



PARTNERING FOR SCHOOL SUCCESS – CHILDREN, YOUTH AND FAMILIES AT RISK TRITON AND FARIBAULT MIDDLE SCHOOLS GRANT

Parenting Education Component for Year 1 (March and May 2013)

OVERVIEW

Partnering for School Success (PSS) is based on a model which recognizes that multiple factors in the family and community impact student success in school. PSS CYFAR* (Children, Youth and Families at Risk) is a partnership of University of Minnesota Extension, Triton (Dodge Center), and Faribault Middle Schools focusing on two of the major factors related to academic achievement for Latino families – family and school environments.

CYFAR PSS includes three integrated components of 1) Family-School Partnerships (FSP), 2) School Navigators and 3) Family Strengthening Education. This report will focus on the evaluation of the parent education, “Educación: Nuestra mejor herencia” (Education: Our Best Legacy). There were FSP sessions held at each site (Triton & Faribault) but evaluation will be done as this project and action plans progress.

The parent education classes help parents understand their role in their children’s education, inform them on how schools work in their communities, and share with them their expected and welcome role as a partner in their children’s success in school. The Parenting curricula include 7 interactive sessions, each of them of about two hours long that took place at Triton and Faribault middle schools between June, 2012-May, 2013. A total of 25 parents participated in the program in the first year.



ABOUT THE PARENTS WHO PARTICIPATED IN PARENTING EDUCATION IN YEAR 1:

The majority of the participants are from Mexico (88%). Only 12% of the participants moved to the United States in the last decade, all others have lived in the U.S. longer. About 24% of participants have moved to Minnesota in the last decade (from other parts of the U.S.). Nearly half (44%) of the participants were fathers. Of the 25 participants, only one participant had not attended or finished elementary education, 48% graduated from high school or received their GED, about 32% had completed a technical degree, and 8% received a college degree.

On average, there were approximately four members ($x = 3.68$) living in the household. Over two-thirds (68%) have a household income of \$2,000 or less per month. Nearly three-quarters (72%) of all participants speak more Spanish than English, or only Spanish at home.



WHAT WAS MEASURED

Parents completed pre and post surveys measuring key parenting practices, parenting self-efficacy to navigate the schools, as well as trust in themselves and in schools to support their children's school success. The analyses below are based on 18 parents who completed both pre and post-surveys. Specific measures in the surveys are as follows.

To assess **Parenting Outcomes:**

- Parent Acceptance: 8 questions
- Parent Personal Involvement with Children: 5 questions

To assess **School Success Outcomes:**

- Parenting Educational Support Efficacy: 6 questions
- Parent Involvement at School: 17 questions
- Trust Scale - Family-School Relationship Survey (Parent/Guarding: 7 questions; School: 7 questions)
- Comfort Navigating School System: 3 questions



SUMMARY OF RESULTS

Across the two sites, there was an increase in scores for all key outcomes. Significant changes occurred on nearly all key measures related to school-success outcomes. Parents' day to day involvement at school (e.g., joining PTA, attending family nights, etc.) did not reach significance, however, the results were promising and moving in the right direction ($p=0.068$). The questions focused specifically on parenting were not significant albeit, moved in the positive direction from pre to post. Parents scored relatively high at pre-survey in key indicators of parenting practices - so finding significant change is more difficult.

Directionality of Change:

Parents moved in the positive direction on all outcome variables, including those that were not statistically significant.

Significant Changes:

- Parenting Educational Support Efficacy ($p = 0.002$)
- Trust Scale - Family-School Relationship Survey (Trust that parents as well as their child's school are doing the right things to support their child's school success; Parent/Guardian $p = 0.017$; School $p = 0.023$)
- Parents Comfort level Navigating School System ($p = 0.037$)

What Parents are Saying:

During the last class, participants were asked about key learnings and other thoughts they had about the program. Overall, parents were highly positive about their experiences and things they learned during classes. Most salient concepts they learned include: how important it is to have strong communication between them and their child; the important role parents play in supporting their children's school success and going on to higher education (it's not just the school's job); different opportunities and pathways for their children to go on to college. Parents also had positive comments about the facilitators; how well they explained each topic, and how their support and encouragement gave them the motivation to improve parenting practices with their children.