UNIVERSITY OF CALIFORNIA

Santa Barbara

Understanding Parent Engagement and Culturally Responsive Practices to Promote Parental Involvement at Home and at School

A dissertation proposal submitted in partial satisfaction of the

requirements for the degree of Doctor of Philosophy

in Counseling, Clinical, and School Psychology

by

Mihya Weber

Committee in charge:

Professor Shane R. Jimerson, Chair

Professor Miya Barnett

Professor Jill Sharkey

September 2022

The dissertation of Mihya Weber is approved

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Jill Sharkey

_____

Miya Barnett

_____

Shane R. Jimerson, Committee Chair

May 2022

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By

Mihya Weber

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MIHYA WEBER

School Address:
University of California, Santa Barbara
Gevirtz Graduate School of Education
Santa Barbara, CA 93106

Contact:
(469) 734-7219
mihyaweber@ucsb.edu

EDUCATION

2022 Counseling, Clinical, and School Psychology UCSB Gevirtz Graduate School of Education (APA Accredited, NASP Accredited)

Dissertation: "Examining Cultural Congruity and Promoting Parent Involvement at Home and School"

Chair: Shane R. Jimerson, Ph.D.

2019 Master of Education, Counseling, Clinical, and School Psychology

UCSB Gevirtz Graduate School of Education (APA Accredited)

2017 Bachelor of Science, (with Honors), Psychology University of North Texas (UNT)

Honors Thesis: "Life Regard, social support, HIV symptom load and forgiveness; correlates of optimism in an HIV positive sample"

HONORS AND AWARDS

2017-2022 Eugene-Cota-Robles Central Campus Fellowship, UCSB

2016-2017 Distinguished Honors Scholar, UNT

2016-2017 McNair Scholar, UNT

CLINICAL EXPERIENCE

07/21-06/22 Dallas Children's Advocacy Center (DCAC), Dallas, TX

As a predoctoral intern, conduct assessments for post-traumatic stress disorder (PTSD), generalized anxiety disorder (GAD), and major depressive disorder (MDD). Write assessment reports. Provide evidence-based therapy (Trauma-Focused Cognitive Behavioral Therapy and Parent-Child Interaction Therapy) to children and their caregivers following an outcry of abuse. Conduct suicide risk assessments and implement safety plans. Collaborate with family advocates to conduct trauma screenings, triage new client referrals, and provide support to clients and their caregivers who are on the waitlist for therapy services. Participate in didactics, team meetings, and TF-CBT consultation groups. Collaborate with medical examination team at Children's Health Hospital to complete mental health and behavioral assessments and consultations. Consult with multidisciplinary team (i.e. child protective services, law enforcement, community agencies) members to support client needs. Receive individual and group supervision weekly.

Supervisor: Elena M. Doskey, Ph.D.

06/18-06/21 Parent-Child Interaction Therapy, Santa Barbara, CA

Provide evidence-based therapy to families with children who are exhibiting challenging behaviors. Parents receive live coaching on play-therapy techniques to build a positive parent-child relationship then receive live coaching on effective discipline strategies to reduce problem behaviors. Receive weekly group supervision and individual supervision as needed.

Supervisor: Miya Barnett, Ph.D.

08/19-06/20 Cold Spring Elementary School, Montecito, CA

Administered cognitive and social-emotional assessments, wrote psychoeducational assessment reports, planned interventions, developed goals, provided individual counseling, group counseling, classroom level social-emotional support, provided consultation to parents, and presented at IEP meetings.

Supervisor: Eve Kelemen, Ph.D.

08/18-06/19 Isla Vista Elementary School, Goleta, CA

Administered cognitive and social-emotional assessments, wrote psychoeducational assessment reports, planned interventions, provided

individual and group counseling, provided student behavior support in class and recess, and participated in IEP meetings.

Supervisor: Eve Limon-Ngai, M.A., Ed.S.

08/17-06/19 Harding University Partnership School, Santa Barbara, CA

Collect student behavior data and progress monitor during teacher consultation, conduct FBAs to inform intervention implementation, monitor intervention implementation through teacher consultation, provide student behavior support in class and recess, engage in consultation with site and district leadership, assist in tier 1 and 2 social-emotional learning intervention implementations, and provide supervision to other students.

Supervisor: Shane Jimerson, Ph.D.

RESEARCH EXPERIENCE

6/20-05/22 Dissertation: School Cultural Congruity and Parental Engagement

Conduct literature review, collaborate with international psychologists on measure development, conduct parent interviews. Measure development procedures. Data collection and analyses.

Date of defense: May 4, 2022

04/17-05/19 Goleta Union School District Multi-Tiered Systems of Support Fidelity Implementation Evaluation

Collect yearly data on district implementation of MTSS, provide reports to district and site leadership, provide consultation for improving implementation fidelity, and analyze trends in MTSS implementation with student academic outcomes.

04/18-06/19 Program Evaluation-Tier 2 Social-Emotional Learning Intervention

Collect universal screening data on internalizing and externalizing behaviors, evaluate the implementation tier 2 social-emotional learning groups, report data to site leadership and assist in planning next steps for behavioral MTSS implementation.

08/17-03/18 Program Evaluation- Tier 1 Raising Lions Behavior Management Intervention

Collect data on professional development, conduct classroom behavior and teacher response data to evaluate implementation fidelity and analyze trends in student off- task behavior and teacher responses to student behavior before and after intervention implementation.

08/17-09/17 Program Evaluation- Tier 1 IPT English proficiency assessments

Conduct English proficiency assessments with students as part of a program evaluation for the implementation of a dual language program in an elementary school.

09/15-06/17 Center for Psychosocial Health Research

Provide mentoring to other undergraduate students in the lab to develop projects, data boot camp facilitator, transcribe and code interviews, data analysis, conduct literature reviews, participant recruitment, develop poster presentations, and complete honors thesis.

TEACHING EXPERIENCE

08/20-06/21 Teaching Assistant: University of California Santa Barbara

Third year school psychology fieldwork course to provide instruction in mental health intervention, models of supervision, case conceptualization, and provide supervision to graduate students completing their final advanced fieldwork.

08/20-06/21 Teaching Assistant: University of California Santa Barbara

Second year school psychology fieldwork course to provide instruction in ethical and legal issues in the practice of school psychology, intervention strategies, and consultation models, and provide supervision to graduate students completing their practicum.

08/18-06/19 Teaching Assistant: University of California Santa Barbara

Special topics undergraduate course including a fieldwork component of attending recesses at local elementary schools to facilitate prosocial play and aid in effective conflict management and problem solving, facilitate discussion, assignments, and lessons related to child development, and work with site leadership to coordinate roles and address school concerns.

PUBLICATIONS

Yuexin Zhang, Y., Weber, M., Kaur, L., Mittelstet, A., & Jimerson, S. R. (2022). Toward a critical transactional ecological developmental theory: Informing and advancing practice and science. Current Research in Psychology and Behavioral Science, 3 (2), 1-6.

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Jimerson, S. R., Weber, M., & Haddock, A. D. (2018). Dropping Out of School: Helping Handout for the School and Home. In G. Bear and K. Minke (Eds), Helping Children at Home and School III: Handouts for Families and Educators. Bethesda, MD. National Association of School Psychologists

Jimerson, S. R., Brown, J.A., Weber, M., (2018). Grief: Supporting Students at Home and School. In G. Bear and K. Minke (Eds), Helping Children at Home and School III: Handouts for Families and Educators. Bethesda, MD. National Association of School Psychologists

CONFERENCE PRESENTATATIONS

Sharkey, J, Der Sarkissian, A, Swami, S. Weber M. (2020). Ethical Decision Making on Critical Issues in School Psychology. Symposium presentation at the annual conference of the National Association of School Psychologists. Baltimore, Maryland.

Jimerson, S. R., Weber, M., Zhang, C., & Mittelstet, A. (2020). Examining District-Wide Implementation of Multi-Tiered Systems of Support: Measuring Fidelity and Student Outcomes. Paper presented at the annual conference of the National Association of School Psychologists. Baltimore, Maryland.

Jimerson, S. R., Weber, M., Zhang, C., & Mittelstet, A. (2019). District-Wide Implementation of Multi-Tiered Systems of Support: Examining Processes, Fidelity, and Student Outcomes. Paper presented at the annual conference of the California Association of School Psychologists. Long Beach, California.

Weber, M., Jimerson, S. R., Frizelle, Z., & Seong, Y. (2019). Bringing Behavioral MTSS To Your School :Addressing Barriers to Implementation. Paper presented at the annual conference of the California Association of School Psychologists. Long Beach, California.

Weber, M. Frizelle, Z., Jimerson, S. R., Zhang, C. (2019). Multi-tiered Systems of Support, Fidelity, and Student Achievement. Poster presented at the annual conference of the American Psychological Association. Chicago, Illinois.

Jimerson, S. R. & Weber, M. (2019, February). Implementation of Multi-Tiered Systems of Support: Examining Fidelity and Outcomes. Paper presented at the annual conference of the National Association of School Psychologists. Atlanta, Georgia.

Jimerson, S. R., Weber, M. Zhang, C. (2018, November). Risks and Rewards of Implementing Multi-Tiered Systems of Support: Examining Processes, Fidelity, and Student Outcomes. Paper presented at the annual conference of the California Association of School Psychologists. San Diego, California.

Weber, M. & Jimerson, S. R. (2018). Is more better? Understanding MTSS Implementation Fidelity and Student Achievement. Poster presented at the annual conference of the American Psychological Association. San Francisco, California.

Weber, M., Camozzi, H., Pikari, B., Jimerson, S. R. (2018) Taming the Lions: Examining Classroom Management Method to Reduce Problem Behaviors. Poster presented at the annual conference of the American Psychological Association. San Francisco, California.

Jimerson, S. R., Binmoeller, C., Haddock, A., & Weber, M. (2018, February). Implementation of Multi-Tiered Systems of Support: Examining Fidelity and Outcomes. Paper presented at the annual conference of the National Association of School Psychologists. Chicago, Illinois.

Jimerson, S. R., Binmoeller, C., Haddock, A., & Weber, M. (2017, October). Risks and Rewards of Implementing Multi-Tiered Systems of Support: Examining Processes, Fidelity, and Student Outcomes. Paper presented at the annual conference of the California Association of School Psychologists. Orange County, California.

Weber, M., Vosvick, M., Mindfulness, Aggression, Loneliness and Gratitude: Correlates of Depression in an older LG sample (2017)

Bell, R., Weber, M., Vosvick, M., Pride after Prejudice: Shame due to Heterosexism, Negative Social Exchange and Mindfulness; Correlates of Self-Esteem in Older Lesbians and Gay Men (2017)

Weber, M., Dunham, K., Vosvick, M. Shame Due to Heterosexism, Anxiety and Self-Esteem in Older Lesbians and Gay Men (2016)

Weber, M., Kirkham, C., Poche,' B., Vosvick, M., Life Regard, social support, HIV symptom load and forgiveness; correlates of optimism in an HIV positive sample *Honors Thesis* (2016)

PROFESSIONAL TRAININGS

08/21 Trauma-Focused Cognitive Behavioral Therapy
05/20 Focus on Peer Review
03/20 SB PIC Facilitated IEP Meetings
03/20 Addressing Substance Misuse with Motivational Interviewing
2/20 Crisis Preparedness and Response
12/19 SB PIC Trauma Informed Education
10/19 SB PIC Legal and ethical considerations in the field of school psychology

04/19 Cognitive Behavioral Interventions for Trauma in School (CBITS)
08/18 SB PIC Dyslexia Assessment and Intervention Training
09/18 SB PIC Working in California schools: Legal, ethical and professional standards of practice
08/18 Crisis Prevention and Intervention (CPI) Training
10/18 HIPAA Matters: Professional Behavior, Personal Liability, and Ethical Practice
10/18 SB PIC Implicit Bias Workshop
11/18 SB PIC Supporting Students with Autism: Pivotal Response Therapy
12/18 SB PIC Assessment of Culturally and Linguistically Diverse Students
02/18 SB PIC Screening and Supporting the Mental Health of Children and Adolescents

PROFESSIONAL SERVICE

2020-2021 School Psychology Review (SPR) Student Editorial Board

2018-2019 Student Affiliates in School Psychology (SASP)- Convention chair

2017-2018 Student Affiliates in School Psychology (SASP)- Convention chair elect

PROFESSIONAL AFFILIATIONS

2017-2020 National Association of School Psychologist

2017-2020 California Association of School Psychologists

2015-2019 American Psychological Association-Division 16

2016-2017 American Public Health Association

2015-2018 Association for Psychological Science

ABSTRACT

Understanding Parent Engagement and Culturally Responsive Practices to Promote Parental Involvement at Home and at School

Mihya Weber

Given the increased emphasis on promoting culturally-responsive schools, this dissertation study sought to develop and validate a new measure of school cultural congruity that can be used in primary and secondary education settings to evaluate parents' perspectives of the cultural fit between their family and the school their child attends, the School Cultural Congruity Scale (SCCS). Part one of this dissertation discusses the need and purpose of the SCCS, measure development process, and pilot exploratory and confirmatory factor analyses with 601 parents of children attending school in the United States between kindergarten through 12th grade. Pilot study results suggest that the SCCS demonstrates adequate construct validity that warrants further investigation. Part two of this dissertation investigated the associations between cultural congruity, parent efficacy, and parent stress as predictors of parent engagement at home and at school. Part 2 of the study included a sample of 423 parents of students attending elementary school (kindergarten-5th grade) in the United States. Results revealed that school cultural congruity, parenting efficacy, and parenting stress are significant predictors of parental engagement. Results from part 2 study revealed that cultural congruity between families and schools, parenting efficacy, and parenting stress are significantly positively associated with parental engagement at school. Additionally, results indicated that cultural congruity is not a significant predictor of parental engagement at home, whereas, parenting efficacy is a significant positive predictor and parenting stress is a significant negative predictor of parental engagement at home.

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Chapter 1

Study 1 Introduction

Decades of research highlight the importance of parental involvement in achieving positive student outcomes (Oswald et al., 2017). However, identifying factors that contribute to or hinder parents' involvement in their children's education remains a challenge (Anderson & Minke, 2007). Further, in the last two decades, parent engagement research has increasingly emphasized making parents equal partners in students' educational processes, and achieving these partnerships requires culturally responsive practices (Amatea, 2009; Christenson and Sheridan, 2001). This dissertation aimed to develop and validate a measure of school cultural congruity to allow for an understanding of the cultural fit between our nation's families and schools. By collaborating with international colleagues to develop and validate a measure of school cultural congruity, schools can evaluate the degree to which their approach to educating children relates to the families they serve. Measuring the cultural congruity between the school and families can allow for system-level changes to support the learning needs of all families. Results from measures of cultural congruity can inform culturally responsive practices across diverse education settings by providing insight into parents' perspectives of their cultural fit within their children's learning environments. While in recent years, there has been a push for culturally responsive practices in schools, parent perspectives of the culturally relevant practices in their schools are not being evaluated. Further, existing models of parent engagement fail to recognize the critical elements of culture in explaining parent involvement.

Existing research highlights the importance of a culturally congruent learning environment for college students (Castellanos et al., 2016; Chee et al., 2019), however, this

construct has not been examined for children in primary and secondary education settings. This paper discusses the need and purpose of the SCCS, measure development process, and pilot exploratory and confirmatory factor analyses with parents of children attending school in the United States between kindergarten and 12th grade. Understanding parents' perspectives of the cultural congruity between their family and the school can provide insights into how schools, policymakers, and researchers committed to improving the educational outcomes for all students can better support all families. Since cultural congruity is related to positive outcomes for students in higher education, this construct should be explored for students in K-12 education settings.

Castellanos and Gloria (2007) define cultural congruity as the fit between the student's and the educational institution's values, which promotes connectedness with the school environment. Cultural congruity has been identified as a salient factor in promoting positive student outcomes among underrepresented college students (Castellanos et al., 2016; Chee et al., 2019). However, cultural congruity within primary and secondary education settings has not been examined. The present study aims to address this need by developing a measure of cultural congruity that can be utilized within primary and secondary education settings. No known studies have examined parent perspectives on the congruity between their culture and the school. Also, a measure of cultural congruity that can be used for families attending K-12 educational institutions is not known to exist at this time. Establishing and validating a measure of school cultural congruity that can be used in K-12 education settings can address this need. Utilizing a measure of cultural congruity in primary and secondary education settings can allow for the examination of the potential discrepancy between family and staff values and practices related to students' and families' experiences with the school.

The proposed instrument will aid education professionals seeking to understand the cultural fit between a school and the families served. The existing measure of cultural congruity is valid for use in higher education and therefore will not suffice for use in primary and secondary education. The proposed measure will differ from the existing measure of cultural congruity in that the information obtained will come from the parents and focus on issues salient to primary and secondary education settings. Given that a critical goal of K-12 education is attempting to promote parental engagement, it is critical to gain parents' perspectives of the cultural fit between their family and the school their child attends.

When schools implement culturally responsive practices, parents are more likely to be active participants in their children's education (Amatea, 2009). Presently, there is no established measure of school cultural congruity for use in elementary, middle, or high schools. Developing a measure that encompasses multiple domains of parent and school values and expectations can provide an understanding of how to bridge these gaps and foster collaborative relationships between families and schools. Hence, the aim of the present study is to articulate the processes of the development of the School Cultural Congruity Scale, including measure development and results of analyses examining the items, reliability, and validity.

Part 1 Research Questions and Hypothesis

The purpose of part one of this dissertation was to collaborate to develop a new measure of cultural congruity that can be used for parents of children attending school and pilot test the construct validity to inform next steps for measure refinement and further examination of the construct. The methodology section outlines the methods that were used to examine the research questions including a description of the research design, participants,

sampling procedures, instruments, and research procedures used to investigate the following research questions:

RQ1: Does the school cultural congruity scale (SCCS) demonstrate adequate construct validity?

> ***H_1*:** The SCCS will demonstrate a good fit for a five-factor model including values and beliefs, interactions, relationships, operational strategies, and needs and desired outcomes

RQ2: Does the school cultural congruity scale (SCCS) demonstrate adequate internal consistency reliability?

> ***H_2*:** The SCCS will demonstrate adequate internal consistency reliability.

Chapter 2

Theoretical Framework & Literature Review

The present study utilizes the VISION Model of Cultural Responsiveness (Barbet et al., 1997) to inform the development of the School Cultural Congruity Scale (SCCS). Rather than emphasizing group standards over individual differences, the VISION model highlights the necessity to attend to within-group differences in thoughts, feelings, and behaviors (Baber et al., 1997). This model acknowledges that there are both larger group and personal standards for behaviors that may differ between the system and people served by the system. While there is limited evidence for the VISION model, and this dissertation contributes to support for the VISION model, this model has been applied in a variety of settings including clinical supervision (Caldwell, 2017) and speech and language pathology (Bellon-Harn & Garrett, 2008). In the case of school and family cultural congruity, these differences in standards may be reflected in the similarities and differences in what values, beliefs, and

expectations are held for students by schools (i.e., larger group standards) compared to what parents of diverse cultural groups value, believe, and expect for their children (i.e., personal standards). Additionally, group and individual differences may be present in how educational institutions expect parents to interact with the school system and what expectations parents have for themselves in relation to the larger school system. The VISION model provides a theoretical framework to help service providers build a positive relationship with families that is culturally responsive (Bellon-Harn & Garrett, 2008). Bellon-Harn and Garrett (2008) explain that providing culturally responsive services requires the institution to develop an awareness of the influence of their cultural beliefs and practices on those they serve who may have different cultural backgrounds and use this awareness to adapt services and practices to meet the needs of people who identify with different cultural practices.

The following provides a further explanation of each component of the VISION model (Baber et al., 1997) as it is used to inform the development of the SCCS.

Values and beliefs

Bellon-Harn and Garrett (2008) explain that service providers should become aware of their own values and biases of people and knowledgeable about the values and beliefs held by the people they serve to promote positive relationships with families. This component emphasizes the need for service providers to seek feedback from parents to understand what is important to them for their children, given their values of family and community interactions. Cultural awareness within schools includes an understanding of cultural norms and development, student experiences and their lives outside of the school context, linguistic needs, community resources, and societal inequities (Allen & Steed, 2016; Sue, 2001; Villegas & Lucas, 2007). Knowledge of students' culture can contribute to more positive

relationships with their teachers, safe school climates, and contribute to academic success (Linan-Thompson et al., 2018; Weinstein, 2004). Hauser-Cram et al. (2003) found that when parents' and teachers' values differed, teachers rated children as less competent.

Additionally, the increasing gap between the diversity of the student body and the homogeneity of the school staff can lead to an increase in this cultural mismatch as school staff often view the world from a different lens than their students and their families (Gay, 2000). Egalite and Kisida (2017) highlight the benefits students reap when their teachers are demographically similar to them, particularly for minority students. Moreover, a racial mismatch between teachers and students has been related to absenteeism and suspension (Holt & Gershenson, 2017). Further, Mundt and colleagues (2015) found that parent engagement was higher among Latinx families when their child had a Latinx teacher.

While existing research demonstrates the value of having school staff who are ethnically or racially similar to students and families, the diversity of the students served by educational institutions encompasses more than race and may include other demographic characteristics such as socioeconomic status, religious affiliation, disability status, and family structure that may also be relevant to parent engagement efforts and positive student outcomes. The items developed in the SCCS are designed in an attempt to capture how parents may view the salient aspects of their family culture, and to what degree these are congruent with their family and child's experiences with the school.

Interpretation of experiences

This component delineates the need to understand how the family views their experiences with the services provided. This component explains that ideas about human nature, behavior, and factors that promote desired outcomes for development differ cross-

culturally and influence what types of interventions and areas of change should be targeted (Bellon-Harn and Garrett, 2008). Schools and the families served may differ in what goals they have for children's academic and social-emotional development. They may also have different ideas about how to accomplish those goals. The VISION model emphasizes the importance of understanding what the framework is that families bring with them to interpret their experiences in the world to align goals and strategies to achieve positive outcomes. Parents' interpretations of their experiences of the cultural congruity between their family and the school will be reflected in their responses to the items included in the SCCS measure.

Structuring relationships

Bellon-Harn and Garrett (2008) explain that the structuring relationships components emphasize the need to foster relationships with families that fit their needs given their cultural context. The congruency between family and school culture is also reflected in the home-school relations and how the current home-school relations are perceived by the school and the family. School and family can have different expectations of their roles and expectations toward one another. Traditionally, schools have certain values and requirements towards parents, and those who do not meet such values are considered "hard to reach parents," however, the parents may perceive it differently depending on their backgrounds and the values they hold (Crozier & Davies, 2005).

Christenson and Sheridan (2001) highlight the importance of schools examining how their current infrastructure may be excluding some families. By examining parent perspectives of the congruency of the family-school relationship dynamics and expectations, school professionals can adapt their approaches to relationship development to fit the needs of the families they serve. Further, LaRocque and colleagues (2011) explain that a lack of

observed parental involvement by school staff is often misconstrued as parents' lack of commitment to their children's education. Overcoming these challenges could be particularly difficult for underrepresented families.

Parental involvement in children's education often differs across diverse families as cultural differences in perceptions of roles, preferences of ways to support children's learning, and communication with school staff may impact the type and degree of engagement observed (Warnasuriya, 2018). Understanding these differences can aid schools in identifying effective strategies to engage all the families they serve. Through bringing awareness to the cultural congruity between the school and the family, potential differences in how the value of education is demonstrated or emphasized in different families could shed light on the diverse ways that families contribute to their children's learning. This component underscores the role of cultural background influencing who families believe should be involved in their child's education and the type of involvement that is expected from each party involved. To be inclusive of all families, school staff must understand the diverse values and contributions parents make to their children's education.

Interaction style

This component emphasizes the need to understand the way that people from different cultures communicate both verbally and nonverbally. Bellon-Harn and Garrett (2008) explain that this component is critical when it comes to explaining information and ensuring understanding. Christenson and Sheridan (2001) highlight the importance of communicating with parents clearly and in a way that is understandable to them and using multiple methods of communication should be attempted, particularly when working with parents whose English is not their primary language. Effective communication could be an

indicator of the cultural congruence between schools and families. When culture is not understood, miscommunication can occur that can be detrimental to student education or self-perception (Weinstein, 2004). Given that effective communication is critical to promoting engagement, understanding the parents' perspectives of the school's methods of communication can aid schools in increasing parent involvement.

Operational strategies

This component incorporates the need for the alignment of family and school goals and the need to align strategies for achieving common goals. Bellon-Harn and Garrett (2008) emphasize that all areas of parental concern should be acknowledged, and service providers should strive for inclusion of parental concerns when identifying goals and objectives for determining success. To incorporate operational strategies Garrett and colleagues (2001) offer the question "How do you select and work towards goals?" Bellon-Harn and Garrett (2008) highlight that parents need to feel that service providers have their best interest in mind and that their cultural values, beliefs, and communication strategies are considered when identifying strategies and expectations of parents to promote student success.

Operational strategies for identifying goals and strategies are particularly relevant to the area of teaching and the classroom environment. Culture in the curriculum is addressed through the particular curricula chosen, materials used to facilitate learning, instructional lessons, and learning activities. Schools can ensure that their curriculums are culturally relevant to their student population by seeking student and family input when choosing curriculums, learning opportunities, and supplemental materials (Morrison, Robbins, and Rose, 2008). Culture can also be reflected in the curriculum by offering a variety of materials that offer diverse representation such as displaying pictures that are reflective of people from

diverse backgrounds, alphabets displayed in languages other than English, and presenting multiple viewpoints on topics and strategies for solving problems (Gay, 2002; Morrison, Robbins, and Rose, 2008; Shultz et al., 2014).

Additionally, the curriculum can be more culturally responsive when students can demonstrate their knowledge in ways relevant to their cultural background, such as writing in their native language and bringing their cultural knowledge to lessons and class discussions (Morrison, Robbins, & Rose, 2008). Teachers can also integrate culture into the curriculum by teaching in students' native languages and using examples from the student's cultural background and linking material to real-world applications relevant to the student's community (Abdulrahim & Orosco, 2020). Using strategies that are common in students' culture to teach the material, such as relevant stories, music, and dances, is also helpful in integrating culture into the curriculum (Abdulrahim and Orosco, 2020).

The following details the culturally responsive pedagogy that teachers can apply in their teaching practices to help students learn. First, demonstrate high expectations for student achievement and model, scaffold, and clarify these expectations. Second, use students' strengths as the starting points. Third, take personal responsibility for students' success. Fourth, create and nurture cooperative environments. Fifth, use evidence-based instructional practices. Last, facilitate family engagement through cross-cultural communications (Keehne, 2018; Linan-Thompson, 2018; Gay, 2002). Bellon-Harn and Garrett (2008) point out that when goals and strategies are incongruent between providers and families then families will be less likely to participate in and adhere to the recommendations intended to promote successful outcomes. Each of the previous components (values and beliefs, interactional style, and structuring relationships) should be

taken into account when selecting goals and strategies to foster the desired outcomes for students. When educators recognize the family's skills and the values they bring, schools can then work to develop shared goals, and approaches to meeting them can be achieved (Amatea, 2009).

Needs and Desired Outcomes

Bellon-Harn and Garrett (2008) explain that the previous components of the VISION model (values and beliefs, interpretation of experiences, structuring relationships, interaction style, and operational strategies) inform the desired outcomes and needs parents have for their children. Bellon-Harn and Garrett (2008) highlight that understanding families' hopes, aspirations, and expectations for their children helps to facilitate the development or refinement of immediate goals and objectives for children. Additionally, Amatea (2009) highlights that parents and schools often differ in their expectations for children's behaviors and how to discipline. Measuring these differences can allow for bridging the expectations of families and schools for children's behavioral expectations and devise collaborative strategies for addressing problem behavior. Building on collaborative problem solving, Amatea (2009) stresses that many of the expectations and approaches to problem-solving held by educators incorporate a perspective that is almost solely based on individualistic, middle-class cultural perspectives which many families do not share.

Summary

Part one of this dissertation study utilizes the VISION Model of Cultural Responsiveness (Barbet et al., 1997) to inform the development of the School Cultural Congruity Scale (SCCS). Within-group differences exists in the families served by school systems and differences exist in larger school system standards for expectations for educating

children. The values and beliefs held by families and educators, norms for interactions and relationships between families and educators, ideas about strategies to implement within family and school settings to support children's learning, and expectations and desired outcomes for students are affected by culture. Understanding potential differences and how families interpret their interactions and experiences with the school system are essential for school professionals to be aware of and understand to inform culturally responsive practices to maximize student outcomes. The measure structure and item development process are informed by the VISION model including five factors (values and beliefs, interactions, relationships, operational strategies, needs and desired outcomes). The sixth component of the VISION model, interpretation of experiences, is reflected in responses to measure items. The next chapter will discuss the measure development process in greater detail.

Chapter 3

Methodology

Measure Development

Wilson (2005) defines an instrument as the tool used to relate real-world observations to constructs that exist in theory. Additionally, measurement is defined as assigning numbers to these observations to allow for an interpretation of people's experiences (Wilson, 2005). Further, Wilson (2005) highlights that instruments are unable to capture the full observed characteristics of a construct and it is the measure developer's responsibility to design a tool that is as representative of the phenomenon as possible. Artino et al. (2014) outline seven steps that are key to developing questionnaires to be used in educational research, which informed the development process of the SCCS.

Literature Review. Step 1 includes conducting a literature review to define the construct intended to be measured and determine if existing measures already address the need. At the time of this study, no known measure of cultural congruity that can be used in primary and secondary education settings had been identified. The VISION model guided the literature review process to further investigate the components as they relate to school settings to inform target areas of cultural congruity. The definition of school cultural congruity used to inform the SCCS is informed by Castellanos and Gloria (2007) who define cultural congruity as the fit between the student's and the educational institution's values. Domains to target in the measure were informed by the VISION model and the literature review which identified a similar instrument that measures cultural congruity in university settings (Gloria et al., 2015) and important areas of culturally responsive practice to be considered when developing items (Amatea, 2009; Abdulrahim & Orosco, 2020; Christenson., & Sheridan, 2001; Gay, 2002; LaRocque et al., 2001).

Expert Panel. Given the breadth of cultural considerations to be taken into account when defining the construct and areas to target in measurement, for this step, researchers sought collaboration with colleagues in the field of school psychology from fourteen countries (Australia, Bangladesh, China, Estonia, Georgia, Greece, Italy, Jamaica, Japan, Latvia, Malta, Slovakia, South Africa, United States) to gain an international perspective to further inform the development of school cultural congruity in primary and secondary education settings. A meeting was held to discuss the results of the literature review and present a proposed definition of school cultural congruity and the domains to include in the measure.

Synthesis of Literature and Focus Group. Step 3 involves synthesizing the literature review and the data from the focus group to evaluate the similarity in interpretation and definition of the construct and identify the most appropriate language to use in questionnaire items based on prospective respondent feedback. After the literature review and meeting with the international colleagues, the researchers determined that the existing definition of cultural congruity (Castellanos and Gloria, 2007) was applicable to the population of interest for the present study (primary and secondary school settings). Additionally, the domains (values and beliefs, interactions, relationships, operational strategies, and needs and desired outcomes; interpretation of experiences is reflected in responses to items) to be included as informed by the VISION model were determined to be appropriate for the SCCS. Feedback from international colleagues highlighted the importance of the readability of items by parents who may have lower reading levels and the importance of wording items that are specific enough to be understood and generalizable to parents from diverse cultural backgrounds.

Item Development. Step 4 includes the item development process based on the information gathered from the previous steps. The items should be reflective of the construct and use language that makes sense to the prospective respondents. The proposed item list should contain more items than will be needed as the items will go through additional review and refinement in subsequent steps. The number of items will depend on professional judgment and the breadth of the construct being measured. Also, the measure developer should determine the response options for the items in Step 4. Based on the first three steps, the measure developers drafted 44 items. Response options were set on a five-point scale with *strongly disagree* through *strongly agree.*

Expert Validation. Step 5 includes conducting an expert validation by seeking feedback on the item content from experts in the related field. The 44 items were presented to the team of international school psychologists for feedback on item content, interpretability, and recommendations for improvement. Based on expert feedback, item wording was adjusted and 6 items were eliminated, leaving the revised measure with 38 items.

Cognitive Interview. Step 6 involves conducting cognitive interviews with prospective respondents to examine how they interpret the items. One strategy to improve the validity of the instrument is to present item drafts to respondents and have them talk out loud about the thoughts they have while responding to items (Wilson, 2005). Fifteen parents completed cognitive interviews. This sample included 60% mothers, 33% Non-Latinx White, 27% Hispanic or Latinx 40% Black or African American, 67% college-educated, and the median household income range was $90,000 - $99,999. Parents were prompted to talk out loud about what came to mind when they interpreted the items and how they determined their response to the item. At the end of each section, parents were prompted to provide feedback about the domain content and proposed items. After parents completed the final item, parents were asked to provide feedback about the measure as a whole. Items were revised based on parent feedback and presented to the international team of colleagues for a final expert review of items.

Pilot Testing. The final step, Step 7, includes pilot testing the questionnaire. During this phase, the measure developer should evaluate item ranges, correlations between items, and reliability, and conduct a factor analysis to examine the overall construct validity. Procedures for step 7 are described below. The findings of these analyses are included in the results section.

Participants

The sample in the current study consisted of 601 parents of children attending school in the United States. The sample included 54% mothers, 44% fathers, and 2% of parents identified as an “other parental figure.” The sample is comparable to the United States population across ethnic representation and household income. The 2021 U.S. Census Bureau estimated that the population includes 60% Non-Latinx White, 19% Hispanic or Latinx, 13% Black or African American, 6% Asian or Asian American, and 4% other or mixed ethnicity. The present study included 65% Non-Latinx White, 21% Hispanic or Latino, 10% Black or African American, 4% Asian or Asian American, and 4% other or mixed ethnicity. The U.S. Census Bureau estimates a median household income of $62, 843 and the present sample median household income range is $50,000-$59,000. The sample for the present study is predominantly college-educated with 68% holding a bachelor’s degree or higher. See Table 1 for additional details about the sample demographics.

Table 1. Sample Demographics

Demographic Characteristic	n	%
Parental Role		
Mother	326	54
Father	263	44
Marital Status		
Married	487	81
Separated	7	1.2
Single	52	8.6
Divorced	22	3.7
Domestic Partnership	27	4.5
Widowed	2	0.3
Highest Level of Education		
Less than high school	1	0.2
High school graduate	42	7.0
Trade school	5	.8
Some college	76	12.6
2 year degree	53	8.8
4 year degree	303	50.3
Professional degree	107	17.8

Doctorate	5	0.8
Household Income		
Less than $10,000	13	2.2
$10,000 - $19,999	27	4.5
$20,000 - $29,999	68	11.3
$30,000 - $39,999	55	9.1
$40,000 - $49,999	75	12.5
$50,000 - $59,999	99	16.4
$60,000 - $69,999	40	6.6
$70,000 - $79,999	66	11.0
$80,000 - $89,999	24	4.0
$90,000 - $99,999	41	6.8
$100,000 - $149,999	66	11.0
More than $150,000	25	4.2
Race/Ethnicity		
Non-Latinx White	394	65.6
Latino/a/x	128	21.3
Black/African American	59	9.8
Asian/Asian American	26	4.3
Other Ethnicity	25	4.2
Geographic Location		
Rural	99	16.4

Suburban	201	33.4
Urban	295	49.0

Procedure

Institutional Review Board (IRB) approval was obtained prior to data collection. The survey was accessed by 617 participants through Amazon Mechanical Turk (MTurk). To access the survey, participants were required to be 18 years of age and a parent of a child attending school in the United States. Participants accessed the survey using the URL on the MTurk task page. The link included a description of qualifications, the purpose of the study, nature of the questionnaires to be completed, potential risks and benefits of participation, contact information for the primary researchers, and informed consent. Keywords listed on MTurk for this survey opportunity included “parents,” “survey,” “school,” and “child.” Participants completed a brief qualification survey to confirm participation requirements were met and receive access to the study link. To maintain a balanced sample of mothers and fathers, when the sample became more populated by mothers, only fathers received access to the study link following the screening survey. Through the MTurk pay system, participants received $0.01 for completing the screening survey and $0.99 for completing the study survey.

Measures

Demographics Questionnaire

Participants completed a demographic questionnaire including their parental role, household income range, the highest level of education completed, race and ethnicity, gender identity, sexual orientation identity, geographic region, and the State they reside in.

School Cultural Congruity Scale (SCCS)

The SCCS included 38 items on a 5-point Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The VISION Model and measure development process delinated above provided the structure for the measure and initial determination of subscales and items to include. Based on the theoretical framework and measure development process, five domains were defined in the measure as follows: Values & Beliefs (8 items), Interactions (11 items), Relationships (5 items), Operational Strategies (7 items), and Needs & Desired Outcomes (7 items) (full list of items is included in Table 2).

Chapter 4

Results

Data Cleaning

A total of 617 participants accessed the survey. Seven participants discontinued the survey after the demographics section. Across all items for all participants, there were a total of 7 missing responses. Participants with missing data differed across parental role, income, and ethnicity, therefore the data appeared to be missing at random. Attention check items were reviewed and 9 participants who answered the attention check items incorrectly appeared to have patterned responses (e.g., selected *agree* for each item), thus, were removed. Therefore, the final total sample included 601 participants. To test assumptions of

normality, visual inspections of histograms and statistics of skewness and kurtosis were examined. Items did not demonstrate bimodal distributions or severe non-normality based on Skewness < 2 and Kurtosis <7 for each item (Curran et al., 1996). The total sample was randomly split to allow for separate split-half samples for exploratory and confirmatory factor analyses. Missing data were excluded listwise as the default method and as suggested by researchers (Allison, 2014).

Exploratory Factor Analysis

Exploratory Factor Analysis (EFA) was conducted using maximum likelihood (ML) estimation in RStudio. Brown (2015) explains that ML is preferred over other estimation methods since it yields multiple fit indices. Multiple indicators of model fit and item functioning were evaluated to evaluate the model fit and items to consider for deletion. Overall model fit was based on the recommendations from Hu and Bentler (1999) with a comparative fit index (CFI) and Tucker-Lewis Index (TLI) greater than .90, a standardized root-mean-square residual (SRMR) value less than .08, and root mean square error approximation (RMSEA) value less than .06. Six items removed were based on cross-loadings that exceeded .30 loading on the secondary factor, and two items with a correlation of < .30 with other items in their factor were removed (Brown, 2015; Conover et al., 2017; Hair et al., 2010; Sexton et al., 2014; Wren & Benson, 2004). Though items did not load on the fifth factor as their primary factor, the EFA revealed adequate model fit for the proposed five-factor model: CFI-.944 TLI-.925 RMSEA- .04, SRMR-.03 and is consistent with the theoretical framework and measure development process for the proposed measure.

Watkins (2018) emphasizes that no method of determining the number of factors to retain is accurate in all situations and researchers should evaluate multiple sources of model

fit information and rely on theory and previous research to inform decision making. Therefore, given that the present study is a pilot study and initial investigation of the SCCS, confirmatory factor analysis was conducted with modifications based on the five-factor model solution rather than reducing the number of factors. Cronbach's alpha was .97 for the 38-item measure indicating good internal consistency reliability. The reliability values for each of the subscales are as follows: values & beliefs = .88, interactions = .89, relationships = .89, operational strategies = .87, and needs & desired outcomes = .89. See table 2 for the list of items and reasons for exclusions and table 3 for geomin rotated factor loadings.

Table 2. Items and Exclusion

Values & Beliefs	Reason for exclusion
1. Other people at this school share similar customs as my family (e.g., dietary, traditions, holidays).	
2. The pictures or objects around this school represent my family's culture.	
3. The staff at this school share my family's cultural background (e.g., race, nationality, religion).	Violated cross loadings rules
4. This school knows how my child's backgrounds and experiences impact them at school (e.g., developmental history, family routines, community stressors, religious practices).	
5. This school supports parents to share their family's culture.	
6. My child has chances to honor their culture at school.	

7. Other students at this school share my child's cultural backgrounds (e.g., race, nationality, religion).	
8. My family values and this school's values are similar.	Violated cross loadings rules
Interactions	
1. The school staff speak the language I prefer.	
2. I get information from this school in the language I prefer.	Correlation < .30 with other items in INTER
3. This school reports my child's progress to me in a way that makes sense to me (e.g., Progress updates, test scores, report cards).	Violated cross loadings rules
4. School documents make sense to me.	
5. My child can speak the language they prefer with their peers.	Correlation < .30 with other items in INTER
6. I feel like I can talk to school staff about my family values.	Correlation < .30 with other items in INTER
7. I feel like I can talk to school staff about family habits related to schoolwork.	

8. I like the way the school invites discussions with me.	Correlation < .30 with other items in INTER
9. I like how often I get information about my child.	
10. I know clearly what the school expects of my child.	
11. This school communicates well with me.	Correlation < .30 with other items in INTER
Relationships	
1. This school works with my family in the way I like.	
2. The amount I like to be a part of my child's education and what the school expects of me is alike.	
3. I am comfortable with the ways I can be a part of my child's education.	
4. I like the way the school invites family involvement.	
5. I am happy with the family-school relationship.	
Operational Strategies	
1. My child's classroom is a good place for them to learn.	
2. I like the way the school staff works with my child.	
3. My child's schoolwork is related to their background and	

experiences.	
4. I like the way my child is taught, given my values of learning.	
5. My child can access books or materials that represent their background and experiences.	
6. My family's culture is correctly and respectfully included in my child's schoolwork.	
7. I like this school's approach to education.	
Needs & Desired Outcomes	
1. What I expect for my child's education matches what the school expects.	
2. The school's and my family's ways of solving problems are alike.	Violated cross loadings rules
3. The school's and my family's approaches to discipline are alike.	Violated cross loadings rules
4. The behavior I expect of my child matches what the school expects.	Violated cross loadings rules
5. How I expect my child to build relationships with others matches what the school expects.	
6. The school teaches my child the skills that are important to me for them to learn.	
7. What I hope for my child matches what this school hopes for my child.	

Table 3. Geomin Rotated Factor Loadings

Item	F1	F2	F3	F4	F5
VB01	.22	.58	.03	.06	.07
VB02	.07	.41	.12	.18	.05
VB03	-.13	.54	-.08	.45	-.04
VB04	.01	.14	-.02	.56	.07
VB05	-.03	.03	.08	.69	.10
VB06	.02	.09	.03	.55	.08
VB07	.06	.56	.14	.12	-.10
VB08	.12	.25	.07	.40	.13
INTER01	.00	.16	.72	.03	.21
INTER02	-.06	.03	.82	.10	-.04
INTER03	.54	.09	.36	-.14	-.04
INTER04	.19	-.06	.46	.21	.02
INTER05	.13	.14	.63	-.08	.02
INTER06	.08	.11	.12	.57	-.11
INTER07	.06	-.14	.27	.66	.04

INTER08	.74	.03	-.12	.11	.18
INTER09	.84	-.05	.04	-.03	-.21
INTER10	.73	-.09	.14	.03	-.07
INTER11	.70	-.21	-.04	.15	.03
RELA01	.69	-.03	-.07	.12	-.04
RELA02	.70	.08	-.04	.01	.11
RELA03	.65	-.08	.07	.06	.30
RELA04	.81	.03	-.07	-.04	-.07
RELA05	.83	.00	-.05	-.01	.19
OPERA01	.61	-.11	.24	.07	-.04
OPERA02	.72	.08	.12	-.05	.06
OPERA03	.12	.06	-.04	.56	-.09
OPERA04	.52	.06	.16	.12	-.06
OPERA05	.14	-.03	.17	.47	.00
OPERA06	.06	.08	.04	.60	-.03
OPERA07	.72	.05	.08	.03	-.16
NEEDS01	.82	.07	.01	-.09	.11

NEEDS02	.48	.08	-.14	.31	-.18
NEEDS03	.34	-.02	-.19	.42	.00
NEEDS04	.35	-.04	.26	.21	.09
NEEDS05	.56	.20	.03	.02	.21
NEEDS06	.67	-.07	.14	.05	-.05
NEEDS07	.60	.08	.04	.15	.05
NEEDS06	.67	-.07	.14	.05	-.05
NEEDS07	.60	.08	.04	.15	.05

Confirmatory Factor Analysis

Based on existing literature regarding culturally responsive practices and parent engagement in schools (Amatea, 2009; Christenson and Sheridan, 2001) and the VISION model of cultural responsiveness (Baber et al., 1997), the proposed study hypothesized a five-factor structure of school cultural congruity. Confirmatory Factor Analysis (CFA) was used to evaluate the five-factor model after modifications from the EFA were implemented. Unit-loading identification was used setting the reference variable for each factor to a value of 1 (Brown, 2015). Using ML estimation, the overall model fit was based on the recommendations from Hu and Bentler (1999) with a comparative fit index (CFI) and Tucker-Lewis Index (TLI) greater than .90, a standardized root-mean-square residual (SRMR) value less than .08, and root mean square error approximation (RMSEA) value less

than .06. Fit indices were as follows: $\chi^2(351, N = 291) = 769.43$, $p < .001$, RMSEA = .07 [.06 .08], CFI = .90, TLI = .89, and SRMR = .05, demonstrating fair model fit. Standardized factor loadings were all above .50. An RMSEA value of .07 is slightly above the recommended value of less than .06. Existing research notes that RMSEA yields more accurate results when sample sizes are large (Fenian Chen et al., 2008). MacCallum and colleagues (1999) highlight that sample sizes between 300 and 500 are generally recommended for factor analysis, and the split-half sample in the present study includes only about 300 participants. To gain an understanding of the potential impact of the smaller sample size using randomly split samples, the CFA was also conducted on the full sample. Fit indices were as follows: $\chi^2(314, N = 601) = 951.70$, $p < .001$, RMSEA = .06 [.05 .06], CFI = .93, TLI = .92, and SRMR = .05, demonstrating an improvement in model fit indices. The improvement in model fit could suggest that the RMSEA and TLI values that do not meet recommended cutoff values could be in part related to the smaller sample size. See table 4 for model fit indices for the split-half sample CFA 27 item 5-factor model solution. Figure 1 illustrates the final 5-factor CFA model.

Table 4. Fit Indices for 27 Item 5-Factor Model with Split Half Sample

χ^2	*df*	RMSEA	[90% CI]	CFI	TLI	SRMR
769.43*	351	.07	[.06, .08]	.90	.89	.05

Note. RMSEA= root mean square error of approximation;
CFI = comparative fit index; TLI= tucker-lewis index;
SRMR = standardized root-mean-square-residual
* $P < .001$

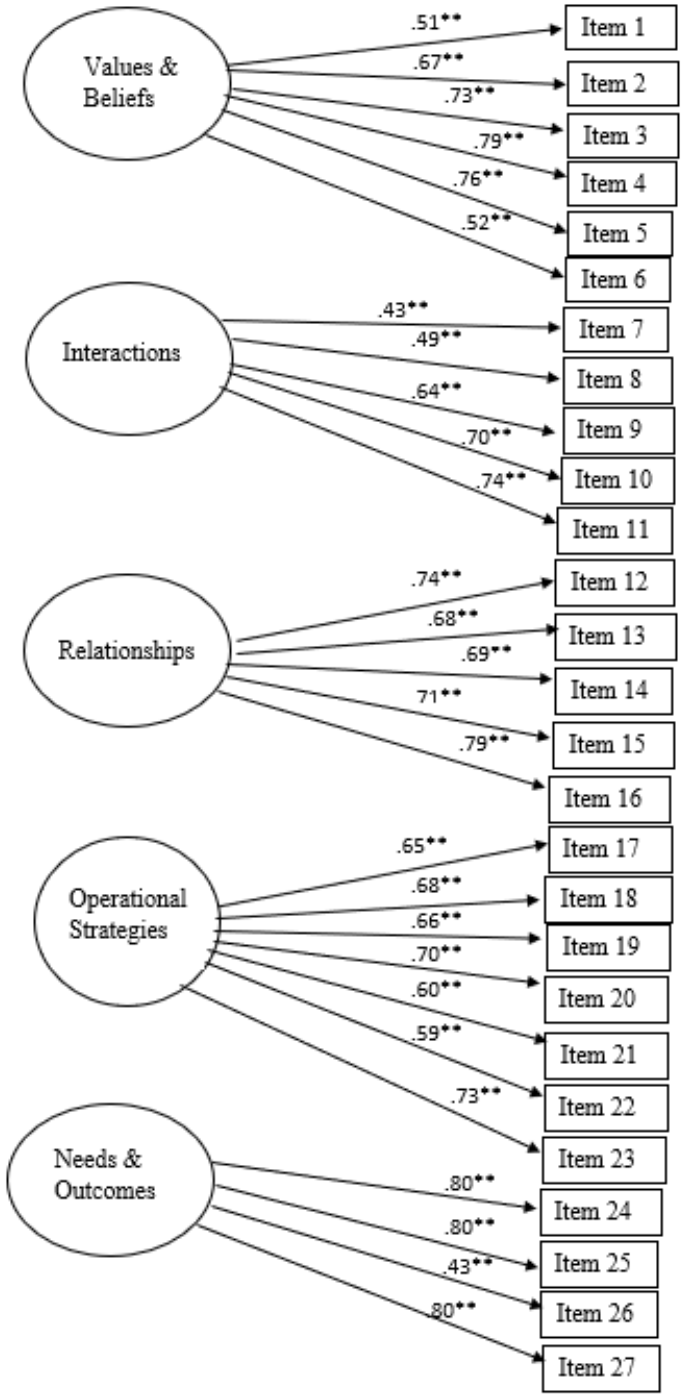

Figure 1. Standardized parameter estimates of confirmatory factor analysis, demonstrating a 5-factor solution for school cultural congruity items. $^{**}p < .001$

Chapter 5

Discussion

Existing research emphasizes the value of establishing culturally congruent practices within educational settings and recognizes the potential negative consequences of practices that reflect a culturally incongruent environment for students and their families (Abdulrahim & Orosco, 2020; Castellanos & Gloria, 2007; Castellanos et al., 2018; Chee et al., 2019; Christenson & Sheridan, 2001; Mundt et al., 2015; Weinstein, 2004). However, to our knowledge, no such measure exists to capture parents' perspectives of the cultural congruity between their family and the school their child attends. The present study aimed to address this need. Results from this pilot study suggest that five factors of school cultural congruity (values and beliefs, interactions, relationships, operational strategies, and needs and desired outcomes) appear to be related and distinct.

Findings indicated that a five-factor model with 27 items contributes a statistically and theoretically strong measure of school cultural congruity. Based on the present study, results revealed that the SCCS may provide a valid and reliable measure of parents' perspectives of the cultural congruity between their family and the school their child attends, thus, the SCCS warrants further investigation. Through systematically obtaining information from parents regarding their experience and perceptions of the cultural similarities and differences of their own family and the school context, school personnel can utilize this information to inform areas that warrant further attention or consideration.

School professionals seeking to foster school environments that are culturally aligned for the students and families they serve can better understand specific areas of culture to target when planning and implementing strategies for improvement. School professionals can

also use this information to gain an understanding of which parents in their school community may be experiencing their school environment as culturally incongruent. Receiving this information can allow for a more collaborative relationship between school staff and parents to develop culturally congruent practices that could foster favorable outcomes for students in more established areas of research and practice, such as school climate (Thapa et al., 2013).

For instance, La Salle and colleagues (2015) present a cultural-ecological model of school climate (CEMSC) which emphasizes the necessity of including cultural factors when examining school climate. Within the CEMSC, family factors are highlighted as fundamental elements of students' perceptions of school climate (La Salle et al., 2015). Given that school climate is a critical element in school-based prevention and intervention efforts aimed at fostering favorable outcomes for students (Thapa et al., 2013) and recent models of school climate highlight the role of cultural considerations in promoting positive perceptions of school climate, school cultural congruity could be a related dimension that includes family cultural factors relevant to the school context that have yet to be investigated to further enhance student perceptions of a positive school climate. The SCCS warrants further research as a potential tool to examine the construct of cultural congruity with additional factors known to promote positive student outcomes.

School cultural congruity also warrants further investigation as a potential related and distinct construct to culturally responsive practices within schools. Gay (2000) defined culturally responsive teaching as implementing students' lived experiences and cultural characteristics as the anchor for which they are taught. The SCCS includes items related to culturally responsive teaching practices, however, culture is reflected throughout the school,

staff, and procedures extending beyond the classroom. To foster a culturally congruent school environment, all areas of the school experience must be taken into consideration. The responsibility of establishing a culturally congruent experience for students does not solely depend on teachers, but all professionals responsible for the education of children. While education professionals must continue to seek out training and education to develop their skills in delivering culturally responsiveness services to students, the broader school environment should reflect the cultural values and practices of the children and families served. Additional examination of cultural congruity within primary and secondary education settings is needed to better understand how to address this need.

Limitations and Future Directions

Limitations of the present study should be taken into account when interpreting and applying findings. Using randomly split-half samples for separate EFA and CFA analyses resulted in a slightly smaller sample size than would be traditionally recommended for evaluating a 5-factor model. Additional examination of the model fit for the SCCS should include a larger sample size to more accurately identify a strong model solution. The sample of the present study only included parents in the United States. Additional research is needed to gain more cross-cultural perspectives to determine if the measure is valid for use with parents internationally.

The sample for the cognitive interviews included a small number of parents who were recruited through the social and professional network of the researchers and may not be reflective of the range of parent perspectives. Future studies may consider including cognitive interviews as a part of measure validation to ensure that item interpretability is consistent with more diverse parent populations.

Given the use of the MTurk online platform, participation required access to the internet and technology which could yield a sample that differs from other sampling strategies where parents who do not have internet and technology access could complete the survey. Further, parents completing the survey through the MTurk platform chose to complete the survey out of their own interest and may include a parent population that is more likely to be engaged in their children's educational experiences. The sample for this study was primarily college-educated. Future studies should examine the use of this measure with parents who have not received a college level of education to validate the use of the SCCS with parents of varying levels of education. Additionally, the racial and ethnic composition of the current sample is predominantly White, so additional research is needed to examine the use of the SCCS within more ethnically diverse samples. While the study was open to parents of children attending any grade level, the sample primarily included parents of students attending elementary school. Additional investigation is needed to focus on the use of the SCCS within secondary education settings. The present study examined construct validity, therefore, additional validation studies are needed to establish other forms of validity such as predictive, convergent, and divergent validity. Future studies using the SCCS should examine potential associated outcomes with school cultural congruity such as parent engagement and sense of belonging to better understand the relationship between school cultural congruity and other areas of focus to researchers and school-based practitioners aimed at promoting positive outcomes for students. Additional data collection is currently in progress to further examine the SCCS measure within diverse international contexts around the world. Findings from further studies in the United States, as well as many countries

around the world, will be instrumental in advancing our emerging understanding of this measure and the possible applications in countries around the world.

In Summary, to our knowledge, this is the first study to develop and pilot test a measure of school cultural congruity that can be used for students in kindergarten through twelfth grade. By measuring specific elements in which parents perceive their culture to be included or omitted, within the school environment and processes, school staff can use this information to target areas of refinement to promote culturally inclusive environments for all students. Examining school cultural congruity can provide additional insight into how to best support students and families from diverse backgrounds and foster a culturally congruent experience across a multitude of structural and procedural components within a school context. The purpose of developing the SCCS is aimed to provide a tool to measure a construct that could yield additional insight into existing gaps in the literature, such as school climate, cultural responsiveness, and parent engagement, that are known to relate to positive student outcomes, emphasize the role of familial cultural considerations, and do not have an instrument designated to measuring these factors. Results from the present study suggest that the SCCS offers a valid and reliable tool to measure parent perceptions of the cultural similarities between their family and the school their child attends. Additional research is needed to further refine the measure and examine school cultural congruity with additional constructs known to foster favorable outcomes for students.

Chapter 6

Study 2 Introduction

Parents serve multiple critical roles in their children's lives, including primary educators, role models, motivators, sources of protection, and mental health supporters

(Christenson & Reschly, 2009; Christenson & Sheridan, 2001; Warnasuriya, 2018). Further, Warnasuriya (2018) highlights that when students' parents are more highly involved in their education, students demonstrate better academic achievement, academic motivation, and self-confidence, and they focus more when in school compared to students whose parents are less involved. While parent engagement is a well-established factor critical to positive student outcomes, the majority of parent involvement research is primarily from the perspective of students' mothers, and few identify modifiable factors related to engagement. For instance, Greif and Greif (2004) examined school psychology literature and found that only nine articles emphasized students' fathers, and only one article had fathers as the primary focus. While more recent research has included an emphasis on fathers in involvement research, the vast majority of this research focuses on preschool-level engagement. However, these dynamics may differ for fathers of elementary school-aged children. Additional research is needed to compare the involvement of students' mothers and fathers to better understand these relationships (Kim, 2017).

Kim (2017) also explains that there is a lack of theory around fathers' involvement in their children's education, and additional research is required to formulate an understanding of these processes. Most research on parent involvement in schools notes the lack of father representation and the need to understand better the factors that relate to fathers' involvement in education (Goldman & Burke, 2016; Kim, 2017; Lopez et al., 2019; Pancsofar, Petroff, Rao, & Mangel, 2019). Additional research is needed to understand what factors contribute to parental involvement and if these factors differ for mothers and fathers (Giallo et al., 2013).

This study addresses this need by including parental and school factors that may relate to involvement for a balanced sample of mothers and fathers. For demographic factors, researchers identified parent education level, ethnicity, and income level as significant predictors of engagement (Alameda-Lawson and Lawson, 2018; Oswald et al., 2018; Pena, 2000). Additionally, by examining school factors, such as school cultural congruity, and parent factors, such as efficacy and stress, a more thorough understanding of parent engagement can be obtained. Though the importance of parent involvement is established and valued, identifying factors that contribute to or hinder parents' involvement in their children's education remains a challenge (Anderson & Minke, 2007). The present study aims to identify modifiable factors that can further explain contributing factors of parental engagement. The following includes a discussion of the theoretical framework used to inform the present study.

Theoretical Framework

The Hoover-Dempsey and Sandler (1997) model of parent involvement within the context of the transactional-ecological model (Sameroff & Chandler 1975) serves as the theoretical framework for part two of this dissertation. Given the attention to the multiple systems involved in shaping individual growth, Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1974) is included in the basis of the transactional-ecological framework to inform the development of culturally competent practices. Bronfenbrenner highlights that the interactions between a child and their family, home situations, and interpersonal relationships (microsystem) will shape how the child interacts with their extended environmental systems (meso, exo, and macrosystems). The components within the Hoover-Dempsey and Sandler (1997) model of parent involvement primarily function within the micro and mesosystems of

the transactional-ecological model. These components inform important areas of exploration to predict parent involvement in educational experiences. This model proposes five levels of operation between foundational aspects that influence a parent's decision to become involved (level 1) and associated positive outcomes of parental involvement (level 5). Hoover-Dempsey and Sandler (1997) include parents' sense of efficacy related to their child's education as a fundamental component for their decision to become involved. Further, this model acknowledges external factors that influence parental involvement such as additional demands on the parent, invitations for involvement, knowledge of how to be involved in a developmentally appropriate way, positive experiences when the parent chooses to become involved, and the alignment of expectations for involvement between parents and schools. These components may be reflected in the current study through parenting stress and school cultural congruity.

The transactional-ecological model is multidirectional as it emphasizes the dynamic and reciprocal importance of external factors in shaping the development of a child plus how the child influences the people around them and their external environment. The transactional model emphasizes that development and life outcomes emerge from a combination of individual differences and life experiences. These experiences result from dynamic reciprocal interactions between the individual, others, and the environment throughout time. The model recognizes that numerous influences such as social class, gender, education, culture, the psychological well-being of caregivers, and family dynamics all play an integral role in shaping an individual. Since each system level in the model will differ depending on the culture of an individual, their family, and the society they reside in, considering these aspects is essential for useful school research, policy, and practice.

Using the Hoover-Dempsey and Sandler (1997) model of parental involvement as it operates within the transactional-ecological model, (Sameroff & Chandler 1975) the present study examined multi-system factors related to parent engagement efforts, providing a more comprehensive understanding of the contextual influences that can be targeted for future research, interventions, and policy. The following will discuss modifiable factors hypothesized to predict parent engagement at home and at school, including school cultural congruity, parent efficacy, and parent stress.

School Cultural Congruity

Parent involvement often differs across diverse families because cultural differences in perceptions of roles, preferences of ways to support children's learning, and communications with school staff may impact the type and degree of engagement observed (Warnasuriya, 2018). Further, Amatea (2009) explains that educators and parents from different backgrounds often have conflicting beliefs about each other's roles in the students' education. To facilitate parent involvement, it is critical for educators to understand the perspectives of the families they work with and how to engage them in a culturally appropriate manner.

Congruence of family and school values is relevant to efforts aimed at promoting parent engagement. Christenson and Sheridan (2001) explain that cultural mismatches occur when values held sacred in one culture are misunderstood or invalidated in another. This mismatch may be seen across a variety of elements in the school context, including expectations for behavior, levels of performance, problem-solving, goal setting, and behavior management methods (Christenson & Sheridan, 2001). Amatea (2009) also notes the growing discrepancy between students and staff and highlights how educators should avoid

imposing the schools' values on families and diminishing the roles and values of the families' cultures. This mismatch between educators and students can have adverse effects on learning outcomes. Increasing the school staff's knowledge of their families' views of the cultural fit within their school environment may lend itself to alternative practices that yield better engagement. Given the increased diversity of students across U.S. classrooms versus the homogeneity of the school staff, there is often an increase in this cultural mismatch as school staff often view the world through a different lens than the students and their families (Gay, 2000). Contrary to that view, Castellanos and Gloria (2007) define cultural congruity as the fit between the student's and the educational institution's values, which promotes connectedness within the school environment.

Although cultural congruity has not yet been examined in K-12 education settings, cultural congruity is a salient factor in positive student outcomes among underrepresented college students (Castellanos et al., 2016). Castellanos and colleagues (2016) conducted a study of cultural congruity, mentorship, and university environment as predictors of school satisfaction and life satisfaction. Cultural congruity was found to be the strongest predictor of college and life satisfaction (Castellanos et al., 2016). While this study was conducted in a university setting, it does highlight the valuable role cultural congruity plays in minority students' educational experiences. Additionally, Chee and colleagues (2019) examined the role of cultural congruity in the experience of academic stress among Native American college students. They identified a significant negative relationship between cultural congruity and academic stress. These studies demonstrate a positive relationship between student perspectives of cultural congruence in their schools and student outcomes, which emphasizes the importance of cultural congruity in educational settings. Schools can create a

better educational fit for students by incorporating cultural values into learning opportunities. For example, Castellanos and Gloria (2007) explain that Latinx cultural values of family and community can be integrated by providing group work and out-of-classroom learning experiences, as opposed to solely independent work.

Additionally, Castellanos and Gloria (2007) highlight the importance of hiring Latinx faculty to contribute to cultural congruity and provide appropriate mentorship for Latinx students. Existing research demonstrates the value of cultural congruence in college settings; however, cultural congruity among primary and secondary education settings has not been examined. Cultural congruity has been measured using the cultural congruity scale (CSS), which demonstrates adequate reliability and validity among college students (Gloria et al., 2015; Gloria and Kurpius, 1996). Furthermore, school fit is described as the compatibility between the student's various developmental needs with the school context and relates to student motivation and academic outcomes (Bahena et al., 2015).

Existing research emphasizes the importance of the appropriateness of the learning environment in student motivation, school relationships, and achievement. However, it does not examine the link between school fit and parent engagement practices that are also related to positive student outcomes (Eccles and Roeser, 2009; Zimmer-Gembeck et al., 2006). To build on this area of research, the current study aimed to explore the association between cultural congruity and parent engagement. Additionally, most research on school fit is derived from the student and teacher perspective, not the parents.

Parent input is critical to student success. Parent perspectives on the fit of the learning environment are essential to developing culturally appropriate educational practices. By obtaining school fit measures from the parents' perspective, schools may be more successful

at promoting home-school collaboration and fostering improved student outcomes (Bahena et al., 2015). The overall school cultural congruity could be reflective of school fit as an indicator of an appropriate learning environment for the child, given their cultural background.

No known studies have sought to examine the association between school cultural congruity and parent engagement. The present study aimed to address this gap in the literature by examining the association of cultural congruity between the school and family as a predictor of parental engagement at home and at school.

Parent Efficacy

Examining parental factors associated with parental involvement can provide education professionals with an understanding of contributors or hindrances to parent engagement at their school. By identifying parent factors salient to involvement, school professionals aimed at increasing involvement can identify targets of interventions that may be effective in promoting engagement among their parent population. Parent efficacy refers to the confidence parents have that their skills will yield positive outcomes for their children (Anderson and Minke, 2007). Amatea (2009) explains that examining the beliefs parents hold about their influences on their children's education can provide educators with a deeper understanding of their goals and their needs for support from the school.

Research demonstrates a relationship between parent efficacy and parent involvement (Semke et al., 2012; Shumow and Lomax, 2002; Waanders, Mendez, and Downer, 2007; Warnasuriya, 2018). Specifically, Warnasuriya (2018) explains that when parents feel like their efforts to support their children in school will be beneficial, they are more likely to engage in effective communication with school staff regarding their child's performance.

However, the samples of these studies consist of predominantly married mothers of preschool or adolescent students. Therefore, the results may differ for fathers, diverse family structures, and elementary school children.

In an urban sample of mostly African American mothers, Anderson and Minke (2007) found that parent efficacy was predictive of home involvement, but not school involvement. While these studies suggest that parent efficacy is salient to involvement, additional research is needed to understand this relationship more clearly, particularly across diverse families. By examining the relationship between efficacy and involvement for mothers and fathers separately, comparisons can be made to understand the role of efficacy in engagement across a more representative sample of parents.

Further, Murdock (2013) evaluated differences in parental self-efficacy among mothers and fathers concerning coercive or hostile parenting behaviors and child behavior problems. Results from this study revealed significant differences between mothers and fathers and emphasize the need to explore this relationship further to evaluate differences in efficacy related to engagement and student outcomes.

Giallo and colleagues (2013) examined parental involvement among parents of preschool students in Australia. They found that parental efficacy, parent health, need for social support, and relationship difficulties were associated with parental involvement. Even when accounting for employment status, mothers reported higher levels of involvement than fathers. Research is needed to understand these patterns and contributions to a father's involvement. Additionally, the overall model, including child and parent factors, accounted for 8% of the variance in parental involvement. This result suggests that while these factors

were significant predictors, additional factors are salient in the prediction of parent involvement that should be evaluated.

Existing research on parent involvement highlights the need for examining mediating factors, such as parent self-efficacy, that may be related to parent involvement and are modifiable to address in parent involvement interventions (Kohl, Lengua, and McMahon, 2000). The present study included parent efficacy as a predictor of home and school engagement to examine whether efficacy is a salient factor to predict engagement for parents that can be addressed in school-based interventions aimed to promote involvement.

Parent Stress

Additional research on parent-specific factors contributing to parental involvement, such as parent stress, is needed to better understand the factors that promote or hinder involvement (Stanard et al., 2010); Ucus et al., 2017). Stress and depression are the most well-researched parent mental health challenges; however, few studies evaluate the links between parental stress and school engagement and student outcomes (Giallo et al., 2013). The present study aimed to address this gap in existing research regarding parent stress and engagement for elementary school students.

Research demonstrates that highly stressed parents participate less in childrearing and playing with preschool-aged children (Giallo et al., 2013; McBride and Mills, 1993). However, the relationship between parent stress and participation may differ across forms of school engagement and support for elementary-aged children. The current study sought to examine this relationship by including home and school-based engagement practices for parents of elementary school-aged children.

Semke and colleagues (2010) examined the involvement of parents with children who have disruptive behaviors and found stress relates to involvement and their efficacy in making meaningful contributions to their child's learning. However, the parents in this sample generally reported average levels of stress and involvement, so examining these relationships in a sample with more significant variance in the constructs can allow for a better understanding of the interplay between parent stress and involvement, particularly for parents with high stress or low participation.

Coyl-Shepherd and Newland (2013) found that parent stress levels were similar for mothers and fathers and that stress was a barrier to both mothers and fathers. Further examination of the relationship between parent stress and involvement is needed to understand how stress may serve as a barrier to involvement in school-related activities and student outcomes. McBride, Schoppe, and Rane, (2002) identified child temperament as a predictor of parent stress and involvement for mothers and fathers but did not examine the direct relationship between stress and involvement. Additionally, research examining academic achievement among Mexican American youth suggests that parent investment in their children's education is more salient than family stress. However, parental stress was not directly measured in this study (Altschul, 2012).

Future research should directly measure parents' stress and its relationship to involvement and student outcomes. Understanding parent stress related to engagement in school-based activities and home-based support for students can provide researchers and practitioners direction for potential intervention areas to promote engagement. Examining parent-specific factors, such as stress, in models of parent involvement can yield a better understanding of the various forms of support some families may need from schools to

promote involvement (Ucus et al., 2019). The present study includes parent stress as a predictor of engagement to investigate this relationship.

Examining school-specific and parent-specific factors related to parent engagement can aid school professionals seeking to promote parent engagement in their community and identify areas to target in interventions aimed at increasing parent involvement. Understanding the role of cultural congruity in parent engagement can allow for systems-level changes in education regarding the dialogue between school and family expectations. Improved awareness of the families the schools are serving can allow for the identification of strategies that will yield more effective efforts to improve engagement.

Since achieving high levels of engagement has been an ongoing challenge for schools throughout the nation and the role of cultural congruity has not been examined in these contexts, the present study yields valuable insights to fundamental differences in approaches to educating children between schools and families that may account for the challenges in achieving high levels of parental involvement. Including parent efficacy and stress allow for a deeper understanding of parent-specific factors that may serve as promoters or barriers to engagement.

Part 2 Research Questions and Hypotheses

The purpose of part two of this dissertation was to examine cultural congruity, parent efficacy, and parent stress and their relationships to parent engagement and support, beyond demographic characteristics of parents including parent education level, ethnicity, and income. The methodology section outlines the methods that were used to examine the research questions including a description of the research design, participants, sampling

procedures, instruments, and research procedures used to investigate the following research questions:

RQ1: Are cultural congruity, family efficacy, and parent stress, significantly related to parental engagement at school and at home above and beyond parent demographic characteristics for parents of elementary (k-5) school children?

> ***H_1*:** Cultural Congruity is significantly positively related to parental engagement at school and at home.
>
> ***H_4*:** Parenting Efficacy is significantly positively related to parental engagement at school and at home.
>
> ***H_5*:** Parenting Stress is significantly negatively related to parental engagement at school and at home.
>
> ***H_6*:** Parenting efficacy, parenting stress, and cultural congruity explain a significant proportion of the variance in parental engagement at school and at home above and beyond demographic factors (education level, ethnicity, income).

RQ2: Are there significant differences in levels of parental engagement at school and home, cultural congruity, parenting efficacy, and parenting stress for mothers and fathers, BIPOC and White parents, and parents of children with and without accommodation services?

> ***H_7*:** Group differences exist in the levels of parental engagement at school and at home, cultural congruity, parenting efficacy, and parenting stress.

Chapter 7

Methods

Participants

The sample consisted of 423 mothers and fathers of children attending elementary school (kindergarten through 6th grade) in the United States. In this study, parents were considered White if they only indicated White and did not select any other race or ethnicity. Among participants, 66% identified as White, 20% as Latino/a/x, 11% as Black, 5% as Asian, and 4% as other (one parent identified as Native Hawaiian/Pacific Islander, two parents identified as multiracial, and six parents identified as "other" for ethnicity). Given that these parents comprised less than 4% of the total sample, these parents were combined into "other ethnicity." Descriptive statistics of the sample for the present study are included in Table 1.

Table 1

Sample Demographics

	Total Sample	
Demographic Characteristic	n	%
Parental Role		
Mother	244	57.5
Father	175	41.3
Marital Status		
Married	345	81.4
Separated	5	1.2

Single	39	9.2
Divorced	14	3.3
Domestic Partnership	17	4
Widowed	1	0.2
Highest Level of Education		
Less than high school	1	0.2
High school graduate	28	6.6
Trade school	5	1.2
Some college	49	11.6
2 year degree	43	10.1
4 year degree	218	51.4
Professional degree	71	16.7
Doctorate	4	0.9
Household Income		
Less than $10,000	11	2.6
$10,000 - $19,999	18	4.2
$20,000 - $29,999	48	11.3
$30,000 - $39,999	38	9.0
$40,000 - $49,999	56	13.2
$50,000 - $59,999	73	17.2
$60,000 - $69,999	27	6.4
$70,000 - $79,999	44	10.4

$80,000 - $89,999	15	3.5
$90,000 - $99,999	30	7.1
$100,000 - $149,999	47	11.1
More than $150,000	16	3.8
Race/Ethnicity		
White	279	65.6
Latino/a/x	83	19.6
Black/African American	46	10.8
Asian/Asian American	21	5
Other Ethnicity	16	3.8
Geographic Location		
Rural	69	16.3
Suburban	152	35.8
Urban	200	47.2
Child's Grade		
Kindergarten	62	14.6
1st grade	71	16.7
2nd grade	66	15.6
3rd grade	85	20
4th grade	74	17.5
5th grade	66	15.6

Procedures

Institutional Review Board (IRB) approval was obtained prior to data collection. The survey was accessed by 617 participants through Amazon Mechanical Turk (MTurk). To access the survey, participants were required to be 18 years of age and a parent of a child attending school in the United States. For the present study, only parents of children attending elementary school (kindergarten - fifth grade) were included. Participants accessed the survey using the URL on the MTurk task page. The link included a description of qualifications, the purpose of the study, the nature of the questionnaires to be completed, potential risks and benefits of participation, contact information for the primary researchers, and informed consent. Keywords listed on MTurk for this task included "parents," "survey," "school," and "child." Participants completed a brief qualification survey to confirm participation requirements were met and receive access to the study link. Through the MTurk pay system, participants received $0.01 for completing the screening survey and $0.99 for completing the study survey.

Measures

Demographics

A demographic questionnaire was administered as part of the survey to gather parent education level, ethnicity, and income, which have been identified as significant contributors to parental engagement in recent research (Alameda-Lawson and Lawson, 2018; Oswald et al., 2018). Additional information obtained from the demographic questionnaire included the role of the caregiver completing the survey (mother or father), the child's grade level, and family structure.

Parent Engagement

Parent engagement is the outcome variable in this study. To measure parent engagement, this study used the parent engagement subscale from the Panorama Family-School Relationships survey, which has a published Cronbach's alpha of .81 indicating good internal consistency reliability and demonstrates convergent validity (Schueler et al, 2017). This subscale measures the involvement of parents at the child's school. The six items are on a five-point Likert scale. Example items include, "How often do you meet in person with teachers at your child's school?" and "In the past year, how often have you visited your child's school?" Higher scores indicate greater parent engagement at school.

Parent Support

To measure parent support, this study used the family support subscale from the Panorama Family-School Relationships survey. This subscale includes seven items on a five-point Likert scale that measures the parent's perception of academic and social support provided to their child outside of school. Example items include "How often do you help your child engage in activities which are educational outside the home?" and "How often do you and your child talk when the child is having a problem with others?" Higher scores indicate greater parent support.

School Cultural Congruity (SCCS)

Results from study 1 indicate adequate construct validity and strong internal consistency reliability with a Cronbach's alpha of .95. The items are on a 5-point Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Example items include "My family and school values are similar " and "I like the way my child is taught, given my values of learning." Higher scores indicate greater cultural congruity between the family and school.

Parent Efficacy

To measure parent efficacy, this study used the family efficacy subscale from the Panorama Family-School Relationships survey. The family efficacy subscale demonstrates convergent and divergent validity with a two-factor structure including measurement invariance across school level and race (Bahena et al., 2016). This subscale includes seven items on a five-point Likert-type scale that measures parent perceptions of confidence in parenting skills. Example items include “How confident are you in your ability to support your child's learning at home?” and “How confident are you in your ability to help your child deal with his/her emotions appropriately?” Higher scores indicate greater efficacy.

Parent Stress

Parent stress is examined as a predictor variable in this study. To measure parent stress, the proposed will use the Parent Stress Scale (PSS; Berry and Jones, 1995), which has a published Cronbach’s alpha of .84 indicating good internal consistency reliability and demonstrates convergent validity (Zelman and Ferro, 2018). This scale includes eighteen items on a five-point Likert-type scale that measures positive factors such as personal enrichment and development, and negative factors such as demands and restrictions. Example items include “I am happy in my role as a parent.” and “The major source of stress in my life is my child(ren).” Higher scores indicate higher levels of parent stress.

Data Analysis

Data analysis was conducted using IBM SPSS Statistics, version 28. Data were examined for missing data, outliers, and normality assumptions. Overall, 617 participants accessed the survey. Seven participants discontinued the survey after the demographics. Participants differed across parental role, income, and ethnicity, therefore the data appeared

to be missing at random. Attention check items were reviewed and nine participants who answered the attention check items incorrectly appeared to have patterned responses (e.g., selected *agree* for each item) and were removed. Parents who indicated that their child was above the 5th-grade level were excluded from the current study. The total sample for the current study includes 423 parents of children in kindergarten through fifth grade. When conducting linear regression analyses, missing data were excluded listwise as the default method in SPSS and as suggested by researchers (Allison, 2014).

Chapter 8

Results

Descriptive Statistics

To test assumptions of normality, visual inspections of histograms and statistics of skewness and kurtosis were examined. Items did not demonstrate bimodal distributions or severe non-normality based on Skewness < 2 and Kurtosis <7 for each item (Curran et al., 1996). All variables of interest were in acceptable ranges. See table 2 for ranges, means, standard deviations, skewness, and kurtosis values for the independent and dependent variables.

Table 2.

Descriptive Statistics

Variable	Min	Max	Mean	SD	Skewness	Kurtosis
School Cultural Congruity	8.17	25.00	20.49	3.03	-.94	1.23
Parenting Efficacy	1.14	5.00	4.02	.66	-.77	.98
Parenting Stress	18.00	72.00	44.39	11.90	-.46	-.99
School Engagement	1.71	5.00	4.00	.59	-.52	.00
Home Engagement	1.00	5.00	3.26	.96	-.38	-.70

Bivariate Statistics

To better understand the variables of interest among sample groups, independent samples T-Tests were conducted to examine group differences among independent and dependent variables.

Mothers and fathers reported similar levels of school cultural congruity, parenting efficacy, parenting stress, and parental engagement at home. Significant differences $t(417) = -3.49$, $p < .001$ were found in parental engagement at school with fathers reporting higher levels of engagement M = 3.46 SD = .85 than mothers M = 3.14, SD = 1.01. See table 3 for summary results of independent T-tests comparing mothers and fathers.

Table 3.

Independent samples T-Test Mothers and Fathers

Variable	Mothers		Fathers			
	M	SD	M	SD	*t*	*p*
School Cultural Congruity	20.53	3.05	20.43	3.05	.323	.373
Parenting Efficacy	4.04	.65	4.00	.65	.599	.275
Parenting Stress	43.72	12.04	45.07	11.54	-1.151	.125
School Engagement	3.14	1.01	3.46	.85	-3.585	<.001
Home Engagement	4.01	.57	3.99	.61	.508	.306

Given that existing research highlights that White parents are the most common reference for which school staff compares parents of other ethnic backgrounds (Hauser-Cram et al., 2003; Kim, 2009; Kohl et al., 2000) this study sought to compare responses of parents who identified as White with parents who identified as Latino/a/x, Black, Asian, or "other." For the purposes of the present study, the acronym BIPOC (Black, Indigenous, and People of Color) is used to refer to the latter group. Significant differences $t(422) = -1.74$, $p = .041$

were found in school cultural congruity with parents who are BIPOC reporting lower levels of cultural congruity M = 20.13, SD = 2.90 than parents who are White M = 20.67, SD = 3.09. Significant differences t(421) = 2.64, *p* = .004 were found in parenting stress with parents who are BIPOC reporting higher levels of parenting stress M = 46.50, SD = 11.37 than parents who are White M = 43.30, SD = 12.05. Significant differences t(422) = 2.54, *p* = .006 were found in parental engagement at school with parents who are BIPOC reporting higher levels of parental engagement at school M = 3.43, SD = .91 than parents who are White M = 3.18, SD = .98. Parents who are BIPOC and White reported similar levels of parenting efficacy and engagement at home. See table 4 for summary results of independent T-tests comparing parents who are White to parents who are BIPOC.

Table 4.

Independent samples T-Test White and BIPOC Parents

Variable	Non-Latinx White		Not White			
	M	SD	M	SD	*t*	*p*
School Cultural Congruity	20.67	3.09	20.13	2.90	-1.742	.041
Parenting Efficacy	4.00	.67	4.04	.64	.492	.312
Parenting Stress	43.30	12.05	46.50	11.37	2.637	.004
School Engagement	3.18	.98	3.43	.91	2.538	.006
Home Engagement	4.00	.59	4.02	.58	.354	.362

Significant differences were found in levels of school cultural congruity t(422) = 2.21, *p* =.014 with parents of children receiving support services for a disability reporting lower levels of school cultural congruity M = 20.08, SD = 2.83 than parents of children who are not receiving additional support services for a disability M = 20.74, SD = 3.13. Significant differences were found in levels of parenting efficacy, t(422) = 2.186, *p* =.015, with parents of children receiving support services for a disability reporting lower levels of

parenting efficacy M = 3.93, SD = .66 than parents of children who are not receiving additional support services for a disability M = 4.07, SD = .65. See table 5 for summary results of independent T-tests comparing parents of children who are receiving support services for a disability with parents of children who do not.

Table 5.

Independent samples T-Test Parents of Students with Accommodation Plans

Variable	No Accommodation Plan		Accommodation Plan			
	M	SD	M	SD	*t*	*p*
School Cultural Congruity	20.74	3.13	20.08	2.83	2.206	.014
Parenting Efficacy	4.07	.65	3.93	.66	2.186	.015
Parenting Stress	40.14	11.73	51.23	8.53	-11.227	<.001
School Engagement	3.06	.99	3.59	.81	-6.040	<.001
Home Engagement	4.06	.61	3.91	.55	2.460	.007

Multivariate Statistics

While a multivariate multiple regression can be used to examine two dependent variables simultaneously, given that there is only a moderate correlation between home and school engagement in this sample, r(422) = .26, $p < .001$, and recent scholarship in school psychology (Fredrick et al., 2020; Yang et al., 2018) includes standardized regression coefficients that are not calculated in the multivariate multiple regression analysis, hierarchical linear regressions were used to examine engagement at home and at school separately.

Parental Engagement at School

The total model accounted for 35% of the variance in parental engagement at school $F(9,415) = 26.15$, $p < .001$. School cultural congruity $\beta = .12$, $p = .032$, parenting efficacy

β=.41, p <.001, and parenting stress β=.41, p < .001 significantly positively predict parental engagement at school above and beyond ethnicity, household income, and parent level of education. See Table 6 for the summary of results for the hierarchical linear regression model for parent engagement at school.

Table 6.

Hierarchical Linear Regression Predicting Parent Engagement at School

	Model 1		Model 2	
Variable	β	SE	β	SE
Income	-0.19 **	0.02	-0.12 *	0.01
Education	0.29 **	0.03	0.20 **	0.03
Latino/a/x	0.16 *	0.11	0.09 *	0.10
Black/African American	-0.02	0.14	-0.02	0.12
Asian/Asian American	-0.03	0.20	-0.01	0.17
Other Ethnicity	0.10 *	0.23	0.08 *	0.20
School Cultural Congruity			0.12 *	0.02
Parenting Efficacy			0.41 **	0.08
Parenting Stress			0.41 **	0.00
Adjusted R^2		0.14		0.35
F		12.18 **		26.15 **

* p < .05. ** p < .001

Parent Engagement at Home

The total model accounted for 50% of the variance in the parental engagement at home $F(9,414) = 46.68$, p < .001. Parenting efficacy β=.60, p <.001 significantly positively predicts parental engagement at home, and parenting stress β= -.11, p = .013 significantly negatively predicts parental engagement at home above and beyond ethnicity, household income, and parent level of education. School cultural congruity β =.08, p =.09 was not

significantly related to parental engagement at home. See Table 7 for the summary of results for the hierarchical linear regression model for parent engagement at home.

Table 7.

Hierarchical Linear Regression Predicting Parent Engagement at Home

	Model 1		Model 2	
Variable	β	SE	β	SE
Income	0.043	0.01	0.02	0.01
Education	-0.034	0.02	-0.01	0.02
Latino/a/x	-0.001	0.07	0.04	0.05
Black/African American	0.005	0.09	-0.02	0.07
Asian/Asian American	-0.001	0.13	0.01	0.09
Other Ethnicity	0.113 *	0.15	0.03	0.11
School Cultural Congruity			0.08	0.01
Parenting Efficacy			0.60 **	0.04
Parenting Stress			-0.11 *	0.00
Adjusted R^2		0.00		0.50
F		1.01		46.68 **

* $p < .05$. ** $p < .001$

Chapter 9

Discussion

It was hypothesized that cultural congruity and parenting efficacy would significantly positively relate to parental engagement and parenting stress would significantly negatively relate to parental engagement at home and at school. Results from this study revealed that cultural congruity between families and schools, parenting efficacy, and parenting stress are significantly positively associated with parental engagement at school, beyond demographic factors that have previously been shown to relate to parental engagement (Alameda-Lawson and Lawson, 2018; Oswald et al., 2018; Pena, 2000). Additionally, results indicated that cultural congruity is not a significant predictor of parental engagement at home, whereas, parenting efficacy is a significant positive predictor and parenting stress is a significant

negative predictor of parental engagement at home, as hypothesized. These associations and implications are discussed in further detail below for each construct evaluated.

Parent Engagement

Parents of children receiving supportive services, fathers, and parents who are BIPOC reported significantly higher levels of parental engagement at school. Parents of children receiving support services for a disability reported significantly lower levels of parental engagement at home. Similar levels of home-based engagement were found among mothers and fathers and parents who are BIPOC and parents who are White. Parents who are BIPOC reported significantly higher levels of school-based engagement than White parents, which differs from studies that focus on teacher perspectives of parental engagement of White versus BIPOC parents indicating lower levels of parental engagement among BIPOC parents (Huges et al., 2005; Kohl et al., 2000). This finding further emphasizes the importance of establishing culturally congruent expectations and opportunities for parental involvement as these discrepant reports may exist on the basis of differing expectations between BIPOC parents and teachers for the ways in which parents ought to demonstrate involvement in their children's education. To address the potential discrepancies, school professionals can obtain insight from their BIPOC parents on their values and expectations for their involvement in their children's education and reflect on their own expectations to evaluate alignment and potential biases in interpretation of parental engagement among BIPOC parents. Future studies examining parental engagement may consider including both parent and teacher report to capture a more complete interpretation of parent engagement, including expectations for engagement to better understand these dynamics.

In this study, levels of school-based engagement were significantly higher and home-based engagement was significantly lower for parents of children with disabilities. These findings are consistent with existing research that demonstrates that parents of children with disabilities are more highly involved in interactions with teachers and staff at school and helping their children with their schoolwork (Zablotsky et al., 2012). This relationship is also expected given that the Individuals with Disabilities Education Act delineates requirements for parent involvement in educating children with disabilities. The lower levels of engagement at home reported by parents of children with disabilities could in part be explained by the lower levels of parent efficacy also reported by parents of children with disabilities in this sample, given that parent efficacy was a salient predictor of home-based engagement in the study. Parent efficacy is discussed further later in this section.

Existing research notes the lack of representation of fathers in school engagement literature and the need for studies that help to distinguish differences in factors that contribute to father and mother engagement (Giallo et al., 2013; Goldman and Burke, 2016; Kim, 2017; Lopez et al., 2019; Pancsofar, Petroff, Rao, and Mangel, 2019). The present study contributes to the literature by including a more balanced sample of mothers and fathers and examining differences between mothers and fathers. In the present study, fathers reported significantly higher levels of school-based engagement than mothers. Given the methodology of the current study parents independently sought out access and completion of the survey, therefore, it is possible that parents who are more highly involved in general chose to participate in the study, so the current sample reflects a more highly involved group of fathers. Additionally, given the current context of the COVID-19 pandemic, more parents have been working from home. It is possible that fathers have gained increase access to

participation in education activities due to changes in their employment requirements. For instance, Dunatchik and colleagues (2021) noted that while mothers remained the primary caretaker and were more highly involved in caring for the children, when both partners began working remotely in response to the pandemic fathers did increase their involvement in household and childcare duties. Additionally, Andrew and colleagues (2020) found that fathers reported an overall increase in time spent on activities with children at home during the lockdown. Further, differences in expectations for involvement may exist between fathers and mothers that contribute to how parents report on the degree of their involvement. For instance, Charles and colleagues (2016) found that fathers reported higher levels of their involvement in their children's lives than mothers reported about fathers' involvement. Charles and colleagues (2016) emphasized the limited amount of self-report father involvement literature and the need for additional studies including self-report measures from fathers to gain a better understanding of father involvement. These differences in parent report of involvement could be reflective of true differences, and they could be impacted by self-report biases. There is limited research which focuses on father involvement in education and includes father self-report, so additional examination of these findings is warranted to better understand these dynamics.

School Cultural Congruity

Group differences were found in school cultural congruity between parents who identify as White and parents who identify as BIPOC, with parents who are BIPOC reporting significantly lower levels of cultural congruity. This finding further emphasizes the importance of promoting culturally responsive practices within schools and establishing a culturally congruent environment to promote parental engagement. This finding addresses a

missing component of the existing literature aimed at identifying salient factors related to promoting parental engagement for parents who are BIPOC. Given that prior research has noted a need to promote parental engagement among BIPOC parents (Huges et al., 2005; Kohl et al., 2000) and the present study identified that cultural congruity was a significant predictor of engagement and that BIPOC parents report lower cultural congruity than White parents, school professionals seeking to promote engagement among their BIPOC parents should consider evaluating BIPOC parents' perspectives of the cultural similarities in the school environment and use this information to facilitate to a more inclusive environment and promote engagement.

In the present study, parents of children receiving supportive services at school for a disability also reported significantly lower levels of cultural congruity. Though cultural congruity specifically has not been included in existing research, similar studies emphasize parental dissatisfaction in school dynamics among parents of children with disabilities, which could be reflected in elements of cultural congruity. For instance, Zablotsky and colleagues (2012) noted that parents of children with Autism Spectrum Disorders (ASD) and comorbid disabilities were less satisfied with their communication with the school compared to parents of children in general education. Culture includes communication and is represented in the measure of the cultural similarity between the family and school. Additional research is needed to inform how to foster culturally congruent environments for families with children who have disabilities. Understanding how parents of children with disabilities are experiencing cultural incongruency is essential to providing effective interventions aimed at supporting parents of children who have disabilities that impact them at school.

Given that school cultural congruity significantly predicts school-based engagement, professionals seeking to improve parent participation can consider the learning environment's appropriateness from the parents' perspective and target specific areas of culturally responsive school practices as a strategy to encourage participation. By providing parents with the opportunity to provide feedback on their perspectives of the cultural congruity between their family and the school, researchers can identify areas of need to consider further when examining predictors of family engagement. Additionally, educators and policymakers can utilize this information to target interventions aimed at fostering parent engagement.

Parent-Efficacy

The results of this study are consistent with the Hoover-Dempsey and Sandler (1997) model of parental involvement that emphasizes the importance of parenting self-efficacy as a strong factor in parents deciding to become involved with their children's educational experiences at home and school. Additionally, these findings are consistent with existing research that demonstrates a positive relationship between parents' efficacy and levels of involvement in their child's education (Semke et al., 2012; Shumow and Lomax, 2002; Waanders, Mendez, and Downer, 2007; Warnasuriya, 2018). This study adds to the literature as it includes parents of elementary school-aged students and a more balanced sample of mothers and fathers compared to previous studies. School professionals seeking to promote higher levels of parental involvement at home and school should consider promoting strategies to enhance parents' sense of efficacy in participating in learning activities with their children, promote healthy social-emotional development, and connect with other parents. By providing interventions that specifically target these skills, parents may feel more efficacious to participate in learning activities with their children.

In this study, levels of efficacy were similar across ethnicity and parental role, however, parents of children with disabilities who are receiving supportive services at school reported significantly lower levels of efficacy than parents of children who are not receiving support through a 504 Accommodation plan or Individualized Education Plan. School professionals working with parents of children with disabilities can assist parents by providing them with resources and strategies to facilitate their sense of efficacy in supporting their children. For instance, school professionals may help to support parents develop a better sense of efficacy by ensuring that they understand their child's disability and how their accommodation plans are working to meet their needs, support parents in fostering connections with other parents of children with disabilities, teach parents effective strategies specific to their disability that can be implemented at home when completing homework, and provide opportunities for parents to participate with their children in foster positive peer relationships with support from professionals. School staff can better support parents' efficacy if they understand where parents feel that they are less efficacious in supporting their child. Seeking additional feedback from parents on what areas of learning they feel confident in working with their children and areas they feel less competent in can aid school professionals in providing relevant and effective interventions aimed at improving parents' sense of efficacy in parenting activities.

Parenting Stress

Parenting stress was significantly positively associated with parental engagement at school and significantly negatively associated with parental support at home. The positive relationship to school-based engagement was different from the original hypothesis. The significant positive relationship between parent stress and engagement at school is

inconsistent with similar existing research (Giallo et al., 2013; McBride and Mills, 1993) that demonstrates higher parental stress is associated with less involvement. However, there is a lack of research that specifically examines the relationship between parent stress and school engagement, so the findings from this study offer an additional possible explanation between the role of parent stress and school engagement. Further, the levels of parent stress in the present study are moderate and results may differ in samples with more extreme levels of parent stress, either low or high. Perhaps, a moderate level of parent stress is beneficial to promoting engagement, parent stress that is very low could yield low motivation for involvement, and when parent stress is extremely elevated, involvement could become more challenging. Additional examination of the role of parent stress is needed to better understand these relationships. In our sample, parenting stress was similar for mothers and fathers, however, parents of children who are receiving support services for a disability and BIPOC parents reported significantly higher levels of parenting stress. These findings are consistent with existing research that emphasizes parents of children with disabilities have higher levels of stress (Hsiao, 2018). Existing research is mixed on the relationship between race and ethnicity and parenting stress (Anderson, 2008; Cappa et al., 2010; House, 2013). Consistent with the original hypothesis and existing research, parent stress was negatively associated with home-based engagement indicating that as parents experience higher levels of stress related to parenting, they are less likely to participate in home-based engagement activities with their children. School professionals seeking to promote home-based engagement activities may benefit their parents by fostering effective parent stress management interventions first.

Baker and colleagues (2002) explain that there is a strong bidirectional relationship between high parent stress and problematic behaviors in children. School professionals can support parents by providing them with effective behavioral management strategies or referrals to providers who specialize in child behavior management. Additionally, Hsiao (2018) explains that parenting stress can be mitigated by engaging parents in learning and practicing effective coping strategies, parent support groups, and linking them with parent support services in the community. Given that parenting stress was significantly higher among parents of children with disabilities and for parents who are BIPOC, school professionals implementing interventions intended to address parenting stress should consider the relevance of the intervention for these parental groups to maximize benefit.

Limitations and Future Directions

Limitations of the present study should be taken into account when interpreting the results of the present study. The SCCS is a measure currently still in the process of validation. The sample used for part two of this dissertation was drawn from part one. Additional research is needed to inform the function and uses of the SCCS with differing samples. Given the use of the MTurk online platform, participation required access to the internet and technology which could yield a sample that differs from other sampling strategies where parents who do not have internet and technology access could complete the survey. The sample for this study was primarily college-educated. Future studies should examine the use of this measure with parents who have not received a college level of education to examine these relationships for parents with varying levels of education. Additionally, because the sample was collected to reflect the current population in the United States, the racial and ethnic composition of the current sample was largely White, so

additional research is needed to examine the relationships among cultural congruity, parent efficacy, parent stress, and engagement within more targeted samples of ethnically diverse participants. This study only included parents of children who are in kindergarten through fifth grade. Results may differ for parents of students in higher grades or parents of preschool students, so future studies should examine these relationships in additional school settings. Given the cross-sectional correlational design of the current study, the causality of the relationships between cultural congruity, efficacy, stress, and engagement cannot be determined. Additional research is needed to better understand the directionality and causality of the relationships among school cultural congruity, parent efficacy, and parenting stress as predictors of engagement at home and school.

In Summary, findings from the present study can inform future research and practice aimed at identifying evidence-based interventions to promote parent involvement by further examining the contributions of cultural congruity, parenting efficacy, and parenting stress as they relate to engagement at home and at school for parents of elementary school-age children. The present study adds to existing parental engagement research by including a balanced sample of mothers and fathers and is representative of the racial/ethnic, and income demographics of the larger United States population. Results highlight the need for future research and intervention studies to further investigate the roles of stress, efficacy, and cultural congruity in enhancing parental engagement. School professionals may consider targeting interventions aimed at promoting engagement by differentiating their efforts based on parent needs. For instance, school professionals may have more success engaging their BIPOC parents by seeking their input on the cultural congruity of the school and their family to create a more culturally inclusive environment. School professionals seeking to promote

engagement among fathers may have more success by incorporating interventions aimed at promoting a sense of parenting efficacy. The results of this study underscore the importance of obtaining a more nuanced understanding of the factors that contribute to engagement and targeting interventions accordingly to meet the diverse needs of parents within a school setting to foster positive outcomes for all students.

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APPENDIX

Institutional Review Board Approval Letter

UNIVERSITY OF CALIFORNIA

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SANTA BARBARA
FWA#00006361

Office of Research
Human Subjects Committee
Santa Barbara, CA 93106-2050

Web: http://www.research.ucsb.edu

04/27/2021

VERIFICATION OF ACTION BY THE UCSB HUMAN SUBJECTS COMMITTEE

RE: HUMAN SUBJECTS PROJECT NUMBER 36

FROM: UCSB HUMAN SUBJECTS COMMITTEE

PROTOCOL NUMBER 36-21-0275

TYPE: NOTICE OF EXEMPT DETERMINATION

TITLE(S):

School Cultural Congruity & Parent Engagement

INVESTIGATORS:

Shane Jimerson

Mihya Weber

Alessandra Mittelstet

Yuexin Zhang

The above identified protocol may commence on 04/27/2021. Exempt protocols do not expire.

The research activities under this submission qualify as Exempt from the Federal Regulations at 45 CFR 46.104(d) under the following Categories: 2

Although your study qualifies as exempt research, investigators are expected to adhere to UCSB policies and conduct their research in accordance with the ethical principles of Justice, Beneficence, and Respect for Persons as described in the Belmont Report.

AMENDMENTS/MODIFICATIONS/CHANGES:
Any change in the design, conduct, or key personnel of this research must be reviewed by the UCSB HSC prior to implementation. This includes changes to the study procedures and/or documents (e.g., protocol, consent form, recruitment materials, addition of data points, addition or change of research sites) and changes to the research team. If you are unsure whether your changes constitute a protocol modification, contact the HSC for guidance. Changes may result in a reevaluation of eligibility of an Exempt Determination.

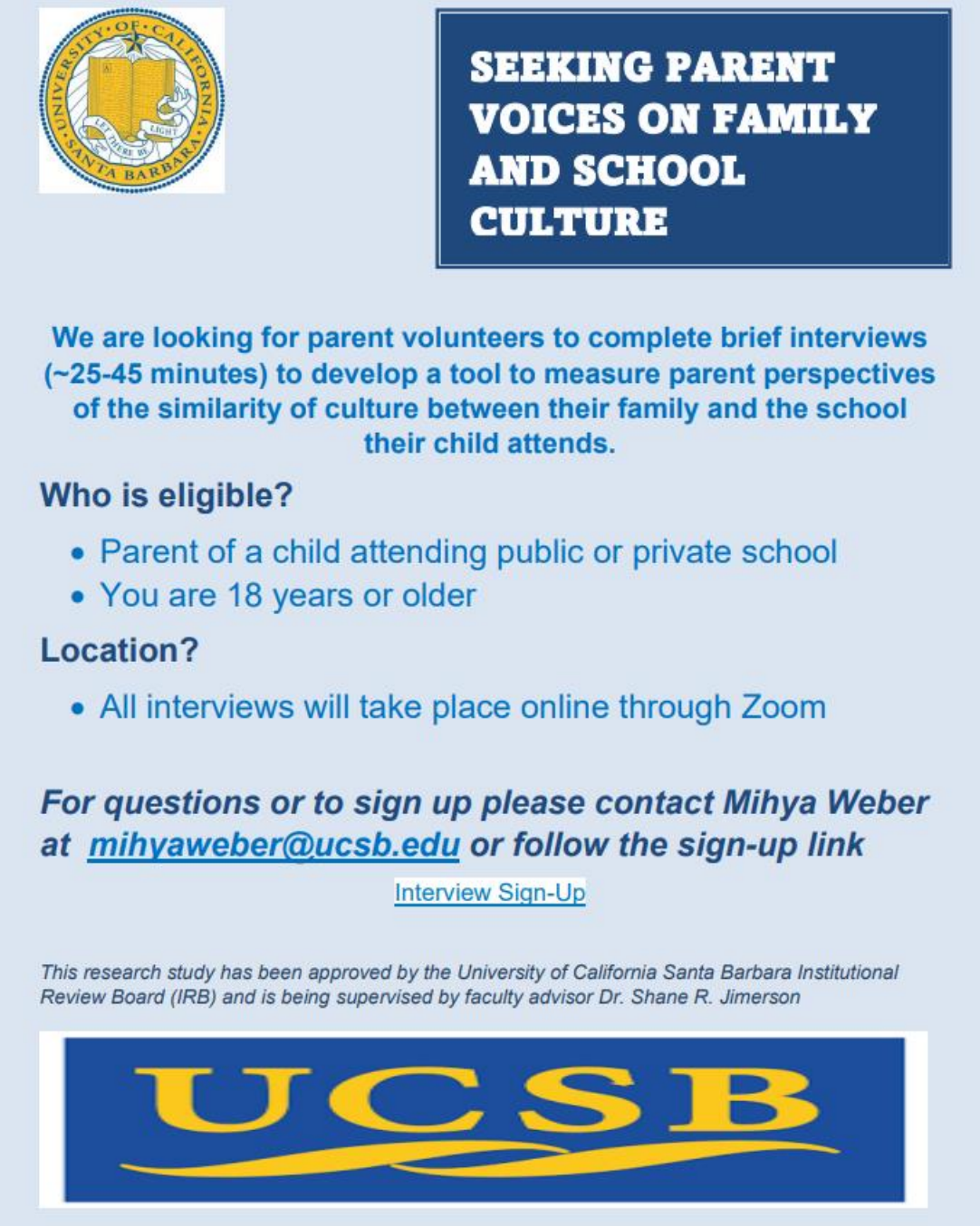
UNANTICIPATED PROBLEMS/ADVERSE EVENTS:
If any study subject experiences an unanticipated problem involving risk to subjects or others, and/or a serious adverse event, the HSC must be informed promptly. An e-mail or phone call must be received within 7 days. Further reporting requirements will be determined by the HSC at that time.

RECORDS RETENTION REQUIREMENTS:
Please remember that signed consent forms must be maintained for a minimum of three years after the end of the calendar year in which the research is completed. Additional requirements may be imposed by your funding agency, your department, or other entities.

If you have any questions about the above, please contact the Human Subjects Committee Coordinator at:
(805) 893-3807; (805) 893-2611 (fax); hsc@research.ucsb.edu

For more details on this protocol, go to the ORahs website: https://orahs.research.ucsb.edu

Cognitive Interview Recruitment Flyer



UC SANTA BARBARA
Department of Counseling, Clinical, & School Psychology

INTERVIEW CONSENT

Developing a Measure of Cultural Congruity Between Families and Schools

Who can participate in this interview?
Any parent of a child attending school.
What is the purpose of this interview?
The purpose of this interview is to ensure that parents interpret and understand survey items the way that researchers intend. Researchers will use the data gathered from these interviews to revise items and response options.
What would I do if I participate?
If you choose to participate in the interview you will be asked to think-aloud as you read survey items. Survey items will ask about how you feel like your cultural values and practices at home and the school your child attends align. Researchers will ask you questions about the items and response options to understand how you interpret the items.
Can I quit if I become uncomfortable?
Yes. Participation in the study is completely voluntary and you may discontinue at any point for any reason.
How long will participation take?
We are asking for approximately 25-45 minutes of your time.
How are you protecting privacy and confidentiality?
We will not be collecting any personally identifiable data in this survey. Your participation will remain anonymous. Only the researchers involved in this project will have access to your data.
What will happen to my data?
Deidentified data from this study will be used for this project to help develop a measure of cultural congruity between families and schools.
What are the benefits and risks of participating in this study?
The risks and benefits associated with this research are limited. Possible risks include discomfort with answering certain questions about your experiences. To protect your confidentiality, we are not asking you to sign this form, and your data will remain entirely anonymous. We appreciate your time and effort with this study.
If I have questions about the study who can I ask?
This study is being led by Dr. Shane R. Jimerson from the Department of Counseling, Clinical, and School Psychology at the University of California Santa Barbara. If you have any questions about this study, you can email him at jimerson@ucsb.edu.

This study has been approved by the University of California Santa Barbara Institutional Review Board that protects the rights of people involved in research. They can be reached at (805) 893-4188

Online Survey Consent

Parent Engagement & School Cultural Congruity

CONSENT: Understanding School Cultural Congruity and Parent Engagement

Who can participate in this study? Any parent of a child currently in attending school in the United States.

What is this research studying? This study will help develop a new measure of parents' perceptions of the cultural congruity between their family and the school their child attends and help to identify factors that may explain parental engagement and student outcomes.

What would I do if I participate? In this study, you will be asked to complete a series of online questionnaires that ask about your demographics, ways you engage with your child at home and school, and perceptions of the congruity between the culture of your family and the school your child attends, and questions about your child's behavior. *If more than one parent wishes to complete the survey there will be an opportunity at the end of the first parent's response to add an additional parent response. The survey can be completed at a separate time, but please complete the survey on the same device.*

Can I quit if I become uncomfortable? Yes. Participation in the study is completely voluntary and you may discontinue at any point for any reason.

How long will participation take? We are asking for approximately 10-15 minutes of your time.

How are you protecting privacy and confidentiality? We will not be collecting any personally identifiable data in this survey. Your participation will remain anonymous. Only the researchers involved in this project will have access to your raw data.

What will happen to my data? Deidentified data from this study will be used for this project and may be used for future research studies without additional informed consent from you.

What are the benefits and risks of participating in this study? The risks and benefits associated with this research are limited. Possible risks include discomfort with answering certain questions about your experiences. To protect your confidentiality, we are not asking you to sign this form, and your data will remain entirely anonymous.

If I have questions about the study who can I ask?

This study is being led by Mihya Weber, M.Ed., and Dr. Shane R. Jimerson from the Department of Counseling, Clinical, and School Psychology at the University of California Santa Barbara. If you have

any questions about this study, you can email Mihya at mihyaweber@ucsb.edu or Dr. Jimerson at jimerson@ucsb.edu. This study has been approved by the University of California Santa Barbara Institutional Review Board that protects the rights of people involved in research. They can be reached at (805) 893-4188. We appreciate your time and effort with this study!

Measures

Demographics

What parental role best describes you?

- ○ Mother (1)
- ○ Father (2)
- ○ Mother figure (3)
- ○ Father figure (4)
- ○ Other (5) _____

In which state does your child attend school?

▼ Alabama (1) ... Wyoming (50)

Marital Status

▼ Married (1) ... Domestic Partnership (6)

Household income

▼ Less than $10,000 (1) ... More than $150,000 (12)

Type of Household

▼ Single Parent (1) ... Other (8)

Highest level of education completed

▼ Less than high school (1) ... Doctorate (8)

Your sexual orientation

- ○ Heterosexual/Straight (1)
- ○ Gay (2)
- ○ Lesbian (3)
- ○ Bisexual (4)
- ○ Pansexual (5)
- ○ Queer (6)
- ○ Other (7) _____
- ○ Prefer not to say (8)

Your gender identity

- ○ Male (1)
- ○ Female (2)
- ○ Non-binary / third gender (3)
- ○ Prefer not to say (4)
- ○ Other (5) _____

Area your child attends school

- ○ Urban (1)
- ○ Suburban (2)
- ○ Rural (3)

Type of school your child attends

- ○ Public (1)
- ○ Private (2)

Your ethnicity

- [ ] White (1)
- [ ] Black or African American (2)
- [ ] American Indian or Alaska Native (3)
- [ ] Asian or Asian American (4)
- [ ] Native Hawaiian or Pacific Islander (5)
- [ ] Other (6)

Your child's ethnicity

- [ ] White (1)
- [ ] Black or African American (2)
- [ ] American Indian or Alaska Native (3)
- [ ] Asian or Asian American (4)
- [ ] Native Hawaiian or Pacific Islander (5)
- [ ] Other (6)

Are you Hispanic/Latino/a/x?

- ○ Yes (1)
- ○ No (2)

Is your child Hispanic/Lationo/a/x?

- ○ Yes (1)
- ○ No (2)

Child grade

▼ Kindergarten (1) ... 12th grade (13)

Q7 Child Gender

- ○ Male (1)
- ○ Female (2)
- ○ Transgender (3)
- ○ Other (4) _____

Q10 Does your child have a disability and currently receive support through

- ○ Individualized Education Plan (IEP) (1)
- ○ 504 Accommodation Plan (2)
- ○ Neither (3)

Family Engagement

The degree to which families become involved with and interact with their child's school.

Item	Responses				
How often do you meet in person with teachers at your child's school?	Almost never	Once or twice per year	Every few months	Monthly	Weekly or more
How involved have you been with a parent group(s) at your child's school?	Not at all involved	Slightly involved	Somewhat involved	Quite involved	Extremely involved
In the past year, how often have you visited your child's school?	Almost never	Once or twice	Every few months	Monthly	Weekly or more
In the past year, how often have you discussed your child's school with other parents from the school?	Almost never	Once or twice	Every few months	Monthly	Weekly or more
How involved have you been in fundraising efforts at your child's school?	Not at all involved	Slightly involved	Somewhat involved	Quite involved	Extremely involved
In the past year, how often have you helped out at your child's school?	Almost never	Once or twice	Every few months	Monthly	Weekly or more

Family Support

Families' perceptions of the amount of academic and social support that they provide their child with outside of school.

Item	Responses				
How often do you have conversations with your child about what his/her class is learning at school?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How much effort do you put into helping your child learn to do things for himself/herself?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How often do you help your child engage in activities which are educational outside the home?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
To what extent do you know how your child is doing socially at school?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How often do you help your child understand the content s/he is learning in school?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How well do you know your child's close friends?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do you and your child talk when s/he is having a problem with others?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

Family Efficacy

How confident families are with regard to key parenting skills.

Item	Responses				
How confident are you that you can motivate your child to try hard in school?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you in your ability to connect with other parents?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you in your ability to support your child's learning at home?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can help your child develop good friendships?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you in your ability to make sure your child's school meets your child's learning needs?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you in your ability to make choices about your child's schooling?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you in your ability to help your child deal with his/her emotions appropriately?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Parental Stress Scale

The following statements describe feelings and perceptions about the experience of being a parent. Think of each of the items in terms of how your relationship with your child or children typically is. Please indicate the degree to which you agree or disagree with the following items by placing the appropriate number in the space provided.

1 = Strongly disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly agree

1	I am happy in my role as a parent	
2	There is little or nothing I wouldn't do for my child(ren) if it was necessary.	
3	Caring for my child(ren) sometimes takes more time and energy than I have to give.	
4	I sometimes worry whether I am doing enough for my child(ren).	
5	I feel close to my child(ren).	
6	I enjoy spending time with my child(ren).	
7	My child(ren) is an important source of affection for me.	

8	. Having child(ren) gives me a more certain and optimistic view for the future.	
9	The major source of stress in my life is my child(ren).	
10	Having child(ren) leaves little time and flexibility in my life.	
11	Having child(ren) has been a financial burden.	
12	. It is difficult to balance different responsibilities because of my child(ren).	
13	The behaviour of my child(ren) is often embarrassing or stressful to me.	
14	. If I had it to do over again, I might decide not to have child(ren).	
15	I feel overwhelmed by the responsibility of being a parent.	
16	Having child(ren) has meant having too few choices and too little control over my life.	
17	I am satisfied as a parent	
18	I find my child(ren) enjoyable	

School Cultural Congruity

Culture has a different meaning for each person. Your culture may include: religious beliefs and practices, your family structure (e.g. two parent, single parent, blended family, etc.), race/ethnicity, nationality/country of origin, language(s) you speak, holidays celebrated, family values, beliefs, behavior norms, etc. Please select how much you agree or disagree with the following statements about the similarities between your family's culture and the culture of the school your child attends.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Other people at this school share similar customs as my family (e.g., dietary, traditions, holidays).					
The pictures or objects around this school represent my family's culture.					
This school knows how my child's backgrounds and experiences impact them at school (e.g., developmental history, family routines, community stressors, religious practices, etc.).					
This school supports parents to share their family's culture.					
My child has chances to honor their culture at school.					
Other students at this school share my child's cultural backgrounds (e.g., race, nationality, religion, etc.).					
The school staff speak the language I prefer.					
School documents make sense to me.					

I feel like I can talk to school staff about family habits related to schoolwork.
I like how often I get information about my child.
I know clearly what the school expects of my child.
This school works with my family in the way I like.
The amount I like to be a part of my child's education and what the school expects of me is alike.
I am comfortable with the ways I can be a part of my child's education.
I like the way the school invites family involvement.
I am happy with the family-school relationship.
My child's classroom is a good place for them to learn.
I like the way the school staff works with my child.
My child's schoolwork is related to their background and experiences.
I like the way my child is taught, given my values of learning.
My child can access books or materials that represent their background and experiences.
My family's culture is correctly and respectfully included in my child's schoolwork.
I like this school's approach to education.
What I expect for my child's education matches what the school expects.
How I expect my child to build relationships with others matches what the school expects.
The school teaches my child the skills that are important to me for them to learn.
What I hope for my child matches what this school hopes for my child.