

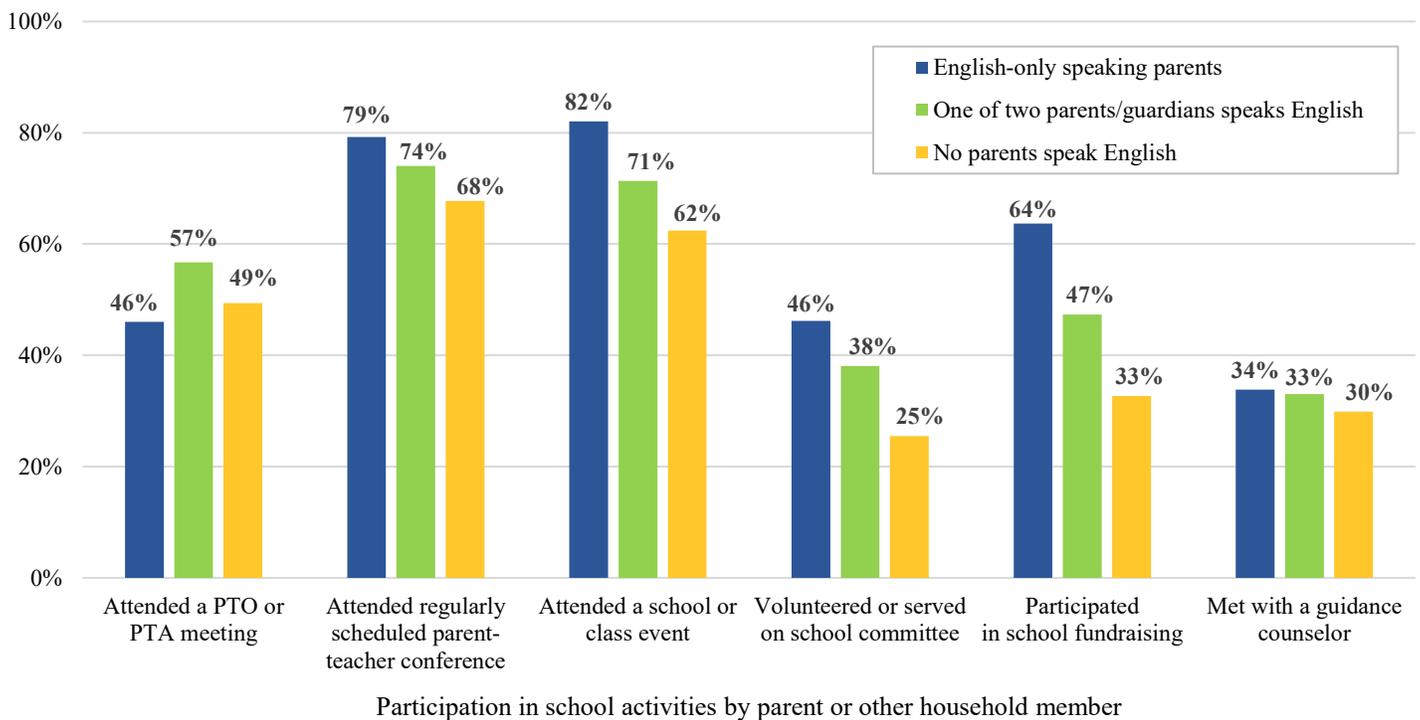


Office of English Language Acquisition (OELA)

Family-School Engagement of Families Who are Speakers of Other Languages

The Parent and Family Involvement Survey (PFI)¹ 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 parents² 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.³

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



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.

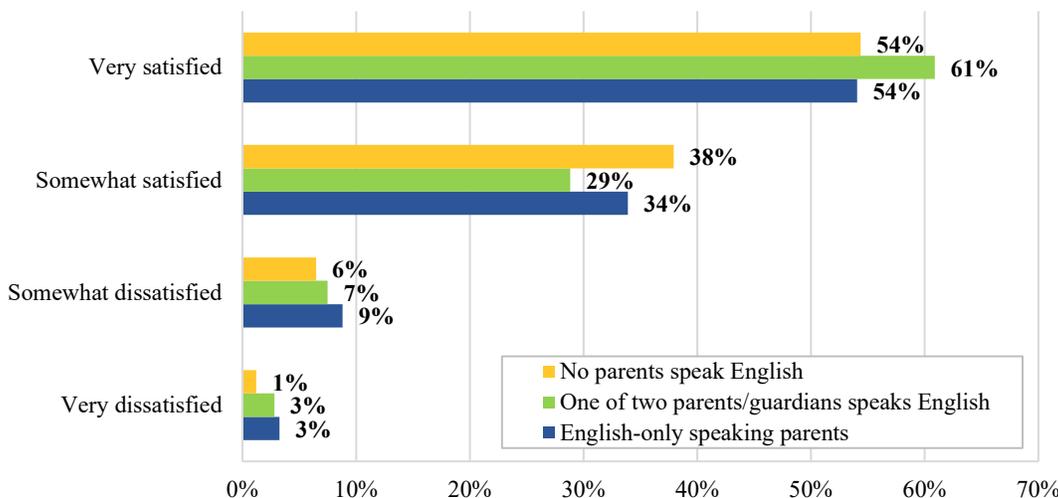
SOURCE: McQuiggan, M. & Megra, M. (2017). Parent and Family Involvement in Education: Results from the National Household Education Surveys Program of 2016 (NCES 2017-102). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [October 10, 2019] from <https://nces.ed.gov/pubs2017/2017102.pdf>

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

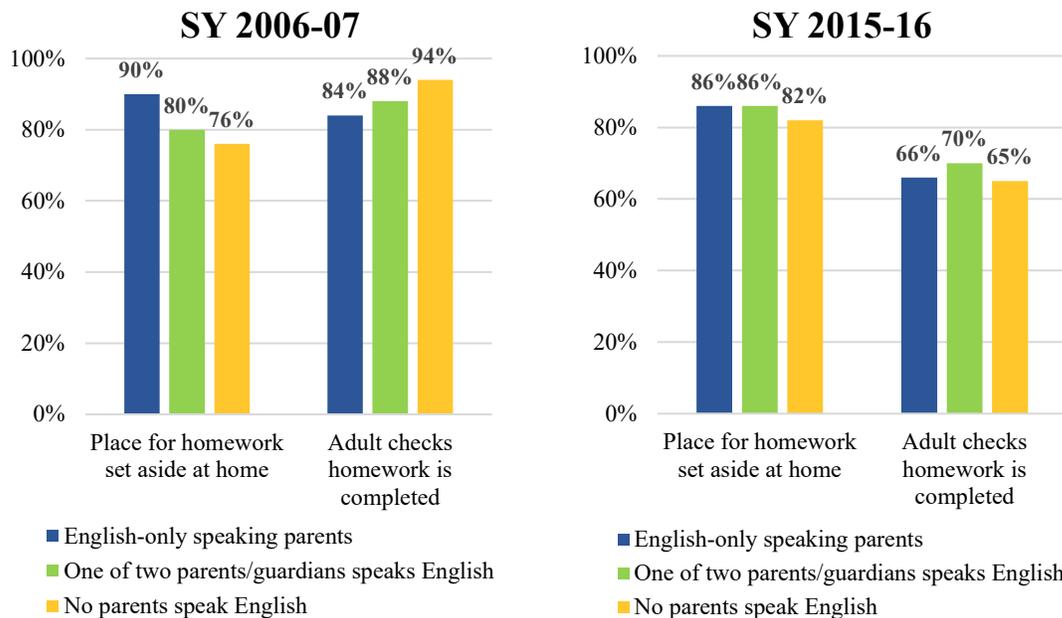
Compared to English-speaking parents, fewer parents who spoke other languages reported being “very dissatisfied” with the way that school staff interacted with parents (one percent vs. three percent). They reported being “very satisfied” at about the same rate as English-speaking parents (54 percent).

SOURCE: McQuiggan, M. & Megra, M. (2017). Parent and Family Involvement in Education: Results from the National Household Education Surveys Program of 2016 (NCES 2017-102). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [October 10, 2019] from <https://nces.ed.gov/pubs2017/2017102.pdf>

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 2015–16⁴

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.



NOTE: The National Household Education Surveys Program (NHES) administration in 2007 was administered via telephone with an interviewer. In 2016, self-administered paper-and-pencil questionnaires were mailed to respondents. Differences between estimates for 2007 and 2016 could reflect changes in the population such as changes in homework practices, changes due to the mode change from telephone to mail, or other sources of error.

SOURCES: Data for SY 2006-07: Herrold, K. & O’Donnell, K. (2008). Parent and family involvement in education, 2006–07 school year, from the National Household Education Surveys Program of 2007 (NCES 2008-050) [Table 5]. Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2008/2008050.pdf> Data for SY 2015-16: McQuiggan, M. & Megra, M. (2017). Parent and Family Involvement in Education: Results from the National Household Education Surveys Program of 2016 (NCES 2017-102) [Table 4]. U.S. Department of Education. Washington, DC: National Center for Education Statistics, Institute of Education Sciences. Retrieved on July 8, 2019 from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017102>

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.



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