Eportfolio: Parent Involvement & Student Success

Vicorylie Quijano

Northern Marianas College – Spring 2017

EN 101 – ON01 English Composition I (Online)

Dr. Kimberly Bunts-Anderson

Due Date: Monday, May 8, 2017

Abstract

 Does parent involvement positively impact elementary students, particularly grades 1-5, in the Public School System of the CNMI? Many family case studies prove that parent involvement is beneficial for student learning. Students with involved parents have qualities that enable them to more likely succeed academically. These students are seen to have better grades, excellent attendance, have a positive outlook in school, have better social skills, and are more likely to move up to a higher grade level. Parents may contribute by staying informed, participate and attend school events, read or study with their child at home, and keep track of their child’s progress. Teachers may keeping close relationships with parents and keep parents informed about what their child is expected to learn. Collaboration between school staff and parents will greatly influence parental involvement, thus improving children academic success in schools.

Proposed Research Questions

1. Primary Question

* Does parent involvement positively impact student success in Public School System elementary students, grades 1-5?

2. Secondary Question

* What are ways that parents can be more involved with their kids at home?
* What are ways that teachers/staff members can enhance teacher and parent engagement?
* Are there some t
* Does the layout of a classroom make teaching more effective?
* Which teaching approaches appeal more to different learning styles?
* Does homework actually improve student performance?

-

Brain Storm



Promoted to next grade level

Positive outlook in school

Perfect Attendance

Improved Reading Skill

Well behaved

Critical thinkers

Better social skills

Better grades

How does parent involvement influence student success?

Reading Notes

Reading Notes to fill out when reading course and outside reading materials for assignment

Note Taking Sheet: Reading #1

With many sources to read and evaluate, you need a way to keep track of the material you may use in your research paper. You need to record where you have looked, what you have found, and how to find each piece of information again (this is for your bibliography).

Directions:  Fill in the information below, and keep with all of your resources. This will help you when it is time to write both your outline, paper, and annotated bibliography.

1. Author’s Name: National Education Association (NEA)

3. Publisher [or title of organization]: NEA

4. Heading of Section [title of reading]: *Research Spotlight on Parental Involvement in Education*

5.  Year Written:  2002

6. Pages: 1

7. Website URL: <http://www.nea.org/tools/17360.htm>

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Ideas/Points** | **Important Quotations** | **Supporting Details** | **Relevance to Your Assignment** |
| Parent Involvement is important | “When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” That’s the conclusion of **A New Wave of Evidence,** a report from Southwest Educational Development Laboratory (2002). | * Earn higher grades and test scores, and enroll in higher-level programs
* Be promoted, pass their classes, and earn credits
* Attend school regularly
* Have better social skills, show improved behavior, and adapt well to school
* Graduate and go on to postsecondary education (see **A New Wave of Evidence,** Southwest Educational Development Laboratory, 2002 - in references below).
 | Provides proven benefits and results of children with parent involvement |

In this article, is it possible that any of the authors might have a bias about the subject matter?  No; it gives the readers ideas based on proven research.

Is the article timely or a bit outdated?  Timely.

Was it published in a reputable source? Yes.

Note Taking Sheet: Reading #2

1. Author’s Name: Responsive Classroom

3. Publisher [or title of organization]: Responsive Classroom

4. Heading of Section [title of reading]: *What Research Says About Parental Involvement*

5.  Year Written:  2017

6. Pages: 1

7. Website URL: <https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/>

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Ideas/Points** | **Important Quotations** | **Supporting Details** | **Relevance to Your Assignment** |
| What research has to say about parent involvement. | * Students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.
 | * Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

National Coalition for Parent Involvement in education. 2006. Research Review and Resources. Retrieved September 16, 2011, from [www.ncpie.org/WhatsHappening/researchJanuary2006.cfm](http://www.ncpie.org/WhatsHappening/researchJanuary2006.cfm).* Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

Henderson, A.T., and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.* The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child’s achievement, and becomes involved in the child’s education at school.

National PTA. 2000. Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. Bloomington, Indiana: National Education Service, 11–12.* When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement.

Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16. | To show what research and evidence are there to prove that parent involvement matters |

In this article, is it possible that any of the authors might have a bias about the subject matter?  No; it gives readers proven results based on research.

Is the article timely or a bit outdated?  Timely.

Was it published in a reputable source? Yes.

Note Taking Sheet: Reading #3

1. Author’s Name: William H. Jeynes

2. Author’s Credentials: Department of Teacher Education

3. Publisher [or title of organization]: Harvard Family Research Project

4. Heading of Section [title of reading]: *Parent Involvement and Student Achievement: A Meta-Analysis*

5.  Year Written:  December 2005

6. Pages: 3

7. Website URL: <http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis>

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Ideas/Points** | **Important Quotations** | **Supporting Details** | **Relevance to Your Assignment** |
| Parent Involvement has a positive influence on student performance | One of the most vital aspects of this study was its examination of specific components of parental involvement to see which aspects influenced student achievement. Two of the patterns that emerged from the findings were that the facets of parental involvement that required a large investment of time, such as reading and communicating with one's child, and the more subtle aspects of parental involvement, such as parental style and expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules, and parental attendance and participation at school functions. | The results indicate that, on average, parental involvement programs work. As expected, the influence of these programs is not as large as the impact of parental involvement as a whole. This is because parents already enthusiastic about supporting the educational progress of their children will, on average, tend to help their children more than parents whose participation is fostered by the presence of a particular program. | To show the findings on the influences of parent involvement through Harvard research. |

In this article, is it possible that any of the authors might have a bias about the subject matter?  No; it gives readers data from actual study of parent involvement.

Is the article timely or a bit outdated?  Timely.

Was it published in a reputable source? Yes.

Essay Proposal:

The Effect of Parent Involvement in Reading Ability of

 Elementary Public School Students (Grades 1-5)

Vicorylie Quijano

Northern Marianas College – Spring 2017

EN 101 – ON01 English Composition I (Online)

Dr. Kimberly Bunts-Anderson

Due Date: Monday, May 8, 2017

 “Behind every young child who believes in himself is a parent who believed first” – a beautiful quote by Mathew L. Jacobson. Children generally look up to their parents first and that is why I think it’s important to do a research about the effects of parent involvement in elementary public school students. The research question that I hope to answer is: Does parent involvement positively affect the reading ability and interests of public elementary school children? My hypothesis is that parent involvement will positively affect children’s ability to read, comprehend, and build their vocabulary.

 I will be using three academic research articles online and three non-academic websites (please refer to the bibliography) that talks about the correlation between parent involvement and student success. It also provides me references on the six types of parent involvement, and what type of involvement works best. It also talks about some activities and actions that the school can take to make it easier for students and parents to have access to learning resources and/or programs.

In addition, I will incorporate surveys and interviews for my study. I plan on having a quantitative research done by interviewing five teachers, five parents, one librarian, and ten children with questionnaires relating to hours of study together, and the impact on grades of the students. I will also question what accessible programs are available for the students and/ or parents. I will like to learn more about the actions of these parents, asking questions pertaining to how often do they interact with their child’s teacher(s), how well does he/she understand the content of what they children are learning, how often do they engage in academic activities at home, how motivating are the lessons (homeworks) to their child, and how many hours a day do they spend reading with their child.

Once my proposal is approved I plan to start formulating survey questions with the help of a free accessible website called SurveyMonkey Inc. (surveymonkey.com). Depending on day of approval of my proposal, I will start formulating my questionnaires either at the end of February or the first week of March. The second week I plan on issuing my surveys out to teachers, parents, librarian, and students. I will set a deadline of survey materials to be turned in the following week. While analyzing the data I will start on my rough draft for my paper. I will also provide three supportive details that will support my concluding answer to my research question.

I have chosen this topic because of my interest in learning more about my major in elementary education. I also believe that this is a very appropriate topic for my major in elementary education, and it will allow me to learn more about the effects of parent involvement on their child/children’s academic success. After also personally experiencing a positive impact of motherread/fatherread program during my elementary years, I am interested to learn about what other programs are available, with the innovative technology that is involved, how schools are becoming more competitive, and how parents contribute to their children’s academic success.

**References**

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Eroding academic inequities through home visits. Journal of School Leadership, 24(2), 357-385.

Chuck Dervarics, & Eileen O'Brien (2011). Back to School:

How parent Involvement Affects Student Achievement (At A Glance). http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement.Date Accessed February 6, 2017

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Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed. Child development, 63(5), 1266-1281.

Chavkin, N. F., & Williams, D. L. (1988).

Critical issues in teacher training for parent involvement. Educational Horizons, 66(2), 87-89.

Expository Essay:

Why Parent Involvement Matters

Vicorylie Quijano

Northern Marianas College – Spring 2017

EN 101 – ON01 English Composition I (Online)

Dr. Kimberly Bunts-Anderson

Due Date: Monday, May 8, 2017

Why Parent Involvement Matters

Getting involved makes a difference in a child’s life. The more parents create a learning environment at home, express expectations or standards for their children’s future, and are academically involved with their children’s school, the more likely their children will succeed. Like a domino effect, this will also benefit the parents themselves, the educators, and the school. Children will excel more when families, schools, and communities collaborate to motivate and support a learning environment (Henderson & Mapp, 2002). Furthermore, the study proves that there are several ways that children can benefit when their parents are involved (Henderson & Mapp, 2002).

First, the study proves that children with involved parents tend to score higher on tests because involved parents understand what their child is learning; therefore, they are able to set standards for their children to follow. Involved parents spend time to discuss and test their children on the assignments they receive from school. Parents who understand what his/her child is learning can teach their children what is expected of them. This becomes a conditioned response of building critical thinking when parents ask additional questions or provide a recap of why the subject is important, thus, the student will better understand the subject matter resulting in better grades at school.

Second, children attend school regularly when parents are involved. They encourage or motivate their children to go to school every day by setting a good example and reinforcing rules. Involved parents teach their children to plan or prepare ahead of time, and provide a specific time to get ready for school. Involved parents tend to eat breakfast with their children and walk or drive their children to school. This gives children a reassurance of support, which in turn motivates children to perform better at school.

Third, children with involved parents have better social skills. Involved parents build a comfortable environment with their children enhancing their social skills at school. Students feel confident in themselves when they know that someone believes in their success, and parents are the most influential.

In addition, students also tend to get their homework done when parents are involved with their learning. Parents initiate and partake in helping their child learn and complete their assignments on time. Involved parents are aware of when assignments are due and make the time to explain the context to their children. Involved parent’s questions their child on what assignments they have almost daily.

Moreover, Children tend to feel more positive about school. This positively affects attendance and performance as well. Involved parents implement fun activities to help their children grow, such as reading interesting books to them every night or daily. The more fun it is, the more they remember what they learned because it was something memorable. This will make children more interested in learning not only at home, but also at school.

Finally, children are more likely to graduate and go on to a higher education when parents are involved. Involved parents are very motivating. They support their child’s learning environment and school which makes their children feel that they are important. Children would want to excel more when they have a positive support at home.

Overall, parent involvement matters because it positively enhances children’s ability to learn at school and at home. Students with involved parents tend to score higher on tests, attend school regularly, socialize openly, complete homework assignments on time, feel more positive about school, and are more likely to graduate or further their education.

References

Henderson, Anne T., and Karen L. Mapp. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis 2002." *National Center for Family and Community Connections with Schools* (2002).

Process Essay:

Research on the Correlation between

Parent Involvement and Elementary Public School Students’ Success (Grades 1-5)

Vicorylie Quijano

Northern Marianas College – Spring 2017

EN 101 – ON01 English Composition I (Online)

Dr. Kimberly Bunts-Anderson

Due Date: Monday, May 8, 2017

Research on the Correlation between

Parent Involvement and Students’ Success

The proper methodology design for finding out the relationship between parent involvement and students’ success is quantitative research method. Quantitative research design includes interviews, questionnaires, or surveys. This method’s advantages is that it’s inexpensive, easy to collect and analyze, and can be distributed to a large number of people at a short time. My hypothesis is that parent involvement will positively affect children’s ability to read, comprehend, and build their vocabulary.

 The first step is to design two separate lists of questionnaires for the general public or non-parents, and for the parents to answer. These questionnaires were designed using an online survey generator and data collector, SurveyMonkey. The general public is given a total of ten questions in regards to experienced opinions. Ten parents are given a total of ten questions that also consist of questionnaires about living arrangement, what obstacles they face in terms of finding the time to be involved, and to see if they think that the Public School System (PSS) can improve in some areas to provide support. In addition to the distribution of survey, five people will also be interviewed with the same questions provided for the general public.

 Once the questions are designed, edited, or peer reviewed, the process of distributing the survey can begin. This process involves interacting with presumably reliable participants. This stage is also used for creating request letters to experts that are knowledgeable or well-experienced in the field of study; in this case, education. Participants need to be connected to the survey questions in some way to not skew the data. Credentials or occupation (ex: student or parent) needs to be carefully analyzed for proof of a reliable resource or expertise. The survey is then distributed to a group of participants for answers (the higher the number of participants the better representation of the population). This research will rely most on experienced parents, teachers, staff, and students to gather data.

 Finally, the data can be collected and reviewed. This process involves gathering statistical data or percentages out of the total participants to be used for the conclusion or verdict in comparison/contrast to the hypothesis. SurveyMonkey is very convenient because it contains features that analyze the total collection of data as a whole, and displays the rates of multiple questions, drop down questions, or range questions; however, opinion-based questions need to be manually reviewed unless upgraded for a pro feature. The major responses will play a big role in the conclusion of the research paper.

Letter to Experts

Vicorylie Quijano

Northern Marianas College – Spring 2017

EN 101 – ON01 English Composition I (Online)

Dr. Kimberly Bunts-Anderson

Due Date: Monday, May 8, 2017

Name

Credentials

Organization

Mailing Address

Dear Mr/Ms. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

My name is Vicorylie Quijano, and I am a student at Northern Marianas College (NMC), majoring in BA in Business Management, and BA in Elementary Education. I am writing to request for your feedback on my research project in regards to the effects of parent involvement and student success. I would like know your opinion about the correlation between active parents/guardians to academically successful students based on your experience. My research will focus mainly on CNMI’s Public School System’s elementary schools. Your expertise will make a difference in helping me understand the effects and add to my other research findings.

I understand that you’re a busy person; therefore, I really appreciate you taking your time to read my request letter. I’ve attached a list of questionnaires from my research paper for your convenience: one for general public (non-parents) and one for parents. Please kindly email me at vicorylie.quijano@my.marianas.edu if you are interested in answering my questions. I look forward to hearing from you soon.

Best regards,

Vicorylie Quijano

# Correlation of Parent Involvement and Student Success Survey for General Public

1. What is your gender?

Female

Male

2. What is your country of origin?



3. Are you related to or do you know any parent with a child that is attending elementary school in the CNMI?

Yes

No

4. If you answered yes to question 3, what age is the child?



5. Do you think that there should be any improvements in the CNMI public school system that will help with children learning?



6. What do you think the CNMI Public School System has succeeded in, in regards to education?



7. How many hours a day do you think parents should spend time reading with their children at home?

30-45 minutes

1

2

3

4 or more

\

8. Do you feel that there's enough reading programs, such as Motherread/Fatherread, or do you think that there should be more, and why?



9. What obstacle do you think hinders a parent more from spending time studying or reading with their children at home?

Work schedule

Other children to take care of

Chores at home

Don't understand subject

Other (please specify)

10. Do you think homework activities provided by teachers are effective for parent and student engagement, and why?



# Correlation of Parent Involvement and Student Success Survey for Parents

Correlation of Parent Involvement and Student Success Survey Correlation of Parent Involvement and Student Success Survey Top of Form

#### 1. What is your relationship to your child?

Mother

Father

Step-mother

Step-father

Grandmother

Grandfather

Aunt

Uncle

Guardian

Other

#### 2. How many children do you have?

1

2

3

4

5

6 or more

#### 3. What language do you speak with your children at home?

English

Chamorro

Carolinian

Tagalog

Japanese

Chinese

Korean

Other (please specify)

#### 4. What best describes your education level?

Home-schooled

Elementary School

Junior High School

High School

Trade School Certification

Associates Degree

Bachelor's Degree

Master's Degree

Doctorate Degree

#### 5. What is your country of origin?



#### 6. What best describes your household?

Two parents or guardians, both working outside the home

Two parents or guardians, one working outside the home

Two parents or guardians, none working outside the home

One parent or guardian, working outside the home

One parent or guardian, not working outside the home

Other (please specify)

#### 7. What is your child's gender?

Female

Male

#### 8. What is your child's age?



#### 9. What school does your child attend?

Gregorio T. Camacho Elementary School

Garapan Elementary School

Kagman Elementary School

Koblerville Elementary School

Oleai Elementary School

San Vicente Elementary School

William S. Reyes School

#### 10. How many hours a day do you spend reading with your child?

30 - 45 minutes

1

2

3

4 or more

#### 11. How much effort do you put into helping your child learn to do things for himself/herself?

Almost no effort

A little bit of effort

Some effort

Quite a bit of effort

A tremendous amount of effort

#### 12. What obstacle do you face that hinders you from engaging with your child's learning?

Your child is independent

Work schedule

Language barrier

Chores at home

Other to kids to attend to

Not interested

Other (please specify)

#### 13. I am involved in school improvement planningand decision-making at my child’s school.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Don't Know/Not Applicable

#### 14. How often do you meet in person with teachers at your child's school?

Almost never

Once or twice per year

Every few months

Monthly

Weekly or more

#### 15. What school programs have you recently volunteered in, and do you think the experience is effective or applicable to your child's learning?



#### 16. Learning at home:

|  | **Often** | **Sometimes** | **Very little** | **Never** |
| --- | --- | --- | --- | --- |
| Do teachers suggest homework activities for you and your child? | Do teachers suggest homework activities for you and your child? Often | Do teachers suggest homework activities for you and your child? Sometimes | Do teachers suggest homework activities for you and your child? Very little | Do teachers suggest homework activities for you and your child? Never |
| Do you listen to your child read or read aloud to your child? | Do you listen to your child read or read aloud to your child? Often | Do you listen to your child read or read aloud to your child? Sometimes | Do you listen to your child read or read aloud to your child? Very little | Do you listen to your child read or read aloud to your child? Never |

#### 17. How often do you help your child understand the content he or she is learning in school?

Almost never

Once in a while

Sometimes

Frequently

Almost all the time

#### 18. How often do you help your child engage in activities which are educational outside the home?

Almost never

Once in a while

Sometimes

Frequently

Almost all the time

#### 19. To what extent do you think that children enjoy going to your child's school?

Not at all

A little bit

Somewhat

Quite a bit

A tremendous amount

#### 20. How motivating are the classroom lessons at your child's school?

Not at all motivating

Slightly motivating

Somewhat motivating

Quite motivating

Extremely motivating

#### 21. Do you receive helpful information on what you can do to improve or advance your child's learning?

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Don't Know/Not Applicable

#### 22. Does your child's school do a good job in keeping in touch with you about your child's expected activities, school events, and/or of your child's progress (via: emails, phone calls, or letters)?

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Don't Know/Not Applicable

#### 23. Do you think that there should be any school system improvements that will benefit your child's learning?



#### 24. Do you feel that there's enough reading programs, such as Motherread/Fatherread, or do you think that there should be more, and why?



#### 25. What kind of support programs would you like the school to offer to you are your family? (Example: Time Management)



Bottom of Form

1. Who is it? State Board of Education Administrative Office (SBOE) - Contact person: valerie.malwelbug@cnmipss.org Why would or should they be helpful to you? They make decisions that support and guide students, which allows students to gain the most from their educational experience. Where did you find their information? CNMI Public School System main website. How confident are you that they will receive and can reply to your letter in a timely manner? Very confident; I believe that they genuinely care for the benefit of the students.
2. Who is it? Leila Yumul - Garapan Elementary School (GES) Principal Why would or should they be helpful to you? Principals work for the better of the school and for the benefit of the children as well. Where did you find their information? CNMI Public School System main website. How confident are you that they will receive and can reply to your letter in a timely manner? Very confident; I believe that they genuinely care for the benefit of the students.
3. Who is it? Raena Bermudes - Gregorio T. Camacho (GTC) Principal Why would or should they be helpful to you? Principals work for the better of the school and for the benefit of the children as well. Where did you find their information? CNMI Public School System main website. How confident are you that they will receive and can reply to your letter in a timely manner? Very confident; I believe that they genuinely care for the benefit of the students.

Final Essay:

Research on the Correlation between

Parent Involvement and Elementary Public School Students’ Success (Grades 1-5)

Vicorylie Quijano

Northern Marianas College

EN101 – ON01 English Composition I (Online)

Dr. Kimberly Bunts-Anderson

Due: Tuesday, April 25, 2017

Research on the Correlation between

Parent Involvement and Elementary Public School Students’ Success (Grades 1-5)

“Behind every young child who believes in himself is a parent who believed first” – a beautiful quote by Mathew L. Jacobson. Children generally look up to their parents first and that is why it’s important to do a research about the effects of parent involvement in elementary public school students. An inexpensive and easy to collect and analyze quantitative research design such as interviews, questionnaires, or surveys are implemented to collect data involving this research. Gathered data proves that parent involvement does affect students’ success. Students with involved parents have better grades, attend school regularly, have better social skills, get their homework done, more positive about school, and are more likely to get promoted into a higher grade level.

Initially, eight out of ten working-parents that were issued a survey are actively involved in Motherread/Fatherread Program in their child’s school. Seven parents read with their children at home, and are homework coaches to their children. These parents drop their kids to school and pick them up after school. They often question their child about how school went and if they need any help with their homework. The Motherread/Fatherread Program helps them stay active and learn different activities that will help boost their children’s ability to read and build vocabulary. At the end of the program, they also received free reading books and school supplies for completing the program. The eight parents agree that it improves their young children’s ability to discern new words easily at a young age. Reading at home also helps their children stay more engaged when they know that they are not doing it alone. Children are also allowed to pick their favorite books to keep them more connected during reading time at home.

Seven out of ten people non-parents that were also issued a survey was meant to see their experiences with children with involved parents. This group said that children have better social skills when parents are involved. Children of involved parents were said to be more disciplined but also more engaged during discussions. Children tend to ask interesting questions about any topic that interests them. This group of the general public also claims that parents should read to their children averagely about 45 minutes to an hour every day. They believe that reading to children will build vocabulary and reading skills which will benefit their learning ability at school.

One librarian at Koblerville Elementary School, who is involved with the Motherread/Fatherread program, was interviewed to analyze the behaviors of children of parents who are involved in the program. The librarian concludes that children of involved parents of the program are more positive about school. The children have perfect attendance during library time and are more behaved. He noticed that the children also love reading and that they often borrow the maximum amount of books allowed for their grade level (two-three books).

A total of five elementary school teachers who were interviewed claims that involved parents often attend progress report days, report card days, PTSA meetings, family fun night, open house, and the Motherread/Fatherread Program. The children of involved parents are academically successful. Teachers prove that students with involved parents participate more in class and have perfect attendance. They also tend to have better grades with an average of an A+ or B+. Although, some are more talkative during discussions, the children are also more creative with their questions. They love reading out loud and listen intently when the teacher is reading a book to the class. Students tend to follow instructions more easily and seem to be more disciplined in the classroom as well. Most of the students with involved parents easily pass the grade level and are promoted to the next grade.

 Overall, the research proves that parent involvement is very important for it promotes student success in school. Students tend to be more engaged with school and are more interested in learning more, which in turn motivates them to complete their assignments on time which improves their grades in school. Being interested in school also allows students to feel more positive about school and attend school regularly. Finally, the research proves that students tend to get promoted from a lower to a higher grade level.

References

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How parent Involvement Affects Student Achievement (At A Glance). http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement.Date Accessed February 6, 2017

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Eroding academic inequities through home visits. Journal of School Leadership, 24(2), 357-385.

Linda Star (2015) Activities to Promote Parent Involvement

http://www.educationworld.com/a\_curr/curr200.shtml

Education World: Date Accessed February 6, 2017

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Appendix A

The Enduring Importance of Parental Involvement

by Lily Eskelsen Garcia and OthaThornton

Ongoing research presents that parent involvement and family engagement is important in student achievement because it improves attendance and academic success of children. Students in the study of involved parents are concluded to have better grades, social skills, behavior, and attitude.

 There are several ways that parents can become involved by choosing to practice the following: setting and guiding goals with children, regularly checking progress, develop close relationships with teachers and staff at school, and participating in school activities helpful for their child’s growth. The research focuses on the importance of what parents actually do at home to improve learning.

Appendix B

National Education Association:

Ideas for Better Parent/Educator Communication

The National Education Association provides ideas on better communication between parent and educators. The article shares how setting expectations at the beginning of the school year will help, such as teachers letting parents know what materials are needed and what will their child cover throughout the school year. Parents may take initiative to ask questions in regards to what their child is expected to learn as well.

Another healthy way to build relationship between both parties is to communicate regularly. This implies to teachers providing resources or materials such as progress report and comments on room for any improvements. Parents may also contribute by being on top and knowing the events and schedules for their child’s school.

Lastly, collaboration between both is beneficial. In this way, parents and teachers can work together and focus on what the child needs to cover or practice on more. In example, parents may do their part in improving their child’s comprehension and reading skills by reading to them or listening to them read aloud at home.

Appendix C

Appendix D

Appendix E

Survey Questions for Parents:

1. What is your relationship to your child
2. What is your child’s gender
3. What is your child’s age
4. What school does your child attend
5. How many hours a day do you spend reading with your child?
6. What obstacle do you face that hinders you from engaging with your child’s learning?
7. Learning at home: Do teachers suggest homework activities for you and your child? Do you listen to your child read or read aloud to your child?
8. Does your child’s school do a good job in keeping in touch with you about your child’s expected activities, school events, and/or of your child’s progress (via emails, phone calls, or letters)?
9. Do you feel that there’s enough reading programs, such as Motherread/Fatherread, or do you think that there should be more, and why?
10. What kind of support programs would you like the school to offer to you and your family? (Example: Time Management Workshop)

Appendix F

Survey Questions for General Public

1. What is your gender?
2. What is your country of origin?
3. Are you related to or do you know any parent with a child that is attending elementary school in the CNMI?
4. If you answered yes to questions 3, what age Is the child?
5. Do you think that there should be any improvements in the CNMI Public School System that will help with children learning?
6. What do you think the CNMI Public School System has succeeded in, in regards to education
7. How many hours a day do you think parents should spend time reading with their children at home?
8. Do you feel that there’s enough reading programs, such as Motherread/Fatherread, or do you think that there should be more, and why?
9. What obstacle do you think hinders a parent more from spending time studying or reading with their children at home?
10. Do you think homework activities provided by teachers are effective for parent and student engagement, and why?