

MEMORANDUM

February 23, 2011

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **PARENT PREP ACADEMY**

CONTACT: Carla Stevens, (713) 556-6700

Attached is the 2009–2010 evaluation report on the Parent Prep Academy. This report summarizes the program implementation and the academic performance of students whose parents participated in the Academy compared to their school peers whose parents did not participate in the program.

During the 2009–2010 academic year, four campuses served as program sites for the Parent Prep Academy. The campuses were: Deady Middle School, Hartman Middle School, Moreno Elementary School, and Neff Elementary School. At each program site, parent courses were offered from the three Parent Prep Academy course strands: (1) Parents as Supporters, (2) Parents as Learners, and (3) Parents as Leaders.

The Parent Prep second-graders, fifth-graders, and eighth-graders all earned higher Normal Curve Equivalents (NCEs) on the 2009 Stanford 10 reading and math subtests and continued to outperform their school peers on the 2010 Stanford 10 reading and math subtests. For the spring 2009 and the spring 2010 administrations of the Aprenda 3, Parent Prep students earned higher NCE's on the reading and math subtests as compared to school peers whose parents did not participate in the Parent Prep Academy.

Should you have any further questions, please contact my office or Carla Stevens in Research and Accountability at (713) 556-6700.



TBG

TBG/CS:kt

cc: Superintendent's Direct Reports
Chief School Officers
School Improvement Officers
Martha Salazar-Zamora
Karen Cotton

RESEARCH

Educational Program Report



Parent Prep Academy 2009–2010



2011 Board of Education

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Venita Holmes, Dr.P.H.
RESEARCH MANAGER

Houston Independent School District

Hattie Mae White Educational Support Center
4400 West 18th Street
Houston, Texas 77092-8501

Website: www.houstonisd.org

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EXECUTIVE SUMMARY

PARENT PREP ACADEMY 2009–2010

Program Description

The Houston Independent School District (HISD) is committed to providing its students with the best opportunities for achieving academic success. Parents are the first and most significant supporters of their child's educational experiences. Within the district, school personnel have long recognized the role parents have in the lives of their students and have continuously promoted parents being actively involved in their children's education. Many schools provide parents access to information and training workshops that educate them as parents to assist and advocate for their children.

In an effort to develop a more coordinated system of parent trainings and workshops in HISD, the Parent Prep Academy (also referred to as the Academy) was created during the 2007–2008 school year. The Academy is a parent education system designed to strengthen families by developing parents as life-long learners. Within the Academy, courses are offered to provide information and resources empowering parents to become informed, engaged, as well as prepared to advocate for their child's education. These parent capacity-building classes are categorized into three different strands: (1) Parents as Supporters, (2) Parents as Learners, and (3) Parents as Leaders. The Parent Prep Academy aligns with the district's core initiative of fostering a culture of trust through action.

By participating in the Academy, parents will be better prepared to participate in school and district decision-making to support the academic achievement of their children and the work of the district as a whole. The main objectives of the Parent Prep Academy are (a) to provide information and resources to increase parents' involvement in their child's education and success; (b) to offer educational opportunities for parents for continuous learning; and (c) to enhance the skill development of parents to take on leadership roles in schools that will contribute to improved student achievement. During the 2009–2010 school year, the Parent Prep Academy offered courses at four school locations, Deady Middle School, Hartman Middle School, Moreno Elementary School, and Neff Elementary School. District parents could attend workshops and/or courses at any location of their choice.

Key Findings

What was the implementation process of the Parent Prep Academy during the 2009–2010 school year?

- During the 2009–2010 academic year, four campuses served as program sites for the Parent Prep Academy. The campuses were: Deady Middle School, Hartman Middle School, Moreno Elementary School, and Neff Elementary School. Within each school, parent courses were offered from each of the Parent Prep Academy course strands.
- Course offerings for parents were categorized into three course strands: (1) Parents as Supporters, (2) Parents as Learners, and (3) Parents as Leaders. In order to insure that parents received quality programming in each strand, staff members from HISD departments including Career and Technical Education, Curriculum, Safe and Drug Free Schools, and Special Education were solicited to provide Academy workshops at each school location.
- Based on submitted Parent Prep Academy registrations and parent sign-in sheets, 90 parents participated in the Parent Prep Academy at three locations, Hartman Middle School, Moreno Elementary School, and Neff Elementary School.

What was the impact of Academy participation on the academic achievement of the children of Academy parents?

- For both the spring 2009 and the spring 2010 administrations, the passing percentages of Parent Prep students were higher than the passing percentages of comparison sample students on the Texas Assessment of Knowledge and Skills (TAKS) reading and mathematics tests.
- The Parent Prep second, fifth, and eighth grade students all earned higher mean Normal Curve Equivalents (NCEs) on the 2009 Stanford 10 reading and math subtests and continued to outperform their school peers on the 2010 Stanford 10 reading and math subtests. For the spring 2009 and the spring 2010 administrations of the Aprenda 3, Parent Prep students earned higher mean NCEs on the reading and math subtests as compared to school peers whose parents did not participate in the Parent Prep Academy for grades one through three.

Recommendations

1. Given the number of parents that were registered during the 2009–2010 for the Parent Prep Academy, it is recommended that HISD invests in staff members for the Parent Prep Academy in order to insure the success of this parent education initiative. Staff is needed to help raise awareness of courses, assist in the coordination of parent registrations, as well as maintain the Parent Prep Academy database system. The Parent Prep Academy data management system should be utilized for documenting parent registrations, participation, and linking parents to their children in HISD schools.
2. A standards committee could be created to ensure that parents are receiving relevant and quality programming. This committee could provide a system of checks and balances on course information and providers.
3. Approximately, 91.5 percent of the students whose parents participated in the Parent Prep Academy were of Hispanic ethnicity and 57.0 percent were identified as limited English proficiency. Based on these demographics, all Parent Prep programming should be offered in both English and Spanish to accommodate a larger number of parents. Also, the Academy should be advertised more widely through the district such that parents of various ethnicities are exposed to the information provided in the program's courses and workshops.

PARENT PREP ACADEMY 2009–2010

Introduction

Program Description

The Houston Independent School District (HISD) is committed to providing its students with the best opportunities for achieving academic success. Parents are the first and most significant supporters of their child's educational experience. HISD has provided parents with classes and workshops throughout the years to increase parental involvement and help parents develop knowledge and skills. In an effort to develop parents as full partners with the district and develop a comprehensive parent training curriculum, HISD's Department of Parent Engagement has partnered with internal and external course providers to create the Parent Prep Academy. The Parent Prep Academy (also referred to as the Academy) is a parent education system designed to strengthen families by developing parents as life-long learners. The main objectives of the Parent Prep Academy are:

- to provide information and resources to increase parents' involvement in their child's education and success;
- to offer educational opportunities for parents for continuous learning; and
- to enhance the skill development of parents to take on leadership roles in schools that will contribute to improved student achievement.

Within the Parent Prep Academy, courses are offered to provide information and resources empowering parents to become informed, engaged, as well as serve as advocates for their child's education. These parent capacity-building classes are categorized into three different strands: (1) Parents as Supporters, (2) Parents as Learners, and (3) Parents as Leaders. **Table 1** presents the main objectives of the three course strands. By participating in the Academy, parents will be better prepared to participate in school and district decision-making to support the academic achievement of their children and the work of the district as a whole.

Program History

One of HISD's values is to have parents as partners with the District. This value posits that parents must be informed, engaged, and prepared to advocate. It is believed that informed parents will receive school information that is accurate, timely, and complete. Engaged parents are defined as those who are involved in their child's educational process, participate in effective parent school organizations, and/or serve as leaders in the schools and district. Having parents as advocates means that they could be involved

Table 1. Summary of the Parent Prep Academy Course Strands, 2009–2010

Course Strand	Main Objectives
Parents as Supporters	To inform and empower parents to be the first and most significant supporters of their child's schooling experience. Courses within this strand concentrate on how parents can play a role in helping their child progress through school successfully.
Parents as Learners	To allow parents to serve as role models to their children by demonstrating enthusiasm for continuous learning and a commitment to self-improvement. Courses within this strand are skill building classes that parents decide to take based on their interests and educational needs.
Parents as Leaders	To equip parents with information so they will seek opportunities to join with other parents, engage community resources, and become an active part of the school decision-making process.

at the school, community, state, and or federal level to support public education issues. In order to support this value and help develop parents as partners, the Parent Prep Academy was started in the fall of 2007. During this initial year of the program, the Academy was piloted at three HISD elementary schools, Joe Moreno, Pat Neff, and Sylvan Rodriguez elementary schools. The Academy is modeled after the Parent Academy Initiative of Miami-Dade Public Schools.

This district-based parent education system is designed to equip parents with useful information about the district and to provide parents with learning opportunities that enhance their capabilities to advocate for their children. By participating in the Academy, parents get an opportunity to serve as real-life models of life-long learners and increase their own skills and knowledge. The Academy is viewed as an intervention that will be a coordinated and collaborative model for parent development that can be measured. The Parent Prep Academy aligns with the district's core initiative of fostering a culture of trust through action.

Program Personnel

During the 2009–2010 school year, staff members from the Department of Strategic Partnership planned program activities. In addition to their regular job responsibilities, these staff members coordinated with school personnel to schedule Parent Prep workshops and courses at the following school locations: Hartman Middle School, Deady Middle, School Moreno Elementary School, and Neff Elementary School. However, no personnel were hired specifically to facilitate the development of the Academy and/or to coordinate the activities at each school. The Miami-Dade's Parent Academy Initiative, which serves as the HISD program model, has seven staff members: dean, registrar, program coordinator, executive secretary, assistant secretary, and two counselor-teachers.

Purpose of the Evaluation Report

The purpose of this evaluation is to outline the Parent Prep Academy activities conducted during the 2009–2010 and to explore the effects of Academy parental involvement on student achievement. Listings of the Parent Prep Academy courses will also be included in this report. Recommendations for future implementation of the Parent Prep Academy are discussed. To evaluate the process and effectiveness of the Academy, several evaluation questions were addressed:

1. What was the implementation process of the Parent Prep Academy during the 2009–2010 school year?
2. What were the demographic characteristics of HISD students whose parents were 2009–2010 Parent Prep Academy participants?
3. What was the impact of Academy participation on the academic achievement of the children of Academy parents?

Review of Literature

Parents play a vital role in supporting students to academic success. Studies have shown that students with parents involved in their schooling earn higher grades, have better attendance, and are more likely to graduate high school, regardless of ethnic or social background (Hill and Taylor, 2004; Henderson & Mapp, 2002). School districts have attempted to engage parents with the belief that involvement from parents was better for the educational process of children. However, school administrators and teachers have not always known exactly what that involvement should entail.

The No Child Left Behind Act (NCLB) has brought attention to parental involvement and how schools work to build parent-school connections. Parent involvement varies from attending parent teacher conferences to chairing school decision-making committees. According to Epstein and her colleagues (1997), parents can be involved in the education of their children in six main areas. **Table 2** (page 5) outlines the six areas of involvement and the roles schools can play to support parental involvement.

Table 2. Epstein’s Six Areas of Involvement and School’s Role

Area of Involvement	School’s Role
Parenting	Help all families establish home environments to support children as students.
Communicating	Design effective forms of school-to-home and home-to-school communications about school programs and children’s progress.
Volunteering	Recruit and organize parent help and support.
Learning at Home	Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
Decision-Making	Include parents in school decisions, developing parent leaders and representatives.
Collaborating with Community	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Research shows that one of the most effective forms of parent involvement is when parents take an active role in working directly with their children on learning activities at home (Cotton & Wikelund, 1989).

“Perhaps one of the most important findings of the research, however, is that parents of disadvantaged and minority children can and do make a positive contribution to their children’s achievement in school if they receive adequate training and encouragement in the types of involvement that can make a difference” (Cotton and Wikelund, 1989, p.6).

Many schools have taken on the role of providing training for parents so they will be equipped to be involved in their child’s learning process. School systems that strive to build the capacity of their parents have a lot to gain in terms of student improvement. Schools with highly rated partnership programs between parents, schools, and communities make greater improvements on state tests than schools with lower rated programs (Henderson & Mapp, 2002). Schools that are successful in engaging parents recognize that parents can be full partners with the school, can be involved in various ways, and seek to support families in their activities outside of school that can encourage their children’s learning (Funkhouser & Gonzales, 1997).

Methods

Data Collection

Firstly, parent sign-in sheets and registration forms were collected from Parent Prep Academy school locations, Moreno and Neff elementary schools, and Hartman Middle School. Parent attendance or registration documentation was not received for Deady Middle School. A copy of the registration form is included in **APPENDIX A**. Secondly, children of each parent participant were identified from the registration forms or the sign-in sheets as well as from the Chancery Student Information System. The Parent Prep student sample (n=142) is limited to those students whose parents registered for the Parent Prep Academy and/or attended at least one workshop or course during the 2009–2010 school year. The Parent Prep students were found to be enrolled in one of the Academy schools, Moreno or Neff elementary schools, or Hartman Middle School. The grade levels for the Parent Prep sample ranged from prekindergarten to eighth grade. The Public Education Information Management System (PEIMS) was utilized to extract student demographics, such as identification numbers, gender, ethnicity, and reduced/free lunch status.

Thirdly, student performance data for spring 2009 and spring 2010 were collected from the Texas Assessment of Knowledge and Skills (TAKS), Stanford 10, and the Aprenda 3 databases. Performance data was compiled for all students attending school at the Parent Prep program sites, Hartman, Neff, and Moreno. A status indicator was created in the data file such that Parent Prep students (those whose parents participated in the program) and non-Parent Prep students could be differentiated.

Finally, a comparison sample of students (n=142) whose parents did not participate in the program was gathered from the performance data file. The comparison student sample was matched to the Parent Prep Academy student sample based on grade level, ethnicity and reduced/free lunch status. This report includes only Parent Prep students and comparison sample students who had both the 2009 and 2010 test results. To investigate the significance of performance differences between Parent Prep students and comparison sample students, parametric statistics were conducted utilizing the Statistical Packet for Social Sciences (SPSS). Statistical significance was determined at the $p < .05$ level.

Program Implementation

To obtain information on program implementation, meetings were held with the HISD personnel that worked to coordinate the Academy's parent sessions. General Parent Prep Academy information was gathered from the HISD Parent Engagement website (HISD, 2009). Details of Miami-Dade's Parent Academy, which served as a model for the Parent Prep Academy, were collected from their website (Dade Schools, 2007).

Instruments

Quantitative analysis was accomplished using results obtained from the spring 2009 and spring 2010 first administration Texas Assessment of Knowledge and Skills (TAKS) databases. TAKS is a state-mandated, criterion-referenced test, specifically developed to reflect good instructional practices and to measure student learning. TAKS is vertically aligned with the Texas Essential Knowledge and Skills (TEKS) curriculum. TAKS was administered for the first time in the spring 2003 as a means to monitor student performance. The English language version measures academic achievement in reading at grades 3–9; English language arts at grades 10 and 11; mathematics at grades 3–9; writing at grades 4 and 7; social studies at grades 8, 10, and 11; and science at grades 5, 8, 10 and 11. Students in the 11th grade are required to take and pass an exit-level TAKS in all four subjects in order to graduate.

The Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. The reading and mathematics subtests of the Stanford 10 are included in this report for grades 1 through 8. Reported are mean Normal Curve Equivalent (NCE) scores for each subject. The NCE is a normalized standard score most often used when interpolating or averaging scores. Like the National Percentile Rank (NPR), the NCE is a norm-referenced score, but in contrast to the NPR, the NCE provides an equal-interval scale that allows computations such as averaging or subtraction, which are useful when studying academic progress over time, especially when comparing different subject areas or student groups.

The Aprenda 3 is a norm-referenced, standardized achievement test in Spanish. It is used to assess the level of content mastery for students who receive instruction in Spanish. The reading and mathematics subtests are included in this report for grades 1 through 3. Students take the Aprenda (Spanish) or Stanford (English) according to the language of their reading/language arts instruction. The Aprenda and Stanford tests were developed by Harcourt Educational Measurement (now Pearson, Inc.). However, the Aprenda is not simply a translation of the Stanford. The structure and content of the Aprenda are aligned with those of the Stanford, but development and referencing differ in order to provide culturally relevant material for Spanish-speaking student populations across the United States.

Results

What was the implementation process of the Parent Prep Academy during the 2009–2010 school year?

Parent Prep Academy Sites

During the 2009–2010 school year, parent courses were conducted at four Prep Academy locations, Deady Middle School, Hartman Middle School, Moreno Elementary School, and Neff Elementary School. Each campus had a designee to work with staff members from the Department of Strategic Partnerships to coordinate program activities and spacing logistics within the school building. Each school location was selected because the school’s principal and/or regional superintendent committed to being involved in the program. The principals of each of these schools signed a letter of commitment indicating that their campus would be accessible and provide space for Parent Prep Academy courses.

Parent Participation

Approximately, 90 parents participated in the Parent Prep Academy at three locations, Hartman Middle School, Moreno Elementary School, and Neff Elementary School. This total is based on parent registration forms submitted for this report. Although Deady Middle School was also a Parent Prep Academy site in 2009–2010, parent registration forms were not received from Deady.

Marketing

A Parent Prep Academy brochure was designed that outlined program details as well as provided contact information so interested parents could connect with the staff of the Parent Engagement Department. The Parent Engagement Department staff also ordered promotional items containing the Parent Prep Academy’s logo to market the program throughout the regions. Water bottles, notepads, pencils, and other items were distributed at the Parent Prep Academy events. The new brochure and promotional items helped parents become more familiar with the program and allowed the program to have a more visible presence in the district.

Course Offerings

Course offerings for parents were categorized into the three course strands of the Parent Prep Academy. In order to insure that parents received quality programming, staff members from HISD departments including career and technical education, curriculum, safe and drug free schools, and special education were solicited to provide Academy workshops at each school location. Parents were informed of scheduled classes and workshops through flyers, newsletters, calendars, and/or at parent meetings.

Table 3 (page 8) outlines the courses offered during the 2009–2010 school year at the Academy locations. Each parent course was offered at every Parent Prep Academy location several times throughout the school year. These parent courses are in addition to the school’s regular parent workshops (eg. TAKS Nights, open houses). With all of the courses offered, parents had a variety of opportunities to gain information and skills.

Technology

During the 2008–2009 school year, the Department of Parent Engagement collaborated with the Technology and Information Systems (TIS) Applications department to develop an on-line computer system. This data system was designed to maintain parent registration information, course offerings, and parent attendance data. This computer system has yet to be used for Parent Prep Academy data storage because no personnel has been hired to handle the required duties.

Table 3. Course Offerings, 2009–2010

Course Strand	Parent Courses
Parents as Supporters	<ul style="list-style-type: none"> • Volunteers in Public Schools (VIPS) • College and Career Readiness • Current Drug Trends • Parents' Rights and Responsibilities • Bully Proof Your Child • Lexile Learning Sessions • Understanding Career and Technical Education
Parents as Learners	<ul style="list-style-type: none"> • Basic Literacy • Computer Class/ Beginners and Advanced • English as a Second Language (ESL) /Beginners and Intermediate • Budget for Life
Parents as Leaders	<ul style="list-style-type: none"> • Volunteers in Public Schools (VIPS) • How to Start a Parent/Teacher Association (PTA)

What were the demographic characteristics of HISD students whose parents were 2009–2010 Parent Prep Academy participants?

Based on parent registrations and parent sign-in sheets, the children of parents who participated in the Parent Prep Academy were identified. **Table 4** (see page 9) displays the 2009–2010 demographic characteristics of the students whose parents attended Academy courses and a comparison sample from the Academy schools. Table 4 reveals that 58.5 percent of students whose parents participated in the Academy were male and 41.5 percent of the students were female. At the same time, 47.9 percent of the comparison sample were male and 52.1 percent were female. The largest ethnic group represented in each sample was Hispanic, with 91.5 percent of Parent Prep students and 77.5 percent of comparison students being of Hispanic ethnicity.

The percentages of students who were identified as economically disadvantaged and at risk of dropping out of school were similar in both student samples (see Table 4). There was a large difference between Parent Prep students and the comparison students relative to the percentage of gifted/talented students. Nearly, 17.0 percent of students whose parents attended Parent Prep activities were classified as gifted and talented, while 6.3 percent of the comparison students were classified as gifted and talented.

What was the impact of Academy participation on the academic achievement of the children of Academy parents?

Figure 1 (page 9) shows that the percentages of Parent Prep students passing the Texas Assessment of Knowledge and Skills (TAKS) reading tests were higher than comparison sample students on both the spring 2009 and the spring 2010 administrations. Between the Parent Prep students and the comparison sample students, there was a five percentage-point difference on the 2009 TAKS reading test, with Parent Prep students passing at the higher rate. The percentage of students passing the 2010 TAKS reading test decreased for both student groups, however, Parent Prep students continued to pass at a higher percentage than comparison students (82 percent vs. 70 percent).

Parent Prep students also passed the 2009 and 2010 TAKS mathematics tests at higher percentages than the comparison students. **Figure 2** (page 10) displays that there was a 13 percentage-point difference on the 2009 TAKS mathematics test and an eight percentage-point difference on the 2010 TAKS mathematics test between the two student groups, with Parent Prep students passing at higher percentages.

Table 4. Demographic Characteristics of Parent Prep Academy (PPA) Student Sample and Comparison Sample, 2009–2010

Subgroup	2009–2010			
	PPA Student Sample		Comparison Sample	
	N	Percent	N	Percent
Total	142	100.0	142	100.0
Gender				
Male	83	58.5	68	47.9
Female	59	41.5	74	52.1
Ethnicity				
American Indian	–	–	–	–
Asian	–	–	–	–
African American	8	5.6	25	17.6
Hispanic	130	91.5	110	77.5
White	–	–	–	–
Program				
At-Risk	101	71.1	97	68.3
Economically Disadvantaged	134	94.4	132	93.0
Gifted/Talented	24	16.9	9	6.3
Limited English Proficiency	81	57.0	65	45.8
Special Education	5	3.5	10	7.0

Note: Data retrieved from TEA PEIMS, October 2009.

Less than 5 students were represented in this subgroup, therefore no data are provided. This is indicated by (–).

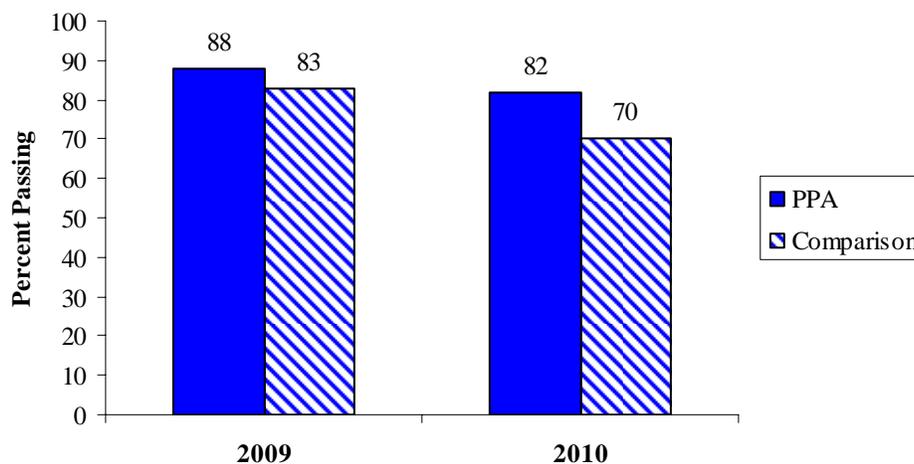


Figure 1: TAKS performance on reading test for Parent Prep students and comparison sample students, spring 2009 and spring 2010

Note: Parent Prep students N= 56, Comparison Sample Students N=53

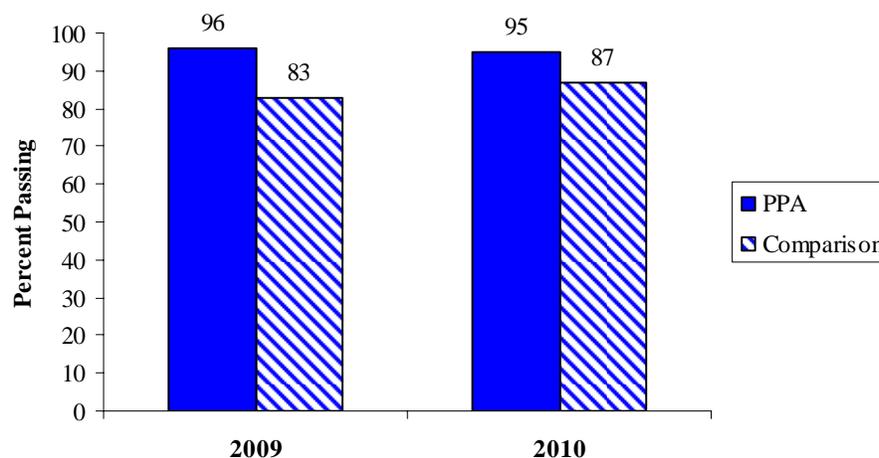


Figure 2: TAKS performance on mathematics test for Parent Prep students and comparison sample students, spring 2009 and spring 2010

Note: Parent Prep students N= 56, Comparison Sample Students N=53

Table 5 (page 11) presents the 2009 and 2010 mean normal curve equivalents (NCEs) of students whose parents participated in the Parent Prep Academy and a comparison group of students in the same schools whose parents did not participate in the Academy on the Stanford 10 reading and math subtests. The results are presented by grade level and for students ($n= 61$) who had data both the 2009 and 2010 test administrations. Given that students do not take the Stanford 10 or the Aprenda 3 in prekindergarten, the 2010 prekindergarten ($n= 8$) and kindergarten ($n=16$) Parent Prep students do not have both 2009 and 2010 Stanford 10 results, therefore, they were not included in the results tables.

First graders and third graders from the comparison sample earned higher mean NCEs than the Parent Prep students on the 2009 and the 2010 Stanford 10 reading and math subtests. The Parent Prep second, fifth, and eighth graders all earned higher mean NCEs on the 2009 Stanford 10 reading and math subtests and continued to outperform their school peers on both the reading and math 2010 Stanford 10 subtests. Seventh-grade Parent Prep students performed better on the 2009 Stanford 10 reading and math subtests as compared to their school peers, however, on the 2010 reading/ELA subtest, the comparison students earned higher mean NCEs. The two groups of seventh-graders earned the same mean NCE of 65 on the 2010 Stanford 10 math subtest.

Independent-samples t-tests were conducted to compare the differences between Parent Prep students and comparison sample students on the 2009 and 2010 Stanford 10 reading and math subtests. For fifth-grade students, Parent Prep students were found to outperform comparison sample students on the 2009 and the 2010 Stanford 10 math subtests. The mean NCE difference between fifth-grade Parent Prep students ($M= 60$, $SD=14.8$) and fifth-grade comparison sample students ($M= 51$, $SD= 13.1$) on the 2009 Stanford 10 math subtest was statistically significant [$t(39)= 2.04$, $p<.05$]. The effect size was .64 (64.0 percent of the variability in math mean NCEs can be explained by group assignment). There was also a significant mean NCE difference between fifth-grade Parent Prep students ($M= 63$, $SD=18.4$) and fifth-grade comparison sample students ($M= 50$, $SD= 12.7$) on the math subtest of the 2010 Stanford 10 [$t(39)= 2.47$, $p<.05$]. The effect size was .78 (78.0 percent of the variability in math mean NCEs can be explained by group assignment).

Although the mean NCE growth for comparison sample students was larger on the math subtest from 2008–2009 to 2009–2010, Parent Prep students continued to outperform comparison sample students at

Table 5. Mean NCE of Students whose Parents Participated in the Parent Prep Academy on the Stanford 10 Reading And Math Subtests, Spring 2009 and Spring 2010

	Parent Prep Students †				Comparison Sample †			
	2009		2010		2009		2010	
	Read NCE	Math NCE	Read NCE	Math NCE	Read NCE	Math NCE	Read NCE	Math NCE
2010 Grade Level								
First	48	47	41	48	58	55	53	56
Second	32	44	36	44	30	26	30	34
Third	35	50	38	51	41	55	44	53
Fourth	–	–	–	–	–	–	–	–
Fifth	45	60*	45	63*	41	51*	40	50*
Sixth	–	–	–	–	–	–	–	–
Seventh	43	58	43	65	40	56	45	65
Eighth*	52	68	54	69	44	43	48	43

†N= First= 7, Second= 7, Third= 9, Fifth= 21, Seventh=10, and Eighth= 7.

*: Indicates that yearly differences between Parent Prep students and comparison students were statistically significant ($p < .05$).

Note: Less than 5 students were represented in this subgroup, therefore no data are provided. This is indicated by (–).

both time periods. The mean NCE difference between eighth-grade Parent Prep students ($M = 68$, $SD = 8.2$) and eighth-grade comparison sample students ($M = 43$, $SD = 10.8$) on the 2009 Stanford 10 math subtest was statistically significant [$t(10) = 4.54$, $p < .01$]. The effect size was .58 (58.0 percent of the variability in math mean NCEs can be explained by group assignment). There was also a significant mean NCE difference between eighth-grade Parent Prep students ($M = 69$, $SD = 12.9$) and eighth-grade comparison sample students ($M = 53$, $SD = 7.3$) on the math subtest of the 2010 Stanford 10 [$t(10) = 2.52$, $p < .05$]. The effect size was .55 (55.0 percent of the variability in math mean NCEs can be explained by group assignment).

Table 6 displays the 2009 and 2010 mean NCEs of students whose parents participated in the Parent Prep Academy and a comparison group of students in the same schools whose parents did not participate in the Academy on the Aprenda 3 reading and math subtests. The results are presented by grade level for students who had data both the 2009 and 2010 test administrations.

For the 2009 and the 2010 administrations of the Aprenda 3, Parent Prep students earned higher mean NCE's on the reading and math subtests for all grade levels presented in this report. The mean NCE differences were significant for third-graders on the reading subtests of the Aprenda 3 for the 2009 and 2010 administrations, with Parent Prep students outperforming comparison sample students. The mean NCE difference between third grade Parent Prep students ($M = 82$, $SD = 13.0$) and third grade comparison sample students ($M = 71$, $SD = 12.3$) on the 2009 Aprenda 3 reading subtest were statistically significant [$t(20) = 2.71$, $p < .01$]. The effect size was .84 (84.0 percent of the variability in reading mean NCEs can be explained by group assignment). There was also a significant mean NCE difference between third grade

Table 6. Mean NCE of Students whose Parents Participated in the Parent Prep Academy on the Aprenda 3 Reading And Math Subtests, Spring 2009 and Spring 2010

	Parent Prep Students †				Comparison Sample			
	2009		2010		2009		2010	
	Read NCE	Math NCE	Read NCE	Math NCE	Read NCE	Math NCE	Read NCE	Math NCE
2010 Grade Level								
First	83	86	83	85	73	78	75	75
Second	82	78	79	90	75	72	72	80
Third	82*	88	88*	86	71*	79	75*	76

†N= First= 12, Second= 5, Third= 11

Note: Less than 5 students were represented in this subgroup, therefore no data are provided. This is indicated by (–).

*: Indicates that yearly differences between Parent Prep students and comparison students were statistically significant ($p < .05$).

Parent Prep students ($M= 88$, $SD=8.78$) and third grade comparison sample students ($M= 75$, $SD=11.0$) on the reading subtest of the 2010 Apenda 3 [$t(20)= 3.76$, $p<.05$]. The effect size was .73 (73.0 percent of the variability in reading mean NCEs can be explained by group assignment).

Discussion

This report provides an overview of the Parent Prep Academy during the 2009–2010 school year. The Parent Prep Academy is a parent education framework designed to develop parents as life-long learners. Within the Academy, courses are offered to provide information and resources empowering parents to become informed, engaged, as well as serve as advocates for their child's education. These parent capacity-building classes are categorized into three different strands: Parents as Supporters, Parents as Learners, and Parents as Leaders.

One limitation of this study is that only students whose parents registered for the Parent Prep Academy or signed in at the parent courses and workshops were included in the Parent Prep Academy student sample. Given the small amount of HISD staff dedicated to the program during the 2009–2010 school year, it is very possible that other parents attended the program but did not complete the necessary paperwork. More students may have academic benefits from their parents' participation in the Parent Prep Academy, however, they were not included with this examination because their parents were not included in the data collection. During the 2010–2011 school year, this limitation should be greatly reduced. Three HISD staff members have been hired to be dedicated to the Parent Prep Academy program activities throughout the district.

The Parent Prep Academy provides educational workshops and courses for parents so they can be equipped with valuable information to help their students succeed in school and beyond. In addition, participation in the Parent Prep Academy provides a way for parents to become more familiar with the school environment and ultimately, more involved in their child's campus activities. During the 2010–2011 school year, the Academy has been expanded to seven HISD campuses to ensure that more parents and students benefit from program information and activities. The Parent Prep Academy also serves as a means for HISD to achieve one of its core initiatives, which is to cultivate a culture of trust through action.

Recommendations

1. Given the number of parents that were registered during the 2009–2010 for the Parent Prep Academy, it is recommended that HISD invests in staff members for the Parent Prep Academy in order to insure the success of this parent education initiative. Staff is needed to help raise awareness of courses, assist in the coordination of parent registrations, as well as maintain the Parent Prep Academy database system. The Parent Prep Academy data management system should be utilized for documenting parent registrations, participation, and linking parents to their children in HISD schools.
2. A standards committee could be created to ensure that parents are receiving relevant and quality programming. This committee could provide a system of checks and balances on course information and providers.
3. Approximately, 91.5 percent of the students whose parents participated in the Parent Prep Academy were of Hispanic ethnicity and 57.0 percent were identified as limited English proficiency. Based on these demographics, all Parent Prep programming should be offered in both English and Spanish to accommodate a larger number of parents. Also, the Academy should be advertised more widely through the district such that parents of various ethnicities are exposed to the information provided in the program's courses and workshops.

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APPENDIX A

**The Parent Prep Academy
Registration Form**



Last Name		First Name		Date of Birth (Month/Date/Year)	
Address (Number and Street, Apt. #)			(City, Zip Code)		
Home Phone			Work Phone		
Cell Phone			Email address		
Emergency Contact Name			Emergency Contact Phone		
Check your Ethnicity/Race <input type="checkbox"/> African-American <input type="checkbox"/> American-Indian <input type="checkbox"/> Asian <input type="checkbox"/> Caucasian/White Hispanic <input type="checkbox"/> Other					

List the Workshop/Course(s) You Are Attending Today

Workshop/Course Title	Date	Time	Location
1)			
2)			
3)			

List your HISD student(s) by Name, Student ID number, Date of birth, and Your Relationship to student

Student's name	HISD Student ID Number	Date of Birth	Relationship to Student (mother, father, aunt, etc..)
1)			
2)			
3)			
4)			

Fax completed form to:
 Parent Engagement Department: Attention PPA
 (713) 556-7243
 For more information, call Parent Engagement Department at (713) 556-7200