Parent Engagement in Elementary Education

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**Bogart, J. (2019). A Brave New World. Tarcher Perigee.**

Julie Bogart is the visionary behind the acclaimed Brave Writer program, a pioneering approach to teaching writing and language arts that has positively impacted countless families over a span of more than twenty-five years. As the founder of Brave Learner Home, a thriving community boasting 15,000 members, she provides invaluable support and guidance to homeschooling parents through coaching and educational resources. Bogart is also the engaging host of the widely followed Brave Writer podcast.

With a bachelor’s degree from UCLA and a Master's degree from Xavier University, Bogart's academic background is complemented by her experience as an adjunct professor at Xavier University, where she earned recognition with the prestigious Madges Award for Outstanding Contribution to Society.

 In her book, Julie Bogart draws from her extensive experience homeschooling her five children, crafting curricula, and mentoring homeschooling families worldwide. She offers parents invaluable insights on transforming education into a captivating journey for their children, whether they're in elementary or high school. Bogart's writing effortlessly enchants readers, eschewing complexity for accessibility. She guides parents in infusing their family's daily routine with elements of surprise, mystery, risk, and adventure, fostering an environment conducive to organic learning progression. While the book primarily focuses on homeschooling, it holds promise for exploring the broader impact of family engagement in education. By adapting Bogart's ideas, parents can potentially compare and integrate strategies for involvement in both homeschooling and public-school settings.

**Smart, M. P. (2022). Reading for Our Lives. Penguin Random House.**

Maya Payne Smart is a multifaceted writer, parent educator, and staunch advocate for literacy. Her dedication to promoting reading and education is evident through her involvement on the boards of various library and literacy organizations. Residing in Milwaukee with her family, Maya also contributes as affiliated faculty in educational policy and leadership at Marquette University's College of Education. Through her website, MayaSmart.com, she offers a wealth of resources, tips, and tools aimed at empowering parents to nurture, teach, and advocate for their children as they embark on the journey of reading.

Reading for Our Lives confronts the conventional wisdom encapsulated in the bath-book-bed mantra, questioning whether simply reading aloud to our children suffices for school readiness. Instead, it offers parents straightforward, readily applicable methods to foster language and literacy skills right from the beginning. Drawing on personal anecdotes, historical insights, academic studies, and actionable advice, this book underscores the critical importance of literacy while delving into disparities in reading proficiency. It advocates for a comprehensive approach to education that addresses these issues, ultimately advocating for transformative educational opportunities accessible to all.

This book's readability is captivating and accessible, offering practical ways for parents to connect with their children and facilitate their growth. It directly aligns with my focus on family engagement, presenting numerous insights that resonate with my research. The author's intent is clear, guiding readers not only on the importance of reading to their children but also on how to do so effectively. Grounded in scientific research, the systematic approach outlined in the book has the potential to enhance both parent and child satisfaction in the learning process, particularly in mastering one of life's fundamental skills: reading. This book has a direct alignment with my topic, and I will continue to support this author throughout my research.

**Impact of Latino Parent Engagement on Student Academic Achievement: A Pilot Study Araque, Juan Carlos; Wietstock, Cathy; Cova, Heather M.; Zepeda, Steffanie 2017**

This was a research journal article, that was a present pilot study investigated the effectiveness of the "Ten Education Commandments for Parents" program on three key areas: (1) enhancing the knowledge of the U.S. public education system among new immigrant Latino parents, (2) increasing parent engagement, and (3) improving their children's academic performance. Employing a pre-experimental, pre- and post-test research design, four schools with similar demographic profiles were selected for the study. Participants in the experimental group (n = 68) attended workshops covering the "Ten Education Commandments for Parents" and completed pre- and post-tests to evaluate changes in their understanding and involvement in parent engagement. Additionally, student data spanning two consecutive years from the children of these participating parents (n = 164) were compared with those of students (n = 1,628) whose parents did not partake in the workshops but attended similar schools. Results obtained from parent survey responses and student report cards indicate significant positive effects across all three areas: heightened comprehension of the U.S. education system among parents, increased parental involvement in their children's education, and enhancements in student academic achievement. These findings advocate for the wider adoption of the "Ten Education Commandments for Parents" program in other educational institutions, highlighting its potential to positively impact both parental engagement and the scholastic success of Latino students.

**Carvalheiro, D., Harkness, S., Mavridis, C & Super, C. (2023). Cultural models of parent–school involvement: A study of African American, Caribbean, and Hispanic parents and teachers in an Urban U.S. school district. School Community Journal**

This article from the School Community Journal, chose this mixed-methods study delved into the cultural perceptions of parent-school involvement among African American, Caribbean, and Hispanic parents, alongside teachers, within an urban school district. Participants engaged in semi-structured interviews based on Joyce Epstein's (1995) framework for parent-school involvement, with thematic coding applied to their responses. Both quantitative and qualitative analyses unveiled noteworthy group variations in perspectives on involvement and education across domains such as parenting, communication, and home learning, though not in volunteering. These findings indicate that traditional notions and practices of parent-school engagement in the U.S. are not universally shared among parents from diverse cultural backgrounds. Consequently, disparities in perceptions of involvement between parents and teachers may arise. The study underscores the importance of considering cultural diversity in shaping parental involvement strategies within schools.

**Hib, W., & Assad, N. (2021). What Is the Effect of Parents’ Involvement on the Students’ Educational Attainment in Mathematics and Their Value System at School from the Teachers’ Perspective Creative Education.**

This study focuses on examining parental involvement in their children's mathematics education from the perspective of experienced teachers and educators. A qualitative approach was employed, with a sample comprising 13 male and female teachers. The discussions with these teachers covered topics such as the significance of parental involvement, the challenges it poses, its effectiveness, purposes, ways parents can support academic staff, and its impact on the value system.

The research findings revealed unanimous support among teachers for parental involvement, considering it crucial for educational success. However, some teachers expressed concerns about excessive parental involvement, which they perceived as encroaching on their professional autonomy. Additionally, issues arose regarding the level of awareness among some parents, hindering effective involvement.

Based on these findings, it is recommended to promote broader parental engagement, which is believed to positively influence children's educational outcomes. Furthermore, there is a suggestion for the implementation of specialized courses aimed at enhancing parental awareness. In regions like the Negev, where parental involvement is limited due to various socio-economic factors such as polygamy and work commitments, addressing these challenges becomes imperative in fostering greater parental engagement in education.

**Musengamana, I. (2023). A Systematic Review of Literature on Parental Involvement and Its Impact on Children Learning Outcomes. Open Access Library Journal, 10(10)**

This journal review examines the impact of parental involvement on children's academic performance. It includes empirical studies published between 2018 and 2022, focusing on parental practices and learning outcomes. A total of 621 articles were initially identified, with 24 selected for review following PRISMA guidelines. The review synthesizes findings on how dimensions of parental involvement, such as home, school, and community-based involvement, affect student success. It also analyzes how individual student characteristics moderate this impact. Results indicate that certain dimensions of parental involvement, like learning at home and school-family communication, positively influence academic performance, while others, such as strict parenting, may have negative effects. However, the review acknowledges limitations in database coverage, time frame, and language, suggesting areas for future research.

**Oranga, J., Matere, A., & Nyakundi, E. (2023). Importance and Types of Parental Involvement in Education. Open Access Library Journal, 10(8).**

This article highlights the positive impact of parental involvement in education and delves into its significance, types, and components. It emphasizes benefits such as improved academic outcomes, reduced behavioral issues, and enhanced social skills development. Additionally, it discusses how parental involvement fosters conducive learning environments and strengthens teacher-parent relationships. The components and types of involvement outlined include volunteering, guiding home-based learning, communication with the school, participation in decision-making, provision of resources, creating supportive home environments, and modeling good behavior. The discussion is informed by Joyce Epstein's parental involvement framework, aiming to shed light on the importance of parental participation in education.

Regina, I am impressed with your Assignment #4 for SR 953-12! You wrote a good summary of each of your resources. For the books you provided a succinct biography of the author and his or her credentials. I enjoyed your assessment of each book’s (a) readability, (b) presentation of the subject, and (c) relevance to your chosen topic. For the articles, you fulfilled the assignment requirements of providing the title, year, and author(s) of the article and what keywords relate to a literature review supporting your research interests, and for the social research articles, a brief description of the research methods, the population being studied, and the findings/conclusions. Keep up the great work! -- Prof. David Ward

Grade: A