

Introduction

- An ideal time to begin parental involvement in their children's schooling is during the children's preschool years. By starting early, the parents gain knowledge about the abilities children need when entering elementary school (DeLoatche, et. al, 2014).
- Developmentally appropriate practices (DAP) emphasize the importance of parental involvement. Preschool programs that focus on DAP tend to be linked to positive effects on the development of preschool-aged children (Demircan, Erden, 2015).
- Parent involvement during preschool has been connected with various areas of academic learning success (DeLoatche, et. al, 2014).
- The purpose of this study is to understand how parental involvement varies based on child and family factors.

Research Questions

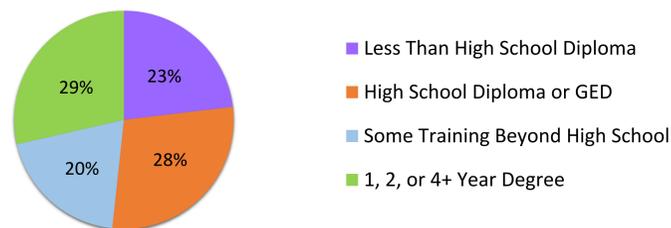
- How does parental involvement vary based on child factors, including gender and developmental status?
- How does parental involvement vary based on parent factors, including home language and parent education level?

Method

Sample and Setting

- 254 children from 93 publically-funded preschool classrooms (programming for low-income preschool children and their families)
- Children and families were part of the Getting Ready study
 - Children identified to have low social-emotional, cognitive, or language scores at preschool level entry
- Mean age 3 years at beginning of year
- 44.1% girls and 55.9% boys
- 17.3% dual language learners (English and Spanish)
- 29.7% of children have an identified disability

Parent Education Level



Measure – Parent Involvement

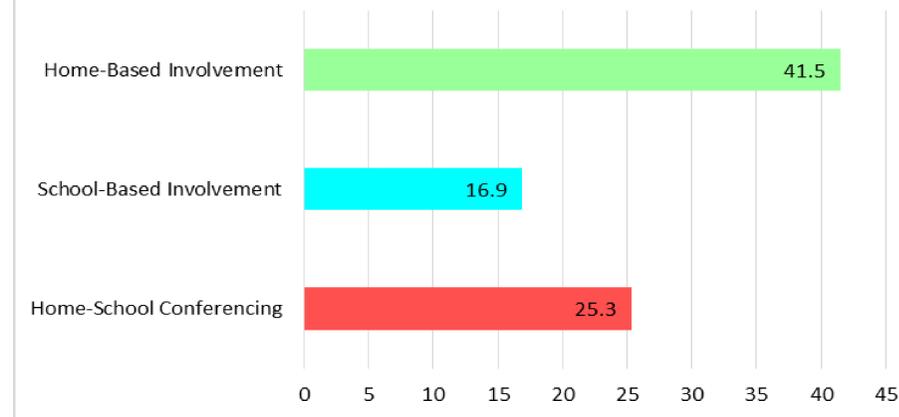
Family Involvement Questionnaire (Fantuzzo, J., Tighe, E., & Childs, S., 2000).

- 42-item parent report measure
- Multi-dimensional scale assessing home-based involvement, school-based involvement, and home-school conferencing
 - Home-based involvement** includes parents providing opportunities for learning for children at home
 - School-based involvement** includes ways parents are involved at school with their children
 - Home-school conferencing** includes the communication efforts between parents and teachers about the child's success in school
- Collected in fall during parent interview
- 4 point response scale with 1 equaling rarely to 4 equaling always

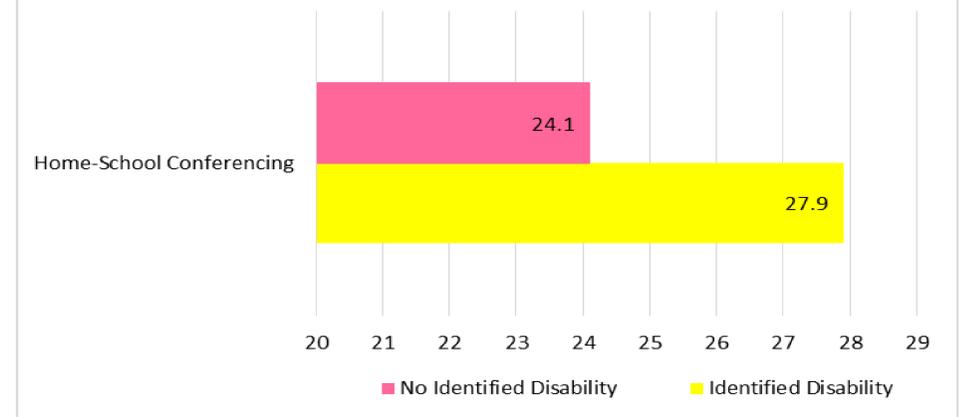
Results

★ =statistically significant difference across groups using T-test or ANOVA	Child Gender	Identified Disability	Home Language	Parent Education Level
Home-Based Involvement: Max Score of 52				
School-Based Involvement: Max Score of 40				
Home-School Conferencing: Max Score of 44		★ t(227)=-3.99, p<0.001		★ F(232)=4.17, p=0.007

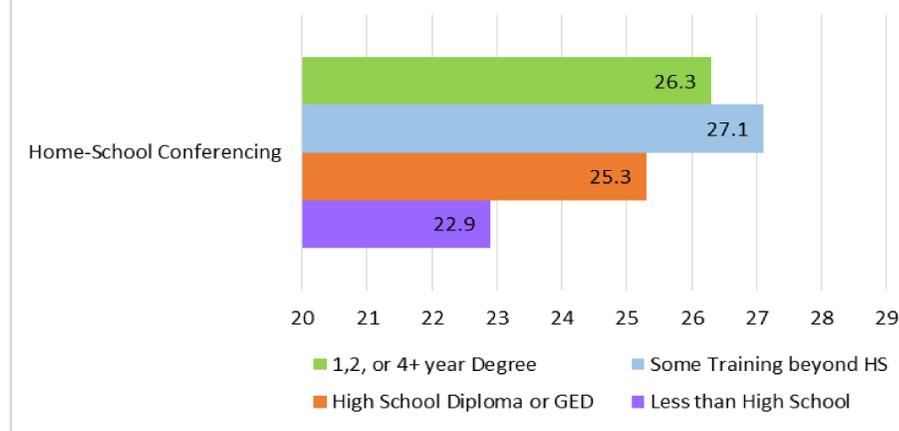
Average Subscale Score for Full Sample



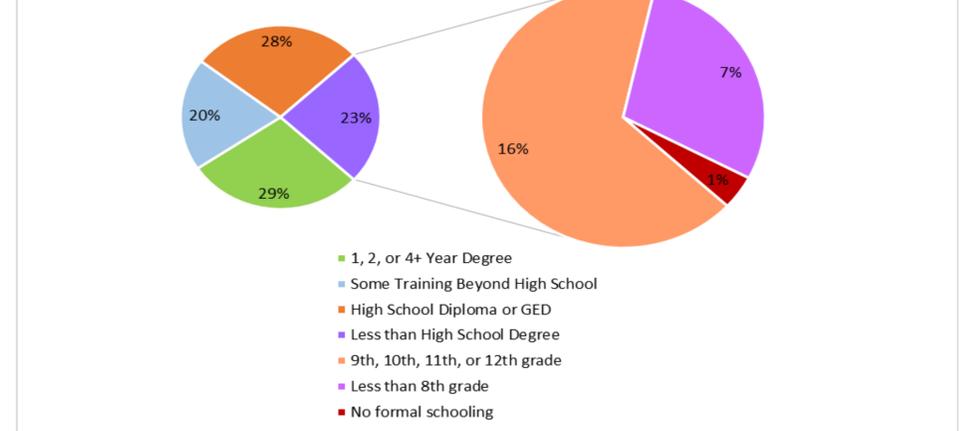
Identified Disability



Parent Education Level



Parent Education Level



Conclusion & Discussion

- How does parental involvement vary by child factors and parental factors?**
 - Parental involvement did not vary based on the **child's gender**, but parents seem to get more involved in the school environment when children have an **identified disability**. We suspect parents of children with an identified disability rated higher levels of **home-school conferencing** because they feel they need to be involved to see their child succeed, and likely have more opportunities for connection with the school (e.g., IEP) formally provided.
 - Parental involvement did not vary based on family's **home language**, but parents with the lowest **level of education** reported significantly less involvement in the school environment. Perhaps those parents with more education may better understand the value of **home-school conferencing** in order to help their child succeed. Alternatively, the varied work schedules of parents with lower levels of education might hinder conferencing.
 - Data were collected when children were entering preschool; this might have limited the amount of school-based and home-school conferencing opportunities.
- How is this information useful for schools, teachers, and early childhood professionals? Why does this matter?**
 - This information is useful for everyone involved in the child's learning. These data show us that involvement is not dependent on children's gender or on home language. Parents with lower levels of education might need tools or support to connect with the school. The preschool teachers can learn to work together with the parents to promote the child's learning.
- What are the next research steps?**
 - To further the findings in the research, the long-term effect of involvement could be explored by looking at parent's responses after two years of preschool with support from the child's teacher. You may see the answers changing after more time in the classroom.
 - Another step in this research is exploring how student outcomes relate to the amount of home-based parental involvement, school-based parental involvement, and home-school conferencing.