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ABSTRACT

Third in a series of six, this volume reports findings concerning the impact of Project Developmental Continuity (PDC) on the parents of the evaluation study's cohort of children as well as preliminary findings on the relationship between family characteristics and program outcome variables up to the time the children had completed grade 1. Begun at 15 sites in 1974 with the purpose of ensuring that disadvantaged children receive continuous individualized attention as they progress from Head Start through the early primary grades, PDC emphasizes the involvement of administrators, classroom staff and parents in formulating educational goals and in curriculum development. After the introduction given in the first chapter, Chapter II presents a general model of the intended effects of PDC and a description of how the treatment was intended to produce the desired effects. The evaluators' conceptual progression from basic framework to the specification of variables and appropriate instruments is also described. Chapter III describes the methods used to collect data and outlines data analysis procedures. Sample and instrument characteristics are presented in Chapter IV. The bulk of the document is contained in Chapter V which describes the results of the analysis of the program's impact on parents. Brief conclusions are presented in Chapter VI. Appendices include a descriptive summary of responses to parent interview items and a sample parent interview. (Author/RH)

Project Developmental Continuity Evaluation

Interim Report X: Assessment of Program Impact Through First Grade

Vol. III

Impact on Parents

December 1980, High/Scope Educational Research Foundation

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AN EVALUATION OF PROJECT DEVELOPMENTAL CONTINUITY
INTERIM REPORT X

ASSESSMENT OF PROGRAM IMPACT THROUGH FIRST GRADE, VOLUME III: IMPACT ON PARENTS

December 1980

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Acknowledgments

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Special thanks go to Dr. Esther Kresh, Administration for Children, Youth and Families. As project officer for the national evaluation of Project Developmental Continuity since it began in 1974-75, she has provided continual support, encouragement, direction, and assistance as needed. Her continuing concerns for the quality of the data and the integrity of the data analysis process have been a constant reminder to us of the potential importance of the findings of this evaluation, in that they may influence future directions of programs at the Administration for Children, Youth and Families.

That influence will be the direct result of the concern for effective programs which has consistently been evidenced by members of the program staff of ACYF. We wish to extend our thanks to Ray Collins, Jenni Klein, Austine Fowler, and Stephen Bedi, who have been supportive of the evaluation effort and interested in the implications of our evaluation results for Project Developmental Continuity and for other ACYF initiatives.

Special thanks go to the coordinators of the PDC sites for their invaluable assistance with the myriad necessary data collection activities. We extend our thanks to those individuals who were coordinators at the time of the grade 1 data collection (1979) and to those individuals who are coordinators at this time: Jesse Beard, Stephen Bedi, Tony Bozich, Nazario Carrillo, Glenda Dodd, Deloris Johnson, Beatrice Kenney, Sande Kirby, Patricia Lanier, Mary D. Levermann, Betty Minor, Geraldine Sanders, Fannie Smith.

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Working with the students, teachers, and parents a dedicated team of local data collectors, testers, interviewers, and observers has diligently tracked down students, arranged observation and interview schedules with teachers, located parents, and scheduled (and re-scheduled) interviews as necessary. The national evaluation of PDC has depended upon the energies and professional skills of these individual consultants who mastered the

data collection procedures and then applied those procedures in the field to gather all of the information upon which this evaluation report is based. Many of these individuals, trained during the first year of data collection in 1975, have continued to work with us over the years. Their long-term efforts have enhanced the quality of this evaluation.

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Within the High/Scope Educational Research Foundation, many staff members have participated in the work which has cumulated in this report. While a few individuals receive recognition as authors, many others deserve recognition as well. Among these are members of our data processing unit: Barbara Bruemmer, Ann Hale, Kim Marker, Jeffrey Moore, Kelly Naylor, Nancy Naylor, Jane Oden. These individuals are responsible for the careful checking in, coding, data entry, data verification, and initial analysis of information collected from a dozen sites, on hundreds of children, parents, teachers, and school administrators. Their attention to detail, their willingness to document their work, their concern with the protection of the privacy of individual respondents, and their flexibility in working with a variety of data collection instruments have all resulted in our confidence in the high quality of the data on which this evaluation report is based.

Another major unit responsible for quality of data is the field operations unit, supervised by Mary Morris. Her calm handling of the many problems which occur during data collection in a dozen sites across the country and her concern for quality in the selection, training and supervision of data collectors, have resulted in a smooth data collection operation. Mary has been ably assisted by Barbara Bruemmer.

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To these individuals, named and un-named, we extend our appreciation for their involvement in this work and their continuing interest in the impact of Project Developmental Continuity upon the school districts, teachers and classrooms, parents, and children involved in this major project funded by the Administration for Children, Youth and Families.

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I

INTRODUCTION

Project Developmental Continuity (PDC) was begun in 1974 by the Administration for Children, Youth and Families (ACYF) as the first large-scale demonstration of coordinated programming between Head Start centers and public schools at 15 sites distributed across the HEW regional offices and the Indian and Migrant Program Division. It is hoped that the single most important effect of this undertaking will be to enhance the social competence of the children served--that is, to increase their everyday effectiveness in dealing with their environment (at school, at home, in the community, and in society). PDC also aims to bring about broader and more intensive involvement of parents and teachers in the governance of school affairs.

As part of the overall Head Start improvement and innovation effort, PDC emphasizes the involvement of administrators, classroom staff, and parents in formulating educational goals and developing a comprehensive curriculum. The object is to ensure that children receive continuous individualized attention as they progress from Head Start through the early primary grades. If the program is successful, existing discontinuities between Head Start and elementary school experiences will be reduced by PDC mechanisms that encourage communication and mutual decision-making among preschool and elementary school teachers, administrators, and parents.

School organizations at the 15 sites received funding to design and implement seven prescribed components:

- Administration: administrative coordination between and within Head Start and elementary school;
- Education: coordination of curriculum approaches and educational goals;
- Training: preservice and inservice teacher, staff and parent training in program-related areas;
- Developmental support services: comprehensive services (medical, nutritional, and social) to children and families;
- Parent involvement: parent participation in policy-making, home-school activities, and classroom visits or volunteering;
- Services for the handicapped: services for handicapped children and children with learning disabilities;
- Bilingual/bicultural and multicultural education: programs for bilingual/bicultural or multicultural children.

At the same time that projects were instituted, the High/Scope Educational Research Foundation was awarded the evaluation contract, the major purpose of which was to provide ACYF with information that would assist it in its efforts to design effective programs for children. The contract called for the collection and analysis of process and impact data involving both quantitative and qualitative methodologies.

The evaluation has proceeded in two phases. From 1974 to 1978 evaluation activites were aimed at analyzing program implementation and assessing the feasibility of doing a five-year longitudinal study that would follow one cohort of children from the time they entered Head Start until they completed third grade.[1] After judging the study feasible, ACYF funded the current phase of the evaluation (1979-1982) to examine the impact of PDC on participating institutions, teachers and classrooms, parents and children in eleven of the twelve sites still participating in the project.

A series of reports discuss impact findings as of spring of the test-cohort children's first-grade year (1979). This report, Impact on Parents, is the third in the series. Other volumes in the series include:

- Volume I, The Context, Conceptual Approach and Methods of the PDC Evaluation. Serves as an introduction providing a detailed description of the PDC program and the purpose, methods and guiding framework of the impact evaluation.

- Volume II, Impact on Institutions. Describes findings dealing specifically with PDC's impact on the institutional policies and procedures of participating Head Start centers and elementary schools. These findings are presented in the context of the varied social educational settings surrounding PDC.

- Volume IV, Impact on Teachers. Reports impact findings on teachers and classrooms. These impacts reflect treatment-related outcomes as well as outcomes regardless of treatment.

- Volume V, Impact on Children. Presents the findings of analyses of PDC's impact on the PDC evaluation's cohort of children as of the end of grade 1. The volume also contains some preliminary examinations of the relationship between variables in the teacher, parent and child domains.

- Volume VI, Summary of Impact on Institutions, Teachers and Classrooms, Parents and Children. Summarizes the evaluation results for 1979, when the cohort of children being studied in the evaluation had completed grade 1. Results are presented for each of the four major areas: institutional policies and procedures, teacher attitudes and behaviors in

[1] The results of this phase of the evaluation are described in: Love, Granville and Smith, 1978; and, Smith, Love, Morris, Spencer, Ispa and Rosario, 1977.

in the classroom and with parents, parent attitudes and behaviors in relation to their child's school, and the achievement of children. In addition, the volume summarizes the initial analyses of inter-relationships between the four major areas, such as the relationship between teacher attitudes and parent behaviors concerning involvement with their child's school.

This volume describes findings dealing with PDC's impact on parents of children in the evaluation cohort. Chapter II describes the conceptual framework guiding the study of PDC progress and effects. This framework has made it possible for us to begin to "model" the concept of Project Developmental Continuity as well as the kind and direction of change necessary for its institutionalization. It is presented as two different "models": a conceptual model that describes ideally the intended effects of PDC and an analytic model that describes operationally the change flow expected and required for bringing about the intended effects. The constructs and variables in the analytic model that relate to parent impact are presented in detail. Chapter III describes the methods used to collect the data and outlines the data analysis procedures that were followed. Sample and instrument characteristics are dealt with in Chapter IV, while Chapter V describes the results of the analyses. Conclusions are presented in Chapter VI. The appendices are: Appendix A: Descriptive Summary of Responses to Parent Interview Items; and Appendix B: Parent Interview.

II

A FRAMEWORK FOR STUDYING PDC'S IMPACT ON PARENTS

The evaluation has been largely shaped by a particular conception, derived from the PDC guidelines, of the intended effects of PDC and the sequence of changes expected and required to bring about those effects. Before describing the design and methodology of the evaluation, we will in this section attempt to make this conceptual framework more explicit. This discussion has three parts. In the first two, we present a general model of the intended effects of PDC, along with a consideration of the PDC "treatment" and how, as described in the guidelines, it was intended to produce the desired effects. In the third part we describe the process that was used to move from the basic framework to the specification of particular variables and appropriate data collection instruments for this phase of the evaluation.

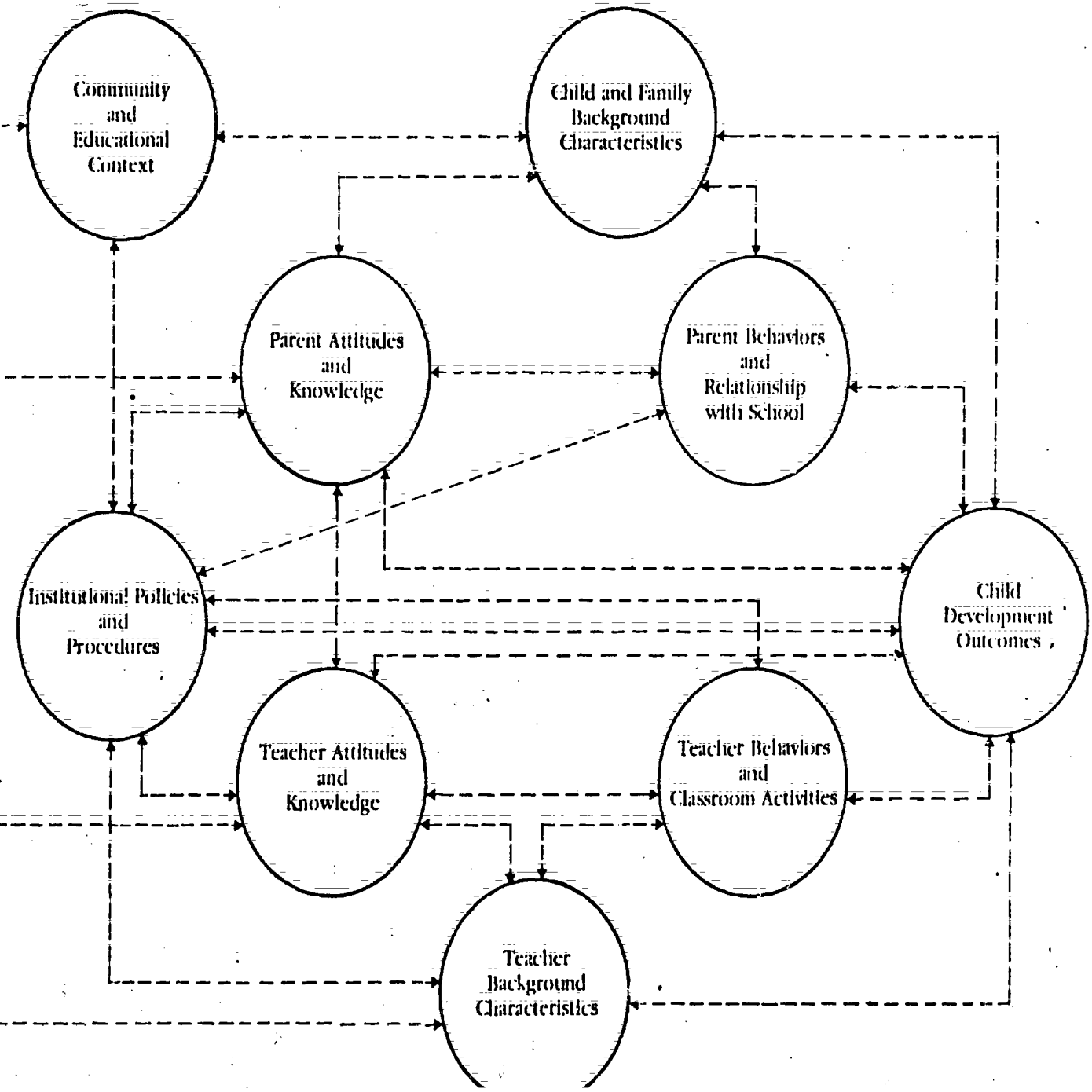
Some Orienting Assumptions: The Concept of Developmental Continuity

The basic assumption underlying the PDC program and consequently this evaluation is that the condition of developmental continuity implies a complex interaction involving an array of factors, both within and outside the school. As a result of this assumption, PDC was designed to be a comprehensive intervention into many aspects of the school, home and community. However, although the implications of this basic assumption pervade the program, the PDC guidelines never fully explicate this assumption.

In order to design an evaluation that is sensitive to the particular goals of the PDC program it was necessary to distill from the guidelines the concept of developmental continuity that appears to have shaped program guidelines. Figure 1 summarizes the results of this exercise. We must emphasize that this conceptualization is not at present a theory to be tested by the data. Rather, it represents an orienting framework that has provided a basis for generating an analytic model, out of which have come research questions, variables, and data collection methodologies. We have used this orienting framework to guide the analysis and reporting of evaluation data.

Simply stated, the conception of developmental continuity implicit in PDC suggests an interactional model that appears to include: (a) a child's intellectual, social, and physical development and background and experiences in home and school; (b) the attitudes, knowledge and background characteristics of parents and teachers; (c) the policies and procedures that prevail in the public school or Head Start center: and, (d) the broader political, social and economic context of the school district and community.

Figure 1
The Conception of Developmental Continuity Assumed in PDC



We will return later to consideration of how each of the classes of factors in Figure 1 was defined operationally for this evaluation, and of what variables were measured in each domain. For the moment, however, the following general definitions will suffice:

- Child development outcomes. These, of course, are the ultimate concern of the PDC program. The stated goal of PDC is to enhance children's "social competency." According to the guidelines, social competence includes intellectual achievement, health and nutrition, social-emotional and language development, physical and mental health, and learning attitudes.

- Parent behaviors. This domain includes parent behaviors toward the child in the home, and the role that the parent plays in school life.

- Parent attitudes and knowledge. Especially important in this domain are parent attitudes toward the school or center and parent knowledge of child development and available community resources.

- Teacher behaviors and classroom activities. This domain refers to the child's experiences in the classroom and to the role of the teacher in these experiences. It includes the physical environment that the teacher creates for the child in the classroom, the instructional approach that the teacher employs, the management style of the teacher in his/her dealings with the class, and the general climate that the teacher establishes in the classroom for the children.

- Teacher attitudes. A broad and often-noted domain in the program guidelines, this category refers to teachers' instructional practices and their perceptions of, and attitudes toward parents, particularly parent involvement in their classrooms, and their personal educational philosophy.

- Institutional policies and procedures. This domain includes the activities and procedures that are found outside the classroom, but which influence what goes on in the classroom. Such policies and procedures include the decision-making bodies and mechanisms that exist in the school, the management structure found in the school, procedures for providing services to children either inside or outside the classroom, patterns of communication and coordination in the school and between the school and other institutions, and training that the school provides for teachers, parents, and staff.

- Community and educational context. No school or family exists in a vacuum. The program guidelines recognize that everything that occurs in either setting is shaped and on occasion constrained by cultural, political, and economic factors in the community, and by priorities, policies, and programs of the school district. Another important feature of the community context is the services for families and children that are available from agencies outside the school.

- Child and family background. Although not generally susceptible to change by school programs, the background of the child and his or her family are recognized in the guidelines to be important determinants of development. This domain includes such factors as ethnicity, SES, parents' education and employment status, language spoken in the home, and prior preschool experience.

- Teacher background characteristics. The guidelines say little about particular effects of specific background characteristics, but they and the literature do suggest that such factors are important influences on the teachers' behavior and ultimately on child development. The guidelines refer specifically to certain experiences that at least some program teachers should have had, such as training in bilingual education, or training in child development; the literature also suggests that ethnicity, number of years of teaching experience, and experience in special projects also influence teachers' professional behavior.

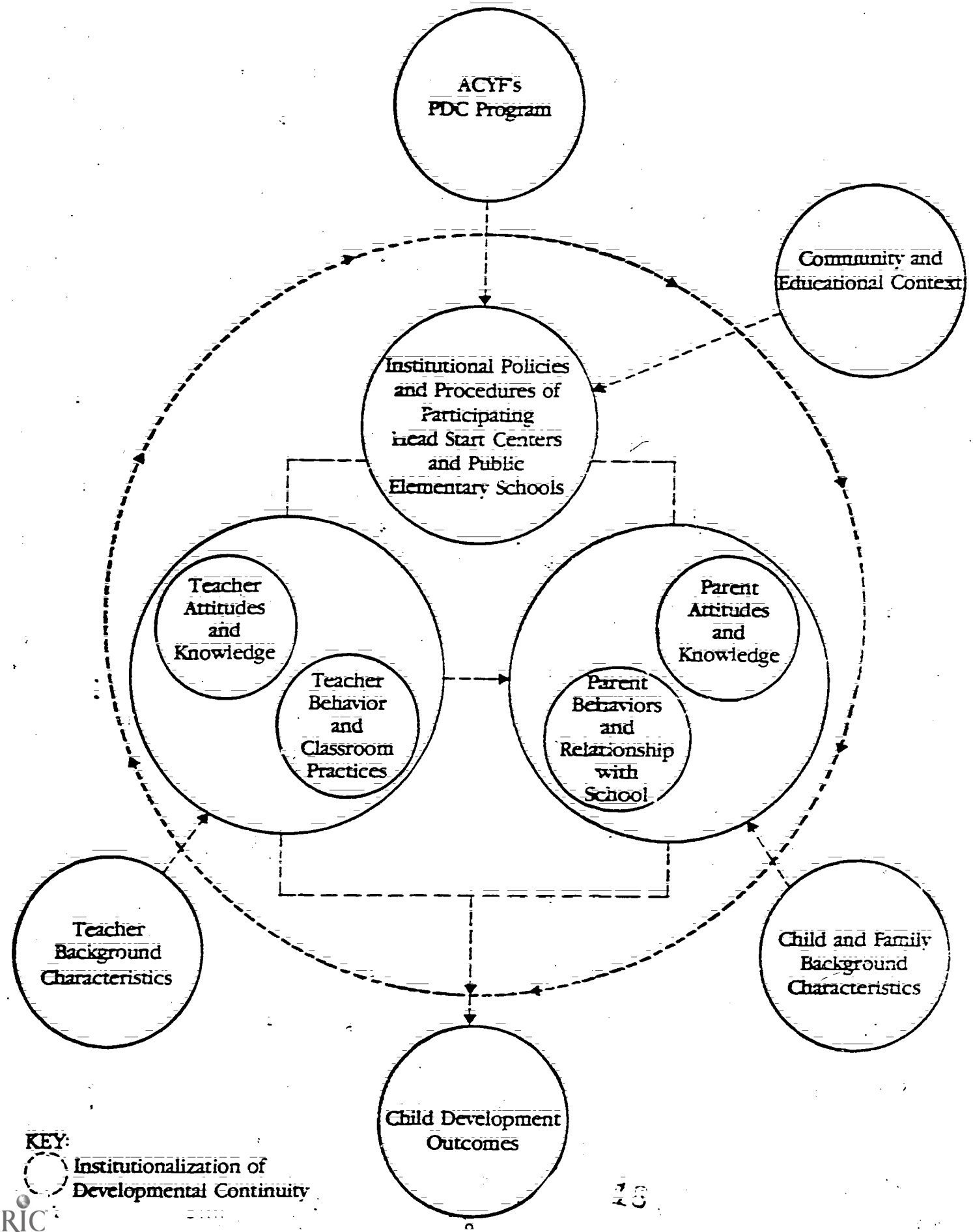
The PDC guidelines do not discuss the precise interactions that are assumed to exist among these various factors. Consequently, Figure 1 portrays only a cycle of continuous interactions that is driven by incremental changes acting on each other in a positive way. One objective of this evaluation will be to explore and describe the strength and direction of relationships between variables within each domain.

However, the guidelines are quite clear in specifying an order in which changes occur to produce impacts on elements of the interactive cycle represented in Figure 1. Any program that seeks to create developmental continuity must first impact on institutions, and through them on parents and teachers, before it impacts on children. Figure 2 presents an analytic model that describes the direction of this change flow.

As shown, PDC is expected to produce first certain interactive conditions favorable to the institutionalization of developmental continuity, which are then expected to lead to changes in child development outcomes. The operational strategy for producing these favorable conditions is to bring about the institutional or structural changes that then make it possible for institutional actors (administrators, teachers and parents) to engage in educational practices that are mutually reinforcing and developmentally continuous. At first, it is expected that the change flow will be moderated by the community and educational context as well as teacher, child and family background characteristics. But ideally, of course, the expectation is to create a chain of interactive changes that spread over time to eventually produce the kind of developmental cycle illustrated in Figure 1. In a sense, then, the analytic model of Figure 2 represents an early stage in the PDC implementation process, and the ultimate steady state is represented by Figure 1.

Figure 2

The Change Flow Assumed in PDC



What Is the PDC Treatment?

We have noted that the ultimate goal for the PDC program is to enhance the social competence of the children it serves by providing developmental continuity. Some of the assumptions implicit in the guidelines about the interactive factors involved in this process have already been examined. The question we must ask next is exactly how the PDC project was intended to impact upon the factors that the guidelines assume will be present in developmental continuity. In other words, what is the PDC treatment?

Again, the program guidelines offer the best starting point for answering this question. In the introduction to these guidelines the following statement appears:

> "Project Developmental Continuity is aimed at promoting greater continuity of education and comprehensive child development services for children as they make the transition from preschool to school...Developmental Continuity, as it is used here, can be defined as planned programs, structures, systems, or procedures by which adults provide children with experiences that foster and support continuous development." (emphasis added)

Project Developmental Continuity seeks to enhance children's social competency by creating greater continuity among children's experiences in the school and between children's home and school experiences. The guidelines do not attempt to specify what continuity of experience should look like, but instead outline a set of planned programs, structures, systems, or procedures that, if implemented, will result in the desired continuity. These structures, then, are the basic PDC treatment that should be present at all sites; within this general framework each site is free to develop its own program.

Table 1 contains brief descriptions of the structures or programs prescribed in the guidelines for project sites. These prescriptions outline a set of activities for all PDC programs to implement. Following the earlier model, these guidelines are aimed at the classroom, at parents, and at the school or center as an institution.

Identifying an Evaluation Methodology Appropriate for the PDC Treatment

Having specified the PDC treatment as described in the guidelines, the next step was to develop an evaluation design that was appropriate to the goals of the PDC program. Although this process also began with the program guidelines it was necessarily shaped by other considerations

Table 1

The PDC Treatment as Described in the Guidelines

Planned Programs, Structures, Systems or Procedures that Foster and Support Continuous Development

At the Institutional Level

Planning and Decision Making

1. Formalized broad representation in decision-making groups including parents, staff (Head Start and elementary), community representatives involved in education, health, nutrition, and social services.
2. Procedures for ongoing discussion and refinement of the curriculum that include parents, teachers, aides, etc.
3. Establishment of a formal or informal internal assessment system for monitoring the school's progress toward meeting its goals and objectives.

Management

1. Assign responsibility for education, handicapped, bilingual, etc. to specific individuals at Head Start and elementary levels.
2. Provisions for coordination from Head Start through grade 3 of services to meet the educational and social needs of handicapped and bilingual children.
3. A coordinated parent involvement program from Head Start through grade 3.

Training

1. Provide training on decision making and policy making for members of decision-making groups.
2. Provide training on the goals and objectives of both the Head Start and elementary programs.
3. Provide training to make staff and volunteers sensitive to special needs of handicapped children.
4. Provide training for parents in how to work with teaching and administrative staff.
5. Provide training for classroom volunteers.
6. Provide training for parents in how to work with their own children.
7. Provide training for parents in child growth and development.

Table 1
(continued)

Training (continued)

8. Provide training for parents in available community resources.
9. Provide training for teaching staff in meeting the needs of bilingual children.
10. Provide training for teaching staff in the principles of first aid, health, and safety practices.

Communication and Coordination

1. Communication between decision-making bodies and Head Start and elementary school parents.
2. Regularly scheduled communication and coordination between Head Start and elementary teaching staff.
3. Continuity of record-keeping, Head Start through grade 3.

Provision of Services

1. Provision of a broad range of medical, dental, mental health, and nutrition services.
2. Comprehensive screening and diagnostic assessment of every child upon enrollment.
3. An annual survey to identify handicapped children.
4. Provision of an interpreter when needed.

At the Level of Classroom Activities

A Continuous Coordinated Curriculum

1. Develop or adopt a compatible, coordinated curriculum from Head Start through third grade.
2. Have a curriculum that facilitates the learning of basic educational skills for reading, writing, and computation.
3. Have a curriculum that provides continuity of educational and developmental experiences, Head Start through grade 3.
4. Develop a curriculum plan that includes goals and objectives statements in each subject or developmental area.

Table 1
(continued)

Individualized Instruction

1. Curriculum must be developmentally appropriate.
2. Instruction must be individualized.
3. Develop a diagnostic and evaluative system that enables teacher to pinpoint developmental levels of each child based on the child's diagnosed strengths and weaknesses.
4. Former teachers consulted when planning educational objectives.

Multicultural Perspectives

1. Provide bilingual/multicultural classroom activities, materials and resource persons for all children.
2. Develop a compatible Head Start-elementary school approach regarding bilingual education.

Classroom Services for Handicapped Children

1. Handicapped children mainstreamed to the maximum extent possible.
2. Early diagnosis and evaluation of children with learning disabilities.
3. Special materials, structural changes, or classroom reorganization provided as appropriate for accommodating handicapped children.

Whole-Child Perspective

1. Have a curriculum that encourages the physical and social-emotional growth of children.
2. Health education and nutrition integrated with other educational objectives and activities.
3. Meals and snacks used as an opportunity for learning.
4. Provide nutritional services that reinforce good aspects of foods served at home.
5. Familiarize children with health services they will receive prior to delivery.

Use of Community Resources

1. Bilingual/multicultural resource persons used in the classroom.

Table 1
(continued)

At the Level of the Home and Home-School Activities

Home-School Communication

1. Parents involved in planning educational objectives for their children.
2. Parents given summary of records on health, medical services and immunization.
3. Parents familiarized with available health services.

Parent Involvement in School Life

1. Parents involved in all decision-making bodies.
2. Parents involved in all school decisions.
3. Activities provided for parents that relate to cultural dynamics.
4. Parents used as resource persons in the classroom.
5. Parents involved in classroom activities, special parent events, activities that stress home-school continuity.
6. Parents involved as observers, aides or volunteers in the classroom.

Home Activities with Children

1. Parents encouraged to become involved in health care process.

as well. First, PDC is not a static program, launched and maintained by an immutable set of guidelines. Local programs through their experiences and interactions with national ACYF staff have created altered perceptions of what PDC is and should be. These altered perceptions had to be accommodated in the evaluation design. Second, the PDC evaluation itself exists within a broader research and policy environment. New issues and questions are emerging regularly that could appropriately be addressed in the PDC evaluation without compromising the basic evaluation objectives. Consequently, certain research questions and variables have been added to the study in response to ACYF information needs that are not necessarily unique or even directly tied to the PDC treatment as defined in the guidelines. Finally, there are many audiences for the PDC evaluation, each with its own information needs. These audiences include policy makers in Washington, the research and evaluation community, and of course practitioners in the field. Insofar as possible, the needs of these audiences have been accommodated within the evaluation design.

Before outlining the research questions and associated variables for the evaluation, a few words are in order about the process that was used to develop the study. The RFP for the second phase of the evaluation specified that the contractor was to examine the impacts of the PDC program on children, on parents, on teachers, and on the schools and centers as institutions. The RFP also specified that these impacts were to be assessed using a variety of structured and unstructured methodologies, from classroom observations to interviews and document analysis.

Early in the contract, several representatives from the various constituencies of the PDC program were invited to High/Scope's Ypsilanti, Michigan headquarters to "brainstorm" about the PDC treatments and the impacts that could plausibly be expected in each impact domain. This panel included a coordinator from the PDC project in West Virginia, a technical assistance consultant familiar with several sites, and a former ACYF project officer familiar with ACYF's policies. The panel met with High/Scope staff for three days and produced a long list of (a) plausible impacts and (b) variables that might be measured to assess these impacts.

This initial and admittedly massive list of impacts was next sorted, pruned, refined, and revised by project staff and presented to the PDC Advisory Panel in October 1978. Breaking into work groups that concentrated on each impact domain, panel members worked with project staff to further prune the list and to establish priorities among the many variables that might be assessed in each area. This refined list became the basis for all instrument development. Further modifications and refinements have been made to this basic list as new information needs have been identified through ongoing interactions with PDC program staff at ACYF.

Research Questions, Constructs, and Variables

This phase of the PDC evaluation is designed to address three basic questions:

1. *What impact has the PDC program had on (a) children's development, (b) parents' knowledge and attitudes, (c) parents' behaviors, (d) teachers' attitudes and knowledge, (e) teachers' behavior and classroom activities, and (f) institutional policies and procedures?*

2. *Irrespective of treatment, what factors or patterns of factors help account for meaningful outcomes in each domain?*

3. *To what extent do these factors affect the relationship between the PDC program and its impacts?*

Stated differently, the first task of the PDC evaluation is to determine PDC program effects through comparisons of PDC and comparison teachers, parents, and children on selected variables. For example, the frequency of parent visits to PDC and comparison schools is compared to determine whether PDC has had any impact on that aspect of parent involvement in schools. The next task is to explain the results of these comparisons using whatever qualitative and quantitative information is available. For example, at sites where there are relatively few or no differences between PDC and comparison parents' involvement in the school, we may find that the comparison schools have instituted a parent involvement program patterned after PDC's. It might be reasonable to conclude from this that, contrary to appearances, PDC has indeed had an impact upon parent involvement in the schools in question, and that impact has diffused to the comparison institutions.

Having examined the similarities and differences between PDC and comparison groups along various dimensions, the final task for the evaluation is to examine the relationships among child, parent, teacher, institutional, and community variables, disregarding the PDC/comparison grouping. Extending the preceding example, we might discover that schools with active and successful parent involvement programs, be they PDC or comparison, tend to have similar institutional policies or procedures (such as regular newsletters, parent training programs, and designated parent involvement coordinators) that foster greater involvement by parents in school activities. While findings such as these may not reflect directly on the effectiveness of the PDC treatment, they would be of obvious interest to educators and policy makers wishing to expand the role of parents in school programs.

Parent Constructs Addressed by the Evaluation

A pervading concern in the design of this evaluation has been ensuring that the domains and variables measured are indeed relevant and appropriate to the objectives of the PDC program. The development process that was followed to accomplish this end has already been described. After we completed this process, we identified a set of constructs for each domain. The constructs for the two parent domains are:

- Parents' Behaviors:
  - Role of the parent in school life;
  - Parent-child activities in the home;
- Parents' Knowledge and Attitudes:
  - Parents' attitudes toward the school as an institution;
  - Parents' perceptions of the school's help in meeting the needs of their families.

For the most part, these parent constructs follow the conceptualization of the PDC treatment that was mapped in the program guidelines and refined by ACYF and project staff. Thus, the four constructs described above generally represent the areas in which PDC was supposed to have impacts, and areas in which the nature and direction of PDC/comparison differences could be predicted.

Parent Variables and Data Sources

For each of the four constructs, an array of variables through consultation with ACYF, local project staff, and outside experts, following the procedures outlined earlier. Figure 3 lists the parent variables by domain and construct and identifies the source for each variable. The items were converted into questions for parents and combined into an interview. Each interview question relates to one of the four constructs.

In addressing the first research question--PDC's impact on parent knowledge, attitudes and behavior--each individual item comprising a variable was examined. Originally, items and variables of similar genre were to be grouped or consolidated into scale scores or possibly a summary construct variable so as to reduce the number of variables to a set of conceptually and analystically manageable numbers. But low correlations between variables within each construct resulted in a decision to use the individual items/variables in examining PDC's impact. In addressing research question 2 (the relationship between background characteristics and parent knowledge, attitudes and behavior) and research question 3 (the effect of background variables on program impacts), we took a more selective approach. Because we could not appropriately use scale scores, and because it was conceptually

Figure 3

PDC Parent Variables and Data Sources

A. Parents' Behavior

1. Role of Parents in School Life

Variables	Sources
Parent attendance at school for any reason	PI: 3
Parent involvement in classroom activities	
Nature of role in classroom	PI: 4,6,8
Involvement in non-classroom school activities (parent workshops, task force meetings)	PI: 5a-b
Number of parents who work in school and nature of that work	
Paid/Volunteer	PI: 8a-d
Nature, frequency, and direction of communication between home and school	PI: 4,6,6a,7a,20b-c

2. Parent-Child Activities in the Home

Variables	Sources
Frequency and nature of parent-child learning activities	
School-related home activities	PI: 18g,h,19
Parent-initiated home reading activities	PI: 14,15
Frequency and nature of other parent-child home activities, e.g., games, outings, shared chores	PI: 18a-f
Availability of books or magazines at home	PI: 12
Frequency of child looking at books or magazines at home	PI: 13
Approach to homework and child's reaction to	PI: 16a-b
Frequency of someone reading with child at home	PI: 14

Figure 3
(continued)

PDC Parent Variables and Data Sources

B. Parents' Knowledge and Attitudes

1. Parents' Attitudes Toward the School as an Institution

Variables	Sources
Parent attitudes toward teachers	PI: 11a-c,e,g,j-l,o,q,20d,e
Attitudes toward formal education	PI: 11m
Perception of school's receptivity toward their wishes	PI: 11n
Perception of school's acceptance of them in school activities	PI: 11d,e,h,9,9a
Perception of PDC program effects on children	PI: 11i,p,15,17f

2. Parents' Perceptions of the School's Help in Meeting the Needs of their Families

Variables	Sources
Helpfulness of school re:	
Children's health care, use of health services	PI: 10g
Child management techniques	PI: 10d,i
Knowledge of child's special needs, ability to meet	PI: 10a,20a
Knowledge of what child's learning in school	PI: 10b
Knowledge and use of community services	PI: 10g,h
Parental personal development	PI: 10f,e
Getting to know other parents	PI: 10c

or economically not feasible to investigate every potential relationship between parent domains and parent background variables, we identified a smaller set of variables within each domain and construct for use in the analyses. These selected variables are the most representative variables for each construct. The representative variables and the process used to identify them are described in Chapter V.

III

METHODS

Data Collection Procedures for the Parent Interview

Data collection for the grade one year of the study cohort occurred in spring 1979. In March, field staff from each local PDC site were flown to the High/Scope Conference Center in Clinton, Michigan for training in administering the child measures and the teacher, parent and administrator interviews, and in collecting the classroom observation data. The field staff consist of observers and tester/interviewers. The tester/interviewers were responsible for conducting the parent interviews, which were translated into Spanish for Spanish-speaking parents in Connecticut, Texas and California.

Training involved a careful review of sections of the PDC Interviewer's Manual that dealt with pre-, actual and post-interviewing activities. Small-group training then focused on the Parent Interview. Necessary explanations of individual interview items which are in the manual were thoroughly reviewed with the interviewers. Interviewers then spent time administering the interview to each other. Since many of the interviewers had little previous contact with low-income parents, an experienced High/Scope interviewer discussed with the entire group the problems or situations they might encounter in locating and contacting the parents, in going into their homes, and in collecting the information. Field staff then had a chance to ask questions and voice any concerns they had. This process was designed to prevent problems in the collection of Parent Interview information.

The parent interviews were scheduled throughout the three-month data collection period. Parents were contacted[1] and given the option of having the interviewer come to the parent's home or meeting the interviewer at her child's school. The majority of the interviews were done in the home with the mother; the interviewers found that the likelihood of the parents keeping the appointment was greater when it was scheduled to be in the home than at school.

Overall, parents were receptive to being interviewed; the interviewers stated that parents were always willing, and sometimes anxious, to talk to someone about their child. Table 2 shows the percentage of parent interviews collected in each site. The low rates in Colorado, Connecticut, Florida and Washington were not due to parent resistance but rather to interviewer turnover and illness. In fact, the parents were even more cooperative and helpful than had been anticipated.

[1] In winter 1979 parents were asked to sign a permission slip needed for child testing and to provide High/Scope with their home address and telephone number.

Table 2

Numbers of Parents Interviewed, By Site and Treatment Group; Spring 1979 Parent Interview

SITE		PDC	COMPARISON	FULL SAMPLE
California	n	18	21	39
	%	86	84	85
Colorado	n	13	11	24
	%	65	79	71
Connecticut	n	25	23	48
	%	71	64	68
Florida	n	12	22	34
	%	39	85	60
Georgia	n	26	--	26
	%	96	--	96
Iowa	n	11	13	24
	%	73	93	83
Maryland	n	27	20	41
	%	100	91	96
Michigan	n	21	30	51
	%	100	94	96
Texas	n	36	38	74
	%	97	95	96
Utah	n	21	34	55
	%	91	100	96
Washington	n	21	16	37
	%	84	62	73
All Sites Combined	n	231	228	459
	%	82	85	83

Note: Percentages are based on the total number of families available for each group at each site.

Data Analysis Procedures

Chapters IV and V of this report present the results of six sequential stages of analyses of the PDC parent data, focusing on:

- descriptive characteristics of PDC and comparison parent groups for which data were collected in spring 1979;
- comparability and representativeness of the spring 1979 families interviewed;
- characteristics of the spring 1979 Parent Interview;
- effects of the PDC program on participating families as of spring 1979;
- analyses of possible predictors of parent impact; and
- analyses of the relationship between parent behaviors and knowledge and teacher attitudes toward parent involvement in in the classroom.

Brief descriptions of the procedures used in these analyses are given below.

Descriptive Characteristics of the Sample

In order to understand the composition of the PDC and comparison samples of parents for which data were collected in spring 1979, descriptive statistics were computed and tabulated for the samples at each site and for all sites combined.

Family Attrition Patterns

Representativeness of sample families interviewed in spring 1979. The families for which a parent was interviewed were compared with those families not interviewed, using as a basis for comparison background and family information collected at study entry, in fall 1976. The purpose of these analyses was to determine whether differences existed between the sample of families included in the sample lost from the study through spring 1979. Such differences are due to systematic (nonrandom) effects of selection pressures on the original sample. The sample of families interviewed is somewhat different from the sample of children, because the 459 parents interviewed represent 83% of the 551 children in the spring 1979 sample. Thus, it is possible that estimates of representativeness might be different for the sample of families than for the sample of children. For this

reason, assessments of representativeness are conducted for the sample of families interviewed, independent of the analysis of the representativeness of the sample of children. The hypothesis of attrition-induced changes in the sample over time was tested with univariate and multivariate analyses of variance; chi-square approaches were used for nominal data.

Comparability of remaining PDC and comparison group families. The PDC and comparison samples of families interviewed in spring 1979 were compared on background variables collected in both spring 1979 and fall 1976, to determine whether attrition had caused any change in the comparability of the two groups. Again, since the sample of families is different from the sample of children, it is important that estimates of comparability of the sample of families be conducted independently of estimates of comparability of the sample of children remaining to the study. Analytic approaches were similar to those used in testing representativeness of the remaining families: chi-square, analyses and univariate and multivariate analyses of variance.

Characteristics of the Parent Interview

The characteristics of the Parent Interview were examined at both the item and scale score levels. At the level of individual items, the principal data presented are distributional values and, where appropriate, central tendencies and dispersions. As discussed in Chapter II, individual items on the Parent Interview were identified as pertaining to one of the four parent constructs and grouped accordingly. The items were first clustered into higher-order variables, one or more, for each parent construct based on a logical analyses of relations among Parent Interview items. However, intercorrelations for most of the generated variables were very low (.00 to .30), indicating that each item was measuring a behavior or attitude that was different from that measured by other items thought to be of a similar genre. Because of these extremely low correlations, a decision was made to select the four or five most important items from each construct to represent the construct in further analyses, rather than aggregating the data to a higher group. There were three exceptions to this: scale scores were created for parents' activities with their children, parents' school-related activities with their children, and helpfulness of school to the parent. In these three cases, construct items had enough logical coherence that scale construction seemed justified. Again, means, standard deviations and frequency counts are presented for these scales along with internal consistency estimates and item intercorrelations where appropriate.

Analyses of Parent Interview Data

We analyzed the data in three stages. First, we conducted a straightforward group comparison at the level of individual items. Second, we identified site and other variables separately from the educational treatment

that might help account for parent outcomes. In other words, we examined relationships between dependent and independent variables. In the third stage, we assessed the extent to which program impacts on parents were affected by differences in background and site variables.

IV

SAMPLE AND INSTRUMENT CHARACTERISTICS

Description of the Sample Families

Parents in 459 families (231 in PDC, and 228 in comparison groups) were interviewed in spring 1979. Table 3 presents a summary of the number of interviews obtained by site, and provides some descriptive information on the respondent samples. Overall, parents of 83% of the children available in spring 1979 were interviewed (PDC, 82%; comparison, 85%).

Attrition and Its Effects on the Spring 1979 Sample of Families

Since entry into the Head Start program in fall 1976, the sample of children in the evaluation cohort has gradually decreased. In addition, parents in some available families could not be interviewed in spring 1979. In this section, we examine attrition patterns and explore their effect on the representativeness of the sample of families interviewed, as well as on the comparability of the PDC and comparison parents who were interviewed at the end of their child's first grade year.

Attrition's effects on sample representativeness. Attrition can lead to samples that differ in various ways from the original study participants. In this instance, the term "representativeness" covers two questions. The first question is whether the sample of families interviewed in spring 1979 differs in some important way from the sample of families available but not interviewed. The second question is whether the sample of families interviewed in spring 1979 is different from the sample of families originally included (in fall 1976) in the study. The two representativeness questions, then, ask whether the families interviewed in spring 1979 fairly represent the full sets of families for which child measures were collected in spring 1979 and in fall 1976.

Table 4 presents the numbers of families in which a parent was and was not interviewed in spring 1979, within categories of characteristics based on demographic and background information collected at the time of entry into the study (1976). Overall, there appears to be no systematic bias or under-representation; the families interviewed fairly represent the sample of families available to be interviewed in spring 1979. There are differences in ethnic representation at the four sites (Colorado, Connecticut, Florida and Washington) at which interview completion rates were relatively low. In these sites, the parent interviews conducted under-represent the black families in the study cohort and slightly over-represent Hispanic and Anglo families. When these four sites are removed from the analyses, the sample of families for which there are parent interviews is representative of the original sample of families available for interviews in spring 1979 (all families that were and were not interviewed). There are also small differences in the percentages of

Table 3

Number of Parents Interviewed (by Group and Site) and Family Characteristics

SITE		N	ETHNICITY[a]					Average No. of Siblings	Mother's Education (years completed)	Father's Education (years completed)	Single-Parent Families			Two-Parent Families		
			% Black	% Hispanic	% American Indian/ Native Alaskan	% White	% Asian/Pacific Islander				% of Total Sample	% with Working Mothers	% with No Wage Earner	% of Total Sample	% with Working Mothers	% with No Wage Earner
CALIFORNIA	PDC	18	6	94	0	0	0	1.93	10.67	10.65	50	56	33	50	89	0
	Comp	21	0	79	0	21	0	3.45	9.65	10.28	29	67	33	71	47	33
COLORADO	PDC	14	14	72	0	14	0	1.64	11.29	11.57	36	25	50	64	50	25
	Comp	11	0	82	0	18	0	2.40	11.36	10.73	36	0	100	64	14	43
CONNECTICUT	PDC	25	40	36	0	24	0	1.74	10.92	10.62	56	38	62	44	50	25
	Comp	23	83	17	0	0	0	2.05	11.44	10.90	70	31	69	30	86	0
FLORIDA	PDC	12	100	0	0	0	0	3.92	10.42	9.80	33	50	50	67	88	0
	Comp	22	82	14	0	4	0	2.82	10.29	9.47	41	78	22	59	85	0
GEORGIA[b]	PDC	26	85	0	0	15	0	1.91	10.77	10.79	65	88	12	35	100	0
IOWA	PDC	11	36	9	0	55	0	2.50	10.73	10.88	73	28	57	27	100	0
	Comp	13	15	8	0	77	0	1.91	10.85	10.91	62	50	38	38	40	20
MARYLAND	PDC	27	44	4	0	52	0	1.96	12.22	12.52	19	100	0	81	65	6
	Comp	20	37	32	0	26	5	2.00	11.85	11.70	30	33	67	70	78	0
MICHIGAN	PDC	21	57	5	0	38	0	2.30	11.10	11.59	67	54	46	33	40	0
	Comp	30	70	3	0	27	0	2.00	11.97	11.92	70	67	33	30	50	13
TEXAS	PDC	35	3	74	0	23	0	2.65	8.97	10.55	37	27	73	63	60	40
	Comp	38	0	87	0	13	0	2.68	8.37	9.43	40	56	44	60	67	33
UTAH	PDC	21	0	24	0	76	0	3.11	11.62	11.65	29	60	40	71	71	7
	Comp	34	3	18	3	76	0	2.39	11.24	11.48	35	83	17	65	43	5
WASHINGTON	PDC	21	14	5	14	57	10	2.74	10.83	10.63	57	33	67	43	14	57
	Comp	16	44	0	0	56	0	2.27	11.94	11.93	31	40	60	69	44	22
TOTALS BY GROUP	PDC	231	34	31	1	33	1	2.36	10.80	11.09	46	51	46	54	63	17
	Comp	228	33	35	0	31	0	2.43	10.73	10.82	45	56	41	55	56	17
TOTALS, ALL GROUPS COMBINED		459	34	33	1	32	1	2.40	10.76	10.95	46	54	42	54	58	19

[a] Percentages across columns for a given row may not add to 100% because of errors induced by rounding.

Table 3
(continued)

Site		N	Median Family Income Category	Occupation of Principal Wage Earner (%)[a]									
				1	2	3	4	5	6	7	8	9	10
ORNIA	PDC	18	6,001- 7,000	0	5	6	6	11	33	22	6	11	0
	Comp	21	7,001- 8,000	0	0	5	0	14	28	43	5	5	0
ADO	PDC	14	12,001+	0	7	0	7	14	22	14	29	7	0
	Comp	11	9,001-10,000	9	0	9	0	18	9	9	37	9	0
CTICUT	PDC	25	8,001- 9,000	0	0	9	9	18	18	18	28	0	0
	Comp	23	6,001- 7,000	0	0	0	0	27	23	4	46	0	0
DA	PDC	12	8,001- 9,000	0	0	0	25	0	33	17	17	0	8
	Comp	22	6,001- 7,000	0	0	5	0	14	43	33	5	0	0
IA	PDC	26	5,001- 6,000	0	0	4	0	19	42	27	8	0	0
	PDC	11	4,001- 5,000	0	0	0	9	9	9	9	46	9	9
	Comp	13	5,001- 6,000	0	0	0	8	0	8	53	23	8	0
AND	PDC	27	12,001+	7	26	11	7	22	15	4	4	4	0
	Comp	20	12,001+	0	10	16	16	10	22	16	10	0	0
GAN	PDC	21	5,001- 6,000	0	9	0	0	0	29	19	43	0	0
	Comp	30	7,001- 8,000	0	3	7	13	3	28	23	23	0	0
	PDC	35	9,000	0	10	14	7	31	24	10	0	4	0
	Comp	38	7,001- 8,000	3	14	9	0	20	17	26	0	11	0
	PDC	21	10,001-12,000	0	5	5	9	24	43	0	9	5	0
	Comp	34	7,001- 8,000	0	9	3	0	29	38	12	6	0	3
NGTON	PDC	21	4,001- 5,000	0	5	0	5	10	20	0	50	5	5
	Comp	16	8,000	0	0	6	19	19	12	6	25	13	0
S BY GROUP	PDC	231	7,001- 8,000	1	7	5	7	16	27	13	19	4	1
	Comp	228	7,001- 8,000	1	5	6	5	17	24	22	15	4	1
S, ALL GROUPS COMBINED		459	7,000- 8,000	1	6	6	6	16	26	17	17	4	1

pation key: 1 = Executives and proprietors of large businesses, major professionals
2 = Managers and proprietors of medium-sized businesses, lesser professionals
3 = Administrative personnel of larger concerns, small business owners, semi-professionals
4 = Clerical, technical assistant
5 = Skilled workers, e.g., fireman, carpenter, painter, electrician
6 = Semi-skilled workers, e.g., equipment operator, nurse's aide
7 = Unskilled worker
8 = Welfare
9 = Retirement or pension pay
10 = Don't know

Table 4

Representativeness of Families Interviewed in Spring 1979:
Comparison of 459 Families in Which Parents Were Interviewed With 92 Families
In Which No Interview Was Administered,
Using Fall 1976 Family Background Information

	Spring 1979 Sample of Children:		
Background Characteristics	Full Sample	Parent Interviewed	Parent Not Interview
N (approximate)	551	459	92
Ethnicity (%)*			
Black	39	33	60
Hispanic	30	33	19
American Indian/ Native American	2	2	3
White	28	31	17
Asian/Pacific Islander	1	1	1
Sex (%)			
Male	51	50	55
Female	49	50	45
Prior Preschool (%)*			
Yes	17	15	29
No	83	85	71
Age (months, at entry)	53.8	53.7	53.9
Number of Siblings*	1.97	1.91	2.26
Mother's Education (years)*	10.6	10.5	11.0

*Difference on this variable between remaining and departed groups significant with $p < .10$.

families in which the child had some preschool experience prior to Head Start, families with relatively more siblings, and families in which the mother had more education. Two of these variables are known to correlate positively with socioeconomic status (mother's education, prior preschool experience) while the third (number of siblings) usually is negatively related to status. The conflicting relation of these variables to socioeconomic status and the small size of the differences between the sample interviewed and the sample available in spring 1979 indicate that any variations in the sample interviewed from the overall sample are not due to any systematic selection effect.

Table 5 shows that the spring 1979 sample of families interviewed is slightly different from the study cohort at entry. Hispanic families are somewhat over-represented, and black and white families under-represented to a minor degree. The level of maternal education has decreased slightly from the start of the study. None of the differences appear to be the likely cause of any major problems with study generalizability. Instead, the differences found for the sample of families are similar in content to those found for the sample of children, but are of lower magnitude (for analyses of the representativeness of the spring 1979 child sample, see Volume V of this report).

In summary, differences are found when characteristics of families interviewed in spring 1979 are compared with characteristics of: (1) the families, who are no longer in the sample; and (2) with the 1979 sample families not interviewed. However, these differences are minor and lack a clearly interpretable direction. These differences do not significantly alter the original PDC sample of families. Therefore, the sample of families interviewed in spring 1979 is adequately representative of the original PDC sample of families.

The effects of attrition on sample comparability. At the start of the evaluation, the sample of families for PDC/comparison groups were similar in terms of demographic and background characteristics. Table 6 presents information about PDC and comparison group families for whom data were collected in spring 1979. The table includes information from the spring 1979 Parent Interview and from the data collected in fall 1976. Again, the two groups are essentially equivalent. The differences in the proportion of boys (and girls), and in the proportion of children with prior preschool experience are small. Any bias that they might introduce would favor the comparison group (girls generally have higher achievement than boys in the early grades and more preschool experience can be expected to lead to greater achievement at grade one). These effects favoring the comparison group are not apt to effect parental responses to aspects of the school program.

In summary, comparability and representativeness analyses indicate that the sample of families for which parents were interviewed in spring 1979 is reasonably representative of the original sample of families in the study cohort; that this sample is also reasonably representative of the full sample of families available to the study in spring 1979; and that PDC and comparison group families interviewed in the grade one year are, taken as a whole, similar in background and demographic characteristics.

Table 5

Representativeness of Families Interviewed in Spring 1979:
Comparison of 459 Families in Which Parents Were Interviewed with 677 Families
No Longer in the Study Sample or Not Interviewed in Spring 1979,
Using Fall 1976 Background Information

	Full Study Sample		
Background Characteristics	Original Sample[a]	Parents Interviewed	Sample Departed
N (approximate)	1136	459	677
Ethnicity (%)*			
Black	36	33	38
Hispanic	27	33	23
American Indian/ Native American	2	2	2
White	33	31	35
Asian/Pacific Islander	2	1	2
Sex (%)			
Ma	50	50	50
Female	50	50	50
Prior Preschool (%)			
Yes	15	16	14
No	85	84	86
Age (months, at entry)	53.8	53.7	53.9
Number of Siblings	1.91	1.92	1.90
Mother's Education (years)*	10.7	10.5	10.9

[a]Families from the West Virginia site, which withdrew from the longitudinal study in summer 1978, are not included.

*Difference on this variable between remaining and departed groups significant with $p < .10$.

Table 6

Comparability of PDC and Comparison Groups of Families with Parents Interviewed in Spring 1979: Fall 1976 and Spring 1979 Background Information

	Sample Interviewed in Spring 1979	
Background Characteristics	PDC	Comparison
N (approximate)	232	227
Ethnicity (%)		
Black	35	33
Hispanic	32	33
American Indian/ Native American	2	1
White	30	32
Asian/Pacific Islander	1	1
Sex (%)*		
Male	55	45
Female	45	55
Prior Preschool (%)*		
Yes	12	18
No	88	82
Age (months, at entry)	53.4	54.0
Number of Siblings	1.85	1.98
Mother's Education (years)	10.6	10.4
Employment Status of Mother (%)[a]		
Employed	57	56
Not Employed	43	44
Single-Parent Families (%)[a]		
Yes	47	45
No	53	55
Number of Wage Earners (%)[a]		
None	31	29
One	40	43
Two or More	29	28
Number of Siblings (%)[a]	2.37	2.43
Mother's Education (years)[a]	10.8	11.1
Father's Education (years)[a]	17.3	18.7

[a]Information collected in Spring 1979 interview; other information collected in Fall 1976.

*Differences on this variable between PDC and comparison groups significant with $p < .10$.

Characteristics of the Parent Interview

Tables A1 to A4 of Appendix A provide a descriptive summary, overall and by group, of responses to the items of the Parent Interview. Each table deals with a portion of the instrument.

As mentioned in Chapter III, the analyses of the Parent Interview deal with single item variables, with three exceptions. Three summary variables have been created and are described below.

Parents' activities with their children. Eight items in the Parent Interview (18a through h) ask whether the parents were involved in various activities with their children in the week before the interview. From these items, a summary variable was prepared tallying the total number of activities carried out. All parents interviewed stated that they had carried out at least one of the activities mentioned with their children during the week before the interview. Over 70% of the parents interviewed reported carrying out six or more of the activities, greatly reducing variation and resulting in very low intercorrelations for the full sample between the various items (range: -.03 to .49; median value: .135). The aggregate variable was retained, however, since it reflected the range of variation in parents' activities with their children. A summary description of this variable is contained in Table 7.

Parents' school-related activities with their child. Parents who stated they had helped their child with homework or other school-related activities during the past week were asked, in item 19, to specify the kind of activity involved (e.g., spelling words, reading, art work and decision-making). A summary variable that tallied the total number of different school-related activities mentioned in response to item 19 is described in Table 7. Again, intercorrelations between the items are essentially zero (range: -.13 to .30; median, .055), this time because 64% of the respondents report only one or two activities. The aggregate variable, however, reflects the range of school-related activities of parents with their children.

Parents' perception of the school's helpfulness. Item 10 of the interview asked parents to rate the school's helpfulness to them in nine areas related to the child's growth and needs as well as the parents' own personal development. An aggregate variable was generated to reflect parents' overall vision of the school on this dimension. In order to generate this variable, responses stipulating that the parent did not need help for a given area were first deleted. Then separate tallies were made of the number of areas for which parents gave a strong positive statement ("very helpful") and the number of areas for which they gave either weakly positive ("a little helpful") or negative ("not at all helpful") statements. The two resulting summary variables were standardized separately to a mean of zero and unit standard deviations, after which the "negative" variable was subtracted from the positive one. The resulting aggregate variable has a mean of zero. In general, positive responses indicate that the

Table 7

Descriptive Statistics for Three Parent Interview Summary Variables: "Total Parent Activities with Child," "Total School-Related Parent Activities with Child," and "Helpfulness of School to Parent"

Variable	Number of Cases	Range: Lower Bound	Range: Upper Bound	Mean	Standard Deviation	Median	Alpha
1. Total Parent Activities	457	1	8	6.32	1.48	6.64	.55
2. Total School-Related Parent Activities	366	1	6	2.26	1.11	2.12	.14
3. Helpfulness of School to Parent	459	-3.96	3.61	0.00	1.37	0.00	N/A

HISTOGRAM TOTAL PARENT ACTIVITIES

MIDPOINT	COUNT	(EACH X= 4)
1.0000	2	+X
2.0000	8	+XX
3.0000	10	+XXX
4.0000	35	+XXXXXXXXX
5.0000	67	+XXXXXXXXXXXXXXXXX
6.0000	87	+XXXXXXXXXXXXXXXXXXXXX
7.0000	139	+XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
8.0000	109	+XXXXXXXXXXXXXXXXXXXXXXXXXX

(INTERVAL WIDTH= 1.0000)

TOTAL SCHOOL-RELATED PARENT ACTIVITIES

HISTOGRAM

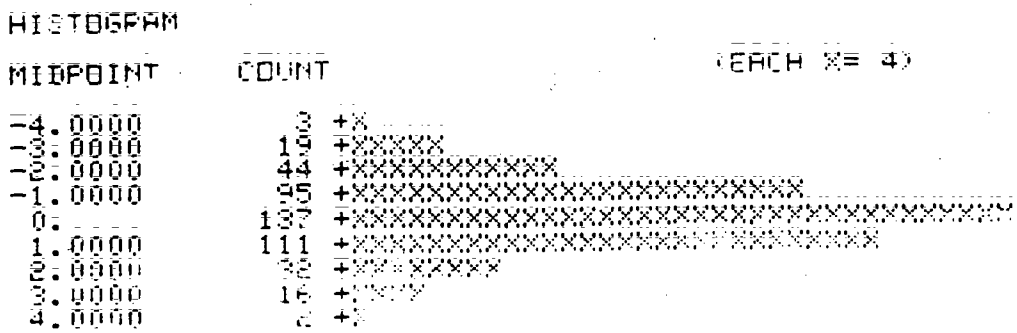
MIDPOINT	COUNT	(EACH X= 4)
1.0000	101	+XXXXXXXXXXXXXXXXXXXXXXXXX
2.0000	132	+XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
3.0000	91	+XXXXXXXXXXXXXXXXXXXXXX
4.0000	29	+XXXXXXXX
5.0000	6	+XX
6.0000	7	+XX

(INTERVAL WIDTH= 1.0000)

NOTE: Procedures used in creating the summary variables, as well as interpretations of variable values, appear in the text. Medians presented above are based on aggregate data.

Table 7
(continued)

HELPFULNESS OF SCHOOL TO PARENT



NOTE: Procedures used in creating the summary variables, as well as interpretations of variable values, appear in the text. Medians presented above are based on aggregate data.

school was seen as predominantly helpful; while negative responses mean the school was seen as predominantly unhelpful. The magnitude of responses is also interpretable: high positive values for the aggregate variable mean there were a lot of "very helpful" responses and few or none of the weakly positive and negative response categories. The aggregate variable is described in Table 7.

V

EXAMINATION OF PROGRAM IMPACTS ON PARENTS

Parent involvement and participation is a key component of the PDC program. Guidelines require that sites employ a parent coordinator at least part-time, and that they take other specific actions aimed at promoting family participation.

Although many of the study's comparison schools receive federal Title I funds which require the schools to promote parent participation by forming Parent Advisory Councils and by providing training for parents, PDC schools and centers are expected to take other, more direct actions to achieve a linkage between home and school. Program designers expect PDC to change parent attitudes and behaviors toward the schools and toward the children, and expect such changes in the parents to be clearly related to changes in other study domains.

Therefore, in this chapter we deal in succession with three questions:

- What has been PDC's impact on parents?
- Disregarding treatment, what background factors and other variables help account for parent outcomes?
- Do program impacts on parents differ according to differences in parental background and other variables?

What Has Been PDC's Impact On Parents

The PDC and comparison families were essentially similar at the start of the involvement of students in PDC, as confirmed by the analyses presented in Chapter IV. PDC's impact on families is presented here in terms of differences in the families at the end of the year that the students were in grade one. Our findings are based on a comparison of the responses of parents from the PDC and comparison families to the spring 1979 Parent Interview. The analyses include responses to individual interview items as well as some summary variables.

Item-Level Response Comparisons

Differences identified in responses to Parent Interview items between the two groups are discussed below in narrative fashion; Table 8 summarizes the items for which differences were found.

Table 8

Parent Interview Items Which Showed Significant Differences for PDC and Comparison Parents

Item No.	Parent Interview Item		Response Distribution PDC	Response Distribution Comparison	$p^{a,b}$
1.	Have you been to school this year for any reason? (*N* responding, *460*)				
	YES	*N*	*201*	*209*	
		%	86.6	91.7	.0563 (C>P)
4a.	Since the beginning of the school year have you visited the school to observe your child's class? (*N* responding, *407*)				
	YES	*N*	*119*	*87*	
		%	60.1	41.6	.0001
4b.	Why did you go the last time you went? Did the teacher ask you to come, or did you decide on your own? (*N* responding, *173*)				
	PARENT RESPONDED ON OWN	*N*	*65*	*39*	
		%	65.7	52.7	.0590
5a.	(Asked of parents who have gone to school this year to attend meetings, workshops, or social events) Did you go to attend a meeting of a council, committee or task force? (*N* responding, *294*)				
	YES	*N*	*32*	*9*	
		%	21.9	6.1	.0001

[a]Probability by chi-square or Fisher's exact test.

[b]Differences are PDC > Comparison unless otherwise noted.

NOTE: Item numbers correspond to the numbers in the spring 1979 Parent Interview.

Table 8
(continued)

Item No.	Parent Interview Item		Response Distribution PDC	Response Distribution Comparison	$p^{a,b}$
5a. cont.	Did you go to attend a luncheon, play, carnival, classroom party or other social activity? (*N* responding, *294*)				
	YES	*N*	*93*	*110*	
		%	63.7	74.3	.0324 (C>P)
7.	Since the beginning of the school year have you gone to meet with anyone at school besides your child's teacher? (*N* responding, *409*)				
	YES	*N*	*107*	*78*	
		%	53.2	37.5	.0009
7a.	Who did you go to meet with? (*N* responding, *184*)				
	SOCIAL WORKER OR SCHOOL COUNSELOR	*N*	*23*	*6*	
		%	26.4	7.7	.0008
	PARENT COORDINATOR	*N*	*27*	*3*	
		%	25.5	3.8	.0000
	PDC STAFF	*N*	*13*	*0*	
		%	12.3	0	.0006
8.	Do you work in your child's school, either as a volunteer or for pay? (*N* responding, *410*)				
	YES	*N*	*58*	*34*	
		%	28.9	16.3	.0016
8b.	What kind of work do you do in school? (*N* responding, *99*)				
	WORK IN THE PLAYGROUND OR CAFETERIA	*N*	*23*	*7*	
		%	39.7	20.6	.0474
	WORK IN ONE OF THE OFFICES OR IN A CLINIC	*N*	*13*	*0*	
		%	22.4	0	.0014

[a]Probability by chi-square or Fisher's exact test.

[b]Differences are PDC > Comparison unless otherwise noted.

NOTE: Item numbers correspond to the numbers in the spring 1979 Parent Interview.

Table 8
(continued)

Item No.	Parent Interview Item		Response Distribution PDC	Response Distribution Comparison	$p^{a,b}$
9a.	(Asked of *329* parents who said they found it hard to be involved in school life) Could you give me some of the reasons you find it hard to be involved in school life?				
	PARENT HAS RESPONSIBILITIES AT HOME	*N*	*36*	*24*	
		%	22.0	14.5	.0549
10.	Has the school:				
	c. helped you to know other parents at school? (*N* responding, *323*)				
	YES, VERY HELPFUL	*N*	*70*	*47*	
		%	42.9	29.4	.0368
	e. helped you find a job or get job training? (*N* responding, *137*)				
	YES, VERY HELPFUL	*N*	*21*	*7*	
		%	32.3	10.1	.0020
	f. helped you take courses in school or college? (*N* responding, *165*)				
	YES, VERY HELPFUL	*N*	*21*	*9*	
		%	25.9	10.7	.0069
	g. helped you to arrange medical, dental and other health services when your child needed them? (*N* responding, *243*)				
	YES, VERY HELPFUL	*N*	*88*	*48*	
		%	67.7	42.5	.0004

[a]Probability by chi-square or Fisher's exact test.

[b]Differences are PDC > Comparison unless otherwise noted.

NOTE: Item numbers correspond to the numbers in the spring 1979 Parent Interview.

Table 8
(continued)

Item No.	Parent Interview Item		Response Distribution PDC	Response Distribution Comparison	$p^{a,b}$
11.	Tell me which number (on a 1 to 5 scale) most closely indicates your feelings, from definitely true (1) to not at all true (5).				
	j. The teacher is aware of my child's strengths. (*N* responding, *449*)				
	DEFINITELY TRUE: (1)	*N*	*178*	*192*	
		%	77.7	87.3	
	OTHER RESPONSES: (2-5)	*N*	*51*	*28*	.0005 (C>P)
			22.3	12.7	
17.	Not counting homework, does your child ever do things like writing or drawing that she/he learned at school? (*N* responding, *452*)				
	YES, OFTEN	*N*	*159*	*179*	
		%	69.4	80.3	.0054 (C>P)
	YES, SOMETIMES/NO	*N*	*70*	*44*	
		%	30.6	19.7	

[a]Probability by chi-square or Fisher's exact test.

[b]Differences are PDC > Comparison unless otherwise noted.

NOTE: Item numbers correspond to the numbers in the spring 1979 Parent Interview.

Parents' visits to the school. Nearly nine of every ten parents in both groups in the study cohort said that they had visited their child's school in the past year. Slightly more comparison-group than PDC parents said they had visited the school for any reason. When interviewers probed for the reasons for the visits, a number of significant impacts of the PDC program emerged. Considerably more PDC than comparison-group parents visited the school to observe in their child's class, and PDC parents more frequently decided to do so on their own initiative rather than at the teacher's request. Of the parents who had visited the school for meetings or social events, more PDC than comparison-group parents had gone to attend meetings of councils, committees or task forces[1], while more comparison-group than PDC parents had gone to attend a social activity. More PDC than comparison-group parents had visited the school to meet with someone other than their child's teacher. When we examined the identity of the person parents met with, we found that PDC parents, more frequently than those in the comparison group, met with PDC staff, a parent coordinator, or the social worker or school counselor.

Parents' work at school (volunteer or paid). More PDC than comparison-group parents reported working in the schools. When the specific type of work done is analyzed, results show more PDC than comparison parents working in the playground or cafeteria, in the school office, or at the clinic.

Parents' difficulties with involvement in school life. Nearly three out of four parents in both groups stated that they found it difficult to be involved in school affairs; there was no difference between groups. However, when parents were asked to list some of the reasons why they found it difficult, more PDC than comparison parents listed the pressure of home responsibilities.

Parents' views of the school as helpful. More PDC than comparison-group parents rated the school as "very helpful" in terms of meeting other parents, finding a job or getting job training, taking school or college courses, and arranging for medical or other health services for their children.

Parents' perception: teacher awareness of child's strengths. A greater percentage of comparison-group than PDC parents strongly agreed with the statement, "The teacher is aware of my child's strengths." Although this difference in parental responses may reflect more accurate perceptions by PDC parents given the greater amount of contact (inferred from other responses), it was expected that responses would be in the opposite direction.

Frequency of writing or drawing by child at home. More comparison-group than PDC parents indicated that their child "often" writes or draws at home. Again, it was expected that responses would be in the opposite direction.

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[1]Attendance at PTA or PTO meetings is not included. Attendance at such meetings was asked in a separate item, and showed no differences between groups.

Group Comparisons on Summary Variables.

In addition to the individual item-level comparisons, PDC and comparison parents were contrasted on aggregate values for the three summary variables generated from the parent interview.

Parents' activities with their children. At near-significant levels, parents of PDC children reported a broader range of activities with their children than did parents of children in the comparison groups.

Parents' school-related activities with their children. PDC and comparison-group parents who reported working with their children on school-related or homework activities during the past week showed no difference in the number of such activities.

Overall school helpfulness to parents. PDC and comparison parents differed significantly in their overall rating of school helpfulness, with PDC parents viewing the school as more helpful than comparison-group parents across nine areas.

Discussion of Findings

Differences in responses between PDC and comparison-group parents on a variety of items of the spring 1979 Parent Interview point up a number of areas in which the PDC program appears to have had a substantial impact.

The frequency and reasons for parents' visits to school reflect program impacts in several ways. Although the overall frequency of parents' visits to school is only slightly affected, visits of PDC parents are much more frequently conducted for reasons having to do with the child's immediate educational experiences (such as observing in the class), and more frequently occur at the parents' initiative. Involvement is more frequent in formal groups or task-related committees; PDC parents less frequently visit the schools just for social affairs. All of these differences are consistent with the fulfillment of PDC mandates for substantial and meaningful involvement of parents with their children's education and with the school as an educational institution. Further, it is clear that PDC programs are successfully bridging the gap between home and school by providing staff roles (other than teachers) directly involved with parents, as well as by redefining the roles of school counselors or social workers so that they are more directly oriented toward the family.

Other evidence of program impact on parent involvement is offered by the increase in the proportion of parents working in the schools, either as volunteers or in paid positions, and in the differentiation in parent roles offered by these new positions.

The evidence as to whether these impacts translate into changes in the home environment is contradictory. On the one hand, PDC parents list a

broader range of activities with their child than do comparison-group ones; on the other, comparison parents with more frequency say their children write or draw "often" at home.

In a final area, though, there is no question but that the program has affected the parents' view of the school as helpful to their own development and their families' needs.

We can summarize the identified impacts of PDC on parents, from the viewpoint of the parents themselves, in four areas:

1) the program has increased parent involvement with their own children's education;

2) the program has increased parent involvement with school policy-making groups and activities;

3) the program has increased opportunities for parents to work as helpers in school activities;

4) the program has allowed the parents to come to see the school as a resource to help in their own development and in meeting their families' needs.

Disregarding Treatment, What Variables Help Account for Parent Outcomes?

Once program-related impacts have been identified, the next step is to establish the extent to which variables other than those subsumed under the educational program contribute to outcomes, and then to attempt to separate the contributions of treatment from those of other factors. The present section takes up the first of these issues.

First, we discuss the formation of a set of potential predictor or independent variables; next, the selection of a set of parental outcomes for which relations are explored; third, the methods used; and, finally, the results obtained.

Potential Predictor Variables

Four categories of variables are considered in this preliminary examination of variable relationships independent of treatment: site, family background characteristics, teacher attitude toward parent involvement, and parental attitude toward the school.

Site. Site is an important alternative to program treatment as a predictor variable, but one clearly related to treatment. Because the PDC guidelines offer choices in the ways the guidelines are met, the PDC program must be viewed as an implementation of one idea in eleven different ways, one to a site; for this reason, site-related variation in outcomes is related to treatment-related variation. On the other hand, site-level differences in other domains separable from educational treatment--for example in parent background characteristics such as ethnicity--suggest that site as an explanatory variable must be considered also as a contributing factor different from the educational treatment. In short, both treatment-related and treatment-independent sources of variation in outcomes may be bound together in the explanatory variable site.

Family background characteristics. These characteristics are also clear candidates for predictors of parent impacts. From the pool of variables available, five were selected:

1) ethnicity: it is anticipated that this variable will be confounded with site, since there are clear differences in the proportions of families of different ethnic groups by site.

2) number of parents in the family: it is anticipated that program impacts will differ between single-parent families and two-parent families.

3) mother's employment status: it is anticipated that program-related impacts will be different in families where the mother is working.

4) mother's educational level

5) family income

Teacher attitudes toward parent involvement. This is a composite variable formed from four items in the Global Ratings scales in the spring 1979 Teacher Interview:

1) the extent to which the teacher made an effort to invite parents into the classroom (item 17);

2) the extent to which the teacher involved parents in the classroom activities (item 18);

3) the extent to which the teacher appeared to feel comfortable about having parents in the classroom (item 19); and

4) the extent to which the teacher appeared concerned with encouraging the involvement of parents in the classroom (item 21).

To the extent that there is a relation between teacher characteristics which might be affected by a program such as PDC and parent outcomes, it is expected that teacher attitudes toward parent involvement will mediate such a relationship. Although technical issues still require resolution in analyzing the relationships of variables across different analytical domains, the values on this composite variable for each teacher were used in these preliminary analyses conducted with the parents as the analytical unit.

Parental attitude toward school. Four variables from the parent interview reflecting parents' attitude toward school were assessed as potential predictors:

1) parents' attitude regarding the school's "friendliness" (item 11.c.).

2) parents' attitude regarding the ease of getting to know school staff (items 11.d. and 11.e.).

3) parents' attitude regarding the amount their child is learning at school (item 11.m.)

4) parents' attitude regarding the ease of communicating with the school (formed from items 11.a., 11.b., 11.g., 11.h. and 11.n.).

These variables can also be affected by the program, and thus can also be outcomes of the educational treatment. They did not, however, show program-related differences between groups.

The potential predictor variables are listed in Table 9.

Parent Outcomes Used as Dependent Variables

Nine interview items and three composite scales were examined for relation to potential predictors. Items or scales were considered for dependent variables for these analyses if:

- they seemed meaningfully related to desired outcomes of a parent involvement program. The set of program outcomes showing impacts of PDC was included, and other variables were added to it.

- interpretation of the outcomes was unambiguous.

The variables included in analyses are listed in Table 9. The twelve parent outcome variables can be grouped into four categories:

- six variables related to school attendance by the parents, and the reasons for parents' attendance at school;

Table 9

Alternative Explanations of Impacts on Parents:
The Set of Independent and Dependent Variables
for Which Relationships Are Examined

INDEPENDENT VARIABLES (PREDICTORS):

Site

Parent Background Characteristics:
- Ethnicity
- Number of parents in the family
- Mother's employment status
- Mother's educational level
- Family income

Teacher Attitudes Toward Parent Involvement

Parent Attitudes Toward School:
- View of the school as "friendly" (interview item 11c)
- Ease of getting to know school staff (items 11d, 11e)
- Amount child is learning at school (item 11m)
- Ease of communication with the school (items 11a, 11b, 11g, 11h, and 11m)

DEPENDENT VARIABLES (VARIABLES PREDICTED):

Attendance at School:
- Attendance for any reason
- Attendance to observe child's class at parents' or teacher's initiative
- Attendance at school for formal meetings
- Attendance at school for social activity
- Meeting with school staff other than child's teacher

Parents' Work at the School (voluntary or paid)

Parents' Activities With Their Child at Home:
- Frequency of reading with the child in the past month
- Number of activities with the child in the past week
- Number of school-related activities with the child in the past week

Perception of School's Helpfulness:
- Perception of school's overall helpfulness to the parent
- School's helpfulness in meeting the child's special needs and abilities

- one variable related to parents' work at school;
- two variables related to parents' perception of the school's helpfulness; and
- three variables related to parents' activities with their children at home.

Analytic Approaches Employed

A variety of analytic methods were used. Because most of the dependent variables are nominal or ordinal in scale, the majority of analyses involve the formation of the appropriate contingency tables. Interpretations of variable interrelations is limited to two-variable relationships, since the number of empty cells and cells with very few subjects would otherwise rapidly become unmanageable.

Measures of association are not presented; instead, significant tests with levels at or below .05 are used as estimates of the existence of a relationship between variables.

Results of Analysis

Table 10 summarizes the findings of the analyses conducted. The associations identified are described below.

Effects of site. There were significant differences between sites for eleven of the twelve parent outcomes examined. In order to establi whether there were consistent differences between sites in levels of parent involvement, sites were classified for each outcome as above or below the overall variable mean. One site, Maryland, had values above the mean for eight of the eleven outcomes showing site differences, while the Washington site had values above the mean for seven outcomes; all other sites had six or less.

Effects of family background characteristics. The following independent variables were examined for their effect on various parent outcomes: family ethnicity and stated annual income, family structure, and maternal employment and education. Ethnicity was significantly related to seven of twelve parent outcomes examined, including all but one of the variables related to parent attendance at school, as well as to parent's work at school and the perception of the school's overall helpfulness. There was no relation between ethnic classification and the three variables related to parent activities with their children at home. As Table 10 shows, there is no clear trend separating the three largest ethnic groups (Hispanic, black and white) consistently across the parent outcomes examined. For instance, black parents reported lower rates of attendance at school than

Table 10

Summary of Relationships Between Family Background Variables and Parent Actions, Perceptions and Variables Regardless of Treatment[a]

DEPENDENT VARIABLES	N	PREDICTOR VARIABLES: Ethnicity (N=459) Hispanic / Black / White	Mother's Employment (N=459) Works / Doesn't Work	Family Structure (N=459) One Parent / Two Parents	Mother's Education (N=455) <11 years / >12 years	Family Income (N=419) <$8,000 / >$8,000	Parent's Perception: School is Friendly (N=445) 1[b] / 2-5	Parent's Perception: Ease of Getting to Know Staff (N=451) 1[b] / 2-5	Parent's Perception: Amount Child is Learning (N=454) 1[b] / 2-5	Parent's Perception: Extent to Which School Listens to Parents (N=459) 1[b] / 2-5	Site (N=459)
Attendance at school: for any reason											
% responding "yes"	459	91 / 82 / 94		84 / 93	86 / 92	85 / 94					High[c]: CA, CT, IA, MD, TX, UT, WA Low: CO, GA, FL, MI
Attendance at school: to observe child's class											
% responding "yes"	407	63 / 42 / 44	45 / 58	46[d] / 54							High[c]: CA, CO, IA, MD, TX, WA Low: CT, GA, FL, MI, UT
Attendance at school: to observe child's class at parent's initiative											
% responding "yes"	173				49 / 68						High[c]: CO, FL, IA, MD, MI, UT, WA Low: CA, CT, GA, TX
Attendance at school: to attend formal meeting											
% responding "yes"	294	10 / 15 / 15									High[c,d]: CA, CT, GA, IA, MD, MI, UT, WA Low: CO, FL, TX

[a] Completed cells indicate significant relationships, $p \leq .05$.

[b] Ratings were made using a 1-5 scale, 1 = "true", 2-5 = "almost true" to "not true."

[c] High sites are those above the mean percent; low sites are those below the mean percent.

[d] Probability level is between .05 and .06.

Table 10
(continued)

DEPENDENT VARIABLES	N	PREDICTOR VARIABLES: Ethnicity (N=459) Hispanic / Black / White	Mother's Employment (N=459) Works / Doesn't Work	Family Structure (N=459) One Parent / Two Parents	Mother's Education (N=455) <11 years / >12 years	Family Income (N=419) $8,000 / $8,000	Parent's Perception: School is Friendly (N=445) 1[b] / 2-5	Parent's Perception: Ease of Getting to Know Staff (N=451) 1[b] / 2-5	Parent's Perception: Amount Child is Learning (N=454) 1[b] / 2-5	Parent's Perception: Extent to Which School Listens to Parents (N=459) 1[b] / 2-5	Site (N=459)
Attendance at school: to attend social activity											High[c]: CA, MD, MI, TX, UT Low: CO, CT, GA, FL, IA, WA
% responding "yes"	294	72 50 81		62 74	62 74						
Attendance at school: to meet with staff other than child's teacher											High[c]: CT, IA, MD, MI, WA Low: CA, CO, GA, FL, TX, UT
% responding "yes"	409	43 38 54									
Parent's work at school, voluntary or paid											
% responding "yes"	410	29 13 23	18 28	17 27						26 11	
Frequency of reading with child within past month											High[c]: CA, CT, GA, FL, TX Low: CO, IA, MD, MI, UT, WA
1 = daily/several times a week	427		77 57			65 74		73 61		72 58	
2 = less often											

[b] Ratings were made using a 1-5 scale: 1 = "true", 2-5 = "almost true" to "not true."

[c] High sites are those above the mean percent, low sites are those below the mean percent.

[d] Probability level is between .05 and .06.

(continued)

		PREDICTOR VARIABLES									
		Ethnicity (N=459)	Mother's Employment (N=459)	Family Structure (N=459)	Mother's Education (N=455)	Family Income (N=419)	Parent's Perception: School is Friendly (N=445)	Parent's Perception: Ease of Getting to Know Staff (N=451)	Parent's Perception: Amount Child is Learning (N=454)	Parent's Perception: Extent to Which School Listens to Parents (N=459)	Site (N=459)
		Hispanic / Black / White	Works / Doesn't Work	One Parent / Two Parents	<11 years / >12 years	≤ $8,000 / > $8,000	1[b] / 2-5	1[b] / 2-5	1[b] / 2-5	1[b] / 2-5	
ENT VARIABLES	N										
of activities ld within ek 1-8)	456			6.13 / 6.49	6.18[d] / 6.44	6.16 / 6.56	6.45 / 6.11			6.50 / 5.79	High[c]: CA, CT,GA,FL,TX Low: CO,IA, MD,MI,UT, WA
of school- activities ld within ek 1-6)	365			2.13[d] / 2.35			2.17[d] / 2.42				High[c]: CO, FL,UT Low: CA,CT, GA,IA,MD, MI,TX,WA
perception l's overall ess -3.96 to	459	-.01 / .23 / -.23					.16 / -.32	.20 / -.40	.15 / -.61	.21 / -.63	High[c]: GA, FL,MD,TX, WA Low: CA,CO, CT,IA,MI,UT
perception l's helpful- meeting needs nding "yes"	161						88[d] / 76			89 / 72	High[c]: CT, IA,MD,UT, WA Low: CA,CO, GA,FL,MI,TX

s were made using a 1-5 scale: 1 = "true", 2-5 = "almost true" to "not true."

ites are those above the mean percent, low sites are those below the mean percent.

ility level is between .05 and .06.

the other groups--except for attendance at formal meetings, but. black parents were also highest in their perceptions of the school's overall helpfulness. There is the strong likelihood that significant relationships between ethnic groups and parent outcomes are in fact due to site-level differences, since the sites are quite different in their proportions of families by ethnic group.

The other family background predictors show a broad but somewhat scattered pattern of relationships to the parent outcomes, with one or more of the predictors related significantly to eight of the twelve parent outcome variables, but none of the dependent variables related simultaneously to all four of the predictors.

In general, the relationships found between family characteristics and parents' attendance at school are in the expected directions. "Mother's employment" decreased attendance for one of the six dependent variables. Parents in single-parent families tended to attend less frequently (in three dependent variables). Higher levels of maternal education corresponded to higher levels of attendance (in three dependent variables). And higher income levels corresponded to higher attendance levels, in one dependent variable. Let us consider each of the parent outcomes.

"Attendance at school for any reason" was significantly lower for single-parent families than for two-parent families. It was also lower for familes in which the mother had less than a complete high school education and for families with lower income levels . Attendance at school to observe in the child's class was significantly related to mother's employment and family structure. Working mothers made fewer visits for this reason. Likewise, parents in two-parent families observed their child's class more frequently than single-parents.

The proportion of parents "taking initiative in attending school to observe their child's class" was related to mother's education. The proportion of parents attending school social activities was related in identical fashion to family structure and to maternal education. In single-parent families, 62% of the parents attended; in two-parent families, 74% attended. In families with less than a full high-school level of maternal education, 62% of the parents attended; in families with more maternal education, 74% did. Finally, none of these background characteristics affected attendance at shcool for formal meetings or attendance to meet with school staff other than the child's teacher.

Two predic. rs were significantly related to the proportion of parents who worked at school either in paid positions or as volunteers. Nonworking mothers more frequently worked at school than working mothers; and parents in two-parent families more often reported this type of involvement than did single parents.

The same fairly scattered pattern of relationships that occurred for school attendance occurs for relations between family background features and outcomes for parent-child home relations. For these analyses, the variable "frequency of parents' reading with the child" was grouped into two response categories; high frequency (daily or several times per week) and low frequency (once per week or less frequently). Two predictors were significantly related to this variable: mother's employment and family income.

The relation between mother's employment and frequency of reading goes quite against expectations: in families in which the mother is employed, the parent interviewed (almost invariably the mother) said she or he read with higher frequency to the child than did the parents in families where the mother was not employed. The relation between family income and this dependent variable, however, goes in the direction one might expect: 65% of parents in families with incomes at or below the overall median read to their children with higher frequencies, while 74% of parents in families with above-median income levels read to their children that frequently.

The relation between family characteristics and the range of activities undertaken with the child in a week was consistent for three variables, although differences were small in magnitude. Parents in two-parent families, in families with higher maternal education levels, and in families with higher incomes, reported significantly more activities with their child than did families in the other categories for each variable. For the range of school-related activities undertaken with the child in a week, there was a near-significant relation with the family structure predictor: two-parent families gave a slightly larger range of activities than did parents in single-parent families.

There were no effects of family background or socioeconomic characteristics on parents' perception of the school's helpfulness.

Effects of teacher attitude toward parent involvement and parent outcomes. There was no relation found between the variable representing the teacher's attitude toward parental involvement in the classroom and any of the parent outcomes explored. It should be noted that analyses such as this one relating the teacher and parent domains are very preliminary, since technical issues relating to the selection of the most appropriate unit of analysis for such cross-domain comparisons are still under study. All that can be said at this point is that there are no significant associations between the teacher attitude composite variable and the parent outcomes explored when the parent is used as the unit of analysis.

Effects of parent attitudes toward the school and parent outcomes. Four variables, ratings of parental attitudes toward the school, were used as predictors of parent outcomes. The independent variables were: the extent to which parents viewed school staff as friendly, parents felt it was easy to get to know school staff, parents felt their child is learning

a lot at school, and parents felt school staff listened to them. None of these variables was associated with any of the outcomes related to parent attendance at school. Only one was related to parent's work at the school: parents who agreed strongly that school staff listen were more likely to be working at the school than parents who agreed less strongly or disagreed with the statement.

Rather surprisingly, also, these variables were related to parental activities at home with the child. Thus, strong agreement with the statement "it is easy to get to know school staff" was significantly associated with a high frequency of "reading with the child." There was also a direct association between reading frequency and the parents' feeling that school staff listen to them. Parents who agreed strongly with the view that school staff are friendly reported more activities with their child than those who agreed less strongly with such a statement. The same difference in the number of activities occurred between parents who agreed strongly that school staff listen and parents who felt less strongly about such a statement. Finally, at near-significant levels, parents who felt most strongly that "school staff are friendly" reported a higher number of school-related activities with their child.

All four of the parent attitude variables showed weak but significant positive relationships with "parental perception of the school's overall helpfulness," with Pearson products-moment correlation coefficients of .14 and .26. Finally, significant positive relationships were found between parents' "view of the school as friendly" and "feeling that school staff listen" and their perception of the school's "helpfulness in meeting their child's special need or special ability."

Summary and Discussion of Findings

We have identified a number of predictors as being related to parent outcomes for the study cohort, disregarding the educational treatment. "Site" effects occur for all but one of the outcomes examined; they do not appear, however, to rank the sites consistently. There are effects of major family background characteristics, including "ethnicity," "mother's employment," "family structure," "mother's education," and "family income."

Family structure and mother's education show the largest number of significant relationships (three each) with parent outcome measures related to parent attendance at the school. The effects are as one might predict them: higher education levels are associated with more attendance, and parents in two-parent families attend more frequently than do single parents. In families with working mothers there is less attendance to observe in the child's class; families with higher incomes are more likely to attend school for any reason.

Parents' work at the school is related to family structure and to maternal employment, again as one might expect: frequencies of parent work at the school are lower for single parents and for working mothers.

Parents' activities at home with their child are an exception to the effects of ethnicity: there are no differences in levels by ethnic group. Other background characteristics show effects in the expected directions--parents in two-parent families report more activities with their children than single parents, parents in families with better-educated mothers report more activities, wealthier families report more activities--with one rather surprising exception: parents in families with working mothers report with higher frequency that they read relatively often to their children than do parents in families without working mothers.

The parents' perception of the school's helpfulness appear unrelated to major family background characteristics. This lack of a finding is in itself quite positive in its implications, since it suggests that the schools provide support to parents in every kind of family situation.

The variable "teacher's attitude toward parent involvement in the classroom" does not appear related to any of the parent outcome domains explored.

When four variables measuring aspects of the parents' attitude toward the school are used to predict parent outcomes, we find that they are unrelated to levels of parent attendance. Further, only one of them is related (in what might be a rather obvious way) to parents' work at the school: there is a direct relation between parents' work at the school and the extent to which parents believe school staff listen to them.

Parents' attitudes toward the school are consistently and positively related to the parents' activities with their child at home, with one rather puzzling exception: parents who feel least strongly that school staff are friendly report at near-significant levels more school-related activities at home with their child. Finally, parents' attitudes toward the school are strongly related to their perception of the school's helpfulness.

In short, preliminary analyses indicate that the study cohort of families shows a number of interesting relationships between family and site characteristics and significant school-related parental outcomes when the effects of treatment are disregarded. Generally, one can say that family background and structure appear related to attendance and to activities at home but not to perceptions of the school's helpfulness, while attitude toward the school appears related to activities at home and to perception of the school's helpfulness but not to attendance at school.

Do Program Effects on Parents Differ According to Site or to Differences in Background or Other Variables?

This question explores in a preliminary fashion the notion of alternative explanations of treatment-related differences in parental outcomes, as well as the possibility of interactions between treatment and some of the predictors in association with parent outcomes.

Rather different questions are asked about site than are asked about the other independent variables used as predictors. The major question for the variable site is: are treatment-related differences in parent outcomes manifest at only some sites, or are they extensive to all or most sites? In order to approach this question systematically, two specific questions are asked for all outcome variables for which overall site effects were noted in Table 10:

- Is there a significant difference between treatment groups at some individual sites?
- If sites showing significant differences individually are left out, is there a difference between treatment groups at the aggregate level at the remaining sites?

For other independent variables, only one question is asked: for all those predictor-outcome pairs showing a significant relationship (displayed in Table 10 in the preceding section), does the predictor interact with the educational treatment? This question can also be expressed as: is there a significant relation between educational treatment and a given parent outcome, if one controls for the effects of an independent variable?

It must be noted that only those predictor-outcome pairs for which a relationship had been established earlier were explored for their interactions with treatment. Although it is possible for an independent variable and treatment to interact without an overall main effect of the independent variable, in a number of cases tested for the present data set the interactions fail to reach statistical significance. Figure 4 provides an example. There is a significant effect of treatment on the likelihood of parents' attendance at school to observe in their child's class; there is no overall effect of mother's education on this outcome. An interaction is suggested by the fact that there is an effect of treatment on attendance to observe for the families with mothers reporting higher educational levels, but not for the other families. Is there significant interaction, however? One way to ask this question is to ask whether the differences by educational level are significant within treatment groups. For example, there would be interaction with important implications for treatment if there were no differences between mothers with more and less education in PDC, but a strong difference between these two groups in the comparison sample. The interpretation would be that PDC operates both to raise the level of involvement of all families and to bring the families with less education to equality in involvement with those with more education. As the chart in Figure 4 shows, however, neither difference is statistically significant, so that we must conclude that there is no interaction.

The Sets of Variables Examined

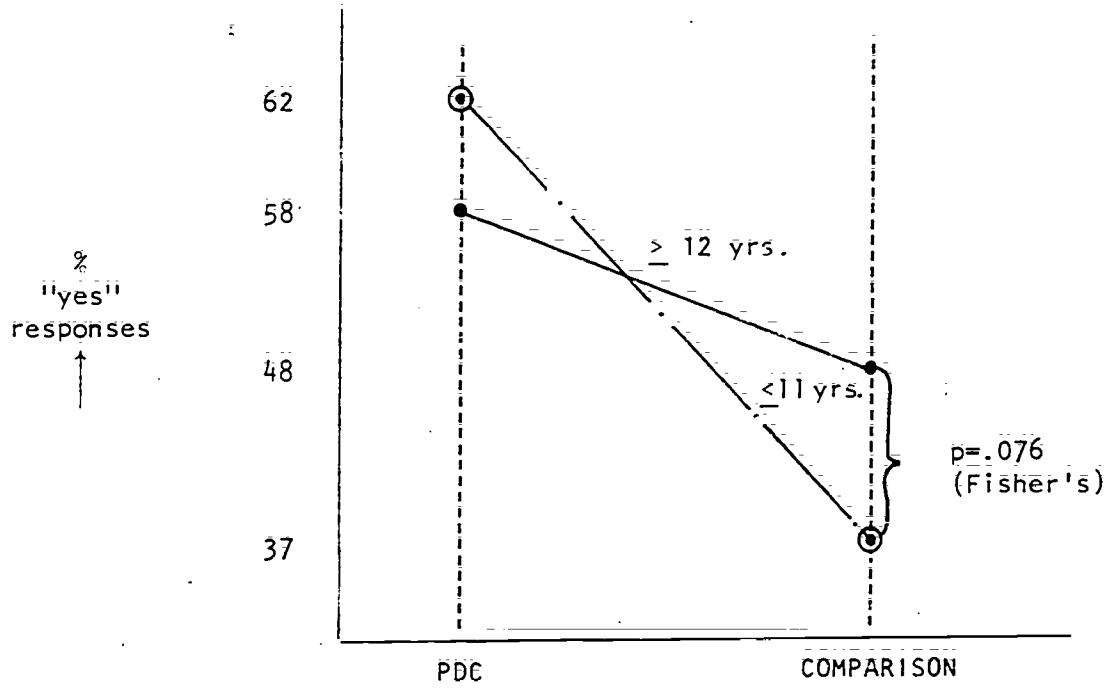
The sets of predictor and dependent variables examined to answer this question is the same as that given for the preceding section (see Table 9).

Examination of the Interaction of a Predictor Variable (Mother's Education) and Educational Treatment (PDC versus Comparison) in their Effects on a Parent Outcome (Attendance at School to Observe in the Child's Classroom)

(N=403)

Mother's Education		Educational Treatment		
		PDC	Comparison	
≤ 11 years	53%	58%	48%	PDC vs. COMPARISON *Difference NS*
≥ 12 years	49%	62%	37%	PDC vs. COMPARISON p = .0001
	Diff. NS	*Diff.* p = .0001		
		60%	42%	

NOTE: Table entries are the percentages of the available respondents in each cell who reported attending school to observe in their child's class.



Analytic Procedure

Most of the parent outcomes are of nominal or ordinal scale. For this reason, analytic approaches, in most cases, involved the examination of contingency tables. The effects of controlling for predictors are ascertained by using contingency tables at each level of the independent variable. Decisions about the existence of interaction are based on decision rules relating to the direction of effects, magnitude of associations and partition of effects across independent variable levels, as illustrated in Figure 4.

Results of Analyses

Table 11 summarizes findings. The interactions identified are described below.

The effects of site and ethnicity. Eight of the twelve outcomes for parents showed treatment-related differences at specific sites. For six of these outcomes no effects remained after the sites showing significant differences were removed. This is admittedly a highly conservative test, but it does indicate that there is extensive localization of treatment effects at individual sites. Sites at which significant differences were found were not, however, consistently the same ones even within given measurement domains for parent outcomes. The parent outcomes for which there were significant treatment effects at individual sites are: attendance at school for any reason, observation at parent's initiative, attendance at school to meet with staff other than the child's teacher, number of activities at home with the child in the past week, number of school-related activities at home with the child, and parental perception of the school's overall helpfulness.

Two variables showed both effects of individual sites and overall effects when the sites showing differences were removed from analysis. These variables were attendance at school to observe in the child's class and attendance at school to participate in formal meetings. For these two variables can say with great confidence that treatment effects are truly pervasive and not limited to specific sites.

Treatment differences in parent outcomes varied by ethnic group, but appeared clearly related to site-specific treatment differences. Thus, when sites showing significant differences between treatment groups were removed, the interactions of ethnicity and treatment also tended to disappear. Only for one variable, attendance at school for social activities, was there a specific difference between treatment explainable in part by ethnicity and not site. For this variable, Black comparison parents had significantly higher levels of "yes" answers than did PDC parents while no other ethnic groups showed significant differences between PDC and comparison parents--although all differences were in the same direction.

Effects of family background characteristics. Four independent variables were examined for interaction effects with treatment on various parent outcomes: family structure, stated annual income, maternal employment and

Table 11

Summary of the Patterns of Differences in Relations Between Parent Background, Perception and Action Variables by Treatment Group[a]

DEPENDENT VARIABLES	Overall Treatment Effect	N	PREDICTOR VARIABLES: Ethnicity (N=459) Hispanic / Black / White	Mother's Employment (N=459) Works / Doesn't Work	Family Structure (N=459) One Parent / Two Parents	Mother's Education (N=455) <11 years / >12 years	Family Income (N=419) <$8,000 / >$8,000	Parent's Perception: School is Friendly (N=445) 1[b] / 2-5	Parent's Perception: Ease of Getting to Know Staff (N=451) 1[b] / 2-5	Parent's Perception: Amount Child is Learning (N=454) 1[b] / 2-5	Parent's Perception: Extent to Which School Listens to Parents (N=459) 1[b] / 2-5	Site (N=459) Individual Site Effect	Site (N=459) Overall effects for sites remaining
Attendance at school: for any reason													
% responding "yes"	C>P	459			*	C:95 n.s. P:88							C>P: MI n.s.
Attendance at school: to observe child's class													
% responding "yes"	P>C	407		*	*								P>C: CO,FL P:57 WA C:47
Attendance at school: to observe child's class at parent's initiative													
% responding "yes"	P>C	173				*							P>C: CA,CO C>P: WA n.s.
Attendance at school: to attend formal meeting													
% responding "yes"	P>C	294											P>C: CT,MD P:1[illegible] MI C: 7
Attendance at school: to attend social activity													
% responding "yes"	C>P	409	C:62 n.s. P:39 n.s.		C:71 P:52 n.s.	n.s.	C:80 n.s. P:68						*

[a] Completed cells indicate significant predictor interaction with educational treatment, $p \leq .05$.

[b] Ratings were made using a 1-5 scale: 1="true", 2-5="almost true" to "not true."

* Predictor-outcome pairs showing a significant relationship but no interaction with treatment.

Table 11
(continued)

DEPENDENT VARIABLES	Overall Treatment Effect	N	PREDICTOR VARIABLES: Ethnicity (N=459) Hispanic / Black / White	Mother's Employment (N=459) Works / Doesn't Work	Family Structure (N=459) One Parent / Two Parents	Mother's Education (N=455) <12 years / ≥12 years	Family Income (N=419) <$8,000 / ≥$8,000	Parent's Perception: School is Friendly (N=445) 1[b] / 2-5	Parent's Perception: Ease of Getting to Know Staff (N=451) 1[b] / 2-5	Parent's Perception: Amount Child is Learning (N=454) 1[b] / 2-5	Parent's Perception: Extent to Which School Listens to Parents (N=459) 1[b] / 2-5	Site (N=459) Individual Site Effect	Site (N=459) Overall effects for sites remaining
Attendance at school: to meet with staff other than child's teacher % responding "yes"	P>C											P>C: MI, UT	n.s.
Parents's work at school	P>C	410	*	*	*						P:35 C:18		
Frequency of reading with child within past month 1=daily/several times a week 2=less often	None	427		*			*		*		*	*	
Number of activities with child within past week (range, ≤ 4,74)	C>P: for ≤ 4 activities	456			C:16 P: 5 (≤ 4 n.s. act.)	C:15 P: 8 (≤ 4 n.s. act.)	*	C:21 P: 4 (≤ 4 n.s. act.)			C:29 P:14 (≤ 4 ns. act.)	P>C: CA	n.s.
Number of school-related activities with child within past week (range, 1-6)	None	365			*			*				C>P: WA	

[b]Ratings were made using a 1-5 scale: 1="true", 2-5="almost true" to "not true."

*Predictor-outcome pairs showing a significant relationship but no interaction with treatment.

Table 11
(continued)

DEPENDENT VARIABLES	Overall Treatment Effect	N	PREDICTOR VARIABLES: Ethnicity (N=459) Hispanic / Black / White	Mother's Employment (N=459) Works / Doesn't Work	Family Structure (N=459) One Parent / Two Parents	Mother's Education (N=455) <11 years / ≥12 years	Family Income (N=419) ≤$8,000 / >$8,000	Parent's Perception: School is Friendly (N=445) 1[b] / 2-5	Parent's Perception: Ease of Getting to Know Staff (N=451) 1[b] / 2-5	Parent's Perception: Amount Child is Learning (N=454) 1[b] / 2-5	Parent's Perception: Extent to Which School Listens to Parents (N=459) 1[b] / 2-5	Site (N=459) Individual Site Effect	Site (N=459) Overall effects for sites remaining
Parents' perception of school's overall helpfulness (range, -3.94 to +3.61)	P>C	459						P: .44 C: -.15 n.s.	*	P: .39 C: -.10 n.s.	*	P>C: CT, MD / UT	n.s.
Parents' perception of school's helpfulness in meeting special need (% responding "yes")	None	161						*			*	*	

[b] Ratings were made using a 1-5 scale: 1="true", 2-5="almost true" to "not true."
*Predictor-outcome pairs showing a significant relationship but no interaction with treatment.

education. Only two of these, family structure and mother's education, showed treatment-related differences for specific parent outcomes. Single parents in the comparison group reported more attendance at school for social activities than single PDC parents. Two-parent families in the comparison group more often reported having engaged in four or fewer activities with their child during the past week than two-parent PDC families.

Mother's education showed treatment-related differences for two school attendance outcomes and one parent-child home activities outcome. For those mothers with at least a high school education, comparison group mothers more often reported: (1) attendance at school for any reason; (2) attendance at school social activities; and (3) involvement with their child in fewer than five home activities during the past week.

The effect of treatment was the same for different family background conditions on parents' perception of the school's helpfulness and parents' work in the school.

Effects of parent attitudes toward the school. Three of the four parent attitude variables, parents' view of the school as friendly, parents' perception of the amount their child is learning, and parents' perception of the extent to which the school listens to them, showed differences related to treatment for parent outcomes in parents' work at school, parents' activities with their child at home, and parents' perception of the school's helpfulness.

Of those parents who strongly agreed with the statement that the "school staff is friendly," PDC parents were more likely than comparison-group parents to rate the school high in terms of overall helpfulness. Comparison-group parents who did not rate the school as being very friendly more often reported four or fewer parent-child home activities than PDC parents who gave similar school friendliness ratings.

Of those parents who strongly agreed with the statement, "My child is learning a lot in school," PDC parents more often rated the school higher in terms of its overall helpfulness. Finally, of parents who strongly agreed with the "school listens to them" statement, more PDC parents than comparison-group parents worked in school. And comparison-group parents who did not agree strongly with that statement more often reported working with their child at home on four or fewer activities than PDC parents.

Summary and Discussion of Findings

Preliminary analyses show that there are interaction effects between treatment and some of the predictors in association with parent outcomes. The predictors interacted with educational treatment for nearly one-half of the predictor-outcome pairs that showed a significant relationship. In half of these instances the predictor that interacted with treatment was site, yet sites at which significant differences were found were not consistently the same ones.

Two family-background predictors interacted with treatment effect. For single-parent families, comparison-group parents more often reported attendance at school social functions and for two-parent families, comparison-group parents more often reported engaging in less than five weekly activities with their child. For families in which the mother had at least a high school education, comparison-group parents more often reported attendance at school for any reason and for school social functions and more often stated that they had been involved in four or fewer activities with their child during the previous week.

Three parent-attitude scale predictors interacted with the treatment effect. Of those parents who rated the school highly in terms of friendliness, PDC parents rated the schools as more helpful overall than comparison-group parents. (This treatment effect also held for parents who felt their child was learning a lot in school.) Of those parents who rated the school "moderately friendly to not at all friendly" more comparison-group parents reported four or fewer home activities with their child. Of those parents who stated that the school listened to them, more PDC parents reported working in the schools than comparison-group parents; of those parents who did not agree strongly with the "school listens to them" statement, comparison-group parents more often reported less than five parent-child home activities within the past week.

It should be noted that some interesting parent impact findings are overlooked when only statistically significant interactions with treatment are reported. The data, when mulled over, provide a rich supply of information. One such interesting finding pertains to the outcome "parents' work at school." Comparisons showed significant group differences, with more PDC parents reporting this activity. When background variables were examined (regarding treatment) we found that mother's employment and family structure were significantly related to parents' work in school. (Both nonworking mothers and respondents from two-parent families more often reported working in school than working mothers and single parents.) When treatment is entered into the analysis, results show that more PDC working mothers reported this kind of school involvement than comparison working mothers. Figure 5A shows that not only do significantly more PDC working mothers report working in school than comparison working mothers but that a greater percentage of PDC working mothers reported this type of school involvement than nonworking comparison mothers. PDC, in other words, has increased the number of working mothers who work in the school on a paid or volunteer basis such that their involvement at least equals that of nonworking comparison mothers.

Figure 5B shows the percentage of parents who reported working in school by number of parents in the family. Significantly more single parents and two-parent families involved in PDC reported working in the school than single parents or two-parent families of comparison children. PDC has increased the involvement of both types of families to such an extent that the percentage of PDC single parents who work in school is greater than the percentage of comparison two-parent families who report such work.

Figure 5A

Percentage of PDC and Comparison Parents Who Reported Working in School, Either on a Paid or Volunteer Basis, By Mother's Employment Status

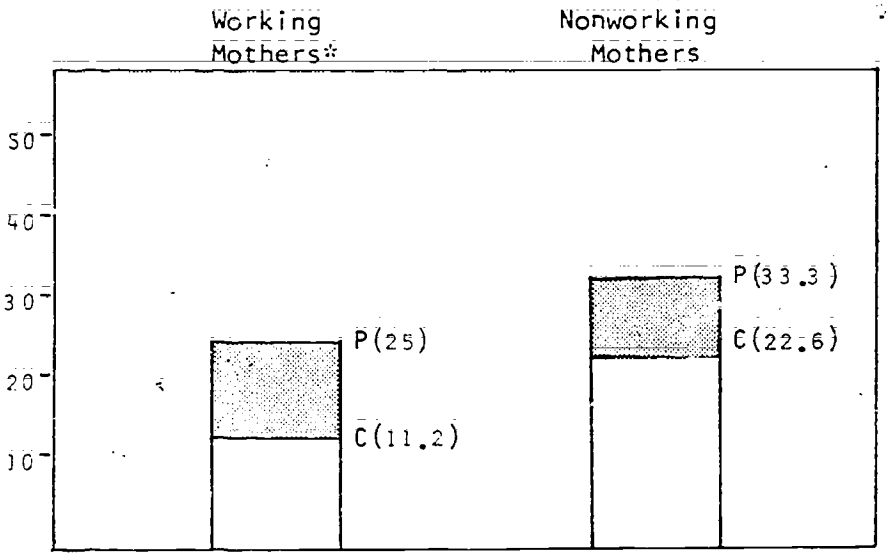
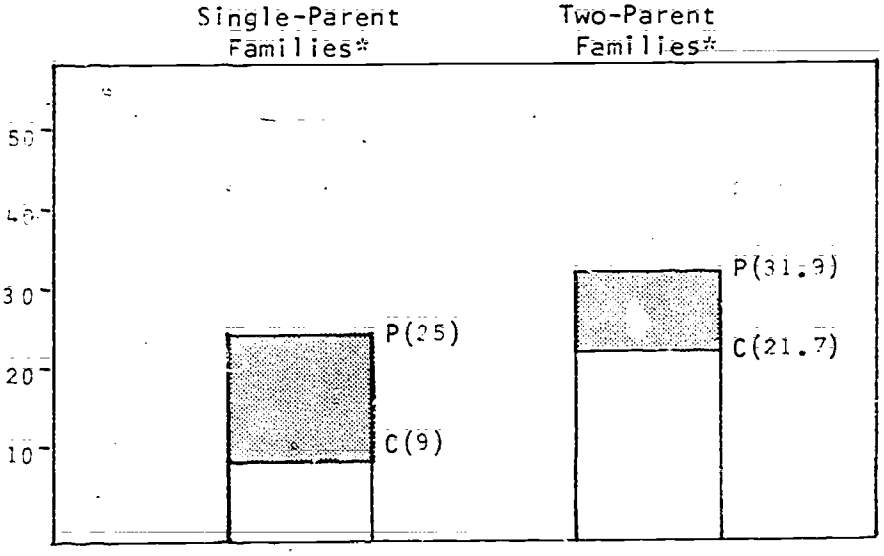


Figure 5B

Percentage of PDC and Comparison Parents Who Reported Working in School, Either on a Paid or Volunteer Basis, By Number of Parents in Family



*p < .05

Finally, Figure 5C looks at treatment effects on parents who work in school when both mother's employment status and number of parents in the family are taken into account. Significantly more PDC working, single parents reported working in school than similar comparison parents. Logically, the working single parent would be the most difficult type of parent to get involved in school activities, yet PDC has clearly encouraged them to work in school, either in a paid or volunteer position. In fact, the percentage of single working mothers who reported working in PDC schools is greater than the percentage of any type of comparison mother who reported working in school except nonworking mothers in two-parent families (and then the percentages are less than one point apart).

Based on the data presented in Figures 5A-5C it is clear that PDC has impacted the number of parents who work at their child's school. PDC, in fact, seems to have been at least as successful with the single working parents (who presumably have the least amount of time to work in schools), as they have been with two-parent families.

Summary of Parent Interview Analyses

This chapter has focused on three major questions, each of which is reviewed here.

What has Been PDC's Impact on Parents?

PDC-comparison group analyses show that the PDC program has had substantial impact on certain aspects of parent behaviors and attitudes. Basically, there are four areas where PDC has significantly affected parent involvement:

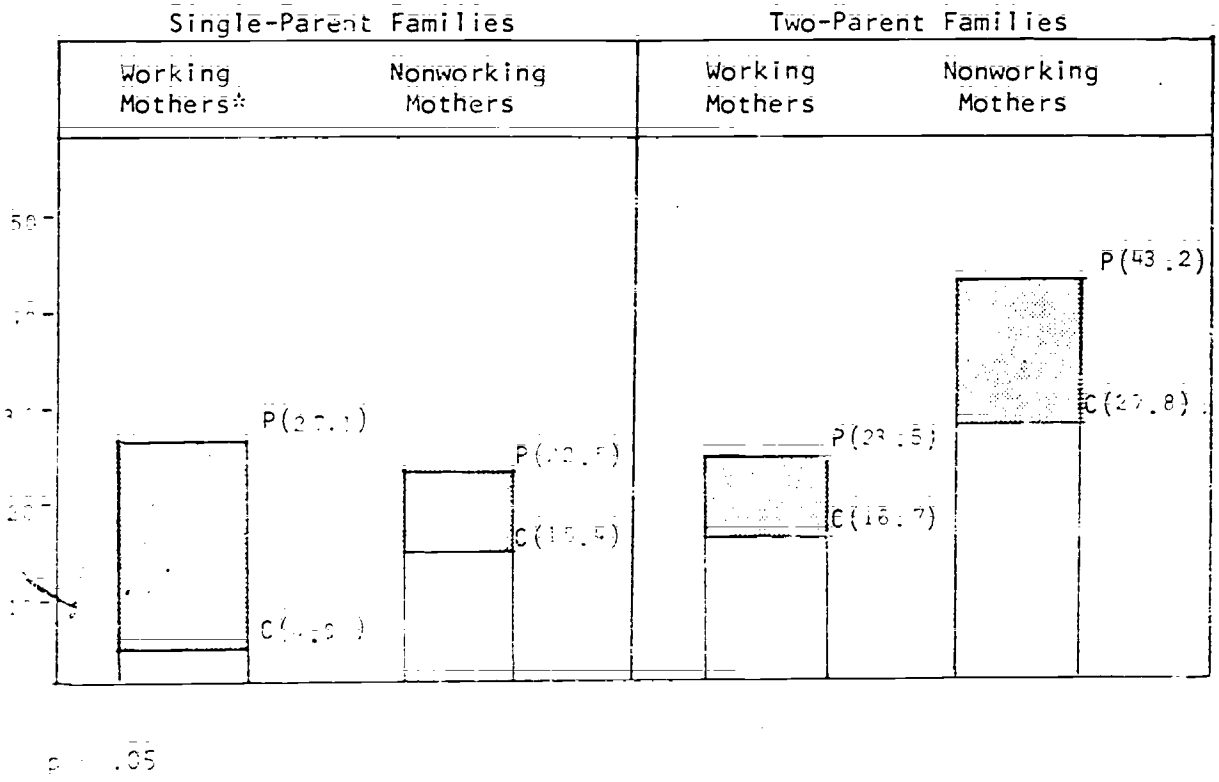
- The PDC program has increased parents' involvement in their children's education. (PDC parents are more frequently at school to observe their child's class on their own initiative and to talk to school staff other than their child's teacher.)

- The PDC program has increased parents' involvement with school policy-making groups and activities. (PDC parents are more likely to be on formal groups or task-related committees and less likely to visit the schools just for social affairs.)

- The PDC program has increased opportunities for parents to work as helpers in the school. (More PDC parents report working in the schools, specifically in offices, clinics, playgrounds and cafeterias.)

Figure 5C

Percentage of PDC and Comparison Parents Who Reported Working in School, Either on a Paid or Volunteer Basis, By Mother's Employment Status and Number of Parents in Family



p < .05

- The PDC program has helped parents to view the school as a resource to help in their own development and in meeting their families' needs. (PDC parents more often rated the schools as "very helpful" in terms of getting to know other parents, finding jobs, enrolling in courses and arranging for medical, dental and other health services.)

These findings indicate that the PDC sites are meeting their goals of increasing parent awareness of and involvement in school affairs and in making parents aware of the resources available to them and their families.

Disregarding Treatment, What Background Factors and Other Variables Help Account for Parent Outcomes?

The results show that most of the variables examined did account for parent outcomes, to some degree. The "site" variable was found to be significantly related to the majority of parent outcomes while the "teacher attitude toward the parent involvement" variable was the only one not found to be significantly related to the outcomes. The "site" variable, unfortunately, did not consistently identify the same sites as accounting for parent outcomes within a measurement domain. In general, family background predictors (including maternal employment, education, family structure and stated annual income) appear related to school attendance outcomes and to activities at home, but not to parents' perception of the school's helpfulness. On the other hand, parents attitudes toward the school appear related to activities at home and to perception of the school's helpfulness but not to attendance at school.

Do Program Impacts on Parents Differ according to Differences in Background and Other Variables?

Again, most program impacts vary according to site, yet the sites showing significant treatment effects were not consistent in the outcomes measured. Treatment interactions were found for all parent domains in which there were significant predictor-outcome relationships. Specifically, program impacts in school attendance and parent-child home activities differed according to background variables while program impacts in parents' work at school, parent-child home activities, and parents' perception of the school's helpfulness differed according to parent attitude variables.

VI

SUMMARY OF IMPACT ON PARENTS

The model of the flow of change resulting from the implementation of PDC (described in Chapter I) specifies the order in which changes occur to produce impacts on elements of the interactional model: the program first must impact on institutions and through them on parents and teachers before it impacts on children. The evaluation methodology developed to be responsive to the PDC analytic model was first implemented in spring 1979, at which time program staff at the individual sites had been implementing PDC for three years (including a startup year and two years of full implementation). One component of the PDC program at each site is parent involvement. The evaluation has examined the extent to which PDC programs are implementing the parent involvement program through interviews with parents, teachers and administrators.

Summary of Findings

Program staff have been successful in achieving PDC's goal of linking the home and school as evidenced by the following:

- PDC parents are more involved in their children's education. They report a greater incidence of observing in their children's classroom, of visiting the classroom on their own initiative, and of going to school to consult with adults other than their children's teacher.

- PDC parents are more often members of committees or task forces. This involvement reflects not only parental growth in terms of acceptance of responsibility in school matters and appreciation of their own input but also changes in institutional policies and procedures.

- More PDC parents work in school, either on a paid or volunteer basis. Again this relates directly to the program goal of linking the home and school by involving parents in school life.

- Finally, PDC parents rate the school as more helpful both overall and in terms of meeting other parents, finding job training or job placement, taking classes and familiarizing them with support service agencies.

Interpretation of Findings

PDC programs are faced with the task of convincing parents first of the important role they play in their children's education and second of the need for them to act on that conviction. According to program staff, many parents feel school staff, particularly teachers, are the experts in educating their children and assume then that parents have little, if anything, to contribute. The evaluation results suggest that PDC staff have made progress in their efforts to change this assumption and to involve parents directly in their children's education. Within PDC schools, parents are involved in decision-making groups as well as in visiting and/or working in classrooms.

The fact that more PDC parents work in school means that school staff are reaching out to parents, asking them to become involved. This is particularly significant because, for many teachers, parent involvement in school matters, particularly classroom work, is a foreign concept. PDC has clearly been successful in getting teachers and other school staff not only to accept the need for parent involvement, but also to actively encourage it.

The finding that parents rate the PDC school as helpful speaks to the multidimensionality of PDC: PDC focuses on the whole child and his family. PDC parents view the school as a place where their children receive classroom instruction and as an institution that is concerned about the physical, psychological and economical well-being of their family.

After three years of program implementation, the PDC sites, overall, have been successful in bridging the gap between home and school. Parents have been involved in schools in various capacities and have changed their perceptions of the school from that of a learning institution to that of an institution concerned with the well-being of families.

A number of the evaluation results concerning parents relate to parent interactions with teachers. These findings are supported by results of the interviews with PDC and comparison teachers. Volume IV describes the information collected from teachers, including their perceptions about the involvement of parents in school activities.

APPENDIX A

Descriptive Summary of Responses to Parent Interview Items

Table A-1

Descriptive Summary of the Spring 1979 Parent Interview, Part I: Parent Involvement in School Activities

1. Relationship of interviewees to child (n=459):

		N	%
Mother or Stepmother	T:	426	92.8
	P:	211	91.4
	C:	215	94.3
Father or Stepfather	T:	16	3.5
	P:	9	3.9
	C:	7	3.1
Other Relative	T:	16	3.5
	P:	10	4.3
	C:	6	2.6
Babysitter, Neighbor or Friend	T:	1	0.2
	P:	1	0.4
	C:	0	0

3. Number visiting school in the past year (n=459)[1]:

	N	%
T:	410	89.1
P:	201	86.6
C:	209	91.7

4. Number observing their child's class (n=407)[2]:

	N	%
T:	206	50.6
P:	119	60.1
C:	87	41.6

4a. Number of times observed the class (n=203):

		N	%
One	T:	35	17.2
	P:	20	17.2
	C:	15	17.2

---

[1] C > P; probability by Fisher's exact test, .0563.

[2] P > C; probability by Fisher's exact test, .0001.

Note: Item numbers correspond to the item numbers on the spring 1979 Parent Interview form.

T = Total (Italics); P = PDC; C = Comparison

Table A-1
(continued)

4a. Number of times observed the class (cont.):

		N	%
Two	T:	41	20.3
	P:	27	23.3
	C:	14	16.1
Three	T:	27	13.3
	P:	12	10.3
	C:	15	17.2
Four	T:	35	17.2
	P:	21	18.1
	C:	14	16.1
Five or Six	T:	27	13.3
	P:	14	12.1
	C:	13	14.9
Seven or More	T:	38	18.7
	P:	22	19.0
	C:	16	18.5

4b. Reason for visit (n=173)[1]:

		N	%
At Teacher's Request	T:	69	39.9
	P:	34	34.3
	C:	35	47.3
Parental Decision	T:	104	60.1
	P:	65	65.7
	C:	39	52.7

5. Number of parents attending school meetings (n=409):

	N	%
T:	294	71.9
P:	146	73.0
C:	148	70.8

[1]P > C; probability by Fisher's exact test, .0590.

Table A-1
(continued)

5a. Meeting type (n=294)*:

		N	%
PTA or PAC	T:	192	65.3
	P:	91	62.3
	C:	101	68.2
Training Workshop	T:	57	19.4
	P:	33	22.6
	C:	24	16.2
Council, Committee or Task Force[1]	T:	41	13.9
	P:	32	21.9
	C:	9	6.1
Social Activity[2]	T:	203	68.9
	P:	93	63.7
	C:	110	74.3
Other	T:	25	8.5
	P:	16	11.0
	C:	9	6.1

5b. Meeting frequency (n=282):

		N	%
Weekly	T:	8	2.8
	P:	4	2.9
	C:	4	2.8
Twice a Month	T:	29	10.3
	P:	10	7.2
	C:	19	13.2
Monthly	T:	72	25.6
	P:	33	23.9
	C:	39	27.1
Every Few Months	T:	89	31.3
	P:	55	39.9
	C:	34	23.6
Once or Twice a Year	T:	84	30.0
	P:	36	26.1
	C:	48	33.3

*Percentages for this item may add to more than 100%, since more than one response category can be used.

[1]P > C, probability by Fisher's exact test, .0001.

[2]C > P, probability by Fisher's exact test, .0324.

Table A-1
(continued)

6. Number meeting with child's teacher (n=409):

	N	%
T:	382	93.2
P:	188	93.5
C:	194	93.3

6a. Topic discussed (n=380)*:

		N	%
What Child Learns	T:	361	95.0
	P:	176	93.6
	C:	185	96.4
Child's Behavior	T:	349	91.8
	P:	171	90.9
	C:	178	92.7
Child's Books, Learning Materials	T:	307	80.8
	P:	148	78.7
	C:	159	82.8
Teacher's Handling of Classroom	T:	192	50.5
	P:	99	52.7
	C:	93	48.4
Parent's Ideas About Child's Program	T:	133	35.
	P:	[illegible]	33.5
	C:	[illegible]	36.5
Child's Problems at School	T:	243	63.9
	P:	120	63.8
	C:	123	64.1
Classroom Discipline	T:	190	50.0
	P:	99	52.7
	C:	91	47.4
General School Activities	T:	198	52.2
	P:	101	53.7
	C:	97	50.5
Working in the Classroom	T:	145	38.2
	P:	75	39.9
	C:	70	36.5
Other	T:	28	7.4
	P:	19	10.1
	C:	9	4.7

*Percentages for this item may add to more than 100%, since more than one response category can be used.

Table A-1
(continued)

7. Number met with other school personnel (n=409)[1]:

	N	%
T:	185	45.1
P:	107	53.2
C:	78	37.5

7a. Person with whom met (n=184)*:

		N	%
Principal	T:	87	47.3
	P:	49	46.2
	C:	38	48.7
Health Staff	T:	38	[illegible]
	P:	19	[illegible].9
	C:	19	24.4
Social Worker or Counselor[1]	T:	34	18.5
	P:	28	26.4
	C:	6	7.7
Another Teacher	T:	59	32.1
	P:	37	34.9
	C:	22	28.2
Parent Coordinator[1]	T:	30	16.3
	P:	27	25.5
	C:	3	3.8
PDC Staff[1]	T:	13	7.1
	P:	13	12.3
	C:	0	0
Other	T:	55	29.9
	P:	34	32.1
	C:	21	26.9

8. Number working in school (n=410)[1]:

	N	%
T:	92	22.4
P:	58	28.9
C:	34	16.3

[1]P > C; probability by Fisher's exact test, <.01.

*Percentages for this item may add to more than 100%, since more than one response category can be used.

Table A-1
(continued)

8a. Nature of work (n=91):

		N	%
Volunteer	T:	66	72.5
	P:	39	67.3
	C:	27	81.8
Paid	T:	8	8.8
	P:	5	8.6
	C:	3	9.1
Both Volunteer and Paid	T:	17	18.7
	P:	14	24.1
	C:	3	9.1

8b. Kind of work done (n=92)*:

		N	%
Work With Children	T:	53	57.6
	P:	33	56.9
	C:	20	58.8
Make Materials	T:	42	45.7
	P:	27	46.6
	C:	15	44.1
Clean up	T:	32	34.8
	P:	21	36.2
	C:	11	32.4
Playground or Cafeteria[1]	T:	30	32.6
	P:	23	39.7
	C:	7	20.6
Office or Clinic[2]	T:	13	14.1
	P:	13	22.4
	C:	0	0
Library	T:	7	7.6
	P:	4	6.9
	C:	3	8.8
Field Trips	T:		41.3
	P:		41.4
	C:	4	41.2

*Percentages for this item may add to more than 100%, since more than one response category can be used.

[1]P > C; probability by Fisher's exact test, .0474.

[2]P > C; probability by Fisher's exact test, <.01.

Table A-1
(continued)

8b. Kind of work done (cont.)*:

		N	%
Provide Child Care	T:	10	10.9
	P:	7	12.1
	C:	3	8.8
Other School Activities	T:	27	29.3
	P:	15	25.9
	C:	12	35.3
Work on Committees	T:	31	33.7
	P:	22	37.9
	C:	9	26.5

8c. Kind of committee on which parent works (n=31)*:

		N	%
Budget	T:	8	25.8
	P:	6	27.3
	C:	2	22.2
Social	T:	12	38.7
	P:	8	36.4
	C:	4	44.4
Curriculum	T:	15	48.4
	P:	11	50.0
	C:	4	44.4
Training	T:	7	22.6
	P:	4	18.2
	C:	3	33.3
Other	T:	3	9.7
	P:	2	9.1
	C:	1	11.1

8d. Frequency with which parent works at school (n=86):

		N	%
Everyday	T:	14	16.3
	P:	9	16.1
	C:	5	16.7
A Few Times Per Week	T:	8	9.3
	P:	7	12.5
	C:	1	3.3

*Percentages for this item may add to more than 100%, since more than one response category can be used.

Table A-1
(continued)

8d. Frequency with which parent works at school (cont.):

		N	%
Weekly	T:	13	15.1
	P:	7	12.5
	C:	6	20.0
Two or Three Times Per Month	T:	15	17.4
	P:	8	14.3
	C:	7	23.3
Monthly or Less	T:	36	41.9
	P:	25	44.6
	C:	11	36.7

9. Frequency with which parents responded "it is hard to be involved in school life" (n=459):

	N	%
T:	329	71.8
P:	164	71.3
C:	165	72.4

9a. Self-generated reasons given for difficulty of involvement (n=329)*:

		N	%
Language Barriers	T:	33	10.0
	P:	14	8.5
	C:	19	11.5
No Babysitter	T:	100	30.4
	P:	49	29.9
	C:	51	30.9
Not Feeling Welcome	T:	6	1.8
	P:	1	0.6
	C:	5	3.0
Not Knowing What Can Do	T:	10	3.0
	P:	3	1.8
	C:	7	4.2
Parent Works	T:	189	57.4
	P:	96	58.5
	C:	93	56.4

*Percentages for this item may add to more than 100%, since more than one response category can be used.

Table A-1
(continued)

9a. Self-generated reasons given for difficulty of involvement (cont.)*:

		N	%
Parent has Responsibilities at Home[1]	T:	60	
	P:	36	
	C:	24	
Family Lives far from School	T:	20	
	P:	8	[illegible]
	C:	12	7.3
No Transportation	T:	45	13.7
	P:	24	14.6
	C:	21	12.7
Other	T:	49	14.9
	P:	28	17.1
	C:	21	12.7

10. Ways and degree to which school has been helpful to parents (table entries are percentage of total responses for that item).

School has been:

		N	Very Helpful	A Little Helpful	Not at All Helpful	Parent Did Not Need Help
a. Help child with school work	T:	458	62	19.9	9.0	9.0
	P:	231	62.3	20.3	8.7	8.7
	C:	227	62.1	19.3	9.3	9.3
b. Know what child is learning	T:	458	75.9	16.2	5.9	2.0
	P:	232	76.7	15.5	6.5	1.3
	C:	226	75.2	16.8	5.3	2.7
c. Know other parents[2]	T:	453	25.8	17.9	27.6	28.7
	P:	227	30.8	16.7	24.3	28.2
	C:	226	20.8	19.0	31.0	29.2
d. Help with discipline	T:	457	28.0	18.4	8.3	45.3
	P:	231	30.3	18.2	8.2	43.3
	C:	226	25.7	18.6	8.4	47.3
e. Find job, obtain job training[3]	T:	455	6.2	2.0	[illegible] 3	70.5
	P:	230	9.2	2.6	16.5	71.7
	C:	225	3.2	1.3	26 [illegible]	69.3

[1]P > C; probability by chi-square test, .0549.

[2]P > C; probability by chi-square test, <.01.

[3]P > C; probability by chi-square test, .0368.

*Percentages for this item may add to more than 100%, since more than one response category can be used.

Table A-1
(continued)

10. School has been (cont.):

		N	Very Helpful	A Little Helpful	Not at All Helpful	Parent Did Not Need Help
f. Take school or college courses[1]	T:	455	6.6	2.9	26.8	63.7
	P:	229	9.2	3.9	22.3	64.6
	C:	226	4.0	1.8	31.4	62.8
g. Obtain medical or health care for child[1]	T:	459	29.7	10.9	12.4	47.0
	P:	231	38.1	8.2	10.0	43.7
	C:	228	21.1	13.6	14.9	50.4
h. Obtain social services	T:	457	11.6	8.1	15.5	64.8
	P:	231	13.8	8.7	14.3	63.2
	C:	226	9.3	7.5	16.8	66.4
i. Help in raising child	T:	460	38.3	22.2	9.3	30.2
	P:	232	39.2	22.0	7.8	31.0
	C:	228	37.2	22.4	11.0	29.4

11. Parent attitudes toward school:

		N	Definitely True 1	2	3	4	Not At All True 5	Don't Know
a. ____'s teacher lets me know when problems arise at school.	T:	459	73.6	11.1	5.9	3.1	4.1	2.2
	P:	232	71.1	12.9	6.5	3.0	4.8	1.7
	C:	227	76.2	9.3	5.3	3.1	3.5	2.6
b. ____'s teacher lets me know when good things happen.	T:	457	67.6	9.9	9.4	3.9	7.7	1.5
	P:	231	68.0	8.6	9.1	3.5	9.1	1.7
	C:	226	67.3	11.1	9.7	4.4	6.2	1.3
c. People at ____'s school seem to be friendly.	T:	459	67.7	13.1	7.8	2.2	1.8	3.1
	P:	232	69.3	16.4	9.1	2.6	1.3	1.3
	C:	227	66.1	19.8	6.2	1.8	1.3	4.8
d. It is easy to get acquainted with the principal.	T:	459	61.8	7.8	8.8	7.1	4.8	9.4
	P:	232	60.8	8.2	12.5	1.0	5.6	9.9
	C:	227	63.0	7.5	6.6	5.1	11.0	8.8
e. It is easy to get to know the teacher.	T:	459	78.9	10.7	4.4	0.7	1.1	3.9
	P:	232	70.6	11.6	13.4	2.2	0.9	1.3
	C:	226	74.8	13.7	5.3	1.8	1.3	3.1
f. If ____ has a problem at school someone is usually available to help him/her.	T:	459	71.5	13.7	3.4	2.1	1.1	7.8
	P:	232	72.0	14.3	7.3	0.4	1.3	4.7
	C:	225	71.6	12.9	7.6	2.7	2.2	3.1

[1] P > C; probability by chi-square test, .0368.

Table A-1
(continued)

11. Parent attitudes toward school (cont.):

		N	Definitely True 1	2	3	4	Not At All True 5	Don't Know
g. It is easy to get in touch with ____'s teacher when I want to discuss something.	T:	456	72.5	13.4	5.5	1.8	2.4	4.4
	P:	231	67.1	16.0	6.5	2.6	2.6	5.2
	C:	225	78.2	10.7	4.4	0.9	2.2	3.6
h. I am kept informed about what is going on in school.	T:	458	67.3	16.6	10.5	2.8	2.4	0.4
	P:	232	65.9	15.9	11.3	3.4	2.6	0.9
	C:	226	68.6	17.3	9.7	2.2	2.2	0
i. ____ loves school and enjoys being there.	T:	457	74.0	12.0	9.2	3.1	1.3	0.4
	P:	231	72.2	13.0	11.3	2.6	0.9	0
	C:	226	75.6	11.1	7.1	3.5	1.8	0.9
j. The teacher is aware of ____'s strengths.[1]	T:	459	80.6	10.2	5.5	0.4	1.1	2.2
	P:	232	76.7	14.2	5.2	0.4	2.2	1.3
	C:	227	84.6	6.2	5.7	0.4	0	3.1
k. The teacher is aware of ____'s weaknesses.	T:	457	81.5	9.4	5.9	0.7	0.7	1.8
	P:	231	79.2	11.7	6.5	0.4	0.9	1.3
	C:	226	84.1	7.1	5.3	0.9	0.4	2.2
l. Overall, school discipline is good.	T:	453	67.5	15.9	8.4	4.0	1.8	2.4
	P:	230	63.9	14.8	10.9	3.9	2.6	3.9
	C:	223	71.3	17.1	5.8	4.0	0.9	0.9
m. ____ is learning a lot at school.	T:	455	79.1	12.1	5.7	2.2	0.7	0.2
	P:	229	79.8	11.4	6.6	1.8	0.4	0
	C:	226	78.3	12.8	4.9	2.7	0.9	0.4
n. I feel people at school listen when I have suggestions.	T:	457	43.7	16.7	9.9	2.9	3.1	23.7
	P:	231	46.8	17.8	9.5	3.0	2.6	20.3
	C:	226	40.7	15.9	10.2	2.7	3.5	27.0
o. ____'s teacher has a good relationship with ____.	T:	458	78.2	10.7	6.1	0.9	1.7	2.4
	P:	232	76.7	13.4	5.6	0.4	1.3	2.6
	C:	226	79.7	8.0	6.6	1.3	2.2	2.2
p. ____ feels that he/she is learning a lot in school.	T:	457	79.2	13.1	4.8	1.1	0.9	0.9
	P:	230	78.3	13.0	6.1	1.3	0	1.3
	C:	227	80.2	13.2	3.5	0.9	1.8	0.4
q. ____'s teacher recognizes and supports the cultural and religious values of our family.	T:	457	53.9	9.4	5.0	1.3	5.0	25.4
	P:	231	55.2	12.2	5.7	1.3	5.2	20.4
	C:	226	52.3	6.6	4.4	1.3	4.9	30.5

[1] C > P; probability by chi-square test, .0109.

Table A-2

Descri tive Summary of the Spring 1979 Parent Interview, Part 2:
Parent and Child Home Activities

12. Availabili y o books and magazines to child at home (n=459):

		N	%
Responding Yes	T:	*427*	*93.0*
	P:	220	94.8
	C:	207	91.2

13. Frequency with which child looks at a book or magazine at home (non-homework) (n =):

		N	%
Daily	T:	*255*	*59.7*
	P:	128	58.2
	C:	127	61.4
Several Times P ek	T:	*129*	*30.2*
	P:	67	30.4
	C:	62	30.0
Weekly	T:	*27*	*6.3*
	P:	16	7.3
	C:	11	5.3
Two or Three Times Per Month	T:	*11*	*2.6*
	P:	6	2.7
	C:	5	2.4
Monthly or Less	T:	*5*	*1.2*
	P:	3	1.4
	C:	2	0.9

14. How often someone has read with the child in the past month (n=427):

		N	%
Daily	T:	*100*	*23.4*
	P:	45	20.5
	C:	55	26.6
Several Times Per Week	T:	*194*	*45.5*
	P:	102	46.3
	C:	92	44.4
Weekly	T:	*69*	*16.2*
	P:	39	17.7
	C:	30	14.5

Note: Item numbers correspond to the item numbers in the spring 1979 Parent Interview form.

T = Total *(italics)*; P = PDC; C = Comparison

Table A-2
(continued)

14. How often someone has read with the child in the past month (cont.):

		N	%
Two or Three Times Per Month	T:	48	11.2
	P:	27	12.3
	C:	21	10.2
Monthly or Less	T:	16	3.7
	P:	7	3.2
	C:	9	4.3

15. Initiation of reading activity (n=424):

		N	%
Child Asks	T:	206	48.6
	P:	110	50.5
	C:	96	46.6
Someone Offers	T:	51	12.0
	P:	28	12.8
	C:	23	11.2
Both Occur	T:	167	39.4
	P:	80	36.7
	C:	87	42.2

16. Does child have homework assignments (n=456):

		N	%
Responding "Yes"	T:	296	64.9
	P:	156	67.5
	C:	140	62.2

16a. Arrangements for homework (n=293)*:

		!	%
Set Aside Special Time	T:	221	75.4
	P:	113	73.7
	C:	108	77.1
Set Aside Special Place	T:	189	64.5
	P:	103	67.3
	C:	86	61.4
Rules About Watching TV	T:	197	67.2
	P:	102	66.7
	C:	95	67.9

*Percentages for this item may add to more than 100%, since more than one response category can be used.

Table A-2
(continued)

16b. Child's reaction to homework (n=280):

		N	%
Does it Willingly	T:	224	80.0
	P:	118	79.1
	C:	106	80.9
Needs Prodding	T:	52	18.6
	P:	28	18.9
	C:	24	18.3
Refuses to do it	T:	4	1.4
	P:	3	2.0
	C:	1	0.8

17. Frequency with which child does things at home that learned in school (other than homework) such as writing or drawing (n=452)[1]:

		N	%
Often	T:	338	74.8
	P:	159	69.4
	C:	179	80.3
Sometimes	T:	101	22.3
	P:	64	28.0
	C:	37	16.6
Never	T:	13	2.9
	P:	6	2.6
	C:	7	3.1

[1] C > P; probability by chi-square test, .0150.

Table A-2
(continued)

18. Type and frequency of parent activities with their children (n=457):

Type of Activity		N	% Responding by Stated Frequency: Daily	Weekly	Monthly	Less Often
a. Played counting games or word games with ____.	T:	427	13.8	42.7	26.1	17.4
	P:	217	13.4	46.1	24.8	15.7
	C:	210	14.4	39.0	27.1	19.5
b. Watched TV with ____.	T:	448	69.6	24.6	2.5	3.3
	P:	224	69.2	24.1	4.0	2.7
	C:	224	70.1	25.0	0.9	4.0
c. Taken ____ on trips to a store, a bank, a library, or places like that.	T:	450	22.0	67.3	8.0	2.7
	P:	227	20.3	70.9	7.5	1.3
	C:	223	23.8	63.7	8.5	4.0
d. Got ____ involved in things you're doing, such as cooking, cleaning, shopping.	T:	447	53.1	40.9	4.0	2.0
	P:	226	54.8	39.4	3.1	2.7
	C:	221	51.1	42.5	5.0	1.4
e. Talked with ____ about what goes on in school.	T:	447	70.7	22.8	5.2	1.3
	P:	223	71.3	22.0	5.8	0.9
	C:	224	70.1	23.6	4.5	1.8
f. Talked with ____ about his/her feelings toward school.	T:	441	45.8	38.3	10.0	5.9
	P:	225	47.1	39.1	8.9	4.9
	C:	216	44.5	37.5	11.1	6.9
g. Helped ____ with his/her homework.	T:	304	36.5	41.8	12.5	9.2
	P:	160	35.0	46.2	11.3	7.5
	C:	144	38.2	36.8	13.9	11.1
h. Worked on school-type activities with ____ such as spelling or reading.	T:	424	35.4	44.5	9.7	10.4
	P:	214	34.2	48.1	6.5	11.2
	C:	210	36.6	41.0	12.9	9.5

19. Specific school activities on which parent has worked with child in the past week (among parents responding with "daily" or "weekly" to questions 18g. and 18h.) (n=368):

		N	%
Spelling words	T:	182	49.5
	P:	92	47.9
	C:	90	51.1
Reading	T:	269	73.1
	P:	139	72.4
	C:	130	73.9
Learning vocabulary	T:	64	17.4
	P:	38	19.8
	C:	26	14.8

Table A-2
(continued)

19. Specific school activities on which parent has worked with child in the past week (among parents responding with "daily" or "weekly" to questions 18g. and 18h.) (cont.):

		N	%
Adding and subtracting, or other math activities	T:	206	56.0
	P:	106	55.2
	C:	100	56.8
The jobs people have, such as policeman, dentist, carpenter, teacher	T:	9	2.4
	P:	6	3.1
	C:	3	1.7
Art work	T:	44	12.0
	P:	19	9.9
	C:	25	14.2
Decision-making, selecting a school activity	T:	7	1.9
	P:	5	2.6
	C:	2	1.1
Other	T:	45	12.2
	P:	27	14.1
	C:	18	10.2

Table A-3

Descriptive Summary of the Spring 1979 Parent Interview, Part 3: Special Needs of Children

20. Number stating their child had special needs or special abilities (n=458):

	N	%
T:	*172*	*37.6*
P:	97	42.0
C:	75	33.0

20a. Types of needs or abilities (n=165):

		N	%
Behavioral or emotional problems	T:	*39*	*23.7*
	P:	21	22.1
	C:	18	25.7
Academic problems	T:	*39*	*23.6*
	P:	22	23.1
	C:	17	24.3
Physical impairment	T:	*46*	*27.9*
	P:	32	33.7
	C:	14	20.0
Advanced academic or artistic ability	T:	*18*	*10.9*
	P:	10	10.5
	C:	8	11.4
Language problem	T:	*1*	*0.6*
	P:	1	1.1
	C:	0	0
Language strength	T:	*1*	*0.6*
	P:	1	1.1
	C:	0	0
Other (not really a problem)	T:	*7*	*4.2*
	P:	3	3.1
	C:	4	5.7
Combination of problems	T:	*14*	*8.5*
	P:	5	5.3
	C:	9	12.9

20b. Number of parents informing the school of these needs or abilities (n=168):

	N	%
T:	*136*	*81.0*
P:	78	82.1
C:	58	79.5

Note: Item numbers correspond to the item numbers in the spring 1979 Parent Interview form.

T = Total *(italics)*; P = PDC; C = Comparison

Table A-3
(continued)

20c. Number reporting school talked with them (n=169):

	N	%
T:	145	85.8
P:	81	82.1
C:	64	85.3

20d. Number reporting school is doing something about their child's special need or ability (n=169):

	N	%
T:	135	79.9
P:	75	78.9
C:	60	81.1

Number responding "don't know" (n=169):

	N	%
T:	8	4.7
P:	4	4.2
C:	4	5.4

20e. Number of parents reporting school is doing something to help them with their child's special needs or abilities (n=169):

	N	%
T:	94	55.6
P:	53	56.4
C:	41	54.7

Table A-4

Descriptive Summary of the Spring 1979 Parent Interview, Part 4: Background Questions

21. Number of siblings (n=407):

		N	%
One	T:	*140*	*34.4*
	P:	75	36.9
	C:	65	31.9
Two	T:	*117*	*28.7*
	P:	54	26.7
	C:	63	30.8
Three	T:	*63*	*15.5*
	P:	32	15.8
	C:	31	15.2
Four	T:	*49*	*12.0*
	P:	22	10.8
	C:	27	13.2
Five	T:	*22*	*5.4*
	P:	10	4.9
	C:	12	5.9
Six	T:	*10*	*2.5*
	P:	37	3.4
	C:	3	1.5
Seven or more	T:	*6*	*1.5*
	P:	3	1.5
	C:	3	1.5

22. Mother's education (highest grade completed) (n=455):

		N	%
One through four	T:	*20*	*4.4*
	P:	7	3.1
	C:	13	5.8
Five	T:	*5*	*1.1*
	P:	2	0.9
	C:	3	1.3
Six	T:	*14*	*3.1*
	P:	8	3.5
	C:	6	2.7

Note: Item numbers correspond to the item numbers in the spring 1979 Parent Interview form.

T = Total *(italics)*; P = PDC; C = Comparison

Table A-4
(continued)

22. Mother's education (highest grade completed) (cont.):

		N	%
Seven	T:	8	1.8
	P:	5	2.2
	C:	3	1.3
Eight	T:	20	4.4
	P:	11	4.8
	C:	9	4.0
Nine	T:	38	8.3
	P:	22	9.6
	C:	16	7.1
Ten	T:	40	8.8
	P:	20	8.7
	C:	20	8.8
Eleven	T:	53	11.6
	P:	24	10.5
	C:	29	12.8
Twelve	T:	168	36.9
	P:	84	36.6
	C:	84	37.2
More than secondary	T:	89	19.6
	P:	46	20.1
	C:	43	19.0

23. Father's education (highest grade completed) (n=416):

		N	%
One through four	T:	15	3.6
	P:	4	1.9
	C:	11	5.4
Five	T:	5	1.2
	P:	2	0.9
	C:	3	1.5
Six	T:	12	2.9
	P:	7	3.3
	C:	5	2.4
Seven	T:	9	2.2
	P:	7	3.3
	C:	2	0.9

Table A-4
(continued)

23. Father's education (highest grade completed) (cont.):

		N	%
Eight	T:	19	4.6
	P:	7	3.3
	C:	12	5.8
Nine	T:	23	5.5
	P:	15	7.1
	C:	8	3.9
Ten	T:	40	9.6
	P:	16	7.6
	C:	24	11.7
Eleven	T:	44	10.6
	P:	27	12.8
	C:	17	8.3
Twelve	T:	145	34.8
	P:	68	32.3
	C:	77	37.6
More than secondary	T:	104	25.0
	P:	58	27.5
	C:	46	22.5

24. Number of mothers employed (n=459):

	N	%
T:	258	56.2
P:	131	56.7
C:	127	55.7

24a. Fraction of time employed (n=252):

		N	%
Full-time	T:	185	73.4
	P:	92	71.3
	C:	93	75.6
Regular part-time	T:	54	21.4
	P:	32	24.8
	C:	22	17.9
Occasional part-time	T:	13	5.2
	P:	5	3.9
	C:	8	6.5

Table A-4
(continued)

25. Number of families in which someone else (other than the mother) works (n=459)

	N	%
T:	194	42.3
P:	94	40.7
C:	100	43.9

26. Occupation of the principal wage earner (n=440):

		N	%
Executives, major professionals	T:	4	0.9
	P:	2	0.9
	C:	2	0.9
Managers, lesser professionals	T:	27	6.1
	P:	16	7.3
	C:	11	4.9
Administrators, semi-professionals	T:	25	5.6
	P:	12	5.5
	C:	13	5.9
Clerical workers, technical assistants	T:	26	5.9
	P:	15	6.8
	C:	11	4.9
Skilled workers	T:	73	16.6
	P:	36	16.4
	C:	37	16.8
Semi-skilled workers	T:	115	26.2
	P:	60	27.4
	C:	55	24.9
Unskilled workers	T:	77	17.6
	P:	28	12.8
	C:	49	22.2
Welfare recipient	T:	76	17.3
	P:	42	19.2
	C:	34	15.4
Retired, pensioned	T:	17	3.8
	P:	8	3.7
	C:	9	4.1

Table A-4
(continued)

27. Total annual family income (n=419):

		N	%
$1,000 or less	T:	10	2.4
	P:	4	1.8
	C:	6	3.0
$1,001 - 2,000	T:	9	2.1
	P:	3	1.4
	C:	6	3.0
$2,001 - 3,000	T:	20	4.8
	P:	9	4.2
	C:	11	5.4
$3,001 - 4,000	T:	25	6.0
	P:	16	7.4
	C:	9	4.4
$4,001 - 5,000	T:	36	8.6
	P:	23	10.6
	C:	13	6.4
$5,001 - 6,000	T:	46	11.0
	P:	21	9.7
	C:	25	12.3
$6,001 - 7,000	T:	38	9.1
	P:	18	8.3
	C:	20	9.9
$7,001 - 8,000	T:	41	9.8
	P:	19	8.8
	C:	22	10.8
$8,001 - 9,000	T:	26	6.2
	P:	17	7.9
	C:	9	4.4
$9,001 - 10,000	T:	25	6.0
	P:	12	5.6
	C:	13	6.4
$10,001 - 12,000	T:	35	8.4
	P:	16	7.4
	C:	19	9.4
$12,001 or more	T:	108	25.6
	P:	58	26.9
	C:	50	24.6

28. Number who are single parents (n=459):

	N	%
T:	210	45.7
P:	108	46.6
C:	102	44.7

II. PARENT INTERVIEW

Purpose of Interview

The Parent Interview was developed to assess impact on parents in three key areas:

- parent involvement in a wide range of school activities;
- communications between parents and their children's schools concerning goals, special needs of children, and learning activities; and,
- parental ability to meet children's needs at home.

All three areas are important to the broad goals of Project Developmental Continuity: to create greater continuity of experience for children from Head Start through third grade, and from home to school.

Description of Interview

There is a Spanish and an English version of the instrument. As shown in Attachments 1 and 2, both versions are divided into five broad areas. These are outlined as follows:

1. Parent involvement in school activities
   a. Purpose and frequency of visits to school
   b. Nature and frequency of work in school
   c. Perception of difficulties in parent involvement
   d. Views on how school is helpful to parents
   e. Attitudes toward teacher, school personnel, school atmosphere and the educational program
2. Parent and child home activities
   a. Reading activities at home
   b. How homework is handled
   c. Frequency of other parent-child interactions related to education

3. Information about child impact

   a. Perception of child's attitude toward school
   b. Perception of child's progress in school
   c. Report of child's engagement in school-related work at home

4. Special needs of children

   a. Perception of child's special needs or abilities
   b. Perception of school's response to these needs or abilities
   c. Perception of school's assistance to parent

5. Background questions

   a. Family size
   b. Parents' education
   c. Parent occupational category
   d. Family income
   e. Ethnicity

Administered to all parents of PDC and comparison children in the evaluation sample, the Parent Interview contains mostly forced-choice questions, with a few open-ended questions. The questions and most of the responses are read to the parents. In a few cases, the interviewer records the parent's response and then selects the category that best fits the response given. As part of the procedure, the interviewer is asked to probe responses and also repeat questions if he/she feels the parent has not understood.

PARENT INTERVIEW

Project Developmental Continuity Evaluation

Child's Name: _____
Last First Middle

Child's ID: _____ Child's Sex: M F

Parent's Name: _____
Last First Middle

Parent's Address: _____ Phone No.: _____

Name of School: _____

Teacher ID: _____

Interviewer: _____

Date: _____

Time Started: _____ Time Stopped: _____

This interview was prepared by the High/Scope Educational Research Foundation, Ypsilanti, Michigan, for use under Administration for Children, Youth and Families Contract No. HEW-105-78-1307.

January 1979

PDC Parent Interview

Introduction

HELLO. MY NAME IS _____ (hand parent interviewer identification card). I AM WORKING FOR A COMPANY CALLED THE HIGH/SCOPE FOUNDATION. WE ARE DOING A STUDY FOR THE HEAD START PROGRAM TO GET INFORMATION ABOUT THE EXPERIENCES PARENTS AND CHILDREN HAVE WITH SCHOOLS. YOU GAVE PERMISSION FOR (child's name) TO BE TESTED, AND NOW WE WOULD LIKE TO FIND OUT SOME THINGS FROM YOU.

YOUR ANSWERS WILL HELP US UNDERSTAND HOW SCHOOLS WORK, BUT PLEASE REMEMBER THAT ALL YOUR ANSWERS WILL BE KEPT PRIVATE. I WILL MAIL THIS INTERVIEW TO THE COMPANY IN MICHIGAN THAT IS DOING THE STUDY AND BY LAW NOTHING YOU SAY HERE WILL BE REVEALED TO ANYONE IN A WAY THAT IDENTIFIES YOU OR YOUR FAMILY. ALSO, IF THERE ARE SOME QUESTIONS YOU DON'T LIKE, YOU DON'T HAVE TO ANSWER THEM.

FIRST WE WOULD LIKE TO KNOW WHAT YOUR RELATIONSHIP TO _____ IS.

(Interviewer: Insert child's name wherever _____ occurs.) (Read Question 1 only if necessary.)

1. ARE YOU _____'S:

___ MOTHER OR STEPMOTHER?

___ FATHER OR STEPFATHER?

___ OLDER SISTER (BROTHER)?

___ GRANDMOTHER, GRANDFATHER, AUNT, UNCLE, OR OTHER RELATIVE?

___ BABYSITTER, NEIGHBOR OR FRIEND?

___ OTHER? _____

2. ARE YOU THE PERSON WHO MOSTLY LOOKS AFTER _____?

___ No ----→ Terminate interview and reschedule with primary caregiver.

___ Yes ----→ Go to Question 3.

Part I. Involvement in School Activities

THE FIRST QUESTIONS I HAVE ARE ABOUT THE SCHOOL THAT _____ GOES TO.

3. HAVE YOU BEEN TO _____'S SCHOOL THIS YEAR FOR ANY REASON? (If respondent needs more information say, SUCH AS TO WORK, TO VISIT CLASS, TO TALK WITH _____'S TEACHER, OR TO ATTEND A MEETING.)

___No ----→ Skip to Question 9.

___Yes

4. SINCE THE BEGINNING OF THE SCHOOL YEAR HAVE YOU VISITED THE SCHOOL TO OBSERVE _____'S CLASS?

___No ----→ Skip to Question 5.

___Yes --

4a. ABOUT HOW MANY TIMES DID YOU GO?

Number of times: _____

4b. WHY DID YOU GO THE LAST TIME YOU WENT? DID THE TEACHER ASK YOU TO COME, OR DID YOU DECIDE ON YOUR OWN? (Do not read responses.)

___Teacher or school staff asked

___Parent decided on own

5. SINCE THE BEGINNING OF THE SCHOOL YEAR HAVE YOU GONE TO SCHOOL TO ATTEND ANY MEETINGS, WORKSHOPS, OR SOCIAL ACTIVITIES?

___No ----→ Skip to Question 6.

___Yes --

5a. DID YOU GO:

___ ATTEND A PTA, PTO, OR PAC MEETING?

___TO ATTEND A PARENT WORKSHOP OR TRAINING COURSE?

___TO ATTEND A MEETING OF A COUNCIL, COMMITTEE, OR TASK FORCE?

___TO ATTEND A LUNCHEON, PLAY, CARNIVAL, CLASSROOM PARTY, OR OTHER SOCIAL ACTIVITY?

___FOR SOME OTHER REASON (specify): _____

5b. HOW OFTEN DO YOU ATTEND THESE MEETINGS OR ACTIVITIES? WOULD YOU SAY:

____EVERY WEEK?

____A COUPLE OF TIMES A MONTH?

____ONCE A MONTH OR SO?

____ONCE EVERY FEW MONTHS?

____ONCE OR TWICE THIS YEAR?

6. SINCE THE BEGINNING OF THE SCHOOL YEAR, HAVE YOU BEEN TO SCHOOL TO MEET WITH _____'S TEACHER?

____No ----→ Skip to Question 7.

____Yes ↓

6a. DID YOU DISCUSS:

____WHAT _____ IS LEARNING IN SCHOOL?

____ _____'S BEHAVIOR IN SCHOOL?

____BOOKS OR LEARNING MATERIALS _____'S USING?

____THE WAY THE TEACHER RUNS HER CLASSROOM?

____YOUR IDEAS ABOUT THE KIND OF PROGRAM _____ SHOULD HAVE IN SCHOOL?

____ANY PROBLEMS _____ IS HAVING IN SCHOOL?

____CLASSROOM DISCIPLINE?

____GENERAL SCHOOL ACTIVITIES?

____WORKING IN THE CLASSROOM?

____OTHER: _____

7. SINCE THE BEGINNING OF THE SCHOOL YEAR HAVE YOU GONE TO MEET WITH ANYONE AT SCHOOL BESIDES _____'S TEACHER?

____No ----→ Skip to Question 8.

____Yes ↓

7a. WHO DID YOU GO TO MEET WITH? (Do not read responses.)

____School principal

____Nurse, doctor, dentist

____Social worker or school counselor

____Another teacher that is helping the child

____Parent coordinator

____PDC staff

____Someone else (specify): _____

8. DO YOU WORK IN _____'S SCHOOL, EITHER AS A VOLUNTEER OR FOR PAY?

___No ----→ Skip to Question 9.

___Yes --→

8a. DO YOU WORK AS A VOLUNTEER, PAID WORKER, OR BOTH?

___Volunteer

___Paid worker

___Both

8b. WHAT KIND OF WORK DO YOU DO IN SCHOOL? DO YOU: (Interviewer: Read responses and check all that apply.)

___HELP A TEACHER BY WORKING WITH CHILDREN?

___HELP BY MAKING MATERIALS?

___HELP A TEACHER BY CLEANING UP?

___WORK IN THE PLAYGROUND OR CAFETERIA?

___WORK IN ONE OF THE OFFICES OR IN A CLINIC?

___WORK IN THE LIBRARY?

___HELP OUT ON FIELD TRIPS?

___PROVIDE CHILD CARE?

___OTHER SCHOOL ACTIVITIES? _____

___WORK ON COMMITTEES?

→ If checked, ask:

8c. WHAT KIND OF COMMITTEE IS IT? (Do not read responses; check as many as apply.)

___Budget committee

___Social committee

___Curriculum committee or task force

___Committee to plan training

8d. HOW OFTEN DO YOU WORK AT SCHOOL? WOULD YOU SAY:

___EVERYDAY?

___A FEW TIMES A WEEK?

___ONCE A WEEK?

___2 OR 3 TIMES A MONTH? OR

___ONCE A MONTH, OR LESS?

9. WE KNOW THAT SOMETIMES IT'S HARD FOR PARENTS TO BE VERY INVOLVED IN THEIR CHILDREN'S SCHOOLS, FOR A NUMBER OF REASONS. WOULD YOU SAY THAT YOU FIND IT HARD TO BE INVOLVED IN SCHOOL LIFE?

___No ----→ Skip to Question 10.

___Yes --→

9a. COULD YOU GIVE ME SOME OF THE REASONS WHY YOU FIND IT DIFFICULT TO BE INVOLVED IN SCHOOL LIFE? (Use the following space to record the parent's comments; then check off those items on the list that fit most closely the parent's reasons. Do this during the interview if time permits, otherwise categorize the responses immediately after the interview is completed--while the responses are fresh in your mind.)

___Language barriers

___Parent needs babysitter, or have to take care of other children at home

___Parent does not feel welcome

___Parent does not know how to become involved more fully in the kinds of things he/she might do

___Parent must work

___Parent has responsibilities at home

___Family lives far from school

___No transportation

___Other (specify): _____

_____

10. NOW I AM GOING TO READ A LIST OF WAYS THAT SCHOOL IS SOMETIMES HELPFUL TO PARENTS. FOR EACH ITEM ON THE LIST I WANT YOU TO TELL ME IF _____'S SCHOOL HAS HELPED YOU THIS YEAR, AND IF IT HAS, TELL ME HOW HELPFUL IT HAS BEEN. HAS THE SCHOOL:

	Yes, the School Was Very Helpful	Yes, the School Was a Little Helpful	No, the School Was Not At All Helpful (or there was no attempt to help)	No, I Didn't Need Help
a. HELPED YOU TO LEARN HOW TO HELP _____ WITH HIS/HER SCHOOL WORK?				
b. HELPED YOU TO KNOW MORE ABOUT WHAT _____ IS LEARNING IN SCHOOL?				
c. HELPED YOU TO KNOW OTHER PARENTS AT SCHOOL?				
d. HELPED YOU DEAL WITH DISCIPLINE PROBLEMS?				
e. HELPED YOU TO FIND A JOB OR GET JOB TRAINING?				
f. HELPED YOU TO TAKE COURSES IN SCHOOL OR COLLEGE?				
g. HELPED YOU TO ARRANGE MEDICAL, DENTAL AND OTHER HEALTH SERVICES WHEN _____ NEEDED THEM?				
h. HELPED YOU TO FIND AND USE SOCIAL SERVICES SUCH AS CHILD CARE, LEGAL AID, FAMILY COUNSELING, WELFARE SERVICES, OR HOUSING ASSISTANCE?				
i. HELPED IN RAISING YOUR CHILD?				

11. NOW I AM GOING TO READ A SERIES OF STATEMENTS ABOUT _____'S SCHOOL. (Hand card to parent.) FOR EACH STATEMENT I WANT YOU TO TELL ME WHICH NUMBER MOST CLOSELY INDICATES YOUR FEELING, FROM DEFINITELY TRUE TO NOT AT ALL TRUE. (Interviewer: Circle number parent indicates.)

	Definitely True 1	2	3	4	Not At All True 5	Dc Kn
a. _____'S TEACHER LETS ME KNOW WHEN PROBLEMS ARISE AT SCHOOL.	1	2	3	4	5	D
b. _____'S TEACHER LETS ME KNOW WHEN GOOD THINGS HAPPEN.	1	2	3	4	5	D
c. PEOPLE AT _____'S SCHOOL SEEM TO BE FRIENDLY.	1	2	3	4	5	D
d. IT IS EASY TO GET ACQUAINTED WITH THE PRINCIPAL.	1	2	3	4	5	D
e. IT IS EASY TO GET TO KNOW THE TEACHERS.	1	2	3	4	5	D
f. IF _____ HAS A PROBLEM AT SCHOOL SOMEONE IS USUALLY AVAILABLE TO HELP HIM/HER.	1	2	3	4	5	D
g. IT IS EASY TO GET IN TOUCH WITH _____'S TEACHER WHEN I WANT TO DISCUSS SOMETHING.	1	2	3	4	5	D
h. I AM KEPT INFORMED ABOUT WHAT IS GOING ON IN SCHOOL.	1	2	3	4	5	D
i. _____ LOVES SCHOOL AND ENJOYS BEING THERE.	1	2	3	4	5	D
j. THE TEACHER IS AWARE OF _____'S STRENGTHS.	1	2	3	4	5	D
k. THE TEACHER IS AWARE OF _____'S WEAKNESSES.	1	2	3	4	5	D
l. OVERALL, SCHOOL DISCIPLINE IS GOOD.	1	2	3	4	5	D
m. _____ IS LEARNING A LOT AT SCHOOL.	1	2	3	4	5	D
n. I FEEL PEOPLE AT SCHOOL LISTEN WHEN I HAVE SUGGESTIONS.	1	2	3	4	5	D
o. _____'S TEACHER HAS A GOOD RELATIONSHIP WITH _____.	1	2	3	4	5	D
p. _____ FEELS THAT HE/SHE IS LEARNING A LOT IN SCHOOL.	1	2	3	4	5	D
q. _____'S TEACHER RECOGNIZES AND SUPPORTS THE CULTURAL AND RELIGIOUS VALUES OF OUR FAMILY.	1	2	3	4	5	D

Part 2. Parent and Child Home Activities

NOW I WANT TO ASK YOU SEVERAL QUESTIONS ABOUT THINGS YOU DO AT HOME WITH _____.

12. DO YOU HAVE BOOKS OR MAGAZINES OTHER THAN THOSE _____ BRINGS HOME FROM SCHOOL AVAILABLE TO _____?

____No ----→ Skip to Question 16.

____Yes ---

13. NOT COUNTING READING HE/SHE HAS TO DO FOR SCHOOL, HOW OFTEN DOES _____ LOOK AT A BOOK OR MAGAZINE AT HOME? WOULD YOU SAY:

____EVERY DAY?

____SEVERAL TIMES A WEEK?

____ABOUT ONCE A WEEK?

____2 OR 3 TIMES A MONTH? OR

____ONCE A MONTH OR LESS?

14. IN THE PAST MONTH, ABOUT HOW OFTEN HAS SOMEONE READ WITH _____ AT HOME? WOULD YOU SAY:

____EVERY DAY IN THE PAST MONTH?

____A FEW TIMES A WEEK?

____ABOUT ONCE A WEEK?

____2 OR 3 TIMES DURING THE PAST MONTH? OR

____LESS OFTEN THAN THAT?

15. DOES _____ USUALLY ASK SOMEONE TO READ WITH HIM/HER, OR DOES SOMEONE USUALLY OFFER? (Do not read responses.)

____Child asks

____Someone offers

____Both

16. DOES _____ HAVE HOMEWORK ASSIGNMENTS?

____No-----→ Skip to Question 17.

____Yes---┐
↓

16a. HOW DO YOU HANDLE HOMEWORK ASSIGNMENTS? DO YOU:

____SET ASIDE A SPECIAL TIME FOR _____ TO DO HOMEWORK?

____HAVE A PLACE WHERE _____ USUALLY DOES HIS/HER HOMEWORK?

____HAVE RULES ABOUT TV WATCHING SO _____ CAN GET HIS/HER HOMEWORK DONE?

16b. HOW DOES _____ REACT TO HOMEWORK? DOES HE/SHE:

____DO IT VOLUNTARILY AND WILLINGLY?

____DO IT ONLY IF YOU PROD HIM/HER?

____REFUSE TO DO HOMEWORK?

17. NOT COUNTING HOMEWORK, DOES _____ EVER DO THINGS LIKE WRITING OR DRAWING THAT HE/SHE LEARNED AT SCHOOL?

____YES, OFTEN

____YES, SOMETIMES

____NO

18. NOW I AM GOING TO READ A LIST OF THINGS PARENTS SOMETIMES DO WITH THEIR CHILDREN. I WOULD LIKE YOU TO TELL ME WHICH OF THESE THINGS YOU HAVE DONE WITH ____ IN THE PAST WEEK AND HOW OFTEN YOU'VE DONE THEM; FOR EXAMPLE, ALMOST EVERYDAY, ONCE OR TWICE, NOT IN THE PAST WEEK, BUT IN THE PAST MONTH, OR LESS OFTEN THAN THAT.

IN THE PAST WEEK HAVE YOU:			(If yes) WAS IT:		(If no) WAS IT:	
	Yes	No	ALMOST EVERY DAY?	ONCE OR TWICE?	IN THE PAST MONTH?	MORE THAN A MONTH AGO?
a. PLAYED COUNTING GAMES OR WORD GAMES WITH ____?						
b. WATCHED TV WITH ____?						
c. TAKEN ____ ON TRIPS TO A STORE, A BANK, A LIBRARY, OR PLACES LIKE THAT?						
d. GOT ____ INVOLVED IN THINGS YOU'RE DOING, SUCH AS COOKING, CLEANING, SHOPPING?						
e. TALKED WITH ____ ABOUT WHAT GOES ON IN SCHOOL?						
f. TALKED WITH ____ ABOUT HIS/HER FEELINGS TOWARD SCHOOL?						
g. HELPED ____ WITH HIS/HER HOMEWORK?						
h. WORKED ON SCHOOL-TYPE ACTIVITIES WITH ____ SUCH AS SPELLING OR READING?						

If parent says "almost every day" or "once or twice" to 18g or 18h, ask:

19. CAN YOU TELL ME WHAT SPECIFIC SCHOOL ACTIVITIES YOU'VE WORKED ON WITH ____ IN THE LAST WEEK? (Do not read responses.)

____Spelling words

____Reading

____Learning vocabulary

____Adding and subtracting, or other math activities

____The jobs people have, such as policeman, dentist, carpenter, teacher

____Art work

____Decision making, selecting a school activity

____Other: _____

Part 3. Special Needs of Children

MOST SCHOOLS TRY TO PROVIDE PROGRAMS THAT TAKE ACCOUNT OF THE SPECIAL NEEDS OF ALL CHILDREN. NOW I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT THAT.

20. DOES ____ HAVE ANY SPECIAL NEEDS, PROBLEMS OR SPECIAL ABILITIES THAT THE SCHOOL SHOULD BE OR IS ALREADY PAYING ATTENTION TO?

____No-----→ Skip to Question 21.

____Yes---┐
↓

20a. CAN YOU DESCRIBE THESE PROBLEMS OR ABILITIES FOR ME?

20b. HAVE YOU TOLD THE SCHOOL ABOUT THESE (IT)?

____No

____Yes

20c. HAS ANYONE FROM SCHOOL TALKED WITH YOU ABOUT THESE (IT)?

____No

____Yes

20d. IS THE SCHOOL DOING ANYTHING TO HELP ____ WITH THESE PROBLEMS (OR TO TAKE ADVANTAGE OF THESE SPECIAL ABILITIES)?

____No----→ Why not? _____

____Yes

____Don't know

20e. IS THE SCHOOL DOING ANYTHING TO HELP YOU?

____No

____Yes

Part 4. Background Questions --

WE ARE ALMOST FINISHED. THE LAST QUESTIONS I HAVE ARE ABOUT YOU AND YOUR FAMILY.

21. HOW MANY BROTHERS AND SISTERS DOES ____ HAVE AT HOME?

Number: _____

22. WHAT IS THE HIGHEST SCHOOL GRADE COMPLETED BY ____'S MOTHER? (Circle one):

1-4 5 6 7 8 9 10 11 12 Higher

23. WHAT IS THE HIGHEST SCHOOL GRADE COMPLETED BY ____'S FATHER? (Circle one):

1-4 5 6 7 8 9 10 11 12 Higher

24. ARE YOU EMPLOYED? (If respondent is not the child's mother, ask: IS ____'S MOTHER EMPLOYED?)

____No-----→ Skip to Question 25

____Yes--┐
↓

24a. IS IT FULL TIME, REGULAR PART TIME, OR OCCASIONAL PART TIME?

____Full time

____Regular part time

____Occasional part time

25. IS THERE ANYONE ELSE IN THE HOME WHO EARNS AN INCOME TO HELP SUPPORT THE FAMILY?

____No

____Yes

26. WHAT IS THE OCCUPATION OF THE PERSON WHO CONTRIBUTES MOST TO THE FAMILY INCOME? WHAT KIND OF JOB IS IT? (Do not read responses.)

___ Executives and proprietors of large concerns, major professionals, e.g., doctor, lawyer, commissioned officer, athlete, etc.

___ Managers and proprietors of medium-sized businesses and lesser professionals, e.g., police chief, registered nurse, teacher.

___ Administrative personnel of large concerns, owners of small independent businesses, semi-professionals, e.g., clothing shop owner, IBM programmer, florist, accountant.

___ Student.

___ Clerical, technical assistant.

___ Skilled workers, e.g., baker, fireman, policeman, painter, construction foreman, carpenter, electrician.

___ Semi-skilled workers, e.g., truck or equipment operator, nurse's aide, practical nurse, hairdresser, housekeeper, enlisted military, etc.

___ Unskilled workers, e.g., laundry worker, farm hand, garbage collector, construction laborer, waitress.

___ Welfare.

___ Retirement or pension pay.

___ Don't know, NR.

27. WHICH OF THE GROUPS ON THIS CARD SHOWS ROUGHLY WHAT YOUR TOTAL FAMILY INCOME WAS LAST YEAR? (Hand respondent the white card.) PLEASE TELL ME THE LETTER FOR THE AMOUNT THAT FITS.

___ A	___ G
___ B	___ H
___ C	___ I
___ D	___ J
___ E	___ K
___ F	___ L

28. ARE YOU A SINGLE PARENT? (If you have already learned the answer during the interview, check the answer without asking.)

___ No

___ Yes

29. NOW THAT WE HAVE FINISHED ALL MY QUESTIONS, IS THERE ANYTHING ELSE YOU WOULD LIKE TO SAY ABOUT THE SCHOOL PROGRAM THAT WE HAVE BEEN TALKING ABOUT?

THANK YOU VERY MUCH FOR ALLOWING ME TO SPEND SO MUCH TIME WITH YOU. YOUR ANSWERS HAVE BEEN VERY HELPFUL.

Complete the following question after completing the interview. Do not ask this question.

30. Ethnicity of respondent:

____Hispanic

____American Indian or Alaskan Native

____Asian or Pacific Islander

____Black, not of Hispanic origin

____White, not of Hispanic origin

Please answer the following questions to help us assess the parent's responses to the interview. This section should be completed as soon after the interview as possible, but not in the presence of the parent.

31. Was there anything happening inside or outside the home that distracted the parent during the interview or required her/his attention in a way that affected her/his concentration?

____No

____Yes ----→ Explain briefly_____

_____

32. Was the parent cooperative (check the item that most generally describes the parent's cooperativeness)?

____Yes, very cooperative. Parent was friendly and relaxed; not defensive; volunteered information readily; showed interest in the study.

____Yes, cooperative. Parent was friendly and relaxed; not defensive; volunteered information; may or may not have shown interest in the study.

____No, somewhat uncooperative. Parent was guarded, not very relaxed; answered questions but appeared to be defensive; an undercurrent of resistance to the interview.

____No, very uncooperative. Parent was clearly resistant to the interview; refused to answer some or all questions; expressed hostility to the study.

33. Did the parent appear to understand the interview questions?

____Yes, almost all or all questions were understood

____Yes, the majority of questions were understood

____No, parent didn't seem to understand many questions

____No, parent didn't understand most of the questions

----→ If No, briefly describe the reason:_____

_____

_____

If particular questions caused problems, write their numbers here: _____

_____

34. Were there any other circumstances, or did anything else happen that should lead us to question the validity of the interview?

____No

____Yes ----→ Briefly describe:_____

_____

_____