Spring 5-2016

Caregivers of Children of Incarcerated Parents: Motivations for Involvement in the Family-School Partnership

Nikole Y. Hollins

CAREGIVERS OF CHILDREN OF INCARCERATED PARENTS:

MOTIVATIONS FOR INVOLVEMENT IN THE FAMILY-SCHOOL PARTNERSHIP

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirement for the Degree

Doctor of Education

Nikole Y. Hollins

Indiana University of Pennsylvania

May 2016

Indiana University of Pennsylvania
School of Graduate Studies and Research
Department of Educational and School Psychology

We hereby approve the dissertation of

Nikole Y. Hollins

Candidate for the degree of Doctor of Education

11/11/2015 Signature on file
Mark McGowan, Ph.D.
Associate Professor of Educational and School Psychology, Chair

11/11/2015 Signature on file
Lynanne Black, Ph.D.
Associate Professor of Educational and School Psychology

11/11/2015 Signature on file
Mark Staszkiewicz, Ed.D.
Professor of Educational and School Psychology

11/11/2015 Signature on file
Shannon Phaneuf, Ph.D.
Associate Professor of Criminology & Criminal Justice

ACCEPTED

Signature on file
Randy L. Martin, Ph.D.
Dean
School of Graduate Studies and Research

Title: Caregivers of Children of Incarcerated Parents: Motivations for Involvement in the Family-School Partnership

Author: Nikole Y. Hollins

Dissertation Chair: Dr. Mark McGowan

Dissertation Committee Members: Dr. Lynanne Black
Dr. Mark Staszkiewicz
Dr. Shannon Phaneuf

The caregivers of children of incarcerated parents have been given a responsibility to ensure proper care of a child's physical, emotional, and mental needs. Poehlmann, Dallaire, Loper and Shear (2010) have indicated that children of incarcerated parents have risk factors that affect social and academic outcomes. These risks include substance abuse and future incarceration, as well as attendance difficulties and failure in school. The partnership between the family and the school setting may play a pivotal role in the overall social and emotional well-being of the child of an incarcerated parent. An awareness of the factors that affect consistent support for children of incarcerated parents can be gleaned from the assessment of caregivers' motivations for involvement in the family-school partnership. In the current study, caregivers of children of incarcerated parents completed a questionnaire that assessed their motivations for involvement in the family-school partnership. The questionnaire is an adaptation of the Parent Involvement Project (PIP) Parent Questionnaire (The Family-School Relationship Lab) that is based upon the Hoover-Dempsey & Sandler Model of Parental Involvement (Hoover-Dempsey & Sandler, 2005). Caregivers of children of incarcerated parents (n = 71) from a mid-sized urban school district in South Central Pennsylvania, completed the PIP at various community locations during October 2014 and November 2014. Hierarchical Linear Regression analyses were used

to determine which caregiver psychological beliefs and perceptions predicted school-based and home-based involvement in the family-school partnership, when controlling for the age of the student and the length of parental incarceration. Results suggest that personal psychological beliefs, contextual motivators, and perceived life context accounted for a significant portion of the variance in predicting both school-based and home-based involvement in the family-school partnership. In particular, specific child demands emerged as a significant individual predictor in both school-based and home-based involvement. Implications for the field of school psychology are noted as well as recommendations for future research with this unique population.

ACKNOWLEDGEMENTS

I would like to thank my Lord and Savior for all that He has allowed me to accomplish and the significant people He has placed in my life throughout this journey.

This would not have been a goal realized without the support of my loving family. In particular, my mother has been my angel on earth, who despite many tears, and feelings of hopelessness, would not allow me to break. I love you, Mommy and Daddy, for instilling a sense of value in pursuing dreams. Aunt Sissie, and Aunt Rachelle, thank you for sacrificing your time to accompany me on the road trips to IUP, I love you! Love and thanks to my brothers, Johnny and Darren, who provided inspiration throughout the process.

I would like to thank Dr. Mark McGowan for his guidance, and diligence to ensure that my work would be important to the field and useful to others. I would also like to thank my dissertation committee members for their patience and expertise through the process: Dr. Lynnane Black, Dr. Mark Staszkiewicz, and Dr. Shannon Phaneuf.

To my doctoral cohort-mates and now life-long friends, Erica, Giancarlo, Samantha & Caitlin, thanks for all of your support and the opportunity to travel the IUP journey together.

To my PaTTAN colleagues and friends, Laura, Judd, and Jared, who provided guidance and encouragement through the final legs of this project.

A special thanks to the community partners, who allowed me to use their locations for data collection and consistently attempted to support my efforts.

To the love of my life, Ron, thank you for being there and supporting me from a distance and always reminding me that I was capable and I deserved it.

The “family” (Tara, Maya, Elder Brenda, Wendy, Alexis, Yolanda, Sandra, Cheryl, Danielle, Katie, Michelle, Adrienne, Elder Marsha, & Dr. Ree-Ree) who always checked on me and told me to persevere, I love you.

Finally, to my “baby” Starbucks Hollins, for being my four-legged child, and always being my best friend.

TABLE OF CONTENTS

Chapter Page

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Children of incarcerated parents are a growing population in our nation's schools. According to a report by the Bureau of Justice Statistics (2007), over 53% of current prisoners are parents, with an estimated 1.5 million youth having one or both parents incarcerated (Timmons, 2006; Glaze & Maruschak, 2008; Bouchet, 2008). This equates to approximately 2.3% of the U.S. population under the age of eighteen years. It is estimated that 1 in every 40 children are affected by parental incarceration (Dallaire, 2007). Johnson-Peterkin (2003) indicated that most children of incarcerated parents tend to reside with a single mother or maternal grandmother. Notably, situations involving grandparents as full-time caregivers present unique challenges, such as the financial difficulties of providing for additional household members, poor health and decreased energy of the caregivers, parenting difficulties and stress, and mixed emotions (e.g., guilt, anger, shame) about the child who is incarcerated (Sanders & Dunifon, 2011). Given the prevalence of these familial structures, empirical attention is warranted in order to better understand the ramifications of parental incarceration on childhood development.

As noted previously, children with incarcerated parents frequently face additional risk factors that may not be directly due to the incarceration itself, but rather the indirect consequences associated with the changes in the family system (Sanders & Dunifon, 2011). Although poverty is not exclusive to urban settings, children educated in urban settings, as a population, experience

disproportionately high rates of various environmental and social risk factors, such as exposure to poverty, community violence, inadequate health care, low quality education, and other community or family stressors that influence interpersonal functioning (Miller, 2006). An effective social network of support across the home, school, and community settings is a critical component in achieving future positive outcomes for students in general. However, for students facing the life altering changes associated with having an incarcerated parent, this continuum of support is even more important.

To understand the unique needs of these children, a brief review of their adjustment, caregiver selection, and potential outcomes are described. When considering the child's adjustment to parental incarceration, children with an incarcerated mother are often dealing with a sense of loss, fear, anger, or embarrassment (Hagen & Myers, 2003). These adjustment issues may be overshadowed by other more pressing concerns, such as school absenteeism, social isolation, depression, anxiety, or other acting out behaviors (Vacca, 2008). In terms of school dynamics, many of the parents in this population had difficult experiences with school themselves, and research has suggested that their children are likely to have difficulty with respect to school attendance, social skills, and academic achievement (Vacca). These concerns require explicit and direct intervention.

While the child is experiencing adjustment to parental incarceration, the process of caregiver selection is most often happening in tandem. Caregivers may include foster families, kinship caregivers, and the other, non-incarcerated

parent (Newby, 2008). A substantial number of incarcerated parents were involved in their children's lives prior to imprisonment, which means there will be disruptions to the child's living arrangements, daily care, financial stability, and family system as a result of the incarceration (Christian, 2009). In addition, caregivers play a very important role in either facilitating or hindering the relationship between the child and the incarcerated parent (Nesmith & Ruhland, 2008). The previously described potential outcomes present additional demands upon the caregivers of children of incarcerated parents, thereby applying additional stress to an already strained family system.

In order to provide support to children of incarcerated parents, the process must begin with screening methods to identify this population and continue with intervention and support in the community and school settings. Data collection through surveys and questionnaires are promising tools for identifying these children as well as their individual needs. This methodology was used by Vacca (2008), who sought to answer questions regarding the reason children of incarcerated parents have difficulty in school, how schools can help, and what conclusions can be drawn to better help children of incarcerated parents in school. These findings suggest that some of the emotions that contribute to behavioral difficulties experienced by children of incarcerated parents in school include rejection, guilt, and embarrassment. Schools may play a role in addressing these difficulties (Vacca, 2008). However, prior to being able to intervene, educators must evaluate their personal attitudes towards incarceration in order to effectively help the child and provide caregivers with support. In

addition to school personnel assessing their beliefs regarding incarceration, it is vital to develop an understanding of caregivers' beliefs and personal attitudes that motivate involvement in the family-school partnership. Their beliefs and personal attitudes have the potential to aid schools in providing appropriate and realistic options for caregivers of children of incarcerated parents to serve as active participants in a partnership. Involvement may be achieved either at home or specifically on-site at the school.

Children and adults who benefit from a supportive social network are more likely to be academically successful and well-adjusted in school and in the community (Hagen & Myers, 2003). With this in mind, it seems logical that school personnel must, therefore, forge a partnership with the caregiver in order to increase the child's likelihood of success. "Partners are individuals who are united or associated with one another by virtue of a shared or common interest" (Sheridan, Clarke & Christenson, 2015, p. 440). The partnership between the caregiver and the school is an important component for providing stability to the child in the midst of changes experienced from parental incarceration. A family-school partnership that is broken, abused, or neglected, may serve as an additional disruption to the child's system of care. Assessing the caregiver's motivations to become involved in the family-school partnership may provide insight into improving this collaboration. Research suggests that caregivers' beliefs, including personal motivation, perceived life context, and invitations from the school and student, each have the potential to influence their motivation to

engage in activities related to school (Walker, Ice, Hoover-Dempsey, & Sandler, 2011).

The remaining sections will review the reasoning for selecting caregivers of children of incarcerated parents in an urban setting, as well as an overview of the Hoover-Dempsey & Sandler Model (2005). The model was developed to describe the caregiver involvement process. The theoretical framework and levels of the model are described in further detail, including the use of personal psychological beliefs, perceived life context, and contextual motivators as predictors of home-based and school-based involvement in the family-school partnership. Finally, assumptions and potential limitations in the current study are reviewed.

The Problem

Children must attend school in the midst of the transition of parental incarceration. Evaluating the mutual support of a family-school partnership as well as what motivates caregivers to participate, allows for developing ways to potentially reduce risk factors for children of incarcerated parents. In particular, children in an urban setting may be at a greater risk to experience a variety of societal difficulties. Specifically, the cultures of poverty, crime, homelessness, and survival have become hallmarks of this experience. Among some urban families, incarceration may dictate the roles of caregivers in the particular family structure. These caregivers range from grandparents, aunts or uncles, distant relatives, to foster care. In many instances, the caregivers are assuming a role that presents challenges, new experiences, and financial responsibility.

Problem Significance

In school districts across the nation, the number of children with incarcerated parents is increasing at a steady rate. Particularly, African-American children are disproportionately impacted by this social issue and account for over 50% of all children of incarcerated parents (Miller, 2007). Additionally, it is estimated that approximately 1.5 - 2 million children experience parental incarceration across the nation (Miller, 2006). Researchers believe that over 10 million children have experienced the incarceration of a parent at some point in their lives (Johnson-Peterkin, 2003). Parental incarceration can serve as a risk factor for the development of behavioral concerns. Without intervention, the children's responses to trauma, fear, anxiety, sadness, and grief has the potential to manifest as externalizing behaviors. These may include aggression, withdrawal, or overt sexual behavior (Nesmith & Ruhland, 2008). Collaboration between the family and school may improve the ability to mitigate the potential challenges experienced by children of incarcerated parents.

Recently, research has emerged regarding school support groups that focus on the needs of children of incarcerated parents. These groups help identified students and families understand their feelings, develop coping skills, and promote resiliency. Supporting both the student and the caregiver allows for intervention that may extend beyond the school setting and into the home. The evaluation of perceptions and motivations of the caregivers to become involved in a family-school partnership is a way to identify underlying factors that may support solution-focused engagement strategies.

Theoretical Framework

Theories outlining the structures of a family-school partnership explain the relationship between active family involvement in schools and positive outcomes for students. More specifically, the Theory of Overlapping Spheres of Influence (Epstein, 2009) suggests that a mutually agreed upon approach to supporting students between the family and the school fosters positive student development. Epstein (2009) suggests that the evaluation of current school practices which include or exclude families is vital to developing positive and supportive working relationships. Without the input of children's caregivers, schools are left with limited information and methods for supporting the child's unique needs.

General systems theory, as outlined by the Ecological Systems Theory of Child Development may be used as a model for conceptualizing family-school partnerships (Bronfenbrenner, 1979). The various systems that influence a child's development based upon Bronfenbrenner's (1979) model include the microsystem, mesosystem, exosystem and macrosystem. The microsystem focused on the child's immediate environment, which may include the home. According to Christenson and Sheridan (2001), the mesosystem consists of the interactions and shared ownership by schools and families to foster a positive relationship. The exosystem consists of factors that indirectly affect the child, such as established rules and policies in the school and community. Finally, the macrosystem comprises the state and national norms or legislation that may influence the child's systemic environments. The process of developing a family-school partnership is aligned most with the mesosystem.

Family systems theory, when applied to the school setting, delineates the configurations of a family-school partnership. Christenson & Sheridan (2001) have proposed a method where a positive family-school partnership and shared accountability is fostered by addressing six principles to govern interaction that include circular causality, nonsummativity, equifinality, multifinality, communication, and rules. These principles will be reviewed in order to provide a context for evaluating the current status of the family and school partnership.

Circular causality suggests that every action in the system leads to a reaction that affects all parties. Nonsummativity suggests that all of the components of the system are of equal value and are necessary for the system to work effectively. In other words, one part of the system is not effective unless the entire system is working together. Equifinality and multifinality each refer to similarities and differences in a system. Equifinality describes the multiple ways that the system can be effective, even while using diverse approaches and strategies. Multifinality, on the other hand, suggests that similar initial conditions can lead to different results as systems are developed with different characteristics and qualities. Finally, communication and rules are the patterns of interaction in the system that mediate its functioning. In order for the system to maintain consistency in its function, communication between each member must occur, and adherence to rules must be maintained. In the development of a functional family-school partnership, consideration and examination of systems-level components and patterns of interaction by school staff are vitally important to promote student success.

These theories served as the foundation for contemporary studies used to evaluate family involvement in a family-school partnership. Hoover-Dempsey and Sandler (2005) developed a model to outline and describe caregiver involvement behaviors in the family-school partnership. The model was conceptualized to include five levels.

Level 1 of the model concentrates initially on the caregiver's personal psychological beliefs, which typically consists of how they view their role as caregiver, as well as how they view their ability to be effective in that role. Walker, Wilkins, Dallaire, Sandler, and Hoover-Dempsey (2005) revised the model through further development of each construct. In particular, role construction was reviewed and defined. Role construction helps caregivers visualize and anticipate how they might display involvement with activities related to their child's educational experience (Walker, Wilkins, Dallaire, Sandler & Hoover-Dempsey, 2005). Role construction consists of three patterns: (1) caregiver-focused role construction (2) school-focused role construction and (3) partnership-focused role construction. Caregiver-focused role construction may be defined by self-efficacy. Walker, Wilkins, Dallaire, Sandler & Hoover-Dempsey (2005) defined self-efficacy as an individual's belief that they can reach attainable goals which encourages their effort and persistence to pursue a goal. An example of positive caregiver self-efficacy would be reflected in the belief that "The school *and* I have something to contribute to my child's success."

Secondly, the model of caregiver involvement includes contextual motivators of involvement, such as perceived invitations from the school, parent,

or both. Invitations provide the opportunity for the caregiver to participate in a partnership with the school. Examples of specific invitations include a particularly welcoming school climate, invites to visit the classroom, and assigning homework that involves parental support.

Finally, the model describes perceptions of life context, based upon the caregiver's awareness of their time, energy, and skill set. Time constraints related to work schedules, child care availability, energy to participate given everyday demands, and perceived academic understanding potentially influence caregiver involvement in the family-school partnership.

Level 1.5 of the model focuses on the forms of involvement in the family-school partnership used by parents at home and at school. Home-based and school-based involvement are specifically demarcated to display how different types of involvement influence student outcomes (Jeynes, 2003; 2007). For example, the number of times the parent has participated in open house activities since the beginning of the school year (school-based), or how often the parent talks to the child about school (home-based) are considered involvement activities. Walker, Ice, Hoover-Dempsey & Sandler (2011) note that "differences in levels of home-based and school-based involvement are of practical importance because school personnel often define involvement in school-based terms (p. 410)." In developing engagement strategies to reach families that are typically underrepresented in school-based activities, school staff need to consider that home-based activities are another method of active partnership in supporting student success. Given that the intent of the current study is to focus

on beliefs and motivations of caregivers and their forms of home-based and school-based involvement in the family-school partnership, only level 1 and level 1.5 of the model were evaluated.

The remaining levels of the model are described for an understanding of the model itself and how each level influences the parent involvement process. Level 2 of the model evaluates the actions parents display through involvement. Once parents are motivated to become involved (Levels 1 and 1.5), whether at home or at school, they begin to demonstrate encouragement, modeling, reinforcement, and instruction. These actions may include encouraging their child when they've exerted academic effort. In addition, these actions may include, actively modeling positive attitudes about education or reinforcing their child to persevere through a difficult task, as well as teaching their child how to cope with frustration. Teaching the child on how to get along with others, or how to make homework fun are forms of instruction.

Level 3 evaluates how the child perceives the actions taken by the parent at Level 2 (encouragement, modeling reinforcement, and instruction). The child's perceptions and exposure to the parent's methods of involvement shape Level 4. This level describes the child's attributes that influence achievement, such as academic self-efficacy, intrinsic motivations to learn, self-regulation, and social self-efficacy (Hoover-Dempsey & Sandler, 2005). These internal attitudes and beliefs are influential at Level 5, which serves as the pinnacle of the model, with the outcome of overall student achievement.

Research validating the utility of the model for predicting caregiver involvement is in its preliminary stages. Recent studies have investigated caregiver motivations for involvement in preschool settings (Bramesfield, Carrick, Lessmeier, Nicoloff, Keiser, & Metter, 2013), students in high school (Park & Holloway, 2013), African-American fathers (Abel, 2012), as well as families of students with disabilities (Fishman & Nickerson, 2015). Further, prior research in this area has focused on the utility of the first level of the model to predict outcomes in subsequent levels of the model. More specifically, these researchers hypothesized the predictability of Level 1 of the Hoover-Dempsey & Sandler Model (2005) as defined as personal psychological beliefs, perceived contextual motivators, and perceived life context, to Level 1.5 as defined as involvement activities. Each of the studies were able to use the information from the Hoover-Dempsey & Sandler (2005) questionnaires to determine which variables were strong predictors of involvement as defined by home-based and school-based involvement activities. In each of these unique populations, common themes emerged and suggest that certain factors such as time & energy, specific invitations and self-efficacy were more influential in predicting future family-school involvement. It will be important to understand if these factors play a similar role for caregivers of incarcerated parents. Walker, Ice, Hoover-Dempsey & Sandler (2011) suggested future research to "enhance school, teacher, and community knowledge of parents' motivations for and practices of involvement across varied families served by the school" (p. 425). As discussed, an increased knowledge of the factors that influence caregiver

involvement in the family-school partnership will serve in improving approaches to caregivers of children of incarcerated parents.

In addressing this need, the current study adopted established methodologies to investigate caregivers of children of incarcerated parents and their motivations for school-based and home-based involvement in the family-school partnership, when controlling for the age of the child and the time spent with the caregiver, as measured by length of parental incarceration. With this being said, portions of the Walker, Ice, Hoover-Dempsey & Sandler (2011) study evaluating Latino parent's motivations for involvement in the family-school partnership were replicated.

Walker, Ice, Hoover-Dempsey & Sandler (2011) performed hierarchical regression analyses using Level 1 of the Hoover-Dempsey & Sandler model (2005), which describes parents' beliefs and choices on how to become involved. Level 1 is comprised of three areas: personal motivation, perceived invitations and perceived life context. Walker, Ice, Hoover-Dempsey & Sandler (2011) used Level 1 to predict Latino parents' involvement (home-based and school-based) at Level 1.5, defined as parent involvement forms. The Walker, Ice, Hoover-Dempsey & Sandler (2011) study did not utilize control variables. However, the current study considered the age of the child at the time of parental incarceration, as well as time spent with the caregiver. The control variables associated with the current study are described in further detail below.

Vacca (2008) has reported trends suggesting the ages of children of incarcerated parents as 2.1% (< 1 year of age), 20.4% (1-4 years), 35.1% (5-9

years), 28.0% (10-14 years), and 14.5% (15-17 years). These data suggests that children aged five through nine represent a larger proportion of students who are being raised by caregivers due to parental incarceration. Given the trends provided, the effects of age of the child with regard to caregiver motivation pose a possible influence on caregivers' beliefs as outlined by: personal psychological beliefs, contextual motivators and life context.

In addition to the age of the child, the time the child spends with the caregiver also has the potential to influence caregiver beliefs and motivations. Shlafer and Poehlmann (2010) conducted a study regarding attachment and caregiving relationships in families affected by parental incarceration. They explained that many caregivers saw themselves as the child's protector (Shlafer & Poehlmann, 2010). Given the amount of time spent with the child as a caregiver, the individual's level of involvement in the students' academic, behavioral, and social life may increase, thereby cultivating the partnership between the school and family.

Consistent with prior research, the following research questions and hypotheses were addressed in the present study. The research questions also consider controlling the following variables: age of the child, as well as time spent with the caregiver, as measured by parental length of incarceration, when assessing the hypotheses surrounding the predictability of Level 1 (personal motivations, invitations and life context) to Level 1.5 (home-based involvement activities & school-based involvement activities) of the Hoover-Dempsey & Sandler Model (2005). Each hypothesis, while controlling for age of the child and

time spent with the caregiver are specifically driven from the three core areas of Level 1 in the Hoover-Dempsey & Sandler Model (2005) which describe caregiver beliefs and motivations. The control variables have the potential to influence motivation for involvement.

As previously described, caregivers of children of incarcerated parents are in a position that impacts the development of the whole child, which includes physical, emotional, and educational well-being. Evaluating how schools can engage caregivers in a family-school partnership begins with an examination of the caregiver's personal beliefs and perceptions that influence their motivation to participate. Hoover-Dempsey & Sandler's Model of Parental Involvement (2005) describes model constructs focused on parent's personal psychological beliefs, perceived contextual motivators, such as invitations from the child, school and teacher, as well as perceived life context. Determining which of these constructs best predict involvement allows schools to develop targeted engagement approaches to meet the needs of caregivers and improve their motivation to participate in a partnership.

Research Questions & Hypotheses

Two research questions were examined in this study. The initial research question focused on the predictability of a caregiver's personal psychological beliefs, perceived contextual motivators, such as invitations from their child, school and teacher, as well as perceived life context on school-based involvement in the family-school partnership. The second research question evaluated the predictability of the caregiver's personal motivation, perceived

invitations, and perceived life context on home-based involvement in the family-school partnership. Each research question was scrutinized after controlling for the following variables: age of the child and time spent with the caregiver. The research questions and subsequent hypotheses are described in further detail.

Research Question 1

After controlling for age of the child and time spent with the caregiver, what is the best predictive model of caregivers' school-based involvement given knowledge of (a) their personal psychological beliefs as measured by parental role construction, and self-efficacy for involvement, (b) contextual motivators for involvement as measured by general school invitations, specific teacher invitations, and specific student invitations, and (c) perceived life-context variables as measured by time and energy for involvement, and skills and knowledge?

Hypotheses

It is hypothesized that personal psychological beliefs, contextual motivators, and perceived life context would account for a significant portion of the variance in predicting school-based involvement in the family-school partnership. Based on Walker, Ice, Hoover-Dempsey & Sandler (2011), it is expected that personal psychological beliefs would account for a significant portion of the variance in predicting school-based involvement. In addition, it is expected that individual predictors such as role construction would serve as a significant variable in school-based involvement in the family-school partnership

(Green, Walker, Hoover-Dempsey & Sandler, 2007; Walker, Ice, Hoover-Dempsey & Sandler, 2011; Fishman & Nickerson, 2015).

The results of the Walker, Ice, Hoover-Dempsey & Sandler (2011) research suggested that when adding contextual motivators, as defined by perceived invitations, to the predictive model, a significant portion of the variance would be accounted for when predicting school-based involvement. It is expected that caregivers' school-based involvement would be significantly predicted by perceived invitations. In particular, it is expected that the individual predictor of specific teacher demands would also predict school-based involvement in the family-school partnership (Green, Walker, Hoover-Dempsey & Sandler, 2007; Walker, Ice, Hoover-Dempsey & Sandler, 2011).

Finally, adding all independent variables into the predictive model, including perceived life context would account for a significant portion of the variance in predicting school-based involvement according to Walker, Ice, Hoover-Dempsey & Sandler (2011). It is expected that perceived life context will also be a significant predictor for caregivers of children of incarcerated parents. Time & Energy, as an individual predictor was also significant in predicting school-based involvement (Walker, Ice, Hoover-Dempsey & Sandler, 2011). It is expected that time & energy would also serve as a strong predictor of school-based involvement by caregivers of children of incarcerated parents (Fishman & Nickerson, 2015; Walker, Ice, Hoover-Dempsey & Sandler).

Research Question 2

After controlling for age of the child and time spent with the caregiver, what is the best predictive model of caregivers' home-based involvement given knowledge of (a) their personal psychological beliefs as measured by parental role construction, and self-efficacy for involvement, (b) contextual motivators for involvement as measured by general school invitations, specific teacher invitations, and specific student invitations, and (c) perceived life-context variables as measured by time and energy for involvement, and skills and knowledge?

Hypotheses

It is hypothesized that personal psychological beliefs, contextual motivators, and perceived life context would account for a significant portion of the variance in predicting home-based involvement in the family-school partnership. Walker, Ice, Hoover-Dempsey & Sandler (2011) noted that a significant portion of the variance was accounted for by personal psychological beliefs. It is expected that personal psychological beliefs would significantly predict home-based involvement in the family-school partnership. In addition, role construction as an individual predictor was significant in Walker, Ice, Hoover-Dempsey & Sandler (2011). It is expected that role construction will serve as a significant predictor of home-based involvement from caregivers of children of incarcerated parents (Green, Walker, Hoover-Dempsey & Sandler, 2007).

When adding contextual motivators, as defined by perceived invitations, to the predictive model, it is expected that a significant portion of the variance will be accounted for in predicting home-based involvement in the family-school partnership. Walker, Ice, Hoover-Dempsey & Sandler also noted significant portions of the variance were accounted for by perceived invitations. Specific child demands and specific teacher demands were each noted as significant individual predictors. It is expected that both specific child demands and specific teacher demands would also serve as significant individual predictors of home-based involvement for caregivers of children of incarcerated parents (Abel, 2012; Fishman & Nickerson, 2015; Green, Walker, Hoover-Dempsey & Sandler, 2007).

Walker, Ice, Hoover-Dempsey & Sandler (2011) noted that when adding perceived life context to the predictive model, a significant portion of the variance was accounted for when predicting home-based involvement in the family-school partnership. It is expected that perceived life context would significantly predict home-based involvement by caregivers of children of incarcerated parents (Abel, 2012). With perceived life context added to the predictive model, individual predictors were not deemed statistically significant for home-based involvement in the family-school partnership (Walker, Ice, Hoover-Dempsey & Sandler, 2011). It is expected that individual predictors, when adding all independent variables in the predictive model, would not demonstrate statistical significance in predicting home-based involvement for caregivers of children of incarcerated parents.

Assumptions

It was assumed in the current study that there would be participation from educational staff (i.e. school psychologists, school counselors, and social workers) to help identify and recruit caregivers who would benefit from support, based upon a parental incarceration. It was also assumed that there would be enough participants to produce a substantial amount of caregiver participation to complete the questionnaires. Finally, it was assumed that adequate participation will in turn lead to recommendations for intervention for those identified caregivers and students.

Limitations

The current study had the potential to be limited by the contingency of participation of the caregivers. Transient families or sustained guardianship throughout the process of collecting the questionnaire results had the potential to influence involvement in the proposed study. Families move in and out of the district throughout the school year, which would have led to increased attrition rates. In addition, children in foster families, or those living with custodial grandparents, could have resulted in abrupt or unanticipated changes in guardianship. The level of honesty or willingness to self-disclose personal information when completing the questionnaire was another possible limitation to the study. Some caregivers may have had difficulty sharing their experiences, given the potential sensitivity to stigmatization (Nesmith & Ruhland, 2008).

In addition, the study had potential internal and external threats to validity. Concurrent history may have affected the outcome of the study, if the

incarcerated parent was released during a portion of the questionnaire completion. Ratings by the specific caregiver would skew and distort appropriate results. Mortality was reflected in the case of a caregiver who no longer participated during the data collection phase. Families move, or change schools in the district, and caregivers could elect to discontinue participation or rescind permission to use data gathered during the study. Each of these factors were potential threats to the validity of the present study.

Externally, history-treatment interaction may have influenced the overall results of the study. Given that some of the latent variables may overlap, statistical checks and management occurred. For example, caregivers who rate themselves with low self-efficacy, may also display similar perceptions of their knowledge and skills. In addition, the study excluded rural and suburban populations and alternative regions of the country. This impacted the generalizability of the study, since it was focused on an urban setting in south central Pennsylvania. Overall, each area of validity (internal and external) were reviewed and investigated in order to ensure the strength of the study and its relevance to the population. These threats were controlled by removal of the questionnaires that were deemed inappropriate based upon concurrent history and mortality. In addition, the study will serve as a starting point for other urban school districts in improving and developing their family-school partnerships in support of caregivers of children of incarcerated parents. Through additional research, suburban and rural schools can utilize similar techniques outlined in

this study to determine motivating factors that influence caregiver involvement in the family-school partnership.

Definitions

Family-School Partnership: In the current study, family-school partnership is defined as "a child-focused approach wherein families and professionals cooperate, coordinate, and collaborate to enhance opportunities and success for children and adolescents across social, emotional, behavioral, and academic domains" (Sheridan, Clarke, & Christenson, 2015, p. 440).

School-Based Involvement: In the current study, school-based involvement is defined as those activities which allow caregivers to actively participate in the school setting. Examples of these involvement activities may include: attending school-sponsored events, volunteering as a chaperone for school field trips, and visiting their child's classroom.

Home-Based Involvement: In the current study, home-based involvement is defined as those activities which allow caregivers to support their child's educational experience in the home setting. Examples of these involvement activities may include: reinforcing the importance of education, consistency of behavioral expectations at home and school, and providing homework support.

Personal Psychological Beliefs: In the current study, personal motivation as a domain of psychological beliefs is the average of the following subscales: Valence Scale, Parent Efficacy Scale, and Role Construction Scale. Each of the subscales evaluate a caregivers' beliefs about their past educational

experiences, current abilities and their role in participating in a family-school partnership.

Contextual Motivators: In the current study, invitations, as a contextual motivator for involvement in the family-school partnership, are the average of the following subscales: General School Invites, Specific Teacher Demands, and Specific Child Demands. Each of the subscales evaluate the influence of perceived invitations from the school, teacher, and child. Examples of perceived invitations may include: a school request to join a parent organization, or a teacher request for field trip chaperones, or a child asking for their caregiver to volunteer for an event at school.

Perceived Life Context: In the current study, perceived life context as a domain is the average of the following subscales: Knowledge & Skills Scale and Time & Energy Scale. Each of the subscales evaluate the influence of a caregivers' perceived life context in motivating their involvement in the family-school partnership. Knowledge and Skills evaluates a caregivers' perceived understanding and ability to support their child's education (i.e. homework completion, or navigating the educational system). Time and Energy evaluates a caregivers' perceived allotted time to support their child at home and at school, given potential work constraints or child care needs.

Child of an incarcerated parent: In the current study, a child of an incarcerated parent was defined as a student in kindergarten through twelfth grade with an identified parent currently in the prison system.

Caregiver of a child of an incarcerated parent: In the current study, a caregiver of a child of an incarcerated parent was defined as one of the following, who is caring for a school-age child: mother, father, grandparent, foster parent, sibling or other (i.e., family friend, etc.)

Time of Incarceration: In the current study, incarceration was reflected as the length of time served in the prison system. Incarceration was also reflected as being more than a year.

Recent Incarceration: Recent incarceration was considered release from prison in the last 12 months.

Summary

The preceding chapter outlined the significance of the current study which examines the motivations of caregivers of children of incarcerated parents and their involvement in the family-school partnership. A theoretical framework was described that captured Epstein's overlapping spheres of influence (2009), Bronfenbrenner's family-systems theory (1979) as well as the Hoover-Dempsey & Sandler Model of Parental Involvement (2005). The current study hypothesizes caregiver beliefs and perceptions, as defined by Level 1 of the Hoover-Dempsey & Sandler Model (2005), would predict caregivers' home-based as well as school-based involvement (Level 1.5) in the family-school partnership, when controlling for age of the child and length of parental incarceration. The current study replicates portions of the Walker, Ice, Hoover-Dempsey & Sandler (2011) study which examined Latino parents' motivations for involvement in the family-school partnership. Assumptions and limitations were also reviewed.

CHAPTER II

LITERATURE REVIEW

Parent involvement in the school setting has the potential to enhance the partnership of students, families, and schools. Researchers have created various models of parent involvement in an attempt to understand and improve the family-school partnership. These models describe the methods of parent involvement as well as potential barriers to active parental participation in the family-school partnership. Barriers that often prohibit a functional family-school partnership include time, energy, perceived skill set, and an overall willingness to participate. The family-school partnership has been conceptualized as providing mutual support for the academic and social development of a child. This chapter will review the Hoover-Dempsey & Sandler Model of Parent Involvement (2005), which has emerged as an empirically based option to assess the parent involvement process. The model is also used to estimate potential parental participation in a family-school partnership. There is also a review of the literature surrounding children of incarcerated parents as well as the distinct role of their caregiver. The caregiver's motivation to become involved in the family-school partnership has many influences that are important to a child's educational career.

Family-School Partnership

The family school partnership is an essential component of the development and success of a student. Best practices in the field of school psychology define the goal of the family-school partnership as working together

to support a child's learning (Esler et al., 2008). In addition, school partnerships are dependent upon a school's receptiveness to inviting and informing families, as well as allowing families to participate in decision-making regarding their children (Esler et al., 2008).

Family systems theory in relation to family-school partnerships are rooted in the work of Bronfenbrenner (1979) and most closely aligned with the mesosystem. The mesosystem represents the family, community and the school, in relation to an individual child. The interface between these systems influences the overall physical, social, and emotional well-being of the whole child. The theoretical underpinning of Bronfenbrenner's work is also found in Epstein's theory of overlapping spheres of influence (2009). Epstein (2009) describes the family, school and community either working separately or conjointly to support student achievement in an external model. The internal model, however, describes the intricate and essential "interpersonal relationships and patterns of influence" across the three spheres (p. 8). Internally, these influences may occur at an institutional level, which would involve community or school events, or individually, which may involve parent-teacher conferences, or phone calls home from the teacher. Ideally, Epstein (2009) suggests "school-like" families, where families are supportive of education, help with homework completion, and reinforce skills. "Family-like" schools and communities recognize students for their unique qualities, embrace an inclusive environment and "welcome all families, not just those that are easy to reach" (p. 9). These theories of family-school partnerships shape best practices in effectively engaging families.

The research surrounding the utility of the family-school partnership is rich and applicable to current educational practice. Carlson and Christenson (2005) completed a study on parent-school involvement and noted that the most effective components of parent-school collaboration focused on 2-way communication and monitoring of the child's school performance. Henderson and Mapp's (2002) meta-analysis of the research on parent involvement, including over 51 studies, found that students with involved parents were more likely to attend school regularly, earn higher grades, and have better social skills.

The positive outcomes of parental involvement are obtained through consideration of approaches, attitudes, atmosphere, and actions, with a goal towards student achievement (Sheridan, Clarke, & Christenson, 2015). "To engage parents, a school-wide approach that fosters shared responsibilities, open dialogue, and promotion of family competencies is necessary" (Sheridan, Clarke & Christenson, 2015, p. 441). Approaches are often shaped by the attitudes an individual possesses, therefore staff beliefs and perceptions about families and their value have the potential to influence their willingness to engage. Atmosphere, may include the social and physical climate of the school building, including the classroom and campus grounds (Sheridan, Clarke & Christenson., 2015). Welcoming all families, including those of various cultural backgrounds, and socioeconomic status, would be reflected in user-friendly signage in the building, printed materials in various languages as well as an overall feeling of openness and acceptance of parent input. Actions when implemented in "the context of approach, attitude, and atmosphere, are likely to

succeed in fostering positive and constructive connections" (Sheridan, Clarke & Christenson, 2015, p. 442).

Federal legislation is also significant in facilitating the family-school partnership. The No Child Left Behind Act of 2001 requires local education agencies to provide opportunities for parent participation in their child's education and is described as a sufficient, two-way communication involving student academic learning and other academic activities, as well as inclusion as a complete partner in decision-making for the student's success (Miller & Kraft, 2008). Most schools support children with parents who have various backgrounds and experiences in the school system. Parents who may be difficult to reach or who typically are not involved in the school system are targeted for improved relationship outcomes (Watson, Sanders-Lawson, & McNeal, 2012). Families, regardless of income levels or cultural background, each encourage their children to succeed, discuss school and the child's future goals (Miller & Kraft, 2008), which suggests that although families present with unique characteristics, their method of involvement has the potential to influence student achievement.

Mapp & Kuttner (2013) in collaboration with the United States Department of Education reviewed previous research of family-school partnerships, and developed a dual-capacity building framework. A dual-capacity building framework suggests that partnerships grow and are sustained when both the family and school staff have the "capacity to engage in partnership" (p. 11). The framework is composed of the 4 C's (Capabilities, Connections, Confidence, and

Cognition). In an attempt to expand family engagement beyond typical one-time events or sporadic phone calls, the dual-capacity building framework suggests adjusting the focus of engagement from how to change families' levels of involvement to ensuring that families and schools are equally involved in the support of a student.

Capabilities as outlined by Mapp & Kuttner (2013) are defined as the skills school and district staff should develop in cultural proficiency, building trust and community awareness. Families, on the other hand, "need access to knowledge about student learning and the workings of the school system" (p. 10). Connections, allow school staff and families to expand their networks to develop relationships parent to parent, parent to teacher or community to parent (Mapp & Kuttner, 2013). Confidence in the dual-capacity building framework suggests that both the family and staff need a sense of self-efficacy, by knowing that their efforts will make a difference and they have the ability to engage. Finally, cognition, in the context of the dual-capacity building framework, reflects the attitudes and beliefs of both families and school staff. In the framework, families need to view themselves as partners, with multiple roles in their children's education (Mapp & Kuttner, 2013). School staff need "to be committed to working as partners with families and must believe in the value of such partnerships" (Mapp & Kuttner, 2013, p. 11).

With the charge of federal legislation, and the focus on improved student achievement, teachers and school staff have the task of appropriately developing strategies to improve family-school partnerships. Epstein & Dauber (1991)

evaluated the influences of parent involvement, teachers' attitudes, and the methods teachers use to involve parents in the school setting. The teachers each completed a ten-question survey to determine their attitudes regarding parent involvement, how teachers communicate with families, and other teacher expectations of parents and their level of support. The results of the survey indicated that teachers who did not seek involvement from parents tended to make more stereotypic judgments about the involvement and skills of less educated parents, parents with economic struggles, and single parents (Epstein & Dauber, 1991). In addition, across grade levels, the results suggested that elementary schools and their parent involvement programs were more comprehensive and stronger than middle grade schools (Epstein & Dauber, 1991). Parents of middle-level children receive less information at a time when student schedules and larger buildings can be more complex (Useem, 1990). Regardless of grade level, a teacher's belief in their effectiveness and capabilities was shown to improve when parent involvement programs consist of parent volunteers, have frequent parent conferences, and interactive homework opportunities (Epstein and Dauber, 1991).

Parent involvement programs that facilitate the family-school partnership are important in promoting learning in students (Christenson, 2003). Utilizing a systems-ecology principle for student learning, all while maintaining opportunities to sustain involvement for families in difficult circumstances, has the potential to foster an effective partnership (Christenson, 2003). In order to ensure a partnership between the family and school, Christenson (2003) has suggested a

student-focused philosophy with cooperation, coordination, and collaboration. In addition, solution-focused strategies as well as shared responsibility in educating and socializing students are essential. Realistic participation from both families and schools may promote collaboration to operate in tandem for the success of the student.

Christenson (2003) noted that as schools seek parental involvement, oftentimes parents need to be well-informed, feel invited, and feel included as a member of their child's educational team. Furthermore, Christenson (2003) indicated that a one-time interaction with family members does not allow educators to learn about family beliefs, values or preferences. Specific strategies have shown effectiveness in partnering with families. Chen (2001) conducted a study of educators' and parents' perceptions on school practices. Their findings suggest that significant discrepancies existed between the educator's and parents' overall perspective. Lechtenberger and Mullins (2004) have suggested specific strategies for collaboration, such as making families feel comfortable by avoiding educational jargon, acknowledging the expertise of the family, and using a strength-based approach in developing plans for students. These methods are viewed as ways to improve communication and rapport between schools and families.

Parent-Involvement Model

The Hoover-Dempsey and Sandler Model of Parental Involvement (2005) was developed to describe the process of parent involvement and the potential influences that allow a parent to participate in a family-school partnership. The model consists of five levels. The levels are described in further detail to provide an understanding of each level and how the involvement model is expected to increase and sustain student achievement. Figure 1 describes the Hoover-Dempsey & Sandler Model of Parental Involvement (2005).

Parent's beliefs and perceptions are considered the initial level (Level 1) of the parent involvement process. Those beliefs, rooted in theory and empirical research, suggest that parent's personal psychological beliefs as defined by parent role construction and parent efficacy have the ability to predict parental involvement at home and at school. Bandura's concept of self-efficacy (1997) is employed in the belief that the parent sees their involvement as making an important difference in their child's education. Role construction, a concept from Biddle's (1986) role theory, suggests that a parent's belief about their expected actions in a family-school partnership, influences their overall involvement.

Perceived contextual motivators, including invitations from the school, teacher and child also utilize a parent's beliefs and perceptions in determining their motivation to become involved. General invitations from the school suggest a welcoming environment. This includes a sense of openness to parent involvement, where their ideas, suggestions and questions are valued. A parent's perception of a welcoming school environment has the potential to influence their

willingness to participate in a partnership. Garcia Coll, Akiba, Palacios, Bailey, Silver, DiMartino, & Chin (2002) suggested that schools who make active efforts to reach out to families, through offering various methods of communication, had more involved families.

Specific teacher demands, in the form of invitations, are conceptualized as demonstrating value in the parent's expertise in supporting their child. In line with a welcoming school environment, specific teacher invitations should reflect an openness to collaborate in shared decision-making. When teachers actively seek out the support of parents in connecting home and school in an academic or behavioral intervention, the effectiveness of the parents' participation is notable (Green, Walker, Hoover-Dempsey & Sandler, 2007).

Finally, specific child demands, in the form of invitations, may be reflected in their expression of difficulty in an academic area or social interactions at school. This request for help or support may influence the parent's motivation to become involved and seek collaboration with the school towards a solution. In addition, a child's request for a parent to attend an event or volunteer in the classroom has the potential to influence involvement. "Parents will become involved if they perceive that their young children or adolescents want them to do so" (Deslandes & Bertrand, 2005, p. 165).

Perceived life context, as defined by time & energy and knowledge & skills describes the parent's perception of their availability and ability to effectively partner with the school. Time & energy reflects family responsibilities and demands. These may include occupational schedules, as well as securing child

care. Green, Walker, Hoover-Dempsey & Sandler (2007) suggested that time and energy were strong predictors of school-based and home-based involvement. In addition, Dwyer and Hecht (1992) noted that parents who report having “no time” is seen as a major barrier to involvement.

Knowledge & skills reflects the parents’ perceived ability to understand and support students with academic work, understand the inner-workings of a school, and feel confident in partnering with school staff. Parents of young children may find their knowledge and skills to be adequate in supporting their child, but when the child moves out of elementary school, their perceived knowledge and skills may decrease (Walker, Ice, Hoover-Dempsey and Sandler, 2011). This is an important consideration when determining how to engage families at secondary levels (Deslandes & Bertrand, 2005; Park & Holloway, 2013).

At level 1.5 of the Hoover-Dempsey & Sandler Model (2005), the beliefs and perceptions that motivate parent involvement are presented as involvement forms. These involvement activities were developed to represent school-based and home-based involvement. This level speaks to the actions taken based upon foundational beliefs and perceptions (i.e. I talk to my child everyday about school, or I regularly attend PTA meetings). School-based involvement is typically the type of engagement educators expect from families, which may lead to a misconception of the level of parent involvement in the home setting (Walker, Ice, Hoover-Dempsey & Sandler, 2011; Jackson & Remillard, 2005). Previous research recommends differentiating between school-based and home-based

involvement, to accurately reflect the factors that influence engagement in the family-school partnership (Green, Walker, Hoover-Dempsey & Sandler, 2007; Walker, Ice, Hoover-Dempsey & Sandler, 2011; Abel, 2012; Fishman & Nickerson, 2015; Suizzo, Pahlke, Yarnell, Chen, Romero, 2014; Mena, J.A. (2011). The initial levels (Level 1 and Level 1.5) of the Hoover-Dempsey & Sandler Model (2005) describe the foundational beliefs and perceptions that motivate home-based and school-based involvement in the family-school partnership. The remaining levels of the Hoover-Dempsey & Sandler Model (2005) are described in further detail to provide a context for the entire model and parent involvement process.

The second level (Level 2) of the Hoover-Dempsey & Sandler Model (2005) focuses on the methods that parents use when determining their level of involvement. This is based upon the parents' degree of comfort with certain tasks in the school setting. For example, a parent may model for the child that learning is fun, and to persevere through a difficult task. In addition, a parent may reinforce when the student seeks out help for a task at school, or figures out alternative ways to complete an assigned task. Parents who demonstrate encouragement, modeling, reinforcement, and additional instruction, influence overall student success. The third level is centered on the student and their perception of their parents demonstrated skills in level two (encouragement, modeling, reinforcement, instruction). According to Hoover-Dempsey and Sandler (2005), the initial fourth level was not congruent with the design and goals of the original project. Based upon this information, the fourth level required

further research related to the parents' involvement and their actions when compared to school expectations (Hoover-Dempsey & Sandler, 2005). The revised fourth level incorporates student-based skills and qualities typically linked to academic achievement. These include intrinsic motivation, academic self-efficacy, social self-efficacy, and use of self-regulatory strategies. These characteristics are thought to be influenced by the initial three levels of parental involvement. The student will most likely feel a sense of confidence in their academic skills, behavior management, and social interaction, if their parents promote these attributes. Home-based involvement where a parent consistently affirms the importance of education has the potential to influence a student's attitude toward school and obtaining a successful educational experience (Mena, 2011). Finally, the fifth level is a summary measure of student achievement as the ultimate goal of parental involvement in the family-school partnership.

Level 5

Student Achievement

↑

Level 4

Student Attributes Conducive to Achievement			
Academic Self-Efficacy	Intrinsic Motivation to Learn	Self-Regulatory Strategy Use	Social Self-Efficacy Teachers

↑

Level 3

Mediated by Child Perception of Parent Mechanisms			
Encouragement	Modeling	Reinforcement	Instruction

↑

Level 2

Parent Mechanisms of Involvement			
Encouragement	Modeling	Reinforcement	Instruction

↑

Parent Involvement Forms			
Values, goals, etc.	Home Involvement	School Communication	School Involvement

↑

Level 1

Personal Motivation		Invitations			Life Context		
Parental Role Construction	Parental Efficacy	General School Invitations	Specific School Invitations	Specific Child Invitations	Knowledge and Skills	Time and Energy	Family Culture

Figure 1. Adapted from Hoover-Dempsey & Sandler, 1995; 2005. Reprinted with permission in Hoover, et.al. (2005).

The current study hypothesizes that each of the constructs outlined in Level 1 (personal psychological beliefs, contextual motivators and perceived life context) will predict involvement activities at Level 1.5 for caregivers of children of incarcerated parents. Consistent with the revision and scale development of the original model (Walker, Wilkins, Dallaire, Sandler & Hoover-Dempsey, 2005), the sequence of entering the constructs in a hierarchical regression analysis to evaluate predictability began with personal psychological beliefs in block 1. Contextual motivators were entered into block 2, followed by perceived life context into block 3. This sequence is maintained given the notion of psychological beliefs serving as the cornerstone of decision-making for parental involvement. “The original model hypothesized that parents’ basic involvement decisions were primarily influenced by what they believe they should and can do in the context of their child’s education” (Walker, Wilkins, Dallaire, Sandler & Hoover-Dempsey, 2005, p. 89).Contextual motivators, defined as invitations from the school, teacher, and child, serve as the next influential construct in a parent’s decision to become involved in the family-school partnership. Finally, perceived life context is entered as the last construct. Walker, Wilkins, Dallaire, Sandler & Hoover-Dempsey (2005) hypothesized that “parents’ perceived life context moderates the relation between the other broad level 1 constructs” (p. 96).

Previous research (Abel, 2012; Fishman & Nickerson, 2015; Green, Walker, Hoover-Dempsey & Sandler, 2007; Walker, Ice, Hoover-Dempsey & Sandler, 2011) evaluated these hypotheses with various populations, including Latino parents, parents from a diverse ethnic and socioeconomic population in

the mid-southern United States, African-American fathers, and parents of students with disabilities. In particular, the current study replicates portions of Walker, Ice, Hoover-Dempsey & Sandler (2011). A detailed review of the literature seeking to validate the utility of the model will be explored prior to introducing the present study's methodology.

Walker, Ice, Hoover-Dempsey & Sandler (2011) examined the ability of the Hoover-Dempsey & Sandler Model (2005) to predict parental involvement from Latino parents. The study consisted of 147 parents with children in grades 1-6. A specific focus was given to the model's ability to predict how Latino parents beliefs and perceptions at Level 1 predicted their involvement activities at Level 1.5. Using multiple hierarchical regression analyses, a significant portion of the variance was accounted for when evaluating all variables of Level 1 when predicting involvement. Variables were entered into the hierarchical regression analysis consistent with the order of the Hoover-Dempsey Model (2005) constructs. Personal psychological beliefs, as defined as parental role construction and parental efficacy, were entered into Block 1, followed by contextual motivators, as defined as general school invites, specific teacher demands and specific child demands into Block 2. Finally, perceived life context, as defined as, knowledge & skills, and time & energy, were entered into Block 3. School-based involvement activities and home-based involvement activities served as the dependent variables. The study validated the utility of the Hoover-Dempsey & Sandler Model's (2005) ability to predict involvement given a specific population of parents and provided information that shaped next steps in

developing engagement strategies to meet their unique needs. Individual predictors, such as time & energy as well specific invitations from the teacher were deemed significant in determining motivation for involvement. Again, this information was useful in planning and developing methods to effectively engage families.

Similarly, Green, Walker, Hoover-Dempsey & Sandler (2007) evaluated parents' motivation for involvement in children's education using the Hoover-Dempsey theoretical model. Green, Walker, Hoover-Dempsey & Sandler (2007) consisted of 853 parents of 1st-6th grade children enrolled in an ethnically diverse metropolitan public school system in the mid-southern United States. The participants each completed a questionnaire from the Hoover-Dempsey lab. Each of the three constructs of motivation was assessed to evaluate parents' decisions to be involved. Overall, the results of the study suggested that, regardless of SES, the scales and model give insight into the parental involvement beliefs and their motivation to participate. The study sought to evaluate the Hoover-Dempsey and Sandler Model and its capacity to predict parental involvement through the answers provided on the questionnaire. Multiple hierarchical regression analyses were used to predict the hypotheses and power of the constructs of the Hoover-Dempsey and Sandler Model (2005). As students grow and transition from primary to secondary education, parental involvement appears to decrease; however, Green, Walker, Hoover-Dempsey & Sandler (2007) found that despite the age, invitations from the child and teacher were still vital to involvement. Green, Walker, Hoover-Dempsey & Sandler (2007)

indicated that future research should focus primarily on invitations and their influence on parent involvement decisions. In urban settings, greater efforts are needed to welcome families because there may be parents who perceive bias due to race, income or ethnicity (McDermott & Rothenberg, 2000).

Both Walker, Ice, Hoover-Dempsey & Sandler (2011) and Green, Walker, Hoover-Dempsey & Sandler (2007) suggested replication of their studies with various family structures and educational environments. Recent studies (Abel, 2012; Bramesfield, Carrick, Lessmeier, Nicoloff, Keiser, & Metter, 2013; Fishman & Nickerson, 2015), evaluated strong predictors of school-based and home-based involvement in the family-school partnership. Each study will be briefly reviewed.

Abel (2012) in an evaluation of African-American fathers motivations for involvement in the children's education, used regression analyses with the Hoover-Dempsey and Sandler (2005) model (Level 1) to predict school-based involvement as measured by Epstein's (1995) parent involvement types. Bramesfield, Carrick, Lessmeier, Nicoloff, Keiser & Metter (2013) also utilized regression analyses with the Hoover-Dempsey & Sandler model (Level 1) to evaluate factors that predict school-based involvement by parents of infants, toddlers, and pre-school aged children. Finally, Fishman & Nickerson (2015) researched parents of students with disabilities, and their motivations for school-based and home-based involvement. This study also utilized multiple hierarchical regression analyses with Level 1 of the Hoover-Dempsey and Sandler Model (2005) to predict parent's motivations to participate in involvement activities. In

review of each of the studies, the significant predictors, including time and energy, self-efficacy, and specific invitations from teachers and children influenced involvement. Conversely, these same predictors, may also serve as barriers to effective family engagement.

Barriers

Barriers impede the development of strong family-school partnerships, if one entity is not able to commit to overall success. Miller and Kraft (2008) described specific barriers to parental involvement. In review of the subject, they differentiate between practical, personal, and institutional barriers. Practical barriers are those which prevent logistical participation from staff or parents and limit their ability to devote time and energy to home-school relations (Miller & Kraft, 2008). Practical barriers may include generational poverty, economic constraints, lack of transportation, lack of child care, and work schedules (Miller & Kraft, 2008). Personal barriers include one's personal experience with school, anxiety about their child's grades or performance, and an overall mistrust of educational systems (Miller & Kraft, 2008). Institutional barriers are a result of a lack of resources in the infrastructure of the building or system (Miller & Kraft, 2008). The aforementioned barriers for parents and educators are noted; however, there are specific barriers related to the partnership between the family and school. These specific barriers may include, limited time for communication, meaningful interaction and types of communication during a crisis event. In addition, trust between families and schools is essential to the development of a healthy and effective relationship (Christenson & Sheridan, 2001). Assessments

of the barriers and potential solutions are pertinent to the development of an operational family-school partnership.

In urban settings, family-school partnerships may present with specific dynamics. More specifically, McDermott & Rothenberg (2000), suggest that there are various reasons why low income urban parents may resist involvement in school activities. Among those obstacles, cultural and/or communication barriers are typically the central reason for a deficient partnership. Hoover-Dempsey and Sandler's (2005) model suggests that parents role construction and efficacy influence involvement. With barriers that hinder primary communication, parents, particularly in urban settings, may perceive their efforts to collaborate with the school as futile. The ability to express concerns or attempt to volunteer may be thwarted by lack of overall communication. Martin and Martin (2007) conducted a study that required parent and community involvement to create a character education program in an urban setting. As part of the project, character education was a relevant item in the function of the school. Based upon the feedback from parents and the community, it was noted that parents wanted the issue of respect to be a cornerstone of the project and demonstrated by both adults and children at school (Martin & Martin, 2007). Use of the parental and community feedback has sustained the project and demonstrated the importance of connecting with the family in the decision-making process. The example of the study conducted by Martin & Martin (2007) suggest that resistance to school involvement can be changed when there are concerted efforts to collaborate and include families (McDermott & Rothenberg, 2000).

Children of Incarcerated Parents

In review of the research of family-school partnerships, parent involvement models, and barriers, schools and families have an equally important role in student success. Children of incarcerated parents suggest a distinctive population with unique barriers which deserves attention. In order to understand the features of the population, the challenges will be discussed in detail. Finally, methods of intervention and support will also be reviewed.

Challenges & Risks

The challenges associated with children of incarcerated parents are issues that face educational systems and society as a whole. It is estimated that approximately 70% of children of incarcerated parents are children of color (Schirmer, Nellis & Mauer, 2009). Miller (2007) studied risk and resilience among African-American children of incarcerated parents. She notes that African-American men and women have been documented as being disproportionately represented in correctional institutions, thereby suggesting that African-American children will be disproportionately impacted by incarceration (Miller, 2007). At the core of the discussion, besides parent-child separation due to incarceration, there are also environmental risks that are typically found in urban communities.

According to Miller (2007), youth within these communities, especially those with parents in the correctional system, have the potential to become desensitized to criminality. Conversely, Miller (2007) evaluated those factors that influence resilience among African-American students. She has suggested that access to a positive system of support may decrease the susceptibility to

destructive social outcomes (Miller, 2007). It is assumed that within the African-American community there is an extended family that asserts a certain responsibility for their youth, which promotes resiliency and positive interpersonal skills. Overall, Miller (2007) has acknowledged the risks associated with children of incarcerated parents; however, the purpose of her review serves as a dual perspective on the identification of risks as well as discovery of resilience in this particular community.

In addition, Miller (2006) has reviewed the impact of parental incarceration on children and the emerging need for intervention. Researchers have found that paternal incarceration usually results in mild to moderate family tensions. On average, maternal incarceration may have a greater impact, specifically regarding child placement options, the child's ability to adjust to new family structures, and abrupt changes to the daily living routine (Miller, 2006; Sanders & Dunidon, 2011). Economic stress is another risk factor associated with the incarceration of a parent. Although many of the children of incarcerated parents may have already experienced poverty prior to the incarceration, the financial strain may increase when a parent is incarcerated and income from that individual is lost. Parent-child relations are also strained with the incarceration of a parent; therefore, face-to-face contact or written communication is encouraged (Miller, 2006). Sadly, many of the available visitation opportunities are thwarted if the parent is reluctant to see their child due to embarrassment, or if the child displays hesitation due to the anticipation of future disappointment. Due to the strained relationship between parent and child, the risk factors increase for the

child. Miller (2006) has noted that children seek social cliques that are more accepting of them, but unfortunately, are often negatively influencing. It is not uncommon for these youth to be accepted into gangs and potentially participate in delinquent activities. Current research has yet to determine if parental incarceration has a causal effect on future criminal outcomes, or if this is a result of preexisting risk factors (Christian, 2009). However, there is agreement that preexisting risk factors coupled with the effects of parental incarceration have an overall influence on the child's level of resiliency (Christian, 2009).

Challenges that arise as a result of the incarceration of a parent are the designation of the caregiver and the tremendous responsibility they assume. Children in established households with supportive caregivers are likely to show positive outcomes, compared to children who are placed in an unstable environment following parental incarceration (Christian, 2009; Poehlmann, 2005). Newby (2008) discussed addressing the needs of those caring for adolescent children of incarcerated parents. Within the discussion, Newby (2008) has informed the reader of the impact of parental incarceration on adolescents. There are a number of factors that influence the impact of parental incarceration on youth. These include: the age of the child when the parent was incarcerated, the number of caregivers, and the child's relationship with the primary caregiver. Each of these factors have the potential to disrupt previous consistent experiences of the adolescent. A foster parent, other parent, or grandparent may potentially be selected as a primary caregiver. Because most children of imprisoned mothers live with their grandparents (Mumola, 2000), the dramatic

increase in the number of incarcerated mothers that has occurred during the past several decades has significantly contributed to the rise in grandparent-headed families (Poehlmann et al., 2008).

Poehlmann, Park, Bouffiou, Abrahams, Shlafer, and Hahn (2008) examined the representations of the family relationship in children who live with custodial grandparents. Data were obtained from 79 families with children. Various assessments were provided to grandparent participants to determine their level of physical and mental health and the quality of the home. The children were provided with representational assessments of the family. Children were raised by grandparents as the result of maternal incarceration in 37 families (Poehlmann et al., 2008). The researchers indicated that how a child responds to a drastic change in a familial relationship may be mediated by the value of the previous attachment and the quality of caregiving following the change, however it was difficult to ascertain from the results obtained if children who experience parental separation due to substance abuse experienced any additional attachment difficulties from children whose parent was incarcerated (Poehlmann et al., 2008). Conversely, it was noted that prolonged separation from the parent in either situation influenced the child's overall representation of their relationship with their grandparent.

Another important challenge and risk for many children of incarcerated parents is the idea of stigmatization. Newby (2008) has noted that individually, the amount of stigma a child experiences is dependent upon their community and neighborhood. The importance of providing caregivers with support regarding

their responsibilities and willingness to be patient, informed, and flexible are vital. Newby (2008) identified the various types of caregivers that may exist in the life of a child of an incarcerated parent. Each type of caregiver has specific needs that require support when providing for a member of the family, particularly adolescents, who may present with a variety of social, emotional, or behavioral challenges. Overall, Newby (2008) provides a supply of coping skill strategies that help children of incarcerated parents and their caregivers.

Although caregivers provide a child with a sense of stability and may fill a role left vacant by an incarcerated parent, risks such as poverty, and behavioral concerns, may be present. Dallaire (2007) conducted a study of 6,146 inmates (mothers and fathers), who completed the U.S. Department of Justice Survey of Inmates in State and Federal Correctional Facilities. She sought to research the differences between inmate mothers' and fathers' rates of incarceration of family members, predictors of adult children's incarceration and the current living situations of their minor children (Dallaire, 2007). Overall, the incarceration of a mother heavily influenced the risks associated with children of incarcerated parents. Incarcerated mothers reported that their minor children were more likely to be in foster and other nonfamilial care situations than incarcerated fathers (Dallaire, 2007). The research also suggested that the incarceration of a mother has a detrimental effect on children due to maternal separation, and thereby increases the likelihood that the child of the incarcerated parent is susceptible to negative outcomes. These outcomes may include behavioral difficulties, social isolation, and depression, among other factors.

Due to the risks discussed within the research, many of the children of incarcerated parents receive mental health services. Phillips, Burns, Wagner, Kramer, and Robbins (2002) sought to explore the effects of parental incarceration on adolescents receiving mental health services. A sample of 258 adolescents was used for the study. The results of the study suggest that those adolescents that were the child of an incarcerated parent demonstrated higher rates of behavioral disorders. Based on additional results obtained through the study, youth of incarcerated parents demonstrated a higher number of risk factors, such as poverty, child abuse/neglect, and residential instability. Finally, the results suggest that the adolescents who participated in the study were more likely to have been expelled or suspended from school, or involved in the criminal justice system.

Interventions and Support

The initial process of supporting children of incarcerated parents begins with identification and continues with intervention and support within the community and school setting. Schools play a vital role in the life of a child. Vacca (2008) describes the key guidelines that may impact the lives of children of incarcerated parents. Initially, educators should attempt to change their personal attitude towards incarceration and try to help the child, despite previously held beliefs regarding the criminal justice system. Some educators may benefit from professional development on the needs of children of incarcerated parents. Oftentimes, there is may be a lack of understanding that influences personal attitudes towards specific populations. Secondly, schools can

build partnerships with community agencies that help confront stigmas and stereotypes associated with incarceration. These agencies may provide the professional development opportunities for educators as well as support community members in accessing additional supports as caregivers. Additionally, the school can collect data through surveys and questionnaires, in order to estimate the potential population of children of incarcerated parents and develop relevant programs suited to their needs. These may include specific support groups, mentoring opportunities, and community and school collaboration. Finally, the school can commit to quality, which entails providing the best possible support to children. Vacca (2008) provides an extensive list of support programs that can be used in schools or in partnership with the school through an agency. Many mentoring programs, such as faith organizations and congregations, local youth mentoring agencies, correctional systems, and family court or foster care agencies, are suggested. Another type of support that can be provided by the school involves child-directed focus groups, either provided by a guidance counselor or trained educational professional. This process involves providing professional development to school staff on the emotional needs of children of incarcerated parents, and within the selected groups, children are allowed to express their feelings in the presence of others who share their experience.

Timmons (2006) describes efforts that are in place to help support children of incarcerated parents. Faith-based associations, prison ministries, civic organizations, corporations, and educational institutions are used to identify

children and recruit potential mentors. The objective is to match children of incarcerated parents with a caring adult, which would serve to promote positive behaviors in the child and also support the caregiver.

Parents within the correctional system, while physically absent, continue to play an influential role in the life of their child. Families with incarcerated members demonstrate unique needs and methods of coping with the incarceration. Lange (2000) has provided objectives for treating families of incarcerated parents. Each of these objectives will be reviewed in detail. The six objectives in psychotherapy include assessment, encouraging disclosure, facilitating grief, enabling communication, exploring future options, and achieving integration (Lange, 2000). Assessment involves inquiry with the family members about the effects of the incarceration on the family and how they interpreted the reason for the incarceration. Assessment also includes an examination of communication with the incarcerated parent and child, as well as what possible personal or systemic obstacles hinder the communication (Lange, 2000). Facilitating communication is another imperative piece regarding family psychotherapy of an incarcerated parent. Oftentimes, there is difficulty with communication with an incarcerated parent due to system constraints or simply avoidance on the part of the parent. Lange (2000) provides specific techniques to improve contacts, such as planning discussion points, appropriate times for calls, and how to debrief following contact. Exploring future options is the next step noted by Lange (2000).

The role of the psychotherapist is to encourage appropriate disclosure from the family and incarcerated parent to the child. Avoiding the question and creating stories as to where a parent is located leads to fabricated explanations for a parent's whereabouts. The key is to present the information in a developmentally appropriate way. The psychotherapist should also facilitate grief and mourning and allow members of the family, as well as the child, the opportunity to participate in the grieving process (i.e., self-expression, normalizing, and reframing). Families need to discuss the role that the incarcerated parent may play after their parole or release and how they will plan to adapt to the additional change in the family structure. Finally, achieving integration involves development of an understanding how a parent's criminal behavior and incarceration has affected family members (Lange, 2000). This process should allow for effective communication, progress through the grief process, and preparation for the future, which essentially should improve a child's adjustment and understanding of the role of the incarcerated parent.

Summary

The family-school partnership presents a theoretical framework that incorporates all participants to support the success of a child. A review of the literature, suggests that caregivers of children of incarcerated parents are a unique population that require considerations when promoting family-school collaboration. Factors that exist in typical family structures are also present in families that have parental incarceration, and may influence the level of parental involvement in the school system. Assessing the barriers and attempting to

provide creative involvement opportunities for caregivers of children of incarcerated parents is needed to support this population. The literature also suggests that in most studied populations, individual predictors of perceived life context such as time & energy as well as perceived invitations from the teacher and the child have the greatest potential to influence involvement in the family-school partnership. The present study hypothesizes caregiver beliefs (i.e. personal psychological beliefs, contextual motivators and perceived life context) predicts caregiver involvement in the family-school partnership.

CHAPTER III

METHODOLOGY

Foundational theories of the family-school partnership are rooted in the family systems work of Bronfenbrenner (1979) and Epstein's overlapping spheres of influence (2009). This theoretical framework shapes the Hoover-Dempsey & Sandler Model of Parental Involvement (2005), which was developed to explain the processes of parental involvement, beginning with psychological beliefs and perceptions to motivate involvement in the family-school partnership. Beliefs are followed by the actions that support involvement, student responses to involvement, and finally overall student achievement. The current study replicates portions of a study that evaluated Latino parents' motivations for involvement (Walker, Ice, Hoover-Dempsey & Sandler, 2011). Although portions of the Walker, Ice, Hoover-Dempsey & Sandler (2011) study are replicated, the focus is placed on caregivers of children of incarcerated parents and how their psychological beliefs and perceptions predict their school-based and home-based involvement in the family-school partnership.

The following chapter will review the methodology of the current study. The design of the study, specific population, sample, instrument, and procedures will be reviewed. In addition, the appropriate statistical analysis will be discussed in accordance with the research questions and subsequent hypotheses.

Design

The current study used survey research method to explore the factors within the Hoover-Dempsey (2005) model that predicted caregiver beliefs and

motivations to their school-based and home-based involvement in the family-school partnership. The age of the child, as well as the child's time with the caregiver were used as control variables. The study used self-report data collected during the fall of 2014. A letter and flyer were provided to all school counselors to distribute at each school building to recruit prospective participants. Participants who provided consent were given locations where they were asked to meet and complete the Parent Involvement Project (PIP) Questionnaire. Local churches as well as local community centers (i.e. Boys & Girls Club) served as the primary locations. The consent letter can be found in Appendix B.

Self-identified caregivers of children of incarcerated parents in a mid-sized urban school district in south central Pennsylvania, grades K-12, were provided with the Parent Involvement Project (PIP) questionnaire. In the study, caregiver responses of students in grades kindergarten through twelfth grade were reviewed and analyzed to evaluate how caregivers' motivations and beliefs predict their school-based and home-based involvement in the family-school partnership. Select personnel (i.e. school social workers, school counselors, special education facilitators, etc.) were requested to distribute the questionnaires at the community locations and assign an identification number for data collection purposes. All information was maintained in a confidential and secure manner.

Select personnel from the school district coordinated after-school meetings at local community centers and churches to support the collection of survey research. At these scheduled meetings, the questionnaire was provided

with an explanation of the nature of the study. Additionally, it was explained that the data were being collected throughout the local community and will help both the school district and community partners develop ideas to support a stronger family-school partnership for caregivers in this population. Analysis of the PIP data was expected to reveal a clearer identification of the particular beliefs and motivations of the caregivers that potentially influence their school-based and home-based involvement in the family-school relationship.

Population

The population of interest for this study were caregivers of children of incarcerated parents, in a mid-sized urban city in Pennsylvania. The anticipated sample of caregivers would come from an estimate of the school district's students who were reported as children of incarcerated parents. Estimates may vary on the actual number of children of incarcerated parents in the school district, given potential lack of disclosure from families (Hairston, 2007). The population of students in the school district is 5.39% Asian, 61.96% African-American, 28.27% Hispanic/Latino, 0.95% Multi-Racial, and 3.28% Caucasian. Additionally, approximately 18.43% of students are identified for special education services, 86.29% receive free and/or reduced lunch, and 11.4% are considered English Language Learners (ELL). This sample was a convenience sample.

Sample

The sample consisted of caregivers of children of incarcerated parents in the local community who, based upon self -identification

procedures, care for a child who has a parent who is currently and/or has been recently incarcerated. Additional criteria included, recent incarceration, which was considered release within the previous year. The parent could have been the mother, father, both mother and father, or sibling assuming the role of parent, who would have served an incarceration sentence of more than a year. In total, seventy-nine participants completed the survey at the various community locations during October 2014 through November 2014.

Measurement

In an effort to obtain pertinent information specific to the population of caregivers of children of incarcerated parents, a cover page was developed by the researcher, with questions essential to the proposed research question and hypotheses. Initially, caregivers were asked to select their sex (male, female), followed by selection of caregiver relationship to the child (mother, father, grandparent, foster parent, sibling, other). In addition, caregivers were asked to select the relationship of the incarcerated parent to the child (mother, father, both, sibling, other). The length of parental incarceration was requested by the caregiver to indicate months or years of the known incarceration sentence. Caregivers were also asked to record the age of the child in their care. Finally, caregivers were requested to select a range of family income (less than $5,000 to over $50,001). Following completion of the questionnaire cover page, caregivers are requested to proceed and complete the Parent Involvement Project-Parent Questionnaire (Hoover-Dempsey & Sandler, 2005).

Instrumentation

The Parent Involvement Project-Parent Questionnaire, developed by Hoover-Dempsey & Sandler (2005), evaluates the levels of parent involvement model with a focus on psychological beliefs, involvement forms and mechanisms of involvement (Level 1, Level 1.5). The questionnaire consisted of 119 questions and is available in English, as well as Spanish. It is noted that "satisfactory content and face validity were attained for all scales" (Vanderbilt University, n.d.). Table 1 describes the reliabilities of the scales used in the current study.

Table 1

Scale reliabilities of Studied Parent Involvement Project (PIP) Parent Questionnaire

Scale	*Item Numbers*	*Scale Reliabilities*
Valence Scale	1-6	.85
Parent Efficacy	7-11	.78
Role Beliefs	19-28	.80
General School Invites	12-13, 50-53	.88
Specific Teacher Demands	14-18	.81
Specific Child Demands	90-94	.70
Knowledge & Skills	29, 31, 34-36	.83
Time and Energy	30, 32-33,37, 38, 39	.84
Involvement Activities	40-49	.76
Status Variables	1-10 [Back Page]	Excellent

A 6-point Likert scale was used throughout the measure, with the exception of the Status Variables subscale which requires a participant to check or circle the answer that most accurately represents their current status (i.e. family income range or level of education). "Measures of predictor constructs

used an *agree/disagree* response sale, whereas the measure of parental involvement practices used a response scale of *never to daily*" (Green, Walker, Hoover-Dempsey & Sandler, 2007, p. 536). Higher scores on the Likert scale suggested higher frequencies in performing a stated activity. For example, speaking to a child about school, or participating in school activities, that were rated a six, were reported as "daily" occurrences, whereas a score of 1 reflected "never".

The subscales include: valence scale, parent efficacy, general school invites, specific teacher demands, role beliefs, knowledge and skills, time and energy, involvement activities, encouragement, modeling, reinforcement, specific child demands, instruction, and status variables. Each subscale reflected in the current study (personal psychological beliefs, contextual motivators, perceived life context, and involvement activities) will be described in further detail.

In the current study, personal psychological beliefs were comprised of the valence scale, parent efficacy scale and role beliefs scale. Contextual motivators were comprised of general school invitations, specific teacher demands, and specific child demands. Finally, perceived life context was comprised of the knowledge and skills scale and the time and energy scale. Personal psychological beliefs, contextual motivators and perceived life context served as the independent variables. The involvement activities scale was delineated into school-based and home-based involvement activities. Both school-based and home-based involvement activities served as the dependent variables in the current study.

Personal Psychological Beliefs

Personal psychological beliefs as a domain, is the average of the following subscales: Valence Scale, Parent Efficacy Scale, and Role Construction Scale. The valence subscale of the Parent-Involvement Project (PIP) Questionnaire, allows participants to rate their past educational experience, and provides insight into their beliefs about the educational system as well their own social capital in an educational setting. For example, when the caregiver was a student, did they enjoy school, like their teachers, or rate their school experience as being positive. These experiences have the potential to influence a caregiver's motivation to partner with the school. Caregiver efficacy is influenced by personal experiences of accomplishment in involvement, verbal influence of others, and a belief that their involvement will have positive outcomes for their child (Walker, Green, Hoover-Dempsey & Sandler, 2007). Finally, role construction "is optimal when a parent can fulfill roles that are associated with their values and perceived effectiveness" (Manz & Manzo, 2015, p. 468).

Contextual Motivators

Invitations, as a contextual motivator for involvement in the family-school partnership, are the average of the following subscales: General School Invites, Specific Teacher Demands, and Specific Child Demands. Caregiver perceptions of invitations from the school, teacher, and child have the potential to influence their motivation to engage in the family-school partnership. General school invites, in relation to providing parents with timely and relevant information about

the academic progress of their child, and school events, are examples of providing a welcoming environment for all families.

Specific teacher demands are an extension of the typical school invites for family engagement. Teacher invites allow the caregiver the opportunity to build a connection at the classroom level, as well as develop a relationship of trust and mutual support for student achievement. Finally, specific child demands have potential influence on motivating caregiver involvement, when, for example, children express difficulty with homework or behavior. These invitations provide caregivers with a method to interact with the teacher and the school, in an effort to address specific student needs. Also, children may invite caregivers to special events, classroom field trips, etc. that may influence the caregiver's motivation to partner with the school.

Perceived Life Context

Perceived Life Context as a domain is the average of the following subscales: Knowledge & Skills Scale and Time & Energy Scale. Caregivers' perception of their knowledge and skills to support their child in school has the potential to influence their motivation to engage in the family-school partnership. Curriculum variations in the methods taught may differ from the caregivers' past educational experience as a student. For example, a caregiver who was taught a specific way to complete multiplication problems, may not be familiar with newer ways students are taught in math. A caregivers' perceived knowledge or lack thereof may determine the caregivers' motivation to participate in specific activities or their level of involvement in the family-school partnership. Perceived

time and energy also has the potential to influence a caregivers' motivation for involvement. Families with various responsibilities, including work schedules and need for child care, are in a position where these factors may determine how much effort caregivers are able to expend at home and at school.

Involvement Activities

Involvement Activities require the caregiver to rate their level of participation with respect to homework, studying for tests, chaperoning field trips, attending PTA meetings, and reading with their child. In particular, those activities that are typically performed in the home setting, such as homework help and supporting consistent behavioral expectations are considered home-based involvement activities. Conversely, school-based involvement centers around attendance at school-related activities, and being visible in the school setting.

Status Variables

During the data collection phase, participants were asked to complete additional questions that provided additional insight into the family structure. The Status Variable scale reflects demographic, vocational, and general descriptors of the participant and their family. It is noted by the author that the Status Variable scale is of a sensitive nature. This scale included safeguards in the event an individual had an emotional response while completing the information required. Personnel who facilitated completion of the questionnaire were made aware to provide participants with resources, such as literature on incarceration, coping strategies for grief and loss, and contact information for outside agency support in case a participant experienced any distress. The Parent Involvement

Project Questionnaire and cover page can be found in Appendix C.

The psychological beliefs and perceptions of the caregiver of a child of an incarcerated parent served as the independent variables (personal motivation, invitations and life context), as defined by the Hoover-Dempsey & Sandler Model (2005) Level 1. The results were assessed and analyzed through completion of the PIP. The dependent variable of involvement was measured through the results of the average school-based and home-based involvement activities subscale of the PIP, as defined by the Hoover-Dempsey & Sandler Model (2005) Level 1.5. The control variables, age of the child and parental length of incarceration were obtained from the developed cover page.

Threats to Internal Validity

In review of the control, predictor and dependent variables in the current study, consideration of outside influences that may impact overall outcomes was necessary. Potential outside influences pose as threats to internal validity. These threats influence the assurance of a relationship between predictor variables and dependent variables. The current study poses particular threats to internal validity with concurrent history and mortality.

Concurrent history may have affected the outcome of the study, if the incarcerated parent was released during a portion of the questionnaire completion. History as a threat to internal validity occurs when changes occur outside of the control of the researcher, which may change or modify the scores or ratings of the participants (Campbell & Stanley, 1963). Ratings by the specific

caregiver would skew and distort appropriate results, if the incarcerated parent is released immediately before or while completing the questionnaire.

In addition, mortality would be reflected in the case of a caregiver who no longer participated during the data collection phase. Families move, or change schools in the district, and caregivers could elect to discontinue participation or rescind permission to use data gathered during the study. Campbell & Stanley (1963) note mortality as a threat to internal validity in changing the overall expected outcome, given a change in the completion of the questionnaires and their utility in the final analysis of data. In addition, consideration of outside influences beyond of the control of the researcher, may include the age of the caregiver, mental health of the caregiver, as well as the caregiver's socio-economic status.

Threats to External Validity

In review of the control, predictor and dependent variables in the current study, consideration of outside influences that may impact overall outcomes was necessary. Potential outside influences pose as threats to external validity. These threats influence the assurance that the results of a study are germane to others. The current study poses particular threats to external validity with history-treatment interaction and generalizability.

History-treatment interaction serves as a threat to external validity. In the event that predictor variables overlap, results may not fully reflect a respondent's true perceptions or motivations in a specific area. An example may include, caregivers who rate themselves with low self-efficacy, and may also display

similar perceptions of their knowledge and skills. It would be difficult to ascertain which factor mostly influenced their perception and motivation for school-based or home-based involvement in the family-school partnership. In addition, the study excluded rural and suburban populations and alternative regions of the country. This impacted the generalizability of the study, since it was focused on an urban setting in south central Pennsylvania. Finally, social desirability served as a threat to external validity, in that participants may have rated themselves higher in an effort to appear in a particular way to the researcher.

In consideration of the threats to validity, the following research questions and hypotheses were developed and will be described in further detail.

Research Questions and Hypotheses

This study focused on two research questions regarding the predictability of personal psychological beliefs, perceived contextual motivators, and perceived life context on school-based and home-based involvement in the family-school partnership by caregivers of children of incarcerated parents. Each hypothesis was developed based on both prior theory and research. The independent variables, control variables, and dependent variables were selected to address the following research questions.

Research Question 1

After controlling for age of the child and time spent with the caregiver, what is the best predictive model of caregivers' school-based involvement given knowledge of (a) their personal psychological beliefs as measured by parental role construction, and self-efficacy for involvement, (b) contextual motivators for

involvement as measured by general school invitations, specific teacher invitations, and specific student invitations, and (c) perceived life-context variables as measured by time and energy for involvement, and skills and knowledge? It was hypothesized that personal psychological beliefs, contextual motivators, and perceived life context would account for a significant portion of the variance in predicting school-based involvement in the family-school partnership. In particular, the individual predictors of role construction, specific teacher demands, and time and energy would be statistically significant.

Research Question 2

After controlling for age of the child and time spent with the caregiver, what is the best predictive model of caregivers' home-based involvement as measured by (a) their personal psychological beliefs given knowledge of parental role construction, and self-efficacy for involvement, (b) contextual motivators for involvement as measured by general school invitations, specific teacher invitations, and specific student invitations, and (c) perceived life-context variables as measured by time and energy for involvement, and skills and knowledge? It was hypothesized that personal psychological beliefs, contextual motivators, and perceived life context would account for a significant portion of the variance in predicting home-based involvement in the family-school partnership. In particular, the individual predictors of role construction, specific teacher demands and specific child demands would be statistically significant.

Procedure

Data collection for the current study was approved by the Institutional Review Board (IRB). Following IRB approval, along with the permission of the dissertation committee, community partners were contacted to schedule dates for evening sessions, where caregivers would be able to complete the PIP questionnaire. Community partners included four local churches, the local YMCA, the local YWCA and the local Boys & Girls Club. Once dates were solidified, flyers were developed and distributed to advertise the sessions across the city and in each school. School counselors, in particular, were provided with flyers in order to help recruit caregivers, who may have been identified as caring for a child with an incarcerated parent. Additional school personnel and community partner volunteers were requested to support data collection efforts at each community location. These individuals were responsible for distributing and collecting informed consent forms, as well as the PIP. Each PIP was provided a number to maintain anonymity.

Participants were informed about the purpose of the questionnaire and the information that would be used for developing strategies to improve the family-school partnership for caregivers of children of incarcerated parents. Participants, at each community location, were notified that they would be eligible to participate in a raffle for a $50 grocery store gift card at the completion of the data collection session. Additionally, a free spaghetti dinner was provided at each community location during the data collection session. Upon completion of the questionnaire, each volunteer ensured that all answers were completed, and

offered to read the questions to those participants who requested this service. Although there were participants at each community location, many caregivers asked if they could recruit other known caregivers and ask them to complete the questionnaire. These participants were given a time and date to submit the questionnaire at the Boys & Girls Club by the end of November 2014. Each community partner notified the researcher of all completed questionnaires. In total, 79 questionnaires were submitted. Table 2 describes the tasks associated with the current study.

Table 2

Caregivers of Children of Incarcerated Parents Task Table.

#	Name	Description	Begin	End	Person (s)
1	IRB Proposal	IRB Approval	11-2012	11-2012	Researcher and Dissertation Chair
2	Proposal Defense	Approval of Chapters 1-3	8-2014	8-2014	Researcher and Dissertation Committee
3	Obtain Materials	Obtain PIP questionnaire forms and adapt to study. Obtain informed consent form to present to potential caregivers to participate.	9-2014	9-2014	Researcher
4	Data Collection	Collect the caregiver information of those who have given consent.	10-2014	10-2014	School Psychologists, School Counselors, School Social Workers, Community Partner Volunteers
5	Treatment Implementation	Provide caregivers with the purpose of the study and present the PIP for completion.	10-2014	11-2014	School Psychologists, School Counselors, School Social Workers, Community Partner Volunteers
6	Statistical Analysis	Score the PIP; analyze results for identification of significant predictors of parent involvement.	11-2014	11-2014	Researcher
7	Evaluation of Results	Review all pertinent data from the results of the PIP.	12-2014	9-2015	Researcher
8	Final Report Defense	Approval of Final Dissertation	11-2015	11-2015	Researcher and Dissertation Committee
9	Follow-Up with Caregivers	Follow-up will occur through outside agency referrals, targeted school/parent groups, mentoring programs etc.	12-2015	Ongoing	Researcher, School Counselors, School Social Workers, Community Members, Outside Agency Personnel
10	Report Presentation	Present outcomes and future interventions, to the school board, targeting the family-school partnership with particular attention to caregivers of children of incarcerated parents	1-2016	1-2016	Researcher

Statistical Analysis

Consistent with previous research (Fishman & Nickerson, 2015; Green, Walker, Hoover-Dempsey & Sandler, 2007; Walker, Ice & Hoover-Dempsey & Sandler, 2011) the present study used multiple hierarchical linear regression analyses to answer both research questions to evaluate the predictability of psychological beliefs and perceptions of caregivers of children of incarcerated parents and their school-based and home-based involvement in the family-school partnership. In addition, the present study replicates portions of the Walker, Ice, Hoover-Dempsey & Sandler (2011) statistical analyses to account for portions of the variance in caregivers' of children of incarcerated parents' motivations for school-based and home-based involvement in the family-school partnership. "Computing the proportion of variance accounted for, is the way to quantitatively evaluate the usefulness or importance of a relationship" (Heiman, 2001, p. 298).

Hierarchical linear regression analysis is assumed to be based on theoretical hypotheses, and allows the researcher to enter variables into the equation based on a sequence that evaluates the amount of predictability in each variable.

> "Thus, investigators can use hierarchical regression analysis to examine the criterion variance uniquely accounted for by a predictor variable of theoretical interest, after controlling for potential confounding variables that have a causally prior association with the criterion variable" (Hoyt, Leierer & Millington, 2006, p. 226).

Hierarchical linear regression is typically utilized with interval or ratio data. The current measure uses a 6 point Likert scale, and given the magnitude assigned to each rating, this suggests ordinal data being treated as interval data (Boone & Boone, 2012). If there is normality in the outcome variable, equal standard deviations, linearity among the independent and dependent variables, as well as multiple variables, a hierarchical linear regression, is the most appropriate statistical procedure. When analyzing data using a hierarchical linear regression equation, the researcher must use caution regarding multicollinearity, appropriate sample size, and measurement error. “Under the regular assumptions of multiple linear regression, the coefficient estimates for the explanatory variables are unbiased, consistent, and efficient” (Frizell, Shippen, & Luna, 2008, p. 90).

In the current study, the control variables, age of the child and length of parental incarceration, were entered initially into Block 1, along with the dependent variable of average school-based involvement activities. Second, Block 2 included average school-based involvement activities as the dependent variable, with independent variables that comprise personal motivation: average valence scale, average parent efficacy, and average role beliefs. Block 3 consisted of average school-based involvement activities as the dependent variable, with independent variables that comprise perceived invitations: average general school invites, average specific teacher demands, and average specific child demands. Finally Block 4 consisted of average school-based involvement activities as the dependent variable, with independent variables that comprise

perceived life context: average knowledge and skills, and average time and energy. All four blocks were entered in order in the Statistical Package for Social Sciences – Version 23 (SPSS 23) through linear regression analyses. An identical procedure was performed for the average home-based involvement activities as the dependent variable. Two analyses were conducted using hierarchical linear regression.

Table 3 outlines the hypotheses associated with each research question, along with the statistical assumptions of hierarchical linear regression. In particular, sample size was an important consideration. “About 15 subjects per predictor are needed for a reliable regression equation, i.e. one which will cross-validate with little loss in predictive power” (Stevens, 1986., p. 99). It was assumed in the hierarchical linear regression analysis, that there would be interval or ratio data. In addition, there would be normality in the variables and equal standard deviations. It was also assumed that there would be linearity among the independent and dependent variables. Consideration of multicollinearity issues were also necessary to meet another assumption of hierarchical linear regression. Finally, accounting for measurement error and outliers was necessary to meet another statistical assumption of hierarchical linear regression. “The strength or consistency of a relationship determines the amount of error in our predictions. The stronger the relationship, the smaller the error” (Heiman, 2001, p. 296). Figure 2 describes the path used to complete the current statistical analyses.

Table 3

Research Questions, Hypotheses, Variables, Statistical Analyses, and Statistical Assumptions for Caregivers of Children of Incarcerated Parents Project.

Research Questions	Hypotheses	Variables	Statistic	Assumptions
1) After controlling for age of the child and time spent with the caregiver, what is the best predictive model of caregivers' school-based involvement given knowledge of (a) their personal psychological beliefs as measured by parental role construction, and self-efficacy for involvement, (b) contextual motivators for involvement as measured by general school invitations, specific teacher invitations, and specific student invitations, and (c) perceived life-context variables as measured by time and energy for involvement, and skills and knowledge?	*H1*: It is hypothesized that personal psychological beliefs, contextual motivators, and perceived life context, will account for a significant portion of the variance in predicting caregivers' motivation for school-based involvement in the family-school partnership.	Caregiver Report from PIP -Age of Child -Length of Incarceration -Valence Scale -Role Beliefs Scale -Parent Efficacy Scale --General School Invites Scale -Specific Teacher Demands Scale -Specific Child Demands Scale -Time & Energy Scale -Knowledge & Skills Scale	Hierarchical Linear Regression	1)Interval or Ratio data 2)Normality in variables 3) Equal standard deviations 4) Linearity of independent and dependent variables 5) Inspection of Multicollinearity 6) Account for measurement error & outliers
2) After controlling for age of the child and time spent with the caregiver, what is the best predictive model of caregivers' home-based involvement given knowledge of (a) their personal psychological beliefs as measured by parental role construction, and self-efficacy for involvement, (b) contextual motivators for involvement as measured by general school invitations, specific teacher invitations, and specific student invitations, and (c) perceived life-context variables as measured by time and energy for involvement, and skills and knowledge?	*H1*: It is hypothesized that personal psychological beliefs, contextual motivators, and perceived life context, will account for a significant portion of the variance in predicting caregivers' motivation for home-based involvement in the family-school partnership.	Caregiver Report from PIP -Age of Child -Length of Incarceration -Valence Scale -Role Beliefs Scale -Parent Efficacy Scale -General School Invites Scale -Specific Teacher Demands Scale -Specific Child Demands Scale -Time & Energy Scale -Knowledge & Skills Scale	Hierarchical Linear Regression	1)Interval or Ratio data 2)Normality in variables 3) Equal standard deviations 4) Linearity of independent and dependent variables 5) Inspection of Multicollinearity 6) Account for measurement error & outliers

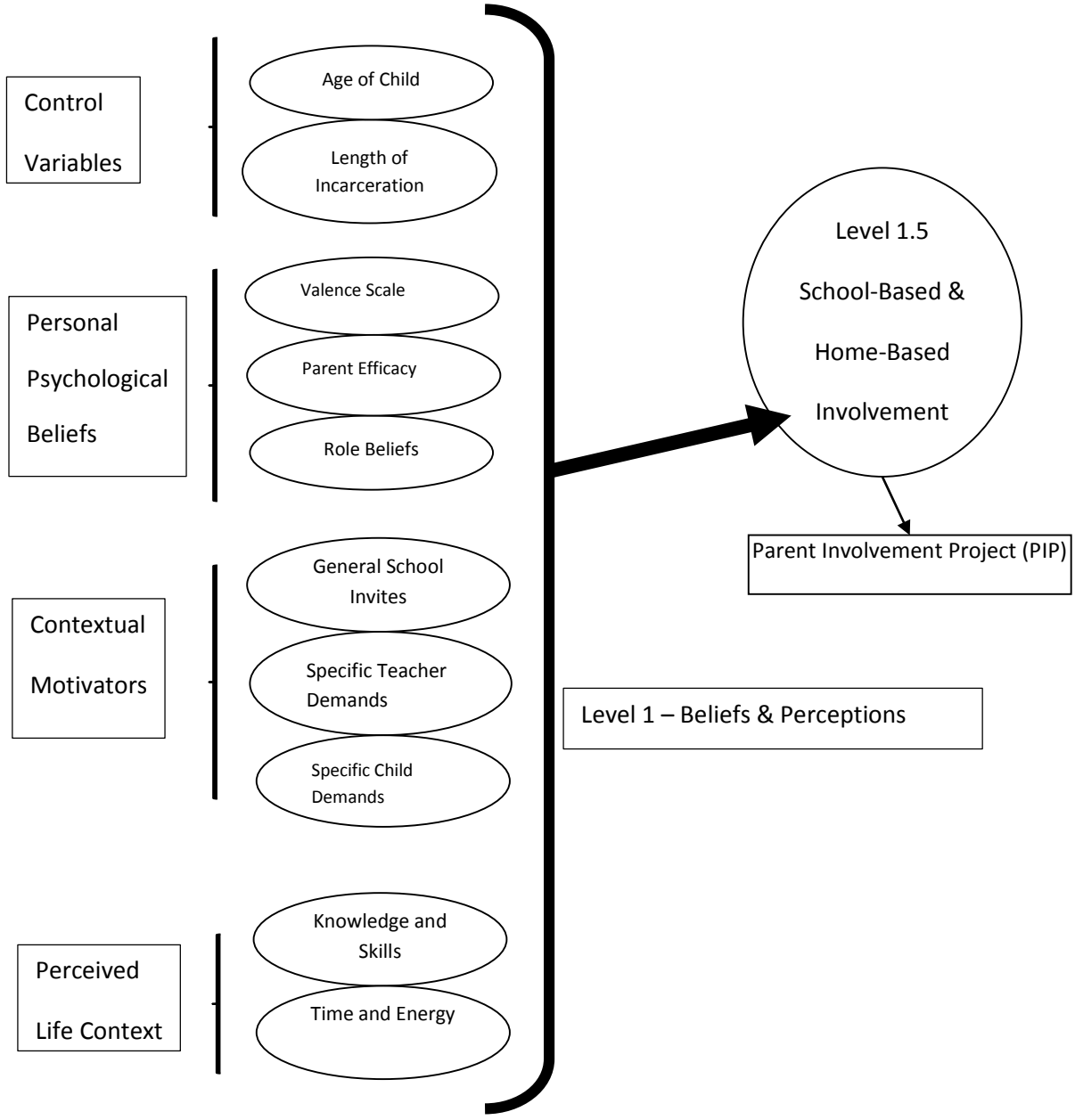

Figure 2. Path diagram of all variables in Caregivers of Children of Incarcerated Parents Study

Summary

The preceding chapter outlined the methodology of the current study. The design, population and sample, measurement, and procedures were described in detail. Finally, an overview was provided of the chosen statistical analysis to examine the predictability of caregiver of children of incarcerated parents' beliefs and perceptions to their school-based and home-based involvement in the family-school partnership.

CHAPTER IV

RESULTS

This chapter examines the data analyses used to evaluate the research questions and hypotheses regarding caregiver of children of incarcerated parents' beliefs and their motivations to become involved in the family-school partnership. Each hypothesis is also described with accompanying results of the data analysis. Hierarchical linear regression analyses were used to determine the predictability of Level 1 (personal psychological beliefs, contextual motivators, perceived life context) of the Hoover-Dempsey & Sandler Model (2005) to Level 1.5 (school-based and home-based involvement activities). The Statistical Package for Social Sciences – Version 23 (SPSS 23) was used as the analysis system to provide results. A description of the characteristics of the sample is provided in further detail.

Characteristics of the Sample

During the data collection period, self-identified caregivers of children of incarcerated parents were given the Parent Involvement Project (PIP) Parent Questionnaire. Depending upon their reading ability, the caregivers either completed the questionnaire by circling the choice that most accurately describes them, or the site facilitator read the questions. Given the nature of the present study, a cover page was developed by the researcher, in order to capture information related to incarcerated parents. In particular, caregivers were asked to select their relationship to the student (mother, father, grandparent, foster parent, sibling), as well the relationship of the incarcerated parent to the student

(See Appendix C). Participants were also asked to note whether the parent was currently incarcerated, previously incarcerated, or not incarcerated. Finally, the control variables related to age of the child and length of incarceration were requested on the cover page. Participants were asked to write out the age of the child, as well as the known sentence of the incarcerated parent (i.e. years or months).

Data Screening Procedures

Initially, 79 participants completed the questionnaire, however after inspection of the data, surveys reflecting non-incarcerated status were removed from the sample. In all, 71 surveys met inclusion criteria and were included in the final analyses. Prior to conducting any analyses, data were screened for missing values in the data set. It is relevant to note that participants who arrived at the end of the questionnaire and were asked to choose their spouse or partner's level of education and their spouse or partner's type of job often chose to skip these two questions. Table 4 provides the descriptive summary of the demographic information of caregivers who participated in the current study.

Table 4

Demographic Information of Caregivers

Variable	Sample
N	71
Sex	
Male (%)	11.3
Female (%)	88.7
Age of Student (M)	9.48
Length of Incarceration (In Months) (M)	56.11
Caregiver relationship to Student	
Mother (%)	52.1
Father (%)	8.5
Grandparent (%)	21.1
Foster Parent (%)	7.0
Sibling (%)	5.6
Other (%)	5.6
Incarceration Status	
Currently Incarcerated (%)	67.6
Previously Incarcerated (%)	32.4
Race	
Asian/Asian-American (%)	1.4
Black/African-American (%)	78.9
Hispanic/Hispanic-American (%)	7.0
White/Caucasian (%)	4.2
Other (%)	8.5
Family Income	
Less than $5,000 (%)	12.7
$5,100-$10,000 (%)	16.9
$10,001-$20,000 (%)	21.1
$20,001-$30,000 (%)	33.8
$40,001-$50,000 (%)	12.7
Over $50,001 (%)	2.8

Note: M = Mean; % = Percentage

Prior to conducting the analysis, the assumptions were checked for a hierarchical linear regression analysis. In particular, an adequate sample size was not obtained. “About 15 subjects per predictor are needed for a reliable regression equation, i.e. one which will cross-validate with little loss in predictive power” (Stevens, 1986, p. 99). With ten predictors in the current study, a minimum sample size of 150 would have been desirable. Given that only 71 respondents met inclusion criteria for the current study, the following results of the study should be interpreted with some caution due to a possible reduction in statistical power, which increases the risk of making a Type II error.

Given the theoretical importance of the variables selected for inclusion, a series of hierarchical linear regression analyses were completed in accordance with the original research questions. The remaining assumptions will be reviewed below.

A second assumption of hierarchical linear regression is that the data are interval or ratio. The variables in the PIP questionnaire are ordinal, given that the Likert ratings suggest magnitude, however prior research have treated these as interval data (Fishman & Nickerson, 2015; Green, Walker, Hoover-Dempsey & Sandler, 2007; Walker, Ice, Hoover-Dempsey & Sandler, 2011). A third assumption is normality in the variables. A histogram was created for the dependent variable of school-based involvement activities, which indicated a normal curve. An additional histogram was created for the dependent variable of home-based involvement activities, which also indicated a normal curve. Each variables’ skewness and kurtosis levels were also examined to determine

normality. Firm guidelines for determining acceptable distribution are not available, according to Heppner and Heppner (2004). However other research suggests that “when a distribution is normal, the values of skewness and kurtosis are zero” (Tabachnick & Fidell, 2007, p. 79). However, acceptable ranges of skewness and kurtosis are -1 to 1 and -3 to 3, respectively (Breakwell, 2006; Gaur & Gaur, 2006). Each of the variables were in the acceptable range.

In addition, a fourth assumption required inspection of a scatterplot of the data to describe linearity in the residuals. An acceptable linear relationship would most likely display ratings in a singular direction, closely aligned to a straight line. In both dependent variables (school-based involvement and home-based involvement), each respective scatterplot displays results closely aligned to a straight line and do not display a curvilinear relationship. Finally, tolerance levels for all variables were higher than 0.10, therefore the final assumption was met, and multicollinearity was not noted as a concern. Figures 3-8 capture the normality distribution of the dependent variables (school-based involvement activities and home-based involvement activities), respective scatterplots depicting linearity between the target variables, and finally a depiction of the variance among residuals to account for homoscedasticity. Table 5 describes the mean results of each variable, along with skew and kurtosis values.

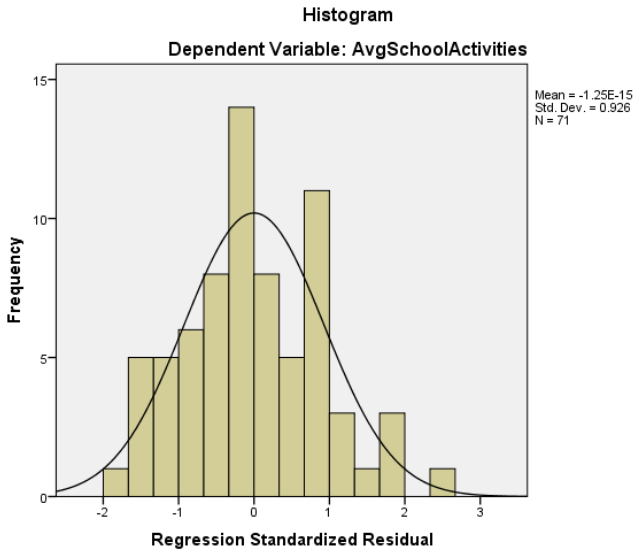

Figure 3. Normality in the outcome dependent variable (average school-based involvement activities).

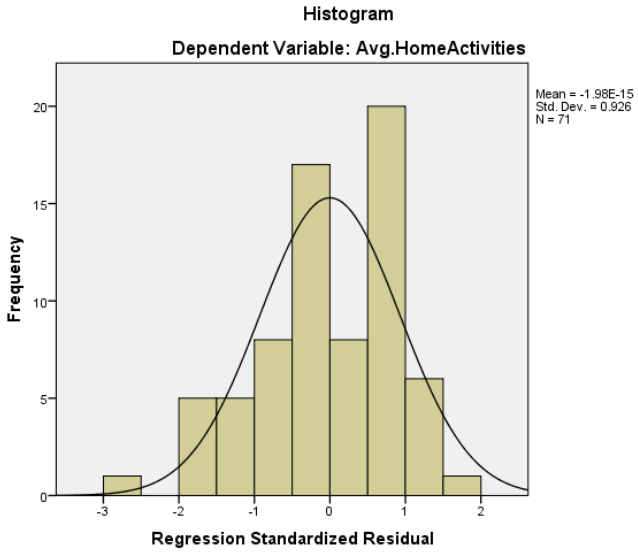

Figure 4. Normality in the outcome dependent variable (average home-based involvement activities).

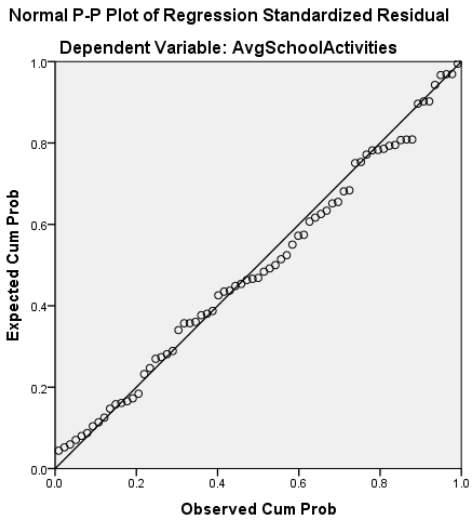

Figure 5. Residual scatterplot to assess linearity of independent and dependent variables. (Average School-Based Involvement Activities)

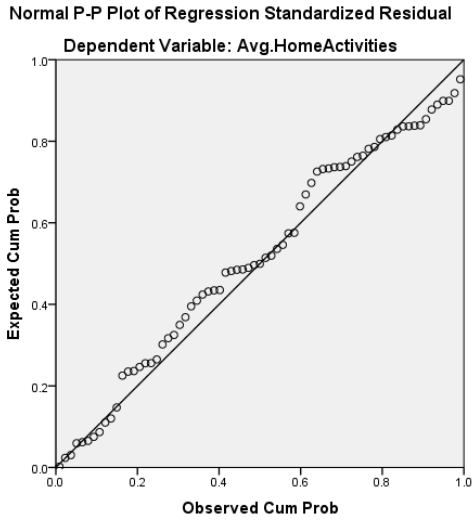

Figure 6. Residual scatterplot to assess linearity of independent and dependent variables. (Average Home-Based Involvement Activities)

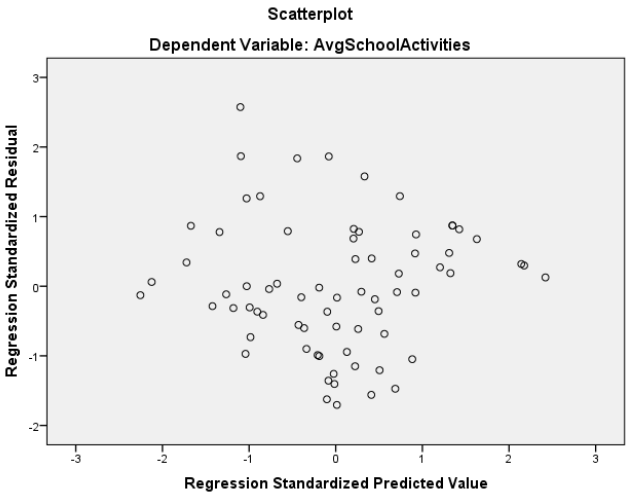

Figure 7. Residual scatterplot to assess homoscedasticity among residuals.

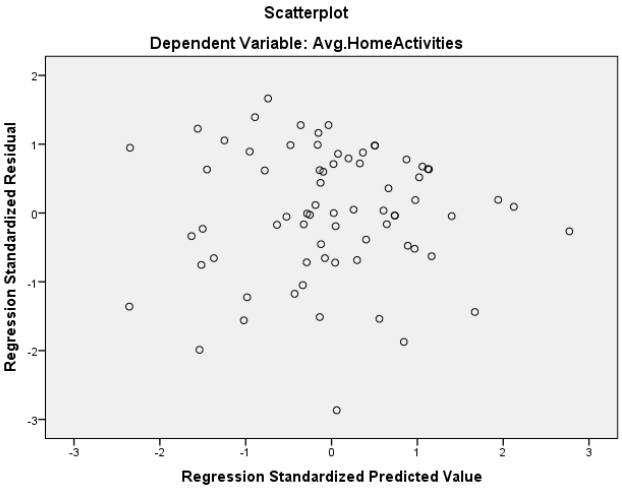

Figure 8. Residual scatterplot to assess homoscedasticity among residuals.

Table 5

Descriptive Statistics of PIP Scales – Skew & Kurtosis (n = 71)

	M	SD	Skew (SE)	Kurtosis (SE)
School-Based Involvement Activities	3.41	1.65	.286 (.29)	-1.29 (.56)
Home-Based Involvement Activities	4.59	1.21	-.841 (.29)	.119 (.56)
Valence	4.73	1.17	-.713 (.29)	-.374 (.56)
Parent Efficacy	3.77	.76	-.155 (.29)	.039 (.56)
Role Beliefs	5.15	.68	-1.08 (.29)	1.71 (.56)
General School Invites	4.48	1.01	-.684 (.29)	.210 (.56)
Specific Teacher Demands	3.26	1.46	.084 (.29)	-.992 (.56)
Specific Child Demands	3.56	1.26	.172 (.29)	-.499 (.56)
Knowledge & Skills	4.71	.97	-1.01 (.29)	1.98 (.56)
Time & Energy	4.76	.82	-.497 (.29)	.895 (.56)

Note: M = Mean; SD = Standard Deviation; SE = Standard Error

Reliability analysis. The reliabilities of the domains and subscales that comprise the independent variables were examined to compare the reliabilities of the Hoover-Dempsey and Sandler (2005) model PIP questionnaire, to this specific sample of caregivers of children of incarcerated parents. Reliabilities assess the extent a measure is consistent, can be replicated and removes error (Heiman, 2001). Cronbach's alpha coefficient, was calculated for each domain to determine if the participants rated themselves consistently for each subscale. Table 1 described the reliabilities of the original PIP questionnaire, per subscale. Table 6 describes the reliabilities obtained (α) for each subscale for the current study. When comparing Cronbach's alpha, typically a reliability of .70 or higher is deemed acceptable. In review of the obtained reliabilities, the Parent Efficacy

Scale was the only scale that was well below an acceptable level (α = .29). This suggests a lack of internal consistency among the questions that comprise the Parent Efficacy scale. Respondents would typically respond high across all questions or vice versa. The low reliability suggests variable responses across questions. In particular, the following question “I feel successful about my efforts to help my child learn” would improve Cronbach’s alpha to .49, if this question were deleted from the scale. Future use of the scale with this particular population may require removal of this question to improve reliability. Table 6 describes the mean scores, standard deviations, confidence intervals, and reliabilities of each subscale.

Table 6

Descriptive Statistics for Caregivers of Children of Incarcerated Parents - PIP Questionnaire - Reliabilities

Group/Scale	*n*	*M*	*SD*	95% CI		*Cronbach's Alpha (α)*
				Lower	Upper	
Personal Motivation						
Valence Scale	71	4.73	1.17	4.48	5.01	.96
Parent Efficacy Scale	71	3.77	0.76	3.59	3.95	.29
Role Beliefs Scale	71	5.15	0.68	5.00	5.32	.89
Perceived Invitations						
General School Invites Scale	71	4.47	1.01	4.24	4.70	.83
Specific Child Demands Scale	71	3.57	1.26	3.25	3.87	.80
Specific Teacher Demands Scale	71	3.26	1.46	2.90	3.61	.88
Perceived Life Context						
Knowledge and Skills Scale	71	4.71	0.97	4.50	4.94	.86
Time and Energy Scale	71	4.76	0.82	4.58	4.95	.88
Involvement						
Involvement Activities Scale	71	4.00	1.23	3.70	4.26	.89
School-Based Involvement Activities Scale	71	3.41	1.65	3.05	3.79	.92
Home-Based Involvement Activities Scale	71	4.58	1.21	4.30	4.85	.85

Note. CI = confidence interval

In review of the variables and their relationships, a correlation matrix is was calculated. Heiman (2001) describes correlations as negligible (0.0 - 0.2), weak (0.2 – 0.4), moderate (0.4 – 0.5) and strong (> 0.5). When comparing the dependent variable of school-based and home-based involvement activities, the strongest relationship was with specific child demands (.46 & .35 respectively). The strongest relationship between the predictor variables were between time & energy and knowledge & skills (.80). Table 7 describes the results of the correlation matrix of all variables. Multicollinearity is suggested when predictors are correlated at .90 or higher. Tolerance values obtained from SPSS suggested all variables were above .10, which additionally reduced the likelihood of multicollinearity among variables in the current study.

Table 7

Correlation Matrix of All Study Variables (n = 71)

Variable	Length of Incarceration	Age of Child	Valence	Parent Efficacy	Role Beliefs	Gen. School Invites	Specific Teacher Demands	Specific Child Demands	Time & Energy	Knowledge & Skills	School-Based Involvement Activities	Home-Based Involvement Activities
Length of Incarceration	-											
Age of Child	.08	-										
Valence	-.12	-.01	-									
Parent Efficacy	-.08	.08	-.27*	-								
Role Beliefs	.13	.02	.45*	-.02	-							
General School Invites	.09	-.11	.42*	-.08	.51*	-						
Specific Teacher Demands	-.12	.01	.15	.21*	.32*	.50*	-					
Specific Child Demands	.00	-.05	-.04	.08	.21*	.33*	.45*	-			.	
Time	.20*	.05	.36*	-.13	.61*	.54*	.30*	.39*	-			
Knowledge	.15	.03	.40*	-.08	.67*	.74*	.49*	.42*	.80*	-		
School-Based Involvement Activities	.08*	-.11	-.21	.13	.03*	.03*	.13*	.46*	.12*	-.01*	-	
Home-Based Involvement Activities	.21*	-.05	-.04	-.00	.18	.17	.17*	.35*	.26*	.12*	.47	-

Note: Pearson's coefficients reported. *n*=71

$p < 0.05$ *

Data Analysis

Research Question One: After controlling for age of the child and time spent with the caregiver, what is the best predictive model of caregivers' school-based involvement given knowledge of (a) their personal psychological beliefs as measured by parental role construction, and self-efficacy for involvement, (b) contextual motivators for involvement as measured by general school invitations, specific teacher invitations, and specific student invitations, and (c) perceived life-context variables as measured by time and energy for involvement, and skills and knowledge?

A hierarchical Linear Regression analysis was used to evaluate the research question. The results of the hierarchical linear regression analysis are reported in Table 8. Each of the results for the hypotheses are described in further detail below.

Table 8

Predictors of Caregivers of Children of Incarcerated Parents' School-Based Involvement (n=71)

	Block 1		Block 2		Block 3		Block 4	
	β	*p* <	β	*p* <	β	*p*<	β	*p* <
Control Variables								
Age of Child	-.12	.33	-.13	.29	-.11	.33	-.09	.41
Length of Incarceration	.09	.45	-.08	.52	.09	.42	.09	.41
R Square Change	.02							
Adj. R^2	-.01							
Personal Psychological Beliefs								
Valence	…	…	-.26	.06	-.17	.20	-.18	.17
Role Construction	…	…	.15	.27	.06	.66	.16	.28
Parent Efficacy	…	…	.08	.49	.08	.51	.07	.55
R Square Change			.08					
Adj. R^2			.03					
Contextual Motivators								
General School Invites	…	…	…	…	-.06	.67	.13	.42
Specific Teacher Demands	…	…	…	…	-.06	.66	.01	.94
Specific Child Demands	…	…	…	…	.48*	.00	.50*	.00
R Square Change					.19*			
Adj. R^2					.19*			
Perceived Life Context								
Time &Energy	…	…	…	…	…	…	.32	.09
Knowledge & Skills	…	…	…	…	…	…	-.63*	.01
R Square Change							.08*	
F								3.381*
Adj. R^2								.25*

Note: p < 0.05 *

Each of the variables in the equation were entered in a specific order based upon previous research (Abel, 2012; Fishman & Nickerson, 2015; Green, Walker, Hoover-Dempsey & Sandler, 2007, Walker, Ice, Hoover-Dempsey & Sandler, 2011). Block 1 consisted of control variables, followed by the predictor variables comprising personal psychological beliefs in Block 2. Block 3 added the variables comprising contextual motivators. Finally, Block 4 added the variables comprising perceived life context.

It was hypothesized that personal psychological beliefs, contextual motivators, and perceived life context would all account for a significant portion of the variance in predicting school-based involvement in the family-school partnership. When simply controlling for the age of the child and the child's time with the caregiver as measured by length of parental incarceration, block 1 of the analysis was not significant in accounting for a portion of the variance when predicting school-based involvement in the family-school partnership. Block 2, which added personal psychological beliefs explained 3% of the variance, $F(5, 65) = 1.367$, $p<.25$, adj. $R^2 = .03$, and did not account for a significant portion of the variance. Individual predictors when adding personal psychological beliefs to the predictive model were not significant.

Block 3 of the analysis added the subscales associated with contextual motivators, as defined as perceived invitations from the school, teacher, and child for school-based involvement. Block 3 accounted for a significant portion of the variance, $F(8, 62) = 3.028$, $p <.01$, adj. $R^2 = .19$. Individual predictors associated with contextual motivators that demonstrated statistical significance

were Specific Child Demands (β = .48), which suggests that the most important invitations when evaluating blocks 1 through 3, are those that are requested by the child to the caregiver.

Finally, Block 4 of the analysis added all independent variables, including perceived life context. Block 4 significantly accounted for 25% of the variance, $F(10, 60) = 3.381$, $p<.00$, adj. $R^2 = .25$. An individual predictor associated with perceived life context also demonstrated statistical significance. Knowledge and Skills (β = -.63) was a negative predictor, and as similarly noted in Walker, Ice, Hoover-Dempsey & Sandler (2011), may suggest another variable "in the equation suppressed related variance" (p. 421). In addition, in Block 4, the significance of Specific Child Demands (β = .50) slightly increased. Specific child demands as a significant individual predictor is consistent with the work of Walker, Ice, Hoover-Dempsey & Sandler (2011). Overall, the predictive models demonstrated statistical significance when adding contextual motivators and perceived life context. In particular, specific child demands emerged as a consistently statistically significant individual predictor of school-based involvement by a caregiver in the family-school partnership. Knowledge and Skills emerged as a negative predictor when adding all of the variables into the predictive model.

Taken together, these results support the hypothesis that a significant portion of the variance can be accounted for when controlling for the age of the child, and length of incarceration, while adding personal psychological beliefs, contextual motivators and perceived life context to the omnibus model in order to

predict school-based involvement from caregivers of children of incarcerated parents.

Research Question Two: After controlling for age of the child and time spent with the caregiver, what is the best predictive model of caregivers' home-based involvement given knowledge of (a) their personal psychological beliefs as measured by parental role construction, and self-efficacy for involvement, (b) contextual motivators for involvement as measured by general school invitations, specific teacher invitations, and specific student invitations, and (c) perceived life-context variables as measured by time and energy for involvement, and skills and knowledge?

Hierarchical Linear Regression was the analysis used to evaluate the research question. The results of the hierarchical linear regression analysis are reported in Table 9. Each of the results for the hypotheses are described in further detail.

Table 9

Predictors of Caregivers of Children of Incarcerated Parents' Home-Based Involvement (n = 71)

	Block 1		Block 2		Block 3		Block 4	
	β	*p*<	β	*p*<	β	*p*<	β	*p*<
Control Variables								
Age of Child	-.08	.52	-.07	.52	-.06	.63	-.04	.71
Length of Incarceration	.22	.07	-.18	.13	.19	.11	.18	.12
R Square Change	.05							
Adj. R^2	.02							
Personal Psychological Beliefs								
Valence	…	…	-.15	.28	-.11	.42	-.13	.37
Role Construction	…	…	.23	.09	.13	.36	.20	.22
Parent Efficacy	…	…	-.02	.89	-.36	.77	-.03	.75
R Square Change			.04					
Adj. R^2			.02					
Contextual Motivators								
General School Invites	…	…	…	…	.03	.87	.19	.28
Specific Teacher Demands	…	…	…	…	.01	.95	.08	.57
Specific Child Demands	…	…	…	…	.31*	.03	.30*	.03
R Square Change					.09			
Adj. R^2					.08			
Life Context								
Time	…	…	…	…	…	…	.37	.06
Knowledge	…	…	…	…	…	…	-.60*	.02
R Square Change							.07*	
F								2.116*
Adj. R^2								.14*

Note: p < 0.05 *

It was hypothesized that personal psychological beliefs, contextual motivators, and perceived life context would account for a significant portion of the variance in predicting home-based involvement in the family-school partnership. When simply controlling for the age of the child and the child's time with the caregiver as measured by length of parental incarceration, block 1 of the analysis was not significant in accounting for a portion of the variance when predicting home-based involvement in the family-school partnership. Block 2, which added personal psychological beliefs, as defined by the valence subscale, parent efficacy, and role construction subscales, explained 2% of the variance, $F(5, 65) = 1.317$, $p<.27$, adj. $R^2 = .02$. The addition of personal psychological beliefs did not account for a significant portion of the variance. Individual predictors were not significant across blocks 1 and 2.

Block 3 of the analysis added the subscales associated with contextual motivators, as defined as perceived invitations from the school, teacher, and child for home-based involvement. Block 3 accounted for 8% of the variance, $F(8, 62) = 1.766$, $p<.10$, adj. $R^2 = .08$. This block was not considered statistically significant in accounting for changes in the variance when predicting home-based involvement activities. However, adding contextual motivators to the predictive model produced statistically significant individual predictors. The individual predictors associated with contextual motivators that demonstrated statistical significance were Specific Child Demands ($\beta = .31$), which suggests that the most important invitations when evaluating blocks 1 through 3, are those that are requested by the child to the caregiver.

Finally, Block 4 of the analysis added all independent variables, including perceived life context. Block 4 accounted for 14% of the variance, $F(10, 60) = 2.116$, $p<.04$, adj. $R^2 = .14$. This block was considered statistically significant in accounting for the variance when predicting home-based involvement activities. An individual predictor associated with life context demonstrated statistical significance. Knowledge and Skills (β = -.60) was a negative predictor, and is consistent with the work of Walker, Ice, Hoover-Dempsey & Sandler (2011) and Fishman & Nickerson (2015). In addition, in Block 4, the significance of Specific Child Demands (β = .30) slightly decreased, however remained a consistent individual predictor across blocks 3 and 4.

Overall, when adding perceived contextual motivators and perceived life context to the predictive model, the individual predictors reached statistical significance. In particular, specific child demands emerged as a consistently statistically significant individual predictor of home-based involvement by a caregiver in the family-school partnership. Knowledge and Skills emerged as a negative predictor when adding all blocks to the predictive model.

The overall results support the hypothesis that a significant portion of the variance can be accounted for when controlling for the age of the child, and length of incarceration, while adding personal psychological beliefs, contextual motivators and perceived life context to the omnibus model in order to predict home-based involvement from caregivers of children of incarcerated parents.

Summary

The current study evaluated the predictability of the caregivers of children of incarcerated parents' beliefs and their motivations for school-based and home-based involvement in the family-school partnership. Hierarchical linear regression analyses were used to statistically determine which factors accounted for the variance in school-based and home-based caregiver involvement in the family-school partnership. Use of hierarchical linear regression was based upon replication of a study that predicted Latino parents' beliefs and their motivations for involvement in the family-school partnership (Walker Ice, Hoover-Dempsey & Sandler, 2011). A portion of the variance in the current study was accounted for based upon the constructs outlined in the Hoover-Dempsey & Sandler Model of Parent Involvement (2005). Specific overall results and predictability are described for both school-based involvement and home-based involvement in the family-school partnership.

School Based Involvement. Results indicated approximately 25% of the variance was accounted for when predicting whether personal psychological beliefs, contextual motivators, perceived life context and controlling for the age of the child and the length of parental incarceration, $F(10, 60) = 3.381$, $p<.00$, adj. $R^2 = .25$, motivated school-based involvement in the family-school partnership. Block 3, which added contextual motivators to the predictive model, was a statistically significant predictor of caregiver school-based involvement activities. In addition, Block 4, which added all independent variables, including perceived life context, was a statistically significant predictor of caregiver school-based

involvement activities. Results support the hypothesis that a significant portion of the variance could be accounted for when adding personal psychological beliefs, contextual motivators and perceived life context to the omnibus model, to evaluate motivations for school-based involvement from caregivers of children of incarcerated parents.

The strongest individual predictor across the blocks was specific child demands (β = .50). In addition, Knowledge and Skills emerged as a negative individual predictor across the blocks (β = -.63). These specific predictors that contributed to the statistical significance of the model will be explored in further detail in Chapter 5.

Home Based Involvement. Results indicated approximately 14% of the variance was accounted for when predicting whether personal motivation, perceived invitations, perceived life context and controlling for the age of the child and the length of parental incarceration, $F(10, 60) = 2.116$, $p<.03$, adj. $R^2 = .14$, motivated home-based involvement in the family-school partnership. When all four blocks were entered into the analysis, they demonstrated statistical significance. Results support the hypothesis that a significant portion of the variance could be accounted for when adding personal psychological beliefs, contextual motivators and perceived life context to the omnibus model, to evaluate motivations for home-based involvement from caregivers of children of incarcerated parents.

The strongest individual predictor across the blocks was specific child demands (β = .30). Knowledge and Skills emerged as a negative individual

predictor across the blocks (β = -.60).These specific predictors that contributed to the statistical significance of the model will be explored in further detail in Chapter 5.

CHAPTER V

DISCUSSION

Introduction

Children of incarcerated parents are a unique population in today's educational system. Research suggests that children of incarcerated parents have the potential to develop secondary behavioral concerns such as aggression, depression, and anxiety (Christian, 2009). When a parent is incarcerated, the children are provided with a caregiver, who may include, the other parent, a grandparent, foster family or other relatives. Assuming the parental responsibility for a child, involves the provision of an education. Family involvement in a partnership with schools has shown improved and increased student achievement (Henderson & Mapp, 2002).

Hoover-Dempsey & Sandler (2005) developed a theoretical model that provides insight into the beliefs that motivate parents to become involved in a partnership. Each level of the model explains the factors that influence parent participation and involvement, when mediated by student perceptions of their parents' involvement. The ultimate goal of involvement is to impact student achievement. Previous research has evaluated how Level 1 of the Hoover-Dempsey & Sandler (2005) model predicts Level 1.5 with various types of family structures, including Latino parents (Walker, Ice & Hoover-Dempsey & Sandler, 2011). Level 1 is comprised of parental beliefs (personal psychological beliefs, contextual motivators, and perceived life context). These are considered psychological beliefs that have the potential to influence role construction and self-efficacy. In addition, perceived contextual motivators, which include

invitations from the school and child as well as the perceived time and knowledge afforded to the parent, may predict their level of involvement activities (Level 1.5).

In the current study, preliminary results from this sample of caregivers of children of incarcerated parents, suggested more home-based involvement (*M* = 4.58; *SD* = 1.21) than school-based involvement (*M* = 3.41 *SD* = 1.65). Participants were asked to rate themselves on a 6 point Likert scale, with higher ratings reflecting higher frequencies in performing a stated activity. In spite of this outcome, it was necessary to evaluate the factors that predict caregiver's motivations and decisions to become involved in the family-school partnership.

The current study employed survey research in a quantitative, non-experimental design to evaluate the predictability of Level 1 (personal psychological beliefs, contextual motivators, and perceived life context) to Level 1.5 (school-based and home-based involvement activities) from identified caregivers of children of incarcerated parents. 79 participants completed the Parent Involvement Questionnaire (PIP), however 71 were used for data analysis, based upon specific criteria (i.e. parental incarceration status).

This chapter will summarize the findings of the study outlined by each research question and hypothesis. In addition, discussion of implications for school psychology practice, limitations, and recommendations for future research will be considered.

Research Questions and Hypotheses

Research Question One. After controlling for age of the child and time spent with the caregiver, what is the best predictive model of caregivers' school-based involvement given knowledge of (a) their personal psychological beliefs as measured by parental role construction, and self-efficacy for involvement, (b) contextual motivators for involvement as measured by general school invitations, specific teacher invitations, and specific student invitations, and (c) perceived life-context variables as measured by time and energy for involvement, and skills and knowledge?

It was hypothesized that personal psychological beliefs, contextual motivators, and perceived life context would account for a significant portion of the variance in predicting school-based involvement in the family-school partnership. According to the analysis, both control variables and personal psychological beliefs as defined by the valence subscale, parent efficacy and role construction did not demonstrate statistical significance in predicting school-based involvement activities. This suggests that the caregiver's past educational experience, thoughts about the significance of their involvement, and their beliefs about the role they serve were not strong contributors in predicting their school-based involvement in the family-school partnership. Walker, Ice, Hoover-Dempsey & Sandler's (2011) study that evaluated Latino parents' motivations, also suggested that when predicting home and school involvement, parent-efficacy, although grounded in theory, "did not predict either form of involvement"

(p. 424). In addition, when controlling for age of the child and length of parental incarceration, neither were significant predictors of motivation for involvement.

Adding perceived invitations as a contextual motivator for involvement to the control variables and personal psychological beliefs supported the overall hypothesis. Specifically, the individual predictor, specific child demands, emerged as statistically significant in school-based involvement. Specific child demands, in the form of invitations, may include invitations from the child for the caregiver to attend special events, classroom field trips, etc. Green, Walker, Hoover-Dempsey & Sandler's (2007) study of parent motivations for involvement, suggested that school involvement was "predicted most notably by invitations from teachers and children" (p. 541).

When adding all constructs to the predictive model, including perceived life context, a significant portion of the variance was accounted for in predicting motivations for school-based involvement by caregivers of children of incarcerated parents. This finding supports the overall hypothesis. The contribution of perceived life context to the collective predictive model demonstrated statistical significance in individual predictors. Specifically, perceived knowledge and skills, was noted as a negative predictor. In previous studies of parent motivations for school-based involvement, knowledge and skills were not significant predictors of involvement, "a finding consistent with other examinations of the model" (Walker, Ice, Hoover-Dempsey, and Sandler, 2011, p. 423). In addition, another variable "in the equation may have suppressed related variance" for knowledge and skills (Walker, Ice, Hoover-Dempsey &

Sandler, p. 421). In the current study, the knowledge and skills variable was strongly correlated with role beliefs, time and energy, and general school invitations. Each of these variables may have impacted the strength of knowledge and skills serving as a significant individual predictor.

Consistent with previous research, contextual motivators continued to make a significant contribution in predicting school-based involvement. In particular, specific child demands, as an individual predictor, emerged as an important factor in a caregivers' decision to become an active participant in school-based involvement activities.

Research Question Two. After controlling for age of the child and time spent with the caregiver, what is the best predictive model of caregivers' home-based involvement given knowledge of (a) their personal psychological beliefs as measured by parental role construction, and self-efficacy for involvement, (b) contextual motivators for involvement as measured by general school invitations, specific teacher invitations, and specific student invitations, and (c) perceived life-context variables as measured by time and energy for involvement, and skills and knowledge.

It was hypothesized that personal psychological beliefs, contextual motivators, and perceived life context would account for a significant portion of the variance in predicting home-based involvement in the family-school partnership. According to the analysis, personal psychological beliefs as defined by the valence subscale, parent efficacy and role construction did not demonstrate statistical significance in predicting home-based involvement

activities in the family-school partnership. This finding is consistent with previous research that personal psychological beliefs did not significantly predict African-American fathers and home-based involvement (Abel, 2012). Conversely, this finding is different from previous research (Green, Walker, Hoover-Dempsey and Sandler, 2007) which determined a significant predictor of home-based involvement as parent efficacy beliefs. Green, Walker, Hoover-Dempsey and Sandler (2007) noted that "this may be because parents who are strongly motivated to be involved but do not feel efficacious in their involvement efforts are likely to reach out to the school for assistance" (p. 540). The current study suggests that parent efficacy was not an individual predictor of home-based involvement from caregivers of children of incarcerated parents. In addition, when controlling for age of the child and length of parental incarceration, neither were significant individual predictors of motivation for involvement.

The results of the hierarchical linear regression analysis when adding invitations as a contextual motivator for involvement did not support the overall hypothesis. However, the individual predictor, specific child demands, emerged as statistically significant. Specific child demands, in the form of invitations, may include the child's expressed difficulty with academics and/or behavior. Previous research, including Fishman and Nickerson's (2015) study of motivations for involvement from parents of students with disabilities, suggested that specific child demands were strong predictors of both home-based and school-based involvement. The current findings suggest that specific child demands is a strong predictor of home-based involvement.

When adding all constructs to the predictive model, including perceived life context, a significant portion of the variance was accounted for in predicting motivations for home-based involvement by caregivers of children of incarcerated parents. This finding supports the overall hypothesis. The contribution of perceived life context to the collective predictive model demonstrated statistical significance in individual predictors. Knowledge & Skills emerged as a negative predictor of home-based involvement, a finding consistent with the results of predicting school-based involvement for caregivers of children of incarcerated parents. Previous research (Walker, Ice, Hoover-Dempsey & Sandler, 2011; Fishman & Nickerson, 2015) aligns with life context variables having little predictability of home-based involvement in the family-school partnership.

Consistent with previous research, contextual motivators continued to make a significant contribution in predicting home-based involvement. In particular, specific child demands, as an individual predictor, emerged as an important factor in a caregivers' decision to become an active participant in home-based involvement activities.

Implications

School psychologists are in a position to champion family-school partnerships. Oftentimes, school psychologists assume the role as liaison between the school and the family when conducting an evaluation at a level of intensive support. Those cases require parental input and the support of parents as shared decision-makers. An understanding of the reasons parents resist standard family engagement strategies is essential in making informed decisions regarding approach, attitude and atmosphere in the family-school partnership. Manz & Manzo (2015) note that barriers to involvement are "associated with parents' perceptions that opportunities for their involvement are irrelevant, or overly demanding of their time" (p. 474).

In a multi-tiered system of support, school psychologists are essential from the universal to the intensive level. From a systems level of care perspective, specific populations in the school require awareness and support to ensure student success. Addressing caregivers of children of incarcerated parents serves as an opportunity for school psychologists to consult and intervene in promoting an effective family-school partnership. Understanding caregivers' beliefs and thoughts around their roles, efficacy, past educational experiences, time, knowledge, as well as their acceptance of invitations from the school and child, provide school psychologists with information about caregivers' motivations for involvement. This information has the ability to shape the methods school psychologists recommend to schools in how to attract caregivers to participate in a family-school partnership.

The results of the current study suggest that the model constructs outlined by the Hoover-Dempsey and Sandler Model (2005) accounted for a significant portion of the variance in predicting caregivers of children of incarcerated parents' motivations for school-based and home-based involvement in the family-school partnership. In particular, specific invitations from a child requesting the caregiver to partner with the school, predict their school-based and home-based involvement. When children express interest in their caregiver attending events or volunteering at school functions, it appears that caregivers are more willing to partner and support school efforts. Also, when students express academic, behavioral or social difficulty to their caregiver, this serves as an invitation for caregivers to seek out ways to participate in partnering with the school to ensure student success. School psychologists have the potential to facilitate these events and express to school teams the importance of providing opportunities for caregivers of children of incarcerated parents, in particular, to have the opportunities to partner. Miller, Lines & Fleming (2015) suggests coordinating with community agencies, who may consider donating a meeting place for families, in this case, caregivers of children of incarcerated parents, to meet together, share resources, and discuss concerns. In addition, school psychologists may help to empower staff to develop strategies to support student communication with the caregiver. Role-playing activities with students on how to request family support at school and at home may be necessary. "School psychologists can lead their professional colleagues in establishing a school

environment that welcomes parents, reflects the strengths of their culture and community, and employs natural helpers" (Manz & Manzo, 2015, p. 476).

Limitations

The current study possesses notable limitations which suggests cautious interpretation of results. With regards to the generalizability of the sample to a population of caregivers, (n=71) the amount of participants is too small to assume that for all caregivers, including grandparent caregivers, or caregivers in military families, a significant portion of the variance could be accounted for in a predictive model using Level 1 of the Hoover-Dempsey and Sandler Model (2005) to predict Level 1.5 (school-based and home-based involvement activities). In addition, it would not be prudent to assume that specific child demands would have the most predictability for school-based and home-based involvement in the family-school partnership for various types of caregivers. Although incentives were provided for participation (i.e. free spaghetti dinner, $50 gift card raffle), attendance at the community locations were lower than expected. Some caregivers expressed a desire to complete the questionnaire at home and submit it at a later time. When provided with the questionnaire, some were not returned and could not be added to the final sample.

Further, the true number of caregivers of children of an incarcerated parent in the studied school district may have been grossly underrepresented in the current study. Those who provided consent to participate are most likely those who would be actively involved in the family-school partnership, which is noted in research as a normal limitation when evaluating parent involvement through survey collection (Walker, Ice, Hoover-Dempsey & Sandler, 2011).

Requesting caregivers to voluntarily complete a questionnaire, and having low response rates “are representative of a central methodological challenge to parent involvement studies; uninvolved parents are difficult to study” (Carlson, 1993; Walker, et. al., 2011). Also, social desirability may have impacted the overall results, with caregivers rating themselves to perhaps meet perceived expectations of the school system, etc. Finally, the research surrounding families with children of incarcerated parents describes fear of stigma in sharing information about their family and/or incarceration (Hairston, 2007), which may have limited participation.

Despite limitations, the present study sought to examine the psychological beliefs and perceptions that motivate caregivers of children of incarcerated parents’ school-based and home-based involvement involved in the family-school partnership. Although generalizability to suburban, rural, and other diverse populations were not obtained, the current study is a starting point in the developing research base for evaluating involvement forms with this unique population.

Recommendations for Future Research

The present study probed the predictability of caregivers of children of incarcerated parents’ psychological beliefs and perceptions to their school-based and home-based involvement activities in the family-school partnership. Initial results suggest that the model constructs of the Hoover-Dempsey and Sandler Model (2005) evaluated in the current study, accounted for a significant portion of the variance in predicting caregiver motivations for school-based and home-based involvement in the family-school partnership. In addition, the individual

predictor of specific child demands was significant in predicting school-based and home-based involvement activities. Future research may seek to qualify these results with caregiver interviews. The additional information provided through an interview would capture specific needs related to specific child demands to help schools understand how to successfully engage families with incarcerated parents. Specific child demands may be further explained by the caregiver as receiving numerous requests from the child to volunteer as the class parent, chaperone field trips, or provide homework help.

Replication of the current study would provide added support to the existing literature on parent involvement processes (Hoover-Dempsey & Sandler, 2005). In further assessment of the subsequent levels of the Hoover-Dempsey & Sandler Model (2005), caregivers of children of incarcerated parents would be an interesting population to investigate in terms of predicting how their mechanisms for involvement (Level 2: Encouragement, Modeling, Reinforcement & Instruction) influence student perceptions (Level 3), when compared to student-based questionnaires.

Finally, the current study, when replicated, should be provided to populations outside of a mid-sized urban city. Suburban and rural caregivers have experiences that may suggest alternative results when determining how their psychological beliefs and perceptions predict school-based and home-based involvement in the family-school partnership. The findings would support generalizability of the outcomes and add to the existing literature of the general population of caregivers of children of incarcerated parents.

Conclusions

Caregivers of children of incarcerated parents are in a pivotal position to provide care, support and stability to a child. How caregivers connect and partner with the school system to promote student success is contingent upon various processes, including psychological beliefs, perceptions of feeling invited, and perceived time and energy. Hoover-Dempsey & Sandler (2005) developed a parent involvement model to explain the distinct processes parents' experience, with the ultimate goal of student achievement. The utility of the model is captured through questionnaires that assess a parent's self-report of their involvement practices.

The present study examined the psychological beliefs and perceptions of caregivers of children of incarcerated parents and how those factors predicted involvement in the family-school partnership. A significant portion of the variance was accounted for in predicting school-based and home-based involvement for caregivers of children of incarcerated parents, when using Level 1 of the Hoover-Dempsey and Sandler Model (2005), as defined by personal psychological beliefs, contextual motivators, and perceived life context. This speaks to the utility of the Hoover-Dempsey & Sandler Model (2005) to support educators understanding of the motivations and beliefs that lead to involvement in the family-school partnership.

Additionally, results indicated contextual motivators such as, specific child demands, as strong individual predictors of school-based and home-based involvement. The sample size of the current study is limited, therefore results

should be interpreted with caution. Notwithstanding statistical limitations, the outcomes of the study provide initial understanding of how psychological beliefs and perceptions of caregivers of children of incarcerated parents in a mid-sized urban city, can influence school-based and home-based involvement with the school system. These results support schools in developing effective family engagement strategies to include caregivers in decision-making, shared ownership and systems of care.

References

Abel, Y. (2012). African-American fathers' involvement in their children's school-based lives. *Journal of Negro Education, 81 (2),* 162-172.

Bandura, A., (1997). *Self-Efficacy: The exercise of control.* New York: W.H. Freeman.

Biddle, B.J. (1986). Recent developments in role theory. *Annual Review of Sociology*, 12, 67-92.

Boone, H.N. & Boone, D.A. (2012, April). Analyzing Likert data. *Journal of Extension, 50 (2).* Retrieved from http://www.joe.org/joe/2012april/tt2p.shtml

Bouchet, S.M. (2008, January). *Children and Families with Incarcerated Parents: Exploring development in the field and opportunities for growth.* Baltimore, MD: The Annie E. Casey Foundation.

Bramesfield, K.D., Carrick, A.C., Lessmeier, S.L., Nicoloff, A.N., Keiser, M.E. & Metter, S.A. (2013). Parental involvement in a child care center: Assessing predictors of school-based involvement. *Psi Chi Journal of Psychological Research, 18* (3)*,* 103-115.

Breakwell, G. M. (2006). *Research methods in psychology* (3rd edition). Thousand Oaks, CA: Sage.

Bronfenbrenner, U. (1979). *The ecology of human development.* Cambridge, MA: Harvard University Press.

Bureau of Justice Statistics. (2007). *Parents in prison and their minor children*. Retrieved from the Office of Justice Programs, U.S. Department of Justice website. http://www.bjs.ojp.usdoj.gov/index.cfm?ty.tda

Campbell, D.T. & Stanley, J.C. (1963). *Experimental and quasi-experimental designs for research on teaching.* In N.L. Gage (ed.), Handbook of Research of Teaching. Chicago: Rand McNally.

Carlson, C. (1993). The family-school link: Methodological issues in studies of family processes related to children's school competence. *School Psychology Quarterly, 8*, 264-276.

Carlson, C. & Christenson, S.L. (Eds.). (2005). Evidence-based parent and family interventions in school psychology [Special issue]. *School Psychology Quarterly, 20* (4).

Chen, X. (2001). *Efforts by public schools to involve parents in children's education: Do school and parent reports agree?* (NCES #076). Washington, DC: US Department of Education, National Center for Education Statistics.

Christenson, S.L., & Sheridan, S.M. (2001). *Schools and families: Creating essential connections for learning.* New York, NY: The Guilford Press.

Christenson, S.L. (2003). The family-school partnership: An opportunity to promote the learning competence of all students. *School Psychology Quarterly, 18* (4), 454-482.

Christian, S. (2009, March). *Children of incarcerated parents (National Conference of State Legislatures).* Retrieved from: www.ncsl.org/documents/cyf/childrenofincarceratedparents.pdf

Deslandes, R., & Bertrand, R. (2005). Motivation of parent involvement in secondary-level schooling. *The Journal of Educational Research, 98*(3), 164-175.

Dallaire, D.H. (2007, December). Incarcerated mothers and fathers: A comparison of risks for children and families. *Family Relations, 56,* 440-453.

Dwyer, D.J., & Hecht, J.B. (1992). Minimal parent involvement. *The School-Community Journal, 2*, 53-66.

Epstein, J.L. (2009). *School, family, and community partnerships: Your handbook for action (3rd ed.).* Thousand Oaks, CA: Corwin Press.

Epstein, J.L. & Dauber, S.L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal, 9* (3)*,* 289-305.

Esler, A.N., Godber, Y., & Christenson, S. (2008). Best practices in supporting family-school partnerships. In A. Thomas & T. Grimes (Eds.), *Best Practices in School Psychology: Vol. 3.* (5th ed., pp. 917-936). Bethesda, MD.: NASP Publications.

Fishman, C.E. & Nickerson, A.B. (2015). Motivations for involvement: A preliminary investigation of parents of students with disabilities. *The Journal of Child & Family Studies, 24*, 523-535.

Frizell, J.A., Shippen, B.S., Luna, A.L. (2008, Summer). Regression analysis: Legal applications in institutional research. *New Directions for Institutional Research, 138*, 85-103.

Garcia Coll, C., Akiba, D., Palacios, N., Bailey, B., Silver, R., DiMartino, L., and Chin,C. (2002) Parental involvement in children's education: Lessons from three immigrant groups. *Parenting: Science and Practice* 2.3, 303-324.

Gaur, A. S., & Gaur, S. S. (2006). *Statistical methods for practice and research: A guide to data analysis using SPSS.* Thousand Oaks, CA: Sage.

Glaze, L. & Maruschak, L. (2008, August). Parents in prison and their minor children; Bureau of Justice Statistics Special Report (NCJ 22984). Retrieved from http://bjs.ojp.usdoj.gov/content/pub/pdf/

Green, C., Walker, J.M.T., Hoover-Dempsey, K.V. & Sandler, H.M. (2007). Parents' motivation for involvement in children's education: An empirical test of a theoretical model of parental involvement. *Journal of Educational Psychology, 99* (3), 532-544.

Hagen, K.A. & Myers, B.J. (2003). The effect of secrecy and social support on behavioral problems in children of incarcerated women. *Journal of Child and Family Studies, 12*, 229-242.

Hairston, C.F. (2007). *Focus on the children with incarcerated parents: A overview of the research literature*. Annie E. Casey Foundation.

Heiman, G.W. (2001). *Understanding research methods and statistics: An integrated introduction*. New York: Houghton Mifflin Company.

Henderson, A.T. & Mapp, K.L. (2002). *A new wave of evidence: The impact of school, parent, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

Heppner, P.P., & Heppner, M.J. (2004). *Writing and publishing your thesis, dissertation, and research.* Belmont, CA: Brooks/Cole Thompson.

Hoover-Dempsey, K.V., & Sandler, H.M. (2005). *Final performance report for OERI Grant # R305T010673: The social context of parental involvement: A path to enhanced achievement.* Presented to Project Monitor, Institute of Education Sciences, U.S. Department of Education, March 22, 2005.

Hoyt, W.T., Leierer, S., Millington, M.J. (2006). Analysis and interpretation of findings using multiple regression techniques. *Rehabilitation Counseling Bulletin*, *49* (4), 223-233.

Jackson, K. & Remillard, J.T. (2005). Rethinking parent involvement: African-American mothers construct their roles in the mathematics education of their children. *School Community Journal, 15*, 51-73.

Johnson-Peterkin, Y. (2003, May). *Information packet: Children of incarcerated parents.* National Resource for Foster Care and Permanency Planning. New York: Hunter College School of Social Work.

Lange, S.M. (2000). The challenges confronting children of incarcerated parents. *Journal of Family Psychotherapy, 11* (4), 61-68.

Lechtenberger, D. & Mullins, F.E. (2004, Fall). Promoting better family-school-community partnerships for all of America's children. *Beyond Behavior*: *Council for children with behavioral disorders*, 17-22.

Manz, P.H., & Manzo, J.C. (2015). Best practices in reducing barriers to parent involvement. In P. Harrison & A. Thomas (Eds.), *Best Practices in School Psychology: Systems Level Services* (pp. 467-477). Bethesda, MD.: NASP Publications.

Mapp, K. L., & Kuttner, P. J. (2013). Partners in education: A dual capacity-building framework for family-school partnerships. In A. West (Ed.), *U.S. Department of Education.* Austin, TX.: SEDL Publications.

Mena, J.A. (2011). Latino parent home-based practices that bolster student academic persistence. *Hispanic Journal of Behavioral Sciences, 33* (4), 490-506.

Martin, D. & Martin, M. (2007). Implementing a family/school partnership in an urban elementary school to reduce negative behavior and increase academic achievement. *Family Therapy, 34*(3), 141-152.

McDermott, P. & Rothenberg, J. (2000, October). Why urban parents resist involvement in their children's elementary education. *The Qualitative Report, 5* (3/4). Retrieved from http://www.nova.edu/ssss/QR/QR5-3/mcdermott.html

Miller, D.D. & Kraft, N.P. (2008). Best practices in communicating and involving parents. In A. Thomas & T. Grimes (Eds.), *Best Practices in School Psychology: Vol. 3.* (5th ed., pp. 937-952). Bethesda, MD.: NASP Publications.

Miller, G., Lines, C., & Fleming, M. (2015). Best practices in family-school collaboration for multitiered service delivery. In P. Harrison & A. Thomas

(Eds.), *Best Practices in School Psychology: Systems Level Services* (pp. 491-504). Bethesda, MD.: NASP Publications.

Miller, K.M. (2006). The impact of parental incarceration on children: An emerging need for effective interventions. *Child and Adolescent Social Work Journal, 23* (4)*,* 472-486.

Miller, K.M. (2007). Risk and resilience among African-America children of incarcerated parents. *Journal of Human Behavior in the Social Environment, 15* (2/3), 25-37.

Mumola, C.J. (2000). Special report: Incarcerated parents and their children*. Washington, DC: US Department of Justice*, *Bureau of Justice Statistics*.

Nesmith, A. & Ruhland, E. (2008). Children of incarcerated parents: Challenges and resiliency, in their own words. *Children and Youth Services Review, 30,* 1119-1130.

Newby, G. (2008, December). Addressing the needs of those caring for adolescent children of incarcerated parents. *Prevention Researcher, 15,* 6-9.

No Child Left Behind Act of 2001. Pub. L. No. 107-110, 115 Stat. 1425 (2002).

Park, S. & Holloway, S.D. (2013). No parent left behind: Predicting parental involvement in adolescents' education within a sociodemographically diverse population. *The Journal of Educational Research, 106*, 105-119.

Phillips, S.D., Burns, B.J., Wagner, H.R., Kramer, T.L. & Robbins, J.M. (2002). Parental Incarceration among adolescents receiving mental health services. *Journal of Child and Family Studies, 11* (4), 385-399.

Poehlmann, J. (2005, May/June). *Representations of attachment relationships in children of incarcerated mothers. Child Development, 76* (3), 679-696.

Poehlmann, J., Dallaire D., Loper, A.B., & Shear, L.D. (2010, September). Children's contact with their incarcerated parents: Research findings and recommendations. *American Psychologist, 65* (6)*,* 575-598. doi:10.1037/a0020279

Poehlmann, J., Park, J., Bouffiou, L., Abrahams, J., Shlafer, R., & Hahn, E. (2008, June). Representations of family relationships in children living with custodial grandparents. *Attachment and Human Development, 10* (2), 165-188.

Sanders, E. & Dunifon, R. (2011). *Children of incarcerated parents [Research Brief].* Cornell University. Retrieved from http://www.human.cornell.edu/pam/outreach/parenting/research/upload/children-of-incarcerated-parents.pdf

Schirmer, S., Nellis, A., & Mauer, M. (2009). *Incarcerated Parents and their Children: Trends 1991-2007.* Washington, DC: The Sentencing Project.

Shlafer, R.J. & Poehlmann, J. (2010). Attachment and caregiving relationships in families affected by parental incarceration. *Attachment and Human Development, 12* (4), 395-415.

Stevens, J. (1986). *Applied multivariate statistics for the social sciences.* Hillsdale, NJ: Lawrence Erlbaum.

Suizzo, M.A., Pahlke, E., Yarnell, L., Chen, K-Y., Romero, S. (2014). Home-based parental involvement in young children's learning across U.S.

ethnic groups: Cultural models of academic socialization. *Journal of Family Issues, 35* (2), 254-287

Vanderbilt University. (n.d.). The family-school partnership lab. *Psychology and Human Development Department.* Retrieved from http://www.vanderbilt.edu/Peabody/family-school/scaledescriptions.html

Walker, J.M.T., Wilkins, A.S., Dallaire, J.R., Sandler, H.M., & Hoover-Dempsey, K.V. (2005). Parental involvement: Model revision through scale development. *The Elementary School Journal, 106* (2), 85-104.

Walker, J.M.T., Ice, C.L., Hoover-Dempsey K.V., & Sandler, H.M. (2011, March). Latino parents' motivations for involvement in their children's schooling. *The Elementary School Journal, 111* (3), 410-429.

Watson, G.L., Sanders-Lawson, E.R., McNeal, L. (2012, October). Understanding parental involvement in American public education. *International Journal of Humanities and Social Science, 2* (19), 41-50.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th edition). Boston, MA: Allyn and Bacon.

Timmons, C.L. (2006, April). Rights and needs of children of incarcerated parents. *The Prevention Researcher, 13* (2), 15-17.

Useem, E. (1990, April). *Social class and ability group placement in mathematics in the transition to seventh grade: The role of parent involvement.* Paper presented at the annual meeting of the American Educational Research Association, Boston.

Vacca, J.S. (2008, Spring). Children of incarcerated parents: The invisible students in our schools-What can our schools do to help them? *Relational Child and Youth Care Practices, 21* (1)*,* 49-56.

Appendix A
Permission of Use

From: Walker, Joan T.
To: n.y.hollins@iup.edu
Subject: RE: Dissertation Research - Use of Model for Caregivers of Children of Incarcerated Parents
Date: Monday, October 12, 2015 8:39:16 AM

Dear Nicole,

My colleague Howard Sandler forwarded your email. You have our permission to reproduce the figure of the model.

Thank you for your interest in our work. Please let us know what you learn!
Joan Walker

Joan Walker, Ph.D.
Associate Professor
School of Education
Co-Director, Faculty Center for Innovative Teaching and Professional Development
Pace University
914.773.3803
http://www.pace.edu/school-of-education/faculty/joan-walker

Appendix B
Informed Consent

1011 South Drive, Indiana, Pa. 15705
724/357-2100

Informed Consent Form

August 6, 2014

Dear Parents/Guardians:

The _____ School District will be participating in a research study specifically related to individuals who serve as caregivers of children of incarcerated parents. Based upon the results of the questionnaire, information would be collected that evaluates the needs of our students and how our school district could best support caregivers of children of incarcerated parents. Additionally, select student groups would be formed to support caregivers and children of incarcerated parents in the school setting. All information will be strictly confidential.

The study will begin in the fall of 2014. During the course of the study, caregivers who wish to participate will be given a list of dates and locations where they can meet to complete a parent questionnaire. These locations include: local churches, as well as local community centers (i.e. Boys and Girls Club, YMCA, etc.). Upon completion of the questionnaire, caregivers will be eligible for a drawing of one $50 Giant Gift Card. Participants will have a chance to win one gift card at each research location. If you are interested in participating, you may submit the consent form to your school counselor. Please see the attached school counselor list.

Your participation in this study is voluntary. You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators or IUP. If you choose to participate, you may withdraw at any time by notifying the Project Director or informing the person administering the questionnaire. Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, all information will be held in strict confidence and will have no bearing on the services you receive from the school district. Your response will be considered only in combination with those from other participants. The information obtained in the study may be published in scientific journals or presented at scientific meetings, but your identity will be kept strictly confidential.

Caregiver data from kindergarten through twelfth grade will be the targeted area of review. Information from the Parent Involvement Project (PIP) and the perception of the family-school relationship is the specific focus of the evaluation. There are no known risks to the students, caregivers or teachers. All identification information will be removed to ensure confidentiality. A second copy is available for the participant to keep.

Participant's Name: _____

Signature: _____

Date: _____

Project Director:
Nikole Y. Hollins, M.S.
Rank/Position: Doctoral Candidate
Department Affiliation: School Psychology

Project Chair:
Mark R. McGowan, Ph.D., NCSP
Contact Information: (724) 357-2174, mmcgowan@iup.edu
Department Affiliation: Educational & School Psychology

This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).

Sincerely,

Nikole Hollins, M.S.
Doctoral Candidate
Office: (717) 877-46XX
lnyp@iup.edu

Appendix C
Cover Page & Parent Involvement Project

CAREGIVER QUESTIONNAIRE

Based upon your consent to participate in the proposed study, please complete the following questions:

What is your sex?
- ☐ Male
- ☐ Female

What is your relationship to the student for whom you provide care?
- ☐ Mother
- ☐ Father
- ☐ Grandparent
- ☐ Foster Parent
- ☐ Sibling
- ☐ Other: _____

What is the relationship of the incarcerated parent to the student?
- ☐ Mother
- ☐ Father
- ☐ Both
- ☐ Sibling
- ☐ Other: _____

Is the parent:
- ☐ Currently Incarcerated
- ☐ Previously Incarcerated
- ☐ Not Incarcerated

If currently or previously incarcerated, what is the length of incarceration (i.e. years or months)?
_____

Age of student(s) in your care
_____

Family income per year (please check one)
- ☐ Less than $5,000
- ☐ $5,100-$10,000
- ☐ $10,001-$20,000
- ☐ $20,001-$30,000
- ☐ $40,001-$50,000
- ☐ Over $50,001

Please proceed to the Parent Involvement Project: Parent Questionnaire.
Thanks for your participation!

Parent Involvement Project (PIP)
Parent Questionnaire
Study 4

People have different feelings about school. Please circle the number on each line below that best describes your feelings about your school experiences WHEN YOU WERE A STUDENT.

1	My school:	disliked 1	2	3	4	5	liked 6
2	**My teachers:**	**were mean 1**	**2**	**3**	**4**	**5**	**were nice 6**
3	My teachers:	ignored me 1	2	3	4	5	cared about me 6
4	**My school experience:**	**bad 1**	**2**	**3**	**4**	**5**	**good 6**
5	I felt like:	an outsider 1	2	3	4	5	I belonged 6
6	**My overall experience:**	**failure 1**	**2**	**3**	**4**	**5**	**success 6**

Please indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement.

		Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
7	I know how to help my child do well in school.	1	2	3	4	5	6
8	**I don't know if I'm getting through to my child.**	**1**	**2**	**3**	**4**	**5**	**6**
9	I don't know how to help my child make good grades in school.	1	2	3	4	5	6
10	**I feel successful about my efforts to help my child learn.**	**1**	**2**	**3**	**4**	**5**	**6**
11	I don't know how to help my child learn.	1	2	3	4	5	6

Please indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement.

		Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
12	**Teachers at this school are interested and cooperative when they discuss my child.**	**1**	**2**	**3**	**4**	**5**	**6**
13	I feel welcome at this school.	1	2	3	4	5	6

Please indicate HOW OFTEN the following have happened SINCE THE BEGINNING OF THIS SCHOOL YEAR?

		never	1 or 2 times this year	4 or 5 times this year	once a week	a few times a week	daily
14	**My child's teacher asked me or expected me to help my child with homework.**	**1**	**2**	**3**	**4**	**5**	**6**
15	My child's teacher asked me to talk with my child about the school day.	1	2	3	4	5	6
16	My child's teacher asked me to attend a special event at school.	1	2	3	4	5	6
17	My child's teacher asked me to help out at the school.	1	2	3	4	5	6
18	My child's teacher contacted me (for example, sent a note, phoned, e-mailed).	1	2	3	4	5	6

Parents have many different beliefs about their level of responsibility in their children's education. Please respond to the following statements by indicating the degree to which you believe you are responsible for the following.

I believe it's my responsibility to...		Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
19	**...volunteer at the school.**	**1**	**2**	**3**	**4**	**5**	**6**
20	...communicate with my child's teacher regularly.	1	2	3	4	5	6
21	**...help my child with homework.**	**1**	**2**	**3**	**4**	**5**	**6**
22	...make sure the school has what it needs.	1	2	3	4	5	6
23	**...support decisions made by the teacher.**	**1**	**2**	**3**	**4**	**5**	**6**
24	...stay on top of things at school.	1	2	3	4	5	6
25	**...explain tough assignments to my child.**	**1**	**2**	**3**	**4**	**5**	**6**
26	...talk with other parents from my child's school.	1	2	3	4	5	6
27	**...make the school better.**	**1**	**2**	**3**	**4**	**5**	**6**
28	...talk with my child about the school day.	1	2	3	4	5	6

Dear Parent, Please indicate how much you AGREE or DISAGREE with each of the following statements. Please think about THE CURRENT SCHOOL YEAR as you consider each statement.

		Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
29	**I know about special events at school.**	**1**	**2**	**3**	**4**	**5**	**6**
30	I have enough time and energy to help out at my child's school.	1	2	3	4	5	6
31	**I know enough about the subjects of my child's homework to help him or her.**	**1**	**2**	**3**	**4**	**5**	**6**
32	I have enough time and energy to communicate effectively with my child's teacher.	1	2	3	4	5	6
33	**I have enough time and energy to attend special events at school.**	**1**	**2**	**3**	**4**	**5**	**6**
34	I know how to supervise my child's homework.	1	2	3	4	5	6
35	I know about volunteering opporutunities at my child's school.	1	2	3	4	5	6
36	I know how to explain things to my child about his or her homework.	1	2	3	4	5	6
37	I have enough time and energy to help my child with homework.	1	2	3	4	5	6
38	I have the skills to help out at my child's school.	1	2	3	4	5	6
39	I have enough time and energy to supervise my child's homework.	1	2	3	4	5	6

Parents and families do many different things when they are involved in their children's education. We would like to know how often you have done the following SINCE THE BEGINNING OF THE SCHOOL YEAR.

	Someone in this family...	never	1 or 2 times this year	4 or 5 times this year	once a week	a few times a week	daily
40	...talks with this child about the school day.	1	2	3	4	5	6
41	...supervises this child's homework.	1	2	3	4	5	6
42	...helps out at this child's school.	1	2	3	4	5	6
43	...attends special events at school.	1	2	3	4	5	6
44	...helps this child study for tests.	1	2	3	4	5	6
45	...volunteers to go on class field trips.	1	2	3	4	5	6
46	...attends PTA meetings.	1	2	3	4	5	6
47	...practices spelling, math or other skills with this child.	1	2	3	4	5	6
48	...reads with this child.	1	2	3	4	5	6
49	...goes to the school's open-house.	1	2	3	4	5	6

Please indicate how much you AGREE or DISAGREE with each of the following statements. Please think about *the current school year* as you consider each statement.

		Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
50	Parent activities are scheduled at this school so that I can attend.	1	2	3	4	5	6
51	This school lets me know about meetings and special school events.	1	2	3	4	5	6
52	This school's staff contacts me promptly about any problems involving my child.	1	2	3	4	5	6
53	The teachers at this school keep me informed about my child's progress in school.	1	2	3	4	5	6

Parents and families do many different things when they help their children with schoolwork. We would like to know how true the following things are *for you and your family* when you help your child with schoolwork. Please think about the *current school year* as you read and respond to each item.

	We encourage this child...	Not at all true	A little bit true	Somewhat true	Often true	Mostly true	Completely true
54	...when he or she doesn't feel like doing schoolwork.	1	2	3	4	5	6
55	...when he or she has trouble *organizing* schoolwork.	1	2	3	4	5	6
56	...to *try new ways* to do schoolwork when he or she is having a hard time.	1	2	3	4	5	6
57	...to be aware of how he or she is doing with schoolwork.	1	2	3	4	5	6
58	...to develop an interest in schoolwork.	1	2	3	4	5	6
59	...to look for more information about school subjects.	1	2	3	4	5	6
60	...to stick with a problem until he or she solves it.	1	2	3	4	5	6
61	...to believe that he or she can do well.	1	2	3	4	5	6
62	...to believe that he or she can learn new things.	1	2	3	4	5	6
63	...to ask other people for help when a problem is hard.	1	2	3	4	5	6
64	...to follow the teacher's directions.	1	2	3	4	5	6
65	...to explain what he or she thinks to the teacher.	1	2	3	4	5	6

Parents and families do many different things when they help their children with schoolwork. We would like to know how true the following things are *for you and your family* when you help your child with schoolwork. Please think about the *current school year* as you read and respond to each item.

	We show this child that we…	Not at all true	A little bit true	Somewhat true	Often true	Mostly true	Completely true
67	…like to learn new things.	1	2	3	4	5	6
68	**...know how to solve problems.**	**1**	**2**	**3**	**4**	**5**	**6**
69	…enjoy figuring things out.	1	2	3	4	5	6
70	**…do not give up when things get hard.**	**1**	**2**	**3**	**4**	**5**	**6**
71	…ask others for help when a problem is hard to solve.	1	2	3	4	5	6
72	**…can explain what we think to others.**	**1**	**2**	**3**	**4**	**5**	**6**
73	…can learn new things.	1	2	3	4	5	6
74	**…want to learn as much as possible.**	**1**	**2**	**3**	**4**	**5**	**6**
75	…like to solve problems.	1	2	3	4	5	6
76	**…try different ways to solve a problem when things get hard.**	**1**	**2**	**3**	**4**	**5**	**6**
	We show this child we like it when he or she…	Not at all true	A little bit true	Somewhat true	Often true	Mostly true	Completely true
77	…wants to learn new things.	1	2	3	4	5	6
78	**…tries to learn as much as possible.**	**1**	**2**	**3**	**4**	**5**	**6**
79	…has a good attitude about doing his or her homework.	1	2	3	4	5	6
80	**…keeps working on homework even when he or she doesn't feel like it.**	**1**	**2**	**3**	**4**	**5**	**6**
81	…asks the teacher for help.	1	2	3	4	5	6
82	**…explains what he or she thinks to the teacher.**	**1**	**2**	**3**	**4**	**5**	**6**
83	…explains to us what he or she thinks about school.	1	2	3	4	5	6
84	**…works hard on homework.**	**1**	**2**	**3**	**4**	**5**	**6**
85	…understands how to solve problems.	1	2	3	4	5	6
86	**…sticks with a problem until he or she solves it.**	**1**	**2**	**3**	**4**	**5**	**6**
87	...organizes his or her schoolwork.	1	2	3	4	5	6
88	**…checks his or her work.**	**1**	**2**	**3**	**4**	**5**	**6**
89	…finds new ways to do schoolwork when he or she gets stuck.	1	2	3	4	5	6

Dear Parent, please indicate HOW OFTEN the following have happened SINCE THE BEGINNING OF THIS SCHOOL YEAR?

		never	1 or 2 times this year	4 or 5 times this year	once a week	a few times a week	daily
90	**My child asked me to help explain something about his or her homework.**	**1**	**2**	**3**	**4**	**5**	**6**
91	My child asked me to supervise his or her homework.	1	2	3	4	5	6
92	My child asked me to attend a special event at school.	1	2	3	4	5	6
93	My child asked me to help out at the school	1	2	3	4	5	6
94	My child asked me to talk with his or her teacher.	1	2	3	4	5	6

Parents and families do many different things when they help their children with schoolwork. We would like to know how true the following things are *for you and your family* when you help your child with schoolwork. Please think about the *current school year* as you read and respond to each item.

	We **teach** this child…	Not at all true	A little bit true	Somewhat true	Often true	Mostly true	Completely true
95	…to go at his or her own pace while doing schoolwork.	1	2	3	4	5	6
96	**…to take a break from his or her work when he or she gets frustrated.**	1	2	3	4	5	6
97	…how to check homework as he or she goes along.	1	2	3	4	5	6
98	**…how to get along with others in his or her class.**	1	2	3	4	5	6
99	…to follow the teacher's directions.	1	2	3	4	5	6
100	**…ways to make his or her homework fun.**	1	2	3	4	5	6
101	…how to find out more about things that interest him or her.	1	2	3	4	5	6
102	**…to try the problems that help him or her learn the most.**	1	2	3	4	5	6
103	…to have a good attitude about his or her homework.	1	2	3	4	5	6
104	**…to keep trying when he or she gets stuck.**	1	2	3	4	5	6
105	…to stick with his or her homework until he or she finishes it.	1	2	3	4	5	6
106	**…to work hard.**	1	2	3	4	5	6
107	…to talk with the teacher when he or she has questions.	1	2	3	4	5	6
108	**…to ask questions when he or she doesn't understand something.**	1	2	3	4	5	6
109	…to make sure he or she understands one part before going on to the next.	1	2	3	4	5	6

We understand that the following information may be of a sensitive nature. We ask for this information because it helps us describe the range of families in our total group. Please bubble the response for each item that best describes you and your family.

1. Your Gender: ____ Female ____ Male

2. Please choose the job that best describes yours (please choose only **one**):
___ Unemployed, retired, student, disabled
___ Labor, custodial, maintainance
___ Warehouse, factory worker, construction
___ Driver (taxi, truck, bus, delivery)
___ Food services, resturant
___ Skilled Craftsman (plumber, electrician, etc)
___ Retail sales, clerical, customer service
___ Service technician (appliances, computers, cars)
___ Bookkeeping, accounting, related administrative
___ Singer/musician/writer/artist
___ Real Estate/Insurance Sales
___ Social services, public service, related governmental
___ Teacher, nurse
___ Professional, executive

3. On average, how many hours **per week** do you work?
___ 0-5 ___ 21-40
___ 6-20 ___ 41 or more

4. Your level of education (please check highest level completed):
___ less than high school ___ bachelor's degree
___ high school or GED ___ some graduate work
___ some college, 2-year ___ master's degree
college or vocational ___ doctoral degree

5. Please choose the job that best describes your **spouse or partner's:**
___ No Spouse or Partner
___ Unemployed, retired, student, disabled
___ Labor, custodial, maintainance
___ Warehouse, factory worker, construction
___ Driver (taxi, truck, bus, delivery)
___ Food services, resturant
___ Skilled Craftsman (plumber, electrician, etc)
___ Retail sales, clerical, customer service
___ Service technician (appliances, computers, cars)
___ Bookkeeping, accounting, related administrative
___ Singer/musician/writer/artist
___ Real Estate/Insurance Sales
___ Social services, public service, related governmental
___ Teacher, nurse
___ Professional, executive

6. Your spouse or partner's level of education (please check highest level completed):
___ less than high school ___ some graduate work
___ high school or GED ___ bachelor's degree
___ some college, 2-year ___ master's degree
college or vocational ___ doctoral degree

7. On average, how many hours **per week** does your spouse or partner work?
___ 0-5 ___ 21-40
___ 6-20 ___ 41 or more

8. Family income per year (check one):
_____ less than $5,000
_____ $5,100-$10,000
_____ $10,001-$20,000
_____ $20,001-$30,000
_____ $30,001-$40,000
_____ $40,001-$50,000
_____ over $50,001

9. How many children (under the age of 19) live in your home?
___ 1 ___ 4
___ 2 ___ 5
___ 3 ___ 6 or more

10. Your Race/Ethnicity:
_____ Asian/Asian-American
_____ Black/African-American
_____ Hispanic/Hispanic-American
_____ White/Caucasian
_____ Other

THANK YOU!!!