

MEMORANDUM

October 12, 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 2010–2011 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 2010–2011 academic year, seven campuses served as program sites for the Parent Prep Academy. The campuses were: Berry, DeChaumes, Ketelsen, Moreno and Neff elementary schools and Deady and Hartman middle schools. 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 various district departments were solicited to provide Academy workshops at each school location.

For both the spring 2010 and the spring 2011 administrations, the passing rates of Parent Prep students were higher than the passing rates of comparison-group students on the Texas Assessment of Knowledge and Skills (TAKS) reading and mathematics tests. First, second, fourth, sixth, and seventh-grade students whose parents attended the Parent Prep Academy earned higher mean NCEs than the comparison-group students on the 2011 Stanford 10 reading and mathematics subtests.

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



TBG

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cc: Superintendent's Direct Reports
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RESEARCH

Educational Program Report



Parent Prep Academy 2010–2011



2011 Board of Education

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EXECUTIVE SUMMARY

PARENT PREP ACADEMY 2010–2011

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. The Academy was expanded to seven campuses in the 2010–2011 school year. The new locations included Berry, Dechaumes, and Ketelsen elementary schools. District parents could attend workshops and/or courses at any location of their choice.

Key Findings

1. What was the implementation process of the Parent Prep Academy during the 2010–2011 school year?

- During the 2010–2011 academic year, seven campuses served as program sites for the Parent Prep Academy. The campuses were: Berry, DeChaumes, Ketelsen, Moreno and Neff elementary schools, as well as Deady and Hartman middle schools.
- 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 area agencies were solicited to provide Academy workshops at each school location.
- Based on submitted Parent Prep Academy workshop sign-in sheets, over 400 parents participated in the Parent Prep Academy across the seven school locations.

2. What were the demographic characteristics of HISD students whose parents were 2010–2011 Parent Prep Academy participants?

- Approximately, 90.4 percent of students whose parents participated in the Academy were of Hispanic ethnicity. Nearly 94 percent of the Parent Prep students were classified as economically disadvantage and 59.0 percent were identified as limited English proficiency.

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

- For both the spring 2010 and the spring 2011 administrations, the passing rates of Parent Prep students were higher than the passing rates of comparison-group students on the Texas Assessment of Knowledge and Skills (TAKS) reading and mathematics tests.
- First, second, fourth, sixth, and seventh-grade students whose parents attended the Parent Prep Academy earned higher mean NCEs than the comparison-group students on the 2011 Stanford 10 reading and mathematics subtests. The comparison-group students in higher grades, especially ninth and tenth graders, earned higher NCEs on both the 2010 and 2011 Stanford 10 subtests than Parent Prep students.

Recommendations

1. During the 2010–2011 school year, three staff members were hired as dedicated staff to the Parent Prep Academy, and parent participation increased over 300 percent from last school year. Given the number of parents that participated in the Parent Prep Academy, it is recommended that HISD continues to invest in staff members for the program in order to ensure the success of this parent education initiative. The Miami-Dade’s Parent Academy Initiative, which serves as the HISD program model, has nine staff members: director, six teacher-counselors, input specialist and executive secretary.
2. The Parent Prep Academy data management system has been designed for documenting parent registrations, participation, and linking parents to their children in HISD schools. Staff members should be provided ongoing training to utilize the Parent Prep Academy database system.
3. Approximately, 90.4 percent of the students whose parents participated in the Parent Prep Academy were of Hispanic ethnicity and 59.0 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, administrators should consider activities to promote the inclusion of parents of various cultures.

PARENT PREP ACADEMY 2010–2011

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, 2010–2011

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

The Parent Engagement Department, which sponsors the Parent Prep Academy, was moved from the Department of Strategic Partnership to the Student Support Services at the end of the 2009–2010 school year. At the beginning of the 2010–2011 school year, three staff members were hired to coordinate the implementation of the Parent Prep Academy throughout the district. Hiring additional staff allowed the program to expand to seven campuses and increased marketing of the program throughout the district. The director of Parent Engagement and two of the Parent Prep staff members were released from duty in late June 2011 as a part of the department's reduction in force initiative.

The number of personnel needed to fully implement the Parent Prep program throughout HISD still has not been put in place. The Miami-Dade's Parent Academy Initiative, which serves as the HISD program model, has nine staff members: one director, six teacher-counselors, one input specialist, and one executive secretary.

Purpose of the Evaluation Report

The purpose of this evaluation is to outline the Parent Prep Academy activities conducted during the 2010–2011 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 2010–2011 school year?
2. What were the demographic characteristics of HISD students whose parents were 2010–2011 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

School districts have attempted to engage parents with the belief that involvement from parents was better for the educational success of children. 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). However, school administrators and teachers have not always known exactly what that involvement should entail.

Research shows that parents can be involved in their children's schooling in several different ways (i.e. Epstein and Voorhis, 2010; Hill and Tyson, 2009). Parent involvement varies from helping students with homework, attending parent-teacher conferences to chairing school decision-making committees. According to Epstein and Voorhis (2010), parents can be involved in the education of their children in six

Area of Involvement	School’s Role
Parenting	Help all families understand child development and establish home environments to support children as students.
Communicating	Design and conduct effective forms of two-way communications about school programs and children’s progress.
Volunteering	Recruit and organize parent help at school, home, or in other locations to support the school and students’ activities.
Learning at Home	Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities and decisions.
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.

main areas. **Table 2** outlines the six areas of involvement and the roles schools can play to support parental involvement.

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

Parent sign-in sheets and/or registration forms were collected from all Parent Prep Academy school locations. A copy of the registration form is included in **APPENDIX A**. Children of each parent participant were identified from the registration forms. The Parent Prep student sample (n=229) is limited to those students whose parents registered for the Parent Prep Academy during the 2010–2011 school year. The Parent Prep students were enrolled in 34 HISD schools and the grade levels ranged from prekindergarten to twelfth 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. A comparison group of students (n=250) whose parents did not participate in

the program was gathered from the PEIMS file. The comparison group was matched to the Parent Prep Academy student sample based on school, grade level, gender, and reduced/free lunch status.

Student performance data for spring 2010 and spring 2011 were collected from the Texas Assessment of Knowledge and Skills (TAKS), Stanford 10, and the Aprenda 3 databases. A status indicator was created in the data file such that Parent Prep students (those whose parents participated in the program) and comparison-group students could be differentiated. To investigate the significance of performance differences between Parent Prep students and comparison-group 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 coordinated 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, 2011).

Instruments

Quantitative analysis was accomplished using results obtained from the spring 2010 and spring 2011 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. Academic achievement in reading/English language arts and mathematics are included in this report.

The Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. The 2010 and 2011 results of the reading and mathematics subtests of the Stanford 10 are included in this report for grades 1 through 10. 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 2010 and 2011 results of 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 2010–2011 school year?

Parent Prep Academy Sites

During the 2010–2011 school year, parent courses were conducted at seven Prep Academy locations, Berry, DeChaumes, Ketelsen, Moreno and Neff elementary schools and Deady and Hartman middle

schools. Each campus had a designee to work with staff members from the Department of Student Support Services to coordinate program activities and spacing logistics within the school building. Each school location was selected because the school’s principal committed to being involved in the program.

Parent Participation

Approximately, 499 parents participated in the Parent Prep Academy during the 2010–2011 school year. This total is based on parent sign-in sheets and does include duplicates because several parents attended multiple sessions.

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 district. 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 ensure that parents received quality programming, staff members from HISD departments including Career and Technical Education, Curriculum, Instruction, and Assessment, Safe and Drug Free Schools, and Special Education Services 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 outlines the courses offered during the 2010–2011 school year at the Academy locations. 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.

Table 3. Parent Prep Course Offerings, 2010–2011

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)

Technology

The Department of Parent Engagement collaborated with the Technology and Information Systems (TIS) Applications department to develop an on-line computer system during the 2008–2009 school year. This data system was designed to maintain such information as parent registrations, course offerings, and parent attendance data as well as link parent participants to their HISD enrolled children. This computer system was not utilized for Parent Prep Academy data storage during the 2010–2011 school year.

What were the demographic characteristics of HISD students whose parents were 2010–2011 Parent Prep Academy participants?

Based on parent registrations forms, the children of parents who participated in the Parent Prep Academy were identified. **Table 4** displays the 2010–2011 demographic characteristics of the students whose parents attended Academy courses and a comparison group of students. Table 4 reveals that 52.8 percent of students whose parents participated in the Academy were male and 47.2 percent of the students were female. At the same time, 54.0 percent of the comparison group were male and 46.0 percent were female. The largest ethnic group represented in each sample was Hispanic, with 90.4 percent of Parent Prep students and 89.2 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). The largest difference between Parent Prep students and the comparison-group students was in the percentage of students classified as having limited English proficiency (LEP). Approximately, 59.0 percent of students whose parents attended Parent Prep activities was classified as LEP, while 49.2 percent of the comparison group was

Table 4. Demographic Characteristics of Parent Prep Academy (PPA) Student Sample and Comparison Group, 2010–2011

Subgroup	2010–2011			
	PPA Student Sample		Comparison Group	
	N	Percent	N	Percent
Total	229	100.0	250	100.0
Gender				
Male	121	52.8	135	54.0
Female	108	47.2	115	46.0
Ethnicity				
American Indian	–	–	–	–
Asian	–	–	5	2.0
African American	17	7.4	16	6.4
Hispanic	207	90.4	223	89.2
White	–	–	–	–
Program				
At-Risk	168	73.4	201	80.4
Economically Disadvantaged	215	93.9	230	92.0
Gifted/Talented	28	12.2	26	10.4
Limited English Proficiency	135	59.0	123	49.2
Special Education	21	9.2	11	4.4

Note: Data retrieved from TEA PEIMS, October 2010.

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

classified as LEP.

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

Figure 1 shows that the percentages of Parent Prep students passing the Texas Assessment of Knowledge and Skills (TAKS) reading tests were higher than comparison-group students on both the spring 2010 and the spring 2011 test administrations. Between the Parent Prep students and the comparison group, there was an 11 percentage-point difference on the 2010 TAKS reading test, with Parent Prep students passing at the higher rate. The percentage of students passing the 2011 TAKS reading test increased for both student groups, as Parent Prep students continued to pass at a higher percentage than comparison students (82.7 percent vs. 78.8 percent). Although the comparison-group students' passing rates were lower as compared to Parent Prep students, the percentage of comparison-group students grew from 70.1 percent passing on the 2010 TAKS reading test to 78.8 percent passing on the 2011 TAKS reading test. This growth in passing rate of 8.7 percent was larger than the growth in passing rate for Parent Prep students, which was 1.6 percent.

Parent Prep students also passed the 2010 and 2011 TAKS mathematics tests at higher percentages than the comparison students. **Figure 2** (see page 10) displays that there was a 7.6 percentage-point difference on the 2010 TAKS mathematics test and a 1.4 percentage-point difference on the 2011 TAKS mathematics test between the two student groups, with Parent Prep students passing at higher percentages. As seen with the 2010 and 2011 reading TAKS tests, the comparison-group students made greater gains, with an increase in their passing rate by 8 percentage points, as compared to the increase of Parent Prep students, which was 1.8 percent.

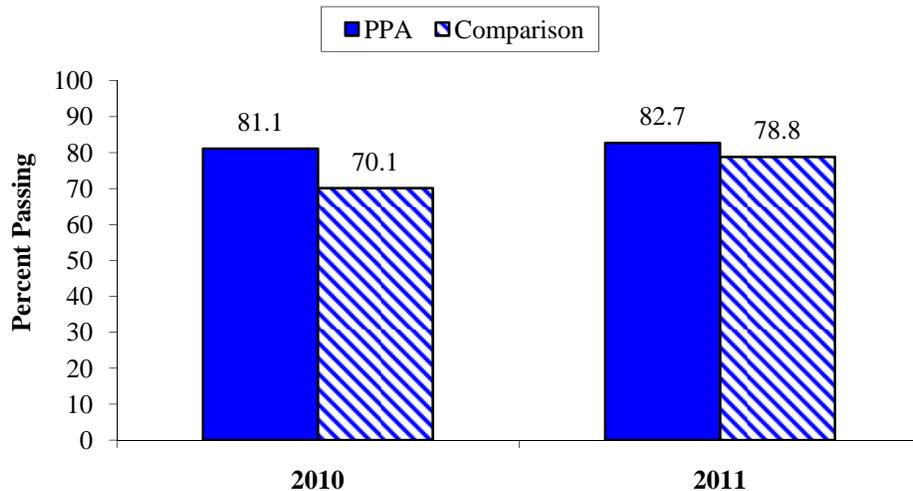


Figure 1: TAKS performance on the reading test for Parent Prep students and comparison-group students, spring 2010 and spring 2011.

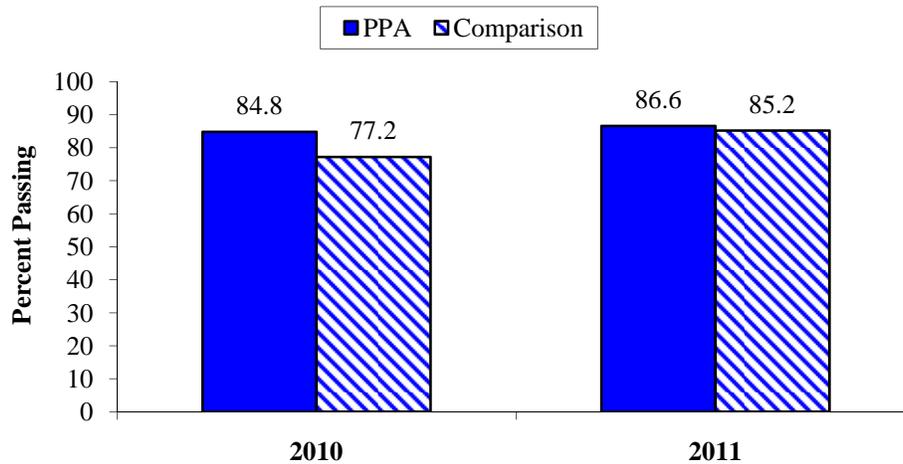


Figure 2: TAKS performance on the mathematics test for Parent Prep students and comparison sample students, spring 2010 and spring 2011.

Table 5 presents the 2010 and 2011 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.

First, second, fourth, sixth, and seventh-grade students of parents who participated in the Parent Prep Academy earned higher mean NCEs than comparison-group students on the 2011 Stanford 10 reading and math subtests. The comparison-group students in higher grades, especially ninth and tenth graders, earned higher NCEs on both the 2010 and 2011 Stanford 10 reading and math subtests than Parent Prep students.

Independent-samples t-tests were conducted to compare the differences between Parent Prep students and comparison-group students on the 2010 and 2011 Stanford 10 reading and math subtests. For first grade students, Parent Prep students were found to outperform comparison-group students on the 2010

Table 5. Mean NCE of Students Whose Parents Participated in the Parent Prep Academy on the Stanford 10 Reading and Math Subtests, Spring 2010 and Spring 2011

Grade Level	2010				2011			
	Parent Prep Students		Comparison Group		Parent Prep Students		Comparison Group	
	Read NCE	Math NCE	Read NCE	Math NCE	Read NCE	Math NCE	Read NCE	Math NCE
First	53*	52	38*	38	53	50	44	47
Second	49	45	41	51	44	58	38	46
Third	44	54	41	45	46	61	49	65
Fourth	43	58*	65	39*	50	65	41	55
Fifth	41	59	37	46	39	53	50	60
Sixth	45	50	38	49	42	53	38	45
Seventh	43	49	33	42	44	65*	28	43*
Eighth	41	52	39	56	41	59	43	58
Ninth	36	55	41	53	33	50	39	56
Tenth	37	52	47	56	39	47	47	58

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

Table 6. Mean NCE of Students Whose Parents Participated in the Parent Prep Academy on the Aprenda 3 Reading and Math Subtests, Spring 2010 and Spring 2011

Grade Level	2010				2011			
	Parent Prep Students		Comparison Group		Parent Prep Students		Comparison Group	
	Read	Math	Read	Math	Read	Math	Read	Math
	NCE	NCE	NCE	NCE	NCE	NCE	NCE	NCE
First	68	74	80	85	82	77	84	84
Second	76	68	72	72	80	81	75	72
Third	69	65*	82	89*	73	74	80	92

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

Stanford 10 reading subtests. The mean NCE difference between first-grade Parent Prep students ($M = 53$, $SD = 9.9$) and first-grade comparison-group students ($M = 38$, $SD = 15.6$) was statistically significant [$t(17) = 2.12$, $p < .05$]. The performance difference between first-grade Parent Prep students and comparison-group students in reading were not statistically significant in 2011.

There was also a significant mean NCE difference between fourth-grade Parent Prep students ($M = 58$, $SD = 15.0$) and fourth-grade comparison-group students ($M = 39$, $SD = 11.3$) on the math subtest of the 2010 Stanford 10 [$t(33) = 3.93$, $p < .05$]. These significant differences were not maintained between the groups on the 2011 Stanford 10 math subtest. The mean NCE difference between seventh-grade Parent Prep students ($M = 65$, $SD = 181.2$) and seventh-grade comparison sample students ($M = 43$, $SD = 194.5$) on the 2011 Stanford 10 math subtest was statistically significant [$t(19) = 2.75$, $p < .05$], although a significant difference between the groups was not found in 2010.

Table 6 displays the 2010 and 2011 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 in the 2010 and 2011 test administrations.

First and third-grade comparison-group students earned higher NCEs on the Aprenda 3 in both reading and math for both 2010 and 2011 administrations. However, the Parent Prep students in second grade earned higher mean NCE's on the reading subtests in 2010 and 2011 as well as on the 2011 Aprenda 3 math subtest. There was a significant mean NCE difference between third grade Parent Prep students ($M = 65$, $SD = 28.3$) and third grade comparison-group students ($M = 89$, $SD = 13.4$) on the math subtest of the 2010 Aprenda 3 [$t(17) = 2.32$, $p < .05$]. Although the comparison-group third grade students continued to outperform the students whose parents participated in the Parent Prep Academy on the 2011 math subtest, the differences were not statistically significant.

Discussion

This report provides an overview of the Parent Prep Academy during the 2010–2011 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 were included in the Parent Prep Academy student sample. Given that the program has gone through staff changes in the last three years, the parent registration process has not been consistently implemented. Several parents have attended workshops, yet, did not complete registration forms. 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.

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. During the 2010–2011 school year, three staff members were hired as dedicated staff to the Parent Prep Academy, and parent participation increased over 300 percent from last school year. Given the number of parents that participated in the Parent Prep Academy, it is recommended that HISD continues to invest in staff members for the program in order to ensure the success of this parent education initiative. The Miami-Dade's Parent Academy Initiative, which serves as the HISD program model, has nine staff members: director, six teacher-counselors, input specialist and executive secretary.
2. The Parent Prep Academy data management system has been designed for documenting parent registrations, participation, and linking parents to their children in HISD schools. Staff members should be provided ongoing training to utilize the Parent Prep Academy database system.
3. Approximately, 90.4 percent of the students whose parents participated in the Parent Prep Academy were of Hispanic ethnicity and 59.0 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, administrators should consider activities to promote the inclusion of parents of various cultures.

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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