

**TITLE 1 PARENT INVOLVEMENT SURVEY
Hamilton County School District**

2019-2020 Results



**Prepared by:
Gail S. Ogawa, Ph.D.
Evaluation Consultant
May 30, 2020 (ed. 10/11/20)**

TITLE 1 PARENT INVOLVEMENT SURVEY: 2019-2020 Hamilton County School District

PURPOSE This document presents the results of the *Hamilton County School District Title I Parent Survey* administered to Title I parents in April 2020. Three evaluation questions are addressed in this report.

1. How do parents rate selected parent engagement components?
2. What additional training can be offered to encourage parent engagement?
3. What are the barriers to parent engagement?

RESULTS Ninety-four (94) parents voluntarily responded to the *Title I Parent Survey* during April 2020. The response rate was much lower than in previous years due to COVID-19 complications which impacted school closings and attendance. As such, the results should be read with caution.

A 37-item survey asked parents about the implementation of program components, training topics of interest to parents, and barriers to parent engagement. The options for rating program components were: Yes, No, and Don't Know. Two versions were administered – English and Spanish at Hamilton Elementary and Hamilton High School.

70% was used as the standard for judging whether or not parents were satisfied with each component. For ease of interpretation the “Don't Know” option was excluded from the analyses. All results include the two schools taken together.

1. How do parents rate selected parent engagement components?

Three years of data are presented to address this question. In the last column of Table 1, a “+” indicates that the item met the 70% criterion. Overall, of the 31 items addressing this evaluation question, 29 (94%) met the 70% criterion in 2019-2020. In 2017-2018 and 2018-2019, there were seven (7) items that did not meet the 70% standard. In contrast, in the current year (2019-2020), only two (2) items failed to meet the 70% standard.

Consistently over the three (3) years, the items related to attending meetings (open house, trainings, meeting on parent involvement policy) received the lowest ratings.

Table 1. Percent positive rating of Title I components

	2017-2018	2018-2019	2019-2020	Met 70% Standard?
Awareness of Standards and Testing				
What school teaches child	83	87	98	+
State tests (FCAT, FAIR, other)	79	86	92	+
How child scored on state tests	79	90	91	+
What scores mean	77	87	91	+
Information about promo/retention	73	90	86	+
How to work with teachers to help child succeed	80	89	95	+
Information on monitoring progress	80	84	95	+
Information on working with teachers	79	78	92	+
Attend open house about goals	51	62	82	+
Helping your Child with School				
Received materials to work with child	65	64	95	+
Shown how to use materials	43	51	68	-
Attended meetings/training	32	42	72	+
Helped with homework at least 1/week	88	88	96	+

Parents as Partners				
Staff willing to communicate with you	85	88	93	+
School values your suggestions	84	87	96	+
Asks your advice how to best teach child	61	62	71	+
Review policies	71	79	74	+
Communication				
Know how to contact child's teacher	91	95	99	+
Info from school easy to understand	90	93	88	+
Info from school in understandable language	94	96	90	+
If needed, translators available at meetings.	78	94	97	+
Additional Parent Involvement Indicators				
Asked for specific activities, materials, or meetings	48	75	77	+
If yes, got quick response	72	65	92	+
Satisfied with response	84	82	98	+
Feel welcome at child's school	93	92	95	+
Received a written parent involvement policy	78	83	92	+
Policy easy to understand	93	93	94	+
Policy in understandable language	90	93	92	+
School had meeting to explain policy	72	75	80	+
Attended meeting	42	40	58	-
Meetings offered at different times of day	76	75	82	+

The results for the English and Spanish versions were similar (within 20% points) except for seven (7) items detailed in Table 2. Twenty-two (22) parents completed the Spanish-speaking survey.

Table 2. Percent Positive – Spanish-Speaking vs. All participants

Item	% Spanish Speaking	% All
Did someone show you how to use the materials? (materials to help child with school work)	32%	68%
Did your child's school ask your advice on how they can best teach your child?	25%	71%
Were you aware that you may participate in the development and review of your school and district parent involvement policies?	59%	74%
Was the information from your child's school given in a language that you understand?	60%	90%
Did your school have a meeting to explain the parent involvement policy?	44%	80%
Did you attend that meeting?	31%	58%
Were parent meetings offered at different times of the day?	50%	82%

[2. What additional training can be offered to encourage parent engagement?](#)

Two related items were cited most frequently. *How to work with child at home* and *How to work with child's teachers* received 100% and 95% citations, respectively. Compared to the two previous years, there seems to be a shift towards interest in more school engagement.

Table 3. Percent choosing additional training topics

<i>Additional Training Topics</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>
State standards and testing	77	76	87
Title I program	73	75	67
How to work with child at home	71	69	95
How to work with child's teachers	71	72	100
How to get involved with school	66	67	81
How to get resources for parents	73	72	86

3. What are the barriers to parent engagement?

Conflict with Work Schedule (42%) was chosen most frequently by parents as the barrier impeding parental involvement. The same barrier was chosen most frequently in 2018 and 2019.

Table 4. Barriers to parental engagement

Barrier	2018		2019		2020	
	No.	Percent	No.	Percent	No.	Percent
Transportation	27	20%	29	16%	16	18%
Child Care	10	7%	9	5%	5	6%
Medical reason	15	11%	15	9%	5	6^
No language translation	4	3%	4	2%	0	0%
Conflict with work schedule	64	48%	66	31%	37	42%
Conflict with parents' commitments	12	9%	12	7%	12	14%
No notices	0	0%	35	20%	13	15%

HIGHLIGHTS

- The majority of parent involvement activities were successfully implemented in 2019-2020 with 94% the components meeting the success criterion of 70%.
- Items related to attending meetings received the lowest ratings over the three (3) year period from 2017-2018 to 2019-2020.
- Parents continue to “feel welcome” at their child’s school. The percent positive for the last three years has been 93%, 92%, and 95%, respectively.
- Parents expressed an interest in receiving more school engagement type of training (e.g., how to help child at home, how to work with teachers, how to get involved in school, how to get school resources).
- The major barrier to parent involvement seems to be *Conflicts with Work Schedules* (42%). This barrier has been cited the most frequently for the last three (3) years.
- Overall, English-speaking and Spanish-speaking parents provided similar ratings for most of the items. The items in which they differed greatly related to understanding the parent involvement written policy, attending meetings, and issues relating to use of materials and helping their child with school work.

RECOMMENDATIONS

- Consider investigating the use of the internet to foster family engagement. The Global Family Project (2017) notes that the “internet represents a promising but largely untapped opportunity for promoting family-school communication.”

- Focus groups with parents at each school can be a useful tool to obtain more in-depth information related to the items not meeting the 70% criterion.
- Renewed efforts should be made to schedule meetings and workshops that do not conflict with parents' work schedules.
- Continue to offer parent training in skills so that they can help their children succeed in school. This may be in the form of strategies to help with school work or with the use of materials and resources.
- Consider offering Spanish-speaking parents more opportunities to understand and respond to the issues related to the written parent involvement policy and how they can help their child with schoolwork at home.

For more information, contact Phyllis Porter, Director of Federal Programs, Title I, at 792-7807.