucasian students (45%) enrolled at the school, fewer participated in the study (4.1%). The findings indicated most African-American families were least interested with the issues regarding family and community engagement.

Administrators' demographics. All the participants were Caucasian. This is a mirror reflection of the administrative makeup at the school when the research was conducted. This makeup substantiates the findings of researchers who posited that while the composition of many urban schools is diverse in relation to race and ethnicity, the number of White administrators is disproportionately high (Chamberlain, 2005; Saifer & Barton, 2007). Of those who responded, 33.3% were females while the remaining 66.6%

were males. These percentages were close to the composition of the administrative team, which was 40% and 60% respectively. Two of the three respondents worked at the site for more than 3 years; the remaining respondent spent less than a year at the site. These are reported in Table 2 below.

Table 2

Demographic Information for Administrators

Descriptors		Nu.	%
I am	Male	2	66.7
	Female	1	33.3
My age is	20-30	1	33.3
	31-40	1	33.3
	41-50	1	3.33
	51 or above		
Years as an administrator at this school	1-3	1	33.3
	4-5	2	66.7
My racial/ethnic group is	Caucasian/White	3	100

Teacher demographics. Table 3 below shows an overview of the findings. Of the 30 teachers who participated in the study, 76.7% were females, while the remaining 23.3% were males. This reflected the general population within the site where 73% of the teaching staff were females with the remaining 27% males. There were also marked similarities between the racial compositions of the respondents to the general population. Sixty-six point seven percent of those who participated were Caucasians, 14.8% were African-Americans, and 18.5% identified with others. The general teaching staff is comprised of approximately 72%, 12%, and the remaining 16% respectively. The majority of respondents were teaching for more than 3 years. Most teachers (46.7%) worked at the school for 1-3 years, while 33.3 have 11 or more years of service. The remaining percentages (20%) have been employed at the school for 4-10 years. Teachers

from different subject areas participated in this study. More teachers (38.5%) who taught elective classes participated in the study in comparison to 26.9% who taught core subjects and a combination of advance placement (AP), honors, and core subjects; and 7.7% who taught AP, honors, and International Baccalaureate (IB). Participants were of different ages with the highest (46.7%) between 41-50 years old. On a whole, the similarities were a reflection of the general population.

Table 3

Demographic Information for Teachers

Descriptors		Nu.	%
I am	Male	7	23.3
	Female	23	76.7
My age is	20-30	5	16.7
	31-40	8	26.7
	41-50	14	46.7
	51 or above	3	10
Years of teaching experience at this school	1-3	14	46.7
	4-6	5	16.7
	7-10	1	3.3
	11 or more	10	33.3
Class currently teach	AP, Honors & IB only	2	7.7
	AP, Honors and core subjects only	7	26.9
	Core subjects only	7	26.9
	Electives	10	38.5
My race/ethnic group is	Black/African American	4	14.8
	Caucasian/White	18	66.7
	Other	5	18.5

Families' demographic. Table 4 below provides a detailed overview of families who participated in the study. There were nuanced similarities regarding gender, race, and household structure between participants and the general population based on the city's demographic data obtained from the United States Census Bureau (2015). Of the

40 families who completed the survey, 12.8% were males, while the remaining 87.2% were females. Within this group, 7.5% (3) were single fathers, 20% (8) single mothers, 65% (26) nuclear family, and 7.5% (3) belonged to extended family. This is mostly consistent with existing data for the city which indicated 4.6% of the homes were headed by single fathers, 13.5% by single mothers, and 52.8% by both parents (U.S. Census Bureau, 2015). Most (72.5%) of the respondents were Caucasian. The remaining 10%, 15%, and 2.5% were Hispanic, Asian, and African-American respectively. This lends support to Banks (2000) who believed Caucasian parents are often more familiar with the school system and are therefore more likely to be involved.

A little more than 50% of the participants belonged to middle income bracket, as 59% indicated a salary of $50,000 and above. These findings support earlier research which indicated families with higher income typically show more interest in their children's education. However, it also supports other research which indicated irrespective of socioeconomic status, families are interested in their children's education (Bower & Griffin, 2011).

Table 4

Demographic Information for Family

Descriptors		Nu.	%
I am	Male	34	12.8
	Female	5	87.2
My family structure	Single father	3	7.5
	Single mother	8	20
	Nuclear (Mother & father with children)	26	65
	Extended family (aunts/grandparents…)	3	7.5
My family income is (K=thousands per year)	21K-30K	7	17.9
	31K-40K double check appendix	5	12.8
	41K-50K	4	10.3
	51K or more	23	59
I am employed	Full time	24	63.2
	Part time	9	23.7
	Not employed but seeking work	2	5.3
	Not employed and not seeking work	3	7.9
Which of the following best describes you?	Did not graduate high school	1	2.6
	Graduated high school	8	20.5
	Did not attend college but has job training	4	10.3
	Associate degree	6	15.4
	BA	11	28.2
	MA or higher	9	23.1
My race/ethnic group is	Black/African-American	1	2.5
	Hispanic	4	10
	Caucasian/White	29	72.5
	Asian	6	15
	Other		
I have	1 child in high school	28	70
	2 children in high school	11	27.5
	3 or more children in high school	1	2.5

Student demographics. Of the 1,201 students currently enrolled at the school, 43 completed the survey. Several factors may have contributed a low response rate to the survey. It is likely that bias in the sample favored participation by students who were interested in the issue. For example, more than 40% stated they would welcome more

family and student engagement. Comments such as “I would like my parents to help me more”; “I want my voice to be more influential and for my opinions to matter in this school”; and “students opinions need to be heard” were common. Then too, a few indicated they did not want their parents involved or were unsure of how they wanted them to be involved. Other students (27) were given parental permission but neglected to participate which may indicate a lack of interest in the issue. Low response rate may also mean families did not want their children to participate in the study, hence the family consent letter was not signed.

Twenty-nine point three percent (12) of males and 70.7% (29) of females participated in the study which has some similarities with the gender composition at the school. Most of the participants (34.1%, 11) were juniors while 26.8% (11), 24.4% (10), and 14.6% (6) were sophomores, freshman, and seniors respectively. While all groups were represented, these percentages are not a mirror reflection of those who participated in the study. The majority (36.6% or 15) were from homes with both parents, 29.3% (12) single mothers, 7.3% (3) single fathers, 14.6% (6) were extended, and 12.2% (5) identified other. Most respondents (34.1% or 14) had a job or were not seeking when compared with 31.7% (13) who were seeking a job. The findings in Table 5 below show diversity which is a reflection of the population. A nonrespondent check indicated no significant differences between answers given by respondents and those given by nonrespondents.

Table 5

Demographic Information for Student

Descriptors		Nu.	%
I am	Male	12	29.3
	Female	29	70.7
I am a	Freshman	10	24.4
	Sophomore	11	26.8
	Junior	14	34.1
	Seniors	6	14.6
	Senior		
My family structure	Single father	3	7.3
	Single mother	12	29.3
	Nuclear (Mother & father with children)	15	36.6
	Extended family (aunts/grandparents…)	6	14.6
	Other	5	12.2
I am employed	Part time	14	34.1
	Not employed but seeking work	13	31.7
	Not employed and not seeking work	14	34.1
Which of the following best describes you?	Plan to graduate high school Plan to work after completing high school Plan to go to college after high school Plan to join the armed forces after graduation I am not sure	31	75.6
My race/ethnic group is	Black/African American	6	14.6
	Hispanic	13	31.7
	Caucasian/White	2	4.1
	Asian	15	36.6
	Other	5	12.2

Analysis of Remaining Survey Questions

In order to efficiently and thoroughly analyze the results, it was necessary to tabulate the relationship among the research questions, survey questions, and the documents collected. Table 6 shows the relationship between the research questions, the close-ended survey questions, the open-ended survey questions, and the documents.

Table 6

Relationship between Research and Survey Questions as well as Documents

Research Question	Close-ended Survey Question	Open-ended Survey Question	Document
RQ 1 Are there differences in how administrators, teachers, parents, and students regard the importance of family and community engagement?	PART A – All questions 1-8	Open-ended – Part A Q1	
RQ 2. What differences or similarities exist in the manner in which the different stakeholders view each other's roles in developing and fostering family, school, and community engagement?	PART B: Q 1-10 PART C : Q 1-9 PART D: Q1-7 PART E: Q1-8 PART F: Q 1-7 PART G: 1-5	All questions within the open-ended sections of B-G	Parent contact log, Minutes from School Improvement meetings, Minutes from staff meetings, Minutes from parent teacher meetings
RQ 3 How are the practices utilized by administrators, teachers, families, and students to foster family, school, and community engagement aligned to their perceptions?	PAQ1-PAQ8, PBQ1, PBQ6, PCQ2, PCQ4, PDQ1, PDQ4, PDQ6, PDQ7, & PEQ5.	Selected questions within the open-ended sections of B-G	Parent contact log, Minutes from School Improvement meetings, Minutes from staff meetings, Minutes from parent teacher meetings

Analysis for Research Question 1

How do administrators, teachers, families, and students regard the importance of family, school, and community engagement? No statistically significant differences were found; however, nuanced differences were identified among groups and more stark differences observed on specific questions within the cluster. With larger sample sizes, it may have been possible to observe statistically significant differences. Alpha reliability for the eight questions in Part A of the survey was .841. The Levene F Test for equality

of variances was used to test the homogeneity of variances. The *F* value was 1.161 and the *p* value was .317. So, the assumption of homogeneity of variance was satisfied. Subsequently, a one-way ANOVA (Table 7) was calculated among the teachers, families, and students to compare their perceptions on the importance of family and community engagement. There were no statistically significant differences among the groups *F* (2, 110) =1.516, *p*=.062. Teachers (*M*=3.29) and families (*M*=3.56) responded more favorably to the questions which was indicated by higher means, while students responded more negatively to the questions (*M*=3.18). Nevertheless, they all believed such engagements were important.

Table 7

ANOVA Results for Survey Part A

Source	Sum of squares	*df*	*MS*	*F*	*p*
Between groups	3.033	2	1.516	2.859	.062
Within groups	58.340	110	.530		
Total	61.373	112			

Note. Significant at *$p<.05$.

It was not possible to get statistically significant data from the responses given by administrators because of the small sample size. Therefore, responses from the administrators were examined within the group and then compared with the other groups. There was consistent agreement among the administrators on the questions within the cluster. Like students, administrator responses trended mostly negatively except on question 4, "This school believes it is important for parents to be involved in the education of their children," where there was 100% agreement. This was comparative to the 97.7% of families and 76.6% of teachers who agreed but was markedly different from the less than 50% of students who agreed. When asked if families believed it was important to be involved in their children's education, less than 60% of teachers and

administrators agreed in comparison to 97.5% families and 67.5% of students. Similar findings were discovered in relation to participant perceptions regarding how students valued family engagement in their education. The results showed while 75% families believed students valued their input in education, less students (53.5%) and fewer teachers (23.4%) agreed. The other notable difference pertained to question 2, "This school establishes and maintains regular two-way communication with families," where 70% of teachers, 52.5% of families, and 34% of students agreed, in comparison to 0% agreement among administrators.

The open-ended question in Part A sought to determine each party's perception regarding the benefits of family and community engagement. The responses overwhelmingly supported the quantitative data and indicated the groups felt there were many benefits to family and community engagement. Table 8 shows the results of the findings.

Table 8

Results for Open-ended Questions Part A

%	Administrators (3)	Teachers (24)	Families (28)	Students (31)
50% or more	Better grades	Increased student performance	Better grades	More motivated /better grades
25%	Increased morale	Better support for students	Closer school/more support	More support for struggling kids
12% or less	Less discipline issues	-	-	None (5)

Most of the benefits mentioned targeted students. Only two benefits focused on administrators and teachers. None were identified with regard to families. Three

administrators, 24 teachers, 28 families, and 31 students responded to questions in this section. All respondents except 16.12% (5) of students felt there were multiple benefits to family and community engagement. While 6.5% (2) felt there was no value, the remaining stated they were unsure of the value. Fifty percent or more of the respondents within each group identified better learning, improved performance in class, more motivated students, and better grades for students as benefits of family and community engagement. Over 25% in each group believed family and community engagement would provide more support and stronger support groups especially for students who need advice. While most of the benefits were common among all groups, isolated statements like, "Doing activities to support seniors and help the less fortunate" or "Campus safety would go up," were student or family specific. Ten to 12% of the respondents in each group felt there would be less disciplinary issues if family and community engagement was fostered.

Discussion. Taken together, the results suggested administrators, teachers, families, and students believe family and community engagement is important. However, differences among the means within the groups hint at minor degrees of differences among the perceptions. Similarly, percentage differences based on responses of agreement among participants on specific questions indicated marked differences regarding the perception of the different groups on each other's view of the importance of family and community engagement. Perceptions may influence actions (Bandura, 1977). The identified gaps open the door for dialogue among stakeholders–dialogue with the aim to be more intentional in the creation of more robust family and community engagement efforts. In order to bring clarity and awareness and prioritize family engagement in schools, it may be necessary to explore the multiple benefits to all parties. After all,

administrators (Olsen & Fuller, 2010), teachers (Henderson & Berla, 1994), and families (Sanders et al., 1999) also benefit from such engagements. It may also be important to explore benefits that may not have been overtly evident in the literature of family and community engagement to now–specifically, its ability to promote campus safety and promote civic pride as it encourages students to participate in "activities to help the less fortunate."

Overall, the perceptions of most participants in this study are aligned with existing literature. Researchers (Auerbach, 2010; Epstein, 2001; Henderson & Mapp, 2002; Jeynes, 2005; Weiss et al., 2010) have consistently touted the benefits of family and community engagement. While the views of high school students regarding such engagements have been limited (Ames et al., 1993; Epstein, 2001), the findings in this study indicated most high school students believe family and community engagement is important. A few students moved beyond the benefits noted in existing literature but have also acknowledged the value of such engagements to heighten their civic duties. For these students, making positive impacts may help to heighten their self-efficacy. If peers buy into such confidences, the end result may be more motivated students as a trickle across effect is put into motion. This happens as positive end results may breed more positive results (Bandura, 1977).

Analysis for Research Question 2

Statistically significant differences were observed on some variables within this section. In order to answer the question, "What differences or similarities exist in the manner in which administrators, teachers, families, and students view each other's role in developing and fostering school, family, and community engagement," it was necessary to analyze the results based on each of the six types of engagement within Parts B-G of

the survey independently. Clusters of items based on scales were analyzed. Cronbach alpha was used to test for reliability. Where necessary, negative questions were reversed to calculate reliability. A Levene test was used to test for homogeneity prior to calculating a one-way ANOVA to test for differences among means. Where differences existed based on the ANOVA, a Turkey post hoc was used to test for differences within groups. The comments made based on the open-ended questions within the respective sections provided more detailed analysis. Again, because of the small sample size for administrators, their responses were not calculated by a one-way ANOVA; instead, percentages were used to explore similarities and differences within the group as well as among the other groups. To this end, where stark differences existed, an item-by-item analysis was done.

Communication. Questions in section B asked about each party's professional judgement regarding their roles in communication in the school. Traditionally, schools are expected to initiate communication, so most questions pertained to the school's role. One negatively worded question within the scale was reversed in order to calculate reliability. Cronbach's Alpha reliability for questions in this cluster was calculated at .728. Levene test was used to satisfy homogeneity at .252. The results of the one-way ANOVA (Table 9) indicated there were statistically significant differences among the group means F (2, 110) = 6.996, p=.001. A post hoc test revealed significant differences in the group means for teachers (M=3.99) and families (M=4.21). The effect size for the identified pairwise difference was .197. There was total agreement among administrators on all but one item in the cluster. All responses were positive and were therefore more aligned to the views of families and students. There was an equal split with regard to question 7, "The school should reward parents who work with their students to promote

learning." This pattern was evident within the other groups where the results were equally split except for families with only 20% in agreement.

Table 9

One-way AONVA for Communication

Source	Sum of squares	*df*	*MS*	*F*	*p*
Between groups	4.005	2	2.002	6.996	*.001
Within groups	31.486	110	.286		
Total	35.491	112			

Note. Significance at *p<.05.

More than 50% of the respondents from each group responded to the questions in to the open-ended questions in this section. Three administrators, 28 teachers, 30 families, and 29 students responded to the questions. The responses validated the findings from the quantitative data and pinpointed gaps among the groups in relation to communication. Table 10 provides the results.

Table 10

Results for Open-ended Questions Re: Communication

Questions	Admin (3)	Teachers (28)	Families (30)	Students (29)
Who should take responsibility re: good com.?	All (3)	Admin & Teachers (4) Families (4) Students (4) All (13)	Admin (6) Teachers (5) Families (0) Admin & Teachers (2) Teacher & family (4) All (9)	Admin (0) Families & Teachers/Families (6) Students (9) All (3)
F: What is the best way for the school to contact you?			Phones & Emails (26) Websites (16) Notes (10)	Phones & Emails (23)
A/T: How do you contact parents?	Phones & Emails (3) Websites (1)	Websites (1) Progress R (20) Phones & Emails (26)		
F: How often and why do you contact the school?			Grades (9) Never (18)	
S: How often would you like your family and the school to be in contact?				1-2 times per semester (17) 3 or more times (2) Never- (5).

Note. A=Administrators; T=Teachers; F=Families; & S=Students.

Twenty percent (6) of families when compared to 0% of teachers believed administrators should be mostly responsible. While 0% of families did not feel responsible fostering good communication, 11% (4) of teachers, and 10% (3) of students felt families should be ultimately responsible for promoting good communication. Of the documented phone calls, most were teacher or administrator generated with only 37% (9) generated by families.

All the administrators, 46% (13) of teachers, 30% (9) of families, in comparison to only 10% (3) of students believed administrators, teachers, families, and students were equally responsible for promoting good communication between home and school. Comments such as, "It is good to hold students accountable for good communication with parents," or "It is the student responsibility to share with their parents," from respondents recognized and validated the students' role in the process. The majority of students (30%) felt they were responsible for making sure there was good communication between home and school. Based on the documents collected, all "tangible" notifications to families were sent via students during the school year.

The quantitative findings when examined through the responses given by administrators and teachers regarding, "How do you usually contact families," may provide insight into some of the existing differences regarding the role of participants in relation to communication. Similarly, the responses from students and families to the question, "What is the best way for the school to contact you," highlighted some of the vagueness around communication. For example, most administrators and teachers cited phones and email and as major forms of communication with parents. While there was strong agreement from families and students regarding emails and phones as means of communication, 3.57% (1) of teachers, 53% (16) of families, and 33.3% (1) of administrators identified websites as a preferred communication method in comparison to 0% of students. Additionally, while some teachers cited notes with students/progress reports as a way to communicate with parents, only 33.3% (10) of families identified notes with students as a preferred method. The documents collected ranked phone calls, emails, webpages, and notes with students in order of most to least commonly used within the school. Documents collected showed most communication from school to

homes were one-way. End-of-course exam letters, ACT results, progress reports, website invitations to various functions, or notifications did not require responses from parents. While phone calls were most commonly used, they were mostly regarding behavioral issues, failing grades, or mandatory IEP meetings. Although a few teachers had signed progress reports returned from families which indicated two-way communication, this was not the norm.

The final open-ended question on the family survey in Section B required families to detail how often they called the school in one semester and why. A similar question on the student survey sought to determine how often they would like family and school to be in contact. Of families, 60% (18) did not contact the school, while 37% (9) contacted the school. Less than 50% of those who did not contact the school indicated their kids were straight "A" students or disciplined students and as such there was no need to contact the school.

Most contacts initiated by the school were in relation to behavioral problems. Only a few teachers (2) made parent contact that pertained to failing grades, while family generated ones related to failing grades. Although teacher contact was limited, views like, "With over 100 students, I do not have time to contact every single parent; however, I am happy to respond to an email sent by parent," were not uncommon. Though families wanted to be a part of the communication process, most seemed to expect the school to initiate the contact as 92.5% felt teachers should receive training on how to better communicate with them compared to 66.7% of teachers. Replies from families such as, "When I call, they (administrators and teachers) do not follow up," or "When students are not forthcoming to parents, the parents find out when it is too late," may support such requests.

There were marked contrasts to the responses from students regarding family and school communication as 59% (17) wanted the school and their families to be in contact at least twice during the semester. The expectation from some students was, "Some of these calls should be positive things the students are doing in class because parents like to get positive calls from schools." Only 17% (5) felt they did not want their parents involved. Responses such as, "As long as I am getting good grades, they do not need to be involved," or "We should be responsible enough to deal with our school issues," helped to shape the views of such students. Comments like, "My children are disciplined, if they need help they ask," or "With older children, it is their responsibility to communicate with teacher -I only intervene if necessary," from a few families indicated similarities to those of some students.

Discussion. Collectively, the findings indicated statistically significant differences regarding the roles of the parties as they pertained to communication. The research indicated major gaps between the best way to communicate information, what should be communicated, who should be responsible to initiate communication, and how often the communication should take place. Communication is integral to effective engagement efforts. According to Glickman et al. (2014), ineffective communication can thwart efforts to develop family and community engagements. While there were significant differences primarily between families and teachers, there are also shades of differences evident in the responses given by students. It was evident that most teachers and students wanted families to assume more active communication roles. While similar findings have been discovered in middle schools (Patel & Stevens, 2010), the findings within this body of work indicated most students at the high school level desire family engagement with regards to communication. Students want to be involved in the process.

As one student aptly put it, students are often "the bridge for good communication among the group." While some teachers are unwilling to initiate contact, teacher-initiated contact is an expression of an invitation for family engagement. This strategy indicates the desire to welcome families in the process of educating their children and recognizes families as valuable contributors (Hoover-Dempsey et al., 2005). Minus this extended hand of welcome, many families may become disengaged and disinterested (Bower & Griffin, 2011).

Parenting. The nine questions in this section related predominantly to the roles of the school in helping families with the establishment of home environment to support their children. Cronbach Alpha reliability for this section was .667. This was considered a little below the acceptable .70. It is therefore important to understand the discussions within this context. Levene test was calculated at .154 which was satisfactory to support homogeneity. A one-way ANOVA (Table 11) was calculated to compare the perceptions of the teachers, families, and students regarding their roles as it related to parenting. Statistically significant differences were observed among the group means F (2, 110) =1.714, p=.024. Post hoc comparisons using the Turkey HSD test indicated some differences among the means for teachers (M=4.09) in comparison to families *(*M=4.21) while students were M=3.93. The effect size for the identified pairwise difference was .558. Responses from administrators trended mostly positively except on one question where 66.7% did not feel like families were adequately equipped to help their children. The comments shared based on the open-ended questions as well as documents collected enabled further analysis.

Table 11

Parenting at Home

Source	Sum of squares	*df*	*MS*	*F*	*p*
Between groups	1.714	2	.857	3.858	*.024
Within groups	24.435	110	.222		
Total	26.149	112			

Note. Significance at *$p<.05$.

The three administrators, 28 teachers, 31 families, and 29 students responded to the open-ended questions in this section. Table 12 below gives an overview of the results.

Table 12

Results to Open-ended Questions on Parenting at Home

Question	Admin (3)	Teachers (28)	Families (31)	Students (29)
Who should be mostly responsible for parenting	Families (3)	Families (18) All (2)	Families (15) All (2) Admin & Teachers/St. (8)	Families (10) Admin & Teachers /Students (6) Teachers (2)
F& S: How can school help?			Better com. (9) Provide resources (6) Workshop/ Nothing (3-4)	More resources (10) Better com. (9)
A/T: What schools do?	Nothing	Website updates (5) Resources (4) S. Conferences (3)		
F: What do you do?			Com. Expectations /Resources(15)	
S: What would you like families to do?				Any kind (12) More knowledgeable parents (6) None (8) Encouragement (2)

Note. A=Administrators; T=Teachers; F=Families; & S=Students.

All administrators, 64% (18) of teachers, 48% (15) offamilies, 34% (10) of students believed parents should be mostly responsible for parenting at home. Almost 10% of the participants believed all parties–administrators, teachers, families, and students–should all play a part. Comments from teachers like, "Students may not always have someone at home to help them," or from students such as, "Sometimes some kids don't really have a healthy living at home like maybe their parents don't care about the kids," validated the incorrectness of thinking parents should be solely responsible. The remaining participants were evenly distributed among teachers and families, students, or a combination of administrators and teachers.

While administrators indicated they did "nothing" to promote parenting at home, 28% (7) of teachers utilized parent conferences, 18% (5) updated websites, and or provided resources, and 11% (3) held student conferences. Feedback from teachers like, "I provide recommendations for parents," "Create a fund to help students in need," or "Encourage students to spend time with family," exposed actions taken by some teachers to help families. Most families as well as students indicated administrators and teachers can do more to help with parenting at home. In each case, 29% (9) and 31% (9) respectively felt school need to improve communication. The remaining percentage felt the school needed to provide resources and set up workshops to help families better help children. There were clear overlaps in what families do, as most families identified two or more practices. The majority of families stated they communicate expectations at home, in addition to provide resources. There was a 6% (2) split between providing incentives and contacting teachers for help. While 41% (8) of students acknowledged getting support from parents, in the form of resources and expectations, the remaining 59% expressed the need for "more knowledgeable parents (6), "encouragement (2)," or

"any kind of support (12)."

Discussion. Statistically significant differences were found with regard to the roles of the parties in creating a home environment to support student growth. There were uncertainties within the groups regarding the role of each group to promote parenting. Most families expressed a desire to become more knowledgeable and resourceful in order to better support their children. Similarly, most students expressed a desire for more knowledgeable, resourceful families who could assist them when they needed help. Some teachers acknowledged the limitations of some families to adequately provide for their kids at home, which is a reflection of some student experiences as well. All students, irrespective of race/ethnicity, gender, class, or religious affiliation, deserve the best quality education. When families do not have the resources and efforts are not expended to provide such resources, the neediest students are pushed further behind. Herein lies the creation of new or even wider chasms between those who have and those who do not.

This has the potential to deepen the divide between students who are academically proficient and those who are not. Family and community engagement may decrease the achievement gap (Jeynes, 2011). School leadership is crucial to successful education reform efforts (Hargreaves & Fullan, 2009). It is vital for school leaders to not only acknowledge the deficiencies of families to be "parents" but to move beyond those shortcomings to discover how to better help those families. Administrators, teachers, families, and students will need to work together more intentionally to create the kind of home environment conducive to student development. This will require more culturally responsive strategies (Bower & Griffin, 2011). Before such a move becomes a reality, those who hold the view that parenting is a job for parents should be more empowered to

understand the value in the statement, "it takes a village to raise a child." Students have a role in the process and should be encouraged to advocate for their needs. This will mean providing resources to help those students who need help as well as keeping channels of communication open to accommodate dialogue to determine where help is needed. According to Bower and Griffin (2011), when administrators and teachers are proactive in assisting families meet their socioeconomic needs, families and students benefit. Administrators and teachers must be vigilant and attentive to needs of students. Families must take a proactive stance in the partnership and request and expect the support they need. Empowering parties to understand their roles within this area and the provision of support to foster such empowerment will be important to realize more benefits.

Volunteering. The seven questions in this section elicited feedback to determine the roles of each participant in supporting school activities and were predominantly family based. The comments shared based on the open-ended questions as well as documents collected enabled further analysis. Cronbach reliability was calculated at .771. A one-way ANOVA was calculated to compare the perceptions of teachers, families, and students regarding their roles as they related to volunteering (Table 13). There were no statistically significant differences among the group means F (2, 110) =2.655, p=.075. Post hoc comparisons using the Turkey HSD test indicated some differences among the means for families (M=3.15) in comparison to teachers (M=2.77) and students (M=2.89).

Based on percentage comparisons, responses from administrators were consistent for items within the cluster. All administrators responded negatively to the items. This was similar to the responses from teachers and students but differed slightly from families. The slight differences encouraged an item-by-item analysis to determine where

differences existed. Two questions within the cluster yielded different results. None of the administrators, 28% teachers, 14% students, compared to 65% of parents indicated "More parents would volunteer if they had time." Based on question 6, 67.5% of families indicated "Parents want to be more involved in the school" in comparison to 0% of administrators, 48.5% of teachers, and 45.3% of students.

Table 13

Results of One-way ANOVA on Volunteering

Source	Sum of squares	*df*	*MS*	*F*	*p*
Between groups	2.770	2	1.385	2.655	.075
Within groups	57.372	110	.522		
Total	60.142	112			

Note. Significant at *$p<.05$.

Two administrators, 25 teachers, 27 families, and 27 students responded to questions in this section. Table 14 below shows the results. More than 50% of the respondents in each case felt administrators should be mostly responsible for getting families to participate in school activities. Comments such as, "It is their school," were commonly quoted. The remaining percentages were almost equally sprinkled among administrators and teachers, everyone, or students.

Table 14

Results to Open-ended Questions on Volunteering

Questions	Admin (2)	Teachers (25)	Families (27)	Students (27)
Who should be responsible?	Admin (1) Admin & Teachers (2)	Admin (8) Admin & Teachers/Families/ All (3) Students (2)	Admin (12) Admin & Teachers (4) Teachers/ Students/All (3)	Admin (11) Admin & Teachers (4) Students (6)
How to get more families involved?		Improve com. (8) Offer more variety (6) Incentives (2)	Improve com. (16) Offer more variety (6) Incentives (2)	Improve com. (8) Offer more variety (3) Incentives (3)
What would you like?	Parent tutor Run copies	Work shops/Career days (4) Parties (1)	Mentor/ Tutor/conferences /class volunteer (16) Finance planning/Charity (2)	Not sure

Note. *A=Administrators; T=Teachers; F=Families; & S=Students.

While most families agree with their roles evident in highest mean in the quantitative section, the pervasive negative answers which resulted in low means among the groups were also evident in the answers given to the open-ended questions. All groups–100% of administrators, 32% of teachers, 59% of families, and 30% of students identified the need for better communication between school and home to promote engagement regarding volunteering. Comments from administrators and teachers such as "Promote the positive things in the school"; "Advertise"; "Get students involved in talking to their parents"; or from families such as "If I knew the opportunities, I would be involved," were common. Responses from students were somewhat similar. Remarks like, "Have more activities that are not teacher-driven;" "Don't just favor the sports, include academics;" or "Get people to translate" gave insight into their position. They

too indicated the need for more varied volunteering opportunities as well as the offering of the opportunities at more flexible times.

More than 30% of families "Did not know" or were "Unsure" of current volunteering activities. Comments such as "Unless there is a sport team, nothing is offered" and "They allow the same folks to volunteer" indicated a lack of knowledge regarding opportunities. These were aligned to responses from most teachers which were reflected in their feedback; for example, "Schools need to make situations for parents to attend," or "They need to provide activities that parents feel comfortable coming to." Some students felt similarly with response like, "Except for sports and clubs, I don't know."

When asked about opportunities they would like to see offered that are not currently offered, 16% (4) of teachers and 33.3% (1) of administrators listed workshops or career days and parent tutors. However, most families identified mentoring ("parent expertise to mentor parents"), tutoring, classroom volunteering, conferences, financial planning, and charity work as their top choices. While the majority of students were unsure, less than 10% said, "Nothing." None of the opportunities identified by the group as of interest to them were offered within the school. Documents/notices obtained from the websites showed volunteer opportunities for proctors and sport associated events. Additionally, notices to join PTSO was evident.

Discussion. On a whole, the role of stakeholders as it relates to volunteering is murky but not statistically significant. The scope of this study does not allow for more intensive investigation on all variables that may impact the roles of each stakeholder in volunteering, but it provides a continuous curve for future research. The evidence showed marked differences between the perceptions regarding the roles of the different

parties with regard to volunteering. These differences may have occurred as some families seem to be unaware of the existing opportunities for volunteering. While the roles within this study were traditionally established roles, teachers and students indicated the need for more varied opportunities. Glickman et al. (2014) concurred as they cited the need for more culturally responsive schools. These schools should develop a culture dominated with cultural responsive strategies in all aspects. In doing this, family and community engagement is interwoven into the fabric of the school's culture. The findings also showed students want their families to volunteer. This ran counter to the findings of Hornby and Lafaele (2011) who indicated high school students did not want their parents involved in some ways. The findings also showed administrators and teachers craved more family engagement in this area.

Beyond the views of administrators, teachers, and students, this study exposed the desires of families to be more actively engaged in volunteering even though agreement among the other groups on their expressed desire was low. In order for schools to develop strong engagement with families, preconceived notions will need to be suspended in order to promote meaningful dialogues. This merits the need for all involved to explore more culturally responsive engagement efforts (Glickman et al., 2014). It is important to understand the ever-evolving nature of contemporary society. With this comes a plethora of differences among the needs of family members. Crafting opportunities to meet the diverse needs may separate successful initiatives from those that are unsuccessful. Timelines, frequency, and timeliness on communication regarding volunteering issues must be in place. Evidence to show who is responsible for communicating the information, when it should be conveyed, and the frequency of such communication should never be guess work. These findings when combined with that of

other researchers such as Shute, Hansen, Underwood, and Razzouk (2011), whose findings indicated strong associations between student academic performance and parent involvement activities, legitimize the avenue for more effective communication with regard to volunteering.

While some opportunities for volunteering exist, efforts to align volunteering opportunities with the interests of families should be considered. Finally, the expectations for volunteers should be clear which may mitigate unproductivity and lead to possible loss of interest from families later. As one family put it, "You have to use parents productively when they volunteer, as I hate to stand around when I am asked to volunteer and there is no job for me." Together, these differences specified the need for clearer roles to be established and more nonpassive opportunities for volunteering explored. Families are unique and can bring different skill sets to the engagement process. Since families gravitate toward activities to match their skills and knowledge (Hoover-Dempsey & Sandler, 1995), where there is a lack of opportunities to match the different skills and knowledge of some families, according to Glickman et al. (2014), such families may lose interest in engagement efforts. Subsequently, the findings in this study present an opportunity for the schools, families, and students to dialogue in order to gather feedback in order to change the existing status quo. The end result may mean more meaningful engagements.

Learning at home. Seven questions in section E prompted respondents to share their perceptions regarding children learning at home. The majority of questions were based on what families should do. The comments shared based on the open-ended questions enabled further analysis of the role of each group. The F value for Levene's test was 1.114 with a *p* value of .332. Cronbach's alpha reliability for these questions

was calculated at .868. The results of the one-way ANOVA (Table 15) indicated there were statistically significant differences among the group means F (2, 108) =4.884, p=.009. A Turkey post hoc test revealed differences in the group means for students (M=3.99) and teachers (M=4.28). The effect size for the pairwise difference was .120. This prompted an item-by-item analysis to determine where the most marked differences were observed. While 80% of teachers felt "Teachers should create homework that will allow students to talk about what they are learning with parents," only 45.2% of students felt likewise. An analysis of the percentage response for administrators indicated there was 100% agreement on all questions within the cluster among administrators. Responses from administrators were highly positive and strongly aligned to those of the teachers as well as the families.

Table 15

One-way ANOVA for Learning at Home

Source	Sum of squares	*df*	*MS*	*F*	*p*
Between groups	3.70	2	1.880	4.884	*.009
Within groups	41.567	108	.385		
Total	45.326	110			

Note. Significant at *p<.05.

All administrators, 20 teachers, 24 families, and 25 students responded to the open-ended questions in this section. The majority of teachers listed the need for parents to monitor academics and behavior, set expectations, and contact teachers as what they would like families to do to promote student learning. Responses from students to a similar question elicited different responses (refer to Table 16). When asked what kind of support they needed from their parents to better help them at home with school work, 48% said "Nothing." Of this percentage, 8% (2) of students felt, "I want them to stay out of my school work and let me manage it myself." The remaining 44% listed support that

is already provided, but 52% said they needed support. This need coincided with the more negative views hence lower means obtained from the ANOVA. The responses hint at the need for more prepared and knowledgeable parents with the potential to help students at home. For example, comments like, "I wish my parents were more knowledgeable;" "I wish they understood that school is not as easy as they think;" "A lot more support;" "Help on anything I don't understand;" "They need to understand more of the content that is being taught in the classroom and know how the teacher really treats their child in the classroom;" or "Be able to help with homework and understand school is hard," showed the need for increased family involvement regarding school work at home. The expectation from administrators was families should be willing to assist students when needed. This may only be realized however if parents feel equipped to assist students.

Table 16

Results to Open-ended Questions Re: Learning at Home

Questions	Admin (3)	Teachers (20)	Families (24)	Students (25)
A/T: How can school help?	workshop/ conferences/ Unsure (1)	Workshop/ Training (10) Give resources (2) Parent/child Assign. (2)	Workshop/class (9) Provide resources (7) Communicate (6) None (2)*	Provide resources (14) Better communication (13) Conferences(7)
A/T: How do you want families to help you?		Monitor academics (8) Set expectations (5) Check behavior & Contact teachers (4)		
S: How do your family help you?				Nothing (12) *3 Set expectation (7) Provide resources (6) Encourage (1)

Note. A=Administrators; T=Teachers; F=Families; S=Students.

The findings indicated most families were interested in working with their

children. Less than 25% felt students should be more independent and responsible and need families less. The overwhelming majority of families were keen on working with their children but fell ill equipped. When families were asked how the school could better help them to promote learning at home, 38%, 29%, and 25% respectively identified workshop support, provision of resources, and the need for the school to communicate expectations as top priorities. Responses such as "Give us schedules so we know when the child has homework" or "We need to know when assignments are due because kids don't always tell us" substantiated families quest for more communication. These views were aligned to the responses students gave when asked, "What help can teachers provide to your parents that you think would help you do your best in school?" More than 50% cited provide more resources and better communication. The remaining 28% (7) cited parent conferences. Only a few teachers (less than 30%) indicated they provided resources and other support to enable families to better help their children at home. Some teachers' reluctance to assist may reside in the prevailing attitude that many parents do not care about their children's education; however, the findings here suggested otherwise.

Discussion. Statistically significant differences were found. The findings indicated a small percentage of families and students felt high school students should be sufficiently independent and responsible to be able to manage school work on their own. Adolescent developmental literature (Keating, 2004) expresses close arguments to substantiate the aforementioned, but also suggests the need for scaffolding from families as adolescents make the transition into more independent beings. Most students coveted their families' engagement in education. They desired families to be knowledgeable partners with their schools and expected them to be available in the event they need their help. The findings showed more families wanted to be engaged. This indicated marked

similarities to the findings of Gutman and McLoyd (2000); however, most families were unprepared. Nevertheless, they indicated a willingness to be better prepared to assist students. The majority of families believed they needed to play a role, yet they were often unclear about how to effectively function in the role, in the face of lack of communication from the school. These families expressed the desire for help from the school in order to assist them to better help their children. While research (Weiss et al., 2010) indicated teachers often expect engagement from families to be defined by visible in-class acts where families are expected to come to the school, this research indicated otherwise. Most teachers expressed a need for more nonvisible school acts which are typically carried out at home. For example, most teachers wanted families to monitor homework and student grades. Some families and students on the other hand desired some level of in-school acts. This hints at the need for a variety of strategies to suit the varying needs of families and students.

Decision making. Seven questions in section E prompted respondents to share their perceptions regarding the roles of the different groups as they related to decision making within the school. Most roles within this category were family oriented; however, roles for all groups were included. The F value for Levene's test was 1.160 with a *p* value of .317. Cronbach's alpha reliability for these questions was calculated at .866. The results of the one-way ANOVA in Table 17 indicated there were no statistically significant differences among the group means F (2, 107) = 1.718, *p*=.173. A Turkey post hoc test revealed only moderate differences in the group means for students (*M*=3.44) when compared with teachers (*M*=3.69) and families (*M*=3.75). The shared comments, based on the open-ended questions, enabled further analysis of the role of each group. Percentage comparisons within the administrative group were aligned and

primarily positive on all questions except two; however, the said differences to some extent were observed within the other groups.

Table 17

Results of One-way ANOVA on Decision Making

Source	Sum of squares	*df*	*MS*	*F*	*p*
Between groups	2.115	2	1.057	1.781	.173
Within groups	63.532	107	.594		
Total	65.647	109			

Note. Significant at *$p<.05$.

The total administrative team, 16 teachers, 17 families, and 21 students responded to the questions in this section. Two open-ended questions provided insight into a more detailed analysis of the quantitative data. Table 18 below gives an overview of the findings. All the administrators, 56% of the teachers, 18% of the families, and 29% of the students identified participation of families on School Improvement Team (SIT) as a key family role. More than 50% of students stated they would like their parents to attend meetings. Comments such as "I want my parents to have a stronger voice," "I want my parents to ask what is going on, or ask how the school needs help," "I want my parents to come to share with other people," or "come and help me when teachers need it," showed some students expected more from parents.

On average, about 31% of teachers felt similar to students. These teachers expressed a need for mandatory family conferences. The majority of the families were interested in participating in advisory committees or the selection of classes for students. Only 12% (2) wanted to participate in SIP. All respondents were in favor of students participating in decision making in the school. Roles of students pinpointed by the different parties included SIT, committees, feedback forums, student government, and student organizations. Students likewise indicated their desire to participate in the

decision-making process.

Documents collected indicated only four parents participate in SIP. Parent logs submitted by teachers showed less than 10% of families attended meetings during the period of the study. Most meetings were mandatory IEPs. Less than 20% of documents indicated opportunities for students to participate in the decision-making processes within the school.

Table 18

Responses of Open-ended Questions Re: Decision Making

Questions	Admin (1)	Teachers (16)	Families (17)	Students (21)
A/T/: How do you want families to be involved? P: How do you want to be involved?	SIT	SIT (9) Mandatory parent conferences (5) PTSO/boosters (3)	Ad. Committee/ Determine classes/courses (5) SIT (2)	SIT (6) Attend meetings (11) Unsure (4)
How do you want children to be involved?		Student committees/counsel (7) SIT (4)	Student committees /SIT (3) Student government organizations (2) None (1)	Committees (7) Feedback forum (5)

Discussion. Differences in this area were not statistically significant. There was common agreement regarding the roles of the different parties on decision making. While the voice of high school students in engagements efforts is scarce, most students are poised to become more active in making decisions within engagement efforts. Their expressed readiness is reflected by responses from the other parties in this study. According to Keating (2004), adolescents are capable of thinking and reasoning and should be encouraged to become engaged in discussions about their education. The data revealed numerous opportunities to garner engagement from the different parties. Leaders of initiatives such as family and community engagement must be willing to build

support by "engaging in real dialogues, with all parties whose understanding and support is vital (Hargreaves & Fullan, 2009, p. 266).

All groups within this study indicated the need for stakeholder buy-in, some more so than others. Collectively, the findings indicated the need for more concentrated efforts from the groups to more fully engage families and students in the decision-making process. By ascribing specific expectations to the roles, the door is widened for the parties to assume ownership and more responsibility in the development of stronger engagements. Efforts to this end may help promote the kind of engagement that is more open to shared responsibilities by all parties (Barton & Coley, 2007).

Community collaboration. Five questions in this section prompted respondents to share their perceptions about roles in community engagement within the school. Most questions pertained to the role of the school. The F value for Levene's test was 2.170 with a *p* value of .119. Cronbach's alpha reliability for these questions was calculated at .775. The results of the one-way ANOVA (Table 19) indicated there were no statistically significant differences among the group means F (2, 105) =2.647, p=.076. A Turkey post hoc test revealed marked similarities for students (M=4.14) and families (M= 4.27) when compared with teachers (M=3.94). The former two responded more favorably to the questions. Percentage responses from administrators showed mostly positive agreement on all items within the cluster except one. The trend was very similar for all respondents where less than 50% felt families knew how to access resources in the community to help their child/children.

Table 19

Results of One-way ANOVA on Community Collaboration

Source	Sum of squares	*df*	*MS*	*F*	*p*
Between groups	1.854	2	.927	2.647	.076
Within groups	36.770	105	.350		
Total	38.624	107			

Note. Significant at *$p<.05$.

All administrators, 16 teachers, 24 families, and 18 students responded to questions in this section (see Table 20 below). There was mostly common agreement among the group. When asked how the school is currently working with the community to assist students, the feedback was varied: 60% of families and 100% of students indicated they did not know. Administrators and teachers on the other hand listed internships, scholarships, volunteer opportunities, and donations as options. Common responses from students included blood drives and clubs. In addition to those listed, documents showed multiple scholarships awarded to students.

When families and students were asked, "In what ways would you like the school to work with the community," the responses were similar. Job shadowing, internships, mentoring, guest speakers, and college tours were identified by all. Based on the responses, participants within the study strongly agreed with regard to the role schools should play to promote community engagement. Agreement regarding the role of families within this regard was low, as 46.6-53.9% of respondents felt families did not know how to access resources in the community to help their child.

Table 20

Results to Open-ended Questions Re: Community Collaboration

Questions	Admin (3)	Teachers (16)	Families (24)	Students (18)
How would you like the school to work with the community?	Mentors	Job shadowing/ Internships (6) Mentoring (4) Provide resources (3)	Internships/Job Shadowing (10) Guest Speakers (7) College tours (4) Volunteering (2)	Job shadowing/internship (8) Guest speakers (7) Mentoring (3)
How is the school now working with the community to help your child/ren?		Internship/job shadowing (5)	Don't know (15) Write letters of commendations (1) Volunteer opportunities (1)	Unsure/Don't know

Discussion. Most of the questions targeted the role of school (administrators and teachers) in community engagement. There was robust agreement for the school's role on community engagement from all parties. The sole question regarding the role of family in community engagement showed most families were not sufficiently equipped to access resources within the community. While there was strong agreement on the role of school regarding community engagement, strong evidence to support how the role was fulfilled based on the desires of families and students was lacking. More concerted efforts need to be harnessed to ensure the desires of families and students are fulfilled in this regard. Research indicates the opportunities for more robust engagement between the parties when the needs of families are met (Bower & Griffin, 2011).

Analysis for Research Question 3

How are the practices utilized by administrators, teachers, families, and students to foster family, school, and community engagement aligned to their perceptions? Thirteen questions within the survey that addressed practices were selected to make a scale. Reliability using Cronbach alpha was considered acceptable at .868. A one-way

ANOVA was calculated. A post hoc test was used to pinpoint differences among group means where differences were observed. Percentage comparisons were made between administrator responses and those of teachers, families, and students. Select open-ended questions as well as documents collected were examined in light of the findings.

The results indicated there were statistically significant differences between the perceptions and the practices utilized by teachers, families, and students to foster family, school, and community engagement. The F value for Levene's test was 1.603 with a *p* value of .206. Cronbach's Alpha reliability for these questions was calculated at .868. The results of the one-way ANOVA indicated there were statistically significant differences among the group means F (2, 110) =3.166, p=.046 (Table 21). A Turkey post hoc test revealed differences in the group means for students (M=3.24), teachers (M=3.31), and families (M=3.54). The effect size for the difference was .062. Responses from administrators were mostly consistent and closely aligned to those of teachers.

Table 21

One-way ANOVA for Practices

Source	Sum of squares	*df*	*MS*	*F*	*p*
Between groups	2.034	2	1.017	3.166	*.046
Within groups	35.331	110	.321		
Total	37.365	112			

Note. Significant at *p<.05.

Even though administrators, teachers, families, and students regard family and community engagement as important, there were statistically significant differences regarding their practices when examined in light of their perceptions. The open-ended questions as well as the documents mirrored the differences. A total of 102 documents were collected or examined (refer to Table 22 below). All documents were collected

within the school. The documents helped shed light on the findings; however, in some cases, a lack of documentary evidence hindered more insightful analysis. For example, evidence to show nontangible practices by teachers such as modelling or encouragement were lacking. Additionally, not all teachers kept documentation.

Table 22

Documents Matrix

Communication	Parenting	Learning at home	Volunteering	Decision making	Community Collaboration
EOCS & NCFEs notice –dates-subjects	X	School/home assignment	Exam proctor	Principals advisory committee	Organization surprised student
Registration for classes	X	X	Boosters	SIT	Money donated to Dr. Moore
New traffic pattern in student parking lot to keep students safe	X	X	PTSO	Registration for classes	Community sponsored sporting events
Honors at theatre notice	X	X	Theater critique	Student leadership group plan "events"	Food sponsorship
Open house log	X	X	X	Open house log	scholarships
Connect ed messages	X	X	X	X	Guest speakers
Progress reports	X	X	X	X	Field trips
Iss/oss call log	X	X	X	X	X
Brochure/class blueprint	X	X	X	X	X
Parent conferences -limited to students with IEPS	X	X	X	Parent conferences -limited to students with IEPS	X
Parent contact log (behavior issues/ failing grades)	X	X	X	X	X
Student Handbook	X	X	X	X	X

Most of the documentary evidence from administrators was associated with

behavioral issues. A few were notifications sent via connect–ed to families. Two of the evidences indicated family meetings. Documentary evidences in the form of parent contact logs supplied by teachers showed less than 25% of progress reports were signed by families and returned to teachers. Parent contact logs and open-house attendance logs were submitted by some teachers. The majority of the communication between teachers and families concerned disciplinary issues, with a few regarding failing grades. Then, there were notifications in the form of happenings within the school. These were sent via students or posted on the school's webpage. These did not require response from the recipients. The lack of meaningful two-way communication evident in the documents was consistent with the findings from the open-ended questions. Meaningful communication is bi-directional (Hargreaves & Fullan, 2009). Shute et al. (2011) highlighted strong associations between student academic achievement and family-school communication. It is therefore pivotal for more concerted efforts to be directed in fostering alignment between rhetoric and practice.

With regard to parenting, espoused practices were not aligned to the perceptions. Administrators indicated they did "nothing" to foster this practice. Subsequently, a lack of documentation supported their stance. None of the documents collected supported the responses to open-ended questions from a few teachers who indicated they fostered this practice. It was possible such evidences were not retained. Epstein (1995) identified the role of parents as among the most crucial to promoting the success of students. Families' potential to provide the necessary support students need at home may by hampered if there are no practices or insufficient practices to support rhetoric. Minus such support, it may become more challenging for students to meet their academic goals. To this end, it is necessary to implement support strategies for these families. This should not

necessarily fall under the purview of the school. Family and community engagement is, after all, a partnership. This means families with the resources to support existing families should be tapped. The development of these "family leaders" should be encouraged. These family leaders may be given latitude to conduct mentoring and workshop sessions to empower other families. Families in leadership roles may serve to motivate not only their students but also those of others (Henderson, Jacob, Kernon-Schloss, & Raimondo, 2004). Additionally, they may serve to motivate other families. In the words of Bandura (1977), people are more prone to undertaking a task when they observe others successfully completing the same task. As responses to the open-ended questions showed, all should be encouraged to foster this practice.

Documentary evidence from the school indicated only four opportunities for volunteering were offered, none of which coincided with majority of the expressed desires of families or students based on the open-ended questions. Invitations to participate in some of the activities were posted on the school's webpage. Documentary evidence to support the percentage of attendees to the events was not available. If perceptions and practices are to be aligned, it may be crucial to understand the forces impeding more volunteers from participating in activities. This may indicate the need to establish ongoing feedback channels with the ability to provide timely data to stakeholders regarding attendance to such events as well as chances to improve the opportunities offered. The open-ended questions indicated likewise.

Evidence to support "learning at home" was submitted by four teachers. These were home work or projects assigned to students that required family input. The challenges to gather documentary evidence for all examples within this role were limited. For example, where some families reported they modelled expected behaviors or set

expectations for students, these nontangible evidences cannot be noted. However, responses to the open-ended questions indicated less than 50% of families provided such.

Evidence submitted indicated a total of four guest speakers and three field trips in support of community collaboration. It also showed evidence of a few businesses sponsoring sporting or celebration events. These did not sufficiently represent the desires of families and students regarding the types of community engagement they desired; however, it showed the existence of community collaboration within the site. Documentary evidence supported the quantitative data. Overall, major gaps were identified between perceptions and practices.

Discussions. A one-way ANOVA showed statistical significance among the perceptions and practices among teachers, families, and students. Percentage comparisons indicated administrator views to be consistent with those of other groups. Perception is important as it has the propensity to shape actions. Practices may therefore be an outgrowth of such perceptions; however, such practices may become blurred or nonexistent in the face of a lack of clarity regarding the face of such practices. The findings in this research may be indicative of the veracity of such a statement. When roles are unclear, the propensity to err based on practices are heightened. It therefore becomes highly improbable to function successfully in specific roles if the expectations around the roles are vague. While, the energy expended to fulfilling a task will depend on the motivation (Bandura, 1977), if the roles are unclear, the degree to which people will be motivated to fulfil the roles may be questionable. If there is a lack of perceived success in carrying out the practices in light of the perceptions, given the lack of clarity surrounding the roles, chances are very little effort may be expended to that end. In the words of Hargreaves and Fullan (2009) *will* and *skill* are important to obtaining results.

Within this research, there was evidence to show a lack of clarity regarding the extent to which the parties were capable of fulfilling their roles based on motivation. It was evident that families especially were willing to undertake the effort to be more engaged in their children's education. It was also clear that others were amenable to working with families. Subsequently, what was not very clear was whether the cloudiness surrounding the roles of the stakeholders hindered the completion of the role or whether a lack of motivation in some instances was mostly responsible for the differences observed regarding practices. For example, many students and teachers expressed the desire for families to take the initiative to become more engaged. Some families clearly expressed a desire to be more engaged but identified their limitations and expressed a need for help to be better positioned to fulfil their roles. On the other hand, many cited a lack of communication concerning key issues as hindrances to their participation. To some extent, the same held true for teachers; most teachers indicated they needed training to better communicate with families; families indicated likewise. Subsequently, the *will* was evident but the *skill* to act on the *will* was lacking. Hargreaves and Fullan (2009) articulated the necessity of *will* and *skill* to work together for best results.

The need to better understand each other's roles and how perceptions and practices shape such roles or are consistent with such roles is important. Such an understanding may help to better inform stakeholders regarding the creation of more robust engagement between school and families. When some students do not believe schools and families are interested in their education, it may be difficult to rely on such students to be effective communication bridges between schools and families. It may also be challenging to develop family and community engagements when families

believe they have a vested interest, but schools and students do not buy into the said view. The differences regarding each other's perceptions whether on the importance of family and community engagement, the roles of stakeholders in such engagement, or the practices of stakeholders provide an opening to better understand the complexities in such engagements.

Whether one analyzed roles concerning communication, parenting, volunteering or learning at home, a key impediment to the realization of more positive engagement was communication. What is communicated, how often it is communicated, when it is communicated, with whom it is communicated, and who begins the process are all very important. A lack of communication can thwart any meaningful initiative (Glickman et al., 2014). If practices must begin the process of alignment with perceptions, it is important to have clearly defined roles, not just for one party but for all parties within the engagement process. After all, such engagements should not be left to any one party (Glickman et al., 2014). It may also be crucial to explore culturally responsive strategies that are century specific.

Implications for Practice

Minus the collective participation of key stakeholders such as administrators, teachers, families, and students, family and community engagements may continue to struggle. Epstein's (2001) typologies established the foundation for a more in-depth understanding of family and community engagement in schools. The typologies rely predominantly on the literature and practices which have predominantly governed the development and creation of family and community engagement. Most of the roles within the typology therefore mostly focused on what schools should do to foster such engagement. Within this era, family and community engagement should take on the

armor of a partnership–a sharing of responsibilities (Hargreaves & Fullan, 2009; Redding et al., 2011). This represents a more democratic approach that recognizes the value of every participant–administrators, teachers, families, and students–to the development and sustenance of strong family and community engagement efforts. This may mean moving away from definitions of engagement bounded within the parameters of roles being mostly ascribed to school, to ascribing roles to all participants. Within every partnership, there are ascribed roles for participants. This has the propensity to create ownership of the process (Hargreaves & Fullan, 2009) as all parties are expected to function interdependently. This may help to move the dialogue away from comments from some participants such as "the school belongs to administrators and teachers, so they should be mostly responsible for communicating with others." New comments may then be generated to envelope all the parties to where the dialogue may resemble, "this is our school" so we should all be responsible.

While roles have been consistently ascribed to schools, the findings here suggested some families are more open to taking on leadership roles. This new breed of "family leaders" expressed the desire to mentor other families in order to help them hone their parenting as well as other skills. Families in these roles move beyond becoming better advocates for their children but also for all children (Henderson et al., 2004). Adolescents within this study also indicated their desire to be more actively engaged in the process. The literature on adolescent development supports such engagement (Keating, 2004). Self-efficacy may determine the energy the parties expend to achieve such goals.

According to Bandura (1977), when people observe the successful mastery of a task by others, they feel empowered to achieve similar results. They are therefore

empowered to attempt similar tasks. Overwhelming success to harness family and community engagement in some schools continues to be elusive; however, small successes should not be counted as insignificant. The process of persuasion through proper communication channels should be explored as motivation may originate in the form of verbal persuasion. Verbal persuasion may be a powerful motivation tool capable of convincing others that they can succeed (Bandura, 1977*).* Adults as well as adolescents who have achieved some levels of success with fostering engagements may use this tool to encourage others to attempt to perform the similar tasks. Administrators, teachers, families, and students with a stronger sense of efficacy may assist those with lower self-efficacy.

Those who experience prior successes may be empowered to seek similar successes. Administrators and teachers who have successfully worked with families may therefore rub off on those who have not–a trickle across effect. Similarly, families and students who have experienced successes in working with different administrators and teachers may seek and help others seek similar successes. This may happen as according to Bandura (1977), the successful completion of previous tasks equals high self-efficacy.

Summary

Chapter 4 provided a detailed analysis of the findings of the research. By using Cronbach to test for reliability, Levene's test to test for homogeneity, and one-way ANOVA to test for differences among means, the data collected to answer the research questions were analyzed. Where differences were observed after the one-way ANOVA was calculated, a Turkey post hoc test was used to test for differences among groups. While a small administrative sample size hindered accurate statistical calculations, percentage comparisons based on responses from administrators were examined for

similarities and differences then compared to the other groups. Responses to the open-ended questions and the data from documents collected were analyzed. All three sources of data were triangulated.

The chapter therefore provided an in-depth look at the data findings. It highlighted small differences among the perceptions of administrators, teachers, families and students regarding the importance of family and community engagement. Significantly statistical differences were also noted regarding roles of the parties on some of the six typologies. It also pinpointed statistically significant differences among the perceptions and practices of the parties. The final chapter, Chapter 5, commences with an overview of the entire study. Four parts make up the chapter. The first part sets the background against which the study was conducted. In the second section, the main findings of Chapter 4 are highlighted in relation to the theoretical framework. The third section pinpoints recommendations based on the findings within the study and sets the premise for additional and future research. The final section marks the conclusion of the chapter.

Chapter 5: Summary, Recommednations, and Conclusions

The intent of this study was to explore the perceptions of selected administrators, teachers, students, and the families of students in one urban high school regarding the importance of family, school, and community engagements and explore the steps they take, or not, to develop and sustain such engagements. The first chapter charted the background for the study. The second chapter provided a review of the literature surrounding family and community engagement in school. Chapter 3 outlined the methodology, while Chapter 4 showed the results and discussions of the findings. This final chapter is divided into four parts. In the initial section, an overview of the study is presented. The second section highlights the results of the study and provides a detailed discussion on the findings. Section 3 addresses recommendations for actions and the need for additional studies to better understand the multiple faucets of family and community engagement. The final section summarizes the chapter.

Background and Literature Review

This study examined the perceptions of selected administrators, teachers, students, and the families of students in one urban high school regarding the importance of family, school, and community engagements and explored the steps they took, or not, to develop and sustain such engagements. Numerous studies have established the importance of family and community engagement to promote student learning (Auerbach, 2010; Epstein, 2001; Fantuzzo, Mcwayne, Perry, & Childs, 2004; Henderson & Mapp, 2002; Hill & Chao, 2009; Jeynes, 2005; Weiss et al., 2010) and increase attendance and graduation rates (Epstein & Sheldon, 2002; Hoover-Dempsey et al., 2005). ESSA, its predecessors, and other mandates at the state and local level have also recognized the value of such engagements; however, many schools still function without such

engagements.

There is a paucity of research to show how key players within the educational arena such as administrators, teachers, families, and students collectively regard the importance of family and community. Research especially on the view of high school students regarding such engagements is sparse (Christenson & Reschly, 2010; Keith et al., 1998). Knowing the collective perceptions may be vital as such knowledge may better help with the development of more robust and sustainable engagements. The roles of some of these specific stakeholders in engagement efforts have meandered over the years which may have resulted in possible cloudiness surrounding such roles. Subsequently, it is often unclear if there is consensus among the parties regarding their roles. Finally, there is little research that documented how each party's perceptions compare to their actual practices. Research consistently shows teachers are (Dotger, 2009; Freeman & Knopf, 2007) not adequately prepared for such engagements, neither are administrators (Griffith, 2001; Theoharis, 2007) or families (Lahart et al., 2009). A lack of research regarding students in such engagements (Christenson & Reschly, 2010; Keith et al., 1998) makes it challenging to assess their contributions to the barriers impacting the development of such engagements. This study therefore went beyond the scope of existing research to attempt to provide a more comprehensive understanding of perceptions of each party regarding the benefits of family and community engagement in schools. It examined the roles of the groups primarily through Epstein's typologies and further examined how the perceptions and practices are aligned.

While numerous challenges to such engagements have been identified, the benefits of the said engagements should encourage a growth mindset. Such a mindset establishes the premise for continuous progress towards getting better through input from

others, better strategies, or hard work (Dweck, 2006). The benefits of such engagement are not bound to a sole entity. On the contrary, countless research detailed the benefits to administrators, teachers, families, students, and ultimately society. In an age defined by rapid and frequent change, family, school, and community engagement should be viewed as a missing lynch pin needed to equalize the disparities in education in order to develop a citizenry with the abilities to help society maintain a competitive edge.

To better understand the complexity of family and community engagemen, two theories informed this research. Epstein's (1995) theory postulated six typologies through which family and community engagement may be defined. It captures variables such as parenting, communicating, learning at home, volunteering, decision making, and community collaboration. Within this study, the definitions extend beyond what schools should do but encapsulate what families and students should do. In thus doing, it fosters a more democratic approach consistent with the demands of the 21st century. It is through this lens that this research was conducted. The idea that people will expend effort to engage in activities if they perceive some measure of success made it important to also include Bandura's (1977) theory of motivation to better understand why stakeholders do what they do, if they do.

Methodology

To this end, a mixed-method research was conducted. This study utilized an explanatory sequential mixed-methods design. This design involved collecting quantitative data first and then explaining the quantitative results with in-depth qualitative data (Creswell, 2014). Since the mixed-method design combines quantitative as well as qualitative approaches within a study to better understand the research problem, it minimizes the limitations of qualitative and quantitative studies. Mixed

method is useful as it has the propensity to provide a more comprehensive view of the phenomena under investigation (Creswell, 2014).

Four different groups took part in this study. Administrators, teachers, students within one high school, and the families of the students participated in the study. All protocols to protect participants were observed. Permission was sought and received from the administrator at the school where the research took place. In addition, permission was also received from the IRB as well as Gardner-Webb University prior to the commencement of the study. Letters of consent for adults and assent for students provided an overview of the study and informed participants of the voluntary nature of the study. The participants responded to 55 close-ended questions on parallel surveys in addition to open-ended questions. The 55 questions were grouped into clusters. The survey was created by the researcher as no existing survey sufficiently captured the variables that needed to be better understood.

Germane to this was the need to move beyond the traditionally established roles that were always school specific and encouraged more participation from the other groups. Questions within the survey were based on the rubric for family and community engagement used by the county within which the research took place. Questions were also influenced by existing literature on the topic. Additionally, questions were heavily influenced by the work of Epstein (2001) for two reasons. First, the county's rubric is based on Epstein's work. Second, Epstein's theory of overlapping spheres is one of the theories on which the study was developed. Some questions within the survey were also influenced by Banduara's theory on motivation. Since motivation is viewed as necessary to fulfil a task, it was important to understand the capabilities of the participants with regard to fulfilling their roles to develop family and community engagement. Documents

collected within the research site helped to provide a more detailed analysis to the perceptions and practices. The study was conducted 2 months after the start of the 2016-2017 school year.

Data Collection

Letters of consent were placed in mailboxes of each of the 80 members on staff as well as the five administrators for the 2016-2017 school year. Subsequently, an email was sent to all staff to give them an overview of the research. Instructions to read and return the consent forms were also included. A link to the survey was sent to each group. Thirty teachers and three administrators returned signed consent forms and completed surveys. Since all families did not have access to email, a list was generated with the names of all teachers with a fourth-period class. Packages with student consent forms, family consent forms, and family surveys were created and distributed to 1,201 students. Each fourth-period teacher was instructed to hand out the packages on a specific day. A connect–ed message was sent to families to sensitize them about the package and its contents. The message provided an overview of the study as well as instructions to return the survey. Once families returned consent forms for students, students were provided with assent forms in order to participate in the study. Subsequently, a link to the survey was provided to each student. Eligible students completed the survey during their fourth-period class within a specified time frame. Forty families and 43 students completed the surveys.

The following research questions and null hypotheses guided the study.

Research Questions and Hypotheses

1. How do administrators, teachers, families, and students regard the importance of family, school, and community engagement?

2. What differences or similarities exist in the manner in which administrators, teachers, families, and students view each other's roles in developing and fostering family, school, and community engagement?
3. How are the practices utilized by administrators, teachers, families, and students to foster family, school, and community engagement aligned to their perceptions?

Null Hypothesis for Each Research Question

1. There is no statistically significant difference in how administrators, teachers, parents, and students regard the importance of family, school, and community engagement.
2. There is no statistically significant difference among the perceptions of administrators, teachers, families, and students regarding each other's roles in developing and implementing family and community engagement.
3. There are no statistically significant differences between the perceptions and the practices utilized by administrators, teachers, families, and students to foster family, school, and community engagement.

Responses to the quantitative section within the survey were explored with qualitative data. The qualitative phase of the study utilized open-ended surveys as well as documented sources to further explore the perceptions as well as the practices administrators, teachers, families, and students utilize to foster family, school, and community engagement.

Data Analysis

Response rates for all groups were calculated. More than 30% of administrators and teachers participated in the study. While less than 30% of families and students

participated, there were numerous similarities between the group and the population. Additionally, a nonrespondent check among the latter groups for bias indicated no statistically significant differences. Demographic data for each group were calculated and reported. Overall, the findings indicated the sample bore close similarities to the general population.

All statistics calculations for quantitative data were done through SPSS. Negatively worded questions were reversed and reliability coefficients based on Cronbach alpha indicated .70 or higher on all except one of the eight sections within the instrument. Levene test calculated homogeneity for each part of the survey at $p<.05$. A one-way ANOVA was used to determine differences among group means within each part of the survey in order to answer the first two research questions. Here again, $p<.05$. The small sample size for administrators warranted the need to calculate the one-way ANOVA for teachers, families, and students in order to gain more accurate insight. Percentages were used to show where administrator responses differed within the group as well as among the groups through specific item-by-item responses. Data from all open-ended questions and the documents were coded and recorded in a matrix. Percentages were used to report the results. Data from all sources were triangulated.

Findings

In relation to the first research question, "How do administrators, teachers, families, and students regard the value of family and community engagement," no statistically significant differences were found regarding the perception of administrators, teachers, families, and students regarding the importance of family and community engagement. The findings suggested moderate overall differences among the groups on specific questions within the cluster. Responses from the open-ended questions

supported the perceptions. Taken together, the results suggested most administrators, teachers, families, and high school students believed family and community engagement was important. Existing studies regarding the benefits of the engagements (Auerbach, 2010; Epstein, 2001; Henderson & Mapp, 2002; Jeynes, 2005; Weiss et al., 2010) were aligned with the perceptions; however, shades of differences among the perceptions indicate a need to sensitize or re-sensitize all parties to the benefits of such engagements. Isolated benefits based on the responses such as family and community engagement can improve campus security and generate civic pride may indicate a need for researchers to continue to explore the benefits of such engagements.

In order to answer the second research question, "What differences or similarities exist in the manner in which the different stakeholders view each other's roles in developing and fostering family, school, and community engagement," it was necessary to analyze the results based on each of the six types of engagement as postulated by Epstein. Statistically significant differences were found on three of the typologies. Where there were no statistically significant differences, subtle and in some cases overt differences existed. Data from the open-ended questions as well as the documents supported the quantitative findings.

Collectively, the findings indicated significant differences regarding the roles of the parties as they pertained to communication. The research revealed major gaps regarding who should be mostly responsible for initiating the communication process, what should be communicated, the means through which it should be communicated, and the frequency of which the communication should take place. "On going communication with many repetitions of the key message" is important to realize change (Hargreaves & Fullan, 2009, p. 267). While there were significant differences primarily between

families and teachers, there are also shades of differences evident in the responses given by students. The responses from administrators were mostly aligned with those families and students. It was evident that teachers and students wanted families to assume more active communication roles. It was also clear that most students felt they were primarily responsible for ensuring the channels of communication between school and home were successful. While existing literature is sparse on the role of high school students in this matter, this may represent an opportunity to explore the possibilities of formalizing those roles. According to Keating (2004), adolescents at this level are capable of contributing to such engagements.

Statistically significant differences were observed regarding the roles of the school and other parties with regard to parenting. While the majority of administrators and teachers felt parents should be solely responsible for parenting at home, not all families and students felt likewise. Instead, clear rationales regarding the shortcomings of some families provided for the need to include administrators, teachers, and students in helping with this role. Most students expressed a desire for more families to be better equipped to fulfil their roles as parents. Some families acknowledged their deficits but showed an inclination to be better prepared. To this end, it is important that all parties work in tandem to generate culturally responsive strategies to meet the needs of families. Family and community engagement is after all a partnership (Redding et al., 2011).

On a whole, the role of stakeholders as it related to volunteering was muddy but not statistically significant. The evidence showed marked differences between the rhetoric regarding the roles of the different parties to volunteering. Similar to the challenges regarding roles in communication here, who should communicate volunteering opportunities, how often it should be communicated, and the medium

through which it should be communicated were not clear. While the roles within this study were traditionally established roles, teachers and students indicated the need for more diverse opportunities for families. The need for more nonpassive roles was expressed by families as well as students. Evidence within the study showed students wanted their families to volunteer. It also showed families wanted to volunteer even though agreement on the expressed desires of families within this role among the other groups was not similarly aligned. Moreover, it showed existing opportunities for volunteering were not aligned with the interest of families. Glickman et al. (2014) indicated the need for practices to be culturally responsive. Additionally, it indicated the need for more flexible timing for volunteering opportunities.

Statistically significant differences were indicated concerning the roles of families with regard to helping their children learn at home. While a small percentage of students exhibited confidence in their abilities to function minus the assistance of families, most students wanted their families to be more involved in their education. Those who were sufficiently confident indicated in the event they needed assistance, families would willingly provide such assistance. Students on the whole desired families to be knowledgeable partners with their schools and expected them to provide the necessary resources to that end. Families as well as students expressed the need for more communication and resources to better help families work with children at home. The findings showed more families wanted to be engaged but were unprepared. Most of the families indicated a willingness to be better prepared to assist students. These families wanted to embrace this role in the engagement process and desire the school to assist them to better help their children; however, some administrators, teachers, and students were not convinced families wanted to be more engaged in the process.

There was common agreement regarding the roles of the different parties on decision making. The majority of students expressed the aspiration for more families to be a part of the decision-making process within the school. All groups indicated the need for students to be more engaged in the process. Keating (2004) believed students at this age are developmentally ready to participate in engagements of this sort.

No statistically significant differences were identified with regard to the role of schools in community collaboration. Slight differences among the groups were specific to preferences regarding the type of collaboration. For example, whereas families and students were more in favor of job shadowing, administrators and teachers indicated a preference to guest speakers. Community collaboration has been consistently viewed as integral to family and school engagements as such collaborations can help to meet the needs of families and students (Redding et al., 2011).

In relation to the final research question, "Are the practices utilized by administrators, teachers, families, and students to foster family, school, and community engagement aligned to their perceptions," statistically significant differences were found among the groups regarding perceptions and practices in relation to family, school, and community engagement. These differences were corroborated by the documents as well as responses given by the parties to the open-ended questions within the survey.

Discussion of Findings

No engagement can happen in isolation. No one group should be responsible to foster engagement. Educating the 21st century generation is not a task to be undertaken single handedly. Administrators, teachers, families, and students should be a part of such efforts (Hargreaves & Fullan, 2009). In environments marked by frequent changes and complexity, where partnerships and collaboration are frequently used to define successful

organizations, schools can no longer afford not to harness the value of family and community engagement. It is therefore critical that those involved in the process have a common perception regarding the benefits of such engagements or can be convinced of the benefits of such engagements. Such benefits have been well documented (Auerbach, 2010; Epstein, 2001; Henderson & Mapp, 2002; Jeynes, 2005; Weiss et al., 2010). However, since perceptions do not always translate into practice, it is necessary to move beyond perceptions to scrutinize practices.

In order for family and community engagement to become a permanent, workable, and successful fixture in the ever-changing scenery in which 21st century organizations operate, efforts to leverage the knowledge, skills, and creativity of key stakeholders must become a reality. Administrators, teachers, families, and students are germane to such a process. Authentic engagement–engagement that is not bound by specific class, race, gender, or socioeconomic specific–must be promoted. Such engagements should mimic the democratic environments in which participants reside and harness the collective value of participants. The engagements must recognize the value of each party to the process (United States Department of Education, n.d.b). The parties should be able to suspend preconceived notions traditionally used to develop and maintain the status quo that minimizes the input of all to the process. For example, many students identified themselves as the bridge to good communication, yet there are no formally established roles for students in the process based on the existing status quo. Additionally, whereas many perceive many families to be disinterested in the education of their children, most families in this study consistently expressed a desire to be more engaged. Barring a recognition of the value of all parties to the process, the random acts of engagement may persist to the detriment of students and invariably society.

The six types of engagement postulated by Epstein (1997) provided a framework within which the roles of participants may be better understood. Findings within this research indicated while the roles and practices fell within the six typologies, there was a yearning among most participants for more streamlined definitive roles. There was a strong indication that most families do not typically function in conventionally established roles but desire more unorthodox roles. For example, while attendance to PTSO was low, most families indicated a longing for more parent mentoring groups or activities more aligned with their interest. Together, these expressions begged the need for the parties to work together to develop more culturally responsive engagement strategies in vein with the ideology of promoting more culturally responsive schools. This means recognizing there is no one size fit all. Instead, it is important to consider race, class, and other such labels and create activities to meet said needs. Minus clear roles, the same half-hearted attempts to foster family and community engagement will continue with the same unsuccessful results. For example, some teachers indicated they do not contact families but expressed the need that families are welcomed to contact them. If this view is not conveyed, families are left unsure of whether or not they are welcomed to communicate with teachers. In the face of such uncertainty, many families may not try or will quit trying.

The best processes and the best initiatives may be thwarted through communication that is ineffective. Effective communication is necessary for engagement as only then will stakeholders garner a wide array of pertinent information and the needs of others be recognized and supported (Dunhill, Elliot, Messiou, Shaw, & Whitfield, 2009). If the rhetoric of equalizing academic disparities among students must become a reality through family, school, and community engagements, serious inroads must be

made into properly identifying roles of the different stakeholders in the process. It will mean not necessarily moving away from traditional practices, but it will mean finding new ways to communicate. It will mean identifying what to communicate, how to communicate, how often it should be communicated, and who should be involved and responsible for initiating the process. It will also mean an ongoing evaluation of the results in order to better the process. This sole process of communication is capable of undergirding the other typologies–parenting in home, learning at home, decision making, community collaboration, and volunteering–into a workable, sustainable, and effective initiative.

This research indicated most administrators and teachers wanted families to be engaged, even though some families and most students disagreed with such views. The findings also indicated most high school students wanted their families to be involved. Additionally, it pointed out, unlike the preconceived notions of most administrators, teachers, and students within the study, that families want to be involved. However, most families are cognizant of their limitations regarding specific roles but are desirous of securing help to better help their children. Self-efficacy shapes actions. The expressed desire to secure help to better assist students showed most families belief they can successfully master the knowledge and skills necessary to assist their children. For this to become a reality, key stakeholders must make the move to merge desires and practices. In merging *will* and *skill*, better results should materialize (Hargreaves & Fullan, 2009). Overall, the findings indicated significant disconnects among the perceptions and practices which may impede steps to develop more robust engagements.

While the voices of high school students and practices specific to the needs of high school students have not been sufficiently explored (Sheridan & Moorman, 2015),

most adolescents are developmentally ready (Keating, 2004) to be active participants in initiatives concerning their education. The majority of students in this study indicated their desire to be more engaged in family, school, and community efforts. For some, there was an expressed desire to lean on the adults within their sphere to guide them as they made decisions. This expression is aligned with research (Hill & Chao, 2009; Keating, 2004) which indicated the need for adults to provide scaffolding techniques to adolescents as they become more active in the engagement efforts. Students are not alone in their quest to become more engaged in efforts to build closer knits among family and school; administrators, teachers, and families believe students should be more dynamic contributors in the processes.

Perceptions, Roles, and Practices

Cynicism can be detrimental to engagement efforts. It is often challenging to think otherwise when the evidence is contrary to what is perceived. Good evidence is proof of implementation efforts (Hargreaves & Fullan, 2009). The common views that most families have little interest in the education of children may often guide the manner in which families and students are treated by administrators and teachers. Where efforts were expended at some point to meet the needs of students and families but such efforts were unsuccessful, the motivation to consistently reach out may become nonexistent. The same holds true for families and students.

Bower and Griffin (2011) alluded similarly when they indicated families may become detached if they perceived contact with schools did not meet their expectations or satisfy their concerns. The view by most students and to a lesser degree some families that administrators and teachers are not interested in promoting family and community engagement may stifle efforts to foster such engagements. According to Bandura (1977),

such psychological experiences can hamper the need to try again. Within this vein, it is important to explore culturally responsive practices to reach the perceived "unreachable." After all, misalignments between the expected and the desired may actually hinder the process. Marked misalignments among perceptions and practices establish the need for intervention in order to tap into the benefits of family and community engagement. In the words of Hargreaves and Fullan (2009), *will* and *skill* work in tandem for best results. The desire to want to accomplish a task requires having the skill set to do so.

Recommendations

The purpose of this study was to determine the perceptions of administrators, teachers, families, and students in one high school regarding family, school and community engagement and to determine the steps they take, or not, to develop family, school, and community engagement. With past existing research (Auerbach, 2010; Epstein, 2001; Fantuzzo et al., 2004; Henderson & Mapp, 2002; Hill & Chao, 2009; Jeynes, 2005; Weiss et al., 2010) emphasizing the value of such engagements to student success, student achievement should no longer be left to chance. Students falling through the cracks should no longer be an alternative in an age when the survival of the economy depends largely on a citizenry equipped with the skills and knowledge to keep the economy competitive. These recommendations are intended to move family, school, and community engagement from random, half-hearted acts to practical, more systematic acts. Three sources inform the recommendations for practice as well as the need for additional studies. First, recommendations are based on the findings from responses given by administrators, teachers, families, and students in one urban high school. Second, they are based on documents collected that helped to facilitate the data analysis from the different stakeholders. Finally, they are based on gaps in literature exposed

within this study. Together, they suggest not only the need for future further studies but also hint at practices that may be implemented at the school level in order to promote the development and sustenance of more robust family, school, and community engagement.

Recommendations for Practice

1. **Data collection, analysis, and application of findings**. There can be little hope to achieve success if things are left to chance. In an age where advancement and success depend on careful data collection and analysis to make informed and better decisions, changes to family and community engagement initiatives should mimic a similar paradigm. Efforts to identify and analyze existing data that pertains to family, school, and community engagement in order to use the findings to make informed decisions should be considered.
2. **Building a coalition.** Most meaningful, lasting, and successful initiatives are guided by individuals who are sufficiently knowledgeable and possess the requisite skills needed to carry out a task. Efforts to intentionally form a team to lead schools, families, and students into functional roles should be considered. The team should consist of administrators, teachers, families –not just the well-connected ones, but the ones who are typically under represented–as well as students. Additionally, members of the School Improvement Team should be included. The inclusion of these members will help to ensure family, school, and community engagement is not viewed in isolation but becomes a part of the fabric of the goals developed by the SIT for the school. Such integration may help foster more meaningful, sustainable engagement initiatives.

3. **Action plan.** Once a coalition is in place, they should be charged to design and implement an action plan to promote family engagement at the school site. This should involve conducting professional development for stakeholders. Additionally, evidence to promote cultural responsive strategies should be included.

Recommendations for Further Studies

1. The study was conducted in one urban high school in one state. Additional studies in different and multiple settings may help to provide a more concrete view of the perceptions of administrators, teachers, families, and students with regard to (a) the importance of family and community engagement, (b) the roles of stakeholders in such engagements, and (c) the alignment of practices. Such studies would enhance the scope of generalization to other populations.
2. To echo Epstein (2009), "Most studies have not paid attention to the students' roles in partnerships" (p. 234). However, the findings here showed most students want "their voices" to be heard. While most roles have been designed for schools, the time is right to explore potential roles based on the different typologies with regard to students. Developmentally, most students at the high school level are capable of making and participating in decisions concerning their education. These roles should not be defined by passivity but must instead target the skills and creativity of students.
3. While students from all grades participated within this study, the findings showed whereas most students expressed a desire for more support from schools as well as families, some students felt they needed less support. Research to pinpoint possible variables such as gender, race, grade level, and

developmental levels could help illuminate where more targeted support and resources should be directed in order to see more academically and socially successful students.

4. Efforts to articulate the roles of each stakeholder should move beyond the tradition of what schools should do to promote engagement. True engagement should not be one-sided but should be sufficiently flexible to encourage more even contribution by other stakeholders. With more clarity on roles with regard to the different typologies, channels of communications and expectations should be clearer. This may lead to less confusion and more engaged families.
5. A small sample size within this study warrants the need to possibly replicate the study with larger sample sizes.

Conclusion

This study highlighted the need to move beyond the need to understand the perceptions of administrators, teachers, families, and students regarding the value of family, school, and community engagement; but more importantly, it revealed the need to better define the roles assumed by each of the parties in relation to their perceptions. It therefore adds to prevailing research by magnifying the gaps between established and espoused roles of administrators, teachers, families, and students, while pinpointing the need for more clearly defined roles in engagement efforts. Additionally, it increased awareness of clear disconnects between perceptions and actual practices. It further magnified the need to take actionable measures to align the practices undertaken to perceptions based on more defined roles. The study amplified the voices of high school students regarding such engagements. It showed they have a voice and are eager to use

that voice. In an age where maintaining a competitive edge demands developing the capabilities, knowledge, and skills of students so they can contribute to the success of society, the onus falls on stakeholders to join the call to promote family, school, and community engagement that is methodical, relevant, successful, and sustainable.

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Appendix A

E-mail Verifying Permission to Conduct Study

Dear X,

On June 25, 2015, I embarked on a research that was approved by X. I commenced the research in order to complete the requirements to earn my Doctorate in Education.

The intent of the research is to explore the perceptions of administrators, teachers, students, and the families of students regarding the importance of family and community engagements; and to explore the steps they take, or not, to develop and sustain such engagements. Numerous studies indicate that family and community engagement has resulted in increased student performance, increased attendance, and a reduction in drop-out rates. An examination of the different perceptions and practices of administrators, teachers, families, and students can help determine areas of misalignment which can in turn help to create stronger family and community engagement.

Pending the successful defense of my proposal which is tentatively set for late July, 2016 to early August, the research is scheduled to be conducted within the school site during the Fall semester of this year.

Please let me know if you have any concerns/questions regarding this research.

Thank you.

Coreen Anderson.

Appendix B

Administrator Survey

Administrator Survey

Title: Family, School, Community Engagement in One High School –Where Perceptions Meet Practices

PART A: The following questions ask about your professional judgement regarding the importance of family and community engagement at this school. For statements 1 - 8, choose the letter in the box that matches with your judgement: SD –strongly Disagree, D-Agree, U-Undecided, A –Agree, and SA – Strongly Agree.

*Administrators means principals and assistant principals.

* Parents/families refers to mother, father, family members, or guardians mostly responsible for the child's care.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. This school works with parents to get them more involved in educating children.					
2. This school establishes and maintains regular two-way communication with parents.					
3. Administrators devote time, funding, space, personnel and other resources to support family and community engagement in this school.					
4. This school believes it is important for parents to be involved in the education of children.					
5. This school uses research to apply best practices to increase family and community engagement.					
6. Parents believe it is important to be involved in their child's/children's education.					
7. Students believe it is important for parents to be involved in their education.					
8. This school monitors family and community efforts and uses the results to improve future school improvement efforts.					

Short Answers:
For this section, please respond to the following questions in your own words.

What would be the advantages of having administrators, parents, teachers, and students working together in this school?

PART B: The following questions ask about your professional judgement regarding communication at this school. For statements 1 – 10, select the letter in the box that matches with your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A – Agree, and SA - Strongly Agree

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Teachers should provide parents with information on student academic performance at least once every five weeks.					
2. The school should provide translators to assist parents who need help when they attend school events.					
3. Teachers should only contact parents when students have behavioral problems.					
4. The school should share financial aid, career, and college information with parents.					
5. Administrators should provide training to teachers to help them communicate better with parents.					
6. Teachers should contact parents at least once per semester to discuss the child's progress.					
7. The school should reward parents who work with their children to encourage student learning.					
8. The school should provide parents with school policies, expectations, and procedures.					
9. The school give students letters, report cards, and notices to give their parents.					
10. Parents should contact teachers when they need information to better help their child.					

Short Answers:
For this section, please respond to the following statements in your own words.

Of administrators, teachers, parents/families, and students who should be responsible for making sure there is good communication between families/parents and school? Why?

In what ways do you usually communicate with parents? These may include: e-mail, phone, newsletter, website, or other ways. Please list them in order of most commonly used to least used.

PART C: The following questions relate to the establishment of the home environment to support students learning at this school. For statements 1-9, select the letter in the box that matches with your judgement: SD –strongly Disagree, D-Agree, U-Undecided, A – Agree, and SA – Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Parents should provide a caring and supportive environment for their child at home.					
2. Parents should make sure that their child complete and review school assignments such as homework at home.					
3. Parents should discuss the value for education with their child.					
4. Parents know how to help their child with school work at home.					
5. Parents should make sure their child attends school daily.					
6. Teachers need training on how to better help parents assist their child at home with school work.					
7. Parents should discuss grades on assignments such as quizzes, homework, tests, and projects with students.					
8. Parents want to help their children but they do not know how.					
9. Parents want to help their children but they do not have time.					

Short Answers:
For this section, please respond to the following questions in your own words.

Of administrators, teachers, parents, and students who should be mostly responsible for making sure a child is supported at home so he/she can do his/her best in high school? Why?

What is done in this school to help parents establish home environments to support student learning?

PART D: The following questions ask about your professional judgement about how parents are recruited to help support activities in this school. For statements 1- 7, select the letter in the box that matches with your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A –Agree, and SA - Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Most parents participate in Parent Teacher School Organization (PTSO).					
2. Most parents/family members volunteer at the school at least once per year.					
3. The school creates a welcoming environment for parents and families.					
4. Most parents attend open house.					
5. More parents would volunteer if they had time.					
6. Parents want to be more involved in the school.					
7. The school encourages parent participation in field-trips and project-based learning types of learning activities.					
8. The school can do more to get families to participate in school activities.					

Short Answer
For this section, please respond to the following questions in your own words.

Of administrators, teachers, parents, and students, who should be mostly responsible for getting families to participate in school activities? Why?

How are parents recruited to help? For example: via mail, telephone, websites…

Are there any volunteering activities not currently offered that you think should be offered?

What do you think administrators and teachers should do to get more families to volunteer?

PART E: The following questions ask about ways in which parents help their children learn at home. For statements 1 – 8, select the letter in the box that matches with your judgement: SD –strongly Disagree, D-Agree, U-Undecided, A –Agree, and SA – Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Parents should help their child to set academic goals.					
2. Parents should talk with their child about what the child is learning in school.					
3. Parents should discuss their child's progress in school with him/her.					
4. Parents should talk with their child about college and careers.					
5. Parents should make sure their child completes all school assignments.					
6. Parents should talk with their child about their expectations for the child.					
7. Teachers should create homework that will allow students to talk about what they are learning with parents.					
8. The school should offer training for parents to help them better help their child with school work at home.					

Short Answers:
For this section, answer the questions/statements in your own words.

What does this school do to help parents help their children learn at home?

In what ways can the school better prepare parents to help their child/children?

In what ways you like parents to help their child that you do not see happening now?

PART F: The following questions ask about decision-making in this school. For statements 1 – 7, select the letter in the box that matches with your judgement: SD – strongly Disagree, D-Disagree, U-Undecided, A –Agree, and SA –Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Parents should be involved in decisions about their child's education in this school.					
2. Parents should help form committees that make decisions about their child's education.					
3. Parents should participate in conferences before their child is placed in a course or a class.					
4. Parents should help make school policies and create curricula and programs.					
5. At least 10% of parent representatives should be on various committees in the school.					
6. Student representatives should be on different committees in the school.					
7. The school should give parents opportunities to be more engaged in decisions about the child's education.					

Short Answers:
For this section, please respond to the following questions in your own words.

What are the top three ways you would like parents to be more involved in making decisions in this school?

In what capacity would you like students to be involved in making decisions in this school?

PART G: The following questions ask about your professional judgement about community involvement in this school. For statements 1-5, select the letter in the box that matches with your judgement: SD –strongly Disagree, D-Disagree, U-Undecided, A – Agree, and SA -Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. The school should invite guest speakers from universities and other businesses to visit different classes in this school monthly.					
2. The school should provide information for students and families about community support services and programs that can help students.					
3. The school should work with local businesses, industries, and community organizations to help students get job shadowing experiences.					
4. Parents know how to access resources in the community to help their child.					
5. The school should work with businesses to provide opportunities for students to get real-world career experiences.					
Short Answer: **For this section, please respond to the following questions in your own words.**					
In what ways would you like the school to work with the community to help students in this school?					

PART H: Select the responses that best describes you.	
I am	Male Female
My age is	20-30 31-45 46-55 56 or above
Years as an administrator at this school	1-3 4-5 6-10 10 or more
My racial/ethnic group is	Black/African American Hispanic Caucasian/White Asian Other

THANK YOU for your help in completing this survey.

Appendix C

Teacher Survey

Teacher Survey

Title: Family, School, Community Engagement in One School –Where Perceptions Meet Practices

PART A: PART A: The following questions ask about your professional judgement regarding the importance of family and community engagement at this school. For statements 1 -8, choose the letter in the box that matches with your judgement: SD – Strongly Disagree, D-Disagree, U-Undecided, A –Agree, and SA –Strongly Agree.

*Administrators means principals and assistant principals.

* Parents/families refers to mother, father, family members, or guardians mostly responsible for the child's care.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. This school works with parents to get them more involved in educating children					
2. This school establishes and maintains regular two-way communication with parents.					
3. Administrators devote time, funding, space, personnel and other resources to support family and community in this school.					
4. This school believes it is important for parents to be involved in the education of children.					
5. This school uses research to apply best practices to increase family and community engagement.					
6. Parents believe it is important to be involved in their child's/children's education.					
7. Students believe it is important for parents to be involved in their education.					
8. This school monitors family and community engagement efforts and uses the results to improve future school improvement efforts.					

Short Answers:
For this section, please respond to the following question in your own words.

What would be the advantages of having administrators, parents, teachers, and students working together in this school?

PART B: The following questions ask about your professional judgement regarding communication at this school. For statements 1 – 10, select the letter in the box that matches with your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A – Agree, and SA –Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Teachers should provide information on student academic performance at least once every five weeks.					
2. The school should provide translators to assist parents who need help when they attend school events.					
3. Teachers should only contact parents when students have behavioral problems.					
4. The school should share financial aid and college information with parents.					
5. Administrators should provide training to teachers to help them understand the importance of communicating with parents.					
6. Teachers should contact parents at least once per semester with good reports about their child.					
7. The school should reward parents who work with their children to encourage student learning.					
8. The school should provide parents with school policies, expectations, and procedures.					
9. The school should give students letters, report cards, and notices to give their parents.					
10. Parents should contact teachers when they need information to better help their child.					

Short Answers:
For this section, please respond to the following questions/statements in your own words.

Of administrators, teachers, parents, and students who should be responsible for making sure there is good communication between families/parents and school? Why?

In what ways do you usually communicate with parents? These may include: e-mail, phone, newsletter, website, or other ways. Please list them in order of most commonly used to least used.

PART C: The following questions relate to the establishment of the home environment to support students learning at this school. For statements 1-14, circle the letter in the box that matches with your judgement: SD –strongly Disagree, D-Agree, U-Undecided, A – Agree, and SA –Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Parents should provide a caring and supportive environment for their child at home.					
2. Parents should make sure their child complete and review school assignments such as homework at home.					
3. Parents should discuss the value for education with their child.					
4. Parents know how to help their child with school work at home.					
5. Parents should make sure their child attends school daily.					
6. Teachers need training on how to better help parents assist their child at home with school work.					
7. Parents should discuss grades on assignments such as quizzes, homework, tests, and projects with students.					
8. Parents want to help their children but they do not know how.					
9. Parents want to help their children but they do not have time.					

Short Answers:
For this section, please respond to the following questions in your own words.

Of administrators, teachers, parents, and students who should be mostly responsible for making sure a child is supported at home so he/she can do his/her best in high school? Why?

What do you do in this school to help families establish home environments to support student learning?

PART D: The following questions ask about your professional judgement about how parents are recruited to help support activities in this school. For statements 1- 7, select the letter in the box that matches with your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A –Agree, and SA –Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Most parents participate in Parent Teacher School Organization (PTSO).					
2. Most parents volunteer at the school at least once per year.					
3. The school creates a welcoming environment for parents and families.					
4. Most parents attend open house.					
5. More parents would volunteer if they had time.					
6. Parents want to be more involved in the school.					
7. The school encourages parent participation in field-trips and project-based learning types of learning activities.					

Short Answer
For this section, please respond to the following questions in your own words.

Of administrators, teachers, parents/families, and students, who should be mostly responsible for getting families to participate in school activities? Why?

What is the best way for the school to get your help with school activities? These may include: telephone, e-mail, website, school calendars etc.

What do you think administrators and teachers should do to get more families to participate in school activities?

What opportunities for parents are not currently offered to families that you think should be offered?

PART E: The following questions ask about ways in which parents help their children learn at home. For statements 1 – 8, select the letter that matches your judgement: SA – Strongly Disagree, D-Disagree, U –Undecided, A - Agree, and SA –Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Parents should help their child to set academic goals.					
2. Parents should talk with their child about what the child is learning in school.					
3. Parents should discuss their child's progress in school with him/her.					
4. Parents should talk with their child about college and careers.					
5. Parents should make sure their child completes all school assignments.					
6. Parents should talk with their child about their expectations for the child.					
7. Teachers should create homework that will allow students to talk about what they are learning with parents.					
8. The school should offer training for parents to help them better help their child with school work at home.					
Short Answers: **For this section, please respond to the following questions/statements in your own words.**					
How can the school better help you to better prepare parents to help their child?					
In what ways you like parents to help their child that you do not see happening now?					

PART F: The following questions ask about decision-making in this school. For statements 1 – 7, select the letter that matches your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A –Agree, and SA – Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Parents should be involved in decisions about their child's education in this school.					
2. Parents should help form committees that make decisions about their child's education.					
3. Parents should participate in conferences before their child is placed in a course or a class.					
4. Parents should help make school policies and create curricula and programs.					
5. The school should have at least 4 parent representatives on various committees in the school.					
6. Student representatives should be on different committees in the school.					
7. The school should give parents opportunities to be more engaged in decisions about the child's education.					

Short Answers:
For this section, please respond to the following questions/statements in your own words.

What are the top three ways you would like parents to be involved in making decisions in this school?

In what capacity would you like students to be involved in making decisions in this school?

PART G: The following questions ask about your professional judgement about community involvement in this school. For statements 1-5, circle the letter in the box that matches with your judgement: SD –strongly Disagree, D-Agree, U-Undecided, A – Agree, and SA –Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. The school should invite guest speakers from universities and other businesses to visit different classes in this school monthly.					
2. The school should provide information for students and families about community support services and programs that can help students.					
3. The school should work with local businesses, industries, and community organizations to help students get job shadowing experiences.					
4. Parents know how to access resources in the community to help their child.					
5. The school should work with businesses to provide opportunities for students to get real-world career experiences.					
Short Answers: **For this section, please respond to the following questions/statements in your own words.**					
In what ways would you like the community to help students in this school?					
What are some ways in which the community and the school should be working together but they are not?					

PART H: **For this section, select the responses that best describes you.**	
I am	Male Female
My age is	20-30 31-45 46-55 56 or above
Years of teaching experience at this school	1-3 4-5 6-10 10 or more
Class currently teach	AP and honors only AP, Honors and traditional Electives
My race/ethnic group is	Black/African American Hispanic Caucasian/White Asian Other

THANK YOU for your help in completing this survey.

Appendix D

Administrator Consent Letter

Administrator Consent Letter

You are invited to participate in a research study. The intent of this research is to explore the perceptions of administrators, teachers, students, and the families of students regarding the importance of family and community engagements; and to explore the steps they take, or not, to develop and sustain such engagements. You were chosen for this study because you teach at the high school where the study will be conducted.

This study will be conducted by Coreen Anderson, a doctoral student at Gardner-Webb University.

Background Information:

The purpose of this study is to explore the perceptions of administrators, teachers, students, and the families of students regarding the importance of family and community engagements; and to explore the steps they take, or not, to develop and sustain such engagements.

Procedures:

If you agree to participate in this study, you will be asked to:

- Complete a survey on-line.
- Provide documents to show your efforts to develop family and community engagement. You may include documentations for the 2015-2016 school year as well documentations for the 2016-2017 school year. Please remove any and all information from the documents that may be used to identify you or other persons.

Voluntary Nature of the Study:

This study is voluntary. Participation is therefore voluntary. Whether you choose to participate or not, will not impact collegial relationships within the school.

Risks and Benefits of the Study:

There are no known risks associated with participating in this study.

As a participant in this study you will help to contribute to promoting a better understanding of how perceptions and practices are aligned. This knowledge may help to strengthen federal policies regarding family and community engagement. It may also assist with the development of more robust and sustainable family and community engagement programs at the school and district level.

Payment:

There is no payment for participating in this study.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Additionally, the researcher will not include your name or any identifiable information associated with you in the reports. Data gathered for this study will be kept in a locked cabinet inside the researcher's property. Data will be kept for 5 years as per recommended by different researchers and then destroyed.

Contacts and Questions:

If you have questions at any time you may contact the researcher by telephone at XXX-XX-XXXX or via e-mail at: XXXXXXX. You may also contact my dissertation chair.

You may make a copy of this consent form for your records.

Statement of Consent

I have read the above information. I feel I understand the study well enough to make a decision about my involvement. By signing below you are indicating that you understand the terms above.

Administrator's Name_____

Administrator's Signature_____ Date_____

Appendix E

Teacher Consent Letter

Teacher's Consent Letter

You are invited to participate in a research study. The intent of this research is to explore the perceptions of administrators, teachers, students, and the families of students regarding the importance of family and community engagements; and to explore the steps they take, or not, to develop and sustain such engagements. You were chosen for this study because you teach at the high school where the study will be conducted.

This study will be conducted by Coreen Anderson, a doctoral student at Gardner-Webb University.

Background Information:

The purpose of this study is to explore the perceptions of administrators, teachers, students, and the families of students regarding the importance of family and community engagements; and to explore the steps they take, or not, to develop and sustain such engagements.

Procedures:

If you agree to participate in this study, you will be asked to:

- Complete a survey on-line.
- Provide documents to show your efforts to develop family and community engagement. You may include documentations for the 2015-2016 school year as well documentations for the 2016-2017 school year. Please remove any and all information from the documents that may be used to identify you or other persons.

Voluntary nature of the study:

This study is voluntary. Participation is therefore voluntary. Whether you choose to participate or not, will not impact collegial relationships within the school.

Risks and benefits of the study.

There are no known risks associated with participating in this study.

As a participant in this study you will help to contribute to promoting a better understanding of how perceptions and practices are aligned. This knowledge may help to strengthen federal policies regarding family and community engagement. It may also assist with the development of more robust and sustainable family and community engagement programs at the school and district level.

Payment

There is no payment for participating in this study.

Privacy

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Additionally, the researcher will not include your name or any identifiable information associated with you in the reports. Data gathered for this study will be kept in a locked cabinet inside the researcher's property. Data will be kept for 5 years as per recommended by different researchers and then destroyed.

Contacts and Questions.

If you have questions at any time you may contact the researcher by telephone at XXX-XXX-XXXX or via e-mail XXXXXXX. You may also contact my dissertation chair, at XXX-XX-XXXX.

You may make a copy of this consent form for your records.

Statement of Consent

I have read the above information. I feel I understand the study well enough to make a decision about my involvement. By signing below you are indicating that you understand and agree to the terms above.

Teacher's Name_____

Teacher's Signature_____

Date_____

Appendix F

Parental Consent for Minors

Parental Consent Form for Minors

Your child is being asked to participate in a research study. Please read this form before you give your child permission to participate.

This study is being conducted by Coreen Anderson, a doctoral student at Gardner-Webb University.

Explanation to participant:

The purpose of this research is to explore the perceptions of administrators, teachers, students, and the families of students regarding the importance of family and community engagements; and to explore the steps they take, or not, to develop and sustain such engagements. Numerous studies indicate that family and community engagement has resulted in increased student performance, increased attendance, and a reduction in drop-out rates. An examination of the different perceptions and practices of administrators, teachers, families, and students can help determine areas of misalignment.

Procedures:

If you give your child permission to participate in this study, he or she will be asked to respond to an on-line survey.

Students will be asked to respond to the survey during the portion of a designated class period. The survey will take about 10 minutes. Your child's answers to the survey will be CONFIDENTIAL. Students will not write their names or any other identifiable information on any of the surveys. Students will not be graded or punished for participation or non-participation in the survey.

Risks and Benefits:

There are no known risk posed to your child during this study.

As a participant in this study, your child may help to change the way administrators, teachers, families and students interact which may make learning more effective and engaging for your child.

Payment/Compensated:

If your child participates in this study, he/she will not be paid.

Voluntary Nature of the Study:

Your child is not required to participate in this study, and participates only if he/she wants to. Your child grades or reputation in the school will not be affected if he/she chooses not to participate in this study. He or she if free to withdraw from participating in the study at any time.

Contacts and Questions:

If you have questions at any time you may contact the researcher at by telephone at XXX-XX-XXXX or via e-mail at: mcraecoreen@gmail.com

You may make a copy of this consent form for your records.

Statement of Consent

I have read the above information. I feel I understand the study well enough to make a decision about my child's involvement. I agree that my child can participate in the study

PRINT CHILDS NAME_____

PARENTS NAME_____Date:_____

PARENTS SIGNATURE:_____ Date: _____

Appendix G

Family Consent Letter

Family Consent Letter

You are invited to participate in a research study. The intent of this research is to explore the perceptions of administrators, teachers, students, and the families of students regarding the importance of family and community engagements; and to explore the steps they take, or not, to develop and sustain such engagements. You were chosen for this study because you teach at the high school where the study will be conducted.

This study will be conducted by Coreen Anderson, a doctoral student at Gardner-Webb University.

Background Information:

The purpose of this study is to explore the perceptions of administrators, teachers, students, and the families of students regarding the importance of family and community engagements; and to explore the steps they take, or not, to develop and sustain such engagements.

Procedures:

If you agree to participate in this study, you will be asked to:

- Complete a survey on-line.
- Provide documents to show your efforts to develop family and community engagement. You may include documentations for the 2015-2016 school year as well documentations for the 2016-2017 school year. Please remove any and all information from the documents that may be used to identify you or other persons.

Voluntary Nature of the Study:

This study is voluntary. Participation is therefore voluntary. Whether you choose to participate or not, will not impact collegial relationships within the school.

Risks and Benefits of the Study:

There are no known risks associated with participating in this study.

As a participant in this study you will help to contribute to promoting a better understanding of how perceptions and practices are aligned. This knowledge may help to strengthen federal policies regarding family and community engagement. It may also assist with the development of more robust and sustainable family and community engagement programs at the school and district level.

Payment:

There is no payment for participating in this study.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Additionally, the researcher will not include your name or any identifiable information associated with you in the reports. Data gathered for this study will be kept in a locked cabinet inside the researcher's property. Data will be kept for 5 years as per recommended by different researchers and then destroyed.

Contacts and Questions:

If you have questions at any time you may contact the researcher by telephone at XXX-XX-XXXX or via e-mail at: mcraecoreen@gmail.com. You may also contact my dissertation chair.

You may make a copy of this consent form for your records.

Statement of Consent

I have read the above information. I feel I understand the study well enough to make a decision about my involvement. By signing below, you understand that you are agreeing to the terms above.

Name_____

Signature_____

Date_____

Appendix H

Family Survey (English)

Family Survey

Title: Family, School, Community Engagement in One School –Where Perceptions Meet Practices

PART A: PART A: The following questions ask about your professional judgement regarding the importance of family and community work engagement at this school. For statements 1 -10, choose the letter in the box that matches with your judgement: SD – Strongly Disagree, D-Disagree, U-Undecided, A –Agree, and SA – Strongly Agree.

*Administrators means principals and assistant principals.

* Parents/families refers to mother, father, family members, or guardians mostly responsible for the child's care.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. This school works with parents to get them more involved in educating children.					
2. This school establishes and maintains regular two-way communication with parents.					
3. Administrators devote time, funding, space, personnel and other resources to support family and community engagement in this school.					
4. This school believes it is important for parents to be involved in the education of children.					
5. This school uses research to apply best practices to increase family and community engagement.					
6. Parents believe it is important to be involved in their child's/children's education.					
7. Students believe it is important for parents to be involved in their education.					
8. This school monitors family and community efforts and uses the results to improve future school improvement efforts.					

Short Answers:
For this section, please respond to the following question/statement in your own words.

What would be the advantages of having administrators, parents/families, teachers, and students working together in this school?

PART B: The following questions ask about your professional judgement regarding communication at this school. For statements 1 – 10, select the letter in the box that matches with your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A–Agree, and SA –Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Teachers should provide information on student academic performance at least once every five weeks.					
2. The school should provide translators to assist parents who need help when they attend school events.					
3. Teachers should only contact parents when there are behavioral problems.					
4. The school should share financial aid and college information with parents.					
5. Administrators should provide training to teachers to help them understand the importance of communicating with parents/families.					
6. Teachers should contact parents at least once per semester to discuss the child's progress.					
7. The school should reward parents who work with their children to encourage student learning.					
8. The school should provide parents with school policies, expectations, and procedures.					
9. The school should give students letters, report cards, and notices to give their parents.					
10. Parents should contact teachers when they need information to better help their child.					

Short Answers:
For this section, please respond to the following questions/statements in your own words.

Of administrators, teachers, parents/families, and students who should be responsible for making sure there is good communication between families/parents and school? Why?

What is the best way for the school to contact you? These may include: e-mail, phone, newsletter, website, send notice with child/children, or other ways. Please list them in order of most preferred to least preferred.

In one semester, how often, and why do you contact teachers regarding your child?

PART C: The following questions relate to the establishment of the home environment to support students learning at this school. For statements 1-9, select the letter in the box that matches with your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A –Agree, and SA –Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Parents should provide a caring and supportive environment for their child at home.					
2. Parents should make sure that their child complete and review school assignments such as homework at home.					
3. Parents should discuss the value for education with their child.					
4. Parents know how to help their child with school work at home.					
5. Parents should make sure their child attends school daily.					
6. Teachers need training on how to better help parents assist their child at home with school work.					
7. Parents should discuss grades on assignments such as quizzes, homework, tests, and projects with students.					
8. Parents want to help their children but they do not know how.					
9. Parents want to help their children but they do not have time.					

Short Answers:
For this section, please respond to the following questions in your own words.

Of administrators, teachers, parents/families, and students who should be mostly responsible for making sure a child is supported at home so he/she can do his/her best in high school? Why?

What would you like the school to do to help you establish a home environment to support student learning at home?

How do you create an environment that is supportive of your child learning at home?

PART D: The following questions ask about your professional judgement about how parents are recruited to help support activities in this school. For statements 1- 9, select the letter in the box that matches with your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A – Agree, and SA –Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Most parents participate in Parent Teacher School Organization (PTSO).					
2. Most parents/family members volunteer at the school at least once per year.					
3. The school creates a welcoming environment for parents and families.					
4. Most parents attend open house.					
5. More parents would volunteer if they had time.					
6. Parents want to be more involved in the school.					
7. The school encourages parent participation in field-trips and project-based learning types of learning activities.					

Short Answer
For this section, please respond to the following questions in your own words.

Of administrators, teachers, parents/families, and students, who should be mostly responsible for getting families to participate in school activities? Why?
What do you think the school should do to get more families to volunteer?
What activities for volunteering is not currently offered at the school but you would like to see offered?
What is the best way for the school to contact you when they need your help as a volunteer/ to participate in school activities?

PART E: The following questions ask about ways in which parents help their children at home learn at home. For statements 1 - 7, circle the letter that matches your judgement: SD –Strongly Disagree, D-agree, U-Undecided, A –Agree, and SA – Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Parents should help their child to set academic goals.					
2. Parents should talk with their child about what the child is learning in school.					
3. Parents should discuss their child's progress in school with him/her.					
4. Parents should talk with their child about college and careers.					
5. Parents should make sure their child completes all school assignments.					
6. Parents should talk with their child about their expectations for the child.					
7. Teachers should create homework that will allow students to talk about what they are learning with parents.					
8. The school should offer training for parents to help them better help their child with school work at home.					

Short Answers:
For this section, please respond to the following questions/statements in your own words.

In what ways can the school better help you to help your child/children learn at home?

PART F: The following questions ask about decision-making in this school. For statements 1 - 7, select the letter that matches your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A –Agree, and SA – Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Parents should be involved in decisions about their child's education in this school.					
2. Parents should help form committees that make decisions about their child's education.					
3. Parents should participate in conferences before their child is placed in a course or a class.					
4. Parents should help make school policies and create curricula and programs.					
5. The school should have at least 4 parent representatives on various committees in the school.					
6. Student representatives should be on different committees in the school.					
7. The school should give parents opportunities to be more engaged in decisions about the child's education.					

Short Answers:
For this section, please respond to the following statements in your own words.

What are the top three ways you would like to be more involved in making decisions in this school?

In what capacity would you like your child/children to be involved in making decisions in this school?

PART G: The following questions ask about your professional judgement about community involvement in this school. For statements 1-5, select the letter in the box that matches with your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A – Agree, and SA – Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. The school should invite guest speakers from universities and other businesses to visit different classes in this school monthly.					
2. The school should provide information for students and families about community support services and programs that can help students.					
3. The school should work with local businesses, industries, and community organizations to help students get job shadowing experiences.					
4. Parents know how to access resources in the community to help their child.					
5. The school should work with businesses to provide opportunities for students to get real-world career experiences.					
Short Answers: **For this section, please respond to the following questions in your own words.**					
In what ways would you like the school to work with the community to help your child?					
How is the school now working with the community to help your child?					

SECTION H: Select the responses that best describes you.

I am	Male Female
My age is	19 or younger 20-30 31-45 46-55 56 or older
My family structure	Single father Single mother Nuclear (Mother & father with children) Extended family (aunts/grandparents…)
My family income is (K=thousands per year)	21K-30K 31K-40K double check appendix 41K-50K 51K or more
I am employed	Full time Part time Not employed but seeking work Not employed and not seeking work
My child's/children current grade point average is	A – 4.0 B – 3.0 C – 2.0 D – 1.0 F - 0 I don't know
Which of the following best describes you?	Did not graduate high school Graduated high school Did not attend college but has job training certificate Associate degree BA MA or higher
My race/ethnic group is	Black/African American Hispanic Caucasian/White Asian Other
I have	1 child in high school 2 children in high school 3 or more children in high school

THANK YOU for your help in completing this survey!

Appendix I

Family Survey (Spanish)

Encuesta Familiar

Título: familia, escuela, compromiso comunitario de uno de Percepción de la escuela - donde Conocer Prácticas

PARTE A: Las siguientes preguntas se refieren a su juicio profesional en cuanto a la importancia de la participación del trabajo familiar y comunitario en esta escuela. Para las sentencias de 1 -10, elija la letra en el cuadro que coincide con su criterio: SD -Strongly en desacuerdo, en desacuerdo D-U-Indeciso, A -Acordar, y SA - Totalmente de acuerdo.

* Los administradores significa directores y subdirectores.

* Los padres / familias se refiere a la madre, el padre, miembros de la familia o tutores sobre todo responsable del cuidado del niño.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
9. Esta escuela trabaja con los padres para conseguir que se impliquen más en la educación de los niños.					
10. Esta escuela establece y mantiene una comunicación regular de dos vías con los padres.					
11. Los administradores dedican tiempo, la financiación, el espacio, personal y otros recursos para apoyar la participación familiar y comunitaria en esta escuela.					
12. Esta escuela cree que es importante que los padres se involucren en la educación de los niños					
13. Esta escuela utiliza la investigación para aplicar las mejores prácticas para aumentar la participación de la familia y la comunidad					
14. Los padres creen que es importante estar involucrado en / educación de los hijos de sus hijos.					
15. Los estudiantes creen que es importante que los padres estén involucrados en su educación.					
16. Esta escuela vigila la familia y la comunidad y utiliza los resultados para mejorar los esfuerzos futuros para mejorar la escuela					
Respuestas cortas: **Para esta sección, por favor responder a la siguiente pregunta / afirmación en sus propias palabras.**					

¿Cuáles serían las ventajas de tener administradores, padres / familias, profesores y estudiantes que trabajan juntos en esta escuela?

PARTE B: Las siguientes preguntas se refieren a su juicio profesional en materia de comunicación en esta escuela. Para las sentencias de 1 - 10, seleccione la letra en el cuadro que coincide con su criterio: SD -Strongly en desacuerdo, en desacuerdo D-U-Indeciso, A-acuerdo, y SA -Strongly acuerdo.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
11. Los maestros deben proporcionar información sobre el rendimiento académico de los estudiantes al menos una vez cada cinco semanas.					
12. La escuela debe proveer traductores para ayudar a los padres que necesitan ayuda cuando asisten a eventos escolares.					
13. Los maestros sólo deben ponerse en contacto con los padres cuando hay problemas de comportamiento.					
14. La escuela debe compartir la ayuda financiera y la información de la universidad con los padres					
15. Los administradores deben proporcionar capacitación a los profesores para ayudarles a entender la importancia de comunicarse con los padres / familias.					
16. Los maestros deben comunicarse con los padres al menos una vez por semestre para discutir el progreso del niño.					
17. La escuela debe recompensar a los padres que trabajan con sus hijos para fomentar el aprendizaje del estudiante.					
18. La escuela debe proveer a los padres con las políticas de la escuela, las expectativas y los procedimientos.					
19. La escuela debe dar a los estudiantes las cartas, libretas de calificaciones, y las comunicaciones para dar a sus padres.					
20. Los padres deben ponerse en contacto con los maestros cuando necesitan información para ayudar mejor a sus hijos.					
Respuestas cortas: Para esta sección, por favor responda a las siguientes preguntas / afirmaciones en sus propias palabras.					

De los administradores, maestros, padres / familias y estudiantes que debe ser responsable de asegurarse de que existe una buena comunicación entre las familias / padres y la escuela? ¿Por qué?
¿Cuál es la mejor manera para que la escuela se comunique con usted? Estos pueden incluir: e-mail, teléfono, boletín, página web, enviar una notificación con niño / niños, u otras formas. Por favor enumerarlos en orden de mayor a menor preferencia preferido.
En un semestre, con qué frecuencia y por qué se comunique con los maestros respecto a su hijo?

PARTE C: Los siguientes preguntas se refieren a la creación del ambiente en el hogar para apoyar a los estudiantes que aprenden en esta escuela. Para las sentencias de 1-9, seleccione la letra en el cuadro que coincide con su criterio: SD -Strongly en desacuerdo, en desacuerdo D-U-Indeciso, A -Acordar, y SA -Strongly acuerdo.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
10. Los padres deben proporcionar un ambiente de cuidado y apoyo para su hijo en casa.					
11. Los padres deben asegurarse de que sus tareas de la escuela y revisión completa del niño, tales como preparación en el país					
12. Los padres deben hablar sobre el valor de la educación de sus niños					
13. Los padres saben cómo ayudar a sus hijos con las tareas escolares en casa					
14. Los padres deben asegurarse de que sus hijos asistan a la escuela todos los días.					
15. Los maestros necesitan capacitación sobre cómo ayudar mejor a los padres ayudar a sus hijos en casa con el trabajo escolar.					
16. Los padres deben discutir grados en tareas tales como cuestionarios, tareas, exámenes y proyectos con los estudiantes					
17. Los padres quieren ayudar a sus hijos, pero no saben cómo.					
18. Los padres quieren ayudar a sus hijos, pero que no tienen tiempo.					
Respuestas cortas:					

Para esta sección, por favor responda a las siguientes preguntas con sus propias palabras.
De los administradores, maestros, padres / familias y estudiantes que deben ser principalmente responsable de asegurarse de que un niño se apoya en su casa para que él / ella puede hacer su / mejor en la escuela secundaria? ¿Por qué?
Qué le gustaría hacer la escuela para ayudarle a establecer un ambiente en el hogar para apoyar el aprendizaje del estudiante en casa?
¿Cómo se crea un ambiente que apoya el aprendizaje en casa a su hijo?

PARTE D: Las siguientes preguntas se refieren a su juicio profesional acerca de cómo los padres son reclutados para ayudar a las actividades de apoyo en esta escuela. En cuanto a datos 1- 9, seleccione la letra en el cuadro que coincide con su criterio: SD - Strongly en desacuerdo, en desacuerdo D-U-Indeciso, A - De acuerdo, y SA -Strongly acuerdo.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
8. La mayoría de los padres participan en la Organización de Padres y Escuela de Maestros (PTSO).					
9. La mayoría de los padres / miembros de la familia como voluntarios en la escuela al menos una vez al año.					
10. La escuela crea un ambiente acogedor para los padres y las familias					
11. La mayoría de los padres asisten a puertas abiertas.					
12. Más padres voluntarios si tenían tiempo.					
13. Los padres quieren estar más involucrados en la escuela					
14. La escuela fomenta la participación de los padres en viajes de campo y tipos de aprendizaje basadas en proyectos de actividades de aprendizaje					
Respuesta corta					

Para esta sección, por favor responda a las siguientes preguntas con sus propias palabras.
De los administradores, maestros, padres / familias y estudiantes, que deberían ser los principales responsables de conseguir familias para participar en actividades de la escuela? ¿Por qué?
¿Qué opinas de la escuela debe hacer para llegar a más familias para ser voluntario?
¿Qué actividades de voluntariado no se ofrecen actualmente en la escuela, pero que le gustaría que se ofrecen?
¿Cuál es la mejor manera para que la escuela se comunique con usted cuando necesitan su ayuda como voluntario / a participar en actividades de la escuela?

PARTE E: Las siguientes preguntas se refieren a las formas en que los padres ayuden a sus hijos en casa aprender en casa. Para las sentencias de 1 - 7, un círculo la letra que corresponda a su juicio: SD -Strongly desacuerdo, D-acuerdo, T-Indeciso, A -Acordar, y SA - Totalmente de acuerdo.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
9. Los padres deben ayudar a sus hijos a establecer metas académicas					
10. Los padres deben hablar con su hijo acerca de lo que el niño está aprendiendo en la escuela.					
11. Los padres deben hablar sobre el progreso de su hijo en la escuela con él / ella.					
12. Los padres deben hablar con su hijo acerca de la universidad y carreras.					
13. Los padres deben asegurarse de que su hijo complete todas las tareas de la escuela.					
14. Los padres deben hablar con su hijo acerca de sus expectativas para el niño					
15. Los profesores deben crear las tareas que le permitirá a los estudiantes para hablar sobre lo que están aprendiendo con los padres					
16. La escuela debe ofrecer formación de los padres para ayudarles a mejor ayudar a sus hijos con las tareas escolares en casa.					

Respuestas cortas: **Para esta sección, por favor responda a las siguientes preguntas / afirmaciones en sus propias palabras.**
¿De qué manera puede la escuela más útil para ayudar a su niño / los niños aprenden en el hogar?

PARTE F: Las siguientes preguntas se refieren a la toma de decisiones en esta escuela. Para las sentencias de 1 - 7, seleccione la letra que corresponda a su juicio: SD -Strongly en desacuerdo, en desacuerdo D-U-Indeciso, A -Acordar, y SA - Muy de acuerdo.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
8. Los padres deben participar en las decisiones sobre la educación de sus hijos en esta escuela.					
9. Los padres deben ayudar a formar comités que toman decisiones sobre la educación de sus hijos.					
10. Los padres deben participar en conferencias antes de que su niño es colocado en un curso o una clase.					
11. Los padres deben ayudar a hacer políticas de la escuela y crear planes de estudio y programas.					
12. La escuela debe tener al menos 4 representantes de los padres sobre los distintos comités en la escuela.					
13. Los representantes de los estudiantes deben estar en diferentes comités en la escuela..					
14. La escuela debe dar a los padres la oportunidad de participar más en las decisiones sobre la educación del niño.					

Respuestas cortas: **Para esta sección, por favor responda a las siguientes declaraciones en sus propias palabras.**
¿Cuáles son las tres principales formas en las que le gustaría tener una mayor participación en la toma de decisiones en esta escuela?
En calidad de qué le gustaría que su hijo / a los niños a participar en la toma de decisiones en esta escuela?

PARTE G: Las siguientes preguntas se refieren a su juicio profesional acerca de la participación de la comunidad en esta escuela. Para las sentencias de 1-5, seleccione la

letra en el cuadro que coincide con su criterio: SD -Strongly en desacuerdo, en desacuerdo D-U-Indeciso, A -Acordar, y SA - Muy de acuerdo.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
6. La escuela debe invitar a oradores invitados de universidades y otros negocios para visitar diferentes clases en esta escuela mensual.					
7. La escuela debe proporcionar información para los estudiantes y las familias acerca de los servicios y programas que pueden ayudar a apoyar a los estudiantes de la comunidad.					
8. La escuela debe trabajar con las empresas, industrias y organizaciones de la comunidad local para ayudar a los estudiantes experiencias de actividades profesionales.					
9. Los padres saben cómo acceder a los recursos de la comunidad para ayudar a su hijo.					
10. La escuela debe trabajar con las empresas para ofrecer oportunidades para que los estudiantes obtienen experiencias del mundo real de carrera.					
Respuestas cortas: **Para esta sección, por favor responda a las siguientes preguntas con sus propias palabras.**					
¿De qué manera le gustaría a la escuela para trabajar con la comunidad para ayudar a su hijo?					
How is the school now working with the community to help your child? ¿Cómo es la escuela ahora trabajando con la comunidad para ayudar a su hijo?					

SECCIÓN H: Seleccione las respuestas que mejor lo describe.

Soy	Hombre Hombra
Mi edad es	19 años o menos 20-30 31-45 46-55 56 y más años
Mi estructura familiar	Padre soltero Madre soltera Nuclear (la madre y del padre con los niños) la familia extensa (tíos / abuelos ...)

Mi ingreso familiar es (K = miles por año)	25K o menos 26K-40K 41K-60K 61K o más
Soy empleado	Tiempo completo Medio tiempo No empleada, pero en busca de trabajo No utilizado y que no buscan trabajo
Hijos corriente promedio de calificaciones de mi hijo es	A – 4.0 B – 3.0 C – 2.0 D – 1.0 F - 0 No lo sé
¿Cuál de las siguientes te describe mejor?	No se graduó de la escuela secundaria Graduado de la escuela secundaria No asistió a la universidad, pero tiene certificado de capacitación para el trabajo título de licenciado en Letras MA o superior
Mi raza / etnia es	Negro / afroamericano Hispano Caucásico / Blanco asiático Otro
tengo	1 niño en la escuela secundaria 2 niños en la escuela secundaria 3 o más niños en la escuela secundaria

GRACIAS por su ayuda en la realización de esta encuesta!

Appendix J

Assent for Minors

Assent for Minors

I _____have been informed that my parents(s) have given me permission to participate in a study explore the perceptions of administrators, teachers, students, and the families of students regarding the importance of family and community engagements; and to explore the steps they take, or not, to develop and sustain such engagements.

This study is being conducted by Coreen Anderson, a candidate for the Doctor of Education degree at Gardner-Webb University.

My participation in this study is voluntary and I have been told that I may stop at any time without affecting my relationship with my teachers, my school, or Gardner-Webb University. Neither my grades nor my reputation will be affected by my decision to participate or not to participate in this study.

PRINT NAME_____ Date_____

SIGN NAME_____ Date_____

Appendix K

Student Survey

Student Survey

Title: Family, School, Community Engagement in One School –Where Perceptions Meet Practices

PART A: The following questions ask about your professional judgement regarding the importance of family and community work engagement at this school. For statements 1 - 8, select the letter in the box that matches with your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A –Agree, and SA – Strongly Agree.

*Administrators means principals and assistant principals.

** Parents/families refers to mother, father, family members, or guardians mostly responsible for the child's care.

	1	2	3	4	5
	SD	**D**	**U**	**A**	**SA**
1. This school works with parents to get them more involved in educating children					
2. This school establishes and maintains regular two-way communication with parents.					
3. Administrators devote time, funding, space, personnel and other resources to support family and community engagement in this school.					
4. This school believes it is important for parents to be involved in the education of children.					
5. This school uses research to apply best practices to increase family and community engagement.					
6. Parents believe it is important to be involved in their child's/children's education.					
7. Students believe it is important for parents to be involved in their education.					
8. This school monitors family and community engagement efforts and uses the results to improve future school improvement efforts.					

Short Answers:
For this section, please respond to the following question in your own words.

What would be the advantages of having administrators, parents/families, teachers, and students working together in this school?

PART B: The following questions ask about your professional judgement regarding communication at this school. For statements 1 – 10, select the letter in the box that matches with your judgement: SD –strongly Disagree, D-Disagree, U-Undecided, A – Agree, and SA –Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Teachers should provide information on student academic and behavioral performance at least once every five weeks.					
2. The school should provide translators to assist parents who need help when they attend school events.					
3. Teachers should only contact parents when there are behavioral problems.					
4. The school should share financial aid and college information with parents.					
5. Administrators should provide training to teachers to help them understand the importance of communicating with parents/families.					
6. Teachers should contact parents at least once per semester to discuss the child's progress.					
7. The school should reward parents who work with their children to encourage.					
8. The school should provide parents with school policies, expectations, and procedures.					
9. The school should give students letters, report cards, and notices to give their parents.					
10. Parents should contact teachers when they need information to better help their child.					

Short Answers:
For this section, please respond to the following questions/statements in your own words.

Of administrators, teachers, parents, and students who should be responsible for making sure there is good communication between families/parents and school? Why?

What are the best ways for the school to communicate with your parents? These may include: e-mail, phone, newsletter, website, or other ways. Please list them in order of best to worst. In a semester, how often would you like your parents to contact your teachers regarding your grades/success or behavior in school?

PART C: The following questions relate to the establishment of the home environment to support students learning at this school. For statements 1-9, circle the letter in the box that matches with your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A –Agree, and SA – Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Parents should provide a caring and supportive environment for their child at home.					
2. Parents should make sure that their child complete and review school assignments such as homework at home.					
3. Parents should discuss the value for education with their child.					
4. Parents know how to help their child with school work at home.					
5. Parents should make sure their child attends school daily.					
6. Teachers need training on how to better help parents assist their child at home with school work.					
7. Parents should discuss grades on assignments such as quizzes, homework, tests, and projects with students.					
8. Parents want to help their children but they do not know how.					
9. Parents want to help their children but they do not have time.					

Short Answers: **For this section, please respond to the following questions in your own words.**
Of administrators, teachers, parents/families, and students who should be mostly responsible for making sure a child is supported at home so he/she can do his/her best in high school? Why?

What do you think this school can do to help support you to learn while you are at home?
What kind of support would you like from your parents to better help you at home with school work?

PART D: The following questions ask about your professional judgement about how parents are recruited to help support activities in this school. For statements 1- 9, select the letter in the box that matches with your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A – Agree, and SA – Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Most parents participate in Parent Teacher School Organization (PTSO).					
2. Most parents/family members volunteer at the school at least once per year.					
3. The school creates a welcoming environment for parents and families.					
4. Most parents attend open house.					
5. More parents would volunteer if they had time.					
6. Parents want to be more involved in the school.					
7. The school encourages parent participation in field-trips and project-based learning types of learning activities.					

Short Answer **For this section, please respond to the following questions in your own words.**
Of administrators, teachers, parents/families, and students, who should be mostly responsible for getting families to participate in school activities? Why?
Are there any volunteering activities not currently offered that you think should be offered?

What do you think the school should do to get more families to volunteer/participate in school activities?
What is the best way to contact your parents to when their help is needed in school activities?

PART E: The following questions ask about ways in which parents help their children at home learn at home. For statements 1 - 8, select the letter that matches your judgement: SA –Strongly Disagree, D-Disagree, U -Undecided, A –Agree, and SA –Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Parents should help their child to set academic goals.					
2. Parents should talk with their child about what the child is learning in school.					
3. Parents should discuss their child's progress in school with him/her.					
4. Parents should talk with their child about college and careers.					
5. Parents should make sure their child completes all school assignments.					
6. Parents should talk with their child about their expectations for the child.					
7. Teachers should create homework that will allow students to talk about what they are learning with parents.					
8. The school should offer training for parents to help them better help their child with school work at home.					
Short Answers: **For this section, please respond to the following questions/statements in your own words.**					
What help can teachers provide to your parents that you think would help you do your best in school?					
How can the school work with your parents to help you do your best in school?					

PART F: The following questions ask about decision-making in this school. For statements 1 - 7, select the letter that matches your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A –Agree, and SA – Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. Parents should be involved in decisions about their child's education in this school.					
2. Parents should help form committees that make decisions about their child's education.					
3. Parents should participate in conferences before their child is placed in a course or a class.					
4. Parents should help make school policies and create curricula and programs.					
5. The school should have at least 4 parent representatives on various committees in the school.					
6. Student representatives should be on different committees in the school.					
7. The school should give parents opportunities to be more engaged in decisions about the child's education.					

Short Answers:
For this section, please respond to the following statements in your own words.

What are the top three ways you would like your parents to be more involved in making decisions in this school?

In what capacity would you like to be involved in making decisions in this school?

PART G: The following questions ask about your professional judgement about community involvement in this school. For statements 1-5, select the letter in the box that matches with your judgement: SD –Strongly Disagree, D-Disagree, U-Undecided, A – Agree, and SA – Strongly Agree.

	1	**2**	**3**	**4**	**5**
	SD	**D**	**U**	**A**	**SA**
1. The school should invite guest speakers from universities and other businesses to visit different classes in this school monthly.					
2. The school should provide information for students and families about community support services and programs that can help students.					

3. The school should work with local businesses, industries, and community organizations to help students get job shadowing experiences.					
4. Parents know how to access resources in the community to help their child.					
5. The school should work with businesses to provide opportunities for students to get real-world career experiences.					

Short Answers:
For this section, please respond to the following questions/statements in your own words.

In what ways would you like the school to work with the community to better help you?
In what ways is this school working with the community to help you now?

Section H: Select the responses that best describes you.

I am	Male Female
I am a	Freshman Sophomore Junior Senior
My family structure	Single father Single mother Nuclear (Mother & father with children) Extended family (aunts/grandparents…)
My family income is (K=thousands per year)	25K or less 26K-40K 41K-60K 61K or more
I am employed	Part time Not employed but seeking work Not employed and not seeking work
My grade point average is	A – 4.0 B – 3.0 C – 2.0 D – 1.0 F - 0

	I don't know
Which of the following best describes you?	Plan to graduate high school Plan to work after completing high school Plan to go to college after high school Plan to join the armed forces after graduation I am not sure
My race/ethnic group is	Black/African American Hispanic Caucasian/White Asian Other

THANK YOU for your help in completing this survey.