EXAMINING PARENTS' PERCEPTIONS OF COMMUNITY SCHOOL PARTNERSHIPS TO INFORM EDUCATIONAL LEADERS

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ABSTRACT

Community school partnerships provide an avenue to ensure all students and families have the information, skills, and resources that they need to be successful, especially those in low-income and marginalized communities (Blank et al., 2012; Maier et al., 2017). While they are a tenant in all school districts, the availability and accessibility of community school partnerships vary. This study gave parents a voice by exploring the successes and challenges of accessing and using information and resources embedded in community school partnerships. A sample of parents with a child or children in a New Jersey public school completed a 65-item survey about parents' perceptions of community school partnerships including information sharing, school climate, confidence and knowledge in obtaining resources, and parents' social networks. There were statistically significant differences in parents' perceptions of community school partnerships based on race and social capital. Results from regression analysis showed parent social capital, school climate, and school communication have the largest effect on parents' beliefs about effective community school partnerships. Perceptual mapping was used to identify key messages educational leaders should integrate into future communication or school initiatives to increase access and use. This study provided insight into parents' perceptions of community school partnerships. Educational leaders can utilize the findings of this study to expand and strengthen community school partnerships that are responsive to the needs of all families.

DEDICATION

This dissertation is dedicated to my children, Kevin and King, who have had a profound impact on my life. Your experiences have been the driving force behind my passion to advocate for positive change in education. Always remember that there is no limit to what you can achieve when you set your mind to it. Dream big, work hard, and never lose sight of your goals. I love you!

I also dedicate this dissertation to my mom who has devoted her life to serving others. She has made it her life's work to ensure people have what they needed for themselves and their families to be successful. She is an avid advocate for what she believes in and what is right. Thank you for leading by example and showing me the importance of hard work, resilience, sacrifice, and pouring passion into what you do. Thank you for taking care of the boys and giving me the time and space I needed to write and finish my dissertation. I would not have been able to do this without you.

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CHAPTER 1

INTRODUCTION

Racial and socioeconomic disparities continue to be pervasive in public schools in the United States (U.S. Government Accountability Office, 2020). The most recent data from the Nation's Report Card reported achievement gaps in math and reading in Black and Hispanic students in fourth, eighth, and 12th grade assessments. In 2019, only 8% of Black and 11% of Hispanic students in 12th grade were at or above National Assessment of Education Progress (NAEP) proficient compared with 32% of White students and 50% of Asian students (U.S. Department of Education [USDOE], 2022b). For reading, only 15% of Black students and 21% of Hispanic students were at or above NAEP proficient, lagging their White and Asian counterparts who were at 38% and 56% respectively (USDOE, 2022a). Disparities in academic achievement also exist across socioeconomic status. NAEP proficiency levels in reading and math were higher among students who were not eligible for the National School Lunch Program compared to those who were in 4th and 8th grade assessments (USDOE, 2022a; USDOE, 2022b).

Chronic absenteeism and high school graduation rates also differ by race, ethnicity, and socioeconomic status. Nationally, about 16% of students were chronically absent during the 2015-2016 school year (USDOE, 2019). Chronic absenteeism is defined as missing 10% or more days of school because of any reason including illness and suspension. Overall, Black and Hispanic students experienced chronic absenteeism at high rates (20.5% and 18.4% respectively). Rates of chronic absenteeism increase in high school for all students, however especially for Black and Hispanic students. Over 500,000 Black and 800,000 Hispanic high school students were chronically absent in

2015-2016 (USDOE, 2019). Chronic absenteeism has been associated with lower performance on standardized tests, poor mental and physical health outcomes, and increased interaction with the criminal justice system (Gottfried & Gee, 2017). A systematic review exploring the association between chronic absenteeism and socioeconomic status concluded that being chronically absent is associated with higher school dropout rates which impacts high school graduation (Sosu et al., 2021).

In 2020, the average graduation rate for students who attended a public high school was 87% (National Center for Education Statistics [NCES], 2023). While this is the highest the graduation rate has been in over a decade, disparities exist among Black and Hispanic students. Eighty-one percent of Black students and 83% of Hispanic students who were enrolled in a public high school graduated in 2020 as compared to 90% of their White counterparts. Graduation rates of students who reported being economically disadvantaged, are English language learners, or have a disability, were also lower than the national average with 81%, 71%, and 71% graduating from high school respectively (NCES, 2023). There are numerous school related factors that are associated with the successful completion of high school (U.S. Department of Health and Human Services [USDHHS], n.d.). Attending an underfunded or underperforming school, unfair disciplinary policies, and negative perceptions of school climate and connectedness are associated with lower graduation rates (USDHHS, n.d.).

High quality education can decrease disparities in academic achievement and other educational outcomes that are associated with race, ethnicity, and socioeconomic status (Maier et al., 2017). Yet, opportunity gaps exist. Millions of children across the United States are attending underperforming and underfunded schools. Students who are

Black or Hispanic, come from families whose incomes are below the federal poverty threshold, and live in urban areas are more likely to attend underfunded schools (Guo-Brennan, 2020).

While New Jersey is cited to have one of the best education systems in the country, it also has one of the largest disparities between the highest and lowest performing schools (Farrie, 2022). About 32% of students attending a New Jersey public school were enrolled in a racially or economically segregated district (Campbell et al., 2023). On average, racially and economically segregated districts spend less than $2,539 per student than what is stipulated in the School Funding Reform Act (Farrie, 2022). In 2019, 88% of children in New Jersey living in poverty attended an underfunded school. This is a dramatic increase from 10 years ago when the same statistic was 36% of children (Farrie, 2022).

Human and social capital are important concepts in the discussion of parent involvement, community school partnerships, and student success. All individuals possess important information, skills, abilities, and interests. Human capital is an accumulation of these experiences as well as an individual's health (Kell et al., 2018). Social capital is measured by the information and resources that individuals or groups have access to because of their networks and relationships with others (Halpern, 2005). Differences exist especially in the extent to which certain people can access and mobilize their social capital in different settings. Limited bridging social capital combined with a lack of access to opportunities and resources at school for additional support can exacerbate disparities in academic achievement and educational outcomes.

Students require more resources to address a variety of academic, physical, and social needs. This coupled with shrinking school budgets in many districts, creates a demand for external resources. Community school partnerships are relationships that schools have with outside agencies and organizations to provide additional services and support to students and their families. Examples of resources may include tutoring, career exploration programs, mental health services, adult education workshops, scholarships, and school supplies. School leaders are essential in providing the necessary leadership to create infrastructure for effective and meaningful community school partnerships which have the capacity to impact students and families and transform neighborhoods (Auerbach, 2012; DeMatthews, 2018; Kim et al., 2018).

Prior research has shown that there are factors that influence parents' perceptions of resources embedded within community school partnerships (Lareau et al., 2016; Ratliffe & Ponte, 2018; Yull et al., 2018). It also demonstrates that there is differential access to resources and the successful mobilization of these resources. Exploring parents' perceptions of community school partnerships and the successes and challenges of accessing and mobilizing resources embedded within them is an aim of this study. School leaders can utilize this information to tailor the development and administration of partnerships and communication to parents to yield academic resources and supportive services that are accessible and meet the needs of all the families that they serve (Auerbach, 2012, Valli et al., 2018).

CHAPTER 2

LITERATURE REVIEW

Theoretical Perspectives

When examining disparities in academic achievement and other educational outcomes, human and social capital are two concepts that have been used to explain differences (Kell et al., 2018). Human capital focuses on the skills, abilities, motivation, and characteristics of the individual, whereas social capital centers around external factors. This includes the information and resources that are embedded within relationships and networks of individuals and how easy it is to access them. While most studies examine the impact of human and social capital separately, some researchers have discussed the relationship between the two and how they influence each other (Daly et al., 2021; Roberts & Lacey, 2008).

Human Capital

Human capital is defined as the information, skills, abilities, and health that an individual possesses (Goldin, 2016). Developed by Becker and Schultz, human capital theory originates in economics. The theory posits that education and training are necessary to acquire knowledge and improve skills to increase productivity and efficiency in the workforce (Goldin, 2016). While much of the literature focuses on the impact of formal training programs and education on human capital, some researchers have explored how individuals develop human capital at home and in the community (Parcel & Dufur, 2010). The study of human capital has also expanded from traditional human capital, which includes cognitive skills and abilities, to nontraditional human

capital. Examples of non-traditional human capital include personality traits, vocational interests, and psychosocial and academic related factors (Kell et al., 2018).

Social Capital

Social capital is characterized by access to and use of relationships and social networks to acquire available resources to reach a specific goal. Social capital can be individual or collective and has been studied at the micro, meso, and macro levels (Lin et al., 2008). While it has become a dominant concept in educational research, there are slight differences in how social capital is defined (Halpern, 2005). Much of the research conducted in this discipline utilizes three definitions of social capital. One was presented by Pierre Bourdieu, another by James Coleman, and the third by Robert Putnam (Fulkerson & Thompson, 2008). Constructs associated with Bourdieu's and Coleman's conceptualization of social capital are relevant to this study.

Bourdieu asserts "social capital is the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition…" (Halpern, 2005, pg. 7). This definition touts that membership within a group or network will generate access to resources that can be used for individual gain. This study aims to identify prominent sources of social capital and the diversity and magnitude of these relationships. Bourdieu also emphasizes the importance of the context in which social capital is being mobilized and uses social capital to explain the unequal distribution of power across different demographic groups in society (Fulkerson & Thompson, 2008). Prior research has shown that there are other factors that influence the successful attainment of educational outcomes even when social capital is deployed. Exploring the

context and successes and challenges associated with the process in which parents have mobilized social capital is necessary when developing effective community school partnerships (Lareau et al., 2016).

James Coleman described social capital as "not a single entity but a variety of different entities, with two elements in common: they all consist of some aspect of social structures, and they facilitate certain actions of actors—whether persons or corporate actors—within the structure" (Fulkerson & Thompson, 2008, p. 543). This paralleled Bourdieu's articulation of the concept. However, definitions diverged with respect to the function of the concept. Coleman contended that social capital was a collective good whereas Bourdieu believed it to be more individual in nature. Irrespective to this, Coleman also stressed the importance of trust, reciprocity of interactions with others, expected norms and flow of information within social networks (Fulkerson & Thompson, 2008). Social capital can be stratified into three specific types which include bonding, bridging, and linking social capital (Halpern, 2005). Each is characterized by differences in the composition of an individual's network, expected norms, and trust.

Bonding social capital refers to relationships with people that an individual is emotionally attached to (Aldrich & Meyer, 2015). Bonding social capital is characterized by shared experiences, perceptions, identity, and a sense of belonging. Bonding social capital often exists within networks that are defined by demographic characteristics such as race, ethnicity, socioeconomic status, and age as well as geographic location. Family and friends are examples of relationships where bonding social capital most frequently exists.

Bridging social capital refers to relationships which connect individuals to others in groups who may otherwise be separated by dimensions of diversity and social identity (Engbers et al., 2017). Linking social capital is similar to bridging. However, with linking social capital individuals are developing relationships with others who hold greater status (Claridge, 2018). Bridging and linking social capital is characterized by individuals coming together around a common goal, vision, or belief. Religious, school, and community ties may act as sources of bridging social capital.

Social networks are the basis for the development and sustenance of social capital. Research has demonstrated that there are key differences in the composition of social networks including the density and diversity of bridging and bonding ties (Lee et al., 2018). Parent social networks are likely to vary by size and structure, which are characteristics that will impact a parent's access to network resources (Lin, 2001). A review of family and kinship, religious, and school and community social networks will be discussed.

Family and Kinship Networks. Families, both those that individuals are born into and families of choice, are important sources of social capital (Parcel & Bixby, 2016). Family and kinship ties are the foundation from which individuals develop social capital beginning as a child through adolescence and adulthood. As compared to their counterparts, low income and working-class families reported prioritizing family and kinship ties over other sources of social capital (Furstenberg, 2005). The density and diversity of one's social network is also important. When explored, data demonstrated that low-income individuals have stronger bonding ties. Social networks were comprised of family, extended family, family by choice, and friends (Garrett-Peters & Burton,

2016). A qualitative study exploring the role of family in low-income individuals found that family was defined by shared life experiences, similar family histories, and the feeling of closeness which was often reinforced by emotional and material support (Gaszo & McDaniel, 2015). Another study, which measured sources of social capital in low-income women living in public housing, reported that participants sought and received support through relationships with family members, partners, and neighbors (Skobba & Goetz, 2015).

As adults, family and kinship ties provide access to information and resources that are important to navigate life and attain goals in a variety of different arenas. In one qualitative study, researchers assessed the impact of neighborhoods on kinship ties and broader social networks (Jarrett et al., 2010). Specific research questions included the ways in which families utilize their social networks, especially within their families and neighborhoods to access resources and the most frequently cited challenges to undergoing this process. Twenty low income, African American mothers living in one of two neighborhoods in Chicago were interviewed. Social support, access to resources, and an exchange of resources were the top three ways in which low-income parent participants mobilized their social capital within their social networks (Jarrett et al., 2010). Childcare, transportation, food, additional income, employment, and housing were resources that were cited the most by participants (Jarrett et al., 2010).

When looking specifically at family social capital within schools, one body of literature asserts that although individuals reported having an extensive family and friend network, it was not helpful when trying to leverage resources for school related issues (Lareau et al., 2016). Researchers conclude that the inability to mobilize resources may

be because of the kinds of resources embedded within these networks and the absence or limited nature of bridging ties (Belcher et al., 2011; Parcel et al., 2010).

Religious Networks. Researchers have documented the impact of religious institutions on social capital for people within the United States (Al-Fadhli & Kersen, 2010; Hunter et al., 2019). Social network generation and the dissemination of information and resources are two important ways in which faith-based organizations impact bonding and bridging social capital. Attending church provides families with an additional set of relationships and generates a social network they may not have had otherwise (Park et al., 2019). Parents are also more likely to develop relationships with their child's friends and their parents through participating in religious activities (Glanville et al., 2008). People who attend church were more likely to report providing assistance to others in their social networks than their nonreligious counterparts (Putnam & Campbell, 2010).

One study examined the impact of family, religious, and community social networks on the access to resources and acquisition of social capital among African American mothers and their children (Hunter et al., 2019). Mothers and children in 149 families were interviewed. Results showed that church-based networks were cited as the second most important source of social capital after family. It was also positively associated with parental community engagement and parent to parent communication (Hunter et al., 2019).

School-Community Networks. School and community social capital provides individuals with alternate social networks while also providing opportunities to acquire resources that are not available within their family or religious ties (Hunter et al., 2019).

Because of this, schools and community organizations have the capacity to significantly impact parents' development and mobilization of social capital. Schools and community-based organizations do this inherently through interactions with students, families, or participants. Increasing access to and use of important resources is also a deliberate aim of community schools or community-based interventions aimed at preventing a host of social and health issues such as violence, depression, and infectious and chronic disease (Galindo et al., 2017; Villalonga-Olives et al., 2018). "In under-resourced communities, schools with higher levels of social capital can make the most of whatever assets they do have and can mobilize these social relationships to lobby for greater resources" (Warren, 2005, p. 136).

In a review of existing literature, Stanton-Salazar (2011) talks about the importance of the role of institutional agents in developing social capital, especially among low-income individuals. While teachers were identified as institutional agents, other non-family adults who were members of civic or community organizations were also considered (Stanton-Salazar, 2011). Participating in community-based organizations increases an individual's social network and strengthens the relationships within. In a study exploring the relationship between civic engagement and social networks, researchers utilized the position generator to assess the density and diversity of respondents' social networks (Benton, 2016). Results show that people who indicated that they had participated in volunteer or community organizations were able to identify more connections within their personal networks especially those that were deemed more influential in leveraging resources and information (Benton, 2016). An evaluation of two

community health projects reiterated the importance of a community organization's ability to build social capital among adults (Farquhar et al., 2005).

Parent Involvement

Over the past five decades, parent involvement initiatives have been guided by federal education policy. In 1970, the term parent involvement was first included in the reauthorization of the Elementary and Secondary Education Act of 1965 (Redding et al., 2011). In 1988 and 1994, lawmakers passed revisions to the legislation which mandated that schools receiving Title I funding create initiatives to increase parent involvement. This included the development of policies regarding communication and collaboration with parents such as parent teacher conferences, back to school events, and other school wide activities. In 1994, the law refocused its efforts to increase parent involvement by targeting school leaders (Redding et al., 2011). School leaders were responsible for establishing parent advisory boards or home and school associations to assist with the development of family involvement initiatives. School leaders were also tasked with developing a parent involvement plan that described the role parents would play in decision making, how they would expand parent involvement and participation, and opportunities to increase academic achievement (Redding et al., 2011). Parent involvement was later defined in the No Child Left Behind Act in 2001 and is present in current legislation. As defined by the Every Student Succeeds Act (2015, pg. 129), parental involvement is

> the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including: (A) Integral role in assisting their child's learning; (B) Active involvement in their child's education at school; (C) Partners in their child's education and are included, as appropriate, in decision-making and on advisory committees; and (D)

> Included in carrying out of other activities, described in section 1116 [LEA and school parent and family engagement policies].

Parent involvement programs are associated with academic achievement and other positive educational outcomes (Henderson & Mapp, 2002; Jeynes, 2017, 2012). In a meta-analysis of 51 studies, Jeynes (2012) assessed the relationship between parent involvement programs and academic achievement in urban students enrolled in pre-kindergarten through 12th grade. Results showed that there was a positive association between parent involvement programs and academic achievement in elementary, middle, and high school students (Jeynes, 2012). In an evaluation of a parent education and involvement program, there were fewer absences reported among students whose parents participated in the program (Portwood et al., 2015).

Parent involvement can be described through participation in a vast array of activities both at home and in school. Supervising the completion of homework and other assignments, talking to their child about school, and creating an environment that encourages learning and a positive attitude about education are examples of parent involvement activities that take place at home. There are various types of parent involvement activities that take place at school. Park and Holloway (2017) further separate parent involvement activities at school into three distinct categories. The first is public-good parental involvement which is when parents and students engage in school related activities that benefit the school. Examples may include participating in home and school meetings, assisting with fundraising efforts, or volunteering for a school sponsored event. Private-good parent involvement is defined as participating in school activities that benefit their child. This could include attending parent teacher conferences, back to school nights, and tutoring sessions. The third type of parent involvement is

parent network which includes consistent communication and interaction among the school's parents (Park & Holloway, 2017).

Although many researchers, educational leaders, and policymakers continue to utilize the term parent involvement there has been a shift in language and conceptualization of the term. In more recent education literature, family engagement is being used. The change from parent to family was made to acknowledge a broader group of individuals that have an impact on and interest in a child's education. To some researchers and practitioners, involvement is viewed as a hierarchical approach where parents are participating in existing school activities that are primarily organized by school leaders and personnel (Baker et al., 2016). An emphasis is placed on being present at school functions such as back to school night and parent teacher conferences. In contrast, family engagement efforts are regarded as opportunities for parents and families to increase the level of two-way communication and shared decision making of the development and implementation of school initiatives and events. Family engagement activities acknowledge that parents possess knowledge, strengths, and skills that would benefit the school community. It also maintains that parents can be engaged in their child's education even if they are unable to participate in school events. Using existing literature, Goodall and Montgomery (2014) developed a model to demonstrate the relationship between parent involvement and family engagement. They contend that parent involvement activities are the first step on a continuum of activities to reach family engagement.

Parent Perceptions of Parent Involvement

Regardless of parents' race, ethnicity, education, or socioeconomic status, parents want to be involved in their child's education (Curry & Holter, 2019; Henderson & Mapp, 2002; Jeynes, 2012; Ratliffe & Ponte, 2018). Results of a phenomenological study to investigate parents' perceptions of family engagement found that all parents described family engagement activities as opportunities to participate in their child's education and deemed them vital to their child's success (Ratliffe & Ponte, 2018). However, there are numerous barriers that exist in increasing parent participation in school activities (Baker et al., 2016; Hornby & Blackwell, 2018; Ratliffe & Ponte, 2018). Communication is one of the most frequently cited barriers among parents (Baker et al., 2016). Lack of communication and sharing information at the last-minute leaves parents with little opportunity to plan. The mode and channel in which the information is communicated also has an impact on parent involvement. Using a single communication channel, sending messages home with students, and disseminating materials that are not written at an appropriate reading level are examples of parent concerns related to the mode and channel of information (Ratliffe & Ponte, 2018). Communication and written materials may not be culturally or linguistically appropriate for parents who reside within the district (Cleland & Lumsdon, 2021). The timing of school activities can create obstacles for some parents to participate especially if the event is during the day (McKenna & Millen, 2013). Parents may not be able to take off from work or find childcare for younger siblings. Parents' experiences with older children or their own experiences with school may also deter them from participating in school sponsored activities.

Parents of color have experienced additional barriers when participating in school-based activities. Experiences of racism and reports of implicit bias from teachers and school leaders are prevalent in the literature. “School districts across the U.S. often maintain a stance of disengagement with families of color because deficit-model thinking has led to assumptions by school personnel that parents of color are unable to make meaningful contributions to their children’s education” (Yull et al., 2018, p. 322). Teachers who have a limited view of what is considered parent involvement, may also develop negative attitudes towards parents who do not participate in their child’s education in the way they expect (Baquedano-López et al., 2013). Parents of color have also reported that they feel unwelcomed and uncomfortable when participating in school activities (Yull et al., 2018; Crea et al., 2015). Barriers also exist for parents who have limited English skills (Ratliffe & Ponte, 2018).

Parent Involvement as Social Capital

Parental involvement and family engagement have been utilized extensively in educational research as a proxy for social capital (McNeal, 1999; Stevens & Patel, 2015; Quinn et al., 2020). Through the participation of school activities, parents can develop relationships with other adults including parents, teachers, and school administrators. Individuals within these networks possess information and resources that can be leveraged to assist their children in achieving their academic goals (McNeal, 1999). Stevens and Patel (2015) utilized structural equation modeling to illustrate the relationship between measures of parent involvement and individual and community level social capital.

Another study found that the level of participation in school activities was associated with the parents' ability to access and mobilize resources for their child's education (Quinn et al., 2020). Researchers explored the social networks of 65 mothers with children enrolled in a magnet school in Philadelphia. They also examined the information and resources embedded within those relationships. Results showed that mothers who participated in more school activities had a greater number of social ties within their school-based network and were more likely to provide information or referrals for resources to people in their network (Quinn et al., 2020).

Community School Partnerships

Community school partnerships are relationships that schools develop and maintain with outside organizations to provide additional services and support to students and their families (Sepanik & Brown, 2021). "School–community partnerships play an essential role in successful schools, often providing supports and resources to meet staff, family, and student needs that go beyond what is typically available through school" (Gross et al., 2015, pg. 9). There has been an additional focus on community school partnerships in urban education and post COVID-19 pandemic. Educators have recognized that more students are coming to school with a variety of needs (Sepanik & Brown, 2021). Utilizing community school partnerships, educational leaders have expanded the mission of education to promote success of the whole child including their academic, social, emotional, and physical wellbeing.

Numerous studies have been conducted to examine the relationship between community school partnerships and student outcomes (Henderson & Mapp, 2002; Maier et al., 2017; Valli et al., 2016). Higher graduation, attendance, and retention rates were

observed in schools with community school partnerships (Blank et al. 2012, CIS, 2010, Henderson & Mapp, 2002, Porowski & Passa, 2011). Enrollment in a full service or community school was also associated with higher standardized test scores in math, reading, and writing in some schools (Johnston et al., 2020; Valli, et al., 2016). There were also observed differences in student discipline. Three studies found that there were fewer detentions and suspensions in full service or community schools (Bryan & Henry, 2012; City Connects, 2010; Henderson & Mapp, 2002). Other student outcomes that impact academic achievement such as school connectedness, motivation, and increased trust were also found in reviews of community school partnerships (City Connects, 2010; Johnston et al., 2020; Valli et al., 2014).

Types and Purpose of Community School Partnerships

The scope, focus, and number of community school partnerships vary by school or district. Some school districts work with multiple agencies while others work with one or two. In some districts, community school partnerships are established to provide extra tutoring and academic services to students. Other districts may establish partnerships that extend to providing mental health counseling, supportive services, and supplemental educational programming for students and families (Sepanik & Brown, 2021). Differences in the focus and reach of community school partnerships is dependent upon a number of variables including funding, leadership, and school policies and procedures (Jenkins & Duffy, 2016).

Valli and her colleagues (2014) identified four models of common community school partnerships. They include organization collaborations, full-service schools, community schools, and community development. Authors categorized 38 peer reviewed

research articles based on the purpose and scope of the partnership, what was needed to maintain the relationship between parties, and the theoretical underpinnings of partnerships that were established. Schools that utilize a family and interagency collaboration model have established partnerships with multiple organizations. While they provide an array of services, students and families are referred on a case-by-case basis and services are not accessible to all students and families (Valli et al., 2014). The purpose of these partnerships was primarily to improve student learning by addressing other needs of students and may or may not be offered on site. Full-service schools were described as having community school partnerships that address social, emotional, physical, and academic needs of students and their families. Community school partnerships and services are more fully integrated into schools employing a full-service model. For example, the school may provide space for external organizations to provide services on site. The overall goal of these partnerships is to improve school climate and address external barriers that impede students learning and success. Full-service community schools deliver similar services to full-service schools. The major difference is that community school parents and the neighboring community are viewed as more equal partners in deciding, identifying, and implementing what programming and services are needed. Community development is the fourth model of community school partnerships. This model seeks to be a catalyst for change within the entire community (Valli et al., 2014).

An evaluation of the Schoolwide Integrated Framework for Transformation (SWIFT) model was conducted to examine the types of community school partnerships that existed within participating schools (Gross et al., 2015). Partnerships with

universities, social service agencies, businesses, and non-profit organizations were described. The results of this study reflect the broad range of partnerships that are established across all schools within the United States.

University partnerships in SWIFT schools primarily focused on teacher preparation experiences as well as providing professional development for current educators. Schools benefited because student teachers provided additional support to their classrooms, teachers, and students. Schools often hired student teachers once they received their degree thus filling a staffing need (Gross et al., 2015). University school partnerships may also cultivate additional opportunities for schools and their constituents. For example, the GEAR UP program is a partnership between the School District of Philadelphia and local universities to provide college and career readiness workshops and academic support to students (School District of Philadelphia, 2020).

A range of partnerships with social service agencies and nonprofit organizations were established in SWIFT schools. Relationships with healthcare providers, non-profit organizations and social service agencies were developed to address the needs of students and families. Healthcare providers offered free or reduced healthcare including dental and vision screening as well as primary care, family planning, and mental health services (Gross et al., 2015). Emergency food packages, tutoring, after school programs, and adult education workshops are examples of additional services or resources provided through these partnerships. However, partnerships with non-profit organizations extended past providing need-based services to opportunities to enhance student learning. One principal reported that non-profit partners were vital in creating a school culture of service.

Students engaged in service-learning projects in class or participated in community service projects sponsored by local non-profits (Gross et al., 2015).

Like non-profit organizations, school business partnerships enhance student learning experiences (Gross et al., 2015; Badgett, 2016). One major example of this is working with educational technology companies to pilot new curriculum or software. Businesses also provide additional financial or tangible resources for students such as sports equipment for elementary or middle school sports programs, books, playground equipment, and scholarships. Yet, results from one study reported that business owners want to take a more active role in partnering with schools. On the job training for high school students was viewed as a more collaborative and mutually beneficial activity that served the needs and goals of both the school and business (Badgett, 2016).

Effective Practices of Community School Partnerships

Effective practices of establishing and maintaining community school partnerships have been explored (Sanders, 2015; Francis et al., 2015; Gross et al., 2015; Haines et al., 2015). Creating an inclusive and inviting school culture, strong district and school leadership, and teacher commitment to student success were school related factors that were shown to impact the success of community school partnerships (Gross et al., 2015; Haines et al., 2015; Sanders, 2015). The characteristics and types of partnerships were also described. Collaboration, communication, and trust were important components of an effective relationship. Establishing partnerships with a diverse group of stakeholders and organizations was also cited as a key finding of multiple studies (Gross et al., 2015; Haines et al., 2015). Effective community school partnerships addressed a

multitude of needs and provided a variety of ways for families, students, and community members to get involved.

Impact of Community School Partnerships

Differences in social capital exist among various dimensions of diversity including race and ethnicity as well as socioeconomic status (Horvat et al., 2003). Marginalized communities often do not possess the same extent or kinds of resources within their social networks as that of their white counterparts (Miller, 2012). Community school partnerships are one avenue to address the differential rates of social capital and parent involvement among different groups of parents.

A comparative case study examined differences in bridging and bonding social capital across three school districts in North Carolina. Qualitative data was collected from parents, teachers, and administrators in nine schools from 2016 to 2018 (Murray et al., 2020). Data collection included interviews, document review, ethnographic observations, and social media analysis. Schools with high bonding social capital were mostly White, middle to upper class, and parents reflected that it was easy to develop and maintain relationships with other parents, teachers, and administrators. The same group of parents and students were responsible for participating in most programming. Schools with more diverse parent and student populations typically had low bonding capital. School administrators and teachers of schools with high bridging capital offered a variety of ways for parents to be involved in their child's education and stressed the importance of communication and collaboration. While all schools participated in bridging and binding social capital, schools with low bridging capital were not consistent in the implementation of these activities (Murray et al., 2020).

Laureau and her colleagues (2016) utilized Bourdieu's definition of social capital and were specifically interested in examining the ways in which social capital was mobilized in specific instances. The authors examined the role that institutions play in the mobilization and use of social capital by parents. Researchers were interested in how middle-class urban families searched for schools to enroll their child in kindergarten and what factors impacted their ability to search and secure placement in a school of their choice. The development and enforcement of policies along with the dissemination of information was examined. Many of the parents talked about the ways in which they used social capital in their search and application process. Parents spoke with family and friends, talked with teachers and other school personnel, conducted research about details related to the process, however, were unsuccessful in being able to secure placement for their child in a school of choice because of factors related to school systems. Another distinction that the authors made was differences in sources of social capital and how it manifested during the application process between Black and White parents. Data also demonstrate that regardless of income, White parents appeared to have more extensive social networks and ultimately more social capital having more connections outside of family and friends. This finding is likely a result of the ways in which parents navigated the search process along with differences in kinds of social networks.

An ethnographic case study of a full-service community school was conducted to investigate the role of community schools in the development of social capital especially among families that are low income or racial or ethnic minorities (Galindo et al., 2017). Researchers also aimed to understand the potential threats to social capital and effective community school-parent relationships in this setting. Twenty-eight interviews were

conducted with various school staff including the principal, community school director, community partners and teachers. Of the 28 interviews, 14 of them were with parents. During the interviews, participants were asked about their perceptions regarding the school environment, community school partnerships, services that that school provides, and the quality of those services. School observations and a document review were conducted to examine the relationship between school staff, students, parents, community partners, and other stakeholders. An increase in family engagement and the utilization of school services were cited by school staff and parents as evidence of an overall positive attitude towards the community school. School administrators such as the principal, the community school director, and teachers were viewed as important sources of bridging and linking social capital. Some of the areas of concerns from interview participants included unequal access to resources by students and families and the school's responsiveness to the shift in student demographics (Galindo et al., 2017).

Barnes and Nolan aimed to further the current research in this area to understand the ways in which relationships between parents and staff are cultivated and factors that influence the strength of their social ties. The author also examined these relationships in a setting that had not been extensively studied, afterschool programs. A qualitative, ethnographic case study was employed to examine predominant forms of social capital of parents, the relationship between afterschool staff and parents, how relationships differed across parents and programs, and the kinds of resources that parents utilize when leveraging their connections with afterschool staff. Interviews were conducted with 48 parents and 23 staff members across the three afterschool programs. There were differences in the relationship parents had with program staff. Of the parents that reported

having a close relationship with staff, most parents received some kind of support including social support, information, and important resources (Barnes & Nolan, 2019). Another factor associated with stronger social ties is the parent perception that staff are like them. Trust was also an important factor for both parents and afterschool staff. In comparison, those parents that reported having weaker relationships with afterschool staff reported an absence in emotional and social support yet almost all parents reported receiving some kind of instrumental support from staff (Barnes & Nolan, 2019).

Researchers evaluated parent perceptions of school-community partnerships and subsequent levels of parental involvement in a school district that implemented a full-service community school model. The frequency, quality, and subject of communication between parents and teachers or school staff was measured. Parent satisfaction and perceptions of community school partnerships were also explored. The survey instrument included questions from the Parent Teacher Involvement Questionnaire. The survey was administered during the fall from 2009 to 2012 in four schools within the school district. Results illustrated that rates of parental involvement increased over the four-year project period in participants who completed the survey. Most parent participants agreed that teachers and other school staff were instrumental in providing access to information and resources for their children's academic success (Chen et al., 2016).

The Role of Educational Leaders and Institutional Agents

Educational leaders are integral in developing and maintaining community school partnerships that are accessible and responsive to the needs of families and students (Epstein et al., 2019; Mayger & Hochbein, 2021; Valli et al.,2018). Researchers also assert that it is the responsibility of school leaders and staff to identify opportunities for

parents to be more engaged in school activities (Baker et al., 2016; Valli et al., 2018). Community school partnerships and parent engagement initiatives may have an impact on the development of social capital in some families. Effective leadership practices for community school partnerships are outlined in the literature (Auerbach, 2012; Valli et al., 2106). The role and impact of educational leaders will be discussed. For this review, educational leaders may include superintendents, assistant superintendents, principals, community school coordinators, and school counselors.

Auerbach (2012) outlines four models of leadership for community school partnerships. They include 1) leadership preventing partnerships, 2) leadership for nominal partnerships, 3) leadership for traditional partnerships, and 4) leadership for authentic partnerships. Leaders who utilize the leadership preventing partnerships style conceptualize school and the community as two independent entities that should not interact. Leadership for nominal partnerships is characterized by leaders who generate community school partnerships to meet mandates required by local, state, or federal education policy. The focus and scope of these initiatives are largely controlled by school leaders (Auerbach, 2012). Leadership for traditional partnerships is the third leadership style on the continuum. Educational leaders that employ this leadership style share more responsibility and control with a broader group of community stakeholders. There is increased collaboration and two-way communication between constituents, however there is still a power differential between the school leader and stakeholders. Leadership of authentic partnerships centers around inclusive, transformative, and collaborative practices. Using this leadership style, leaders empower community partners, parents, and

other stakeholders to establish mutually beneficial goals, identify assets of all parties involved, and participate in shared decision making (Auerbach, 2012).

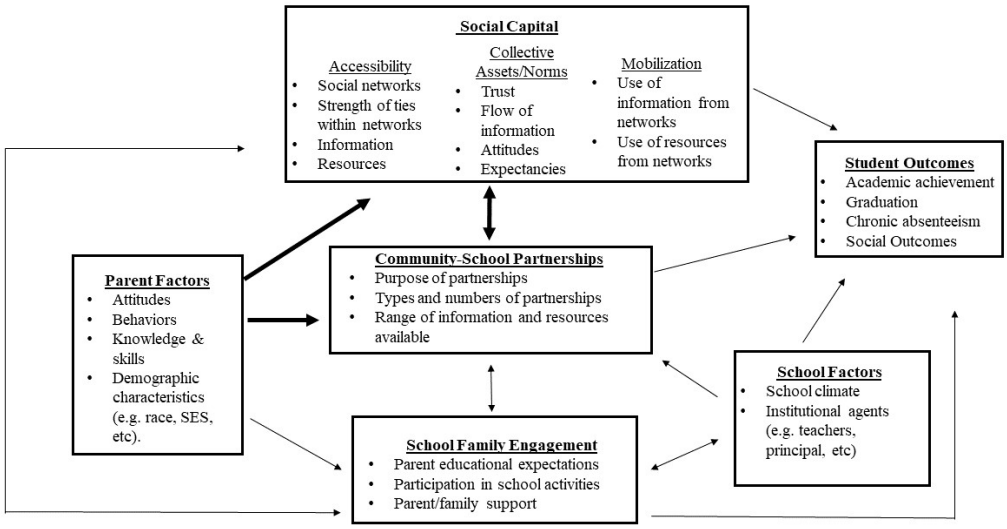
Valli and her colleagues (2018) also describe the necessary attributes and skills of educational leaders based on their four models of community school partnerships that were previously discussed. Many of the attributes and skills are similar. Communication and collaboration are necessary in developing and maintaining relationships with community partners. Creating shared goals and vision, cultivating relational trust among stakeholders, and institutionalizing partnerships are also important (Fitzgerald & Quinones, 2018; Latunde, 2016; Valli et al. 2018). However, the primary role of the educational leader across the four models shifts to reflect the emphasis placed on the importance of community school partnerships. For example, leaders of schools with organization collaborations are responsible for establishing an environment that embraces partners and effectively manages existing community school partnerships.

Conceptual Model

The conceptual model shown in Figure 2.1 illustrates the various concepts that are directly and indirectly related to this study. Concepts from the Community Collaboration Model for School Improvement (Anderson-Butcher et al., 2022) and Lin's model of social capital theory (2001) were used to develop this model. This study examined the relationship between parent factors such as demographic characteristics, knowledge, attitudes, and perceptions of community school partnerships, as well accessibility, collective assets and norms, and the use of information and resources in community school partnerships.

Figure 2.1

Conceptual Model for Research Study



Research Questions

The research questions for this study are:

1. What are parents' perceptions of community school partnerships and do demographic variables affect these perceptions?
2. What are the facilitators and barriers of accessing resources within community school partnerships for their child's education and do demographic variables affect these perceptions?
3. What are the facilitators and barriers of mobilizing resources within community school partnerships for their child's education and do demographic variables affect these perceptions?
4. How can leaders improve access and utilization of community school partnerships among families?

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to examine parents' perceptions of community school partnerships in a sample of New Jersey public schools. A parent perception survey was used to address the research aims of this study. Characteristics of effective community school partnerships such as communication, trust, and collaboration were evaluated. Survey respondents were also asked about their social network and how they make decisions about their child's education. Results from this study will inform educational leaders regarding issues they may consider improving access and use of community school partnership opportunities among families.

The specific research questions were:

1. What are parents' perceptions of community school partnerships and do demographic variables affect these perceptions?
2. What are the facilitators and barriers of accessing resources within community school partnerships for their child's education and do demographic variables affect these perceptions?
3. What are the facilitators and barriers of mobilizing resources within community school partnerships for their child's education and do demographic variables affect these perceptions?
4. How can leaders improve access and utilization of community school partnerships among families?

Data Collection

Qualitative and quantitative data were collected using a parent perception survey which aimed to understand parents' perceptions of community school partnerships as well as barriers and facilitators of accessing and mobilizing resources. Data collection began in July 2023 and concluded in September 2023. Community leaders shared the parent perception survey with their participants via email and shared on social media. The superintendent of one NJ public school distributed the survey via email to all parents who had a valid email address in the school messenger system. Data were collected online using the Qualtrics survey platform. Individuals who clicked the link in the email sent by both community leaders and the school superintendent from one NJ public school were invited to participate in a Qualtrics survey. A description of the survey and consent form explaining the project was provided at the beginning of the survey. The consent form was available for participants to read. If the person agreed to participate, they were taken to the first set of survey questions. At the end of the survey, respondents selected whether they wanted to enter a drawing to win one of five $50 electronic Visa gift cards. Email addresses or phone numbers were collected from respondents who selected to participate in the raffle. A separate Qualtrics survey was used to collect this information.

Parent Perception Survey

The parent perception survey was an amalgamation of existing survey questions used to evaluate community school partnerships and social capital. Items from the Measure of School, Family, and Community Partnerships survey measured parents' perceptions of school communication and decision making as well as collaboration with the community (Epstein et al., 2009). Questions from the Colorado Department of

Education's School-Family-Community Partnership Survey (2022) and the Family-School Partnerships Parent Survey (n.d.) collected parents' perceptions of community school partnerships and school climate including trust, family engagement, and school norms. Additional questions about the barriers and facilitators for accessing and mobilizing resources were incorporated from the Community and Youth Collaborative Institute School Experience Survey (Anderson-Butcher et al., 2016). Items from the Parent and Student Survey measured parents' confidence about accessing information and resources at school and in the community (Ringenberg et al., 2005). The survey also included questions from the Social Capital Assessment + Learning for Equity SCALE Measures which evaluated parents' social networks (Search Institute, 2021). Additional statements were developed based on existing literature about social capital, parent involvement, and community school partnerships (Henderson et al., 2007; Lareau et al., 2016). See Table 3.1 for survey questions and the instrument they originated from. The parent perception survey consisted of 62 closed response questions and three open ended questions. The survey was written at an 8th grade reading level. Pilot data indicated the survey took less than 20 minutes to complete.

Table 3.1

Existing Survey Instruments and Corresponding Survey Questions

Existing Instrument	Parent Perception Survey Question
Colorado's School-Family-Community Partnership Survey (Colorado Department of Education, 2022)	The school makes it easier for my family to attend school activities by providing things like transportation, activities for siblings, and meals.
	The school communicates with me in multiple ways (e.g., calls, texts, notes, letters, or emails).
	I believe that school staff respect and value the diversity of all families in the school.
	The school asks my opinion about issues and concerns.
	The school's racial and cultural diversity is recognized and openly discussed in a constructive way that includes staff and families and school committees and the PTA/PTO actively recruit families from various backgrounds that reflect the diversity of the school community.
	The school provides training and information about how the school system works and how to be an effective advocate for my child.
	I frequently receive information from the school about how to access educational resources for my child or my family.
Community and Youth Collaborative Institute School Experience Surveys (Anderson et al., 2016)	I believe that effective school–community partnerships support students.
	The school helps families get the services we need in the community like childcare, housing, healthcare, recreation, and job training.
	The school treats parents in a way that makes them feel respected (welcomed, valued, cared about).
	I have helped parents find information or resources for their child's education.
	School staff are available to help families find and use community resources.
	The school helps children get the services they need to be successful.
Family-School Partnerships Parent Survey (Ohio State University, n.d.)	When my child's school communicates with me, it is easy to understand.
	The school cares about families.
	There are many ways I can be involved with the school, either at the school building, at home or in the community.
	If the school can't help me, I know they will refer me to someone who can.
School Climate (Henderson et al., 2007)	The information the school shares is useful.

***T*able 3.1 (Continued)**

Existing Survey Instruments and Corresponding Survey Questions

Existing Instrument	Parent Perception Survey Question
(Lareau et al., 2016)	It is easier for some parents to get the information or resources that they need for their child.
	I gain useful information about my child's school through my connections with other parents.
	There are enough resources available in my child's school.
Measure of School, Family, and Community Partnerships (Epstein et al., 2009)	The school works with local organizations like businesses, libraries, parks, and museums to enhance student skills and learning.
	The school works with a variety of community organizations to meet the needs of all students and families.
	The school makes it easier for my family to attend school activities by scheduling them at different times of day.
	The school provides information to all families who want or need it.
	The school only provides information to parents who attend meetings or school events.
	The school provides a resource directory for parents and students on community agencies, services, and programs.
	The school asks parents to share community resources that they are aware of and shares them with other parents.
Parents And School Survey (Ringenberg et al., 2005)	I feel confident that I would know where to find information on how to get my child extra help if they were having trouble in school.
	I feel confident that I would be able to obtain resources for my child to support their educational goals (e.g. tutoring, mentoring, summer camps, career exploration programs).
	I feel confident that I can get to know other parents in the school community.
Social Capital Assessment + Learning for Equity SCALE Measures (Search Institute, 2021)	I know about many programs for youth in my community.
	I participate in volunteer or community organizations in my community.
	I have people in my network with different skills that are useful to me.
	I have people in my network who I am close to that I can trust to help my child pursue their education or career goals.
	I have people in my network who can introduce me to others who can help my child reach their education or career goals.
	I have people in my network who I am less close to but who are influential in helping me.
	I have people in my network who help me when they say they are going to help me.

The first set of questions collected demographic information about the survey respondent and their child or children. The next set of questions examined where survey respondents received information about programs and resources that may support their child or children's education as well as their preferences in receiving this information. Parent perception questions were organized into five question blocks. They included questions about 1) community school partnerships and the resources available to them in their child's school, 2) how well the school shares information, 3) school climate, 4) their confidence and knowledge about accessing information and resources available through community school partnerships, and 5) their social network. Participants were asked to respond to each statement on an 11-point Likert scale with 10 meaning they strongly agreed and zero meaning they strongly disagreed with the statement. A question about how likely parents would be to access resources for their child's education was asked. Three open ended questions at the end of the survey collected qualitative data from respondents about the successes and challenges of accessing information and obtaining resources.

Inclusion/Exclusion Criteria

Parents or guardians with a child or children enrolled in a New Jersey public school who had attended school in a district for at least one year were recruited to participate in the study. Parents who had not lived in a district for at least one year may be less familiar with the school and the information and resources available through community school partnerships. Survey respondents were asked about the number of children enrolled in a New Jersey public, charter, or private school. Respondents were

also asked the year in which they first enrolled in their current district. See complete survey in Appendix A for further details.

Recruitment

Two recruitment strategies were used. First, a list of community stakeholders including leaders of faith-based institutions, local businesses, and youth serving organizations such as youth sports associations, non-profits, and childcare centers in New Jersey was constructed. Information about the study was shared with community stakeholders via email in July and August 2023. Leaders were asked to share information about the study along with the link to the online survey with their parents or guardians via email and on social media. An email was sent to all community leaders two weeks after the initial communication asking them to resend the survey to their constituents to increase participation.

The second recruitment strategy was to distribute the survey to all parents with a child or children enrolled in one New Jersey public school district. This school district was selected because it is racially and economically diverse. A meeting with the superintendent of the school district took place via Zoom in June and then again in August 2023 to discuss the purpose of the study, the survey instrument, and the data collection process. During the second week of August 2023, the superintendent obtained approval from the district's Board of Education to distribute the survey through the district's school messenger system. An email template was shared with the superintendent. Due to technical issues with the district messenger system, the distribution of the survey was delayed by two weeks. At the end of August 2023, the superintendent sent the email about the study and link to the online survey to all parents

who had a valid email address in the district's school messenger program. A reminder email to complete the survey was sent in the second week of September 2023.

Data Preparation

Data from the parent perception survey was imported into the Statistical Package for Social Sciences (SPSS). The data was then cleaned to address any missing data or coding errors. There were 10 respondents that had not completed the last block of parent perception questions. Because this was less than 10% of responses, data were imputed using the mean of each item. Depth and breadth scales were developed for all perception question blocks based on the items which were in Likert format.

Definitions of Variables

Additional variables were collected. Definitions of those variables and why they were included in the analysis are described in Table 3.2 below.

Table 3.2

Definitions of Variables

Name	Description
Minority Status	Survey respondents were asked about their racial identity. Because of limited respondents in minority categories, they were collapsed into one group. The minority status variable classified participants into two groups. Respondents who were White were coded "0". Anyone who reported being African American, Asian or Pacific Islander, Native American or another racial identity were coded as "1".
Economically Disadvantaged	The NJ DOE defines economically disadvantaged students as any student who receives free or reduced lunch (NJ DOE, 2022). Eligibility is determined by income and household size. Household size was not collected; however, it was calculated by the investigator based on the number of children enrolled in school plus the survey respondent. The household income for a family of two would need to be $36,482 or less to qualify. Because of this any respondent who indicated a 1 (less than $15,000) or 2 ($15,000 to $29,999) was considered economically disadvantaged. The maximum household income to qualify for free or reduced lunch for a family of three is $45,991 (Benefits.gov, n.d.). Any respondent who had three or more children and a household income of $30,000 to $49,999, was also identified as economically disadvantaged.
Income Class	The income class variable was created using participants' self-reported income. The Pew Research Center defines middle income as having an annual household income that is two thirds to double of the national median income (Pew Research Center, 2021). The national median income in 2022 was $74,580 (United States Census Bureau, 2023). Based on this information, respondents who reported income of $49,999 or less were considered lower income. Middle income was compromised of participants who indicated their income was between $50,000 and $149,000 (responses 4, 5, 6, & 7). Anyone who reported an average household income of $150,000 or more was considered upper income.
Child Age Perspective and Grade Level Perspective	These two variables were created to enable further analysis of student characteristics of the respondents. If a participant had only one child enrolled in school, the age and grade level of the child was used. For respondents who reported having more than one child enrolled in school, a random number generator was used to select one child as a point of reference. Their age and grade level were input for these two variables.

Effective CSP Belief Scale. Values for the first 10 questions about community school partnerships were tabulated into the effective CSP beliefs scale. Parents responded to each statement using a 0 to 10 Likert scale. Scores for the effective CSP beliefs scale ranged from 0 to 100. The questions included in this scale were:

- I believe that effective school–community partnerships support students.
- The school works with local organizations like businesses, libraries, parks, and museums to enhance student skills and learning.
- The school works with a variety of community organizations to meet the needs of all students and families.
- The school helps families get the services we need in the community like childcare, housing, healthcare, recreation, and job training.
- The school helps children get the services they need to be successful like tutoring, after school care, camps, career exploration, and mentoring.
- The school makes it easier for my family to attend school activities by providing things like transportation, activities for siblings, and meals.
- The school makes it easier for my family to attend school activities by scheduling them at different times of day.
- School staff are available to help families find and use community resources.
- If the school can't help me, I know they will refer me to someone who can.
- There are enough resources available in my child's school.

School Communication Scale. The school communication scale was comprised of eight questions. Parents used a 0 to 10 Likert scale to indicate how much they agreed

or disagreed with the statements below. Responses to these questions were added together. School communication scale scores ranged from 0 to 80.

- The school provides information to all families who want or need it.
- The school only provides information to parents who attend meetings or school events.
- The school provides a resource directory for parents and students on community agencies, services, and programs.
- I frequently receive information from the school about how to access educational resources for my child or my family.
- The school communicates with me in multiple ways (e.g., calls, texts, notes, letters, or emails).
- When my child's school communicates with me, it is easy to understand.
- The school asks parents to share community resources that they are aware of and shares them with other parents.
- The information the school shares is useful.

School Climate Scale. School climate reflects the norms, values, and experiences of families, students, and staff within a school community (National School Climate Center, n.d.). The school climate scale was calculated by calculating the sum of eight questions about school climate. Respondents used a 0 to 10 scale to designate how much they agreed or disagreed with a statement. School climate scale scores ranged from 0 to 80. The statements included in the school climate scale are below.

- The school cares about families.

- The school treats parents in a way that makes them feel respected (welcomed, valued, cared about).
- I believe that school staff respect and value the diversity of all families in the school.
- The school asks my opinion about issues and concerns.
- The school values parents and community members' ideas.
- The school's racial and cultural diversity is recognized and openly discussed in a constructive way that includes staff and families (e.g., at family group meetings, school council meetings, and discussion groups).
- School committees and the PTA/PTO actively recruit families from various backgrounds that reflect the diversity of the school community.
- The school provides training and information about how the school system works and how to be an effective advocate for my child.

Social Capital Score. Social capital has been measured various ways in educational research (Lin et al., 2008). Measures include questions about access to information and resources, the individual's social network, and community engagement. In this project, the social capital score was created from six survey items. The first five items were derived from the Social Capital Assessment and Learning for Equity Measures survey (Search Institute, 2021). These questions asked participants about bridging and bonding social capital and the strength of the ties within respondents' network. The last question measured community engagement. The six items were:

- I have people in my network with different skills that are useful to me.

- I have people in my network who I am close to that I can trust to help my child pursue their education or career goals.
- I have people in my network who can introduce me to others who can help my child reach their education or career goals.
- I have people in my network who I am less close to but who are influential in helping me.
- I have people in my network who help me when they say they are going to help me.
- I participate in volunteer or community organizations in my community.

Families used a 0-10 Likert scale to indicate how much they agreed or disagreed with the statements. Responses to these questions were added together. Social capital scores ranged from 0 to 60. The summed scale was also collapsed into three categories. Low social capital was defined as having a social capital score of a 0 to 15. A social capital score of 16 through 45 was labeled as middle social capital. Respondents with a social capital score of 46 to 60 were characterized as high social capital. This followed the same scoring guidelines as the SCALE assessment since five of the six questions were derived from this instrument (Search Institute, 2021).

Data Analysis

Descriptive statistics were generated for demographic variables such as race, ethnicity, gender, level of education, age, income, employment status, and age of respondents. To provide a profile of respondents' children, descriptive statistics were also compiled for age and grade level of children enrolled in school.

Bivariate analysis and one-way ANOVAs were used to explore differences in parents' perceptions about community school partnerships based on demographic characteristics such as gender, race, minority group, education, employment, income, and income class as well as social capital groups. It also looked at relationships between variables. A k means cluster analysis was performed to examine if there were differences in respondents based on their beliefs about community school partnerships. Regression was used to control for confounding factors and to collect the individual effect of each.

Responses to qualitative questions were exported for further analysis. Codes were generated based on a review of the data. A definition for each code was created. Based on these definitions, codes were assigned to qualitative responses.

Perceptual Mapping Methodology

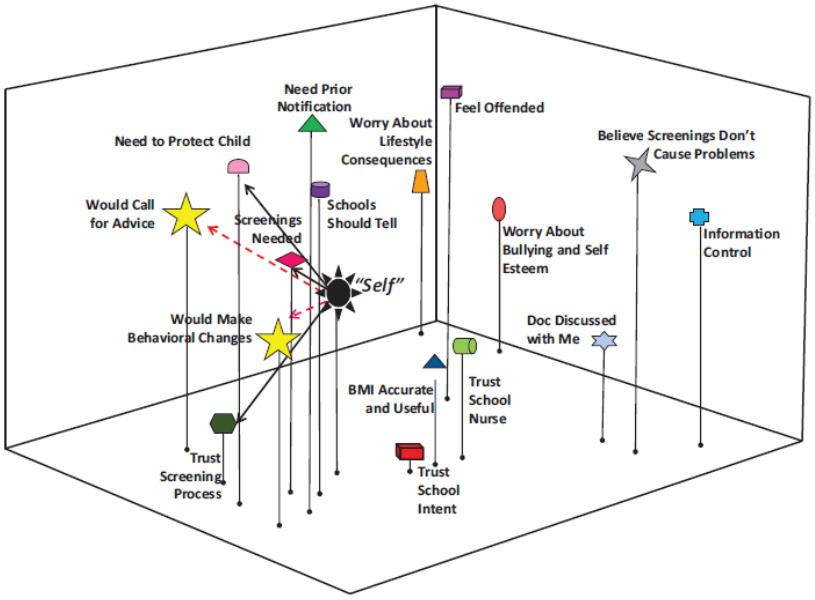
Perceptual mapping methods were used in this study to examine parents' perceptions of community school partnerships including barriers and facilitators of accessing and mobilizing resources. Educational leaders can use these results to create community school partnerships that are more inclusive and responsive to the needs of families. Perceptual mapping is an analysis method that uses survey data to understand how respondents perceive various concepts in relation to each other. This technique creates a visual representation of a set of factors using multidimensional scaling (Bass et al., 2022; Bass et al., 2018). A perceptual map is a three-dimensional image that illustrates how concepts are associated with each other and how they are related to "Self", the mean scores of a block of questions.

Vector modeling is a mathematical technique that uses correlations and the strength of associations to create persuasive messaging. In this study, vector modeling

was used to determine factors that were most important to parents to persuade them to access information or resources in community school partnerships. Vector modeling identifies concepts that should be emphasized that will move "Self" closer to the target vector on a perceptual map. The target vector is the trajectory between "Self" and the desired behavior or decision. The factors that serve as anchors are important concepts to include in future programming or communication campaigns. In Figure 3.1, the dotted lines show the trajectory from "Self" to two target vectors, "Would Call for Advice" and "Would Make Behavioral Changes." Concepts including "Need to Protect Child," "Trust Screening Process," and "Screenings Needed" would move "Self" closer to the two target vectors and thus should be integrated into future interventions.

Figure 3.1

Parent Perceptions of School Based BMI Screening



Perceptual mapping methodology is primarily used as a commercial marketing technique to understand what people think about products or services (Woelfel, 1995; Woelfel, 1980). Perceptual mapping has also been applied to numerous research studies

primarily focused on examining individuals' perceptions of health-related topics and behaviors (Bass et al., 2021a; Bass et al., 2018a, Bass et al., 2018b; D'Avanzo et al., 2019). It has also been used to develop more targeted health education materials and health messages (Bass et al., 2021b; Fleisher et al., 2019; Ruzek et al., 2016). One study utilized perceptual mapping in a school-based setting (Ruggieri et al., 2018). Ruggieri and her colleagues explored parents' perceptions of school BMI screening programs and BMI report cards. Results were used to provide recommendations to school nurses to inform future practice.

Perceptual maps for this study were created using a multidimensional scaling software (MDS) which was developed by researchers at Temple University's Risk Communication Laboratory. Perceptual maps for each question block were generated for the entire sample. Results from one-way ANOVAs highlighted statistically significant differences in perception questions across two variables, minority status and social capital group. Based on these results, perceptual maps were then constructed for minority and non-minority respondents as well as high, middle, and low social capital groups to compare how each group conceptualized various factors. Previous research suggests that there are other factors independent of demographic characteristics and social capital that impact parents' perceptions of school related issues (Chen et al. 2016; Park & Holloway, 2018; Ruggieri et al., 2018). Perceptual maps were also created using data from the cluster analysis.

Data for perceptual maps used correlational matrices of the variables. Correlations were generated for each block of parent perception questions. Correlations were then reflected so that factors that were more important to respondents were closer to "Self".

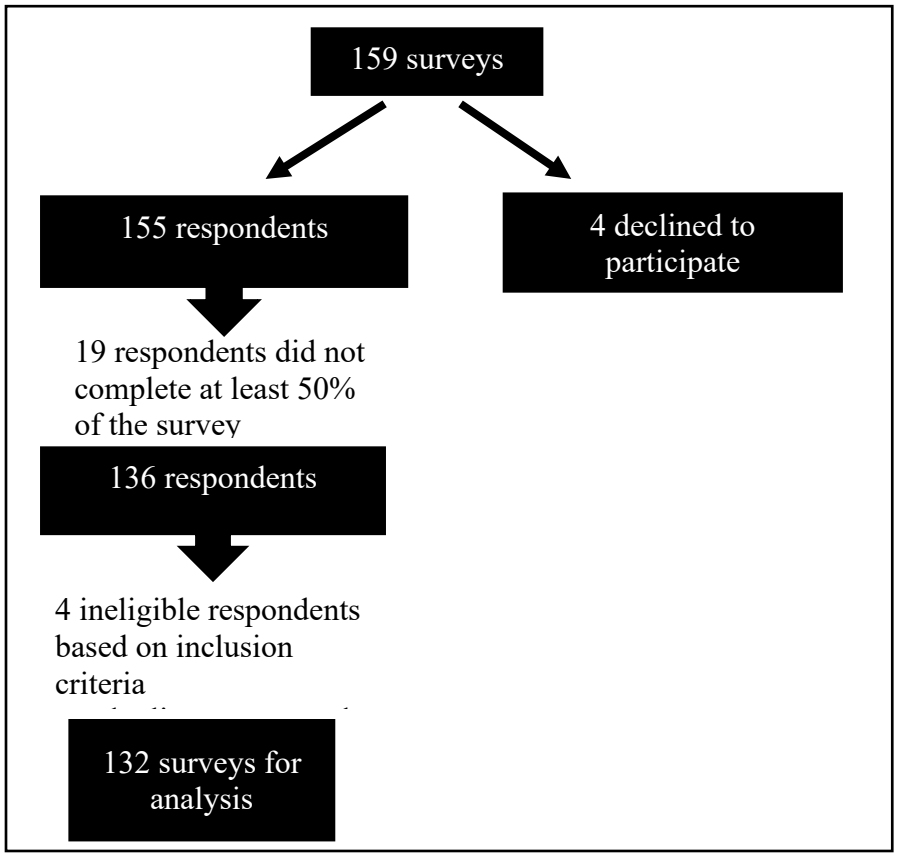
The reflected values are then multiplied by 10 so that these values were all on the same 0 to 10 scale. The scaled judgements were transformed by the MDS program into distances in the perceptual map.

Sample

In all, 155 individuals participated in the study. Of the 155 who agreed to participate, 11 respondents only completed the demographic questions. Another eight completed the next set of questions in the survey about where they receive information about their child's education, but not the remaining 50 perception questions. Because these 19 respondents completed less than 50% of the survey, they were excluded from the analysis. Another four survey respondents were excluded from analysis because they did not meet eligibility criteria. One respondent's child attended a private school. Another respondent's children attended school in North Carolina. Two respondents' children were adults and had not been enrolled in a New Jersey public school within the past year. See Figure 3.2 for details.

Figure 3.2

Research Sample and Respondents Included in Analysis



Survey Respondent Demographic Characteristics

Of the 132 survey respondents included in the analysis, 117 (87.9%) participants were a parent of a child or children enrolled in a New Jersey public school district, one (0.8%) was a foster parent, and 14 (10.6%) were a grandparent, legal guardian, or other relative. More women (117, 87.9%) participated in the survey than men (15, 11.4%). In all, 66.7% (88) of respondents reported being White, 28% (37) were African American, 4.5% (6) were two or more races, and less than one percent (1) reported being Asian Pacific Islander. Survey respondents were predominantly not Hispanic, Latino, or of Spanish origin (120, 90.9%). The mean age of respondents was 43.3 years old. For

comparison, see Table 3.3 for more information about the demographic characteristics of participants who did and did not complete the survey.

When comparing the demographic characteristics of respondents who completed the survey to those who did not, there were few differences. Most of the participants in each group were women (88.6% and 84.2%), were White (66.7% and 57.9%), were not Hispanic (90.9% and 84.2%), were parents (87.9% and 84.2%), and worked fulltime (75.8% and 73.7%). There was a smaller percentage of respondents who did not complete the survey who completed an Associate's degree or higher (6, 31.6%) than those who did (75, 56.8%).

Table 3.3

Demographics of Survey Respondents

Demographic Attributes	Survey Respondents	Respondents who Did Not Complete Survey
Age	43.3 (9.85) 23-76	41 (10.26) 29-64
Gender		
Male	15 (11.4%)	3 (15.8%)
Female	117 (88.6%)	16 (84.2%)
Race		
White	88 (66.7%)	11 (57.9%)
African American/Black	37 (28.0%)	6 (31.6%)
Asian or Pacific Islander	1 (0.8%)	1 (5.3%)
Other	6 (4.5%)	1 (5.3%)
Ethnicity		
Not Hispanic or Latino, or Spanish Origin	120 (90.9%)	16 (84.2%)
Hispanic or Latino, or Spanish Origin	7 (5.3%)	2 (10.5%)
Missing	5 (3.8%)	1 (5.3%)
Relationship to student		
Parent	117 (87.9%)	16 (84.2%)
Foster parent	1 (0.8%)	0 (0.0%)
Grandparent, other relative, and/or legal guardian	14 (10.6%)	3 (15.8%)
Education		
High school graduate including GED	23 (17.4%)	1 (5.3%)
Some college, no degree	34 (25.8%)	7 (36.8%)
Associate degree	22 (16.7%)	5 (26.3%)
Bachelor's degree	30 (22.7%)	3 (15.8%)
Graduate degree	23 (17.4%)	2 (10.5%)
Income		
Less than $15,000	7 (5.3%)	2 (10.5%)
$15,000 to $29,999	8 (6.1%)	1 (5.3%)
$30,000 to $49,999	18 (13.6%)	3 (15.8%)
$50,000 to $74,999	29 (22.0%)	4 (21.1%)
$75,000 to $99,999	26 (19.7%)	3 (15.8%)
$100,000 to $124,999	13 (9.8%)	3 (15.8%)
$125,000 to $149,999	11 (8.3%)	1 (5.3%)
$150,000 or more	20 (15.2%)	2 (10.5%)
Employment status		
Full-time	100 (75.8%)	14 (73.7%)
Part-time	13 (9.8%)	2 (10.5%)
Not working	19 (14.4%)	3 (15.8%)

Twenty-three respondents (17.4%) graduated from high school, 34 (25.8%) completed some college, 22 (16.7%) obtained an Associate's degree, 30 (22.7%) earned a Bachelor's degree, and 23 (17.4%) had a graduate degree. Twenty five percent (33) of the sample reported a household income of less than $50,000. Most respondents reported that they worked full-time (100, 75.8%). Of the respondents who were not working (19, 14.4%), some cited that they were retired, a stay-at-home parent, a full-time student, or on medical leave.

A chi-square test was completed to determine if there was a relationship between race and gender. The relationship between race and gender was significant $X^2 = 11.138$, $p = .011$. On a percentage basis, more White women (60.6%, 80) completed the survey than women from other races (28%, 37). See Table 3.4 for more information.

Table 3.4

Survey Respondents Race by Gender Identity

	Male	Female	Total
African American/Black	4 (3.0%)	33 (25.0%)	37 (28.0%)
Asian or Pacific Islander	1 (0.8%)	0 (0.0%)	1 (0.8%)
White/Caucasian	8 (6.1%)	80 (60.6%)	88 (66.7%)
Another racial identity	2 (1.5%)	4 (3.0%)	6 (4.5%)
Total	15 (11.4%)	117 (88.6%)	132 (100%)

Note. $n = 132$. $X^2 = 11.138$, $p < .05$, Cramer's $V = .290$

To determine if there was a relationship between race and level of education, a chi-square test of independence was conducted. The results support that the relationship between race and education was significant $X^2 = 23.271$, $p = .026$. There was a greater percentage of White survey respondents to have an associate or bachelor's degree than their counterparts. See Table 3.5 for more details.

Table 3.5

Survey Respondents Level of Education by Race

	African American/ Black	Asian or Pacific Islander	White/ Caucasian	Another racial identity	Total
High school graduate including GED	4 (10.8%)	0 (0.0%)	19 (21.6%)	0 (0.0%)	23 (17.4%)
Some college but no degree	12 (32.4%)	0 (0.0%)	21 (23.9%)	1 (16.7%)	34 (25.8%)
Associate degree	4 (10.8%)	1 (100%)	16 (18.2%)	1 (16.7%)	22 (16.7%)
Bachelor's degree	5 (13.5%)	0 (0.0%)	21 (23.9%)	4 (66.7%)	30 (22.7%)
Graduate degree	12 (32.4%)	0 (0.0%)	11 (12.5%)	0 (0.0%)	23 (17.4%)
Total	37 (100.%)	1 (100%)	88 (100%)	6 (100%)	132 (100%)

Note. $n = 132$. $X^2 = 23.271$, $p < .05$, Cramer's V = .242

Student Characteristics

The median number of children parents reported having enrolled in a New Jersey public school during the time of the survey was two. Approximately 40% (53) of families had one child enrolled, 48.5% (64) had two children enrolled, and 11.4% (15) had three or more children enrolled in a New Jersey public school. Among the survey respondents with multiple children, a random number generator was used to select the age and grade level of one child for further analysis. The mean age of children in the additional analysis was 11.25 years old with children ranging from three to 18 years old. There were 57 (43.1%) students in pre-K through grade 5, 30 (22.8%) in grades 6 to 8, and 45 (34.1%) in grades 9 to 12.

CHAPTER 4

RESULTS

The purpose of this study was to examine perceptions of community school partnerships in a sample of parents with one or more children enrolled in a New Jersey public school. Barriers and facilitators of access to and use of educational resources within community school partnerships were explored. Between August and September 2023, participating parents completed a 65-item parent perception survey which collected quantitative and qualitative data. The four research questions of the study were:

1. What are parents' perceptions of community school partnerships and do demographic variables affect these perceptions?
2. What are the facilitators and barriers of accessing resources within community school partnerships for their child's education and do demographic variables affect these perceptions?
3. What are the facilitators and barriers of mobilizing resources within community school partnerships for their child's education and do demographic variables affect these perceptions?
4. How can leaders improve access and utilization of community school partnerships among families?

Research Question 1: What Are Parents' Perceptions of Community School Partnerships and Do Demographic Variables Affect These Perceptions?

Ten questions about perceptions of community school partnerships as well as one question about parents' likeliness to access resources were used to address Research Question 1. Respondents were asked to answer each statement on an 11-point Likert scale

with 10 meaning they strongly agreed, zero meaning they strongly disagreed, and five meaning they weren't sure or didn't know. An eight indicated the respondent somewhat agreed with the statement whereas a two indicated the person somewhat disagreed.

Overall, respondents agreed that effective community school partnerships support students (M = 8.08, SD = 2.72), and that they would be very likely to access resources for their child's education if these partnerships were available through their child's school (M = 8.45, SD = 1.61). Respondents perceived community school partnerships to be more geared towards helping children get the services that they needed to be successful as opposed to assisting families secure the services that they need in the community. For example, the mean for "the school helps children get the services they need to be successful" was higher (M = 6.17, SD = 2.97) than the mean for "the school helps families get the services they need" (M = 5.05, SD = 2.97). Parents were unsure about various aspects about community school partnerships at their child's school such as whether the school makes it easier to attend activities by providing things like transportation or childcare and by scheduling activities at different times of days. While parents were unsure about whether there were enough resources available in their child's school, respondents slightly agreed that staff were available to help families and would refer them to someone if they could help. See Table 4.1 for more details.

Table 4.1

Means of Parent Perceptions of Community School Partnerships for Entire Sample

	Variables	*M (SD)*
1	I believe that effective school–community partnerships support students.	8.08 (2.72)
2	The school works with local organizations like businesses, libraries, parks, and museums to enhance student skills and learning.	6.02 (3.04)
3	The school works with a variety of community organizations to meet the needs of all students and families.	5.81 (3.06)
4	The school helps families get the services we need in the community like childcare, housing, healthcare, recreation, and job training.	5.11 (3.12)
5	The school helps children get the services they need to be successful like tutoring, after school care, camps, career exploration, and mentoring.	6.17 (2.97)
6	The school makes it easier for my family to attend school activities by providing things like transportation, activities for siblings, and meals.	5.05 (3.19)
7	The school makes it easier for my family to attend school activities by scheduling them at different times of day.	5.53 (3.01)
8	School staff are available to help families find and use community resources.	5.89 (3.11)
9	If the school can't help me, I know they will refer me to someone who can.	5.83 (3.20)
10	There are enough resources available in my child's school.	5.20 (3.10)
11	How likely would you be to access resources for your child's education inf they were available through your child's school?	8.45 (1.61)

Note. $n = 132$.

Open ended questions asked respondents what was most helpful to obtain information and resources for their child, what could be improved with how the school shares information and resources, and if there was anything else they wanted to share. Several themes emerged.

First, parents cited a need for more resources. One mother with three children enrolled in elementary school wrote, “We need more free programs,” and another parent said, “Our community needs more resources and activities for kids in general.” Survey respondents also expressed a need to partner with community organizations to address additional needs or specialized services. For example, one parent with a low social capital score shared, “Maybe with families that are at risk for being hungry or have mental health issues offering them more services not just through the school but through the community for making partnerships with mental health facilities and food pantries.” “There is no LGTBQ information, support or support groups at the school for kids or parents,” said one respondent. Another parent proposed more resources for students with disabilities:

> The school district often limits the services provided to children with disabilities. During IEP development meetings, staff always suggest the most limited services available, mainly if the district has limited capacity. Parents are left alone to fight for their children's rights against a district that attempts to make the parents feel uneducated and unqualified to determine the child's educational needs to succeed.

Tutoring was the most frequent resource mentioned by parents. A parent with middle social capital shared, “The tutoring that is offered should be more readily available and open to all.” Another stated, “Share more information such as tutoring. I know my children need extra support and tutoring but the school does not share that information.”

Some parents shared positive experiences about obtaining information and resources for their child. School staff including teachers were characterized as available,

resourceful, and helpful. A mother with six children enrolled in the district wrote “Some of the teachers have had access to or know the appropriate questions to ask to get the help best suited for my child.” A White mother with a high social capital score and two children enrolled in high school said school staff were “Always there and with a quick response. If the person dont know they refer me to the right person.” Most of the resources cited by survey respondents included extra academic assistance such as “a list of tutors for hire for my son” and “in-school teachers that pull the kids for extra help.”

Negative experiences or reasons why families were unable to obtain information or resources for their child’s education were also discussed. For example, one mother commented “… it is hard to get information from teachers or the school.” Another mother said, “There was never a time in the last school year our family was offered any services regarding my son's educational abilities outside of the school (community organizations).” Some parents perceived staff to be inaccessible. A White mother in the middle social capital group suggested, “Make the teachers and child study team and therapists more accessible to communicate with and ask questions, get feedback about progress.” Parents also touched on the time and format of events as well as other considerations that impact attending school activities. One mother who worked full time recommended,

> Make school events at later times to accommodate parents who work. Other parents have told me that the Home & School group has made somewhat distasteful comments about "working mothers" who cannot always attend meetings and events. Perhaps we should be more inclusive of all and understand not everyone is in the same situation.

One-way ANOVAs were used to compare results across demographic characteristics and social capital groups. There were no significant differences in

perceptions of community school partnerships across gender, income class, level of education, and employment status. Differences in perceptions based on race and social capital will be discussed.

Minority Status

Results from ANOVA analysis showed statistically significant differences across nine of the ten variables measuring perceptions of community school partnerships between White and Minority parents. While both groups agreed that effective community school partnerships support students, there was a statistically significant difference between White and Minority parents ($F = 7.87$, $p = .006$). There were also statistically significant differences between White and Minority parents about issues such as "the school helps families get the services they need" ($F = 5.13$, $p = .025$), "the school helps children get the services they need to be successful" ($F = 9.60$, $p = .002$), "the school makes it easier to attend by providing services" ($F = 9.24$, $p = .003$), and "the school makes it easier to attend through scheduling" ($F = 8.96$, $p = .003$). White parents were more positive about all statements about community school partnerships. For example, White parents slightly agreed to "school staff are available to help me" ($M = 6.53$, $SD = 2.92$) and "the school will refer me to someone who can help" ($M = 6.65$, $SD = 2.94$) whereas Minority parents slightly disagreed with these statements. The mean of "there are enough resources available" was lower in Minority parents ($M = 3.70$, $SD = 3.10$) than White respondents ($M = 5.95$, $SD = 2.82$). See Table 4.2 for further information.

Table 4.2

Results Comparing White and Minority Perceptions of Community School Partnerships

Variable	White		Minority		*F*	*p*
	M	*SD*	*M*	*SD*		
I believe that effective school–community partnerships support students.	8.53	2.20	7.16	3.39	7.87	.006
The school works with a variety of community organizations to meet the needs of all students and families.	6.30	3.00	4.84	2.97	6.94	.009
The school helps families get the services we need in the community like childcare, housing, healthcare, recreation, and job training.	5.53	3.11	4.25	2.99	5.13	.025
The school helps children get the services they need to be successful like tutoring, after school care, camps, career exploration, and mentoring.	6.72	2.79	5.07	3.05	9.60	.002
The school makes it easier for my family to attend school activities by providing things like transportation, activities for siblings, and meals.	5.63	3.05	3.89	3.19	9.24	.003
The school makes it easier for my family to attend school activities by scheduling them at different times of day.	6.07	2.88	4.45	3.17	8.96	.003
School staff are available to help families find and use community resources.	6.53	2.92	4.61	3.13	12.12	.001
If the school can't help me, I know they will refer me to someone who can.	6.65	2.94	4.18	3.10	19.91	<.001
There are enough resources available in my child's school.	5.95	2.82	3.70	3.10	17.44	<.001

Note. Total $n = 132$, White respondents $n = 88$, Minority respondents $n = 44$.

Social Capital Groups

ANOVA analysis also revealed differences in beliefs about community school partnerships across parents in different social capital groups. Tukey post hoc analyses were also performed to understand where differences occurred between parents in low, middle, and high social capital groups. There were statistically significant differences in at least two groups for 10 variables such as "effective community school partnerships support students" ($F = 6.27$ $p = .003$), "the school helps children get the services they need to be successful" ($F = 10.93$, $p < .001$), "the school makes it easier to attend by providing services" ($F = 10.23$, $p < .001$), "the school makes it easier to attend through scheduling" ($F = 12.64$, $p < .001$), "school staff are available to help me" (14.09, $p < .001$), and "the school will refer me to someone that can help" ($F = 13.17$, $p < .001$).

Parents in the low social capital group shared more negative feelings about all community school partnership variables as compared to their counterparts in the middle and high social capital groups. Parents in the low social capital group disagreed with statements such as "the school helps children get the services they need to be successful," "the school makes it easier to attend by providing services," and "the school makes it easier to attend through scheduling," whereas parents in the high social capital group slightly or somewhat agree with these statements. Respondents in the low social capital group also did not believe that school staff were available to help them ($M = 2.13$, $SD = 3.40$), would refer them to someone who could help ($M = 2.38, 3.54$), or that there were enough resources in their child's school ($M = 2.38$, $SD = 3.70$). See Table 4.3 which provides descriptive statistics and results from ANOVA analysis.

Table 4.3

Means, Standard Deviations, and One-Way Analyses of Variance in Parent Perceptions of Community School Partnerships by Social Capital Group

Variable	Low		Middle		High		*F*	*p*
	M	*SD*	*M*	*SD*	*M*	*SD*		
I believe that effective school–community partnerships support students.	5.25	4.37	7.98	2.61	8.77	2.24	6.27	.003
The school works with local organizations like businesses, libraries, parks, and museums to enhance student skills and learning.	3.00	3.74	5.66	2.90	7.20	2.66	8.78	<.001
The school works with a variety of community organizations to meet the needs of all students and families.	3.00	3.70	5.23	2.76	7.39	2.76	12.59	<.001
The school helps families get the services we need in the community like childcare, housing, healthcare, recreation, and job training.	2.13	3.64	4.54	2.90	6.68	2.68	12.45	<.001
The school helps children get the services they need to be successful like tutoring, after school care, camps, career exploration, and mentoring.	2.88	3.68	5.80	2.83	7.43	2.47	10.93	<.001
The school makes it easier for my family to attend school activities by providing things like transportation, activities for siblings, and meals.	1.75	2.71	4.63	3.08	6.41	2.86	10.23	<.001
The school makes it easier for my family to attend school activities by scheduling them at different times of day.	2.38	2.83	5.04	2.71	7.00	2.86	12.64	<.001
School staff are available to help families find and use community resources.	2.13	3.40	5.45	2.89	7.39	2.63	14.09	<.001
If the school can't help me, I know they will refer me to someone who can.	2.38	3.54	5.30	2.89	7.41	2.93	13.17	<.001
There are enough resources available in my child's school.	2.38	3.70	4.72	2.67	6.59	3.16	9.90	<.001

Note. Total $n = 132$, Low Social Capital Group $n = 8$, Middle Social Capital Group $n = 80$, High Social Capital Group $n = 44$.

Research Question 2: What Are the Facilitators and Barriers of Accessing Resources Within Community School partnerships for Their Child's Education and Do Demographic Variables Affect These Perceptions?

Dissemination of information about school resources and components of school climate such as norms and values may have an impact on parents' access to resources within community school partnerships (Baker et al., 2016; Gross et al., 2015; Haines et al., 2015; Ratliffe & Ponte, 2018). To address Research Question 2, eight questions about information sharing and eight questions about components of school climate were analyzed. The same 11-point Likert scale was used to assess parents' perceptions about information sharing and school climate. A 10 implied the respondent strongly agreed with the statement, a zero implied the respondent strongly disagreed with the statement, and a five implied the respondent was unsure.

Information Sharing

Facilitators of accessing resources within community school partnerships among the overall sample may include the readability and usefulness of the information as well as the use of multiple modes of communication. For example, respondents somewhat agreed with "information is easy to understand" (M = 7.81), "the school communicates in multiple ways" (M = 7.30) and "the information the school shares is useful" (M = 6.96). Families were less positive about issues such as "I frequently receive information from the school," "the school provides resource directory," and "the school asks parents to share community resources." These issues may act as barriers to accessing information. See Table 4.4 for more details.

Table 4.4

Means of Parent Perceptions of Information Sharing for Entire Sample

	Variables	*M (SD)*
1	The school provides information to all families who want or need it.	6.42 (2.95)
2	The school only provides information to parents who attend meetings or school events.	4.92 (2.98)
3	The school provides a resource directory for parents and students on community agencies, services, and programs.	5.30 (2.87)
4	I frequently receive information from the school about how to access educational resources for my child or my family.	5.13 (3.01)
5	The school communicates with me in multiple ways (e.g., calls, texts, notes, letters, or emails).	7.30 (2.80)
6	When my child's school communicates with me, it is easy to understand.	7.81 (2.48)
7	The school asks parents to share community resources that they are aware of and shares them with other parents.	4.52 (2.92)
8	The information the school shares is useful.	6.96 (2.42)

Note. Total $n = 132$.

One way ANOVA tests were performed to explore differences among groups. Overall, there were no statistically significant differences in parents' perceptions based on level of education or employment status. Differences in groups based on income, race, and social capital will be explored.

Income

There was one difference in parents' perceptions of information sharing based on income. Findings from a one-way ANOVA show that there were differences in at least two groups between upper, middle, and lower class income groups for "the school shares information in multiple ways" ($F = 3.67$, $p = .028$). See Table 4.5 for more details.

Table 4.5

Results Comparing Parents' Perceptions of Information Sharing by Income Class

Variable	Lower		Middle		Upper		F	p
	M	*SD*	*M*	*SD*	*M*	*SD*		
The school communicates with me in multiple ways (e.g., calls, texts, notes, letters, or emails).	6.82	3.41	7.11	2.65	8.80	1.70	3.67	.028

Note. Total $n = 132$, Low Social Capital Group $n = 8$, Middle Social Capital Group $n = 80$, High Social Capital Group $n = 44$.

Minority Status

As shown in Table 4.6, results from ANOVA analysis reveal that there were statistically significant differences in four statements about information sharing between White and Minority parents including "the school provides information to all families" ($F = 5.44$, $p = .021$). White parents ($M = 6.84$, $SD = 2.86$) were more likely to agree with this statement than Minority parents ($M = 5.59$, $SD = 3.00$) who were somewhat neutral. How frequently the school distributed information, the number of communication channels used, and the utility of information shared may be barriers for Minority parents to access information or resources for their child's education. For example, the mean for "I frequently receive information" was higher in White parents as compared to Minority parents. Minority parents were also less positive about variables such as "the school communicates in multiple ways" and "the information is useful."

Table 4.6

Results Comparing White and Minority Parents' Perceptions of Information Sharing

Variable	White		Minority		*F*	*p*
	M	*SD*	*M*	*SD*		
The school provides information to all families who want or need it.	6.84	2.86	5.59	3.00	5.44	.021
I frequently receive information from the school about how to access educational resources for my child or my family.	5.52	2.89	4.34	3.12	4.66	.033
The school communicates with me in multiple ways (e.g., calls, texts, notes, letters, or emails).	7.75	2.53	6.39	3.12	7.27	.008
The information the school shares is useful.	7.30	2.17	6.30	2.76	5.17	.025

Note. Total $n = 132$, White respondents $n = 88$, Minority respondents $n = 44$.

Social Capital Group

Differences exist in perceptions of information sharing across social capital groups. There were significant differences between at least two groups in seven variables. Tukey post-hoc analyses confirm that statistically significant differences in perceptions occurred between respondents in each of the three social capital groups.

Results show a statistically significant difference in variables such as "I frequently receive information" ($F = 14.33$, $p < .001$), "information is easy to understand" ($F = 19.07$, $p < .001$), "the school communicates in multiple ways" ($F = 13.01$, $p < .001$), and "the information is useful" ($F = 10.23$, $p < .001$) among others. Transmission of information may function as a facilitator for accessing educational resources for parents in the high or middle social capital group and a barrier for those in the low social capital group. For example, parents in the low social capital group disagreed with "the school provides information to all families" whereas parents with a high social capital score somewhat agreed. Parents in the low social capital group were

also more negative about issues such as the frequency and usefulness of communication. Table 4.7 contains descriptive statistics and findings of the one-way ANOVA test.

Table 4.7

Means, Standard Deviations, and One-Way Analyses of Variance in Parent Perceptions of Information Sharing by Social Capital Group

Variable	Low		Middle		High		*F*	*p*
	M	*SD*	*M*	*SD*	*M*	*SD*		
The school provides information to all families who want or need it.	3.00	3.07	5.98	2.84	7.86	2.20	13.81	<.001
The school provides a resource directory for parents and students on community agencies, services, and programs.	2.00	3.55	5.05	2.62	6.36	2.67	9.78	<.001
I frequently receive information from the school about how to access educational resources for my child or my family.	1.50	2.33	4.69	2.90	6.59	2.49	14.33	<.001
The school communicates with me in multiple ways (e.g., calls, texts, notes, letters, or emails).	3.63	4.41	7.03	2.72	8.45	1.78	13.01	<.001
When my child's school communicates with me, it is easy to understand.	3.75	4.43	7.64	2.12	8.86	1.71	19.07	<.001
The school asks parents to share community resources that they are aware of and shares them with other parents.	1.25	1.91	4.21	2.62	5.66	3.05	10.02	<.001
The information the school shares is useful.	4.75	4.37	6.58	2.18	8.07	1.90	10.23	<.001

Note. Total $n = 132$, Low Social Capital Group $n = 8$, Middle Social Capital Group $n = 80$, High Social Capital Group $n = 44$.

Respondents further elaborated on the dissemination of information about school resources in open-ended questions at the end of the survey. Comments illustrated that parents had different experiences receiving information from their child's school.

For some parents, communication was helpful to get the necessary information and resources for their child's education. Parents who shared positive experiences about aspects of information sharing were predominantly White and in the middle or high social capital group. For example, a White mother in the middle social capital group wrote "ClassDojo and Remind are great, and the principal for -school name- is awesome at communicating with all parents and students. This has also allowed me to discuss things with my children's teachers easily and quickly." Another White mother in the high social capital group shared, "There is nothing to change we have a great communication system."

For other families, communication was a barrier to accessing resources for their child's education. Parents who expressed concerns about the dissemination of information were more diverse. A White mother in the middle social capital group said, "… they do not share other information if my child/ten need extra help and if resources are available, they do not extend this information." A Black mother in the middle social capital group shared,

> I have tried to get extra help fir my kids but its not available. The school says that they send home flyers but i never get them or its too late. They say they want parents to participate but I need to find someone to watch my kids and I cant do that on short notice.

Some parents were not able to identify strategies that were helpful for them to get the necessary information and resources for their child. An Asian father in the middle social capital group shared, "Not a damn thing. -school name- RARELY communicates

anything. They're more focused on calling and reaching out for tardiness, absences, and days off for teachers." A Black mother in the low social capital group echoed this concern, "They are not doing anything. I do not know of any resources that are available. Nobody tells me anything from that school." A Black mother in the low social capital recommended to not make information "available to certain people. But to ALL."

School Climate

Facilitators of family engagement include feeling welcomed, respected and safe (Yull et al., 2018; Crea et al., 2015). Overall, respondents somewhat agreed with statements such as "the school cares about families" (M = 7.21, SD = 2.74), "the school treats parents with respect" (M = 6.96, SD = 2.86) and "school staff respect and value diversity of all families" (M = 6.86, SD = 2.90). Families were less positive about issues such as "the school asks my opinion" and "the school values parents' ideas." Parents were also unsure about various measures of school climate pertaining to school policies and practices such as whether the school provided training on how to be an effective advocate, recruited families from diverse backgrounds to serve on school committees, or discussed racial and cultural diversity.

Table 4.8

Means of Parent Perceptions of School Climate for Entire Sample

	Variables	*M (SD)*
1	The school cares about families.	7.21 (2.74)
2	The school treats parents in a way that makes them feel respected (welcomed, valued, cared about).	6.96 (2.86)
3	I believe that school staff respect and value the diversity of all families in the school.	6.86 (2.90)
4	The school asks my opinion about issues and concerns.	5.25 (3.10)
5	The school values parents and community members' ideas.	5.75 (2.93)
6	The school's racial and cultural diversity is recognized and openly discussed in a constructive way that includes staff and families (e.g., at family group meetings, school council meetings, and discussion groups).	5.80 (2.87)
7	School committees and the PTA/PTO actively recruit families from various backgrounds that reflect the diversity of the school community.	5.33 (3.01)
8	The school provides training and information about how the school system works and how to be an effective advocate for my child.	5.20 (3.18)

Note. Total $n = 132$.

Gender and Income

There were few differences in perceptions of school climate based on gender and income. There was a statistically significant difference in "the school values parents' ideas" between female and male respondents ($F = 4.46$, $p = .037$). Men were more negative about this statement than women respondents. Findings from a one-way ANOVA show that there were differences in at least two groups between upper, middle, and lower class income groups "the school treats parents with respect" ($F = 3.20$, $p = .044$). Parents in the upper class were more positive about this statement as compared to parents who were considered lower class. See Tables 4.9 and 4.10.

Table 4.9

Results Comparing Parents' Perceptions of School Climate by Gender

Variable	Male		Female		*F*	*p*
	M	*SD*	*M*	*SD*		
The school values parents and community members' ideas.	4.27	2.87	5.94	2.89	4.46	.037

Note. Total $n = 132$, Male respondents $n = 15$, Female respondents $n = 117$.

Table 4.10

Results Comparing Parents' Perceptions of School Climate by Income

Variable	Lower		Middle		Upper		*F*	*p*
	M	*SD*	*M*	*SD*	*M*	*SD*		
The school treats parents in a way that makes them feel respected (welcomed, valued, cared about).	6.30	3.44	6.90	2.74	8.30	1.69	3.20	.044

Note. Total $n = 132$, Lower Income Group $n = 33$, Middle Income Group $n = 79$, Upper Income Group $n = 20$.

Minority Status

There were also statistically significant differences in perceptions of school climate among White and Minority parents in all eight variables. White parents were more positive about statements such as "the school cares about families" ($M = 7.97$, $SD = 2.13$), "the school makes parents feel respected" ($M = 7.67$, $SD = 2.31$), "school staff respect and value diversity" ($M = 7.65$, $SD = 2.41$), and "the school openly discusses diversity" ($M = 6.57$, $SD = 2.46$) than Minority parents. The means of variables such as "the school asks parents' opinions" and "the school values parents' ideas" were lower among Minority parents. Shared norms, goals, and values such as respect, trust, and inclusivity may serve as facilitators for parent engagement and have an impact on

parents' access to resources (Gross et al., 2015; Haines et al., 2015). Conversely, school norms such as feeling unwelcome and unheard can deter families from accessing information and resources that they or their child may need (Yull et al., 2018).

Table 4.11

Results Comparing White and Minority Parents' Perceptions of School Climate

Variable	White		Minority		*F*	*p*
	M	*SD*	M	*SD*		
The school cares about families.	7.97	2.13	5.70	3.19	23.49	<.001
The school treats parents in a way that makes them feel respected (welcomed, valued, cared about).	7.67	2.31	5.55	3.31	18.39	<.001
I believe that school staff respect and value the diversity of all families in the school.	7.65	2.41	5.30	3.16	22.56	<.001
The school asks my opinion about issues and concerns.	5.67	2.96	4.41	3.24	5.00	.027
The school values parents and community members' ideas.	6.18	2.72	4.89	3.17	5.96	.016
The school's racial and cultural diversity is recognized and openly discussed in a constructive way that includes staff and families (e.g., at family group meetings, school council meetings, and discussion groups).	6.57	2.46	4.25	3.01	22.33	<.001
School committees and the PTA/PTO actively recruit families from various backgrounds that reflect the diversity of the school community.	5.94	2.91	4.09	2.84	12.09	.001
The school provides training and information about how the school system works and how to be an effective advocate for my child.	5.60	3.07	4.41	3.27	4.24	.042

Note. Total $n = 132$, White respondents $n = 88$, Minority respondents $n = 44$.

Social Capital Group

Parents' views about school climate also varied by social capital group. Results in Table 4.12 illustrate that there were statistically significant differences in all eight variables. Respondents in the low social capital group had more negative perceptions of school climate than those in the middle or high social capital groups for all variables. This included variables such as "the school cares about families" ($M = 5.50$, $SD = 4.21$), "parents feel respected" ($M = 5.00$, $SD = 4.11$), and "school staff respect and value the diversity of all families" ($M = 5.25$, $SD = 4.65$). Parents in the low social capital group also felt that the school did not ask for their opinions ($F = 12.62$, $p < .001$) or value their ideas ($F = 23.85$, $p < .001$) which was significantly different than the viewpoint of the other two social capital groups.

Table 4.12

Means, Standard Deviations, and One-Way Analyses of Variance in Parent Perceptions of School Climate by Social Capital Group

Variable	Low		Middle		High		*F*	*p*
	M	*SD*	*M*	*SD*	*M*	*SD*		
The school cares about families.	5.50	4.21	6.66	2.76	8.52	1.76	9.27	<.001
The school treats parents in a way that makes them feel respected (welcomed, valued, cared about).	5.00	4.11	6.26	2.79	8.59	1.86	13.65	<.001
I believe that school staff respect and value the diversity of all families in the school.	5.25	4.65	6.20	2.87	8.36	1.82	10.61	<.001
The school asks my opinion about issues and concerns.	2.13	3.56	4.71	2.93	6.80	2.58	12.62	<.001
The school values parents and community members' ideas.	2.50	3.78	4.99	2.69	7.73	1.85	23.85	<.001
The school's racial and cultural diversity is recognized and openly discussed in a constructive way that includes staff and families (e.g., at family group meetings, school council meetings, and discussion groups).	3.88	3.27	5.24	2.79	7.16	2.40	9.36	<.001
School committees and the PTA/PTO actively recruit families from various backgrounds that reflect the diversity of the school community.	2.50	3.78	4.66	2.69	7.05	2.57	15.50	<.001
The school provides training and information about how the school system works and how to be an effective advocate for my child.	2.75	3.15	4.38	2.98	7.16	2.55	16.63	<.001

Note. Total n = 132, Low Social Capital Group n = 8, Middle Social Capital Group n = 80, High Social Capital Group n = 44.

A few respondents also expounded on aspects of school climate that could serve as a barrier when trying to access resources such as not feeling respected and not valuing families' opinions. A Black mother in the middle social capital group wrote, "If you want students to respect teachers/administration, how about having the teachers/administration show respect to the students? Also, make sure teachers & staff actually read (and understand!) a student's IEPs BEFORE having the student in class." Another African American respondent in the low social capital group said parents "Need to feel heard when speaking on what my children need, with option to escalate when this doesn't happen. This should happen without any collateral damage to the kids." These negative experiences may impact parent engagement. When asked about areas of improvement, a White respondent in the low social capital group answered, "Nothing because it don't matter what parents think." One solution was "Allowing more open forums (outside of board meetings) where community, students, and families are actually heard."

Implicit bias and diversity training were also identified as issues that were important to predominantly African American participants independent of social capital score. One African American mother in the middle social capital group shared, "The teachers and the principles need to know how to deal with all races of children." This was echoed by another Black respondent in the high social capital group who believed, "More training needed with staff on diversity." A Black mother in the low social capital group stated, "Guidance counselor need more racial diversity in school classes and with teachers."

Research Question 3: What Are the Facilitators and Barriers of Mobilizing Resources Within Community School Partnerships for Their Child's Education and Do Demographic Variables Affect These Perceptions?

There are various factors that influence parents' ability to mobilize resources within community school partnerships for their child's education. An analysis of 10 questions about respondents' confidence in obtaining information or resources and nine questions about parents' social networks were employed to address Research Question 3. Differences in mean values were detected using one-way ANOVA tests among demographic characteristics such as race, gender, education, income class, and social capital group.

Confidence in Obtaining Information or Resources

Overall, parents felt comfortable talking with their child's teacher, principal, or guidance counselor if they had a question or concern about their child (M = 7.61, SD = 2.81). Teachers and school leaders may serve as facilitators for accessing resources within community school partnerships. They slightly agreed with statements such as "I feel confident that I would know where to find information on how to get my child extra help," and "I feel confident that I would be able to obtain resources for my child to support their educational goals." Getting a recommendation from another parent may be a facilitator for accessing resources for some parents. Having the confidence to meet other parents in the school community, as well as knowledge of and participation in community organizations were the three lowest rated items among survey respondents. Other parents and community organizations can serve as an important source of bridging social capital.

These issues may serve as barriers for parents to mobilize resources for their child's education.

Table 4.13

Means of Parents' Perceptions of Confidence in Obtaining Information or Resources

	Variables	*M (SD)*
1	I feel confident that I would know where to find information on how to get my child extra help if they were having trouble in school.	6.22 (3.21)
2	I feel confident that I would be able to obtain resources for my child to support their educational goals (e.g. tutoring, mentoring, summer camps, career exploration programs).	6.36 (3.22)
3	I feel confident that I can get to know other parents in the school community.	5.88 (3.06)
4	I would be more likely to have my child participate in school activities if another parent recommended it.	6.05 (2.51)
5	I have helped parents find information or resources for their child's education.	6.08 (2.92)
6	If I have a question, concern, or comment about my child, I feel comfortable talking with their teacher, principal, or guidance counselor.	7.61 (2.81)
7	It is easier for some parents to get the information or resources that they need for their child.	6.44 (2.77)
8	There are many ways I can be involved with the school, either at the school building, at home or in the community.	6.41 (2.84)
9	I participate in volunteer or community organizations in my community.	5.89 (2.83)
10	I know about many programs for youth in my community.	5.37 (3.28)

Note. Total $n = 132$.

Education

A one-way ANOVA test was conducted to highlight differences in parents' perceptions of confidence in obtaining resources across levels of education. Results showed that there were differences in at least two levels of education in two variables including "I feel confident I would know how to get my child extra help" ($F = 4.08$, $p = .004$) and "I feel confident I would be able to obtain resources for my child" ($F = 3.48$, $p = .010$). Table 4.14 shows the results from the ANOVA analysis. Tukey post hoc

analyses highlight that significant differences in both variables occurred between respondents with a high school diploma and those with a graduate degree.

Table 4.14

Means, Standard Deviations, and One-Way Analyses of Variance in Parent Perceptions of Confidence by Level of Education

Variable	HS or equivalent		Some college		Associate degree		Bachelor degree		Graduate degree		*F*	*p*
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*		
I feel confident that I would know where to find information on how to get my child extra help if they were having trouble in school.	5.39	3.35	6.65	2.62	5.00	3.35	5.73	3.45	8.22	2.52	4.08	.004
I feel confident that I would be able to obtain resources for my child to support their educational goals.	5.30	3.42	6.76	3.07	5.41	3.03	6.00	3.46	8.22	2.30	3.48	.010

Note. Total $n = 132$, HS or equivalent $n = 23$, Some college $n = 34$, Associate degree $n = 22$, Bachelor degree $n = 30$, Graduate degree $n = 23$.

Minority Status

Of the 10 questions about respondents' confidence in obtaining information and resources, there was only one statistically significant difference among White and Minority parents. See Table 4.15 for further information. Minority parents (M = 6.86, SD = 3.16) reported that they were less comfortable talking with their child's teacher, principal, or guidance counselor than their White counterparts (M = 7.99, SD = 2.56).

Table 4.15

Results Comparing White and Minority Parents' Perceptions of Confidence in Obtaining Information or Resources

Variable	White		Minority		F	p
	M	SD	M	SD		
If I have a question, concern, or comment about my child, I feel comfortable talking with their teacher, principal, or guidance counselor.	7.99	2.56	6.86	3.16	4.84	.030

Note. Total n = 132, White respondents n = 88, Minority respondents n = 44.

Social Capital Group

Table 4.16 illustrates the differences in means among respondents in low, middle, and high social capital groups. There were statistically significant differences among at least two groups for eight variables including "I feel confident I would know how to get my child extra help" (F = 21.92, p < .001), "I feel confident I would be able to obtain resources for my child" (F = 27.57 p < .001), and "I feel confident to get to know other parents in the school community" (F = 22.79, p < .001). There was also a statistically significant difference in perceptions of family engagement in school activities (F = 19.85, p < .001).

Parents in the high social capital group were more positive about all statements. They were more likely to agree that they "helped parents find information or resources for their child's education" (M = 7.66, SD = 2.56) as compared to those in the middle (M = 5.59, SD = 2.59) or low (M = 2.38, SD = 3.11) social capital groups. Parents in the low social capital group were also less likely to feel comfortable talking with their child's teacher, principal, or guidance counselor than those in the middle or high social capital groups.

Table 4.16

Means, Standard Deviations, and One-Way Analyses of Variance in Parent Perceptions of Confidence by Social Capital Group

Variable	Low		Middle		High		*F*	*p*
	M	*SD*	*M*	*SD*	*M*	*SD*		
I feel confident that I would know where to find information on how to get my child extra help if they were having trouble in school.	2.50	4.63	5.46	2.95	8.27	1.99	21.92	<.001
I feel confident that I would be able to obtain resources for my child to support their educational goals.	2.63	4.31	5.48	3.00	8.66	1.60	27.57	<.001
I feel confident that I can get to know other parents in the school community.	2.25	3.62	5.15	2.82	7.86	2.09	22.79	<.001
I would be more likely to have my child participate in school activities if another parent recommended it.	2.75	3.15	5.75	2.21	7.20	2.25	14.69	<.001
I have helped parents find information or resources for their child's education.	2.38	3.11	5.59	2.59	7.66	2.56	17.49	<.001
If I have a question, concern, or comment about my child, I feel comfortable talking with their teacher, principal, or guidance counselor.	5.38	4.21	6.94	2.90	9.25	1.12	14.92	<.001
It is easier for some parents to get the information or resources that they need for their child.	4.38	3.93	6.23	2.60	7.20	2.69	4.30	.016
There are many ways I can be involved with the school, either at the school building, at home or in the community.	3.25	3.50	5.76	2.65	8.16	1.98	19.85	<.001

Note. Total n = 132, Low Social Capital Group n = 8, Middle Social Capital Group n = 80, High Social Capital Group n = 44.

Respondents discussed the importance of parent engagement and strategies to increase confidence and encourage participation. Comments such as “Keep parents involved. It is their children” and “I feel it is equally important for parents to be active participants in their children's education” demonstrate some parents’ beliefs about parent engagement in education. A White mother in the middle social capital group wrote, “More advocacy and caring from the school would be much more encouraging to families seeking resources.”

Social Networks

Descriptive statistics of the entire sample revealed that teachers and school staff as well as friends and family were important social networks for survey respondents. Respondents’ faith community was less influential. Parents somewhat agreed with statements such as “I have people in my network with different skills that are useful to me” (M = 7.07, SD = 2.68) and “I have people in my network who I am close to that I can trust to help my child” (M = 7.02, SD = 2.57). See Table 4.17 for more details.

Table 4.17

Means of Social Networks for the Entire Sample

	Variables	*M (SD)*
1	When I had a question/concern or had to make a decision about my child's education, talking with my family and friends was important to me.	7.56 (2.48)
2	When I had a question/concern or had to make a decision about my child's education, talking with someone in my faith community was important to me.	4.65 (3.38)
3	When I had a question/concern or had to make a decision about my child's education, talking with my child's teacher or school staff was important to me.	7.98 (2.45)
4	I gain useful information about my child's school through my connections with other parents.	6.30 (2.55)
5	I have people in my network with different skills that are useful to me.	7.07 (2.68)
6	I have people in my network who I am close to that I can trust to help my child pursue their education or career goals.	7.02 (2.57)
7	I have people in my network who can introduce me to others who can help my child reach their education or career goals.	6.62 (2.78)
8	I have people in my network who I am less close to but who are influential in helping me.	5.55 (2.70)
9	I have people in my network who help me when they say they are going to help me.	6.71 (2.89)

Note. Total $n = 132$

Income

There was a difference in only one variable assessing parents' social networks based on income class. ANOVA analysis yielded a statistically significant difference in "talking with my child's teacher or school staff was important to me" ($F = 7.18$, $p = .001$). The mean for this variable was lower in the lower income group as compared to both the middle and upper income class. See Table 4.18 for more information.

Table 4.18

Means, Standard Deviations, and One-Way Analyses of Variance in Parent Perceptions of Confidence by Income Class

Variable	Lower		Middle		Upper		*F*	*p*
	M	*SD*	*M*	*SD*	*M*	*SD*		
When I had a question/concern or had to make a decision about my child's education, talking with my child's teacher or school staff was important to me.	6.70	3.40	8.29	1.97	8.90	1.41	7.18	.001

Note. Total $n = 132$, Low Social Capital Group $n = 8$, Middle Social Capital Group $n = 80$, High Social Capital Group $n = 44$.

Minority Status

Two differences were present in the role of respondents' social networks when making decisions about their child's education. Results showed statically significant differences in "talking with someone in my faith community is important to me" ($F = 5.81$, $p = .017$) and "talking with my child's teacher or school staff was important to me" ($F = 10.93$, $p = .001$) between Minority and White parents. Minority respondents viewed their faith community as more important when making a decision about their child's education as compared to their White counterparts. The importance of religious social networks in African American parents is well documented in the literature (Hunter et al., 2019; Park et al., 2019; Putnam & Campbell, 2010). While both Minority and White parents agreed that talking with their child's teacher was important, the mean was higher in White respondents ($M = 8.47$, $SD = 1.90$) as compared to Minority respondents ($M = 7.02$, $SD = 3.11$). See Table 4.19 for more details.

Table 4.19

Results Comparing White and Minority Parents' Perceptions of Social Networks

Variable	White		Minority		*F*	*p*
	M	*SD*	*M*	*SD*		
When I had a question/concern or had to make a decision about my child's education, talking with someone in my faith community was important to me.	4.16	3.20	6.54	3.54	5.81	.017
When I had a question/concern or had to make a decision about my child's education, talking with my child's teacher or school staff was important to me.	8.47	1.90	7.02	3.11	10.93	.001

Note. Total $n = 132$, White respondents $n = 88$, Minority respondents $n = 44$.

Answers from open-ended questions also illustrated the importance of social networks including other parents and community organizations. An African American mother said, "I am self employed as a child care provider who likes to advocate on behalf of families in the community. As a community we need to learn how to honestly work together for the well-being of those in the community." Some respondents shared that other parents were an important form of social capital such as "I think it is important to have a parent support network" and "Talking to other parents is helpful." Some parents also wanted to "become more involved with community organizations" and hold "community meetings."

Research Question 4: How Can Leaders Improve Access and Use of Community School Partnerships Among Families?

A three-pronged approach was used to answer Research Question 4. First, a descriptive analysis of information sharing was conducted. This included a comparison of how survey respondents received information versus how they preferred to receive information. Perceptual mapping was then used to explore how different groups

conceptualized aspects of effective community school partnerships and identified factors that may be important to incorporate into school communication or future initiatives. Finally, a regression was used capture the effect of items while controlling for confounding factors.

Comparison of Information Sharing

Information Sources

Survey respondents were asked to indicate if they received information from eight different information sources and to check all that applied. Twenty-two percent (29) of the participants received information from only one source. More than half of the sample (71, 53.8%) received information from two to four information sources while 19.7% (26) received information from five or more. See Figure 4.1 for more information.

Figure 4.1

Number of Sources of Information about Educational Programs and Resources

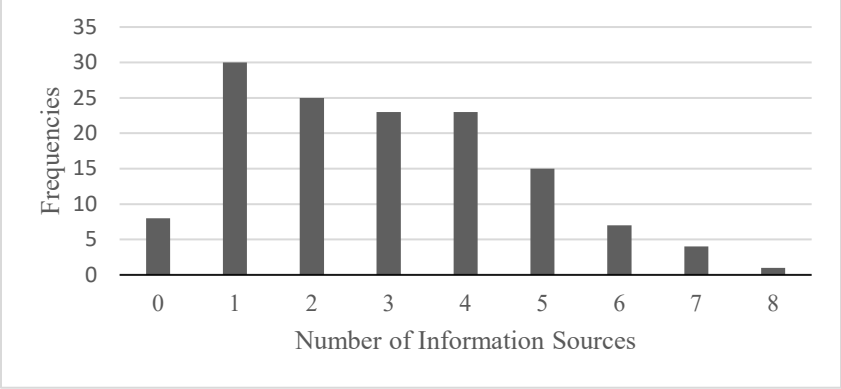
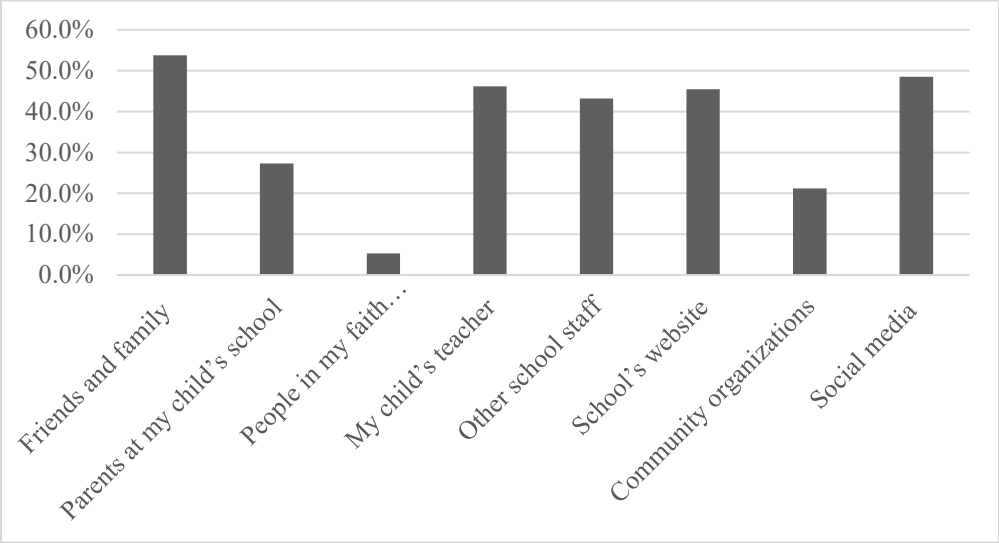


Figure 4.2 illustrates the number of respondents who indicated they received information from each source. Across the eight items, the most prevalent sources of information were friends and family with more than half of participants (71, 53.8%) said they received information about programs and resources to support their child's education. This was followed by 48.5% (64) of respondents indicating they received

information on social media, 46.2% (61) from their child's teacher, 45.5% (60) from the school website, and 43.2% (57) from other school staff. Survey respondents indicated they received information from other parents (36, 27.3%) and community organizations (28, 21.2%) less than other sources.

Figure 4.2

Percentage of Respondents Who Indicated They Received Information from Each Source



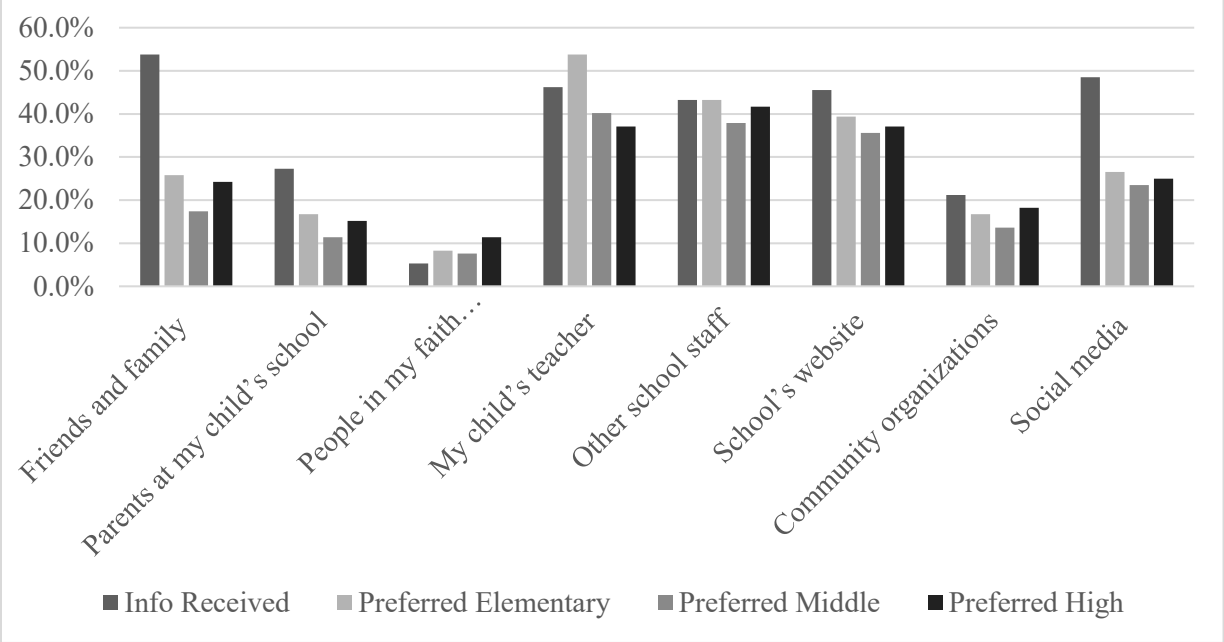
Families were asked who they preferred to receive information from about educational programs and resources in elementary, middle, and high school. Respondents were instructed to check all preferred sources of information. When comparing how respondents received information to their preferences in information sources, there were differences. Figure 4.3 shows discrepancies between how respondents received information as compared to their preferences in receiving information in elementary, middle, and high school.

Friends and family were a predominant source of information received (74, 58.4%) however, only 25.8% (34) of respondents in elementary school, 17.4% (23) in middle school, and 24.2% (32) in high school preferred information this way. Teachers

and other school staff were the top two preferred sources of information across all school levels. This was followed by the school website and social media. A smaller percentage of respondents preferred hearing about educational resources from other parents in elementary (22, 16.7%), middle (15, 11.4%), and high school, (20, 15.2%) as compared to the percentage of parents who currently received information from this source (36, 27.3%). There was one consistent finding among respondents. Community organizations and people in the respondents' faith community were cited less frequently than all other information sources for both how respondents received and preferred to receive information. See Figure 4.3 for more information.

Figure 4.3

Comparison of Current Information Sources vs. Preferred Information Sources in Elementary, Middle, and High School



Data from open-ended questions about information sharing provided specific details and context about what was most helpful, and strategies educational leaders may

be able to use improve access and use of information and resources. Several themes emerged.

Educational leaders should communicate directly with families. This was especially true with middle school and high school students. For example, a mother with a child in high school said, “Parents should be contacted directly. Information is not guaranteed to be conveyed to the parent if only given to the student.” Another parent with children in elementary and middle school echoed this when saying, “Stop relying on the students to relay the information to their parents. Just because they’re supposed to be responsible doesn’t mean they are.” Some parents noted the contrast between information sharing across schools. A mother with children in elementary, middle, and high school wrote, “The elementary school principal shares info on dojo about various things going on at the school. The middle school and high school principals should offer the same courtesy to parents because some kids still dont share info with parents.” A mother with a child in 9th grade commented, “Don't depend on middle and high school students to send home information shared with them verbally. Use of apps like Remind where information can be passed on is still helpful and appreciated to parents of older kids as well.”

Parents also shared recommendations to improve the usefulness of the information being shared. The frequency of communication was discussed. One African American mother with a child in pre-kindergarten wrote,

> They should be more consistent when relaying information. They should give more updates about the student when they notice the child could benefit from extra help or outside resources. Teachers should communicate more with parents throughout the day and host more events parents can do with their children.

A White father with children in middle and high school suggested that, “shorter, more simplified communication” would be helpful. He went on to say, “Letters are too long.

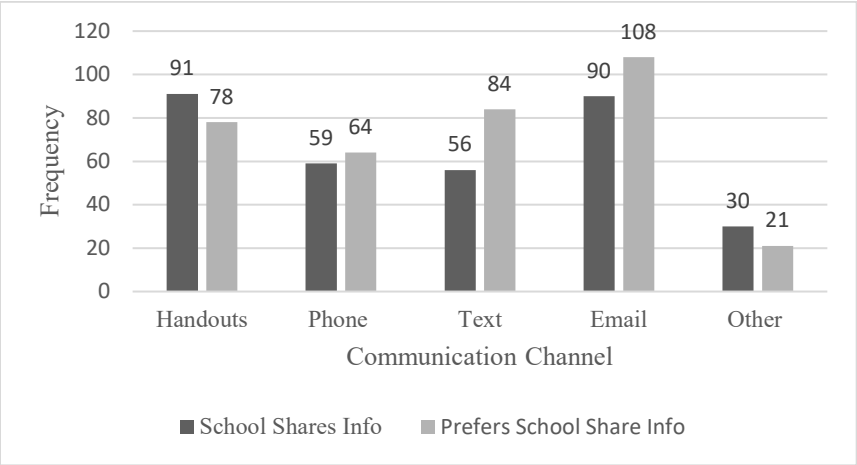
An email to parent that is skimable with links or attachments for those that want additional detail." One respondent cited the need for educational resources and school materials in other languages. Where and how information was shared was also mentioned. Several respondents cited the need for a more universal process. "There are too many communication apps. The teachers use an app to communicate with the parents of students. Why can't the school? Use the app to showcase resources. Have a resource list available via link in there for families," a White mother with children in elementary and middle school shared. Other parents recommended a central location to post information so that multiple people within a family can access it. For example, respondents wrote, "Resources and academic assistance should be located in parent portal" and "email to multiple family members. Only the primary contact gets email."

Communication Channels

Communication channels including handouts, phone, text, and email were also assessed. The total number of communication channels currently used by the school district were compared to the number of preferred channels. Families reported that they wanted information sent through more communication channels than what was being used. More than half (74, 56.1%) received information through one or two communication channels. However, the same number of respondents (74, 56.1%) expressed that they preferred information be communicated through three or more ways. Results also show that schools should place more emphasis on relaying information through phone, text, and email. See Figure 4.4 for more details. Direct mail, a school newsletter, and apps such as ClassDojo and Remind were cited as other communication channels schools should utilize when disseminating information to families.

Figure 4.4

Frequency of Current Communication Channels versus Preferred Communication Channels



There were also differences in perceptions of the value of sharing information through various communication channels. For example, a White mother with two children in elementary school wrote, “Texting or emails would be better to help get the info to parents instead of relying on the kids to bring home papers.” However, other parents shared, “Sometimes parents need paperwork in front of them to read b/c they may need to read it a couple times to understand it” and “Communicate outside of emails. Parents work and some positions they hold do not include sitting at a desk to check emails, therefore, send a text or make a call.” “I appreciate the recorded phone messages about school events. I would like more of these for all events,” answered another person. One parent with children in elementary and middle school recommended, “Any notices given to students should also be sent to parents through school mass communication system, website, and/or social media.” These results suggest the importance of communicating in multiple ways.

Perceptual Mapping

Perceptual maps and vector modeling were generated to illustrate how different groups conceptualized beliefs about community school partnerships. Perceptual mapping is an additional tool that educational leaders can use to supplement the statistical findings from this study. Instead of considering each variable independently, perceptual maps reveal how respondents think about all the issues about community school partnerships in relation to one another simultaneously. This allows for the researcher to understand how a group conceptualizes the variables to potentially show differences in thinking based on group (Bass et al., 2022a; Bass et al., 2022b; Bass et al., 2018).

Maps were constructed for the following groups: 1) the entire sample, 2) White and Minority respondents, 3) low, middle, and high social capital groups, and 4) three groups identified in a cluster analysis. Although bivariate analyses from this study indicated statistically significant differences in beliefs across race and social capital, the perceptual maps did not present differences in how the groups conceptualized the variables when considered together.

A k means cluster analysis was performed to examine if there were differences in respondents' perceptions based on their beliefs about community school partnerships. The cluster analysis used the first block of 10 questions about perceptions of community school partnerships and the resources that families had available to them at their child's school. Three distinct groups emerged. Cluster 1 included 41.7% (55) of the sample, cluster 2 included 17.4% (23) of the sample, and cluster 3 included 40.9% (54) of the sample. Although cluster 2 was smaller than clusters 1 and 3, there were apparent differences in how these respondents viewed community school partnerships. See Table

4.20 and Figure 4.5 for mean values (with 0 meaning completely disagreed with the statement and 10 meaning completely agreed with the statement) and differences in the10 variables across the three clusters.

Table 4.20

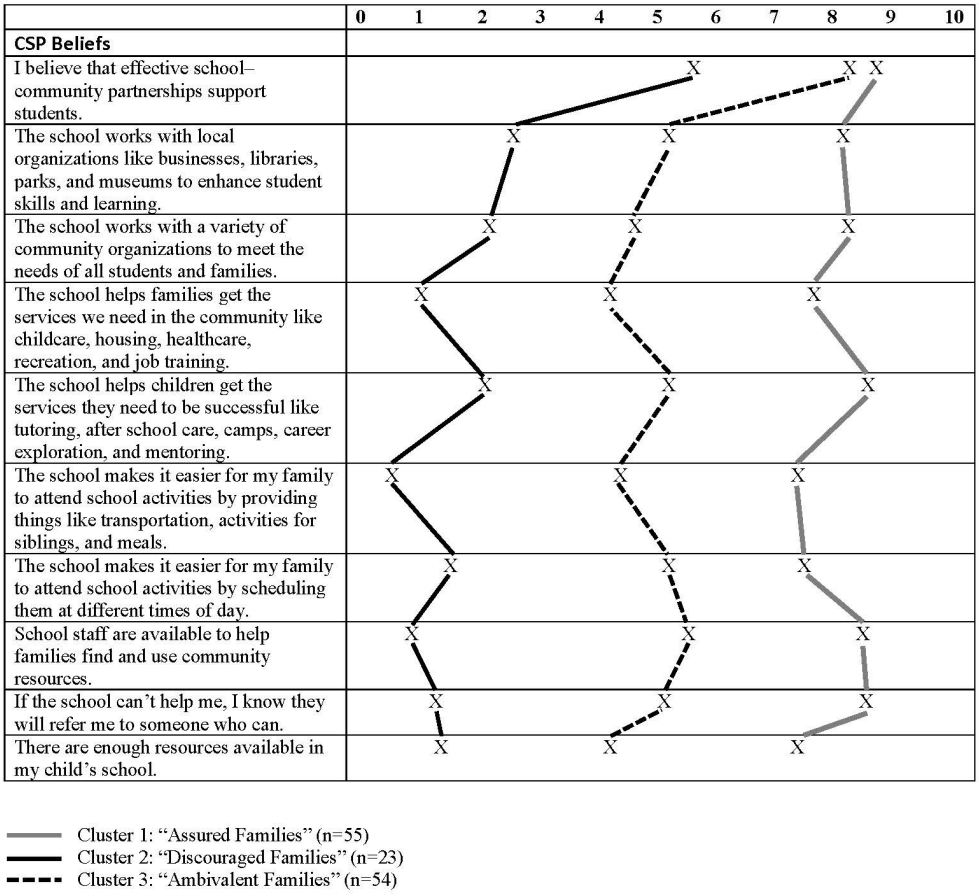
Means of Variables Used in Cluster Analysis

	Variables	Cluster Groups 1	2	3
1	I believe that effective school–community partnerships support students.	8.78	5.65	8.39
2	The school works with local organizations like businesses, libraries, parks, and museums to enhance student skills and learning.	8.25	2.65	5.17
3	The school works with a variety of community organizations to meet the needs of all students and families.	8.36	2.13	4.78
4	The school helps families get the services we need in the community like childcare, housing, healthcare, recreation, and job training.	7.78	1.00	4.13
5	The school helps children get the services they need to be successful like tutoring, after school care, camps, career exploration, and mentoring.	8.73	2.09	5.30
6	The school makes it easier for my family to attend school activities by providing things like transportation, activities for siblings, and meals.	7.69	0.57	4.26
7	The school makes it easier for my family to attend school activities by scheduling them at different times of day.	7.67	1.61	5.02
8	School staff are available to help families find and use community resources.	8.53	0.91	5.33
9	If the school can't help me, I know they will refer me to someone who can.	8.60	1.22	4.96
10	There are enough resources available in my child's school.	7.51	1.30	4.52

Note. Total $n = 132$, Cluster 1 $n = 55$, Cluster 2 $n = 23$, Cluster 3 $n = 54$.

Figure 4.5

Mean Differences in Cluster Analysis



The three clusters had distinct identities based on their beliefs about community school partnerships. Cluster 1 or "Assured Families" believed in the importance of community school partnerships (M = 8.78) and that their child's school district had effective partnerships in place with a variety of organizations (M = 8.25; M = 8.36). They shared the belief that their child's school helps families (M = 7.78) and students (M = 8.73) get the resources that they need to be successful. "Assured Families" also had confidence that services were available at their child's school (M = 8.53) or that the school would facilitate gaining access to resources (M = 8.60).

Cluster 2 or "Discouraged Families" may believe that community school partnerships support students (M = 5.65) but have not had exposure to effective community school partnerships in their child's school (M = 2.65; M = 2.13). They had little confidence that families' (M = 1.00) and students' (2.09) needs could be met because of a lack of resources (M = 1.30), and beliefs that staff were unavailable (M = 0.91) or unwilling to provide referrals (M = 1.22).

Like cluster 1, cluster 3 or "Ambivalent Families" shared the belief that community school partnerships support students. However, they were less certain about the partnerships that existed within their child's school (M = 5.17; M = 4.78) and whether the school helped families (M = 4.13) and students (M = 5.30) obtain information, resources, and services. They were also unsure about the availability of school staff (M = 5.33), if referrals were provided to outside organizations (M = 4.96), and whether there were enough resources at their child's school (M = 4.52).

When comparing demographic characteristics across the three groups, there were similarities and differences. The distribution of income, level of education, and employment status were comparable across clusters. There was a larger percentage of White respondents in the "Assured Families" group (81.8%, 45) as compared to "Discouraged Families" (43.5%, 10) and "Ambivalent Families" (61.1%, 33). On a percentage basis, there were more men in the "Ambivalent Families" cluster (16.7%, 9) than "Assured Families" (7.3%, 4) and "Discouraged Families" (8.7%, 2). The distribution of individuals with high, middle, and low social capital also varied. "Discouraged Families" had the largest percentage of individuals with a low social capital (26.1%, 6), while "Assured Families" had the largest percentage of respondents

with a high social capital (52.7%, 29). These results demonstrate the intersectionality between demographics, social capital, and other factors that shape individuals' perceptions of community school partnerships. See Table 4.21 for further details.

Table 4.21

Demographics of Groups from Cluster Analysis

	Total	Cluster 1	Cluster 2	Cluster 3
Gender				
Male	15 (11.4%)	4 (7.3%)	2 (8.7%)	9 (16.7%)
Female	117 (88.6%)	51 (92.7%)	21 (91.3%)	45 (83.3%)
Race				
White	88 (66.7%)	45 (81.8%)	10 (43.5%)	33 (61.1%)
African American/Black	37 (28.0%)	9 (16.4%)	11 (47.8%)	17 (31.5%)
Asian or Pacific Islander	1 (0.8%)	0 (0.0%)	1 (4.3%)	0 (0.0%)
Other	6 (4.5%)	1 (1.8%)	1 (4.3%)	4 (7.4%)
Ethnicity				
Not Hispanic, Latino, Spanish	120 (90.9%)	55 (100%)	19 (82.6%)	46 (85.2%)
Hispanic, Latino, or Spanish	7 (5.3%)	0 (0.0%)	1 (4.3%)	6 (11.1%)
Missing	5 (3.8%)	0 (0.0%)	3 (13.0%)	2 (3.7%)
Education				
High school graduate/GED	23 (17.4%)	10 (18.2%)	4 (17.4%)	9 (16.7%)
Some college, no degree	34 (25.8%)	14 (25.5%)	5 (21.7%)	15 (27.8%)
Associate degree	22 (16.7%)	7 (12.7%)	6 (26.1%)	9 (16.7%)
Bachelor degree	30 (22.7%)	13 (23.6%)	6 (26.1%)	11 (20.4%)
Graduate degree	23 (17.4%)	11 (20.0%)	2 (8.7%)	10 (18.5%)
Income				
Less than $15,000	7 (5.3%)	2 (3.6%)	3 (13.0%)	2 (3.7%)
$15,000 to $29,999	8 (6.1%)	5 (9.1%)	1 (4.3%)	2 (3.7%)
$30,000 to $49,999	18 (13.6%)	6 (10.9%)	3 (13.0%)	9 (16.7%)
$50,000 to $74,999	29 (22.0%)	12 (21.8%)	3 (13.0%)	14 (25.9%)
$75,000 to $99,999	26 (19.7%)	10 (18.2%)	5 (21.7%)	11 (20.4%)
$100,000 to $124,999	13 (9.8%)	6 (10.9%)	2 (8.7%)	5 (9.3%)
$125,000 to $149,999	11 (8.3%)	5 (9.1%)	4 (17.4%)	2 (3.7%)
$150,000 or more	20 (15.2%)	9 (16.4%)	2 (8.7%)	9 (16.7%)
Employment				
Full-time	100 (75.8%)	43 (78.2%)	17 (73.9%)	40 (74.1%)
Part-time	13 (9.8%)	6 (10.9%)	1 (4.3%)	6 (11.1%)
Not working	19 (14.4%)	6 (10.9%)	5 (21.7%)	8 (14.8%)
Social Capital Group				
High		23 (41.8%)	2 (8.7%)	12 (22.2%)
Mid		15 (27.3%)	4 (17.4%)	11 (20.4%)
Low		17 (30.9%)	17 (73.9%)	31 (57.4%)

Note. Total $n = 132$, Cluster 1:Assured Families $n = 55$, Cluster 2: Discouraged Families $n = 23$, Cluster 3: Ambivalent Families $n = 54$.

One-way ANOVAs were performed to understand the differences in beliefs across clusters. There were statistically significant differences between at least two clusters in all 10 variables measuring perceptions of community school partnerships. Table 4.22 displays the descriptive statistics for each cluster along with the results from the one-way ANOVA test. Results from Tukey post hoc analyses further highlighted differences between each of the three clusters.

Table 4.22

Means, Standard Deviations, and One-Way Analyses of Variance in Parent Perceptions of Community School Partnerships by Cluster

Variable	Assured Families		Discouraged Families		Ambivalent Families		*F*	*p*
	M	*SD*	*M*	*SD*	*M*	*SD*		
I believe that effective school–community partnerships support students.	8.78	2.21	5.65	3.97	8.39	1.91	13.47	<.001
The school works with local organizations like businesses, libraries, parks, and museums to enhance student skills and learning.	8.25	1.68	2.65	2.76	5.17	2.44	58.37	<.001
The school works with a variety of community organizations to meet the needs of all students and families.	8.36	1.58	2.13	2.28	4.78	2.16	94.49	<.001
The school helps families get the services we need in the community like childcare, housing, healthcare, recreation, and job training.	7.78	1.79	1.00	1.41	4.13	2.06	121.71	<.001
The school helps children get the services they need to be successful like tutoring, after school care, camps, career exploration, and mentoring.	8.73	1.28	2.09	2.28	5.30	1.80	135.27	<.001
The school makes it easier for my family to attend school activities by providing things like transportation, activities for siblings, and meals.	7.69	1.88	0.57	1.08	4.26	2.13	124.53	<.001
The school makes it easier for my family to attend school activities by scheduling them at different times of day.	7.67	2.06	1.61	2.02	5.02	2.15	70.87	<.001
School staff are available to help families find and use community resources.	8.53	1.36	0.91	1.24	5.33	1.77	208.65	<.001
If the school can't help me, I know they will refer me to someone who can.	8.60	1.46	1.22	1.65	4.96	2.02	157.02	<.001
There are enough resources available in my child's school.	7.51	2.33	1.30	1.61	4.52	2.11	73.20	<.001

Note. Total $n = 132$, Cluster 1:Assured Families $n = 55$, Cluster 2: Discouraged Families $n = 23$, Cluster 3: Ambivalent Families $n = 54$.

"Assured Families" were more positive about all beliefs regarding community school partnerships than their counterparts. This group (M = 8.25, SD = 1.68) was more likely to hold the belief that "the school works with local organizations to enhance learning" (F = 58.37, $p < .001$) as compared to "Discouraged Families" (M = 2.65, SD = 2.76) and "Ambivalent Families" (M = 5.17, SD = 2.44). The same was true for "the school works with a variety of community organizations" (F = 94.49, $p < .001$).

Respondents in "Discouraged Families" disagreed with most statements about community school partnerships. They (M = 1.00, SD = 1.41) were less likely to believe "the school helps families get the services they need" (F = 121.71, $p < .001$) than parents in cluster 1 (M = 7.78, SD = 1.79) and cluster 3 (M = 4.13, SD = 2.06). They were more likely to strongly disagree with "the school makes it easier to attend by providing services" (F = 124.53, $p < .001$) and "school staff are available to help families" (F = 208.65, $p < .001$).

Although respondents in the "Ambivalent Families" group were positive about community school partnerships, they were unsure about most other statements. For example, the mean value of "the school makes it easier to attend through scheduling" was 5.02 (SD = 2.15) and "the school will refer me to someone who can help" was 4.96 (SD = 2.02). The means of all items fell between "Assured Families" and "Discouraged Families." For example, this group was less likely to believe "the school helps children get the services they need to be successful" as compared to "Assured Families" ($p < .001$) but more likely than "Discouraged Families" ($p < .001$).

Perceptual Maps

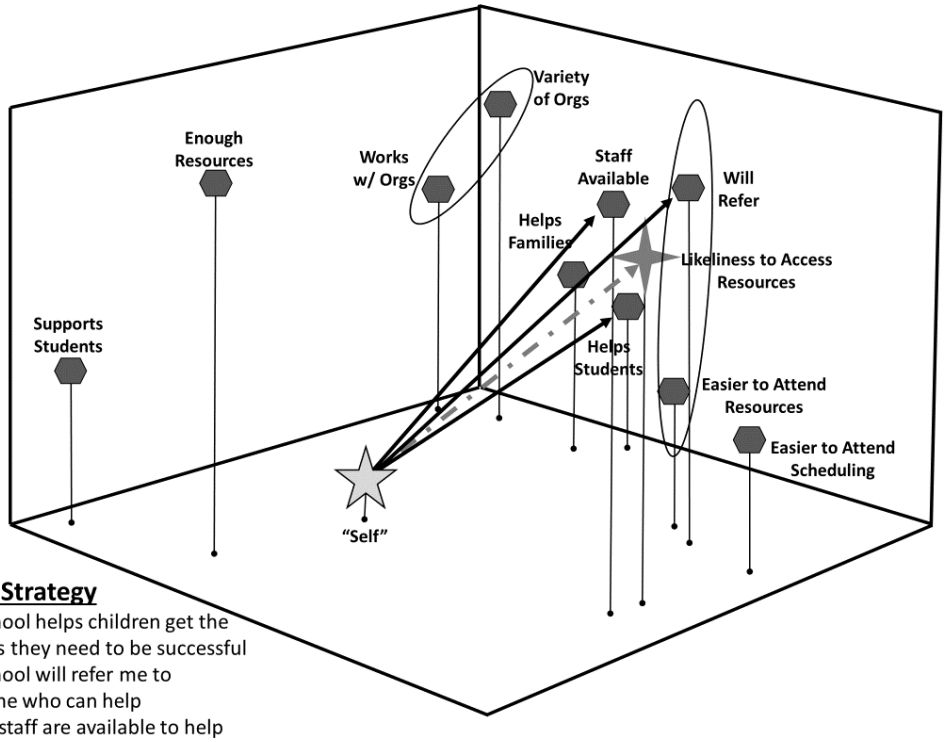
Figures 4.6 through 4.8 display how participants in each cluster view aspects of community school partnerships. The perceptual maps highlight three important relationships. The first is how close each concept is to "Self", which is the collective mean of each cluster. The closer the concept is to "Self", the more important it is to that cluster. The second important relationship the map shows is the proximity of concepts to one another. Concepts that are closer together are conceptually related to one another while those farther apart are not (Bass et al., 2018). Groupings of related concepts are circled in each perceptual map. Finally, the perceptual maps illustrate where "Self" is in relationship to the target vector, "likeliness to access resources." Vector message modeling analysis was used to identify concepts that educational leaders could incorporate into communication about community school partnerships with parents that may move "Self" closer to "likeliness to access resources." The gray dotted line represents the trajectory "Self" should move to get closer to "likeliness to access resources." The black continuous lines are concepts to anchor onto to move the group mean closer to "likeliness to access resources."

Figure 4.6 shows how cluster 1, "Assured Families," viewed associations between various aspects of community school partnerships. Respondents in this group did not feel strongly about any of the concepts included in this map because they were not positioned close to "Self." Families in this cluster did perceive relationships between different concepts such as the "the school works with a variety of organizations" and "the school works with local organizations to enhance learning." They also grouped together issues such as "the school will refer me to someone who can help" and "the school makes it

easier to attend by providing services." The concept furthest from "Self" was "the school makes it easier to attend through scheduling." Although this group agreed with this statement (M = 7.67), it was not as important to parents in this cluster as other concepts. To move "Self" closer to "likeliness to access resources," concepts such as "the school helps students get the resources they need," "the school will refer me to someone who can help," and "staff are available to help" should be emphasized or addressed in programming and communication. These messages would pull "Self" up and toward the vector target.

Figure 4.6

Perceptual Map of Perceptions of Community School Partnership for Cluster 1 "Assured Families"



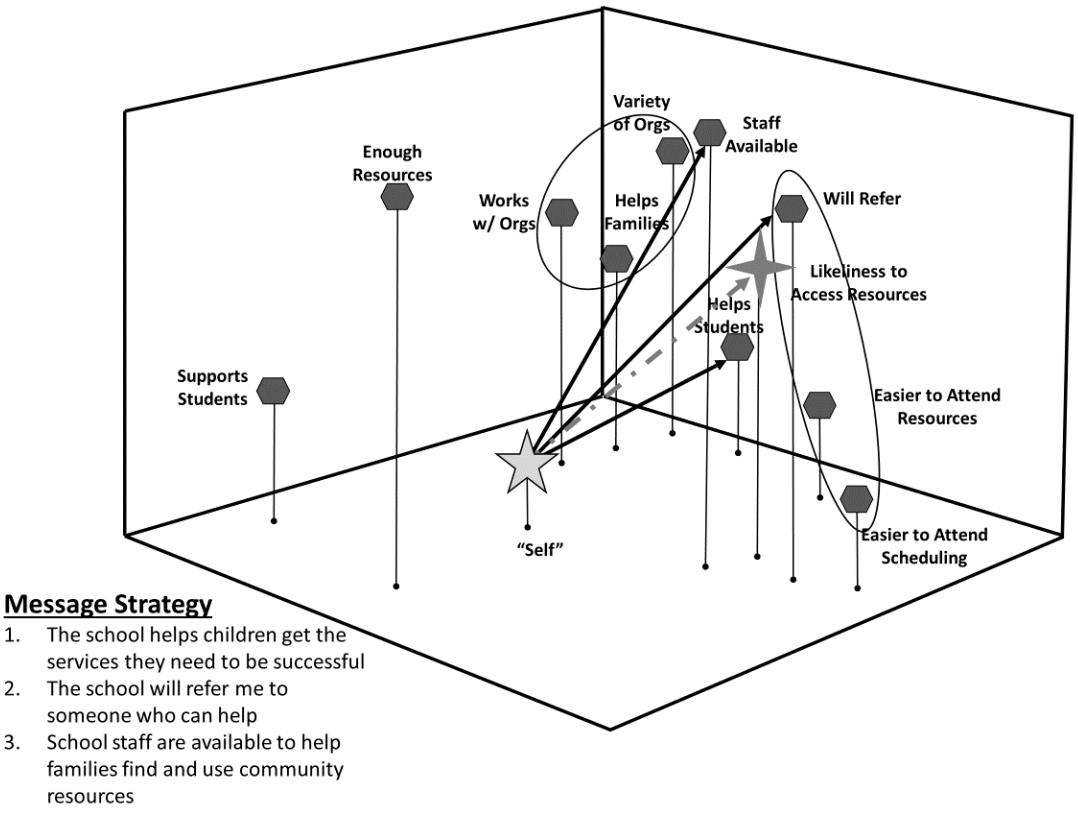
Message Strategy

1. The school helps children get the services they need to be successful
2. The school will refer me to someone who can help
3. School staff are available to help families find and use community resources

As shown in Figure 4.7, the perceptual map illustrates how cluster 2, "Discouraged Families," conceptualized issues about community school partnerships. One concept, "the school works with local organizations to enhance learning," had high importance to parents because of its proximity to "Self." Although this concept is close to "Self," it does not signify that the group agreed with this statement, just that these issues are important to them. In fact, parents in this cluster disagreed with this statement (M = 2.65). Participants considered concepts such as "the school works with local organizations to enhance learning," "the school works with a variety of community organizations," and "the school helps families get the services they need" as being related. Parents also viewed issues such as "the school makes it easier to attend by providing services," "the school makes it easier to attend through scheduling," and "the school will refer me to someone who can help" as being related to each other. Like Cluster 1, "Assured Families," concepts such as "the school helps students get the resources they need," "the school will refer me to someone who can help," and "staff are available to help" are important to incorporate into communication or school initiatives to move "Self" closer to "likeliness to access resources."

Figure 4.7

Perceptual Map of Perceptions of Community School Partnership for Cluster 2 "Discouraged Families"

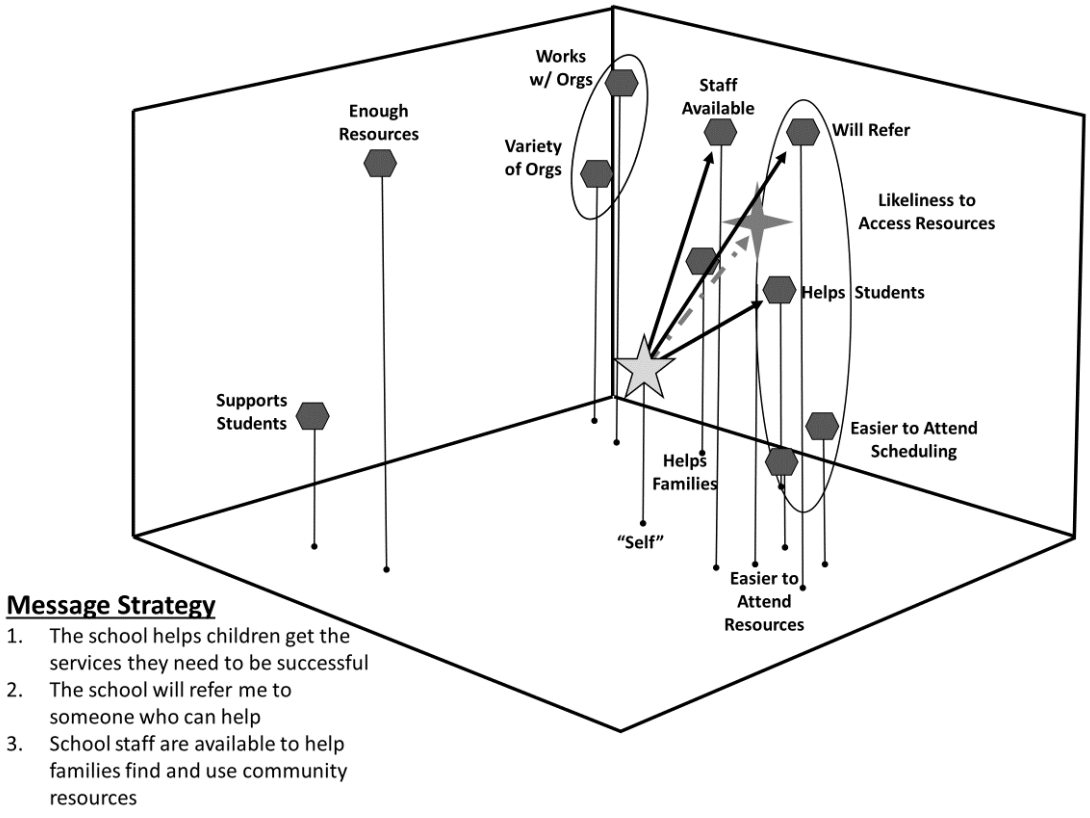


The perceptual map for respondents in cluster 3, "Ambivalent Families," shows that "school staff are available to help me" was the most important issue to the group; however, the group mean reflects that parents were neutral about this statement (4.96). Parents in this group conceptualized variables about community school partnerships such as "the school works with local organizations to enhance learning" and "the school works with a variety of community organizations" as being related to one another. Other concepts that were grouped together by participants in this cluster included "the school makes it easier to attend by providing services," "the school makes it easier to attend through scheduling," and "the school will refer me to someone who can help." "Self" was

closer to “likeliness to access resources” as compared to other clusters. To move “Self” closer to “likeliness to access resources,” communication or school initiatives should address issues such as such as “the school helps students get the resources they need,” “staff are available to help,” and “the school will refer me to someone who can help.” See Figure 4.8 for more information.

Figure 4.8

Perceptual Map of Perceptions of Community School Partnership for Cluster 3 “Ambivalent Families”



Regression

A regression examined the relationship between eight independent variables and the dependent variable, effective CSP beliefs scale. Independent variables included in the regression were 1) gender, 2) Minority status, 3) parents who had a high school diploma,

GED, or did not graduate from high school, 4) low social capital score, 5) parents who felt confident to obtain resources to support their child's educational goals, 6) parents who indicated that they would be more likely to have their child participate in school activities if another parent recommended it, 7) the school communication scale, and 8) the school climate scale. Descriptive statistics for variables included in the regression are listed in Table 4.23.

Table 4.23

Means of Variables Used in the Regression

Regression Variable	Mean/ Proportion	Standard Deviation	Min-Max
Effective CSP beliefs scale	58.67	24.79	0-100
Gender	0.89		
Minority status	0.33		
Parents with ≤ high school diploma	0.17		
Low social capital score	0.06		
Parents who felt confident to obtain resources to support their child's educational goals	0.49		
Parents who would be more likely to have their child participate in school activities if a parent recommended it	0.35		
School communication scale	3.22	2.43	0-8
School climate scale	48.36	20.43	0-80

Variables such as a parent who worked full time, had a household income of $50,000 or less, or were considered to be economically disadvantaged were not included in the regression because analysis revealed statistically insignificant results. Parent age, number of children, and parents who lived in the school district three years or less also were not included as variables in the regression because they did not yield statistically significant results.

A correlation analysis was completed to determine if there was multicollinearity among independent variables included in the regression. Table 4.24 shows the correlation coefficient for the eight independent variables. Analysis confirmed that multicollinearity was not present.

Table 4.24

Correlation Matrix of Independent Variables Included in Regression

Independent Variable	Minority status	Parents with ≤ high school diploma	Low social capital score	Parents who felt confident to obtain resources to support their child's educational goals	Parents who would be more likely to have their child participate in school activities if a parent recommended it	School communication scale	School climate scale
Gender	-.101	.102	.091	.114	.011	.141	.128
Minority status		-.155	.022	-.086	.022	-.256	-.340
Parents with ≤ high school diploma			.134	-.133	-.084	-.042	-.045
Low social capital score				-.123	-.119	-.180	-.235
Parents who felt confident to obtain resources to support their child's educational goals					.361	.585	.594
Parents who would be more likely to have their child participate in school activities if a parent recommended it						.320	.245
School communication scale							.671

Regression Results

The results of the regression show that there was a statistically significant relationship between the dependent variable, effective CSP beliefs scale, and six of eight independent variables ($R^2 = .735$, $p < .001$). The R^2 result of .735 indicates that when taken together, the independent variables explain 73.5% of the variance in the dependent variable, effective CSP beliefs scale. Gender ($p = .169$) and Minority status ($p = .277$) did not allow for rejecting the null hypothesis. They were included in the regression as control variables. The following six variables had a statistically significant relationship with the dependent variable, effective CSP beliefs scale. More specifically:

- A parent who had a high school diploma, GED, or did not graduate from high school raised the effective CSP scale by 6.232 points as compared to those who had more than a high school education.
- A parent who had a low social capital score decreased the effective CSP beliefs scale score by 16.096 points over a parent with a middle or high social capital score.
- Parents who felt confident to obtain resources to support their child's educational goals raised the effective CSP beliefs scale score by 8.742 points as compared to parents who were not confident.
- Parents who would be more likely to have their child participate in school activities if a parent recommended it lowered the effective CSP beliefs scale score by 5.292 points as compared to those that would not.

- A one point increase on the school communication scale resulted in a 3.020 point increase on the effective CSP beliefs scale score. This could result in up to a 24.16 point increase.
- A one point increase on the school climate scale resulted in a .568 point increase on the effective CSP beliefs scale score. Given that the scale ranged up to 80 points, this could result in up to a 45.40 point increase.

See Table 4.25 for more details.

Table 4.25

Regression of Effective CSP Beliefs Scale by Variable

Regression variable	Regression coefficient (B)	Beta	t
Female parent	-5.129	-.066	-1.383
Minority status	-2.922	-.056	-1.091
Parents with ≤ high school diploma	6.232	.096	1.989*
Low social capital score	-16.096	-.155	-3.194**
Parents who felt confident to obtain resources to support their child's educational goals	8.742	.177	2.781**
Parents who would be more likely to have their child participate in school activities if a parent recommended it	-5.292	-.102	-2.014*
School communication scale	3.020	.297	4.416***
School climate scale	0.568	.468	6.664***
(Constant)	24.414		5.060***

Note. $R^2 = .735$, $F = 42.630$, $p < .001$

*$p < .05$, **$p < .01$, ***$p < .001$

Conclusion

This chapter presented the results of Research Questions 1 through 4. Overall, families who participated in this study recognized the importance of community school partnerships in supporting student success and would be likely to access resources if they were available in their child's school. However, parents were less certain about specific aspects of community school partnerships such as whether the school helped families and students get the services they needed, if school staff were available to assist families in identifying resources, and if there were enough resources as evidenced by variable means.

Bivariate analysis was completed to understand if there were differences in perceptions across parent characteristics. Results from ANOVA analyses yielded statistically significant differences in variables based on race and social capital. These differences combined with the variables' means could explain how issues about information sharing, school climate, confidence in obtaining information and resources, and parents' social networks may be a barrier for some groups and facilitators for others.

An analysis of information sources and channels revealed that parents preferred the school to disseminate information in more ways than what was currently being used. It also showed that parents preferred to receive information from teachers, school staff, the school website and school social media. Perceptual maps were created for three clusters of parents based on their beliefs about community school partnerships. Although there were differences in how each cluster conceptualized issues about community school partnerships, the same three messages were identified to move "Self" closer to the vector target, "likeliness to access resources." Key messages such as the school helps students

get the services that they need to be successful, staff are available to assist families, and the school will refer parents to someone who can help should be incorporated into communication campaigns or school initiatives to increase access and use of resources. Finally, results from regression analysis indicate that variables such as parents with a low social capital score, parents' confidence in obtaining resources for their child's education, the school communication scale, and the school climate scale have an impact on the effective CSP beliefs scale. These results will be considered further in Chapter 5.

CHAPTER 5

DISCUSSION

Introduction

The US DOE's mission is to ensure equal access to high-quality education for all students (USDOE, n.d.). Yet, differences in a multitude of educational outcomes exist. Within the past decade, there has been an increased emphasis on community schools and community school partnerships. Schools with effective community school partnerships have been associated with better student outcomes, increased social capital, and improved school climate. Educational leaders are key to designing and administering community school partnerships that meet the needs of all students and families.

Summary of Findings

This study addressed four research questions. The first was to examine parents' perceptions of community school partnerships. Results showed that overall, parents in this study agreed that effective community school partnerships support students and they would be likely to access resources available at their child's school. However, participating families were less sure about whether their child's school provided information and resources to students and families and what infrastructure was in place.

The second and third research question explored facilitators and barriers to accessing and using information and resources within community school partnerships. Bivariate analysis, supported by qualitative comments, showed significant differences based on race and social capital in many variables measuring facilitators and barriers including information sharing, school climate, and parents' confidence and knowledge in

identifying and obtaining resources. Differences based on race and social capital were consistent with previous literature (Fulkerson & Thompson, 2008; Lareau et al., 2016).

The fourth research question aimed to understand how educational leaders can increase access and use of community school partnerships. Overall, parents indicated they wanted to receive information in multiple ways and through different information sources. Using perceptual mapping, this study identified three key messages that educational leaders should emphasize to increase access and use of community school partnerships. Finally, results of regression analysis highlighted six variables that had an impact on parents' perceptions of community school partnerships.

Limitations

There were several limitations with this study. The study used both snowball and convenience sampling. Snowball sampling was applied to engage leaders of faith-based institutions, local businesses, and youth serving organizations to recruit a more racially and economically diverse sample. A convenience sample from one New Jersey school district was also used. The sample was specific to parents with a child or children in public school districts in one state and largely came from one school district. Both sampling techniques may yield a sample that is not be representative of all parents with a child or children in New Jersey public school.

Self-selection bias is another study limitation when considering the generalizability of results. Because participating in this study was voluntary, families who completed the survey may have felt differently about the topic than those who did not participate in the study. The survey also relied on self-reported data. Because the superintendent of one district sent out an email to participate in the study, parents may

have responded in a more positive way about community school partnerships. To minimize this potential threat, the survey was completed online, and no identifying information was collected.

As discussed in Chapter 3, there is little consensus among researchers on measuring social capital. Validated tools assessing social capital evaluate a variety of factors including the composition of social networks, community participation, or the level of trust, cooperation, and reciprocity. The six items used in the social capital score were part of a 65-question validated tool used in previous studies with adolescents (Search Institute, 2021). To decrease the overall number of questions respondents had to complete and reduce the time it took to complete the survey, only six questions were used in this study. It is unknown how the results of these six questions correlate to the entire instrument.

Implications

This study builds on existing literature about parent's perceptions about community school partnerships. Results from the regression show that school climate, school communication, and low social capital had the largest effect on the effective CSP beliefs scale. These results suggest several implications for educational leaders when developing and overseeing these community school partnerships.

Parent Social Capital

In this study, low social capital had a negative impact on parents' beliefs about effective community school partnerships. Participating parents who were characterized as having low social capital had limited access to bridging social networks and had less knowledge of or engagement in community organizations. This group may have

possessed strong bonding capital which is helpful in other contexts. However, research has shown that institutional factors can act as a barrier in educational settings when only relying on bonding social capital (Horvat et al., 2033; Lareau et al., 2016; Lin, 2001). With limited diversity of relationships, parents with low social capital are most in need of additional information and resources to support their child's educational goals. When effective practices have been employed, community school partnerships have served as a beneficial source of social capital for parents (Galindo et al., 2017; Lee et al., 2018; Murray et al., 2020).

Educational leaders are important in fostering parent social capital because of their unique position within the school community. Miller (2009) viewed educational leaders as "organizational navigators" and "knowledge information brokers." Much of the literature focused on the role of principals or community school coordinators (CSC) in social capital development and the need for cross boundary leadership practices (Mayger & Provinzano, 2022; Maier et al., 2017). The role of principals and CSCs is to act as a liaison between a variety of internal and external stakeholders. They should leverage their relationships with others to foster bridging social capital (Spillane & Sun, 2022; Stanton-Salazar, 2011; Valli et al., 2018). To do this, they reported spending a significant time developing, repairing, and channeling relationships within and across parent, student, school staff, and community partner groups (Ishimaru, 2013; Galindo & Sanders, 2019; Spillane & Sun, 2022). Once these relationships have been developed, it is imperative that school leaders create opportunities to sustain them.

Parent engagement initiatives have had an impact on the development of social capital in some families. It is the responsibility of school leaders and staff to facilitate

opportunities for parents to be more engaged in school activities (Baker et al., 2016; Valli et al., 2018). Previous research has shown that effective family engagement practices focus on family capacity building. Some schools have implemented leadership development and empowerment programs for families (Bolivar & Chrispeels, 2011; Kim et al., 2018; Valli et al., 2018). Components of these programs include increasing awareness about resources and opportunities, educating parents about their rights and responsibilities, and facilitating skill development so families can communicate barriers and concerns as well as advocate for students and other families (Kim et al., 2018). Another effective practice of both family engagement initiatives and parent leadership programs is to create opportunities to develop relationships with school staff, other families, and community organizations (DeMatthews, 2018; Ishimaru, 2019; Provinzano & Mayger, 2022). Finally, educational leaders should identify opportunities for parents to serve on leadership teams, assist school leaders with coordinating family engagement activities, and identifying the needs of families.

Schools with extensive community school partnerships and family engagement initiatives require adequate staffing to effectively manage and sustain those relationships. School leaders may want to consider designating one or more school staff to function as the point person for stakeholders. Although not the primary role of a principal, research findings also suggest that integrating family engagement goals into principal or CSC evaluations may help in shifting priorities and responsibilities to focus on more robust community school partnerships (Mayger & Provinzano, 2022).

School Communication

Communication is often cited as barrier to family engagement (Baker et al., 2016; Hornby & Blackwell, 2018; Ratliffe & Ponte, 2018). It is also an important component of effective community school partnerships (Gross et al., 2015; Haines et al., 2015). School communication played a significant role in parents' perceptions of community school partnerships. Results in this study showed a positive relationship between the school communication scale and the effective CSP beliefs scale. Issues such as the frequency, mode, and timing of communication, readability of materials, and usefulness of information were important factors in school communication. These findings were consistent with existing literature.

It is necessary for educational leaders to create systems to effectively communicate with families (Bartee & George, 2019; Epstein et al., 2019). Effective practices in communication dictate that school leaders should prioritize consistency in how and when they are communicating with families (Bartee & George, 2019). Information should be easy to read and culturally and linguistically appropriate. Using plain language, breaking information into smaller portions and incorporating various perspectives and examples are strategies educational leaders should use when communicating with families. Recognizing the diverse communication preferences of families, educational leaders should utilize multiple communication channels when sharing information (Baker et al., 2106: Ratliffe & Ponte, 2018). The results from this study highlighted that participating parents preferred receiving information from more than three information channels with email, text, and phone calls being most cited. Finally, educational leaders need to tailor communication so that it is useful to families.

Understanding who parents want to receive information from and disseminating messages in a timely manner are also important (Albright et al., 2011). For example, survey respondents wanted less information from other parents and preferred receiving information from teachers, other school staff, and the school website.

Perceptual mapping was used in this study as another tool to understand parents' perceptions of community school partnerships. The use of vector message modeling identified key issues that school leaders should incorporate into future communication and school initiatives. Parents were separated into three clusters based on their beliefs about community school partnerships; yet the message strategy was consistent across groups. They include 1) the school helps children get the services they need to be successful, 2) the school will refer me to someone who can help me, and 3) school staff are available to help families find and use community resources. The use of perceptual mapping to examine parents' perceptions of community school partnerships was a novel approach.

School Climate

School climate reflects the norms, values, and experiences of families, students, and staff within a school community (National School Climate Center, n.d.). There are numerous strategies educational leaders can implement to address school climate. First, educational leaders should shift their mindset from deficit thinking to recognizing the strengths, expertise, and contributions that all families bring to enrich the school community (Auerbach, 2012; Mayger & Hochbein, 2021). In addition, educational leaders should ensure that ongoing professional development and staff training emphasize

effective practices for working with diverse families (Fitzgerald & Quinones, 2018; Latunde, 2016).

School leaders, namely principals, are instrumental in creating a sense of belonging and supporting a school environment that is welcoming and inclusive of families and community partners (Auerbach, 2012; Gross et al. 2015; Park & Holloway, 2018; Valli et al., 2014). Results of this study showed that there were statistically significant differences in parents' perceptions of school climate based on race and social capital in issues such as whether the school cared about families, treated parents with respect, and solicited and valued parents and community members' ideas and opinions. Increasing relational trust is an important first step for educational leaders to change the school climate (Barnes & Nolan, 2019). Previous studies examining parents' and school leaders' beliefs about school climate share a common theme. Both groups indicated that educational leaders who are present and accessible to students, parents, and other stakeholders develop relational trust, respect, and a sense of caring (Baker et al., 2016, Fitzgerald & Quinones, 2018; Maier et al., 2017). Parents also shared that school leaders strengthened relationships and trust by recognizing differences, being respectful of diverse perspectives, and being intentional about representation on school committees (Maier et al., 2017; Murray et al., 2020; Provinzano & Mayger, 2022; Galindo & Sanders, 2019).

Directions for Future Research

This study provided a snapshot of what participating families thought about community school partnerships and barriers and facilitators of accessing information and using resources. Future research should focus on conducting a more robust study into

parents' perceptions of community school partnerships as well as gaining deeper insight into the findings of this study. Several strategies will be discussed.

Researchers should replicate the study design with a larger sample to include parents from all school districts in New Jersey. Research suggests that effective practices of community school partnerships and the role of leadership are different across types of school districts (Bartee & George, 2019). Most of the sample had a child or children who attended a suburban school district. Expanding the sample to include urban, rural, and suburban districts would be useful to compare parents' perceptions of community school partnerships and understand where differences and similarities exist.

On average, New Jersey school systems rank higher than most states based on educational outcomes such as standardized test scores, graduation rates, and teacher to student ratios (Annie E. Casey Foundation, n.d.). This research should be repeated in other states to assess if the quality of schools influence parents' perceptions of community school partnerships.

In addition to replicating this study with a larger, more diverse sample, researchers should incorporate qualitative techniques into a second phase of the research. Conducting interviews with parents in each of the social capital groups would glean more in-depth information into parents' experiences including their beliefs about community school partnerships, their access to resources, and successes and challenges when attempting to mobilize resources or social capital for their child's education.

Finally, there is substantial variation in the types of community school partnerships that exist within districts. This study measured parents' perceptions but did not collect information from school leaders about the breadth and depth of community

school partnerships. Another opportunity for future research is to collect data from additional stakeholders including school and district leadership, teachers, and community partners. Results should be compared across stakeholder groups. Several case studies have been conducted on full-service community schools (Galindo et al., 2017; Murray et al., 2020).

Conclusion

This study provided valuable insight into parents' perceptions of community school partnerships among a sample of families with a child or children enrolled in a New Jersey public school. The findings from this study can be used to design future school initiatives to expand and strengthen community school partnerships which are associated with a host of positive educational outcomes such as academic achievement and high school graduation. By focusing on issues that address parent social capital, school communication, and school climate, educational leaders can increase access and use of community school partnerships which has the capacity to increase overall equity and success among all students and families.

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APPENDIX A

PARENT PERCEPTION SURVEY

Start of Block: Informed Consent

The purpose of this short survey is to better understand what families think about community school partnerships in your child's or children's school. Community school partnerships are relationships that schools have with outside agencies and organizations to provide additional services and support to students and their families. Examples of resources may include tutoring, career exploration programs, mental health services, adult education workshops, scholarships, and school supplies.

Please review the consent form.

Link to consent form here*

Now that you have reviewed the consent form, do you consent to participate?

- ○ I would like to start the survey now.
- ○ If you want to review the consent form, click here:
- ○ I do not prefer to participate at this time
- ○ Other, please explain

Skip To: End of Survey If Now that you have reviewed the consent form, do you consent to participate? = I do not consent

End of Block: Informed Consent

Start of Block: Survey

The first questions are about yourself and your child or children.

Q1. I am a....

- ○ Parent of a child or children enrolled at a school in the district
- ○ Foster parent of a child or children enrolled at a school in the district
- ○ Grandparent, other relative, and/or legal guardian of a child or children enrolled at a school in the district
- ○ Other, please specify: _____

Q2. How old are you at your last birthday?

_____

Q3. What is your racial identity?

- ○ African American/Black
- ○ Asian or Pacific Islander
- ○ Native American or Alaska Native
- ○ White/Caucasian
- ○ Another racial identity (please specify)

_____

Q4. What is your ethnicity?

- ○ Hispanic or Latino/a/x or Spanish Origin
- ○ Not Hispanic or Latino/a/x or Spanish Origin

Q5. What is your current gender identity? (Check one)

- ○ Male
- ○ Female
- ○ Transgender Male
- ○ Transgender Female
- ○ Non-binary
- ○ Genderqueer
- ○ Prefer to self-describe below

_____

Q6. Within the past year, what was your household income?

- ○ Less than $15,000
- ○ $15,000 to $29,999
- ○ $30,000 to $49,999
- ○ $50,000 to $74,999
- ○ $75,000 to $99,999
- ○ $100,000 to $124,999
- ○ $125,000 to $149,000
- ○ $150,000 or more

Q7. What is the highest level of school you have completed? (Check one)

- ○ Less than high school degree
- ○ High school graduate (high school diploma or equivalent including GED)
- ○ Some college but no degree
- ○ Associate degree in college (2-year)
- ○ Bachelor's degree in college (4-year)
- ○ Graduate degree (Master, PhD/EdD, JD/MD/DDS)
- ○ Other, please specify _____

Q8. What is your employment status?

- ○ Full-time
- ○ Part-time
- ○ Not working
- ○ Other, please specify: _____

Q9. Please tell us about your child or children's current school enrollment.
Q9-1. Number of children in a New Jersey public school and the school district's name
_____
Q9-2. Number of children in a New Jersey charter school and the school district's name
_____
Q9-3. Number of children in private school and the school district's name
_____
Q9-4. Other, please specify _____

Q10. In what year did you enroll your first child at school in your current school district?

- ○ Last School Year 2022 to 2023
- ○ September 2020 to August 2022
- ○ September 2018 to August 2020
- ○ September 2016 to August 2018
- ○ September 2014 to August 2016
- ○ September 2012 to August 2014
- ○ September 2010 to August 2012
- ○ Other, please explain: _____

Q11. What are the ages of your child or children if you have more than one who are living with you and what grades are they in? in data set this is separated into multiple variables

_____

Page Break

Where do you receive information about programs and resources that may support your child's educational goals? (Check all that apply)

- ☐ Friends and family members
- ☐ Parents at my child's school
- ☐ People in my faith community
- ☐ My child's teacher
- ☐ Other school staff (principal, vice principal, guidance counselor)
- ☐ School's website
- ☐ Organizations in my community
- ☐ Social media, like Facebook, Twitter, Instagram
- ☐ Another source (please specify)

_____

Where do you receive MOST of your information about programs and resources that may support your child's educational goals? (Select one)

- ○ Friends and family members
- ○ Parents at my child's school
- ○ People in my faith community
- ○ My child's teacher
- ○ Other school staff (principal, vice principal, guidance counselor)
- ○ School's website
- ○ Organizations in my community
- ○ Social media, like Facebook, Twitter, Instagram
- ○ Another source (please specify)

_____

Page Break

Thinking about the information sources listed above, what is your preference in receiving information about programs and resources that may support your child's or children's educational goals?

	Elementary (K-5) Yes (1)	Middle School (6-8) Yes (1)	High School Yes (1)
Friends and family members (1)			
Parents at my child's or children's school (2)			
People in my faith community (3)			
My child's teacher (4)			
Other school staff (principal, vice principal, guidance counselor) (5)			
School's website (6)			
Organizations in my community (7)			
Social media like Facebook, Twitter, Instagram (8)			

Another source
(please specify) (9)

These statements are about your beliefs about community school partnerships and the resources available to you in your child's school. Remember community school partnerships are relationships that schools have with outside agencies and organizations to provide additional services and support to students and their families. Examples of resources may include tutoring, career exploration programs, mental health services, adult education workshops, scholarships, and school supplies.

Each statement uses a scale of zero to ten. Think about how much you disagree or agree with each statement. If you totally disagree with a statement, you would choose 0. If you totally agree with a statement, you would choose 10. For most questions, you will feel somewhere in

between. For example, a 4 is slightly disagree. A 6 is slightly agree. A 5 would be that you aren't really sure about how you feel, or you don't know.

	0 Strongly disagree	1	2 Somewhat disagree	3	4 Slightly disagree	5 Neither agree or disagree	6 Slightly agree	7	8 Somewhat agree	9	1 St g ag
I believe that effective school–community partnerships support students.											
The school works with local organizations like businesses, libraries, parks, and museums to enhance student skills and learning.											
The school works with a variety of community organizations to meet the needs of all students and families.											
The school helps families get the services we need in the community like childcare, housing, healthcare, recreation, and job training.											
The school helps children get the services they need to be successful like tutoring, after school care, camps, career exploration, and mentoring.											
The school makes it easier for my family to attend school activities by providing things like transportation, activities for siblings, and meals.											
The school makes it easier for my family to attend school activities by scheduling them at different times of day.											
School staff are available to help families find and use community resources.											
If the school can’t help me, I know they will refer me to someone who can.											
There are enough resources available in my child’s school.											

Page Break

How does your child's school share information with you? (Check ALL that apply)

- ☐ Handouts given to your child
- ☐ Phone
- ☐ Text
- ☐ Email
- ☐ Other, please explain: _____

How would you prefer your child's school share information with you? (Select ALL that apply)

- ☐ Handouts given to your child
- ☐ Phone
- ☐ Text
- ☐ Email
- ☐ Other, please explain: _____

These statements are about how well you feel your child's school shares information about resources provided by community school partnerships.

Using the same zero to 10 scale, rate how much you agree with the following statements.

	0 Strongly disagree	1	2 Somewhat disagree	3	4 Slightly disagree	5 Neither agree or disagree	6 Slightly agree	7	8 Somewhat agree	9	St g ag
The school provides information to all families who want or need it.											
The school only provides information to parents who attend meetings or school events.											
The school provides a resource directory for parents and students on community agencies, services, and programs.											
I frequently receive information from the school about how to access educational resources for my child or my family.											
The school communicates with me in multiple ways (e.g., calls, texts, notes, letters, or emails).											
When my child's school communicates with me, it is easy to understand.											
The school asks parents to share community resources that they are aware of and shares them with other parents.											
The information the school shares is useful.											

Page Break

These statements are your beliefs about your child's school in general.

Using the same scale of zero to ten, think about how much you disagree or agree with each statement.

	0 Strongly disagree	1	2 Somewhat disagree	3	4 Slightly disagree	5 Neither agree or disagree	6 Slightly agree	7	8 Somewhat agree	9	S n a
The school cares about families.											
The school treats parents in a way that makes them feel respected (welcomed, valued, cared about).											
I believe that school staff respect and value the diversity of all families in the school.											
The school asks my opinion about issues and concerns.											
The school values parents and community members' ideas.											
The school's racial and cultural diversity is recognized and openly discussed in a constructive way that includes staff and families (e.g., at family group meetings, school council meetings, and discussion groups).											
School committees and the PTA/PTO actively recruit families from various backgrounds that reflect the diversity of the school community.											
The school provides training and information about how the school system works and how to be an effective advocate for my child.											

Page Break

These statements are about your confidence and knowledge about accessing information and resources at your child's school and within your community.

Using the same scale of zero to ten, think about how much you disagree or agree with each statement.

	0 Strongly disagree	1	2 Somewhat disagree	3	4 Slightly disagree	5 Neither agree or disagree	6 Slightly agree	7	8 Somewhat agree	9	S n a
I feel confident that I would know where to find information on how to get my child extra help if they were having trouble in school.											
I feel confident that I would be able to obtain resources for my child to support their educational goals (e.g. tutoring, mentoring, summer camps, career exploration programs).											
I feel confident that I can get to know other parents in the school community.											
I would be more likely to have my child participate in school activities if another parent recommended it.											
I have helped parents find information or resources for their child's education.											
If I have a question, concern, or comment about my child, I feel comfortable talking with their teacher, principal, or guidance counselor.											
It is easier for some parents to get the information or resources that they need for their child.											
There are many ways I can be involved with the school, either at the school building, at home or in the community.											
I participate in volunteer or community organizations in my community.											
I know about many programs for youth in my community.											

Page Break

These statements are about your network. By network, we mean the people in your life both within and outside of your child's school who can help you find information or obtain resources.

Using the same scale of zero to ten, think about how much you disagree or agree with each statement.

	0 Strongly disagree	1	2 Somewhat disagree	3	4 Slightly disagree	5 Neither agree or disagree	6 Slightly agree	7	8 Somewhat agree	9	S n a
When I had a question/concern or had to make a decision about my child's education, talking with my family and friends was important to me.											
When I had a question/concern or had to make a decision about my child's education, talking with someone in my faith community was important to me.											
When I had a question/concern or had to make a decision about my child's education, talking with my child's teacher or school staff was important to me.											
I gain useful information about my child's school through my connections with other parents.											
I have people in my network with different skills that are useful to me.											
I have people in my network who I am close to that I can trust to help my child pursue their education or career goals.											
I have people in my network who can introduce me to others who can help my child reach their education or career goals.											
I have people in my network who I am less close to but who are influential in helping me.											
I have people in my network who help me when they say they are going to help me.											

Page Break

How likely would you be to access resources for your child's education if they were available through your child's school? A 0 means you would be extremely unlikely and a 10 means you would be extremely likely. In the middle would mean you are not sure.

0 1 2 3 4 5 6 7 8 9 10

Which number represents how you feel about the decision?	

Page Break

What is the school doing that is most helpful to get you the information and resources your child or children need to be successful?

_____

What is one thing that you would like to tell the superintendent about improving how the school shares information and resources with families?

_____

Is there something more you would like to tell me about?

_____

Page Break

Would you like to participate in the raffle for the gift cards?

- ○ Yes. Please click the link at the end of the survey.
- ○ Sorry, no not at this time.

End of Block: Survey