

Study of PIQE Nine Week Parent Engagement Program

Parent Institute for Quality Education Longitudinal Study on the
Parental Engagement Program in Two Counties in Southern California

Executive Summary

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Parent Institute for Quality Education

The Parent Institute for Quality Education (PIQE) is a non-profit, community-based organization that was founded in 1987. The mission of PIQE is to “connect families, schools and community as partners to advance the education of every child through parent engagement” (PIQE, 2013). To achieve its mission, PIQE partners with school districts and schools to offer programs that empower parents, enhance parental engagement, foster positive parent-school relationships, and promote civic responsibility to address social issues. PIQE primarily serves low-income communities and has offered its programs in 16 languages throughout California. In addition, through its Best Practices model, PIQE has worked with school districts in five other states to implement parent engagement programs. Since its inception, PIQE has graduated over 560,000 parents from its Parent Engagement in Education Program (PIQE, 2013). The goal of this program is to inform parents on how to navigate the school system, while collaborating with teachers, counselors, and principals to increase the likelihood of their children graduating from high school and enrolling in college. PIQE supports these efforts as early as Kindergarten, encouraging parents to provide their children with a supportive academic and social learning environment (PIQE, 2013).

Purpose

The purpose of this study was to report findings from a recent evaluation assessing the long-term impact of the Parent Engagement in Education Program. Specifically, the evaluation examined the educational outcomes of students whose parents participated in the Parent Engagement in Education Program between the years 2005 and 2007 within the PIQE regional offices of Los Angeles, San Gabriel Valley and Riverside/San Bernardino. During this timeframe, these three PIQE regional offices partnered with 22 middle schools and five high

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schools, to offer parents with the Parent Engagement in Education Program. The 284 parents interviewed represented 362 students expected to graduate from high school by spring 2011. Previous external studies on PIQE have focused on examining the impact that the Parent Engagement Education Program has on parents and their children. A brief description of these four studies is described below.

California Partnership for Achieving Student Success Cal-PASS (2011).

To assess the effectiveness of their efforts, PIQE contracted the California Partnership for Achieving Student Success (Cal-PASS) to track the educational outcomes for students of parents served by PIQE's Parent Engagement Education Program. These outcomes were compared with students of a selected comparison group. Findings revealed that PIQE students graduated high school at a higher rate than their peers, were more likely to attempt a math course in high school at or above intermediate algebra, had earned higher grades and standardized test scores, and had enrolled in a post-secondary institution at a higher rate than non-PIQE peers.

University of California, San Diego and Sanger High School (2008). This study examined the completion rate of required courses for university eligibility by PIQE students from Sanger High School near Fresno, CA. Findings indicated that these students had considerably higher rates of completion of certain courses required for university admission.

San Diego State University and Claremont Graduate University (2008). This study examined how school practices that promote parent-school partnerships influenced student success. This study examined PIQE as a parent-school partnership practice and reviewed tests for differences between students of parents who have graduated from PIQE to those with parents who have not. The findings point positively to parents who participated in the PIQE 9-week foundation program of Parental Engagement.

San Diego State University (2004). This study documented that PIQE programs are making a difference in school persistence, reducing the dropout rate, and increasing college participation. From the study sample, 93% of children of PIQE parents graduated high school and nearly 80% went to college.

Research Literature on Parent Engagement

Parents are key players in the education of their students (Chrispeels, 1996; Lawson, 2012). They are particularly important as students acquire skills and prepare for college. However, for many low-income parents, knowledge or lack of knowledge about the education system in the United States influences how they can help their children (Carreón, Drake & Barton, 2005). In order to help their children navigate the process of planning and preparing for college, it is imperative that parents are knowledgeable of the education system.

The research literature affirms that a parent's perspective of the education system and their role in their students' education appears to be influenced by several factors, including race (Delpit, 1988; Laureau, 2011), class (Kirk, Lewis-Moss & Nilsen, 2011; Laureau, 2011), and power relations (Cummins, 1986; Fry & Lopez, 2012). It is also recognized that community organizations that understand the needs of the community help broker the relationship between parents and educators regarding information about the college choice process (Warren, Hong, & Rubin, 2009; Epstein, 2009). Thus, it is important to provide parents, particularly low-income ethnically and linguistically diverse parents who did not attend college, with information about the pre-school to higher education pipeline.

In their work, Cabrera and La Nasa (2000) and Cummins (1986) also note the importance of parental encouragement as an important factor for young adolescents to graduate from high school and pursue a postsecondary education. Such encouragement includes having high

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expectations of their children in school, engaging their daughter/son in discussions regarding homework, and visiting teachers about their children's academic development. In addition, involving their student in identifying resources to access college, including financial aid, has also been found to positively affect high school graduation and college enrollment (McCarron & Inkelas, 2006). For example, Perna and Titus (2005) found that the odds of students attending either a two- or four-year college increases with the frequency that parents discuss educational related and career-oriented topics with their daughter/son, initiate contact and volunteer at the school. In sum, these findings underscore the significance of parental involvement on the educational outcomes of their children.

Evaluation Research Questions

There were several research questions guiding the evaluation presented in this study. The leading question under investigation included: What are the educational outcomes of students whose parents participated in the Parent Engagement in Education Program served by the PIQE Los Angeles regional office? To address this question, seven sub-questions guided this inquiry:

1. What are the high school graduation rates of students whose parents participated in the Parent Engagement in Education Program? How do these rates compare to statewide and respective county high school graduation rates?
2. What are the high school dropout rates of students whose parents participated in the Parent Engagement in Education Program? How do these rates compare to statewide and respective county high school dropout rates?
3. What is the college enrollment rate of students whose parents participated in the Parent Engagement in Education Program?
4. What type of higher education institutions did students of PIQE graduates attend?

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5. What percent of students who attended a postsecondary institution received financial aid?
6. What extracurricular activities did students engage in during high school to prepare for college?
7. What are the current occupations of those students who did not graduate from high school or did not attend college?

Methodology

A purposeful sample of parents who graduated from the Parent Engagement in Education Program from the Los Angeles, San Gabriel Valley, and Riverside/San Bernardino regional PIQE offices were selected for this evaluation. Purposeful sampling involves selecting participants based on specific characteristics. For this study it meant having completed the PIQE Parent Engagement in Education program between 2005 and 2007. While a limitation of purposeful sampling includes narrowing one's sampling frame, which may skew or limit rich and in depth information, Babbie (2010) and Patton (1990) assert that purposeful sampling is a valid approach to qualitative research. In the case of this study, this methodological technique allowed for all 2,650 PIQE graduates from the three regional offices to be considered. Participants were interviewed via phone using a 19 item semi-structured survey that asked questions regarding the educational progress of their children in high school and their pursuit of a college education (see the Appendix 1).

PIQE Nine-Week Parent Engagement in Education Program

During 2005-2007, the PIQE program was offered at 13 middle schools by the Los Angeles regional office, five middle schools and three high schools in San Gabriel Valley, and four middle schools and two high schools by the Riverside/San Bernardino office (a total of 27 schools). The Parent Engagement programs consist of 90 minute workshops, offered once a

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week over a period of nine weeks. The program is conducted in parents' native language either in the morning or evening, and is led by a trained facilitator from the community. Having a facilitator from the community ensures that he/she understands the issues and concerns of the particular community. The middle school Parent Engagement program includes the following topics and activities:

Week 1: An initial community session to identify parents' school community concerns

Week 2: Supporting the academic achievement of adolescents through their developmental changes

Week 3: Relating academic success with positive self-esteem

Week 4: Overcoming obstacles to academic success

Week 5: Motivating teenagers to read

Week 6: The importance of middle school as a bridge to high school

Week 7: Preparing students for higher education

Week 8: A community town hall with teachers and school administrators

Week 9: A recognition graduation ceremony and parental networking

The high school nine-week topics include:

Week 1: An initial community session to identify parents' school community concerns

Week 2: Understanding the high school system

Week 3: Identifying and understanding the A-G pre-college courses

Week 4: Recognizing the importance of grade point average (GPA)

Week 5: Understanding other pre-college entry requirements and expectations

Week 6: Understanding and identifying higher education options

Week 7: Understanding financial aid options

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Week 8: A community town hall with teachers and school administrators

Week 9: A recognition graduation ceremony and parental networking

All parent participants are administered a pre-survey in the language of intervention at the initial session and a post-survey during the last class of the nine-week parent engagement program. The pre-and-post survey serves as a way to assess gains in parental understanding of the topics presented and whether determine whether parents are more likely to play an active role in their children's education.

Participants

Of the 2,650 PIQE graduates (2005-07), 284 (10.9%) parents consented to be interviewed. These parents represented a total of 362 adolescents who were expected to graduate in 2012-13. A brief summary of the demographics of the parents, students, and three participating regional offices are described below.

Parents' Demographics

Of the 360 adults initially contacted, 284 were interviewed. The 284 participants were predominately Latino and female. More than 88% of the parents had less than a high school education; 8.1% had earned a high school diploma; and 10% indicated having had some college or an earned degree. The parents' demographics are displayed in Table 1 (Appendix A).

Student Demographics

The demographics of the 362 identified students from all three regional offices illustrated an almost even split between males (50%) and females (46.4%). However, when disaggregating the gender of the students by region, more male students were represented than female students at the Riverside/San Bernardino site. Nearly all of the students (95.6%) were identified as Latino

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and a small percentage (5.6%) were identified as undocumented. The demographics of the students are displayed in Table 2 (Appendix B).

Profile of School Sites (by Region) Participating in Study

Three PIQE regional offices participated in the study: Los Angeles, San Gabriel Valley and Riverside/San Bernardino. The parent sample represented a total of 27 school sites in which the Parent Engagement in Education Program was offered. Table 3 provides the characteristics of these schools. Many are low-performing schools with high enrollments of Latino, English language learners from low socioeconomic backgrounds. Nine of the 13 (69%) Los Angeles school sites reported an API ranking of four or lower. Riverside/San Bernardino had the highest proportion of schools with API ranks of 4 or lower (100%). The San Gabriel Valley site had the lowest proportion of schools with API ranks of 4 or lower (25%).

Table 3

Characteristics of schools in the Study-Profiles of Participating PIQE Regions 2010-11

Regional Office	Total Schools	Schools 50%+ Free/Reduced Lunch	2011 API Base Below 800	2011 Schools over 50% Non-white	2011 Schools over 60% Latino	2011 Schools over 20% ELL
Los Angeles	13	100%	69.0%	92.2%	84.6%	69.2%
San Gabriel Valley	8	87.5%	25.0%	87.5%	75.0%	62.5%
Riverside/San Bernardino	6	100%	100%	100%	100%	100%

Source: California Department of Education, Dataquest 2011-12

All 13 middle schools served by the Los Angeles regional office enrolled a minimum of 50% of students qualifying for free and/or reduced lunch services. Such services are available to families earning less than the national poverty level. Sixty-nine percent of the schools had API scores of less than 800. Regarding ethnicity, 92.2% of schools enrolled more than half of non-white students, while 84.6% of schools enrolled more than sixty percent of Latino students. Moreover, 69.2% of the schools serviced by the Los Angeles office enrolled high percentages of

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English language learners (ELLs). A profile of each school is displayed on Table 4 of the Appendix. In the San Gabriel Valley PIQE service area, parents from five middle and three high schools participated in the study (see school profiles in Appendix Table 5). Of these schools, 87.5% enrolled a minimum of 50% of students participating in a free and/or reduced lunch program. In addition, 25% of the schools had API scores of less than 800. Descriptive statistics also indicated that 87.5% of these schools enrolled over 50% of non-white students, while 62.5% of these school sites had high enrollments of English language learners. In each of the four middle and two high schools represented by the parent participants in the Riverside/San Bernardino region, more than half of the enrolled students were eligible for free and/or reduced lunch. All seven schools had API scores of less than 800, had enrollments of more than 50% non-white students, had enrollments of more than 60% Latino students, and had high enrollments of English language learners. Profiles of the schools are presented on Table 6 of the Appendix.

Findings

Findings from the study are presented by the seven research questions, which include responses from 284 parents who participated in the Parent Engagement in Education program between 2005 and 2007 in the Los Angeles region.

Question 1: What are the high school graduation rates of students whose parents participated in the Parent Engagement in Education Program? How do these rates compare to statewide and respective county high school graduation rates?

Table 6 provides an overview of the findings regarding question one. Results indicated that 90.3% of the students whose parents participated in the PIQE program graduated from high school in 2010-2011. In comparison, the statewide high school graduation rate for this cohort was 77.1%, while the high school graduation rate of Latino students in California was 71.4%.

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When compared to county data, the data suggest that PIQE students graduate at a higher rate than all other Latino students in the Los Angeles and Riverside Counties.

Table 6

PIQE students graduation rates for the 2010-11 Cohort of N=362

	Los Angeles	San Gabriel Valley	Riverside/ San Bernardino	All Sites	California 2010-11 Graduates
PIQE HS Graduates	124 of 143 (86.7%)	130 of 141 (92.2%)	73 of 78 (93.6%)	327 of 362 (91.1%)	77.1%
% of Countywide Latino HS Graduates	73.7% (Los Angeles County)		80.0% (Riverside County)	76.8% (average)	71.4%

Source: CSDE Dataquest 2010-11 high school graduates

Question 2: What are the high school dropout rates of students whose parents participated in the Parent Engagement in Education Program? How do these rates compare to statewide and respective county high school dropout rates?

The data suggested that students whose parents participated in the PIQE program had lower dropout rates than their peers, both county and statewide (see Table 7). The California high school dropout rate for the 2010-11 cohort was 14.7%, a 5.5 percent increase than students of PIQE parents from all three regional offices. The PIQE cohort also had a much lower dropout rate than their peers in both Los Angeles County (16.7%) and Riverside County (13.5%). Finally, when compared to county and statewide dropout rates of Latinos, the average dropout rate of PIQE students from all three regional offices were much lower. For example, the average PIQE student high school dropout rate was 9.2%, while state and countywide Latino students averaged dropout rates of 18.3% and 17.6%, respectively.

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Table 7

PIQE student dropout rates for the 2010-11 Cohort of N=35

	Los Angeles	San Gabriel Valley	Riverside/San Bernardino	All Sites	California 2010-11 Graduates
PIQE HS Dropouts	19 of 143 (13.3%)	11 of 140 (7.8%)	5 of 78 (6.4%)	33 of 359 (9.2%)	14.7%
% of HS Dropouts Countywide	16.7%		13.5%	15.1% (average)	NA
% of Latino HS Dropouts Countywide	19.4%		15.9%	17.6% (average)	18.3%

Source: CSDE Dataquest 2010-11

Question 3: What is the college enrollment rate of students whose parents participated in the Parent Engagement in Education Program?

Table 8 illustrates the findings from parent interviews regarding the college enrollment rates of their students' post-high school. Findings indicated that 71.3% of students whose parents participated in the Parent Engagement in Education Program were enrolled in college, compared to 71.4% of all low-income students attending college in California in 2010-2011.

Table 8

PIQE students enrolled in college for the 2010-11 Cohort of N=362

	Los Angeles	San Gabriel Valley	Riverside/San Bernardino	All Sites	California 2010-11 Low-income College Access*
PIQE Students Enrolled in College	91 of 143 (65.2%)	110 of 141 (78%)	57 of 78 (73.1%)	258 of 362 (71.3%)	71.4%

Source: PIQE interview data for 2010-11

*California Postsecondary Education Commission (2010)

Question 4: What type of higher education institutions did students of PIQE graduates attend?

Table 9 presents information regarding the type of postsecondary institution in which students of PIQE graduates were enrolled. Specifically, the data revealed that of the 258 students

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attending college from all three regional offices, 65.5% attended a California Community College (CCC), 18.2% enrolled at a California State University (CSU), and 7.4% were at a University of California (UC) campus. When compared to the college participation rates of all Latino low-income youth in California, PIQE students averaged higher enrollment rates at CCCs (difference of 23.2%), at CSUs (difference of 6.8%), and at UCs (difference of 3.9%). Overall, 104 students of PIQE graduates did not attend college; of the 169 students enrolled in community college, 26% had plans to transfer to a four-year institution.

Table 9

PIQE high school students enrolled in college for the 2010-11 Cohort of N=258

	Los Angeles	San Gabriel Valley	Riverside/San Bernardino	All 3 Sites	California Low-income College Access*
PIQE Students enrolled in CCC	54 of 91 (57.1%)	82 of 110 (74.5%)	33 of 57 (57.9%)	169 of 258 (65.5%)	43.9%
PIQE Students enrolled in CSU	18 of 91 (19.8%)	19 of 110 (17.3%)	10 of 57 (17.5%)	47 of 258 (18.2%)	11.4%
PIQE Students enrolled in UC	9 of 91 (9.9%)	3 of 110 (2.7%)	6 of 57 (10.5%)	18 of 258 (7%)	3.5%
Other Private/ Technical College	5 of 91 (5.5%)	6 of 110 (5.5%)	8 of 57 (15.7%)	19 of 258 (7.4%)	6.1%
If enrolled in CCC: Plan to transfer	14 of 54 (25.9%)	17 of 82 (20.7%)	14 of 33 (24.6%)	45 of 169 (26.6%)	11.0%

Source: * California Postsecondary Education Commission (2010)

Question 5: What percent of students who attended a postsecondary institution received financial aid?

Table 10 presents the percentage of college-going students who received financial aid. Overall, findings revealed that the majority of PIQE students enrolled in college received some form of financial aid (62.4%). Those students whose parents were graduates from the Los Angeles office represented the highest percentage of financial aid recipients at 70.7 percent. Given the California trends for Latino students receiving financial aid versus the Latino students

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in the study (32.3% versus 62.4%), the difference suggests that PIQE students were more aware of financial aid.

Table 10

PIQE students receiving financial aid in college for the 2010-11 Cohort of N=258

Financial Aid	Los Angeles	San Gabriel Valley	Riverside/ San Bernardino	All Sites	California 2010-11 Low-income Receiving Financial Aid*
PIQE Students Receiving Financial Aid	65 of 91 (71.4%)	63 of 110 (57.3%)	33 of 57 (57.9%)	161 of 258 (62.4%)	Latino: 32.3% Black: 15.5% Asian: 15.7% White: 27.1% Other: 9.4%
PIQE Students NOT Receiving Financial Aid	12 of 91 (13.2%)	30 of 110 (27.3%)	16 of 57 (28.1%)	58 of 258 (22.5%)	
Parent Did Not Know or No response	15 of 91 (16.5%)	16 of 110 (14.5%)	8 of 57 (14.0%)	39 of 258 (15.1%)	

*Source: Community College Chancellor Office, Student Financial Aid Report 2011

Question 6: What extracurricular activities did students engage in during high school to prepare for college?

Table 11 presents the type of extracurricular activities that college-going students engaged in during high school to prepare for college. Overall, parent respondents indicated that none of their children were involved in extracurricular activities, such as student government, sports, or band. In addition, very few (4.7%) had taken AP or honors courses. It should be noted that since the interviews were only conducted with PIQE parents, it is possible that respondents may not have been completely aware of their students' participation in these activities.

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Table 11

PIQE college-going students engagement in extracurricular activities for the 2010-11 Cohort of N=258

	Los Angeles	San Gabriel Valley	Riverside/San Bernardino	All Sites
PIQE Students who Took AP & Honors Classes	6 of 91 (6.6%)	3 of 110 (2.7%)	3 of 57 (5.3%)	12 of 258 (4.7%)
Student Government, Sports, or Band	0 of 91 (0%)	0 of 110 (0%)	0 of 57 (0%)	0 of 258 (0%)
Other Activities	5 of 91 (5.5%)	1 of 110 (0.9%)	0 of 57 (0%)	6 of 258 (2.3%)

Source: PIQE Interview data 2010-11

Question 7: What are the current occupations of those students who did not graduate from high school or did not attend college?

Table 12 presents the activities of the 104 students who were reported as either dropping out of high school or not attending college after high school. Findings revealed that 13.5% were either working or seeking work, while 2.9% enrolled in the military.

Table 12

PIQE students who did not attend college for the 2010-11 Cohort of N=104

Activity	Los Angeles	San Gabriel Valley	Riverside/San Bernardino	All Sites N=33
Work or seeking work	0 of 52 (0%)	14 of 31 (45.2%)	0 of 21 (0%)	14 of 104 (13.5%)
Military	0 of 52 (0%)	3 of 31 (9.7%)	0 of 21 (0%)	3 of 104 (2.9%)
Other or no response	52 of 52 (64.8%)	14 of 31 (45.2%)	21 of 21 (100%)	87 of 104 (83.7%)

Implications of Findings

In all, the findings from this study suggest that PIQE's Parent Engagement in Education Program was successful in increasing high school graduation rates and establishing a college-going culture among parents from three regional offices in Los Angeles, San Gabriel Valley, and Riverside/San Bernardino. Among its salient findings are the following:

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- PIQE concentrates its efforts on low-income schools within communities demonstrating high levels of English language learners who have limited knowledge of the college-going process.
- The graduation rates of students whose parents participated in the Parent Engagement in Education Program (91.1% from all three sites) were much higher than the average statewide graduation rate of 77.1% for all students and 71.4% for Latino students in the 2010-2011 cohort (California Department of Education).
- The high school dropout rate of students whose parents participated in the Parent Engagement in Education Program was much lower than the California dropout rate for the 2010-11 cohort (a difference of 5.5%). The dropout rate of PIQE students was also lower than that of the respective county rates, which illustrated differences of 4.4% (Los Angeles) and 7.1% (Riverside), respectively. The data also revealed that when compared to the county dropout rates of Latino students (17.7%), PIQE students maintained a lower dropout rate of 9.2 percent.
- The majority of the students whose parents participated in the Parent Engagement in Education Program enrolled at a California community college (65.5% for all three sites). This rate was much higher than the average community college enrollment of low-income students in the State (43.9%).
- On the contrary, the rate of PIQE graduates enrolling at a CSU (18.2%), UC (7%), or other private/technical college (7.4%) was much higher than the State averages of 11.4%, 3.5%, and 6.1%, respectively.
- The high percentage of PIQE students receiving financial aid (62.4%) suggests that the topic was an important issue that parents monitored.

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- Interestingly, the percentage of PIQE students participating in extracurricular activities and college-preparation classes was very low, with no more than 7% of students involved in such activities.
- Parents of students who did not graduate from high school or did not attend college after high school (104 of the 362) reported that 13.5% of their children were engaged in work or seeking work, while 3 students joined the military.

Since its inception PIQE has focused on helping parents become advocates for the advancement of their children's education. PIQE's practices appeared to be informed by research in the areas of parental engagement and college choice. The high rates of high school graduation and college enrollment of participants' children is encouraging and improving. Furthermore, the findings in this report suggest that parental engagement remains an important factor in advancing the education of low-income students, particularly for parents and students from diverse, low-socioeconomic backgrounds.

Limitations of the Study

- Of the 2,560 PIQE graduates from the Los Angeles, San Gabriel Valley, and Riverside/San Bernardino offices between 2005 and 2007, this study included 284 (10.7%) responses from parents whose children were expected to graduate by the spring of 2012. The 284 participants were selected as a purposeful and convenient sample of all parents who accepted to be interviewed from the three different southern California regions. These three geographical areas are representative of Southern California's ethnically and linguistically diverse schools.
- Purposeful sampling involves selecting participants based on some characteristic. For this study it meant having completed the PIQE Parent Engagement in Education program

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between 2005 and 2007. The 284 PIQE parents interviewed consisted of a purposeful and convenient sample primarily because they happened to be available at the time of the data collection period. The limitations of purposeful sampling is that one's sampling frame may be too narrow and can lead to an analytical perspective that is skewed or limited in finding rich and in-depth information. Nevertheless the findings support previous PIQE studies.

Recommendations

- Continue to refine the interview instrument to ascertain how PIQE parent graduates navigate the educational system and identify attitudinal and behavioral activities that contribute to student retention, graduation from high school, and access to academic rigor necessary to pursue a college education.
- On an annual basis continue to monitor pre- and post-tests for participants to assess any differences in parents' knowledge about the topics covered in the nine-week Parent Engagement in Education Program.
- Continue to upgrade and maintain the curriculum with the latest educational policies and reforms and high school and university requirements.
- Conduct focus groups with students to explore how parents' participation in the Parent Engagement in Education Program has affected their educational experiences.
- Conduct focus groups with parents after the nine-week education program. The focus should be on what parents expect for their children to help determine if there were any changes in parental educational expectations for their children after participating in the program and after three years.

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- The response rates for the academic extracurricular activities were low. PIQE should consider investigating the reasons for the low level of students' academic and extracurricular activities that are career directed.
- Given the lower likelihood of attaining a bachelor's degree for low-income students enrolled at the community college level, with an expected 8% transfer rate to a four year college, PIQE may want to consider investigating the high rate of enrollment at the community college of students whose parents completed the nine-week program and monitor college completion at the AA level (2 years), BA (4 years), and MA (5th year) levels.

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Appendices

Table 1: Parents' Demographics

The overall parent sample consisted of 360 adults who were predominately female and Latino. The majority of the parents had a high school education or less. The parents' demographics are displayed in Table 1.

Table 1

Parents' Demographics (Los Angeles, N = 143; San Gabriel Valley, N = 141; Riverside/San Bernardino, N = 78; Total N = 359)

Variables	Los Angeles		San Gabriel Valley		Riverside/San Bernardino		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender								
Male	30	21	20	14.2	12	15.4	61	16.9
Female	112	78.3	119	85.1	64	82.1	295	81.9
No Response	2	1.4	1	0.7	2	2.6	4	1.1
Latino								
Yes	138	96.5	139	98.6	76	97.4	352	97.8
No	0	0	0	0	0	0	0	0
No Response	6	4.2	2	1.4	2	2.6	8	2.2
Highest Education								
Elementary School or less	74	51.7	75	53.2	40	51.3	188	52.2
Junior High	49	34.3	32	22.7	20	25.6	100	27.8
High School	8	5.6	16	11.3	6	7.7	29	8.1
Technical or Vocational	5	3.5	6	4.3	2	2.6	13	3.6
Some College	3	2.1	6	4.3	0	0	9	2.5
College	2	1.4	2	1.4	10	12.8	14	3.9
Other/No Response	3	2.1	4	2.8	0	0	7	1.9

Note: Percentages may not add up to 100 due to rounding.

Table 2: Student Demographics

The student sample consisted of 359 participants and included primarily male respondents (50%) from all three sites. However, when examining the gender of the students at each site, more male students were represented than female students at the Riverside site. Almost all of the students were identified as Latino at all three sites. A small percentage (5.6%) of the students were identified as undocumented. The demographics of the students are displayed in Table 2.

Table 2
Students' Demographics (Los Angeles, N = 143; San Gabriel Valley, N = 141; Riverside/San Bernardino, N = 78; Total N = 359)

Variables	Los Angeles		San Gabriel Valley		Riverside/San Bernardino		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Gender								
Male	73	51.0	66	46.8	42	53.8	180	50
Female	68	47.6	69	48.9	31	39.7	167	46.4
No Response	3	2.1	6	4.3	5	6.4	12	3.6
Latino								
Yes	140	97.9	134	95	72	92.3	344	95.6
No	0	0	0	0	0	0	0	0
No Response	3	2.1	7	5	6	7.7	15	4.4
Undocumented								
Yes	6	4.3	10	7.1	4	5.1	20	5.6
No	137	95.8	131	92.9	74	94.9	339	94.4

Note: Percentages may not add up to 100 due to rounding.

Study of PIQE Nine Week Parent Engagement Program

Table 3

Characteristics of schools in the Study-Profiles of Participating PIQE Regions 2010-11

Regional Office	Total Schools	Schools 50%+ Free/Reduced Lunch	2011 API Base Below 800	2011 Schools over 50% Non-white	2011 Schools over 60% Latino	2011 Schools over 20% ELL
Los Angeles	13	100%	69.0%	92.2%	84.6%	69.2%
San Gabriel Valley	8	87.5%	25.0%	87.5%	75.0%	62.5%
Riverside/San Bernardino	6	100%	100%	100%	100%	100%

Source: California Department of Education, Dataquest 2011-12

Study of PIQE Nine Week Parent Engagement Program

Table 4

Characteristics of schools that partnered with the Los Angeles (L.A.) PIQE Office

School	District	County	2011 API Base	2011 State wide Rank	2011 Similar School Rank	2011-2012 Enrollment
	Los Angeles					
John Adams Middle	Unified	L.A.	711	2	6	1,241
	Los Angeles					
California Academy for Liberal Studies	Unified	L.A.	861	9	10	309
	Long Beach					
Powell (Colin L.) Academy for Success	Unified	L.A.	749	2	7	960
	Los Angeles					
Henry T. Gage Middle	Unified	L.A.	653	1	2	2,681
	Los Angeles					
Oliver Wendell Holmes Middle	Unified	L.A.	827	7	8	1,593
	Los Angeles					
John A. Sutter Middle	Unified	L.A.	741	4	8	1,363
	Long Beach					
Lindbergh Middle	Unified	L.A.	702	2	7	780
	Lynwood					
Lynwood Middle	Unified	L.A.	669	1	3	1,520
	Los Angeles					
Marina del Rey Middle	Unified	L.A.	741	4	8	844
	Long Beach					
Stephens Middle	Unified	L.A.	715	3	7	974
	Glendale					
Eleanor J. Toll Middle	Unified	L.A.	822	7	7	1,247
	Los Angeles					
Walter Reed Middle	Unified	L.A.	828	7	7	1,654
	Long Beach					
Washington Middle	Unified	L.A.	729	3	9	1,001

Source: California Department of Education, Dataquest

The Los Angeles PIQE office partnered with 13 schools in Los Angeles County. The school characteristics are displayed in Table 3. Of the 13 schools, nine of the schools have API ranks of four or less (69%), suggesting that they were low-performing schools.

Study of PIQE Nine Week Parent Engagement Program

Table 5

Characteristics of schools that partnered with the San Gabriel Valley PIQE Office

School	District	County	2011 API Base	2011 Statewide Rank	2011 Similar School Rank	2011-2012 Enrollment
Bellflower High	Bellflower Unified	L.A.	752	5	7	2,573
Pharis F. Fedde Middle	ABC Unified	L.A.	685	2	7	444
Muscatel Middle	Rosemead Elementary	L.A.	845	8	9	697
Faye Ross Middle	ABC Unified	L.A.	837	8	10	682
Dean L. Shively	Valle Lindo Elementary	L.A.	813	7	4	638
Arroyo High	El Monte Union High	L.A.	792	7	9	1,789
El Monte High	El Monte Union High	L.A.	704	3	5	1,479
Los Altos High	Hacienda La Puente Unified	L.A.	778	7	5	1,562

Source: California Department of Education, Dataquest

The San Gabriel Valley PIQE office (in Los Angeles County) served eight schools. This site had the lowest proportion of schools with API ranks of 4 or lower (25%). Shown in Table 4 are the school characteristics. Pharis F. Fedde Middle and El Monte High were the schools with the lower performance indices (API of 685 and 704, respectively and statewide rank of two and three, respectively). The remaining six schools had API ranks between 5 and 8, indicating they were schools performing above average. Pharis F. Fedde Middle had the lowest enrollment with 444 students and Bellflower High has the largest enrollment with a total of 2,573 students.

Study of PIQE Nine Week Parent Engagement Program

Table 6

Characteristics of schools that partnered with the Riverside/San Bernardino PIQE office

School	District	County	2011 API Base	2011 Statewide Rank	2011 Similar School Rank	2011-2012 Enrollment
Almeria Middle School	Fontana Unified	San Bernardino	740	4	5	1,016
Badger Springs Middle School	Moreno Valley Unified	Riverside	689	2	6	1,348
William G. Jehue Middle	Rialto Unified	San Bernardino	753	4	8	1,550
Wells Middle	Alvord Unified	Riverside	737	3	8	1,002
San Bernardino High	San Bernardino City Unified	San Bernardino	621	1	5	1,674
San Gorgonio High	San Bernardino City Unified	San Bernardino	691	3	8	2,072

Source: California Department of Education, Dataquest

The Riverside/San Bernardino PIQE office served the highest proportion of schools with API ranks of 4 or lower (100%). There were six schools that partnered with this PIQE office. The school characteristics, displayed in Table 5, revealed that the six schools were all large schools that had API ranks of 4 or less, indicating that they were low-performing schools.