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PARENTAL INVOLVEMENT TO SUPPORT SCHOOL CHOICE FOR CHILDREN TRANSITIONING FROM MIDDLE SCHOOL TO HIGH SCHOOL AND BEYOND

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PARENTAL INVOLVEMENT TO SUPPORT SCHOOL CHOICE FOR CHILDREN

TRANSITIONING FROM MIDDLE SCHOOL TO HIGH SCHOOL AND BEYOND

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ABSTRACT

PARENTAL INVOLVEMENT TO SUPPORT SCHOOL CHOICE FOR CHILDREN

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It is a belief that when parents participate in the transition process of school choice for their children's secondary schooling, parental involvement increases the likelihood of their youngsters graduating from high school, having opportunities for selecting the best colleges, and a trajectory for greater success in the career opportunities of their children. This study examined transition-focused parents to understand what factors affect their satisfaction with the college and career transitions in grades 9 through 12.

The 66,202 parent participants in this study were from the northeast region of the United States. The children are enrolled in public schools, and they have transitioned from eighth grade to secondary schools (grades 9–12). This study examined the data from 334 schools (grades 9 through 12) and using instruments from the 2018 New York City Parent Survey, the New York State Education/Enrollment Data, and the Epstein framework, and it describes the responses from the parent participants to construct factors to show the interactions of each variable in a model named the "path model." The ethnicity of the schools in the research was 32.16% African American, 45.97% Hispanic or Latino, 10.45% Asian or Native Hawaiian/Other Pacific Islanders, 8.94% White American, and 1.37% Multiracial. Descriptive statistics show that the average value of the highest poverty rate in the survey was 78.71%.

There are countless studies on parental involvement and school choice. This study provides recommendations to practitioners and policymakers in the field of education, which emanated from the findings of the study of parental involvement, parent-teacher partnerships, and economic diversity, using the path model of the transition-focused parents as the endpoint. Again, the research focus, what factors had an effect on transition-focused parents, and the outcome of this study contribute to the expansion of the research literature review.

Keywords: parental involvement, parent-teacher partnerships, school choice, transition, economic diversity, and transitioned-focused parents

DEDICATION

This dissertation is in honor of the loving memories and legacy of my grandmother, Mittie Laurah Kirksey Robinson Stallworth Dortch, in memory of my beloved husband, Philip Henderson Boswell, and in memory of my father Rev. Dr. Ricki Howard, Senior. I thank the Lord God for keeping ministering angels over me and everyone in my life. Your words of wisdom will always follow me. The Lord will command the blessing upon you, He will bless whatever you put your hands to, all you have to do is to believe God (Deuteronomy 28).

Equally important, I dedicate my dissertation to my only child and favorite daughter, Laurah Arianna Boswell; my beloved mother, Daisy Robinson Howard; my sisters, Arlethia M. Howard and Mittie Ann Brifu; my brothers and their wives; Willie and Terri Howard; and Charles and Denise Howard; and a myriad of family and friends—thank you for your personal support.

Likewise, I dedicate my dissertation to Pastors Brigante and Melviera Hill, Louise Williams, Katrina Moore, Dr. Linda McLean, Chrystal Ferguson, Andrea Chappetta, Shirley Stewart, Dr. Selma Bartholomew, Dr. Carolyn Tyson, Pastor Shirley Walker, Pastor Ruth Souffrant, Dr. Barbara Lawrence, Glendina Mackie, Dr. Onorio Chaparro and my professors and colleagues in Cohort 2 at The New School of Biblical Theology, and my spiritual leaders Pastor A.R. Bernard of the Christian Cultural Center, Brooklyn, New York. Special thanks to family and friends of the Cathedral International, Perth Amboy, New Jersey. In addition, in memory of Pastor Maggie Howard, Stapleton UAME Church, Staten Island, New York.

Thank you for your prayers and encouragement. I love you all!

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CHAPTER 1: INTRODUCTION

As school leaders, we are advocates of our community. More importantly, we are advocates of the families and children we serve. Even so, it is puzzling to see such an achievement gap for minority students in both densely populated secondary schools as well as less densely populated high schools. Why does this achievement gap exist? Does it stem from a lack of parental involvement? Does it exist in families in middle school? Does it go further back to elementary school? How can we close the achievement gap of minority students who transition from middle school to high school and beyond? This study examined what factors had an effect on transition-focused parents' satisfaction with college and career readiness in Grades 9–12 schools?

It is believed that when parents participate in the transition process of school choice for their child's secondary schooling, their involvement will increase the likelihood of their youngsters graduating from high school, increase the opportunities of selecting the best colleges, and increase the trajectory of their children for greater success in the career opportunities of their choices.

According to (Bohrnstedt et al., 2015) the Black-White achievement gap exists mostly in cities in the South, and to a lesser degree, in the Midwest. The findings of Bohrnstedt et al. (2015) discuss the evidence of achievement for Black and White students based on school density. Density is defined as the proportion of school enrollment that is Black. The Bohrnstedt et al. (2015) research examined the achievement gap of schools with an enrollment of a large percentage of Black students as well as schools with a low percentage of Black students. In addition, it examined the impact of the Black-White achievement gap as it relates to academic support in teachers'

effectiveness and students' socioeconomic status (SES), such as the one-parent/guardian family, parent education levels, the impact of whether teachers' low expectations attributes to the achievement gap and tracking school disciplinary reports and rates of out-of-school suspensions. Moreover, the Bohrnstedt et al. (2015) research investigated the impact of patterns of school segregation or resegregation within certain regions of the United States. Figure 1.1 reveals that several differences can be observed in the achievement of females (left) and males (right).

Figure 1.1

Black-White Achievement and Achievement Gap by Black Student Density Category for
Females and Males, Controlling for Student, Teacher, and School Characteristics in
Grade 8 Mathematics: 2011
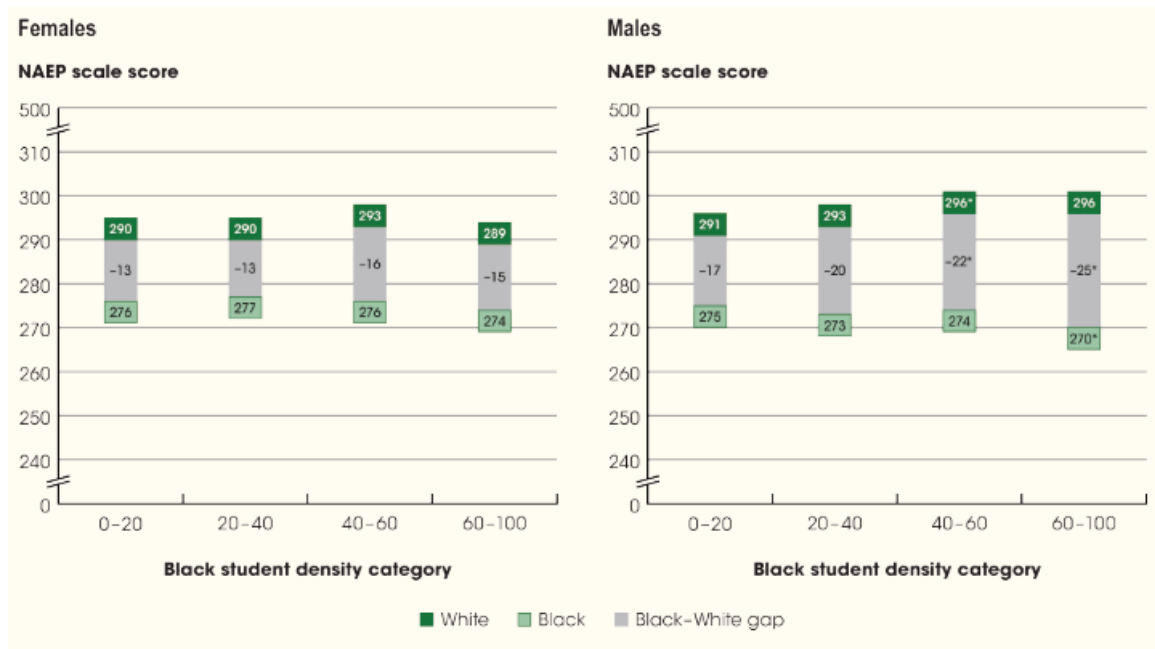
After Bohrnstedt et al. (2015) compared these graphs, accounting for differences in student SES, as well as other students, teacher, and school characteristics, they found:

- Although White females scored higher than Black females, there was not a significant relationship between Black student density and achievement nor density and achievement gaps for females.

- For males, the Black-White student achievement gap in the highest density schools was greater than in the lowest density schools; additionally, Black student achievement was lower than their White counterparts.

- Although there was no statistically significant relationship between the percentage of students who were Black and the achievement for females, Black or White, there were some differences across Black student density categories for males.

- First, there was a lower achievement for Black males in the highest density schools, compared with that in the lowest density schools, when the analysis accounted for differences in student SES, along with other students, teacher, and school characteristics. Second, compared with the average achievement for White males in the lowest density schools, the average achievement for White males was higher in schools that were 40–60% Black, but the average achievement for White males in the highest density schools was not significantly different from the Black males.

- For females, the Black-White achievement gap was not significantly greater in the highest density schools (15 points) than in the lowest density schools (13 points). For males, however, the Black-White achievement gap was significantly greater in the highest density schools (25 points) than in the lowest density schools (17 points)" (Bohrnstedt et al., 2015, p. 20).

According to the Bohrnstedt et al. (2015) research, density serves as the organizing framework and density is defined as *Black students' density* (or just *density* for short) because a high proportion of a school's enrollment is Black. The researchers' findings show that achievement for both Black and White students was lower in the highest Black-student-density schools than it was in the lowest density schools. However, the achievement gap was not different. Next, the Black-White achievement gap was larger in the highest density schools compared with the lowest density schools. In addition, for "Black students overall, and Black males, in particular, the achievement was still lower in the highest density schools than in the lowest density schools" (Bohrnstedt et al., 2015, p. 1).

Black student density, which is defined in this work as the percentage of students in a school who are Black, is often used as a base for the measure of segregation. This is key to my study because it gives it context. Bohrnstedt et al. (2015) suggested further study:

> In jurisdictions where the largest component of the achievement gap is found within schools, the implication is that to close the Black-White achievement gap, it might be more important to focus efforts on addressing differences within schools rather than differences across schools. (p. 23)

Nevertheless, there is an absence of data on parental involvement and school choice in the Black-White achievement gap. This study gap provides a need for greater research.

McQuiggan and Megra's (2016) report examined data on students in the "United States attending kindergarten through grade 12, during the 2015–16 school year, as

reported by the students' parents" (McQuiggan & Megra, 2016, p. 1). The highlights of the report were in three areas: parent expectation, homework, and homeschooling:

- The most common school-related activity that parents reported participating in during the school year was attending a general school or a parent-teacher organization or association meeting (89%).

- According to the participants' parents, 94% of students in Kindergarten through Grade 12 did homework outside of school.

- One percent of the students in Grades 6 through 12 had parents who said that they did not expect their child to complete high school; 9% were not expected to pursue an education after high school completion; 8% expected their child to attend vocational or technical school after high school; 15% expected their child to attend 2 or more years of college; 29% expected their child to earn a bachelor's degree; and 39% expected their child to earn a graduate or professional degree (McQuiggan & Megra, 2016).

- The highest percentage of students' parents reported that, among all reasons, a concern about the environment of other schools was the most important reason for homeschooling (34%). Of the homeschooled students, 17% had parents who reported dissatisfaction with the academic instruction at other schools as the most important reason for homeschooling, while 16% reported a desire to provide religious instruction as the most important reason for homeschooling (Table 1.1). (McQuiggan & Megra, 2016, pp. 3,4)

Table 1.1 shows the reasons parents decided to homeschool their children.

Table 1.1

Percentage of School-Aged Children Who Were Homeschooled, Ages 5 Through 17, With a Grade Equivalent of Kindergarten Through Grade 12, by Reasons Parents Gave as Important and Most Important for Homeschooling: 2015–2016

	Important[1]	Most Important
A desire to provide religious instruction	51	16
A desire to provide moral instruction	67	5
A concern about environment of other schools[2]	80	34
A dissatisfaction with academic instruction at other schools	61	17
A desire to provide a nontraditional approach to the child's education	39	6
Child has other special needs	20	6
Child has a physical or mental health problem	14	6
Child has a temporary illness	4	*
Other reasons[3]	22	11

Note. *Reporting standards not met. There were too few cases for a reliable estimate. Adapted from U.S. Department of Education, National Center for Educational Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2016.

The highest percentage of homeschooled students had parents who said that a concern about the environment of other schools, such as safety, drugs, or negative peer pressure, was one reason to homeschool (80%). The highest percentage of students' parents reported that among all reasons, a concern about the environment of other schools was the most important reason for homeschooling (34%). Of those surveyed, 17% of homeschooled students had parents who reported dissatisfaction with academic

instruction at other schools as the most important reason for homeschooling, while 16%
reported a desire to provide religious instruction as the most important reason for
homeschooling.

This research reveals a literature gap. The gap is clear because the survey question
of school choice was not administered to the parents or guardians of children in public
schools. Parents or guardians of children in public schools were the focus of my research
as it relates to parental involvement.

Aud et al. (2010) examined the demographics, persistence, student behaviors,
postsecondary education, and outcomes of education. They used statistics to examine
racial/ethnic groups, the existing conditions in 2010, and the changes, over time, in
educational activities and outcomes in the United States. Some traditionally
disadvantaged racial/ethnic groups have made strides in educational achievement over the
past few decades, but gaps persist (Aud et al., 2010).

Aud et al. (2010) showed the achievement gaps of Black students in
elementary/secondary schools who were retained, the percentage who graduated, and the
outcome of postsecondary education. It shows:

- In 2007, a higher percentage of Black elementary/secondary students had been
  retained in a grade, 21%, which was more than the case for White, Hispanic,
  or Asian elementary/secondary students. Additionally, a higher percentage of
  Black students, Grades 6 through 12, were suspended (43%) from school at
  some point, than was the case for students of any other race/ethnicity.
  (Indicator 17)

- Of the students who entered high school in the 2003–2004 school year, 74% graduated within 4 years, including 91% Asian students, 80% White students, 62% Hispanic students, 61% American Indian/Alaska Native students, and 60% Black students. (Indicator 18.2)

- Between 1976 and 2008, the total undergraduate fall enrollment increased for each racial/ethnic group. Hispanics and Asians/Pacific Islanders had the fastest rates of increase in enrollment, and Whites had the slowest rate of increase of enrollment. In 2008, more females than males were enrolled as undergraduates. The gender gap was largest for Black undergraduates, with females accounting for 64% of Black undergraduate enrollment. (Indicator 24.1)

- By 2025, Aud et al. (2010) predicted that the distribution of the population is expected to be 58% White, 21% Hispanic, 12% Black, 6% Asian, 2% of two or more races, 1% American Indian/Alaska Native, and less than 1% Native Hawaiian or Other Pacific Islander. Subsequently, the statistics reflect the educational outcomes and the disadvantages of racial and ethnic groups; thus, low socioeconomic communities' results impact academic achievement.

Therefore, as indicated in Table 1.2, between 2008 and 2025, patterns of the population will change, and racial and ethnic diversity is expected to continue.

Table 1.2

Resident Population and Percentage Distribution by Race/Ethnicity: Selected Years,

1980–2008, and Projections: Selected Years, 2010–2025

Table 1a. Resident population and percentage distribution, by race/ethnicity: Selected years, 1980–2008, and projections, selected years, 2010–2025

Year	Total	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
				Number (in thousands)				
1980	226,546	180,906	26,142	14,609	3,563	(1)	1,326	—
1985	237,924	184,945	27,738	18,368	5,315	(1)	1,558	—
1990	248,791	188,315	29,304	22,379	6,998	(1)	1,797	—
1995	262,803	193,328	31,590	27,107	8,846	(1)	1,932	—
2000	282,158	195,771	34,414	35,629	10,436	369	2,104	3,436
2001	284,915	196,325	34,793	36,868	10,777	377	2,131	3,555
2002	287,501	196,773	35,147	38,264	11,103	384	2,158	3,673
2003	289,986	197,152	35,457	39,579	11,432	391	2,184	3,791
2004	292,806	197,727	35,811	40,956	11,782	399	2,213	3,918
2005	295,583	198,244	36,145	42,354	12,145	407	2,241	4,047
2006	298,442	198,781	36,499	43,777	12,520	416	2,271	4,179
2007	301,280	199,272	36,849	45,219	12,901	425	2,300	4,314
2008	304,060	199,491	37,172	46,944	13,238	435	2,329	4,452
2010²	310,233	200,853	37,985	49,726	14,083	452	2,392	4,743
2015²	325,540	203,208	39,916	57,711	16,141	497	2,548	5,519
2020²	341,387	205,255	41,847	66,365	18,308	541	2,697	6,374
2025²	357,452	206,662	43,703	75,772	20,591	585	2,830	7,309
				Percentage distribution				
1980	100.0	79.9	11.5	6.4	1.6	(1)	0.6	—
1985	100.0	77.7	11.7	7.7	2.2	(1)	0.7	—
1990	100.0	75.7	11.8	9.0	2.8	(1)	0.7	—
1995	100.0	73.6	12.0	10.3	3.4	(1)	0.7	—
2000	100.0	69.4	12.2	12.6	3.7	0.1	0.7	1.2
2001	100.0	68.9	12.2	13.0	3.8	0.1	0.7	1.2
2002	100.0	68.4	12.2	13.3	3.9	0.1	0.8	1.3
2003	100.0	68.0	12.2	13.6	3.9	0.1	0.8	1.3
2004	100.0	67.5	12.2	14.0	4.0	0.1	0.8	1.3
2005	100.0	67.1	12.2	14.3	4.1	0.1	0.8	1.4
2006	100.0	66.6	12.2	14.7	4.2	0.1	0.8	1.4
2007	100.0	66.1	12.2	15.0	4.3	0.1	0.8	1.4
2008	100.0	65.6	12.2	15.4	4.4	0.1	0.8	1.5
2010²	100.0	64.7	12.2	16.0	4.5	0.1	0.8	1.5
2015²	100.0	62.4	12.3	17.7	5.0	0.2	0.8	1.7
2020²	100.0	60.1	12.3	19.4	5.4	0.2	0.8	1.9
2025²	100.0	57.8	12.2	21.2	5.8	0.2	0.8	2.0

— Not available.

[1] Prior to 2000, estimates for Native Hawaiian or Other Pacific Islander are included in the estimates for Asian.

[2] Projected.

NOTE: Numbers for the year 2000 are from the Decennial Census. All other years are population estimates. The category "Two or more races" was not an option prior to 1996. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2000 and 2004*, Population Estimates Program, 1980–2000; Table 4: Estimates of the Population by Race and Hispanic Origin for the United States and States: July 1, 2008 (SC-EST2008-04), released May 14, 2009, retrieved May 15, 2009, from http://www.census.gov/popest/states/asrh/SC-EST2008-04.html; and Projected Population by Single Year of Age, Sex, Race, and Hispanic Origin for the United States: July 1, 2000 to July 1, 2050 (NP2008-T4), released August 14, 2009.

Purpose of the Study

The purpose of this study was to investigate how parents' satisfaction with school choice influences parental involvement for minority children who were transitioning from eighth grade to high school. The central theme uses the lens of parents' satisfaction with school choice to examine parental involvement, college and career transition, ethnicity, and economic diversity. It argues how parents' satisfaction impacts school choice. The study examined parents with children attending public school, who had transitioned from eighth grade to Grades 9 through 12. Beyond this, the question remains: "Is school choice an option available to minority parents?" In essence, does parental involvement and economic diversity influence parents' satisfaction with school choice in education?

Strier and Katz (2015) examined how different types of trust within the school-of-choice setting affect active and passive parental involvement in their children's school. They attempted to identify specific types of trust that predicted different forms of parental involvement.

Jeynes (2007) performed a meta-analysis utilizing 52 studies regarding how parental involvement influenced achievement (using standardized tests). Strier and Katz (2015) suggested that generalized trust has no direct connection with the level of parental involvement or participation. Strier and Katz concluded that,

> These limitations of our study are an opening for future studies that can improve our understanding of the links between trust and parental participation, including random sample studies and studies that incorporate a more diverse set of schools of choice and parent populations. (p. 374)

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Theoretical/Conceptual Framework

The framework of this research study included those theoretical frameworks that are based on trust, self-esteem, social cognitive development, the incremental theory of intelligence, and parental involvement. Hoover-Dempsey et al. (2005) reported that,

> Parental involvement shows a positive link to indicators of student achievement and with other indicators of school success, including lower rates of retention in grade, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses. (pp. 106–107)

In addition, the researchers report that "parental involvement tends to decrease . . . in the students' later years of middle school and high school" (Hoover-Dempsey et al., 2005, p. 107). Hoover-Dempsey et al. (2005) also stated that,

> Overall, when schools take steps to motivate parental involvement, they support parents' effectiveness in helping their children learn. Similarly, when school systems attempt to promote teacher and principal contributions to effective parental involvement, they support schools' effectiveness in educating children. (p. 124)

Campbell and Harewood (2017) stated that teachers can show their expectations within the classroom, but these expectations need to be matched by the parents to create a long-lasting expectation. The authors believed that "education is the key to a successful life" (Campbell & Harewood, 2017, p. 19).

Dweck (1999) discussed, in-depth, how motivation can influence student achievement:

Praise, the chief weapon in their armory, is a powerful tool. Used correctly it can

help students become adults who delight in the intellectual challenge, understand

the value of effort, and can deal with setbacks. Praise can help students make the

most of the gifts they have. But if praise is not handled properly, it can become a

negative force, a kind of drug that, rather than strengthening students, makes them

passive and dependent on the opinion of others. (p. 1)

For Dweck (1999), praise is the element that intricately influences the way students view

their intelligence.

In 2007, Dweck maintained that the fixed and growth mindsets create two

distinctive psychological worlds. In the fixed concept, children care as a matter of first

importance about how others will judge them—whether they are smart or not smart, they

reject the chance to commit or to make errors. Conversely, in the growth concept,

children are about their learning. For them, exertion is something positive. It stimulates

their intellect and knowledge and triggers their growth and development. In the face of

disappointment, these children raise their endeavors and search for new learning

techniques. Dweck (2007) found that children with growth mindsets outperformed the

children who had fixed mindsets.

According to Blackwell et al. (2007), implicit theories of intelligence predict

achievement across an adolescent's transition. In their longitudinal study, Blackwell et al.

(2007) utilized an intervention, conducting two studies of implicit theories of intelligence

with adolescents' mathematics achievement as the endpoint. Their research addressed

three questions:

1. Are students' theories related to their achievement trajectory?

2. Is the theory of intelligence related to grades?

3. Does teaching an incremental theory provide an added benefit over similar academic interventions? (p. 248)

The study cites two frameworks: "some believe that intelligence is more of an unchangeable, fixed 'entity' (an entity theory). Others think of intelligence as a malleable quality that can be developed (an incremental theory)" (Blackwell et al., 2007, p. 247). In their first study, Blackwell et al. (2007) stated:

As the study proceeded into the next year, students who endorsed a strong incremental theory of intelligence at the beginning of junior high school were outperforming those who held more of an entity theory in the key subject of mathematics, controlling for prior achievement. Moreover, their motivational patterns mediated this relation such that students with an incremental orientation had more positive motivational beliefs, which in turn were related to increasing grades. (p. 253)

In the second study, Blackwell et al. (2007) replicated the test of the mediational model on a new, lower-achieving sample of students over a shorter time. In the experimental study, teaching a malleable theory of intelligence was successful in improving students' motivation in their mathematics class. "The experimental group, also, showed no decline in math performance after the intervention ...Within a single semester, the incremental theory intervention appears to have succeeded in halting the decline in mathematics achievement" (p. 258).

Moreover, based on the "path model," which will be explained later in this work, Blackwell et al. (2007) stated,

Recognizing that there can be real differences between individuals in the speed of their intellectual growth without denying that there may be differences in capacity...In contrast, a focus on the potential of students to develop their intellectual capacity provides a host of motivational benefits. (p. 260)

Subsequently, achievement motivation, once seen as a trait, is now a measurable attribute, and social cognitive development research has shown that mental representation plays a significant role in this variable (Olson & Dweck, 2008). Therefore, the research of Olson and Dweck established a bridge in which social and cognitive variables have a key role in social behavior, and it offers a guide to effective interventions (Zosuls et al., 2006). For this reason, although manipulation of variables is off limits in the laboratory, social cognitive development research shows that social cognitive variables can monitor the effects of, as well as identify, the antecedents/experiences.

Review of Related Research

The framework for parental involvement and engagement is the basis of Epstein's (1995) work. Her scheme used a framework for defining six different types of involvement, "which assists educators in developing school and family partnership programs . . . and also helps researchers locate their questions and results in ways that inform and improve practice" (Epstein, 1995, p. 705). Goodall and Montgomery (2013) created a framework model in which the scale continues between parental involvement with the child's school and parental engagement with the child's learning at home.

Johnson (2015) showed that many parents of African American and Latino American descent with low SES are seeking to better their children's opportunities for

success. Johnson (2015) examined critical race theory, and it defines parental involvement:

Goals 2000: Educate America Act and NCLB define parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including assisting their child's learning; being actively involved in their child's education at school; serving as full partners in their child's education and being included, as appropriate, in decision-making and on advisory committees to assist in the education of their child (No Child Left Behind, 2002, Section 1118). (p. 78)

Johnson (2015) suggested that there is a need to expand the literature regarding the importance of race and socioeconomic variables in terms of school choice. Johnson's (2015) study reports "evaluating parental involvement through a critical lens moves beyond deficit perspectives of parents in urban settings by uplifting the voices and experiences of parents and students of color" (Johnson, 2015, p. 85).

The literature suggests that the degree to which parents participate in their youngsters' school community has consequences and, often in urban schools, it results in school closures and rezoning. Siegel-Hawley et al. (2017) emphasized that "regardless of the economic or political reasons, school closures are controversial . . . closures are linked to decreased public support for school bonds and levies, reduced parental involvement" (p. 111).

Likewise, Campbell et al. (2000) found that a framework for the development of talent was best facilitated by six features to support the development of potential in young people: incitement, options, challenges, incentives, counseling, and cooperation;

therefore, the framework "makes every effort to provide a variety of measures to meet the needs of those who are eager to achieve and show a high degree of motivation" (Campbell et al., 2000, p. 2).

Campbell and Harewood's (2017) research showed that parents are generally the first adults in a child's life to become aware of the child's talent, and parents usually seek programs to nurture and develop these gifts. The authors made a powerful statement: "If parents completely neglect their obligations, they can negatively affect their children's achievement" (Campbell & Harewood, 2017, p. 5).

Many parents seek support from community resources and self-help groups. Suggestions and referrals often come from within the community and the city at large. Parents put their children in after-school and Saturday programs to introduce them to exciting and subject-specific activities. Campbell et al. (2000) stated that the programs have common goals and objectives:

> Give help, advice, and information to parents of gifted children; increase community awareness and understanding of the need to develop links with information for local professionals such as teachers, social workers, and medical practitioners; provide an opportunity for gifted and talented children to meet and to pursue their interests in the company; and facilitate contact with interesting and informed adults, offering children intellectual stimulus and an introduction to a wide range of interest. (p. 3)

Siegel-Hawley et al. (2017) grounded their theoretical framework in the politics of education reform, stating that, "A seminal study of racial politics in major urban

school systems is needed to analyze the politics and consequences of a contemporary urban school closure and rezoning process" (p. 112).

For example, the Siegel-Hawley et al. (2017) study examined the presence of "enclave schools" (p. 112), or school settings that were disproportionately White and/or wealthy compared to other schools in an urban district. They stated:

> Families participating in enclave schools tended to be highly involved, but their involvement was largely limited to their single school setting. As these families channeled energy and resources into improving the enclave school, a more systemic focus on improvement was lost—and inequities often worsened. (p. 112)

As a result, Siegel-Hawley et al. (2017) put forth four key findings: "budget pressures, rezoning, increases in school segregation, and the formation of new grassroots alliances in response to school closures" (p. 112).

Further, Siegel-Hawley et al. (2017) advocated investigations that "should adhere to laws and guidelines enforcing the rights of minorities" (p. 112). In general, the authors stated that controlled-choice plans open up the entire urban housing market because families can move anywhere in a city and access high-quality, diverse schools (Siegel-Hawley et al., 2017).

In conclusion, research shows literature gaps regarding how to help parents negotiate school choices for their children who are transitioning from eighth grade to high school and from high school to college. How can we close the achievement gap of minority students who transition from middle school to high school?

Significance/Importance of the Study

Considering the research significance of the *USDOE Fiscal Year 2020 Agency Financial Report* (2020) that highlights the educational freedom to improve the information of and admission to excellent K-12 education opportunities for parents and their children, the USDOE (2020) stated that by September 20, 2021, to expand both the quantity and proportion of overall charter school students and overall scholarships for students across the country, the charter school registration will grow from 3.29 million to 3.51 million, which is 6.90% of all students in public schools. Moreover, the quantity of scholarship students, as well as family involvement in state-based vouchers, tax-break grants, and education savings account programs, will show an incremental change from 482,000 to 579,250 (1.10% of the total school-aged populations). The next goal focus is to have families, who get help through technical assistance and other funding sources, demonstrate an increment of 5% per year (USDOE, 2020).

Furthermore, the *U.S. Department of Education (USDOE) Strategic Plan for Fiscal Years 2018-22*, Objective 1.1 is to "increase high quality educational options and empower students and parents to choose an education that meets their needs" (USDOE, 2018, p. 6). Subsequently, the *USDOE Fiscal Year 2020 Agency Financial Report* (2020) emphasizes Strategic Goal 1, which spotlights the results identified with the progress from, states: "*No Child Left Behind Act* to the implementation of *Every Student Succeeds Act* (ESSA), which reauthorized the *Elementary and Secondary Education Act* in December 2015" (p. 9). The primary characteristic of the Elementary and Secondary Education Act (ESSA) is the adaptability it gives to states:

To do what is best for children while safeguarding important protections for students of economic diversity, disabilities, English language learners, and other populations of needs. However, the law necessitates that states guarantee all students with access to excellent teachers and positive, safe learning environments that equip them for college and career achievements. The Department monitors improved learning outcomes by granting about $40 billion to states, school districts, and not for profit organizations. (p. 7)

Also, the research is significant as the USDOE urges families to know about the educational possibilities and school choice available so parents can determine the most ideal choice for their children's needs. Nevertheless, as school choice opportunities are available to all students, the next question is "How do minority families get access to high-quality educational funding? "As expressed in Fiscal Year 2020, the Department conducted outreach to states, schools, and other educational organizations to promote school choice" (USDOE, 2020, p. 9).

Moreover, considering the COVID-19 pandemic, the Equity Assistance Centers, subsidized by USDOE, established assets to encourage fair learning opportunities in virtual and remote educational conditions. Therefore, in Fiscal Year 2020, the Department provided P–12 schools, which were impacted by COVID-19, with more than $13.3 billion in financing. Subsidizing included, "Elementary and Secondary School Emergency Relief Fund awards and the Education Stabilization Fund-Rethink K-12 Education Models Grants" (USDOE, 2020, p. 7).

Equally important, the research of Green et al. (2007) discussed parent involvement as an indicator of student achievement. The authors explored the challenge

of establishing a common language for parent involvement using the empirical framework of examining the construct of the parents' home-based and school-based involvement activities. In their cross-sectional analysis of Grades 1–6, the three areas were: general school invitation, specific teacher invitation, and specific child invitation. These elements examined home-based and school-based involvement. In short, consistent with previous research, the findings of Green et al. (2007) revealed "parental involvement decreased as a child grows older. Yet, at all ages, specific invitations from the child and the teacher were vital for parental involvement" (p. 542).

However, research has shown that productive parenting practices are best discovered outside of the educational arena (Campbell & Verna, 2007). Campbell and Verna stated that a positive academic home climate generates curiosity and encourages a child to pursue his or her academic interest. Here, the achievement gap closes as a result of parental involvement because of positive behaviors, attitudes, beliefs, and values that lead to children having higher levels of achievement (Campbell & Verna, 2007).

As school leaders, we face the complexity of how to increasingly engage and increase parental involvement in public schools. Currently, city, state, and federal lawmakers reexamine school funding sources based upon schools' accountability with options such as school choice, charter schools, specialized schools, and vouchers to provide options for parents seeking the best educational programs for their children and, consequently, by making it more competitive for public schools to close the achievement gap with higher percentages of students coming from families with low socioeconomic status, disabilities, and language barriers.

Campbell and Harewood (2017) stated, "part of the reason for the ultimate success of these charter schools is that the parents believe these schools will help their children get a decent education" (p. 103). Equally important, the authors communicated and contributed to the research community with the "Dominant Constructs Used in Parental Involvement Research" (Campbell & Harewood, 2017, p. 112), as well as 92 kernels for successful parenting. The researchers reported, "The children of both minority and majority families that stress academics have higher achievement" (Campbell & Harewood, 2017, p. 103).

Research Questions

The research questions that drove this research study were:

1. What factors have an effect on transition-focused parents? Can we increase parental involvement and parental engagement by providing parents with more school choices?

2. Are there patterns of racial and ethnic diversity to support school choice for minority families?

3. Is there parent satisfaction with the information provided by the school on the school choice transition of their children from middle school to high school and from high school and beyond?

Definitions of Terms

Parental Involvement – "to focus on the purpose of parent-school communication as a prerequisite for parental involvement in children's schooling" (Kim & Chin, 2016, p. 465).

Parental Involvement – the care, compassion, support, and guidance of a child from cradle throughout adulthood. Equally important, the parents' guide their children in school, relationships, academic and athletic success with peers, teachers, and coaches. Parents support after-school activities, virtual and remote learning activities that shape the child's gifts, talents, individual needs, and aspirations. Also, the parent guides and protects the child's emotional growth; spiritual and moral foundation with self, family, community, and the world. Beyond this, the parents provide opportunities for the child to make decisions, develop leadership, and self-advocate for themselves and others (Epstein & Dauber, 1991; Campbell & Harewood, 2017).

School Choice – "the potential to improve educational opportunities for children" (Lubienski et al., 2009, p. 162). "Choice generally refers to times of transition in children's educational careers" Noreisch (2016).

Transition – a change in the child's educational career. "The working-class parents want to have the option to transition their child to a better school" Noreisch (2016). "Transition planning is intended to be an ongoing process and not a one-time event" Ruble et al. (2019).

The glossary of newly established concepts in the path model, which is explained later in this work, includes the target questions from the 2018 Parent/Guardian Survey (Appendix A), which are below:

Transition-Focused Parents – individuals who concentrate on their children's preparation for college. They are satisfied that teachers and the schools are working to make their children college ready.

Parent-Teacher Partnerships – occur when parents make the effort to interact and collaborate with teachers.

Parental Involvement – conceptualized along with Epstein's (1995) theory (communication between home and school, and volunteering).

Economic Diversity – used in this study for the term *economically disadvantaged*. New York State Education Department ([NYSED], 2021) defines economically disadvantaged as those students who participate in, or whose families participate in, economic assistance programs, such as free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance(SNA), Bureau of Indian Affairs Assistance (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student is identified as low income, all students from that household (economic unit) may be identified as low income (NYSED, 2021).

CHAPTER 2: REVIEW OF RELATED RESEARCH

This study examined parents with children attending public school, who had transitioned from eighth grade to secondary schools (Grades 9-12), in the northeast region of the United States. The central themes of Chapter 2 use the lens of Epstein's (1995) topography regarding parental involvement, family and school communication, and parents' satisfaction. Moreover, this study builds on the foundational factors of the Epstein framework. Furthermore, this study examined parent-teacher partnerships, economic diversity, and its economic diversity's impact on parents who focus on the transition. This study also examines parental satisfaction and the effect it has on college and career transition. For this research, we analyzed students' college readiness, demonstrated in the upcoming path model, but factors of school choice influence how parental involvement impacts the college and career transition process.

Theoretical Framework

As school leaders, we are advocates of our community. More importantly, we are advocates of the families and children we serve. Nevertheless, it is puzzling to see such an achievement gap for minority students in both densely populated secondary schools as well as less densely populated high schools. Why does this achievement gap exist? Does it stem from a lack of parental involvement? Does it exist in families during middle school? Does it go even further, back to elementary school? How can we close the achievement gap of minority students who transition from middle school to high school and beyond? This study examined the effects of parental involvement as parents' children transitioned from junior high school to high school in Grades 9–12. It is believed that when parents are involved in the school choice of their child's secondary school, the

parental involvement increases the likelihood of their youngster graduating from high school, increases the opportunities of selecting the best colleges, and increases the trajectory for greater success in the career opportunities of their choices.

Considering the research significance of the USDOE (2020) *Fiscal Year 2020 Agency Financial Report,* the Related Strategic Objective of the USDOE's Agency Priority Goals, Strategic Objective 1.1 highlights the educational freedom to improve the information of and admission to excellent K-12 education opportunities for parents and their children. The USDOE (2020) stated by September 20, 2021, it would expand both the quantity and proportion of overall charter school students and overall scholarships for students across the country. It reports, the charter school registration will grow from 3.29 million to 3.51 million (6.90% of all students in public schools). Moreover, the number of scholarship students, as well as family involvement in state-based vouchers, tax break grants, and education savings account programs, will show an increase from 482,000 to 579,250 students (1.10% of the total school-aged populations). The next goal focus is to have families who get help through technical assistance and other funding sources demonstrate an incremental change of 5% per year.

School-Based and Home-Based Involvement

According to Pomerantz et al. (2007), the primary goal of the educational policy is to promote academic achievement. Pomerantz et al. looked at a myriad of studies impacting parental involvement within two areas: school-based involvement and home-based involvement. The study reviewed the research from Head Start to the middle school, which shows a literature gap of parental involvement after the children transition from middle school to high school in Grades 9–12.

The researchers showed it is essential to increase parents' involvement in children's academic lives to ensure their youngster's educational attainment (for some exceptions, see Eccles & Harold, 1996; Epstein, 1990). Nevertheless, striving for student achievement is ongoing, and the researchers in this study regarding parents' involvement focused on its influences on their children's motivation, engagement, and performance in school. As children enter adulthood, the improvement of achievement provides children with important opportunities for higher education and, ultimately, provides career choices and aspirations for them and their future choices (Hill et al., 2004; Young & Friesen, 1992). Furthermore, students' performance is a key to national advancement in the subjects of science, technology, engineering, and mathematics (STEM), and performance is needed for the growth of a global society,

Consequently, the Pomerantz et al. (2007) findings express parental empowerment, providing information to parents about the "malleability" of children's abilities. Pomerantz et al. (2007) stated, "the research suggests fostering positive involvement in children's schooling among parents entails creating an environment in which parents do not feel too much pressure to ensure children perform up to standards" (p. 400). The study supports the works of Epstein & Van Voorhis (2001), which examines positive parents' involvement with the acquisition of knowledge. This key question remains essential to further research, how do parental involvement and the transition process in parents' children's academic achievement promote success?

Review of Related Literature

The key aspects of this study are central to the research question, "What factors have an effect on transitioned-focused parents?" Initially, the researcher addressed parental involvement in supporting school choice for children who were transitioning

from middle school to high school. However, this broad band shows a significant literature gap, and the research expansion examines how parental involvement meets the challenges of college and career transitioning beyond high school; especially, if we are looking to understand how parental involvement narrows the achievement gap.

The researcher extracted 334 public schools (Grades 9–12). Next, the study examined the economic disadvantaged, now coded economic diversity, of the sample population using the demographics of the schools from the enrollment data on the NYSED (2019) data site. The central theme used the lens of the Epstein (1995) topography of parent involvement, family and school communication, and parents' satisfaction. The study further examined parents' satisfaction, college and career transition (for this research we analyze the students' college readiness), and economic diversity. The research demonstrates how parents' satisfaction impacts college and career transition. In essence, this study examined what factors had an effect on transition-focused parents.

Parental Involvement

In the USDOE (2020) *Fiscal Year 2020 Agency Financial Report,* the Agency Priority Goals, Strategic Objective 1.1 is to "increase high-quality educational options and empower students and parents to choose an education that meets their needs" (p. 6). Subsequently, the USDOE report (2020) emphasizes Strategic Goal 1 and spotlights the results identified with the progress from "*No Child Left Behind Act* to the implementation of *Every Student Succeeds Act* (ESSA), which reauthorized the *Elementary and Secondary Education Act* in December 2015" (USDOE, 2020, p. 7). The primary characteristic of the ESSA is the adaptability it gives to states to do what is best for their

children while safeguarding important protections for students of economic diversity, disabilities, English language learners, and other populations of need. However, the law necessitates states to guarantee all students with access to excellent teachers and positive, safe learning environments that equip them for college and career achievements. The Department monitors, "improved learning outcomes by granting about $40 billion to states, school districts, and not-for-profit organizations" (USDOE, 2020, p. 9).

The research also is significant as the USDOE urges families to know about educational possibilities and school choice that is available so parents can determine the most ideal choice for their children's needs. Nevertheless, as school choice opportunities are available to all students, the next question is how minority families get access to high-quality educational funding? "As expressed in Fiscal Year 2020, the Department conducted outreach to states, schools, and other educational organizations to promote school choice" (USDOE, 2020, p. 7).

Considering the COVID-19 pandemic, the Equity Assistance Centers, subsidized by the Department, established assets to encourage fair learning opportunities in virtual and remote educational conditions. Therefore, in Fiscal Year 2020, the USDOE provided P-12 schools that were impacted by COVID-19, with more than $13.3 billion in financing. Subsidizing included, "Elementary and Secondary School Emergency Relief Fund awards and the Education Stabilization Fund-Rethink K-12 Education Models Grants" (USDOE, 2020, p. 7).

Equally important is the research of Green et al. (2007) that discussed parent involvement as an indicator of student achievement. The authors explored the challenge of establishing a common language for parent involvement using the empirical

framework of examining the construct of the parents' home-based and school-based involvement activities. In their cross-sectional analysis of Grades 1-6, the three areas were: general school invitation, specific teacher invitation, and specific child invitation (Green et al., 2007). These elements examined home-based and school-based involvement. In short, consistent with previous research, the findings of Green et al. (2007) revealed, "parental involvement decreased as a child grows older. Yet at all ages, specific invitations from the child and the teacher were vital for parental involvement" (p. 542). However, the research has shown that productive parenting practices are best discovered outside of the educational arena (Campbell & Verna, 2007). Campbell and Verna stated that a positive academic home climate generates curiosity and encourages a child to pursue his or her academic interest. Here, the achievement gap closes as a result of parental involvement because of positive behaviors, attitudes, beliefs, and values that lead to children having higher levels of achievement (Campbell & Verna, 2007).

As school leaders, we face the complexity of how to increasingly engage and increase parental involvement in public schools. At this writing, city, state, and federal lawmakers reexamine school funding sources based upon schools' accountability with options, such as school choice, charter schools, specialized schools, and vouchers, to provide options for parents seeking the best educational programs for their children and, consequently, by making it more competitive for public schools to close the achievement gap with higher percentages of students coming from families with low socioeconomic status, disabilities, and language barriers.

Campbell and Harewood (2017) stated, "part of the reason for the ultimate success of these charter schools is the parents believe these schools will help their

children get a decent education" (p. 103). Equally important, the authors communicated and contributed to the research community with the "Dominant Constructs Used in Parental Involvement Research" (Campbell & Harewood, 2017, p. 112) as well as the 92 kernels for successful parenting. The researchers reported, "The children of both minority and majority families that stress academics have higher achievement" (Campbell & Harewood, 2017, p. 103).

Epstein (1995) did not define parental involvement, the researcher stated that schools make choices. Epstein (1995) identified six types of parental involvement:

Type 1 – Parenting, this model of parental involvement helps all families establish a home environment to support children as students.

Type 2 – Communicating, this category of parental involvement is to design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

Type 3 – Volunteering, this model of parental involvement is to recruit and organize parent help and support.

Type 4 – Learning at home, this category of parental involvement provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

Type 5 – Decision making, this model of parental involvement includes families as participants in school decisions and develops parent leaders and representatives.

Type 6 – Collaborating with the community, this model of parental involvement identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development (p. 704).

Therefore, schools and school leaders have a challenging job as the agents of change; nevertheless, school leaders are part of a greater vision both within and outside of the school environment. However, the educational transition process society has become more sensitive to the expansion and development of the parent-teacher-school partnership and taking every opportunity to create a seamless structure that supports the learning community both inside and outside the school buildings.

Similarly, Epstein and Dauber (1991) stated in their research on parental involvement, targeting a population of 171 teachers in eight inner-city schools, five elementary schools, and three middle schools in Baltimore, Maryland. The factors examined the connections between school programs of parent involvement, teachers' attitudes, and the practices that teachers used to involve parents of their students. Also, this was a longitudinal, 3-year initiative supported through small grants. Next, the teachers, principals, and parents of each school completed a questionnaire that consisted of 10 questions with 100 sub-questions using Epstein's (1989) model of parental involvement in schools.

The first factor of Epstein and Dauber's (1991), teachers' general attitudes parent involvement, was that the teachers in the inner-city elementary and middle schools had a solid inspirational disposition about parent involvement.

The second factor was separate contributions of the five types of parent involvement. The items in the questionnaire are blueprints for measuring the five types of participation previously described. These five types are bound together. However, the moderate correlation shows that these five types also make their contributions to the comprehensive plan for parental participation (Epstein & Dauber, 1991, p. 293).

The third factor, a strong school plan, has interdependence with parental involvement. Furthermore, among the five types of participation, elementary school teachers embrace these traits more than middle school teachers. The parental participation plan reported by elementary school teachers is significantly stronger than that of middle school teachers in parenting and child development, volunteers, learning activities at home, and decision-making.

The fourth factor, the influence of the school level, has the characteristics of the students and teachers, and the teachers' practices of parent participation in the plan. The study shows that strong communication programs from school to home are not strongly influenced by school level. Also, studies have shown that school-level volunteers explain the school's strong plan, and more volunteers are in elementary grades than in middle school grades. Besides, the study shows strong school programs involving parents in the children's learning activities at home are important and valued by school level— elementary schools are more prone than middle schools to have strong programs of this type of involvement.

The fifth factor, the participation of parents with teachers of different subjects in practice. Correspondingly, research shows that teachers in major academic disciplines (English/language arts, reading, mathematics, science, and social studies) tend to emphasize different ways of parental involvement (Epstein & Dauber, 1991).

The sixth factor, the school atmosphere of parental involvement and planning intensity, reveals others in the school and the community. "Discrepancy scores" (Epstein & Dauber, 1991, p. 298) reflect the differences between the teachers' support and their perceptions of the support of other people or groups around them. So, overall, the

teachers report that they are similar to their principals in their strong support of parent involvement. However, the principals believed that, as individuals, they were more supporters of parental involvement than their teachers and colleagues, were and they had stronger support than the parents or other people in the community.

Remarkably, teachers individually expressed strong positive attitudes toward parent involvement, most school programs, and classroom practices do not support the teachers' beliefs in the importance of school and family partnerships. In the Epstein and Dauber (1991) survey, "most teachers wanted all parents to fulfill 12 parent-involvement responsibilities, ranging from teaching their children to behave to knowing what their children were expected to learn each year, to helping them with those skills" (p. 304). Because the focus of the study was a flagship study and foundational work on parental involvement, the research opened the door to present literature investigations on the impact of parental involvement and parental partnership in secondary schools on academic achievement.

Consequently, Barnes (2018) conducted a study on parental involvement. The target population consisted of about 1,530 parents and 77 teachers in the state of Georgia's school districts. This quantitative cross-sectional survey study analyzed the perceptions of parents and teachers in two Title I middle schools, Grades 6–8, on effective parental involvement in the areas of parental engagement, parental involvement obstacles, activities, and initiatives for implementing parental involvement, parents' and teachers' communication strategies, and pedagogic achievement. The study results revealed that teachers and parents had statistically significant differences in parental involvement perceptions and the researchers' implementation of communication

strategies around parental involvement programs to increase students' performance and achievement. Although the Epstein and Dauber (1991) study examined parents and teachers in Grades 6–8, the literature research looked at both the elementary and secondary school levels. Also beneficial was the focus on addressing the parental involvement obstacles through research in the areas of clear and concise communication strategies among the teachers and parents, and professional development workshops would contribute to advancements in these areas.

Parental Satisfaction

Subsequently, the Prophète (2019) findings showed indicators of parents' satisfaction. The Prophète study consisted of both parents and students. There were 42 schools represented in the data, consisting of 18,196 students in Grades Pre-Kindergarten through 12. The parent population consisted of 7,762 parents in the New York City Department of Education, who have children attending school in School District 7. The study revealed that "the results are statistically significance parents were more satisfied at more successful schools than less successful schools about the parental involvement types of collaboration, decision-making, volunteering, communication, learning at home, and parental involvement" (Prophète, 2019, p. 67). The literature gap in the study examined students in Grades Pre-Kindergarten through 12. Nevertheless, it did not focus on solely the secondary schools.

Parental Partnership

The Jung et al. (2020) findings focused on data collected from 380 schools across the country. The study looked at school leader partnerships and family partnerships regarding transformational leadership style and collaborative leadership style as factors

for school improvement. The results demonstrate that "school principals have dual leadership roles in building high-quality partnership programs and in guiding more teachers to engage parents in their children's education at school and home" (Jung, 2020, p. 26). Hence, transformational leadership in partnership directly establishes teacher outreach and family engagement in the school. However, collaborative leadership affects the implementation of the "organization's structural design" (Jung, 2020, p. 27) to facilitate teachers' outreach and engagement with families. The results of the Jung study indicate that school leaders need preparation in the area of family partnerships. Given the focus of the study was on school leadership, the review presents a literature gap regarding the impact of parental involvement and parental partnership in secondary school on academic achievement.

Equally important, Leddy (2018) revealed and promoted the parental partnership between the school and the parents. Also, Leddy (2018) reported the findings of Turney & Kao (2009) in which, "the minority and immigrant children suffer through low teacher expectations . . . as a sign, these parents are less interested and less engaged with their children's academic development" (p. 37). Leddy described barriers and hindrances to parental involvement, such as linguistic or racial/ethnic backgrounds, sharing information about school programs, the support for bilingual speech in the parents' language, and the need to support teachers in providing time and resources for regular communications with parents. On the other hand, the author highlighted parental partnerships on the elementary school level that included activities such as open houses, fundraisers, parent-teacher conferences, exhibitions of cultural heritage, newsletters, community gardens, and storytelling. Moreover, Leddy shared the works of Darder (2012) concerning the role of

schools to prepare students for the world of diversity and multiculturalism. As the focus of the article was on creating and involving minority parents in a diverse community at the elementary school level, the review presents a literature gap on the impact of parental involvement and parental partnership in secondary school on academic achievement.

Another report gives a short history of the research of parent and community involvement, Henderson and Mapp's (2002) collection of research discusses community involvement and its impact upon student achievement. Today, there is nationwide growth of parent-engagement organizations outside of schools. Community-based organizations are led by parents and community members. The objective was to not only save communities and support schools in their accountability, using resources and strategies of community organizations but to make a difference from traditional parent involvement and openly focus on building economically disadvantaged families' power and political skills of sustainability. Essentially, Henderson and Mapp's (2002) report consists of three sections. The first section described the studies, designs, and limitations. The second section includes three parts that are the impact of parent and community involvement on student achievement; effective strategies to connect schools, families, and community; and, finally, parent and community organizing efforts to improve schools. The third section is a summary of 51 studies conducted between 1993 and 2002 (Henderson & Mapp, 2002). The authors stated, "the new wave evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life" (Henderson & Mapp, 2002, p. 13). The writers continued with, "White, middle-class families, however, tend to be more involved at school. Supporting more involvement, a school from all parents may be an important strategy for addressing the

achievement gap" (Henderson & Mapp, 2002, p. 13). In essence, the flagship studies revealed the higher the student achievement, the greater the partnership between families and schools. The parent-school partnerships support not only the transformation of the school, which flourishes but the child's academic achievement as well. (Henderson and Mapp, 2002 p.13)

Equally important, the Henderson and Mapp (2002) reported about the partnerships of families, schools, and community groups working together. Community groups provide critical links of support and resources both within and outside of the school environment. Likewise, the bridging of these partnerships can also help address the achievement gap. In any case, literature expansion and exploration can be helpful to our country's endeavors to improve the strategies and practices of schools within the educational field.

The connection of the Deslandes (2006) research is a family community collaboration. The 4-year study examined two primary schools of fourth, fifth, and sixth graders at this level. The action teams included a school principal, assistant principal, a teacher, a parent, a specialist teacher, or a school psychologist. Likewise, the action teams in the two secondary schools comprised two school principals, two assistant principals, two teachers, two parents, two members of the nonteaching personnel, and the high schools in Quebec consisted of 1,512 students. The study used Epstein's (2001) framework. Also, phone interviews, with the four action team members, that participated in the research. The lesson learned was the emergence and promotion of personnel, such as the school principals, liaison agents, and action team members. Moreover, the researcher reported the need for school principals to allow action teams to share thoughts

and data on school family collaborations to boost awareness in the schools and the community. Next, leadership responsibility was empowerment by the school council to make sure the school family collaboration partnership program appeared as a priority in the school's success plan. Therefore, the literature reflects in this study the growth of the related research studies, both nationally and abroad, and the need to continue the mission to conduct and share relevant research to make viable contributions in the educational industry.

The connection in the Lekli and Kaloti (2015) research was about parent-teacher partnerships. The study took place in Albania, Italy in the 9th-grade educational system. In the Lekli and Kaloti study, the research questions were: "How can schools' directories increase parental participation?" "What can schools do to foster positive parental involvement?" "How much would parental participation help in reducing behavioral problems in the classroom?" The survey shows teachers' outreach to parents of the children in the tiered classes conducted using cell phones and emails. However, the findings show three strategies commonly practiced in schools in Albania: parent-teacher notes, organization of parent-teacher meetings (once in a month, or by the end of each term), frequent teacher-parent phone calls (especially in the elementary school), and parent-teacher notes. Next, the study reported parent-teacher partnerships were an effective means of fostering students' success in a well-managed classroom. As a result of the Lekli and Kaloti (2015) study, the literature gap reflects the need for greater exchanges of related research studies both nationally and internationally. Also, there is a need to continue the mission to conduct and share relevant research to make viable contributions in the academic field.

The correlation of Crea et al. (2015) was a community partnership. The study reviewed how an innovative partnership between Cristo Rey Boston High School and the Boston College School of Social Work investigated parent engagement. Cristo Rey Boston High School is in an urban neighborhood in Dorchester, Massachusetts. The students attended classes 4 days a week and participated in a work-study program 1 day a week. There were 119 parent participants in the project. The research had three factors: quality of the parent-teacher relationship, parent involvement, and volunteering. Consequently, the results also suggest that parent engagement activities occur on a continuum because about 50% of the sample (the "trusting" sub-group) scored high on motivation for engagement, but comparatively low on measurable parent engagement activities, such as volunteering at the school or engaging teachers in communication at school, parent endorsement of the school, and frequency of parent-teacher contact. Also, the Crea et al. (2015) study showed that some families felt marginalized and not valued as equal partners in their children's education, and the language barriers also played a role in these feelings of being disconnected. As a result of the data, the school community organized improvements, such as student-teacher advisory groups, recruitment of parent leaders assigned to each advisory group to facilitate communication, and the school plan to hire a parent coordinator, which would highlight home-school partnerships. As a result of the Crea et al. study, the school community implemented changes immediately. The literature gap reflects the need to measure the transition of college-career readiness from secondary school to college and beyond, which supports additional literature research in the educational sphere.

The connection of the Chen et al. (2016) study was a community partnership. The Providence Full-Service Community Schools (PFSCS) model was a community-based model in Rhode Island that provided full community service to the public elementary or secondary school. This program connected schools, families, and communities, and provided comprehensive services, including family literacy, out-of-school time, wraparound case management, and health outreach, with a focus on family engagement. The research was a 4-year study. Also, the parents completed a survey at the beginning of each school year. Consecutively, 407 parents in 2009; 631 parents in 2010; 486 parents in 2011; and 685 parents in 2012 participated in the Crea et al. (2015) study.

Equally important factors, such as the *parent-comfort* scores did not change significantly. The *parent activity*, in which the results indicated the parent activity subscale score did not change significantly over the years. The *parent-teacher communication* findings show that the differences over the 4 years of the Crea et al. (2015) study were statistically significant. Nevertheless, the *reputation* factors were significant, and the score for one school, the reputation subscale score, increased significantly. The longitudinal findings revealed a need for more oversite of the program and school community effectiveness. Although for the students' involvement, there was no measurable outcome of school performance, and the parent involvement required more social networking to use the available resources. More importantly, the literature gave information to the community-based organization and the school on its strengths and weaknesses. The literature gap exists in the transition of college-career readiness from secondary school to college and beyond. Therefore, local, state, and funding resources and grants need to continue to meet the needs of the community.

Quezada (2003) examined an award-winning community partnership, the California School Boards Association Golden Bell Awards (CSBA), which recognized yearly award recipients. A total of 250 schools submitted proposals in 17 different categories. Twenty proposals met the Parental/Community Involvement in Pre-K-8 criteria for recognition; eight schools (from seven school districts) in this category received awards. Ultimately, the purpose of this Quezada's (2003) article was to describe the common threads and characteristics of successful parent and community involvement programs in these schools. Moreover, the awards celebrated recognition to the school, the community-based organizations, and the families for outstanding results in academic achievement, increasing participation, and community pride. In 2003, honors went to:

Parents Take P.A.R.T.: Parent Assisted Readiness Training – Franklin Elementary School, Redlands Unified School District, Redlands, CA.

The P.A.R.T. program offers parent workshops on language development, effective reading strategies, parenting skills, emotional and physical development, academic readiness, and community service. Literature in Spanish and English and developmentally appropriate games are available for parents to check out from the parent resource center. Parents in the program have a deeper connection with community organizations through presentations and workshops by the library, Healthy Start, YMCA, Boys and Girls Club, and Family Service Association of Redlands.

"Involving All Families" – Bryn Mawr Elementary School, Redlands Unified School District, Loma Linda, CA

Innovation in the Home Visit Program permits families to look at versatile personal computers (PC) and consoles. They may, likewise, utilize the PC lab at the

school in the evenings with full Web access. The parent overview, led by the school, showed amazing outcomes as clear as in an increment of 320% in parent volunteerism and investment; 97% of the guardians took the questionnaire, the parent-demonstrated high fulfillment with school faculty and staff. Students' attendance and participation in the area with "in-seat" (p. 146) student participation was at 96.6%. Furthermore, in the schools, academic achievement expanded throughout the most recent 3 years. More importantly, the CSBA splendidly exhibited the proof of examination writing. The writing survey upheld instructive exploration in shutting the accomplishment hole and building networks. At the time of this study, assets were restricted for minimized networks, and there was a need to proceed with the work in seeing how information changes the existences of networks, particularly in the progress cycle of auxiliary schools to professions and universities of the understudies' decisions. The CSBA demonstrated the evidence of research literature in practice. The literature supports educational research in closing the achievement gap and building communities. Resources are still limited for marginalized communities, and there is a need to continue the work in understanding how data changes the lives of communities especially in the transition process of secondary schools to career and colleges of the students' choosing.

Lazar and Slostad (1999) crafted two positions of parent-teacher partnerships: those in favor and those who were not in favor of parent-teacher partnerships. Similarly, the researchers listed the works of Eccles and Harold (1993) and stated that teachers see students' "increasing need for independence as a signal, students do not need or desire parent-teacher collaboration as a form of support." On the other hand, Dauber and Epstein (1993) reported that teens were better served when parents and teachers work

together to support them, without compromising students' need for independence. The authors reported that Bandura (1989) stated families with a low feeling of adequacy will, in general, try to not help their youngsters because they would prefer not to confront their deficiencies, or they believed their inclusion would not have good outcomes. On the contrary, Lazar and Slostad (1999) continued to state that Bandura described adequacy/efficacy as the least for an individual who does not move on from secondary school; the contrast between secondary and college grades was not found to be significant (Bandura, 1989). The literature and research are controversial; it welcomes practitioners with an opportunity to see research development in their areas of expertise, and it is their responsibility to serve the students, the school, and the community. Service changes the lives of others.

Economically Disadvantaged

The term economically disadvantaged is a description used by NYSED (NY - STATE – Enrollment Data | NYSED 2021) of students who participate in, or whose families participate in, economic assistance programs, such as the free or reduced-price lunch programs, SSI, Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit EITC, HEAP, SNA, BIA, or Family Assistance: TANF. If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income. However, in this study, the term economic disadvantaged is now coded as economic diversity.

Transition

The Avalos (2004) research examined the importance of school engagement in the transition from middle school to high school. She identified the Latino population as

the severely marginalized group in her study, as well as being marginalized by McGowan (2000), as students from families that did not complete school, had low incomes, were unable to work, and were the single head of a household. Therefore, the National Council of Education Statistics ([NCES], 2002) reported a large dropout rate among the Black and Hispanic populations. Additionally, the Avalos (2004) findings show 55% of students were male, and they were not successfully academic and dropping out of high school. As a result, the Avalos study demonstrated there was a significant correlation between student engagement and extra-curricular activities with academic performances. Although the Avalos (2004) study showed the transition of eighth-grade students to high school, the literature lacks parental involvement in the transition program.

The Vives (2008) study findings focused on 1,362 students, where the transition team worked with eighth-grade students of The Albany, New York Liberty Partnerships Program. Vives (2008) reported, "the study highlights the value of implementing a middle school to high school transition program for students at risk of not completing high school in four years" (p, 70). Vives attributed the success of the program to the faculty and staff working with the socioemotional and academic progress of the target population. Although the data show eighth-grade students successfully transitioning to high school, the research does not analyze the parents involved in the middle school transition process. Hence, there is a literature gap in the transition process of secondary school parental involvement.

Similarly, the Kellich (2017) study shows the transition process of 20 students from two different settings (K–8; Grades 6–8). The researcher stated the staff's deep interest in the students, in some cases, since kindergarten, "They reported seeing it as

their job to ensure the students had already experienced the academic material they would see in high school" (p. 144). Kellich acknowledged the results in the study were the lack of parent interviews, which would have enhanced the transition process within the family environment. Notwithstanding, the relevant literature does not have parents involved in the transition process. Furthermore, in this study, the literature gap is the absence of research on parent involvement in the transition process at the high school level.

The relationship in the study by Ruble et al. (2019) is the transition in one Midwestern and one South Central state. The factors in the research were transition planning quality, parent activation, student factor (adaptive functioning), and parent-teacher alliance. Additionally, the participants in the study were 20 special education teachers and 20 students with autism spectrum disorder (ASD) and their parents. Also, all students received special services under the educational category of autism. "For one of the key postsecondary outcomes is employment, neither IQ nor adaptive behavior nor any of the school variables correlated with progress on plans for employment" (Ruble et al., 2019, p. 3240). Besides, there were no correlations between post-school employment and school variables indicating the relatively weaker role of the school. The research supports that transition planning was an ongoing process. More importantly, the literature findings support the transition process with professional development workshops, but the gap shows a need to investigate transition in the general education population as well.

School Choice

Accordingly, the Clophus (2018) research examined 153 graduating seniors from two secondary schools in a southwest Louisiana parish. This was a correlation study to determine if there was a predictive relationship between parental expectations as

perceived by the student and post-secondary choices. The two instruments used were the Career-Related Parent Support Scale and the Vocational Identity Scale. Consequently, there was no significant predictive relationship between parental expectations and the post-secondary choices of the high school seniors in the southwest Louisiana parish. In the study, due to the non-normal distribution of the criterion variable, Spearman's Rho correlation was used to determine if a correlation existed. The outcome showed there was not a significant predictive relationship between the students' perceived parental expectations and the satisfaction and confidence they felt with their post-secondary choices. Clophus (2018) reported, "the results of the study have contrasting implications, and in some ways, despite failing to reject the null hypotheses, research still suggests parental expectations are a driving force in the decisions students make regarding their post-secondary pathways" (p. 84). While this research did not explicitly see the impact of the parents' influence on gender roles for future choices, it does contradict the data, in that parents are a significant part of the choices their youngsters make regarding their future. Therefore, a literature gap exists in the transition process of secondary school parental involvement and post-secondary choices. In conclusion, the literature supports the purpose of further research expansion.

Similarly, the Teng (2017) research surveyed 168 parents from eight elementary feeder schools, which channeled into one middle school and one high school in San Diego, California. The surveys were translated into five different languages for this study. The research revealed school safety was the main worry of the parents selecting school choice, followed by scholastic factors, such as support for at-risk students, educator quality, and challenge for advanced students. Among electives, the most

academically rigorous seemed to rank highest with "Science, Technology, Engineering and Math, Advanced and Accelerated Classes, and AVID/College Preparation" (Teng, 2017, p. 89) positioning as the best three. School choice competes with neighborhood schools, which serve a high percentage of economically disadvantaged families as well as having a high density of minority families. The research shows parents are not satisfied and are looking to meet the needs of their children, and they hold the schools accountable. Although the research results spotlight the educational concerns of parents, it does not close the literature gaps, and there is a need to further expand the study of parental involvement and the transition process on the secondary school level to improve school strategies, instructional practices, and education reforms.

Conclusion

In summary, Chapter Two presented a research focus that fits within the previous scholarship and extends and contributes to the discussions of this literature review in the educational arena. The role of parents and guardians is the heartbeat of humanity. Parents are transformative leaders and change agents. Ultimately, school leaders are privileged to serve school communities with transition-focused parents. The Epstein (1995) topography is the foundational and educational blueprint of this study as well as schools' organizational protocols.

The transition-focused parents have a clear mission and vision: what support is necessary for their children to successfully transition from Grades 9 through 12 and beyond to the colleges and careers of their youngsters' choice. Transition-focused parents see the intricate interactions of the variable of parental involvement, economic diversity,

parent-teacher partnership, parent-teacher-community partnerships, school choice, and parent satisfaction.

More importantly, the research describes the responses of 66,202 parent participants, and the data examined were 334 schools (Grades 9 through 12). This study used the instruments of the 2018 New York City Parent Survey, the New York State Education data, and the Epstein (1995) framework to construct viable factors to show the interactions of each variable in the upcoming path model. The research shows what factors can have an effect on transition-focused parents, and the outcome of this study will contribute to the expansion of the research literature.

CHAPTER 3: **METHODS AND PROCEDURES**

Introduction

This study was to investigate how parents' satisfaction influences their children's transitioning from high school to college. The central theme uses the lens of the Epstein (1995) framework of parent involvement, family and school communication, and parents' satisfaction. The study further examined parental satisfaction, college and career transition (for the purpose of this research we analyze students' college readiness), and economic diversity. It argues how parents' satisfaction impacts college and career transition. The key aspect of this study examined parents with children attending public school, who had transitioned from eighth grade to Grades 9 through 12 in the northeast region of the United States. Chapter Three provides the research design and the research question, the hypotheses, and the details regarding the participants and the setting. It also provides the instruments used in the study and the procedures and methods of data analysis. Beyond this, the question remains: Is college and career transition an option available to minority parents in low-income communities? In essence, does parental involvement and economic diversity influence parents' satisfaction with college and career transition choices beyond secondary education?

Consequently, this study was conducted using descriptive statistics, factor analysis, and path analysis. The independent variables in this model were parental involvement and family/school communication, which we coded as a parent-teacher partnership, parents' satisfaction, and economic diversity. The dependent variable in this study was college and career transition, which we conceptualized as transition-focused parents.

Research Question

The research question and the hypotheses for this study are:

RQ1: What factors have an effect on parents' satisfaction with college and career transition in Grades 9 through 12 with transition-focused parents?

Hypotheses. The following are the null hypotheses for this study:

$H_0 1$: There are no significant independent variables on the dependent variable of transition-focused parents.

$H_0 2$: There are no significant independent variables of parent-teacher partnership on the dependent variable of transition-focused parents.

$H_0 3$: There are no significant independent variables of parental involvement on the dependent variable of transition-focused parents.

$H_0 4$: There are no significant independent variables of Economic Diversity on the dependent variable of transition-focused parents.

The Sample and Population

The participants for this study came from the 2018 Parent/Guardian Survey (NYC School Survey). Next, the researcher extracted the 334 public high schools (Grades 9 through 12) from the 2018 New York City School Survey Results/Parents survey data. Then the researcher deleted schools by the District Borough Number in the New York City Department of Education (DBN) /New York School codes that did not meet the following criteria: Pre-Kindergarten – for All, 3-K for All, and Child Care Centers, Middle Schools/I.S./JHS, District 75, YABC programs, Charter Schools, Non-Public Schools, Secondary Schools with Grade 8, as well as secondary schools without Grades 9 through 12 populations. This moved the data set from 2,890 schools to 334 schools. The

target schools were from all five boroughs of the NYC public schools. The research consisted of 334 public schools containing Grades 9 through 12. Moreover, there were 66,202 parent participants in the survey.

The demographics of the schools came from the 2019 | Enrollment Data | New York State Education Department Data Site. The total ethnicity of the schools in this research were: (unspecified) % American Indian/Alaska Native, 32.16%; Black or African American, 45.97%; Hispanic or Latino, 10.45%; Asian or Native Hawaiian/Other Pacific Islanders, 8.94%; White American and Multiracial 1.37%. The economic diversity of the target schools in this study are also from 2019 | Enrollment Data | New York State Education Department Data Site, as indicated by each school's name.

Instruments

Epstein (1995) frames parental involvement as significant to her research. Moreover, the researcher stated that schools make choices. Epstein (1995) identified six types of parental involvement:

Type 1 – Parenting, this model of parental involvement helps all families establish a home environment to support children as students.

Type 2 – Communicating, this category of parental involvement is to design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

Type 3 – Volunteering, this model of parental involvement is to recruit and organize parent help and support.

Type 4 – Learning at home, this category of parental involvement provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

Type 5 – Decision making, this model of parental involvement includes families as participants in school decisions and develops parent leaders and representatives.

Type 6 – Collaborating with the community, this model of parental involvement identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development (p. 704). Figure 3.1 shows the six types of parental involvement from Epstein's (1995) framework.

Figure 3.1

Epstein's (1995) Framework of Six Types of Parental Involvement.

6 Types of Parental Involvement

Parenting	Communicating	Learning at Home

Six Types of Parental Involvement

Volunteering	Decision Making	Collaborating With Community
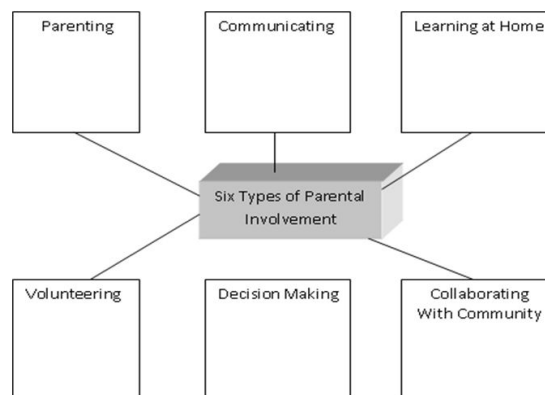
Note: From "School/Family/Community Partnerships: Caring for the Children We Share," by J. L. Epstein, 1995, *Phi Delta Kappan, 76* (9), 701–712 (https://doi.org/10.1177/003172171009200326). Copyright 1995 by SAGE Journals.

Model Synthesized By the Researchers. Figure 3.2 shows this study's research

expansion of the theoretical model of Epstein (1995), of parental involvement, as well as

three additional factors: transition-focused parents, parent-teacher partnerships, and

economic diversity.

Figure 3.2

The Path Model
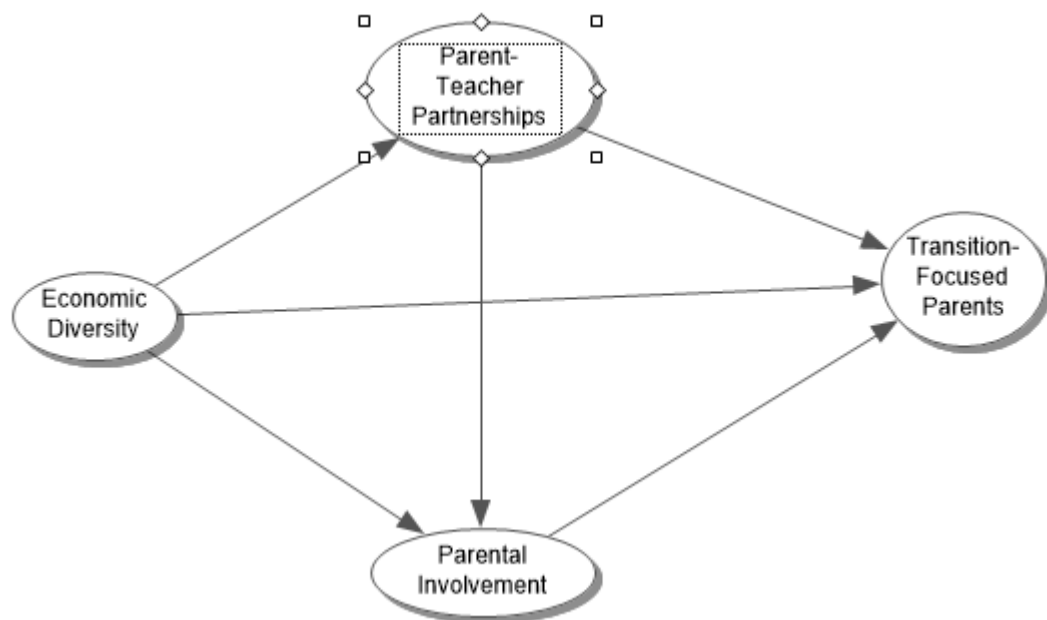
In this study:

Parental Involvement. Conceptualized along with Epstein's (1995) theory

(communication between home and school, and volunteering).

Parent-Teacher Partnerships. Occur when parents make the effort to interact and

collaborate with teachers.

Transition-Focused Parents. Individuals who concentrate on their children's preparation for college. They are satisfied that teachers and schools are working to make their children ready for college.

This study used two instruments, the 2018 NYC Parent/Guardian Survey, and the 2019 | Enrollment Data | New York State Education Department Data Site. The 2018 NYC Parent /Guardian Survey consists of 10 question sections with Likert scales. Question 8 (a, b) reads, "If you are a parent/guardian of a child in Grade 9-12, ANSWER this question." Therefore, Question 8 guided the research and thereby limited the schools' selections in this study to NYC public secondary schools with Grades 9 through 12. Table 3.1 shows the survey questions selected for the analysis within the path model.

Table 3.1

Survey Questions Selected for Analysis Within the Path Model

Transition-focused parents	Parent-teacher partnership	Parental involvement
8b. Provides resources, college ready.	6b. Parent-teacher conference.	1b. Opportunities to visit classroom.
8a. Keeps my child on track, college ready.	6a. Attend a general school meeting.	1a. Staff regularly communicate.
5b. Satisfied with the education received.	4b. Communicated with teacher.	4a. Volunteer.
5a. Satisfied when I contact this school.		
5c. Satisfied with the overall quality.		

The questions of parental involvement used the Likert scale where the respondents mark the extent to which they disagreed or agreed with each statement about this school. Strongly degree, Disagree, Agree, or Strongly Agree:

1a. School staff regularly communicate with me about how I can help my child learn.

1b. My child's school offers me opportunities to visit my child's classroom, such as observing instruction, participating in an activity with my child, etc.

The Likert scale where the respondent expressed "Since the beginning of the school year, how often have you . . .?" The responses were None, Rarely, Sometimes, and Often:

4a. How often have you been asked or had the opportunity to volunteer time to support this school (e.g., spent time helping in classrooms, helped with school-wide events, etc.)?

The questions of parent-teacher partnerships use the Likert scale where the respondents express "During the school year, how likely are you to…?" The responses ranged from Very Unlikely, Somewhat Unlikely, Somewhat Likely, to Very Likely.

6a. Attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?

6b. Go to a regularly scheduled parent-teacher conference with your child's teacher?

The Likert scale where the respondent expressed "How often have you . . .?" were None, Rarely, Sometimes, and Often:

4b Communicated with your child's teacher about your child's performance? Equally important, the questions of the transition-focused parents used the Likert scale where the respondents marked the extent to which they disagreed or agreed with each of the following statements. Strongly Degree, Disagree, Agree, or Strongly Agree:

8a. This school helps keep my child on track for college, career, and success in life after high school.

8b. This school provides resources to me and my child to prepare my child for college, career, and success in life after high school.

The questions below used the Likert scale where the respondents expressed "How satisfied are you with the following?" Very Dissatisfied, Dissatisfied, Satisfied, Very Satisfied, I do not know:

5a. The response I get when I contact this school.

5b. The education my child has received this year.

5c. The overall quality of my child's teachers this year.

The statistical techniques employed to address the hypothesis/research question and the reason for this selection use analysis of variance (ANOVA) to assess the effort of a continuous, dependent variable given a single independent variable. Regression analysis was performed with factor analysis and economic diversity variables. One of these analyses showed transition-focused parents as the dependent variable. According to the model, the parental involvement, and family/school communication, which was coded as the parent-teacher partnerships, parents' satisfaction, and economic diversity for all the independent variables are indicated in the Boswell code book (Appendix B). Additionally, the researcher successfully completed the National Institutes of Health (NIH) Web-based training course "Protecting Human Research Participants" (Appendix C).

Validity and Reliability of Research Design

A validity coefficient of +1.00 was obtained by correlating the parent-teacher partnership and transition-focused parents of the same population.

Recruitment and Participants

This study included a nonrandom sampling of parents whose children participated in schools in NYC. The researcher was not present during the completion of the surveys. The participants for this study came from the 2018 New York City School Survey Results/Parents survey data. Next, the researcher reviewed schools from the 2018 NYC School Survey Results: parent survey data from the online public document (excel spreadsheets) and deleted school by District Borough Number, as well as using the data from the NYSED: Archive 2018–2019 for the target population. The target schools were from all five boroughs of the NYC public schools. The research consisted of 334 public schools consisting of Grades 9 through 12. Subsequently, there were also 66,202 parent participants in the survey.

Procedures for Collecting Data

The Boswell code book and, the 2018 NYC Parent/Guardian Survey, and 2019 | Enrollment Data | New York State Education Department Data Site with schools' codes, ethnicity, and economic diversity data is in protected storage.

Institutional Review Board (IRB) approval (Appendix D) was granted by St. John's University, June 29, 2020, although it was not necessary for this research study.

Research Design and Data Analysis

Both Dr. Campbell, my mentor, and I conducted a Principal Component Analysis (PCA) using a 4-factor model with varimax rotation. Table 3.2 shows a rotated component matrix[a].

Table 3.2

Rotated Component Matrix[a]

Parent Survey Questions	Component			
	1	2	3	4
8b Provides resources, college-ready.	.855	.215	.322	
8a Keeps my child on track, college-ready.	.814	.132	.233	.278
5b Satisfied with the education received.	.745		.162	.470
5a Satisfied when I contact this school.	.689	.175	.330	.135
6b Parent-teacher conference.		.906		.244
6a Attend a general school meeting.	.185	.889	.197	
4b Communicated with teacher.	.227	.587	.544	.164
1b Opportunities to visit classroom.	.283		.822	.284
1a Staff regularly communicate.	.427	.125	.709	.385
4a Volunteer.	.275	.402	.595	
1h Communicates language I can understand.	.167	.281	.227	.773
5c Satisfied with the overall quality.	.570	.129	.142	.652

Note. Extraction method: Principal component analysis; Rotation method: Varimax with Kaiser normalization; [a] The rotation converged in eight iterations.

Subsequently, we used three criteria to synthesize the factors:

1. Factors must have an Eigen value greater than 1.

2. Factor loading must exceed .3000.

3. Items load primarily on only one factor.

4. Items must fit the theory.

Null Hypothesis

H_01: There were no significant independent variables on the dependent variable of transition-focused parents.

Null Hypothesis One

In this research, we first did a factor analysis of the 334 schools, and the 2018 NYC Parent/Guardian Survey, Questions 1 through 8, which is a total of 39 questions, to determine which of the variables would be relevant to the study. Next, the path analysis showed causal connections among three or more variables to formulate a theory about the possible causes of a particular phenomenon as indicated here by the transition-focused parents. The analysis revealed a causal connection for *parental involvement* and *transition-focused parents*, as well as *parent-teacher partnerships* and *transition-focused parents;* finally, *economic diversity* and *transition-focused parents*. In addition, there was a causal connection between parental involvement and parent-teacher partnerships. There was another causal connection between *economic diversity* and *parental involvement*, and a causal connection between *economic diversity* and *parent-teacher partnerships*. This means that the first variable was hypothesized to influence the second variable, but not vice versa; therefore, generating the survey questions selected for analysis within the path model. In hypothesis, H_01, there were no significant independent variables on the dependent variable *transition-focused parents*.

Null Hypothesis Two

H_02: There were no significant independent variables *of parent-teacher partnerships* on the dependent variable of *transition-focused parents*.

In hypothesis H_02, there were no significant independent variables of *parent-teacher partnerships* on the dependent variable of the *transition-focused parents*.

Null Hypothesis Three

H_03: There were no significant independent variables of *parental involvement* on the dependent variable of the *transition-focused parents*.

In hypothesis H_03, there were no significant independent variables of *parental involvement* on the dependent variable of the *transition-focused parents*.

Null Hypothesis Four

H_04: There were no significant independent variables of *economic diversity* on the dependent variable of the *transition-focused parents*.

In hypothesis H_04, there were no significant independent variables of *economic diversity* on the dependent variable of the *transition-focused parents*.

Treatment/Interventions

The selected independent variables, parents-teacher partnership, parental involvement, and economic diversity had both correlational and causal connections. More importantly, the premier findings here is that there are no significant independent variables: parent-teacher partnership and parental involvement on the dependent variable of transition-focused parents.

Therefore, when examining the survey questions selected for analysis within the path model, our findings show parental involvement of opportunities to visit the child's classroom, school staff regularly communicating with parents about how to help the child learn; asking parents or providing opportunities for parents to volunteer to support the school indicate no significant independent variable on the dependent variable of

transition-focused parents with college and career aspirations for their child in grades 9-12 and beyond high school.

Secondly, the parent-teacher partnership of going to a regularly scheduled parent-teacher conference with your child's teacher, attending a general school meeting or school event; communicating with your child's teacher about the child's performance shows no significant independent variable on the dependent variable of transition-focused parents with college and careers aspirations for the children in grades 9-12 and beyond high school. The transition-focused parents significantly improve the likelihood of their child's success in secondary school when they are satisfied with the response generated in the survey: I get when I contact the school, satisfied with the education my child has received this year, and satisfied with the overall quality of my child's teachers this year. Furthermore, the questions of college and career readiness driving this study of transition-focused parents are the extent to which the school helps keep my child on track for college, career, and success in life after high school; and the extent this school provides resources to me and my child to prepare my child for college, career, and success in life after high school. Although the independent variable of economic diversity for the null hypothesis was rejected as the p-value equal 0.44, the rejection was because it was not significant to the dependent variable of transition-focused-parents. However, the independent variable, economic diversity, was significant to both the independent variable of parent-teacher partnerships and the independent variable of parental involvement. More importantly, the study consisted of 334 schools and the responses of 66,202 parent-participants which revealed, in the survey, the economic diversity with an

average value (highest poverty rate) of 78.71%. It was interesting that the economic diversity factor did not influence the transitioned focused parents.

Economic diversity affects transition-focused parents because parents with limited resources have narrow school choice options as offered by the public-school selections, which are restricted for minority families who may opt for more than a community school. Furthermore, the Related Strategic Objective of the USDOE's APG, Strategic Objective 1.1, is to "increase high quality educational options and empower students and parents to choose an education that meets their needs" (p. 6). It is imperative that this education reform addresses the needs of high-density minority communities to increase the likelihood of students' academic achievement in the transition from Grades 9 through 12, and to the colleges and careers of their aspirations.

Procedures for Collecting Data

Data confidentiality has been guarded because the participants' names were not identified in publicly accessible online databases. As such, individual schools were restricted to the DBN/school codes. Data storage is protected. The only people who have access to the data are the researcher and her chairperson. Once again, no parent names, school names, or other identifiers have been inserted into the data. The data storage is in a locked file cabinet in a locked office at St. John's University together with U.S. Government restricted data sets.

Research Ethics

The only direct benefit from participating in this research is that the participants might have learned more about parental involvement and school transition for children in Grades 9 through 12 (secondary schools). Also, we think we might be able to learn things

to help figure out how to improve the educational needs of students by empowering the parents' school choice options.

There were minimal risks to participation in this study, including loss of confidentiality. The participants may have had questions during or after answering the survey (or participating in this study) that may have caused them to feel upset or anxious. The data used in this research are from online archives of the 2018 NYC Parents Survey. There were minimal psychological, physical, or social consequences expected to be associated with this study.

Conclusions

In summary, it is not by accident that additional funds go to support and empower parents opting for school choice. The USDOE Performance Plan developed a *Strategic Plan for Fiscal Years 2018-22* Strategic Goal and Strategic Objectives (USDOE, 2020). The FY 2018-2022 Strategic Goal 1 (USDOE, 2018) supports state and local efforts to improve learning outcomes for all P–12 students in every community. Strategic Objective 1.1 increases high-quality educational options and empowers students and parents to choose an education that meets their needs.

The significance of this study is that it supports parental involvement as the source of knowledge and understanding that students have within a classroom. Teachers can show their expectations within the classroom, but with the help of parents, those expectations, reinforced within the home, create a long-lasting set of expectations. According to Campbell and Harewood (2017), "education is the key to a successful life" (p. 19). Learning takes place in all areas of life, especially at home and in school; it is in children's best interest to have a supportive family to help with all aspects of their lives—

no matter what stage of life they are in. Campbell and Harewood's (2017) research show

that parents are generally the first adults in a child's life to become aware of the child's

talent, and the parents usually seek programs to nurture and develop these gifts. The

researchers made a powerful statement, "If parents completely neglect their obligations,

they can negatively affect their children's achievement" (Campbell & Harewood, 2017,

p. 5).

Many parents seek support from community resources and self-help groups.

Suggestions and referrals often come from within the community and the city at large.

Parents put their children in after-school and Saturday programs to introduce them to

exciting and subject-specific activities, as well as virtual and remote learning activities.

Campbell et al. (2000) stated that the programs have common goals and objectives:

> Give help, advice, and information to parents of gifted children; increase
>
> community awareness and understanding of the need to develop links with
>
> information for local professionals such as teachers, social workers, and medical
>
> practitioners; provide an opportunity for gifted and talented children to meet and
>
> to pursue their interests in the company; and facilitate contact with interesting and
>
> informed adults, offering children intellectual stimulus and an introduction to a
>
> wide range of interests. (p. 3)

Many times, minority families are not aware of the resources to ensure their

youngsters' academic success. Many schools examine academic performance and

attendance, and they have entrance guidelines that include exams, but students are often

not prepared to take these entrance exams without tutorial support. Some families/parents

tutor their children on their own, and others pay for outside tutoring services.

Consequently, the parents,' transition participation is critical at every level of schooling. Likewise, the transition from middle schools to high schools and the transition from secondary schools to colleges and careers of the students' choice impact parental involvement. Subsequently, the public school guidance counselor and administrative personnel do not provide the high school intake information directly to parents. Instead, it is sent home with the students in their book bag, or the information communicated with the parents at a meeting in which working parents are unable to attend, resulting in parents missing deadlines and other opportunities. In many cases, families settle with their community schools, which permeate the cycle of racial disparity and cultural lack. Since knowledge of school choice scholarships and grants influences how parental involvement impacts the transition process in selecting the best fit for the child's secondary school placement is limited or never shared with parents. So, the resources of school choice should be readily available to parents and this vital link of the USDOE's APG strategic objective 1.1 "to increase high-quality educational options and empower students and parents to choose an education that meets their need" (p.5). Strategic goals and allocations meant to empower parents and students with better communication skills can support the transitions-focused parents and community partners, thereby eliminating poverty that has been passed down from generation to generation.

CHAPTER 4: FINDINGS

Overview

This chapter includes a review of the findings of the study. Descriptive statistics along with the statistical analysis presentation for each of the four research questions in Chapter Four.

Research Question

RQ1: Research Question

The research question for this study is as follows:

RQ1: What factors can effect transition-focused parents?

Null Hypotheses

The following are the null hypothesis for this study:

$H_0$1: There are no significant independent variables on the dependent variable of transition-focused parents.

$H_0$2: The independent variable of the parent-teacher partnership will have no significant effect on the dependent variable of transition-focused parents.

$H_0$3: The independent variable of parental involvement will have no significant effect on the dependent variable of transition-focused parents.

$H_0$4: The independent variable of economic diversity will have no significant effect on the dependent variable of transition-focused parents.

Descriptive Statistics

Demographics

The population sample consisted of 2,890 schools. To specify the target population, the following schools' deletions were from the sample: Pre-Kindergarten–3-

K for all programs, child care centers, middle schools/I.S./JHS, District 75 schools, YABC programs, charter schools, non-public schools, secondary schools with Grade 8, as well as secondary schools without Grade 9 through 12 populations. Thereby reducing the data set from 2,890 schools to 334 schools. The researcher extracted 334 public high schools (Grades 9 through 12) for this study.

Next, the researcher examined the economically disadvantaged, coded economic diversity in this study. The sample population using the demographics of the schools that came from the 2019 | Enrollment Data | New York State Education Department Data Site. Table 4.1 shows that 50% to 99% of the 315 secondary schools have the highest rates. 66,202 parents in the sample schools responded to the survey.

Table 4.1

Economic Diversity

Economic Diversity Range %	Total # of Schools
99–80	208
79–50	107
49–00	19

Correspondingly, as shown in Table 4.2, the descriptive statistics show the survey of 66,2002 parents, the average of the highest poverty rate is 78.71%.

Table 4.2

Descriptive Statistics for Poverty Rate

	N	Minimum	Maximum	Mean	Std. Deviation
Economic Diversity	334	0	99	78.71	14.221
Valid N (listwise)	334				

In addition, the study also surveyed the sampled population to discover how the influence of ethnic minority families affects the dependent variable, namely, transition-focused parents. The demographics of the enrollment by ethnicity came from the 2019 | Enrollment Data | New York State Education Department Data Site. The ethnicity of the schools in this research shows the mean as 32.16% for Black or African American, 45.97% for Hispanic or Latino, 10.45% for Asian or Native Hawaiian/Other Pacific Islanders, 8.94% for White American, and 1.37% for Multiracial (Table 4.3).

Table 4.3

Descriptive Statistics with Means and Standard Deviations

	N	Mean	Std. Deviation
Percent of African American Children	334	32.16	23.474
Percent of Hispanic Children	334	45.97	23.287
Percent of Asian Children	334	10.45	14.029
Percent of White Children	334	08.94	12.904
Valid N (listwise)	334		

Data Collection Variables

Subsequently, the questions of parental involvement used a Likert scale where the respondents marked the extent to which they disagreed or agreed with each of the following statements about the school. The answer choices were: Strongly Disagree, Disagree, Agree, or Strongly Agree:

1a. School staff regularly communicate with me about how I can help my child learn.

1b. My child's school offers me opportunities to visit my child's classroom, such as observing instruction, participating in an activity with my child. etc.

The Likert scale where the respondents expressed since the beginning of the school year, "How often have you . . .?" The response choices were None, Rarely, Sometimes, and Often:

4a. How often have you been asked or had the opportunity to volunteer time to support this school (e.g., spent time helping in classrooms, helped with school-wide events, etc.)?

Also, the questions of parent-teacher partnerships used the Likert scale where the respondents expressed "During the school year, how likely are you to…?" Very Unlikely, Somewhat Unlikely, Somewhat Likely, and Very Likely.

6a. Attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?

6b. Go to a regularly scheduled parent-teacher conference with your child's teacher?

Correspondingly, the Likert scale where the respondent expressed "How often have you . . .?" Response options were None, Rarely, Sometimes, and Often:

4b Communicated with your child's teacher about your child's performance?

The questions of transition-focused parents below used a Likert scale where the respondents marked "The extent to which you disagree or agree with each of the following statements." Strongly degree, Disagree, Agree, or Strongly Agree:

8a. This school helps keep my child on track for college, career, and success in life after high school.

8b. This school provides resources to me and my child to prepare my child for college, career, and success in life after high school.

The questions below used a Likert scale where the respondents expressed "How satisfied are you with the following?" Very Dissatisfied, Dissatisfied, Satisfied, Very Satisfied, and I do not know:

5a. The response I get when I contact this school.

5b. The education my child has received this year.

5c. The overall quality of my child's teachers this year.

Factor Analysis

The items selected from the NYC parents survey were subjected to factor analysis. We used four criteria to synthesize the factors:

1. Factors must approach or exceed eigenvalues of 1.

2. Factor loadings must exceed .3000.

3. Items load primarily on only one factor.

We used a PCA for these parents' items, specifying four factors, using varimax rotation, and scree tests. This analysis produced three factors that had eigenvalues that exceeded 1. The first factor accounted for 30.69% of the variance; the second factor accounted for an additional 24%, and the last factor accounted for 18%. The total variance explained is 72.9%. Table 4.4 shows eigenvalues for the total number of variances.

Table 4.4

Specifies the Eigenvalues of Three Extracted Factors

Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
6.874	52.878	52.878	3.990	30.691	30.691
1.695	13.036	65.914	3.136	24.119	54.810
0.909	06.995	72.909	2.353	18.099	72.909

The rotated component matrix is shown in Table 4.5. The last factor is ignored because one eigenvalue is too low.

Table 4.5

Rotated Component Matrix[a]

2018 Parents Survey Questions	Component			
	1	2	3	4
8b Provides resources, college ready.	.855	.215	.322	
8a Keeps my child on track, college ready.	.814	.132	.233	.278
5b Satisfied with the education received.	.745		.162	.470
5a Satisfied when I contact this school.	.689	.175	.330	.135
6b Parent-teacher conference.		.906		.244
6a Attend a general school meeting.	.185	.889	.197	
4b Communicated with your child's teacher.	.227	.587	.544	.164
1b Opportunities to visit my child's classroom.	.283		.822	.284
1a Staff regularly communicate.	.427	.125	.709	.385
4a Volunteer.	.275	.402	.595	
1h Communicates language I can understand.	.167	.281	.227	.773
5c Satisfied with the overall quality.	.570	.129	.142	.652

Note. Extraction method: Principal component analysis; Rotation method: Varimax with Kaiser normalization; [a]Rotation converged in eight iterations.

The first factor combines the two college-ready items and the three-parent satisfaction items. We named this factor *transition-focused parents.* Subsequently, the research shows the need for teachers (Clophus, 2018; Epstein, 1995; Lekli & Kaloti, 2015) to develop partnerships with families to ensure the likelihood of the students' academic success. Our research shows there is a significant correlation with the parents/guardians of minority families as the primary change agents in the successful transition of their youngsters from Grades 9 through 12 to colleges and career aspirations beyond high school. Besides, the data supports the USDOE (2020) *Fiscal Year2020 Agency Financial Report*. The *Strategic Plan for Fiscal Years 2018-22*, Strategic Objective 1.1, states "increase high-quality educational options and empower students and parents to choose an education that meets their needs" (p. 5). This factor supports

parents' selection of the middle school to high school transition, and if parents own the ongoing focus on the transition in the selection of a successful secondary school, there is also a positive transition through each grade level in a secondary school that attributes to not only improved academic performance of the learners, but there is also positive data of a successful transition beyond secondary school.

The second-factor contains three items. The parents' attendance at a parent-teacher conference, communicating directly with the child's teacher and attending a school meeting. These activities signify *parent-teacher partnerships*. This occurs when parents take the time and effort to interact and collaborate with teachers. Hence, the research shows the need for parental involvement as in Campbell et al. (2000) and Jeynes (2007). Campbell and Harewood (2017) revealed significant predictors of minority families engaged in parental involvement. For example, parents learn the performance indicators, rubric, and assignment demands for their children. This study shows minority families' entitlement of the tools to hold teachers accountable and make a request to enhance the learning process, such as models of essays, research papers, and projects their youngsters are responsible for completing. Parent-teacher partnerships not only help to close the achievement gaps, but they empower parents to be advocates for their children before the students fail a class or have to repeat the same class in summer school, which reinforces negative expectations and lowers the child's morale to participate in the learning process.

The third factor concerns taking advantage of opportunities to visit their child's classroom, the staff's regular home-school communication, and parent's volunteering. These activities represent the traditional Epstein (1995) typology. We named this factor

parental involvement. Consequently, this factor shows the need for parental involvement as in Epstein (1995), Goodall and Montgomery (2013), Johnson (2015), and Siegel-Hawley et al. (2017). Besides, parental involvement justifies resource allocations to support students' academic success. Johnson's (2015) CRT sees parental involvement as essential to the decision-making process and advisory teams, which promote their children's educational growth, especially in low-income, minority communities. Finally, listed are the items and the names of the third-factors in Table 4.6.

Table 4.6

Factors Synthesized from NYC Parent's Survey

Transition-focused parents	Parent-teacher partnership	Parental involvement
8b Provides resources, college ready.	6b Parent-teacher conference.	1b Opportunities to visit classrooms
8a Keeps my child on track, college ready.	6a Attend a general school meeting.	1a Staff regularly communicate.
5b Satisfied with the education received.	4b Communicated with teacher.	4a Volunteer
5a Satisfied when I contact this school.		
5c Satisfied with the overall quality.		

Path Analysis

Path analysis is superior to regression alone because larger models can be tested where many constructs are investigated. The software used for this study was WarpPLS. It produces two kinds of validity (convergent and discriminant) and two types of reliability. Before conducting this path analysis, we constructed a path model (Figure 4.1).

The four latent variables depicted in the model are connected with arrows that represent these predictions:

1. Economic diversity predicts parental involvement, parent-teacher partnerships, and teacher-focused parents.

2. Parental involvement predicts parent-teacher partnerships and teacher-focused parents.

3. Parent-teacher partnerships predict teacher-focused parents.

Figure 4.1

Boswell/Campbell Path Model with Transition-Focused Parents as the Endpoint
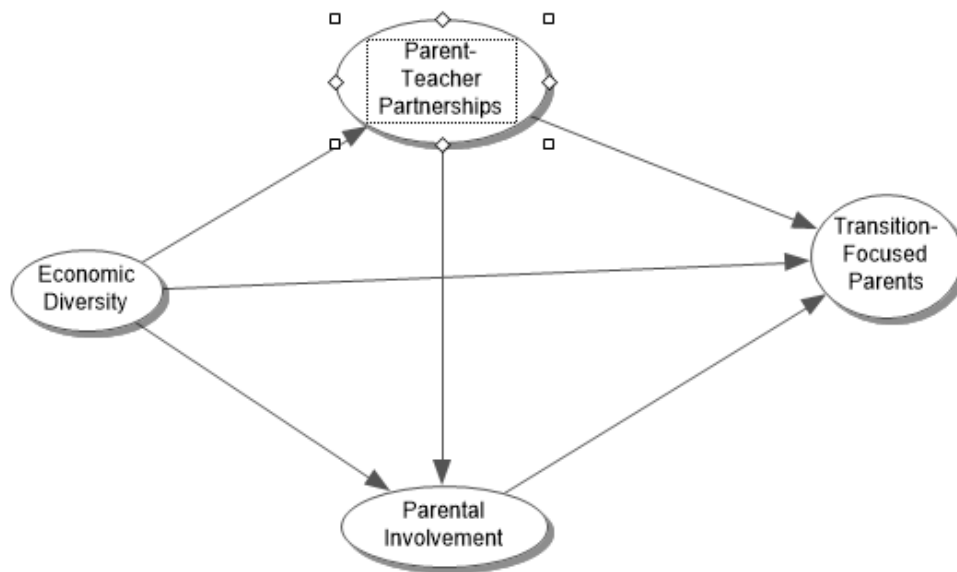
Measurement Model

The measurement model provides information about the quality of the constructs being studied. Table 4.7 shows Cronbach's alpha and composite reliability. Both the

Cronbach's reliability and the alpha reliability results of the three factors were above 0.70 as noted in Table 4.7.

Table 4.7

Reliabilities for Factors

Factors	Composite reliability	Alpha reliability
Transition-focused parents	$Cp = .924$	$\alpha = .897$
Parent-teacher partnerships	$Cp = .905$	$\alpha = .840$
Parental Involvement	$Cp = .879$	$\alpha = .790$

The cross-loadings of the manifest variables and the facture structure of the factors are presented in Table 4.8. This information confirms the results of the PCA. We highlight the factor loadings in the table that provide convergent validity for the constructs.

Table 4.8

Convergent Validity of Cross-Loadings of Latent Variables

	Transit	Partner	Par_In	Eco_Dir
V5a	0.779	0.091	–0.013	0.135
V5b	0.870	–0.154	0.014	–0.081
V5c	0.809	0.079	–0.199	0.142
V8a	0.891	–0.042	0.056	–0.09
V8b	0.861	0.041	0.126	–0.08
V6a	–0.037	0.915	0.001	–0.054
V6b	0.029	0.900	–0.298	–0.027
V4b	0.01	0.797	0.335	0.093
V1a	0.264	–0.004	0.908	0.147
V1b	0.01	–0.116	0.898	0.266
V4a	–0.351	0.152	0.707	–0.527

Evidence for the discriminant validity of the constructs is shown in Table 4.8. In this table, the square roots of AVE (average variance extracted) are found on the diagonal. These AVE values are greater than all other correlations in Table 4.9.

Table 4.9

Discriminant Validity Square Roots of AVE and Other Constructs

	Transit	Partner	Par_In	Eco_Dir
Transit	0.843	0.437	0.700	0.065
Partner	0.437	0.872	0.504	0.039
Par_In	0.700	0.504	0.842	0.245
Eco_Dir	0.065	0.039	0.245	1.000

Forell-Lacker

Structural Model

The structural model in Figure 4.2 contains the path coefficients between the latent variables.

Figure 4.2

The Structural Model with Path Coefficients Between the Latent Variables
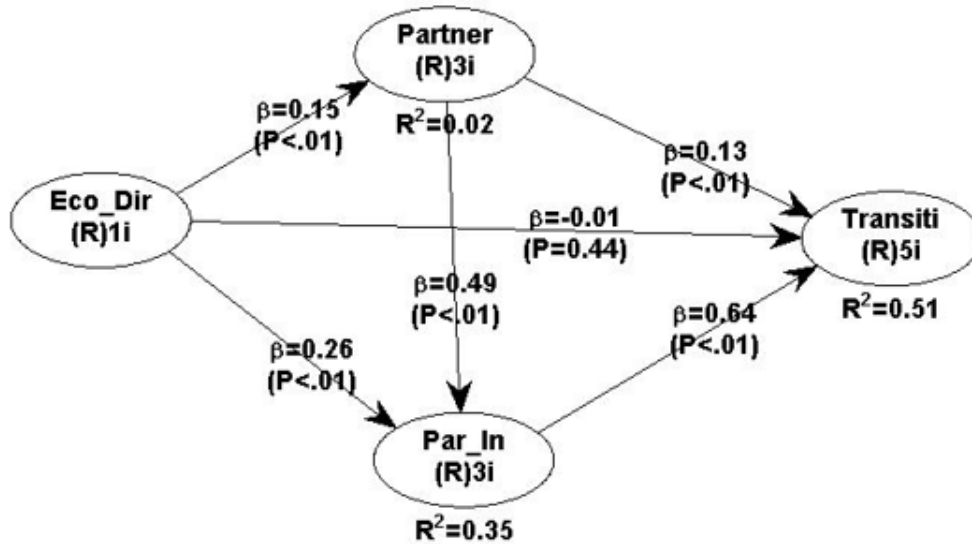
Every arrow (path coefficient) is significant, except economic diversity, to transition-focused parents. Some strong results reveal the parent-teacher partners strongly effect parental involvement (effect Size $d = .26$), and the parent-teacher partners also directly affect transition-focused parents. However, the biggest finding is that parent involvement strongly effects transition-focused parents (effect size $d = .457$). These three factors account for 52% of the transitionally focused parents' variance.

Null Hypothesis One

$H_0 1$ There were no significant independent variables on the dependent variable transition-focused parents.

This hypothesis is rejected $p = 0.01$ level for parent-teacher partners and parental involvement.

H₀2: Null Hypothesis Two

H₀2: There are no significant independent variables of parent-teacher partnership on the dependent variable of transition-focused parents.

This hypothesis is rejected ($p = 0.01$).

Null Hypothesis Three

H₀3: There are no significant independent variables of parental involvement on the dependent variable of transition-focused parents.

This hypothesis is rejected ($p = 0.01$).

Null Hypothesis Four

H₀4: There are no significant independent variables of economic diversity on the dependent variable of transition-focused parents.

This hypothesis is accepted.

Table 4.10 illustrates the effect sizes that compare both within and across the studies.

Table 4.10

Effect Sizes for the Findings (Path Coefficients)

		Transit	Partner	Par_In	Eco_Dir
Effect Sizes	Transit		0.059	0.457	0.002
	Partner				0.024
	Par_In		0.260		0.087

Parent involvement to transition-focused parents' effect size $d = .475$; partners to parental involvement effect size $d = .26$. All the other path coefficients are small.

CHAPTER 5: CONCLUSION

Overview

This chapter includes a discussion about the outcomes of this study and how it compares to the existing body of knowledge. This chapter includes a discussion about the implications of this study as well as the limitations of the study. Finally, this chapter includes a review of possible future research topics that can further develop existing knowledge systems based on the results of this research.

Discussion

This study investigated the research regarding how parents' satisfaction influences children's transition from high school (Grades 9 through 12) to college. The central theme uses the lens of Epstein's (1995) typology of parent involvement, family, and school communication. The study examined parents with children attending public schools, who had transitioned from eighth grade to secondary school in the northeast region of the United States. Chapter Three provided the research design, research questions, hypotheses, and details regarding the participants and the setting. This chapter also provides the instruments used in the study and the procedures and methods of the data analysis. The question remains: "Is college and career transition an option available to minority parents in low-income communities.?" In essence, does parental involvement and economic diversity influence transition-focused parents? Ultimately, the research question for this study was: "What factors effect transition-focused parents?"

As a result, in this research Null Hypothesis One proposed the following: There are no significant independent variables on the dependent variable of transition-focused

parents. The researcher extracted the 334 public high schools (Grades 9 through 12) from the 2018 New York City School Survey Results/Parents survey data.

The target schools were from all five boroughs of the NYC public schools. The research consisted of 334 public schools containing Grades 9 through 12. Moreover, there were 66,202 parent participants in the survey. The demographics of the schools came from the 2019 | Enrollment Data | New York State Education Department Data Site. The total ethnicity of the schools in this research was: (unspecified) % American Indian/Alaska Native, 32.16%; Black or African American, 45.97%; Hispanic or Latino, 10.45%; Asian or Native Hawaiian/Other Pacific Islanders, 8.94%; White American and Multiracial 1.37%. The economic diversity of the target schools in this study are also from 2019 | Enrollment Data | New York State Education Department Data Site, as indicated by each school's name.

Null Hypothesis One

H$_0$1: There were no significant independent variables on the dependent variable of transition-focused parents.

This hypothesis is rejected $p = 0.01$ level for parent-teacher partners and parental involvement. However, the economic diversity null hypothesis is accepted.

The first factor combines the two college-ready items and the three parent satisfaction items. We named this factor *transition-focused parents.* Subsequently, the research shows the need for teachers (Clophus 2018; Epstein1995; Lekli and Kaloti 2015) to develop partnerships with families to ensure the likelihood of the students' academic success. Our research shows there is a significant correlation with the parents/guardians of minority families as the primary change agents in the successful transition of their

youngsters from Grades 9 through 12 to colleges and career aspirations beyond high school. Besides, the data support The FY 2018-2022, Strategic Objective 1.1, (USDOE, 2020), which states "increase high-quality educational options and empower students and parents to choose an education that meets their needs" (p. 5). The data supports parents' selection of the middle school to high school transition, and if parents own the ongoing focus on the transition process in the selection of a successful secondary school, there is also a positive transition through each grade level in a secondary school that attributes to not only improved academic performance of the learners, but there is also positive data for a successful transition beyond secondary school.

H$_0$2: Null Hypothesis Two

H$_0$2: There are no significant independent variables of parent-teacher partnership on the dependent variable of transition-focused parents**.**

This hypothesis is rejected ($p = 0.01$.)

The second factor contains three items. The parents' attendance at a parent-teacher conference, communicating directly with the child's teacher and attending a school meeting. These activities signify *parent-teacher partnerships*. This occurs when parents make the time and put in the effort to interact and collaborate with teachers. Therefore, the research shows the need for parental involvement as in Campbell et al. (2000), Jeynes (2007), and Campbell and Harewood (2017), and this study reveals significant predictors of minority families engaged in parental involvement, for example, as parents learn the performance indicators, rubric, and assignment demands of their children. This study indicates that minority families are entitled to the tools to hold teachers accountable and make a request to enhance the learning process such as models

of essays, research papers, and projects their youngsters are responsible for completing.

Parent-teacher partnerships not only help to close the achievement gaps, but they

empower parents to be advocates for their children before the students fail a class or have

to repeat the same class with the same teacher in summer school, which reinforces

negative expectation and lowers the child's morale to participate in the learning process.

Null Hypothesis Three

H₀3: There are no significant independent variables of parental involvement on
the dependent variable of transition-focused parents**.**

This hypothesis is rejected ($p = 0.01$).

The third factor concerns taking advantage of opportunities to visit their child's

classroom, the staff's regular home-school communication, and parent's volunteering.

These activities represent the traditional Epstein (1995) typology. We named this factor

parental involvement. Consequently, the research shows the need for parental

involvement as in the Epstein (1992), Goodall and Montgomery (2013), Johnson (2015),

and Siegel-Hawley et al. (2017) studies that value parents as stakeholders in the survival

of the school community. Besides, parental involvement justifies resource allocations to

support students' academic success. Johnsons's (2015) CRT sees parental involvement as

essential to the decision-making process and advisory teams, which promote their

children's educational growth, especially in low-income minority communities. This

study correlates parental involvement and the economic diversity of schools, which show

minority families in low socioeconomic levels, if they choose to have the same

consequences with their children's academic success, are participants in the learning

process both in the school environment as well as in the home environment.

Null Hypothesis Four

$H_0 4$: There are no significant independent variables of economic diversity on the dependent variable of transition-focused parents.

This hypothesis is accepted.

Transition

Based on the definitions in this study, the transition is an ongoing process that takes place in the child's educational career. "The working-class parents want to have the option to transition their child to a better school" Noreisch (2016). "Transition planning is intended to be an ongoing process and not a one-time event" Ruble and McGrew (2019).

Similarly, in this study, the glossary of newly established concepts in the path model, inclusive of the target questions from the 2018 Parent/Guardian Survey, shows the transition-focused parents as individuals who concentrate on their children's preparation for college. They are satisfied that teachers and the schools are working to make their children college-ready.

In this research, the transition-focused parents concentrate on their children's preparation for college. The parents are satisfied with the schools keeping the child on track for college, career, and success in life after high school. Also, the parents are satisfied with the school resources provided to prepare the child for college, career, and success in life after high school. Next, they are satisfied with the response when they contact the school, the education the child has received this year, and the overall quality of the child's teachers this year.

Whereas the analysis revealed a causal connection for *parental involvement* and *transition-focused parents*, as well as *parent-teacher partnerships* and *transition-focused*

parents; finally, *economic diversity* and *transition-focused parents*. In addition, there was a causal connection between parental involvement and parent-teacher partnerships. There was another causal connection between *economic diversity* and *parental involvement*, and a causal connection between *economic diversity* and *parent-teacher partnerships*. This means that the first variable was hypothesized to influence the second variable, but not vice versa; therefore, generating the survey questions selected for analysis within the path model. Although the independent variable of economic diversity for the null hypothesis was rejected as the p-value equal 0.44, the rejection was because it was not significant to the dependent variable of transition-focused-parents. However, the independent variable, economic diversity, was significant to both the independent variable of parent-teacher partnerships and the independent variable of parental involvement. More importantly, the study consisted of 334 schools and the responses of 66,202 parent-participants which revealed and, in the survey, the economic diversity with an average value (highest poverty rate) of 78.71%. It was interesting that the economic diversity factor did not influence the transitioned focused parents.

School Choice

In this study, Lubienski and Weitzel (2009) stated that school choice is "the potential to improve educational opportunities for children" (Lubienski et al., 2009, p. 162). More specifically, Noreisch (2016) stated that "Choice generally refers to times of transition in children's educational careers" Noreisch (2016). Equally important, Bohrnstedt et al. (2015) reported: "the largest component of the achievement gap is found within schools, the implication is that to close the Black-White achievement gap, it might

be more important to focus efforts on addressing differences within schools rather than differences across schools" (p. 23).

Nevertheless, there is an absence of data on parental involvement and school choice in the Black-White achievement gap. This study gap provides a need for greater research.

Finally, McQuiggan and Megra (2016) examined data on students in the United States attending k\Kindergarten through Grade 12 during the 2015–16 school year, which were shown in three areas: parent expectation, homework, and homeschooling. The most common school-related activity parents reported participating in during the school year was attending a general school or a parent-teacher organization or association meeting (89%). Also, according to the participants' parents, 94% of students in Kindergarten through Grade 12 did homework outside of school.

Additionally, 1% of the students in Grades 6 through 12 had parents who said they did not expect their child to complete high school; 9% were not expected to pursue education after high school completion; 8% expected their child to attend vocational or technical school after high school; 15% expected their child to attend 2 or more years of college; 29% expected their child to earn a bachelor's degree; and 39% expected their child to earn a graduate or professional degree (McQuiggan & Megra, 2016). In essence, "the highest percentage of students' parents reported among all reasons, a concern about the environment of other schools was the most important reason for homeschooling, dissatisfaction with the academic instruction at other schools as the most important reason for homeschooling, while other desire to provide religious instruction as the most important reason for homeschooling" (McQuiggan & Megra, 2016, pp. 3,4).

Partnerships

In this study, parent-teacher partnerships occur when parents make the effort to interact and collaborate with teachers. Secondly, parent-teacher partnerships or going to a regularly scheduled parent-teacher conference with the child's teacher, attending a general school meeting or school event, communicating with the child's teacher about your child's performance significantly impacts the dependent variable of transition-focused parents with college and careers aspirations for the child beyond high school. Transition-focused parents significantly improve the likelihood of their children's success in secondary school when they are satisfied with the response they get when they contact the school, discuss the education their children have received and the overall quality of their children's teachers. The essential questions of educational reform of transition-focused parents are the extent to which the school helps keep one's child on track for college, career, and success in life after high school, as well as the extent to which the school provides resources to the parents to prepare their children for college, career, and success in life after high school.

Parental Involvement

In this research, parental involvement is conceptualized along with Epstein's (1995) theory with communication between the home, the school, and volunteering. Therefore, parental involvement of opportunities to visit a child's classroom, school staff regularly communicating with parents about how the help my child learn, asking parents or providing opportunities for parents to volunteer to support the school significantly impacts the dependent variable Transition-Focused Parents with college and careers aspirations for their child beyond high school.

Economic Diversity

Economic diversity affects transition-focused parents as parents with limited resources have narrowed school choice options as offered by the public-school selections that are restricted for minority families who may opt for more than a community school. Furthermore, in the USDOE (2020) *Fiscal Year2020 Agency Financial Report*, the Related Strategic Objective of the USDOE's APG, Strategic Objective 1.1 is to "increase high quality educational options and empower students and parents to choose an education that meets their needs" (p. 6). Hopefully, this research contributes to the work in parental involvement education reform and addresses the need of high-density minority communities to increase the likelihood of students' academic achievement in transitioning students to the colleges and careers of their aspirations.

Implications of Findings

Consequently, this study examined parents with children attending public schools, who had transitioned from eighth grade to secondary schools (Grades 9 -12) in the northeast region of the United States. Chapter Two's central themes used the lens of Epstein's (1995) framework on parental involvement, family and school communication, and parents' satisfaction. Moreover, the study builds on the foundational factors of the Epstein (1995) framework. The study also examined parental involvement, parent-teacher partnerships, economic diversity, and their impact on parents who focus on transition. The study examined parental satisfaction and its effect on college and career transition (for this research we analyzed the students' college readiness) in the model. Even so, the factors of school choice influence how parental involvement impacts the college and career transition process.

Theoretical and Conceptual Frameworks

As school leaders, we are advocates of our community. More importantly, we are advocates of the families and children we serve. Nevertheless, it is puzzling to see such an achievement gap for minority students in both densely populated secondary schools as well as less densely populated high schools. Why does this achievement gap exist? Does it stem from a lack of parental involvement? Does it exist in families during middle school? Does it go even further back to elementary school? How can we close the achievement gap of minority students who transition from middle school to high school and beyond? This study examined the effects of parental involvement of parents as their children transitioned from junior high school to high school in Grades 9-12. It is believed that when parents are involved in the school choice of their child's secondary school, that parental involvement will increase the likelihood of their youngster graduating from high school, will increase the opportunities of selecting the best colleges, and will increase the trajectory of the children for greater success in the career opportunities of their choices.

Considering the research significance of the USDOE APG (the Related Strategic Objective of the Department's APG, Strategic Objective 1.1" (USDOE, 2020) that highlights educational freedom to improve the information of and admission to excellent K-12 education opportunities for parents and their children, the Department states that by September 20, 2021, to expand both the quantity and proportion of overall charter school students and overall scholarships for students across the country, the charter school registration will grow from 3.29 million to 3.51 million (6.90% of all students in public schools).

The Pomerantz et al. (2007) findings highlight the primary goal of educational policy is to promote academic achievements. It looked at a myriad of studies impacting parental involvement within two areas: school-based involvement and home-based involvement. The study reviewed research from Head Start to the middle school, which shows a literature gap of parental involvement after the child transitions from middle school to high school Grades 9–12. Moreover, the researchers showed it is essential to increase parents' involvement in children's academic lives thereby ensuring youngsters' attainment (for some exceptions, see Eccles & Harold, 1996; Epstein, 1990). Furthermore, students' performance is the key to the national advancement in the subjects of STEM that are needed for the growth of a global society.

The Pomerantz et al. (2007) findings express parental empowerment, providing information to parents about the "malleability" of children's abilities. Pomerantz et al. stated, "the research suggests fostering positive involvement in children's schooling among parents entails creating an environment in which parents do not feel too much pressure to ensure children perform up to standards" (p. 400). The Pomerantz et al. study supports the works of Epstein and Van Voorhis (2001) that examined positive parents' involvement with the acquisition of knowledge. The key question remains essential to further research, how parental involvement and the transition process in their children's academic achievement promotes success (p. 401). Therefore, the theoretical framework guided the organization of the literature review in this study.

Relationship to Prior Research

Initially, the researcher addresses parental involvement in supporting school choice for children transitioning from middle school to high school. However, this

broadband shows a significant literature gap, and the research expansion needs to examine how parental involvement meets the challenges of college and career transition beyond high school, especially, if we are looking to understand how parental involvement narrows the achievement gap. The USDOE (2020)*, Fiscal Year2020 Agency Financial Report,* "monitors improved learning outcomes by granting about $40 billion to states, school districts, and not-for-profit organizations" (p. 9).

Also, the research is significant as the USDOE urges families to know about educational possibilities and school choice available so parents can determine the most ideal choice for their children's needs. Nevertheless, as school choice opportunities are available to all students, the next question is how minority families get access to high-quality educational funding? As expressed in Fiscal Year 2020, the USDOE "conducted outreach to states, schools, and other educational organizations to promote school choice" (p. 9). Moreover, considering the COVID-19 pandemic, the Equity Assistance Centers subsidized by the USDOE established assets to encourage fair learning opportunities in virtual and remote educational conditions. Therefore, in Fiscal Year 2020, the USDOE provided P–12 schools impacted by COVID-19 with more than $13.3 billion in financing. Subsidizing included, "Elementary and Secondary School Emergency Relief Fund awards and the Education Stabilization Fund-Rethink K-12 Education Models Grants" (p 7).

Equally consistent with previous research, the findings of Green et al. (2007) revealed, "parental involvement decreased as a child grows older. Yet at all ages, specific invitations from the child and the teacher were vital for parental involvement" (p. 542). However, research has shown that productive parenting practices are best discovered

outside of the educational arena (Campbell & Verna, 2007). Campbell and Verna stated that a positive academic home climate generates curiosity and encourages a child to pursue his or her academic interest. Here, the achievement gap closes as a result of parental involvement because of positive behaviors, attitudes, beliefs, and values that lead to children having higher levels of achievement (Campbell & Verna, 2007).

Consequently, Epstein (1995) did not define parental involvement, the researcher stated that schools make choices. The implications show, therefore, that schools and school leaders have a challenging job as the agents of change; nevertheless, school leaders are part of a greater vision both within and outside of the school environment as well. In the educational transition process, society has become more sensitive to expansion and building the parent-teacher-school partnership and taking every opportunity to create a seamless structure to supports the learning community both inside the building and outside the building.

Similarly, Epstein and Dauber (1991) state in their longitudinal research on parental involvement in their survey, "most teachers wanted all parents to fulfill 12 parent involvement responsibilities, ranging from teaching their children to behave to knowing what their children were expected to learn each year, to help them with those skills." Given that the focus of the study was a flagship study and foundational work on parental involvement, the research opened the door to present literature investigations on the impact of parental involvement and parental partnership in secondary schools on academic achievement.

Barnes (2018) conducted a study on parental involvement, and although the study examined parents and teachers in Grades 6–8, the literature research looks at both the

elementary and secondary school levels. Also beneficial is the focus on addressing the parental involvement obstacles through research in the areas of clear and concise communication strategies among teachers and parents and professional development workshops that would contribute to advancements in these areas.

Parent Satisfaction

The Prophète (2019) findings showed indicators. There were 42 schools represented in the data, consisting of 18,196 students in grades Pre-Kindergarten through 12. The parent population consisted of 7,762 parents in the NYSED, who had children attending school in School District 7. However, the literature gap in the study examined students in grades Pre-Kindergarten through 12. Nevertheless, it did not focus on solely secondary schools.

Parental Partnership

Jung et al. (2020) focused on data collected from 380 schools across the country. The study looked at school leader partnerships and family partnerships of transformational leadership style and collaborative leadership style as factors for school improvement. The results demonstrate, "school principals have dual leadership roles in building high-quality partnership programs and in guiding more teachers to engage parents in their children's education at school and home" (p. 26). The results of the Jung et al. study indicate that school leaders need preparation in the area of family partnerships. Since the focus of the study was on school leadership, the review presented a literature gap on the impact of parental involvement and parental partnership in secondary school on academic achievement.

Leddy (2018) revealed parental partnerships between the school and the parents. Moreover, Leddy shared the works of Darder (2012that the role of schools is to prepare students for the world of diversity and multiculturalism. As the focus was on creating and involving minority parents in a diverse community on the elementary school level, the review presented a literature gap on the impact of parental involvement and parental partnership in secondary school on academic achievement.

Another report that gave a short history of the research of parent and community involvement is Henderson and Mapp (2002). This collection of research discusses community involvement and its impact upon student achievement. Today, "there is a nationwide growth of parent engagement organizations outside of schools. Community-based organizations led by parents and community members". The objective is to not only save communities and support schools in their accountability, using resources and strategies of community organizations to make a difference from traditional parent involvement but to openly focus on building economically disadvantaged families' power and political skills of sustainability. Equally important, Henderson and Mapp (2002) reported about the partnerships of families, schools, and community groups working together. Community groups provide critical links of support and resources both within and outside of the school environment. Likewise, the bridging of these partnerships can also help address the achievement gap. In any case, literature expansion and exploration can be helpful to our country's endeavors to improve the strategies and practices of schools within the educational field.

The connection of the Deslandes (2006) research was a family community collaboration. The 4-year study examined two primary schools of fourth-, fifth-, and

sixth-grade students at this level and their action teams. The study used Epstein's (2001) framework. Next, the leadership responsibility empowered by the school council made sure the School Family Collaborations partnership program appeared as a priority in the school's success plan. Therefore, the literature review in this study reflects the growth of related research studies, both nationally and abroad, of the need to continue the mission to conduct and share relevant research to make viable contributions in the educational industry.

The connection in the Lekli and Kaloti (2015) research study took place in Albania, Italy in the ninth-grade educational system. The study reported that parent-teacher partnerships were an effective means of fostering students' success in a well-managed classroom. As a result of the Lekli and Kaloti study, the literature gap in this study reflects the need for greater exchanges of related research studies both nationally, and internationally. Also, there is a need to continue the mission to conduct and share relevant research to make viable contributions in the academic field.

The correlation of Crea et al. (2015) was a community partnership. This study reviewed how an innovative partnership between CRB, and the Boston College School of Social Work investigated parent engagement. Cristo Rey Boston High School was an urban neighborhood in Dorchester, Massachusetts. As a result of the data, the school community organized improvements, such as student-teacher advisory groups, recruitment of parent leaders assigned to each advisory group to facilitate communications, and school plans to hire a parent coordinator which highlights home-school partnerships. As a result of the Crea et al. study, the school community implemented changes right away. The literature gap reflects the need to measure the

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transition of college-career readiness from secondary school to college and beyond, which supports additional literature research in the educational sphere.

The connection of Chen et al. (2016) was a community partnership. The PFSCS model was a community-based model in Rhode Island that provided full community service to the public elementary or secondary school. More importantly, the study gave information to the community-based organizations and the schools on its strengths and weaknesses. The literature gap exists in the transition of college-career readiness from secondary school to college and beyond. Therefore, local, state, and finding resources and grants need to continue to meet the needs of the community.

Quezada (2003) examined award-winning research of community partnerships in a study with The CCSBA recognizes recipients yearly. A total of 250 schools submitted proposals in 17 different categories The CSBA brilliantly demonstrates the evidence of the research literature in practice. The literature supports educational research in closing the achievement gap and building communities. Resources are still limited for marginalized communities, so there is a need to continue the work in understanding how data change the lives of communities, especially in the transition process of secondary schools to career and colleges of the students' choices.

The connections of the Lazar and Slostad (1999) article crafted two positions of parent-teacher partnerships, those in favor and those not in favor of parent-teacher partnerships. On the contrary, Lazar and Slostad continued to state that Bandura (1989) described adequacy/efficacy as being the least for the individual who does not move on from secondary school; the contrast between secondary and college grades was not found to be significant. The literature and the research are controversial; it welcomes

practitioners to take the opportunity to see research development in their areas of expertise, and it is their responsibility to serve the students, the schools, and the communities. Service changes the lives of others.

Economically Disadvantaged

The term economically disadvantaged is a description used by NYSED of students who participate in, or whose families participates in, economic assistance programs, such as the free or reduced-price lunch programs, SSI, Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), EITC, HEAP, SNA, BIA) or Family Assistance: TANF. If one student in a family is identified as low income, all students from that household (an economic unit) may be identified as low income. However, in this study, the term economic disadvantaged was coded as economic diversity. More importantly, the literature gap includes the poor and underserved in our culture.

Transition

Avalos (2004) examined the importance of school engagement in the transition from middle school to high school. She identified the Latino population as severely marginalized in her study, as well as the marginalization cited by McGowan (2000) because students from families that did not complete school, had low incomes, or were unable to work, and were single heads of households. Therefore, NCES (2002) reported a large dropout rate among the Black and Hispanic populations. Additionally, Avalos's findings show 55% of students were males who were not successful academically and were dropping out of high school. As a result, Avalos's study demonstrates there is a significant correlation between student engagement and extra-curricular activities with

academic performances. Although the study shows the transition of eighth-grade students to high school, the literature lacks parental involvement in the transition program.

Vives (2008) findings in a study with 1,362 individuals in which the transition team focused on eighth-grade students of The Albany, New York Liberty Partnerships Program. Vives reported that "the study highlights the value of implementing a middle school to high school transition program for students at risk of not completing high school in four years" (p. 70). Vives attributed the success of the program to the faculty and staff working with the socioemotional and academic progress of the target population. Although the data show eighth-grade students successfully transitioning to high school, the research does not analyze the parents involved in the middle school transition process. Hence, there is a literature gap in the transition process of secondary school parental involvement.

Similarly, the Kellich (2017) study shows the transition process of 20 students from two different settings (K–8; 6–8). The researcher stated the staff's deep interest in the students, in some cases since Kindergarten, "They reported seeing it as their job to ensure the students had already experienced the academic material they would see in high school" (p. 144). Kellich acknowledged the results in the study were the lack of parent interviews, which would have enhanced the transition process within the family environment. Notwithstanding, the relevant literature does not have parents involved in the transition process. Furthermore, in this study, the literature gap is an absence of research on parent involvement in the transition process at the high school level.

The relationship in this study of the Ruble et al. (2019) research was the transition in one Midwestern and one South Central state. The factors in this research were

transition planning quality, parent activation, student factor (adaptive functioning), and parent-teacher alliance. Also, the participants in the study were 20 special education teachers and 20 students with ASD and their parents. The research supports transition planning is an ongoing process. More importantly, the literature findings support the transition process with professional development workshops, but the gap shows a need to investigate transition in the general education population as well.

School Choice

Accordingly, the Clophus (2018) research examined 153 graduating seniors from two secondary schools in a southwest Louisiana parish. This research was a correlation study to determine if there was a predictive relationship between parental expectations as perceived by the students and postsecondary choices. Clophus reported, "the results of the study have contrasting implications, and in some ways, despite failing to reject the null hypotheses, research still suggests parental expectations are a driving force in the decisions students make regarding their post-secondary pathways" (p. 84). While this research did not explicitly see the impact of parents' influence on gender roles for future choices, it did contradict the data that parents are a significant part of the choices their youngsters make regarding their future. Therefore, a literature gap exists in the transition process of secondary school parental involvement and postsecondary choices. In conclusion, the literature review supports the purpose of further research expansion.

Similarly, Teng (2017) research surveyed 168 parents from eight elementary feeder schools, which channeled into one middle school and one high school in San Diego, California. The research revealed school safety as the main worry of parents selecting school choice, followed by scholastic factors such as support for at-risk

students, educator quality, and challenges for advanced students. Among the electives, the most academically rigorous seemed to rank highest with "Science, Technology, Engineering and Math, Advanced and Accelerated Classes, and AVID/College Preparation" (Teng, 2017, p. 89) positioning as the best three. Essentially, school choice competes with neighborhood schools, serving a high percentage of economically disadvantaged families as well as having a high density of minority families. The researcher showed that parents are not satisfied and are looking to meet the needs of their children and hold the schools accountable. Although the research results spotlight the educational concerns of parents, it does not close the literature gap where there is a need to further expand the study of parental involvement and the transition process on the secondary school level to improve school strategies, instructional practices, and education reforms.

Conclusion

In summary, Chapter Two presents the research focus that fits within the previous scholarship and extends and contributes to the discussions of the literature review in the educational arena. The role of parents and guardians is the heartbeat of humanity. Parents are transformative leaders and change agents. Ultimately, school leaders are privileged to serve school communities with transitioned-focused parents. The Epstein (1995) topography was the foundation and educational blueprint of this study, as well as the school's organizational protocols.

The transition-focused parents have a clear mission and vision. What support is necessary for their children to successfully transition from Grades 9 through 12 and beyond to the colleges and careers of their youngsters' choice. Transition-focused parents

see the intricate interactions of the variables of parental involvement, economic diversity, parent-teacher partnerships, parent-teacher-community partnerships, school choice, and parent satisfaction.

More importantly, the study described the responses of 66,202 parent-participants, and the data examined 334 schools (Grades 9 through 12). Also, the study used instruments from the 2018 New York City Parent Survey, the New York State Education/Enrollment Data, and the Epstein (1995) framework to construct viable factors to show the interactions of each variable in the path model. Therefore, the ethnicity of the schools in the research shows a mean score of 32.16% African American, 45.97% Hispanic or Latino, 10.45% Asian or Native Hawaiian/Other Pacific Islanders, 8.94% White American, and 1.37% Multiracial. The descriptive statistics show the average value of the highest poverty rate in the survey is 78.71%.

Subsequently, this study provides recommendations or suggestions to practitioners and policymakers in the field of education that emanate from the findings, the outcome of the three factors in the study of parental involvement, parent-teacher partnerships, and economic diversity with the path model of the transition-focused parents as the endpoint.

Limitations of the Study

Limitations

In summary, school choice as a factor was not measured, which is evident in the structural model (Figure 4.1). It would be beneficial to replicate this study in other school districts with a large sample size as well with school choice as a factor. However, in this research, the larger sample size increased the power and generalizability of the findings.

The research sampling size and the self-report data and the representative contributions are relevant to study results. In this study, the researcher probed the following question, "What will inform parents, educators, and policy makers of the benefits of supporting minority parents in the use of school choice and support parental involvement in the ongoing transition process of their children?"

Future Research

The Hoover-Dempsey et al. (2005) study said it best, that "parents' decisions about becoming involved in their children's education are influenced by role construction for involvement, sense of efficacy for helping the child succeed in school" (p. 107). All parents want the best for their children, and the complexity of minority families with school-aged children moving from eighth grade into high school is critical.

Administrators and school leaders want every child to graduate. The reality is that the playing field is not level and generational poverty of minority families creates a community of challenges. In this study, the correlation between parental involvement and school choice was not shown because school choice was not included as a factor in the structural model (Figure 4.1). In my research, the following question was addressed:

What factors effect parents' satisfaction with college and career transition in Grades 9 through 12 with transition-focused parents?

More importantly, the research describes the responses of 66,202 parent participants, and the data examined 334 schools (Grades 9 through 12). The study used the instruments of the 2018 New York City Parent Survey, the New York State Education data, and the Epstein (1995) framework to construct viable factors to show the interactions of each variable in the path model. The research showed what factors effect

transition-focused parents, and the outcome of this study will contribute to the expansion of the research literature review. These instruments proved to be valuable in my research. Moreover, the quandary is that policy makers have made these resources available to empower parents; however, there needs to be ongoing communication with minority families about these rights and resources. Hopefully, administrative practitioners, district administrators, parent teacher organizations, parent-teacher partnerships, school-community partnerships, and educational consultants can make a difference in how leaders can increase parents' awareness of educational opportunities for their children in the transition process in the traditional secondary school. Equally important is providing parental involvement to support school choice for children transitioning from middle school to high school and beyond traditional secondary school.

Recommendations for Future Practice

This study provides recommendations or suggestions to practitioners and policymakers in the field that emanate from the results/findings and the outcome of the three factors in the study:

Parental Involvement – conceptualized along with Epstein's (1995) theory (communication between home and school, and volunteering).

Parent-Teacher Partnerships – occur when parents make the effort to interact and collaborate with teachers.

Transition-Focused Parents – individuals who concentrate on their children's preparation for college. They are satisfied that teachers and the schools are working to make their children college-ready.

Recommendations for Future Research

In short, school choice as a factor was not measured as evident in the structural model (Figure 4.1). It would be beneficial to replicate this study in other school districts with a large sample size as well with school choice as a factor.

APPENDIX A – 2018 PARENT/GUARDIAN SURVEY

NYC SCHOOL SURVEY
2018 Parent/Guardian Survey

NYC Department of Education

Go GREEN! Please take this survey online! Go to www.nycschoolsurvey.org

If you have more than one child in the same school, please fill out just one survey about your oldest child at that school. If you have children in two or more New York City schools, please fill out a separate survey for each school.

Please fill in marks using black ink or pencil like this: ● Not like this: ✗ ◑ ✓

1. Please mark the extent to which you disagree or agree with each of the following statements about this school.

	Strongly disagree	Disagree	Agree	Strongly agree
a. School staff regularly communicate with me about how I can help my child learn.	○	○	○	○
b. My child's school offers me opportunities to visit my child's classroom, such as observing instruction, participating in an activity with my child, etc.	○	○	○	○
c. I am greeted warmly when I call or visit the school.	○	○	○	○
d. Teachers work closely with me to meet my child's needs.	○	○	○	○
e. I feel well-informed by the communications I receive from my child's school.	○	○	○	○
f. I feel respected by my child's teachers.	○	○	○	○
g. Staff at this school work hard to build trusting relationships with parents/guardians like me.	○	○	○	○
h. My child's school communicates with me in a language and in a way that I can understand.	○	○	○	○
i. I feel respected by my child's principal/school leader.	○	○	○	○
j. I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).	○	○	○	○
k. The principal/school leader is an effective manager who makes the school run smoothly.	○	○	○	○
l. The principal/school leader at this school works hard to build trusting relationships with parents/guardians like me.	○	○	○	○

2. Please mark the extent to which you disagree or agree with each of the following statements about this school.

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
a. Teachers and parents/guardians think of each other as partners in educating children.	○	○	○	○	○
b. The principal/school leader encourages feedback from parents/guardians and the community through regular meetings with parent/guardian and teacher leaders.	○	○	○	○	○
c. This school offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school.	○	○	○	○	○
d. My child's school will make me aware if there are any emotional or psychological issues affecting my child's academic performance.	○	○	○	○	○
e. At this school my child is safe.	○	○	○	○	○
f. This school is kept clean.	○	○	○	○	○
g. School Safety Agents promote a safe and respectful environment at this school.	○	○	○	○	○

3. Please mark the extent to which you disagree or agree with each of the following statements. The principal/school leader at this school...

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
a. is strongly committed to shared decision making.	○	○	○	○	○
b. works to create a sense of community in the school.	○	○	○	○	○
c. promotes family and community involvement in the school.	○	○	○	○	○

4. Since the beginning of the school year, how often have you...

	Never	Rarely	Sometimes	Often
a. been asked or had the opportunity to volunteer time to support this school (for example, spent time helping in classrooms, helped with school-wide events, etc.)?	○	○	○	○
b. communicated with your child's teacher about your child's performance?	○	○	○	○
c. seen your child's projects, artwork, homework, tests, or quizzes?	○	○	○	○

Ⓑ Ⓒ ● Ⓕ Ⓗ Ⓚ Ⓡ Ⓢ

DO NOT WRITE IN THIS AREA
⊡○○○○○○○○○○○○○○○○○○○○○○○○○○

SURVEY ACCESS CODE
SERIAL #

5. How satisfied are you with the following?

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	I don't know
a. The response I get when I contact this school.	○	○	○	○	○
b. The education my child has received this year.	○	○	○	○	○
c. The overall quality of my child's teachers this year.	○	○	○	○	○
d. The performance of the citywide Panel for Education Policy with regard to school resources, oversight, curriculum, and progress in student achievement.	○	○	○	○	○
e. The performance of the Schools Chancellor with regard to school resources, oversight, curriculum, and progress in student achievement.	○	○	○	○	○

6. During the school year, how likely are you to...

	Very unlikely	Somewhat unlikely	Somewhat likely	Very likely
a. attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?	○	○	○	○
b. go to a regularly scheduled parent-teacher conference with your child's teacher?	○	○	○	○

7. Which of the following improvements would you most like your school to make (Choose ONE)?

- ○ Stronger school leadership
- ○ More hands-on learning
- ○ Stronger enrichment programs (e.g. afterschool programs, clubs, teams)
- ○ Stronger arts programs
- ○ More challenging courses
- ○ Better communication with parents/guardians
- ○ Higher quality teaching
- ○ Smaller class size
- ○ Safer school environment

If you are a parent/guardian of a child in grades 9-12, ANSWER this question.

8. Please mark the extent to which you disagree or agree with each of the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
a. This school helps keep my child on track for college, career, and success in life after high school.	○	○	○	○
b. This school provides resources to me and my child to prepare my child for college, career, and success in life after high school.	○	○	○	○

If you are a parent/guardian of a child who receives special education services through an Individualized Education Program (IEP), ANSWER this question.

9. Mark the extent to which you disagree or agree with each of the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
a. I am satisfied with the educational planning and Individualized Education Program (IEP) development process at this school.	○	○	○	○
b. This school works to achieve the goals on my child's Individualized Education Program (IEP).	○	○	○	○
c. This school offers a wide enough variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for my child.	○	○	○	○

If you are a parent/guardian of a 4-year-old in pre-K or a 3-year-old in 3-K, ANSWER this question.

10. Mark the extent to which you disagree or agree with each of the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
a. I feel good about the way that my child's teacher helped my child adjust to pre-K or 3-K.	○	○	○	○
b. My child's teacher gives me helpful ideas about how I can support my child's learning.	○	○	○	○
c. My child's teacher lets me know that I can make a difference in my child's learning.	○	○	○	○
d. My child's teacher gives me opportunities to share what I know about my child.	○	○	○	○
e. Someone at my child's pre-K or 3-K program has helped me consider which schools or programs would be best for my child for next school year.	○	○	○	○

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APPENDIX B – BOSWELL CODE BOOK

Boswell's New Code Book.

Name	Original Excel name
DBN	NYC School code
School	School Name
P_res_1	Total Parent Response Rate
Eco_per	Economically Disadvantage %
Nat_AM_p	American Indian /Alaska Native %
Black_pr	Black/African American %
Hisp_Pr	Hispanic/Latino %
Asian_pr	Asian/Pacific Islander %
White_pr	White %
Mul_pr	Multiracial %
P_res_2	Total Parent Response Rate %
V1a_dis	1a_Disagree: School staff regularly communicate with me about how I can help my child learn.
V1a_Ag	1a_Agree: School staff regularly communicate with me about how I can help my child learn.
V1b_dis	1b_Disagree: My child's school offers me opportunities to visit my child's classroom, such as observing instruction, participating in an activity with my child, etc.
V1b_Ag	1b_Agree - My child's school offers me opportunities to visit my child's classroom, such as observing instruction, participating in an activity with my child, etc.
V1e_Dis	1e_Disagree - I feel well-informed by the communications I receive from my child's school.
V1e_Ag	1e_Agree - I feel well-informed by the communications I receive from my child's school.
V1h_Dis	1h_Disagree - My child's school communicates with me in a language and in a way that I can understand.
V1h_Ag	1h_Agree - My child's school communicates with me in a language and in a way that I can understand.
V4a_Nev	4a_Never/Rarely - how often have you been asked or had the opportunity to volunteer time to support this school.
V4a_Of	4a. how often have you been asked or had the opportunity to volunteer time to support this school.
V4b_Nev	Since the beginning of the school year, how often have you communicated with your child's teacher about your child's performance.
V4b_of	4b_Sometimes/Often - Since the beginning of the school year, how often have you communicated with your child's teacher about your child's performance.
V5a_diss	5a_Very dissatisfied/Dissatisfied - The response I get when I contact this school.

V5a_sat	5a_Satisfied/Very Satisfied - The response I get when I contact this school.
V5b_diss	5b_Very Dissatisfied/Dissatisfied - The education my child has received this year.
V5b_Sat	5b_Satisfied/Very Satisfied - The education my child has received this year.
V5c_Diss	5c_Very Dissatisfied/Dissatisfied - The overall quality of my child's teachers this year.
V5c_ag	5c_Satisfied/Very Satisfied - The overall quality of my child's teachers this year.
V6a_un	6a_Very Unlikely/Somewhat Unlikely - During the school year, how likely are you to attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?
V6a_Lik	6a_Somewhat Likely/Very Likely - During the school year, how likely are you to attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?
V6b_Un	6b_Very Unlikely/Somewhat Unlikely - During the school year, how likely are you to go to a regularly scheduled parent-teacher conference with your child's teachers?
V6b_lik	6b_Somewhat Likely/Very Likely - During the school year, how likely are you to go to a regularly scheduled parent-teacher conference with your child's teachers?
V8a_dis	8a_Strongly Disagree/Disagree - This school helps keep my child on track for college, career, and success in life after high school.
V8a_Ag	8a_Agree/Strongly Agree - This school helps keep my child on track for college, career, and success in life after high school.
V8b_dis	8b_Strongly Disagree/Disagree - This school provides resources to me and my child to prepare my child for college, career, and success in life after high school.
V8b_Ag	8b_Agree/Strongly Agree - This school provides resources to me and my child to prepare my child for college, career, and success in life after high school.

APPENDIX C – CERTIFICATE OF COMPLETION

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Jacqueline Boswell** successfully completed the NIH Web-based training course "Protecting Human Research Participants."

Date of Completion: 07/05/2018

Certification Number: 2856019

NIH National Institutes of Health
Office of Extramural Research

APPENDIX D – IRB APPROVAL LETTER

Federal Wide Assurance: FWA00009066

Jun 29, 2020 10:41 AM EDT

PI: Jacqueline Boswell
CO-PI: James Campbell
Dept: Education Administrative & Instructional Leadership

Re: Initial - IRB-FY2020-500 The Middle School Transition Project

Dear Jacqueline Boswell:

The St John's University Institutional Review Board has rendered the decision below for The Middle School Transition Project.

Decision: Exempt

PLEASE NOTE: If you have collected any data prior to this approval date, the data must be discarded.

Selected Category: Category 2. (i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording). The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Sincerely,

Raymond DiGiuseppe, PhD, ABPP
Chair, Institutional Review Board
Professor of Psychology

Marie Nitopi, Ed.D.
IRB Coordinator

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Vita

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Date Graduated	*1978*
Other Degrees and Certificates	*M.A., Speech Pathology New York University New York City, New York*
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