The Parent and Family Involvement Survey (PFI) is part of the National Household Education Surveys (NHES) Program developed by the National Center for Education Statistics at the U.S. Department of Education. In 2016, parents or guardians of a total of 13,523 students enrolled in public or private K-12 schools completed the PFI. One of the family characteristics the PFI identifies is parents’ languages. This Fast Facts sheet focuses on responses from parents in three language categories: households where neither parent speaks English, households where both parents speak English, households where one of two parents speaks English and the other speaks another language.

Percentage of K-12 Students Whose Parents Participated in School-Sponsored Activities by Language Category: SY 2015–16

![Diagram showing participation rates by language category]

**FACT**

Compared to English-speaking parents and households where one of two parents speaks English, the parents who are speakers of other languages had lower rates of volunteering (46 percent and 38 percent vs. 25 percent, respectively) and fundraising for the school (64 percent and 47 percent vs. 33 percent).

NOTE: The PFI was available in English and Spanish.


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1 The NHES uses a nationally representative, address-based sample covering the United States and the District of Columbia. The results from respondents are weighted to represent the population of 53.2 million K-12 students enrolled in public or private school.

2 “Parents” as used throughout this Fast Facts document includes guardians.

3 Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.
Percentage of K–12 Students Whose Parents Reported Their Level of Satisfaction with the School Staff by Language Category: SY 2015–16

**FACT**
Compared to English-speaking parents, fewer parents who spoke other languages reported being “very dissatisfied” with the way that school staff interacted with parents (one percent vs. three percent). They reported being “very satisfied” at about the same rate as English-speaking parents (54 percent).


Percentage of K–12 Students Whose Parents Had a Place Set Aside at Home for Homework and For Whom an Adult Checked Homework by Language Category: SY 2006–07 and SY 2015–16

**FACT**
In SY 2006–07, more parents who are speakers of other languages (94 percent) than English-speaking parents and households where one of two parents speaks English (84 percent and 88 percent, respectively) said they always check that homework is done. In the SY 2015–16 survey, parents who are speakers of other languages reported similarly to English-speaking parents and households where one of two parents speaks English on this item, though the likelihood that any parents checked homework fell by at least 18 percentage points.


4 Results are reported for respondents who answered that their child does homework outside of school at least once per week. Between 94 to 96 percent of parents reported that their child does homework outside of school across language categories and school years.