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AFRICAN-CENTERED EDUCATION IN MIDDLE SCHOOLS: THE DECISION-MAKING PROCESS IN A PARENTAL ENGAGEMENT MODEL

by

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DISSERTATION

Submitted to the Graduate School

of Wayne State University,

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Approved by:

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Advisor   Date

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DEDICATION

      I dedicate this dissertation to family and friends who have contributed to my spiritual, emotional, academic and professional growth throughout my life journey and into adulthood. A special thanks to my parents, Reginald and Karen Hicks Sr. as well as my brother, Reginald Hicks, Jr. who have persevered through the most challenging and best of times.

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CHAPTER 1

INTRODUCTION

The parents, teachers, and administrators of African-centered Urban City Schools collectively shared their philosophy about parent participation in African-centered education. Interviewees sat and spoke to me in their classrooms, the local library, administrative and corporate high-rise offices–all with conviction, all the same language. While each talked about their experiences at a different reference point in time, location, as well as role, some themes were pervading throughout their discussions. It takes a commitment from the community to educate children. If parents, teachers and administrators are of like mind about the culture of African-centered schooling, then change agents for the world are created.

Parental involvement plays a significant role in improving student achievement (Powell-Smith, Shinn & Good, 2000). Student achievement is not solely due to educational systems; parent expectations have a major effect on student performance (Chen, 2001). Family involvement in curriculum adaptation and parental decision-making in collaboration with schools about what students learn contributes to what the student views as relevant and useful (Cook & Mariger, 2003). When parents are involved in decisions about curriculum, educational experiences become more meaningful for their children and the possibility of academic achievement is greater. For example, parents may serve on school improvement teams, identifying appropriate strategies for supporting teaching and learning in the classroom. This type of participation from parents is significant because they may

possess valuable information about how their children learn. Therefore, the educational process requires a relationship between educators and parents of the children they serve in order to facilitate student achievement. Teachers must consider developing positive relationships with all stakeholders who are involved in educating children such as parents (Husu, 2001). For the purpose of this study, key stakeholders include parents, teachers and administrators of middle school students in African-centered schools.

Background of Study

According to the U.S. Census Bureau, in 2000 one in every four residents attended school. Among the 72 million people enrolled in schools in the U.S., eight million were pre-school and kindergarten children, 33 million were elementary and junior high school children and 16 million attended high school (U.S. Census Bureau, 2000). Because of the large percentage of students attending secondary education institutions, there should be a more diverse pool of stakeholders to influence their performance in the classroom. Therefore, decisions made about the nation's children should not solely be left to the educational system, but rather be inclusive of key stakeholders who influence the lives of children. While parents entrust the education of their children to public schools, it is important to recognize that parents are their children's first teachers. Great strides in educational reform may be realized by school systems in regard to collaborating with parents.

In recent years, federal education reform efforts have attempted to address parental involvement and the means by which educational institutions may collaborate with parents in meeting the educational needs of students. According to

the No Child Left Behind Act, Section 1118 on Parental Involvement, schools were required to identify means by which to increase parental involvement; the fact that participation in school improvement planning, budgeting, evaluation of planning and parental involvement policy was required in order for schools to remain in compliance, demonstrates the importance of the second goal of NCLB (Lim, Girl & Quah, 2000). Federal law required school districts to promote parent participation in less traditional roles than in the past, but now parents participate in decisions related to setting goals and objectives, school finance as well as identifying the effectiveness of the school improvement plans. Consequently, schools engaged parents in school decisions that affected curriculum and instruction to improve student achievement. In a study on Singaporean parental involvement, Singaporean parents (Lim, Girl & Quah, 2000) were more motivated and involved to encourage their children's school performance when they were a part of the decision-making process. This study suggested that teachers and parents were able to share, clarify, and discuss each other's ideas, values, experiences and cultural backgrounds to arrive at a consensus about what is the appropriate education needed to facilitate their children's school performance. The ways educators perceived the role of parents in the decision-making process had a significant impact on student performance. This study suggested that by including parents in the decision-making process a type of accountability is established: the community, schools and parents work together to ensure student achievement. But setting parameters for accountability is only a first step.

Schools also need monitoring support from federal, state and local organizations as well as school districts to ensure compliance with mandates intended to bridge achievement gaps. Schools should be familiar with effective parent engagement models in order to facilitate parental involvement in the educational decision making process. As a result, two models are discussed in Chapter 2: *Parental Involvement* and *Parental Engagement*. These model types are most prominent in the literature review as both models develop the foundation for this study in regard to the decision-making process. Thus, for the purpose of this study, curriculum and instruction are related to various forms of participation.

It is necessary for schools to design a constructive curriculum that develops through the action and interaction of the participants (Dole, 1993). An effective curriculum design identifies key stakeholders and ways they interact when implementing the curriculum. Saylor's (Ornstein & Hunkins, 1998) four-step planning model for curriculum development provided insight into how this curriculum design may be accomplished. The model is comprised of goals and objectives, curriculum design, curriculum implementation and curriculum evaluation (Ornstein & Hunkins, 1998).

As key stakeholders, parents should be included in the four phases of the model, and it is imperative they be involved at the beginning stages of planning such as during goal setting and the identification of objectives. Oftentimes, schools believe that parents are not equipped to make such educational decisions. In a study on the ecologies of parental engagement (Barton, et. al., 2004), parents were frequently positioned in a deficit model—one that views parents as receivers of

information rather than as decision makers in the educational process. Federal, state and local guidelines related to parent involvement required schools to build partnerships with parents and equip them with the necessary tools to support student achievement.

Parent involvement played a significant role in national goals for improving education and current school reform models. This persistent perception revolved around the idea that differences exist between educator and parent values regarding parent involvement (Drummond & Stipek, 2004). A change in the educational system required a change in the mindset of the community regarding education's purpose. Community, in this sense, was inclusive of all key stakeholders. Therefore, change was brought about by engaging the community in a dialogue about the purpose of education (Jamie Vollmer, Title I Symposium, 2004). Dialogue among key stakeholders in a community forum regarding educational reform provided some perspectives on how educators, parents, students and the community at-large influenced and were impacted by decisions related to education.

According to Miretzky (2004), democratic communities are inclusive of key stakeholders and respect the diversity and differences among those engaged in making decisions about the education of children. Studies revealed that the ways parents and teachers viewed their relationship as well as how they desired their relationship to progress, resembled relationships in a democratic community (Miretzky, 2004). This type of desired parent-teacher relationship could help influence the mindset of all key stakeholders in education in regard to the benefits of parent-teacher relationships on student success.

Schools reflect the current society, and the culturally diverse population of students will demand schools meet curriculum standards and identify ways in which their needs may be met by the educational system in the United States. National reports such as *A Nation at Risk* have revealed how the educational system has failed children because little consideration is given to political reasons associated with the impact on cultural differences of minority and poor students. Therefore, some national reform efforts have failed to address the needs of African-American students in the country's largest urban cities such as Milwaukee, WI (Pollard & Ajirotutu, 2000).

School reform efforts must take into consideration the school culture of African Americans, which reflect a belief in community support. Key practices include shared responsibility, collective struggle and community bond (Field-Smith, 2005). Upholding these beliefs were a challenge for African-American parents during the era of desegregation. As schools integrated, the less dominant culture of African Americans became compromised (Field-Smith, 2005); language barriers existed and teacher expectations of students were low. Due to even more social changes, the role of African-American parents has changed quite significantly over time.

The ability of African-American parents to network within the educational system from a cultural perspective also played a key role in parental involvement (Fields-Smith, 2005). According to Hale (2001), African-American parents have essentially been unable to negotiate the education of their children; however, students who achieve have parents who are connected to a culture of power. Hence, the parents have the means to negotiate decisions for their children. An effective

model of school reform recognizes the necessity for a coordinated effort of parents, church, community volunteers and teachers (Hale, 2001).

At the onset of the American educational system (Hoffschwelle, 2006), educational leaders designed curriculum to meet the needs of white middle-class males. Therefore, the knowledge students were expected to acquire in formal schooling neglected to consider the perspectives of various cultural groups that now comprise a large percentage of the student population in our nation's schools. In outlining the historical perspective of education in this country as well as its impact on educating African-American students, we may begin to realize past and present roles of African-American parents. Some parallels have existed between historical foundations in education for white students compared to Black students in America.

Traditional and African-American Historical Perspectives in the United States

The educational curriculum of the Colonial Period (1642-1776) included a theology-based education. Reading was considered the most critical core curricular area because the emphasis was on teaching scriptures. For example, the foundation of the colonial schools in Massachusetts mandated by legislation of 1642, "required parents and guardians of children to make certain that their charges could read and understand the principles and the laws of the commonwealth" (Ornstein & Hunkins, 1998, p.63). Puritan settlers advocated schooling because they did not want an illiterate society and "feared that such an illiterate class might comprise a group of dependent poor…underclass…" (p. 63).

During the National Period (1776-1850), Dr. Benjamin Rush, Thomas Jefferson, Noah Webster and William Holmes McGuffey influenced the idea of free

public schooling and political freedom. A de-emphasis on religious dominance in schools began as the Revolutionary Period emerged. Johann Heinrich Pestalozzi, Freidrich Froebel, Johann Freidrich Harbart and Herbert Spencer moved progressively toward "a curriculum and instructional method that were psychologically oriented and considered the needs and interests of the students" (Ornstein & Hunkins, 1998, p. 67).

Banned from receiving a public education in the existing institutions during the Civil War and Reconstruction Periods, African-American communities created their own schools. During the late 1860's and following Reconstruction, schools built to educate African Americans as well as teachers to whom they were entrusted remained under attack. State constitutions of 1875 imposed school segregation. Support of schools built by African American communities was scarce because educational opportunity was associated with social, economic and political power for the community (Hoffschwelle, 2006).

In the late 1800s key stakeholders in the decision-making process, as it related to African American schools, included business leaders, ministers and educators; the success of these schools depended on meeting the needs of white schools. The Anna T. Jeanes Foundation of 1907, which supported teacher training, salaries and schools for African-American children, was the only major foundation that included African-American leadership (Hoffschwelle, 2006).

The Transitional Period (1893-1918) influenced by Charles Eliot of Harvard University and William Harris of the U.S. Commission of Education emphasized the learning of classical studies in elementary and secondary schools in preparation for

college. During this period, The National Education Association (NEA) created three committees that governed K-12 curriculum. The Committee of Fifteen on Elementary Education was based upon strict teacher authority and discipline (Ornstein & Hunkins, 1998). While schools later embraced classical studies for African-American children, northern schools were skeptical about strict discipline. Considering the conditions by which African Americans were subdued in slavery, the use of corporal punishment by teachers remained questionable.

Industrial education was the curricular emphasis for African-American schools during the late nineteenth century. Industrial education emphasized vocational training rather than academic learning because African-American students were deemed inferior to white students. Industrial education was also an effort to limit Blacks to labor positions rather than afford them the opportunity to obtain positions of power (Hoffschwelle, 2006). In fact, this was the approach supported by Booker T. Washington, a stance hotly debated in the African-American community, especially by W.E.B. DuBois, because in this era African Americans were already limited in access to income and the ability to make decisions as a community. Many schools for African Americans adhered to learning the classical liberal traditional curriculum and they did not consider their education to be a means of assimilating with white schools because many poor whites were not educated during this period. However, attempts were made to promote racial subordination among Blacks with publications created specifically for ex-slaves. The Black community viewed the curriculum path of studying the classics as necessary and relevant to traditional schooling in America (Anderson, 1988). Therefore, support of industrial education only would further

perpetuate the challenges faced by the African American community. Therefore, leaders viewed education as a tool to uplift the African-American community so that community was empowered to improve its own condition rather than earn money for others as laborers.

Samuel Chapman Armstrong, founder of Hampton Institute, considered himself a supporter of education for African Americans. Yet, the educational institutions and curriculum he designed was based on the premise that African Americans belonged to a lesser class in evolution. While Booker T. Washington was one of his most accomplished scholars, he did not share this same ideology; Washington thought quite the contrary as he played a significant role as an educational leader to African Americans. Yet, Washington supported industrial education. Armstrong believed that although African Americans had an intellectual capacity, they lacked the moral ability to hold political positions as well as the ability to make decisions for the common good (Anderson, 1988).

Armstrong discouraged Black leaders from being a part of the decision-making process. This was an important agenda to Armstrong as African Americans comprised one-third of the southern region in which these politicians sought to hold office. Armstrong further believed that the way to influence Blacks socially, politically and economically by the masses was through education, specifically via teachers. The Hampton Institute was founded in 1868 to train Black teachers in an effort to permeate the Black community with his ideology. Therefore, classical studies were eliminated from the teacher-training curriculum and industrial labor training was

placed at the forefront of education. Even Black trustees and principals who did not conform to the idea of industrial education were removed (Anderson, 1988).

During the early 1900s (Anderson, 1988), 52% of middle-school-aged children in southern states were African American compared to 76% white; during this time white and Black were the two social classes that existed. The inception of public education in the south was influenced by individuals such as Thomas Jefferson, who afforded educational opportunities to white children in Virginia by allowing them three years of public schooling. However, males identified as the smartest were chosen to continue grammar school and college. Educating enslaved Black children was criminal (Anderson, 1988).

During the 1900s (Anderson, 1988), approximately 49% of African American boys and 31% of African American girls between the ages of 10 and 15 were employed as agricultural laborers compared to 23% Caucasian boys and 7% Caucasian girls in the same age group. A significant number of Black children were in the workforce due to lack of opportunity to attend an educational facility. However, migration of African Americans from rural areas caused a dramatic decline in the number of children in the agricultural labor force to 23% of African-American children. Consequently, schools were built for Blacks in an attempt to retain them in the South.

Educational institutions for African Americans differed across America depending on their status within the social system. John W. Alvord, the first general superintendent of schools, reported in 1865 findings regarding Freedman's Bureau Schools. Throughout the south he found members of these communities committed

to educating themselves. Although African Americans supported universal education, their schools were overseen by the Commission of Enrollment, which was created to maintain control over the affairs of private schools developed by and for African Americans (Anderson, 1988).

During the postwar in the South, as quickly as enrollment in schools for African Americans began to prosper they abruptly declined in their ability to remain open due to financial withdrawal by the federal government. Yet, parents held steadfast in their efforts to keep schools open to meet the educational needs of their children. African-American parents wanted educational opportunities for their children and they were willing to pay a higher portion of their income in taxes to keep schools open. In these efforts, along with the support of various organizations in the states, the federal schools became local, free schools for underprivileged students (Anderson, 1988).

J. Willis Menard, secretary of the Louisiana Educational Relief Association, believed that while the federal government and northern associations played some role in educating African Americans, it would ultimately be the responsibility of members in the community to develop and sustain an adequate educational system for African-American children. Furthermore, this would be the responsibility of any cultural group (Anderson, 1988). In many instances where there was no support, the community continued to create means by which to provide adequate schooling for their children.

Prior to the organization of private or public schools, African Americans maintained Sabbath schools, church-sponsored schools that promoted literacy and

allotted educational opportunities for those who could not attend regular school-day instruction. However, these schools frequently went unacknowledged by state superintendents in their bureau reports. The view of education by Blacks compared to whites was fundamentally different because African Americans found the acquisition of literacy contradictory to oppression (Anderson, 1988). During the mid 1800s, African-American parents in the south who attempted to send their children to school were threatened by their employers (plantation owners) to be terminated. As a result, plantation owners sought profit in child labor. Therefore, the motivation for education remained quite different for owners and workers; persistence prevailed in the African-American community.

A curriculum designed to assimilate Blacks into the culture of white American civilization portrayed education as a means of deemphasizing the mental bondage of slavery. For many northern societies this played a significant role on the impact of America's social, political and economic development in efforts to unite the North and South. In the North, organizations saw their role as developing and sustaining common schools in preparation for supporting the reconstruction of the government in the South (Butchart, 1980).

Common schools were considered those that shared the same curriculum and ideology so that American citizens would be of the same accord. These schools were maintained by local community control on educational policy. Minimal interference from state and federal agencies existed. The church, however, played a significant role in shaping African-American educational policy. According to Isaac W. Brinckerhoff, officer of the Freedman's Bureau, the purpose of educating Blacks

was not merely for them to acquire knowledge, but to submit to obedience, Christianity, virtuousness and skill. In essence, schooling served as a catalyst for social control because Blacks were coming from a position of servitude (Butchart, 1980).

Northern Black leaders and educational organizations, contrary to many institutions, supported the teachings of racial pride. In an effort to raise the consciousness of African-American children in the classroom, leaders such as Martin R. Delany as well as educational organizations like the African Civilization Society in the 1850s encouraged the integration of racial pride for Black children in the school's curriculum. Teaching of racial pride was pursued in an effort to improve the self-image of individuals in the African-American community. Therefore, community members would be empowered to have an interest and appreciation for their own culture (Butchart, 1980), which would give the community a tangible perspective for social, political and economic development.

Historically, an emphasis on parental involvement in the curriculum was minimal as the educational system began to evolve (Ornstein & Hunkins, 1998). During the Colonial Period (1642-1776), parents were mandated to ensure that their children could read and write in a curriculum centered on theology. Over centuries of changes through development of theoretical perspectives on curriculum, significant parent participation within the design appeared during 1949 when Ralph Tyler posed questions in *Basic Principles of Curriculum and Instruction* that were flexible enough to be inclusive of any aspect that may influence the design of curriculum. According to an eight-year study by the Progressive Education Association (1932-1940),

implementation of the curriculum and education of children was ineffective due to exclusion of key stakeholders such as teachers.

Parents, also being key stakeholders, historically have not had a role in the curriculum decision-making process. Although Tyler did not explicitly refer to parents in his model, current researchers identified parents as influencing student academic achievement. Consequently, parents would also influence the design of curriculum when taken into consideration as participants in the educational decision-making process. Furthermore, consideration must be given to the cultural lens by which parents view their relationship with schools and their inclusion in the decision-making process.

Parental involvement perspectives are usually representative of White, middle-class families while the perspective of African-American parental involvement has been marginalized. African-American parents are perceived to be uninterested in educating their children. However, African-American parents served as advocates for their children during the times of slavery and segregation where the pursuit of education was life threatening and equal educational opportunities for African-American children was considered of little significance to society (Fields-Smith, 2005). The position of African-American parents in the educational system often remains as stifled today as it did prior to *Brown* vs. *Board of Education* in 1954.

As with the beginning of formal education for White-American families, education for African-American families connected home, school, church and the community. Historically, parental involvement included fundraising, attending parent-teacher conferences, participating in school events as well as being involved in the

schools' decision-making process. Parents gave school administrators and teachers the authority to educate their children because they believed schools had the responsibility of carrying out such tasks (Fields-Smith, 2005). During the era of school segregation, African-American communities supported the creation of African-American schoolhouses in the South. Parents made significant financial contributions in addition to participating in the decision-making process to ensure adequate operation of these schools in an effort to provide a quality education for their children (Klugh, 2005). In funding schools in the early 1900s, African Americans paid double taxes. The monies collected were diverted to funding white schools, therefore forcing Blacks to provide additional private funds in order to keep schools for Black children open. This resulted in extreme hardship during the Great Depression of the 1930s.

The economic, social and political condition of the African-American community led to the efforts of Clinton J. Calloway, graduate of Fisk University, and staff member of Tuskegee Institute. His experience in organizing community efforts to support schools for African Americans gained the interest of Julius Rosenwald. The community associated educational opportunity with freedom in these Rosenwald schools, which were developed in 1913 by Sears Company executive Julius Rosenwald in collaboration with Booker T. Washington.

Rosenwald schools eventually needed support of state funding because the ability to maintain them became financially overwhelming; however, this would require the schools to be deeded to the State. African Americans played a significant role in subsidizing the funding of their schools

until this crucial point in history. The ability to maintain control of the education of their children would become limited. Ironically, the Rosenwald schools that were originally built to educate and unite the African-American community became a project that focused on building model schools for public education. The focus of the schools shifted from a community effort that symbolized freedom for African Americans to model schools created by professional white men that were unassociated and disconnected with the community.

Problem Statement

The ways in which key stakeholders influence the decision-making process in African-centered schools in urban areas are qualitatively different from that of parental involvement in mainstream schools; these perceived differences influence decision-making in various ways. The proposed study will focus on addressing these issues.

Research Questions

1. How do parents, teachers and administrators talk about an African-centered philosophy of education?

2. What are the ways, which parents participate in African-centered schools?

3. How do parents, teachers and administrators talk about decision-making in African-centered schools?

Research Purpose

Few studies related to the role of parents of middle school students in an urban school district existed and there were even fewer studies related to African-centered education in schools located in the United States. The purpose of this research was to investigate ways in which parents, teachers and administrators of African-American, middle school students talked about the decision-making aspect of parental engagement in African-centered school settings. Parental involvement significantly impacted student achievement. Therefore, identifying beliefs about parental roles at the school and home level provided insight into the ways in which parents were part of the decision-making process in curriculum and instruction. Increasing parents' ability to negotiate the education of their children was the goal of this research.

Significance of the Study

In line with federal policies, the state in which this study was conducted recognized the need for a curriculum that would be flexible enough to meet the needs of the entire student population. The State Board of Education approved the content standards recommended in the design of the Curriculum Framework developed by parents, educators and business leaders in 1995. Later, the Grade-Level Content Expectations (GLCE) document was incorporated into the State Curriculum to provide appropriate assessment outcomes. This document was created as a tool for educators and parents. Three major factors of parental

involvement are stated as follows (Michigan Department of Education, Review of Educational Research, 1997):

1. Parents' beliefs about what are important, necessary and permissible for them to do with and on behalf of their children.

2. The extent to which parents believe that they can have a positive influence on their children's education.

3. Parents' perceptions that their children and school want them to be involved.

The Family Involvement Policy of the Michigan Department of Education (MDE) and State Board of Education supported the notion of engaging parents to increase student achievement. According to documentation by these two entities, the most significant reasons for engaging parents in their children's education includes, but is not limited to the following: higher academic achievement, improved attendance rates, increased self-esteem, increased support of parents, ownership in the educational process and a desire to seek the best educational opportunities for their children.

The Parental Involvement Policy Improving America's Schools Act of 1994 required school districts to involve parents in the development, evaluation and revision of parental involvement policy as well as provide training to parents and staff. In addition, parents are to be provided with the necessary tools for success by having an opportunity to be informed through parent meetings, knowledge of student performance, curriculum and assessment. Standard V of the National Standards for

Parent and Family Involvement Programs titled *School Decision Making and Advocacy* involved parents in the decision-making process.

Key components in obtaining parental support, as described in the *School Based Community Engagement Model* outlined by a district in the Midwest, involved engaging and enabling parents to become active members of the decision-making process in educating their children. The model addressed the challenges of improving family involvement by considering the following five elements: (a) time/resources, (b) training, (c) school restructuring, (d) external support (e) and documented evidence of success.

The concern about educating African Americans in urban areas is not whether they can perform, but is the achievement gap between students who perform and do not perform in comparison to their White counterparts (Futrell & Brown, 2000). Therefore, an emphasis must be placed on supporting current educational reform standards in the African-American community to foster accountability in schools. Students of low-income, minority families are achieving at extremely low levels, yet parents of these students are the greatest supporters of reform standards (Futrell & Brown, 2000).

According to one urban school district superintendent, as represented in this study, the District introduced an African-centered education curriculum for its schools more than a decade ago. The Director of African-centered Education states that closing the achievement gap for African-American children involves their ability to analyze their role in a global society. This is accomplished by ensuring the development of culturally based educational programs. While the District began with

implementing African-centered Academies many years ago for this very purpose, it has currently adopted a District-wide initiative to integrate the African-centered curriculum into the core curriculum.

Overview of Methodology

An ethnographic research approach was utilized in this study. This pragmatic approach was chosen because of the interest in understanding the effect of the actual role of parents and perceptions about the role of parents in the decision-making process. Three data sources were established for this study: (a) interviews of parents, (b) teachers and (c) administrators. Participants were comprised of parents, teachers and administrators who were voluntarily selected through a snowball sample method.

Parents, teachers and administrators were interviewed about how they perceived the role of parents in the decision-making processes. In collaboration, audio taped interviews were transcribed. Debriefing by the Doctoral Committee about the data sources, analysis, findings and conclusions occurred throughout the completion of the research.

Limitations

The scope of this study was limited to one urban area. Perceptions about the role of parents may differ significantly in urban areas nationally. The same argument may be posed for African Americans in comparison to other ethnic groups.

Assumptions

According to Kerlinger and Lee (2000), education research involved populations that were described in terms of non-normality. In addition, the researcher assumed that the sample of the K-8 school population in the study was representative of the population of staff, students and parents in African-centered K-8 schools because of selection by referral from the three data sources.

Overview of the Study

Chapter 1, "Introduction," describes the rationale for the problem that was researched in this study. This chapter identified research and policies, which provided a basis of interest in perceptions about the role of parents in the decision-making process of their children's curriculum. An overview of the research methodology and description of terms were discussed. Chapter 2, "Framework for Studying Parental Participation in African-centered Schools: Involvement or Engagement," provides a review of the literature related to the impact of parental participation in the decision-making processes. The review is based on a historical perspective of the foundations of education with a traditional and African-American perspective. Chapter 3, "Methodology," describes the research design of the study conducted. Chapter 4, "Findings," identifies what emerged from the analysis of these data; and Chapter 5, "Discussion of Findings," discusses the findings based on the review of literature.

Definition of Terms

Academic Achievement: For the purpose of this study, academic achievement refers to student performance on selected assessments according to the State Curriculum Framework adopted in one Midwestern state.

African American/Black: People who have any race origins of the Black race groups of Africa. Includes Black, Negro, Afro American, Nigerian or Haitian (U.S. Department of Commerce, United States Census, 2000).

African-centered   Education: Multicultural education with an emphasis on African and African American culture; a holistic approach that integrates academic growth, cultural enrichment and the development of personal responsibility, respect for community, family, teachers and fellow students (Urban City Schools, 1992).

Afro centric Curriculum: A systematic study of the multidimensional aspects of Black thought and practice, centered on the contributions and heritage of people of African descent; a social reality constructed from the framework of African history and culture (Pollard & Ajirotutu, 2000, p. 201).

Assessment: The systematic gathering of evidence through testing and other means to judge the extent of student learning State Department of Education, 2002).

AYP Status: The determination of whether or not a student subgroup, school or school district met the performance goals, or AYP targets, established by the state and federal government in accordance with the No Child Left Behind Act (Standard & Poor's, 2007).

Conditions Necessary to Succeed: Objective measures of demonstrated achievement foundational to future learning (State Department of Education, 2002).

Curriculum: "Everything that the school does that leads to students' learning—whether that learning is intended or not" (Stone, 2010, p. 35).

District Curriculum: Ornstein and Hunkins (1998) acknowledge that curriculum has various meanings based on the theoretical approach selected. For the purpose of this study, curriculum is defined as all aspects of a program impacting the delivery of education.

Free and Reduced Lunch Price (School): Students eligible for free lunch, reduced price lunch under the National School Lunch Act (National Center for Education Statistics, 2007).

Grade Level Content Expectation (GLCE): Grade level targets based on theoretical, research based content as well as best instructional scope and sequence for curriculum State Department of Education, 2002).

Kwanza: African-American celebration based upon African customs. Kwanza is celebrated from December 26 through January 1. There are seven principles, which are celebrated each day of this period (Urban City Schools, 1992):

1. First Day: Umoja (unity)

2. Second Day: Kujichagulia (self-determination)

3. Third Day: Ujima (collective work/responsibility)

4. Fourth Day: Ujamaa (cooperative economics)

5. Fifth Day: Nia (purpose)

6. Sixth Day: Kuamba (creativity)

7. Seventh Day: Imani (faith)

Large City: Large City refers to a principal city of a Metropolitan CBSA, with the city having a population greater than or equal to 250,000 (National Center for Education Statistics, 2007).

Local School Community Organization (LSCO): The school parent organization in Urban City Schools.

State Curriculum Framework: This is the pseudo for the official publication of the State Department of Education presenting the content standards and benchmarks of the state academic core curriculum for students, instruction and assessment standards for teachers (State Department of Education, 2002).

Multicultural Education: Multicultural education is inclusive and authentic. An environment that rejects racism in an effort to support the pluralism that our society represents is created (Gallavon, 2005, p.36)

Parent Participation: Parent participation refers to ways in which parents are involved. Cotton and Wakelin state that there are various forms of participation. Participation includes involvement in school and outside of the school.

Procedural Guidelines: These are the procedures that guide the process of constructing and maintaining a K-12 curriculum (State Department of Education, 2002).

Regular Elementary and Secondary Schools: Public elementary/secondary school that does not focus primarily on vocational, special or alternative education (National Center for Education Statistics, 2007).

Rites of Passage: Personal, Economic, Emotional, Physical, Mental, Political, Historical and Cultural Rites of Passage that must be achieved the initiate. These

Rites of Passage are based on the research of Nathan Hare as well as the practices of Wade Nobles and Ron Johnson (Urban City Schools, 1992).

School Improvement Plan: The Missouri Comprehensive School Improvement Plan defines a plan as containing the following components (July, 2006):

1. A description of the planning process.

2. The district's mission statement, which may include beliefs.

3. Strengths and concerns of the district.

4. Goals, outcomes or objectives that define specific, measurable results expected to be achieved by the district to improve programs, services or student achievement.

5. A description of the methods to be used to assess the achievement of each goal, outcome or objective.

6. Strategies or action-steps to be undertaken to realize each goal, outcome or objective.

7. The timeline for implementing each strategy or action-step.

8. A designation of the person(s) responsible for implementing and assessing each strategy or action-step.

9. A description of how the district will encourage and assist school buildings to develop building level School Improvement Plans consistent with the district plan.

School-Personnel Perception: Perceptions refer to school administrators and teachers' beliefs about parent's role in the curriculum.

State Department of Education: State Department of education refers to the pseudo for the department of education under which the schools in this study are governed.

Substantive Guidelines: Establish a unifying and coherent view of curriculum for districts on key curricular issues State Department of Education, 2002).

Title I School-Wide Program: A school in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I National Center.

Urban City Schools: Urban City Schools refers to the pseudo for the local urban district in the area of which the schools in this study are located.

CHAPTER 2

FRAMEWORK FOR STUDYING PARENTAL PARTICIPATION IN AFRICAN-

CENTERED   SCHOOLS: INVOLVEMENT OR ENGAGEMENT?

This study focused on parental participation in African-centered schools. I developed the framework for guiding this study. There are differences in the ways that parents, teachers and administrators conceive of parental participation. In fact, scholars reported a range of interpretations of the meaning of parental participation, ranging from theoretical stances grounded in parental "involvement" to those grounded in parental "engagement" (Scott & Hannafin, 2000; Pollard & Ajirotutu, 2000; Barton, Drake, Gustavo, St. Louis and George, 2004). Thus, this chapter illuminates how scholars think about parental participation and their different approaches to schooling African-American children. The conversation begins with a discussion on the historical foundation for educating African-American students and the premise of African-centered   education, and a brief overview of two different models of working with parents—parental involvement and parental engagement—follows. While the parental involvement model viewed parents as passive receivers of the schools' directives, the parental engagement model is a more dynamic process in which parents and schools worked in a collaborative way to define goals, share resources and expertise. The literature on African-centered   education suggested that parental engagement more readily aligns with its philosophy than with parental involvement. Let us turn, then, to a discussion of African Americans and education.

The Education of African Americans: The Historical Foundation and Significance of African-centered Schooling

This section builds a historical foundation for African-American students in education and suggests how the emerging Parental Engagement model best supports education for African Americans. As previously stated in Chapter 1, concerns about student achievement for middle school students exist nation-wide. Nevertheless, few studies have researched the significance of African-centered schooling in an effort to close the achievement gap among African-American students and their peers (Pollard & Ajirotutu, 2000; Hoffschwelle, 2006). Moreover, parental involvement and its impact on student achievement have taken center stage in many educational research studies (Cook & Mariger, 2003; Lim, Girl & Quah, 2000; Futrell & Brown, 2000). However, the emergence of parental engagement and how its structure aligns with parental roles in African-centered education has not been considered. Investigating how key stakeholders talk about the roles of parents in this environment may provide significant insight into improving academic achievement among African Americans in middle school. The interviews conducted in this study were designed to focus on the ways in which parents, teachers and administrators talked about parental roles in African-centered schools. Thus, reflecting on the historical foundations of educating African Americans, as discussed in Chapter 1, is critical to understanding the development of African-centered education.

Although an emphasis on common schools existed in the 1800s, until today with the design of state core curriculum standards to facilitate common educational

experiences, the lens by which educators view those experiences depends on their cultural background. Consequently, discovering the dynamics of African-centered schooling through the interviews of parents, teachers and administrators may provide some understanding of an educational process that some have argued against. For example, Waks (2005) argued that an initiative for African-centered education undermines efforts to desegregate schools, increasing the gap between Black and White leaders. However, Pollard & Ajirotutu (2000) suggested that African-centered education is a response to community needs. Thus, a community need existed in Milwaukee when the school district decided to develop African-centered schools. In light of the economic, social and educational conditions of the city of Milwaukee for African Americans in the 1980s and 1990s, the public school district of the city decided to address the needs of African-American males with the introduction of two African American Male Immersion Schools.

Controversy over the development of single-sex public schools, however, led to the development of a coeducational African American Immersion elementary school and African American Immersion middle school in 1991 and 1992, respectively. The African American Immersion Schools Evaluation Project, a longitudinal study, conducted to provide feedback, identified educational strategies and contributed to the literature about African-American children, included parental and community involvement in its five areas studies. However, the study focused on the perceptions of administrators and faculty in African-centered   education (Pollard & Ajirotutu, 2000) not the ways in which parents, teachers and administrators talked

about parent participation in African-centered   schools, which is what my study reviewed.

Parents, teachers and administrators play a significant role in every aspect of educating children. Likewise, Thurgood Marshall indicated in the *Brown* vs. *Board of Education* decision (Waks, 2005, p.99) that public education in the United States was primarily about "teaching of overall citizenship;" this ideology aligned with the Social Reproduction Theory defined by Pollard and Ajiritutu (2000) in *African-centered Schooling in Theory and Practice*, whereas, education is about the development of the whole child. In fact, what schools are charged with doing now is what Drake (2000) referred to as the responsive school model. In the U.S., significant historical events such as enslavement, reconstruction of the South, *Jim Crow*, *Brown* vs. *Board of Education* and *Dred Scott* have shaped the educational experiences of African Americans as well as other minority students (Waks, 2005). These events should be considered when developing a conceptual framework to ensure African-American parents are engaged in the decision-making process at African-centered   schools. Thus, knowing the history and culture of African-American students can equip parents, teachers and administrators in educating African-American students.

Knowing the history and culture is not synonymous with poverty, but rather encompasses common bonds at all socioeconomic levels in the African-American experience. For example, the National Longitudinal Study of Adolescent Health explored the implications that socioeconomic status has on middle-class African-American students (Siren & Rogers-Siren, 2004). Siren and Rogers-Siren (2004)

also explored the implications that socioeconomic status has on African-American students:

> African American students need to receive guidance about their education and occupational futures that is grounded in the socio-cultural, economic, and historical reality of their lives, and that provides them with concrete strategies to attain their dreams and aspirations despite existing barriers. (p. 336)

While all socioeconomic levels should be taken into consideration, one must also consider the impact of schooling at various levels of academic achievement among African-American students. In a phenomenological study on gifted African-American children, the researchers, in reference to Ford and Harris (2000), indicated that including parents in the educational process for African-American gifted students was culturally responsive. Huff, et.al. (2005) interviewed parents of gifted African-American students in public and private schools, and discovered that academic support was inadequate for students in regard to programming and staffing. These same parents were found to have the ability to negotiate learning for their children in the educational system. Hence, African-American parents, whether having the ability to negotiate learning for their child or not, encountered the same experiences as their counterparts within the educational system.

Strategies for teaching and learning make a difference in the achievement of African-American students. In the basic premise of the achievement motivation model, it was found that low achievement among African Americans existed in urban schools due to the use of inappropriate teaching strategies that primarily

emphasized a Eurocentric curriculum (Teel, Debruin-Parecki & Covington, 1998). This design failed to realize "African American students' strengths, talents, and culture" (p. 480). Along the same lines of African-centered   education, alternative teaching strategies identified as effective in an investigation that analyzed teacher practices with seventh-grade students included: (a) multiple performance opportunities, (b) increased student responsibility and choice and (c) validation of cultural heritage. Thus, lack of educational opportunity for African-American students, in part, is related to a cultural disconnect; the studies discussed here represent students in the educational system that are limited in their academic achievement at all socio-economic levels.

A Look at Urban School Reform

Since this study focused on urban middle school students, Figure 1 (below) demonstrates how the implementation of an African-centered curriculum could provide the necessary curriculum foundation in the thrust toward urban school reform. African-centered education is at the center of Figure 1, which penetrates community efforts in socializing individuals in a manner that creates positive, productive, decision-making citizens, hence, causing urban school reform.
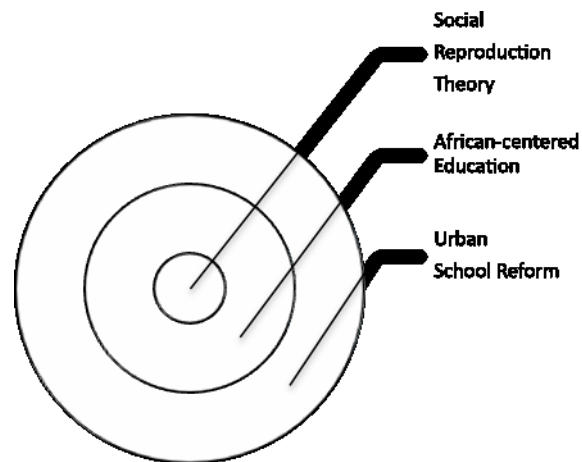
Figure 1. A three tiered approach to meeting the needs of African-American students.

Unequal educational opportunities have existed for many years in urban schools in the United States (Waks, 2005). Social reproduction theory (Pollard & Ajirotutu, 2000) suggested that educational systems played a significant role in socializing individuals so that there was an acceptance of existing power structures within a community. Hence, movements such as the Black Power, Black Nationalist and Pan Africans supported public school programs that were inclusive of African-centered educational perspectives in lieu of traditional programs that lacked adequate representation of the Black community (Pollard & Ajirotutu, 2000).

Thus, reform in districts such as the Milwaukee Public School District as well as districts in similar urban context have attempted to meet the needs of African-American children through the development of African-centered education. Development of African-centered schooling involved the integration of the history and culture of African Americans in the curriculum. While development of African-centered schools has long existed in the history of African-American education, formalization of this curricular model the public schools was the most recent initiative among leaders in the educational system of urban school districts populated with a substantial number of African-American students (Pollard & Ajirotutu, 2000).

One of the critical ways to successfully implement an African-centered curriculum would be to demonstrate a commitment toward and understanding of African-American history and culture. Pollard and Ajirotutu (2000) described two levels of transformation in Milwaukee schools: surface and deep. The latter, "often includes consideration of values underlying teaching and changing the overall ethos or culture of the school or classroom" (p. 103). Controversy surrounding the significance of this for African-American students existed within the community. Similarly, an article in the *Phi Delta Kappan* titled "Urban Schools: Forced to Fail," described a bureaucratic decision-making process in urban schools that contributed to their demise (Crosby, 1999). A commitment toward and understanding of the community concept in educating African-American students in an urban setting as well as a necessary movement toward collaborating with parents is essential in urban school reform. The complexity of the challenges urban school districts must confront in order to meet the needs of children is astronomical; these issues may not

be addressed solely by the district (Crosby, 1999). An essential component of decision-making requires involvement of all key stakeholders. As indicated by Crosby (1999) in reference to John Dewey, parents want what is best for their children; yet, commitment is required to determine what is best for all children. In African-centered education a co-partnership between schools and parents allows for schooling that is student centered.

In support of student-centered schooling, a positive correlation between Afro centric understanding and self-concept was found in a study, which investigated through a multiple-lens (i.e. gender, race, ethnicity and social class) the development of adolescent African-American girls (Sanders & Bradley, 2005). Furthermore, Sanders and Bradley suggested that to understand the development of African-American girls, it is essential to "explore the ecological context in which African American girls are socialized," (p. 303). This approach involved understanding how "family, peers, and community provide the cultural setting for identity development," (p. 303). Thus, student-centered schooling involves supporting students in discovering who they are as individuals within a particular culture. Although community support is necessary, self-determination is essential; this is a key concept in African-centered education (Karenga, 1994).

For the purpose of this study, it is important to understand the difference between Afro centric and African-centered (Mazama, 2001). For example, "Afrocentricity is a philosophical position that originates from an African centered point of reference… [thus] [three of] four terms that revolve around the [concept of] Afrocentricity …collective consciousness, truth, science, and

universalism/essentialism" (Strother-Jordan, 2002, p. 194), are identifiable in this study as parents, teachers, and administrators that talk about African-centered schools.

Eurocentric and African-centered Education: Parent-School Relationships

The following describes an African-centered   philosophy in contrast to a more traditional Eurocentric philosophy of education as it relates to parent participation. An Overview of the Two Models of Parental-School Relationships in the next section, illustrate parent-school relationships described throughout the remainder of Chapter 2. In order to contrast these orientations in various ways I have chosen certain aspects of these models to discuss throughout this chapter. These aspects include cultural relevance, school-home connection, parent-teacher relations, teacher education, parent professional development; leadership and policy were chosen to define the two models because they were recurring themes throughout the readings for the literature review. Thus, the studies discussed in this chapter are related to parent participation and are categorized into the aspects described; they will be further discussed in relationship to African-centered   schools. The following discussion on the Parent-School Relationship models will give a basic description of the components found in both parental involvement and parental engagement.

Each model of parent-school relationships has a unique perspective as it relates to the term *cultural relevance*. An *engagement model* advocates the teaching of children based on their own cultural experiences and background. An *involvement model* does not recognize this kind of cultural capital. Consequently, the

engagement model is an asset-focused model that values experiences and culture of children as well as their parents. In contrast to the involvement model, which represents a *deficit model*, children and parents are viewed as uninformed about curricular issues. The second term, *school-home connection*, also provides a difference in perspectives. The *engagement perspective* is based on the belief that parents are the first teachers of their children and have a unique perspective on how their children learn. Those who adhere to a *parental engagement model* believe that parents have a worthwhile perspective on how their children learn in a variety of contexts in the real world. However, the involvement model does not capitalize on parents' knowledge and experience of their child. The third term, *parent-teacher relations*, affects how teachers work with children. As a result, the way in which these two groups work together or not to make the child successful depends a great deal on the development of this relationship. In the involvement model schools believe that parents do not have skills or background knowledge to make informed curricular decisions. On the other hand, schools believe that parents are partners in learning and that together they can plan a more meaningful learning environment for that child in the engagement model.

The fourth term, *teacher education*, includes formal teacher training, professional development in the workplace, as well as barriers that are consistently addressed. Therefore, the teacher education model described in this chapter is continuous in nature. The barriers in this model refer to misconceptions about parental roles and its impact on educating students. Also, the term *parent professional development* is viewed through the following lenses: socioeconomic

status, parent expectations, parent-child relationships, and school. Hence, parent professional development is thought of in terms of how parents are able to use it as a catalyst to support their children or lack the ability depending on how it is structured in schools. Another term, *leadership*, is defined by the decisions of building level administrators. This is an important aspect of both the parental involvement and parental engagement models. Frequently, school administrators set the tone for the culture of the school, which impacts where schools may exist on the continuum that will be further described later. The final term, in this model, *policy* refers to those decisions made at the federal, state, and local district levels that ultimately govern schools. Each of the key terms described play roles in how parents and other key stakeholders communicate in the parental involvement and parental engagement models, respectively.

The involvement model differed from the engagement model because the former resembled a more authoritative means of communicating while the latter involved a more negotiated form of communicating. Consequently, the involvement model restricted decision-making opportunities for parents; the school defines the role of parents. However, decision-making is shared amongst parents and the school in the engagement model; determining the role of parents and the school is reciprocal. Similar to how African-centered schools organize parent-school relationships, the studies in this literature review are representative of male and female students in various cultures, lifestyles, socioeconomic levels, grade levels and core content areas. This approach was chosen to emphasize the fact that issues surrounding parental involvement and parental engagement cross many

boundaries. A critical look at the categories in each model will provide some insight into how students are affected by these decision-making processes and its implications for African-American middle-school students in urban African-centered schools. Figure 2, in the next section, Types of Parent Participation: Involvement & Engagement, best illustrates parental involvement in terms of the seven key components further discussed in this chapter.

Types of Parent Participation: Involvement & Engagement

Figure 2 illustrates how school expectations drive decisions about each key area related to parent participation. The downward arrow represents the linear nature of parental involvement, and the school through these seven key components filters information to the parents. The model further demonstrates the communication disconnect between the local school and parents. Each component introduced in this section appears in Figure 2. The school and parent are separate in Figure 2 because they are viewed as institutions in this model. Consequently, the school and parent do not fully interact in the educational process. Therefore, these two entities cannot be paralleled to the role of school and parent in Figure 4, which is further discussed in the Introduction to Parental Engagement segment of this chapter; their roles are described as co-leadership in nature.

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        │      RELEVANCE                    │
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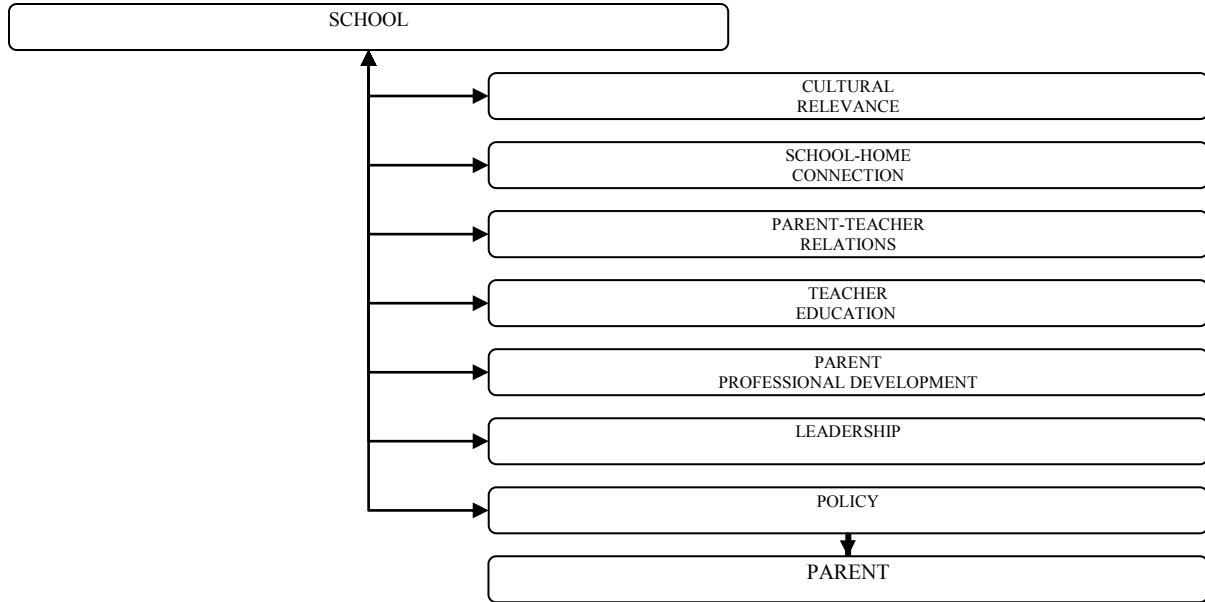
Figure 2. Parent-school relationships that follow the traditional parental involvement configuration.

Educators have debated over the issue of parental involvement for many years. Most recently, however, a discussion about parental engagement has emerged. This discussion has significant implications for how we might think about educating African-American students in our nations' urban schools. This chapter focuses on differences and possible similarities between parental involvement and the emergence of parental engagement as it relates to decision-making processes. The literature suggested that schools do not necessarily adhere to one model versus another but rather exist along a continuum between involvement and engagement. Although many of the studies may not specifically refer to the terms *parental involvement* or *parental engagement*, I have categorized them as such based on how the two terms are defined in my review of the literature. The categories

described in Chapter 2, depicting interactions between parents and schools, may be discovered in both models. Yet, the models provide two different lenses by which educators and parents alike may view their roles in education.

Significant differences exist between parental involvement and parental engagement (Barton et. al., 2004). Parental involvement encompasses the traditional roles educators have associated with parents over time as illustrated in Figure 3. In this view, the relationship between the parent and school is linear. Some educators considered parents involved when they adhered to the parental roles defined for them by the school. Limiting definitions of parent participation categorized African-American parents as uninvolved. According to statistics, 50.4% of African- American parents are involved compared to 67.6% of White parents (Nettles & Perna, 1997). However, participation by parents is limited to activities such as school meetings, volunteering in schools and serving on committees. This may not necessarily be an adequate indication that African-American parents are less involved, but only that they fail to live up to a set of expectations that do not take into account the ways in which they are involved. The conclusion, based on such a data analysis, fails to acknowledge the marginalization of African-American parents in schools. A persistent set of subtle and not-so-subtle messages were that parents do not really belong or are not really valued members of the school community makes it clearer why marginalization is important to note.

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│                      Mediating artifacts:          Object/outcome:        │
│      Parents ──────────▶ Parent conferences ──────▶ Parent Involvement    │
│                      Family Science Night,                                │
│                           etc.                                            │
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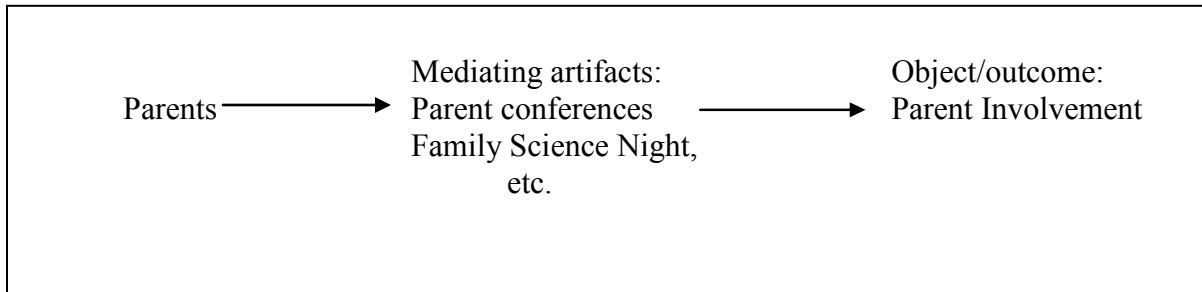
Figure 3. Barton, et. al., (2004), provides a visual that depicts a traditional

explanation of parental involvement.

      Figure 3 indicates how researchers described the linear nature of parental

involvement. This is in comparison to how I will discuss parental involvement in

Figure 2, which illustrates how parents were receivers of information rather than

participants in a process as previously stated. Although parental involvement and

parental engagement are represented on a continuum, some concerns about

parental involvement as it relates to African-American students in general exist.

      Traditionally, schools in the U.S. have not been structured around meeting

the needs of minority students. Yet, in order to improve academic achievement, a

school reform model that places schools at the center of educational planning for

families is inevitable (Hale, 2001). The educational system traditionally has blamed

failed academic success on parents and students. While parents have been

considered unable to provide adequate support to students, students are deemed

unprepared for the curriculum designed by schools. This approach emphasizes what

families lack rather than on necessary school reform to support families (Hale,

2001). Culture plays a key role in parental involvement and parental engagement; however, each model looks different.

A concern with the Traditional Explanation of Parental Involvement (TEPI) model, as displayed in Figure 3, was that cultural relevance was not taken into consideration as well as the idea that traditionally, schools have not viewed parents as partners in the decision-making process. Many researchers have investigated parental involvement in schools that have implementation similar to the TEPI model (Lindsay & Dockrell, 2004; Filipo 2002; Hook, 2002; Husu, 2002; Wagner, Spike & Linn, 2002; Abrams & Gibbs, 2002; Linek, Rasinski & Harkins, 1997). As discussed in Chapter 1, Tyler's model suggested that in order to design an effective curriculum, the decision-making process must involve all who impact curricular decisions such as students, community/parents and educators. In addition, for the purpose of this study, the term *curriculum* refers to any behaviors or lack thereof related to the education of students.

Frequently, parents are not involved in setting curriculum goals; therefore, they are unaware of ways in which to assist their children in meeting educational standards (Sanders, 2003; Van Voorhis, 2001; Smrekart & Cohen-Vogel, 2001; Willert & Lenhardt, 2003). This lack of awareness can limit participation by parents in areas that are critical to student learning. Finding ways to involve parents in the decision-making process would ultimately increase awareness of the curriculum goals within a district as well as increase participation in ensuring academic achievement. Therefore, a model that takes into consideration the cultural perspective of these key stakeholders is necessary.

Barton, Drake, Gustavo, St. Louis and George (2004) designed a study to understand parental engagement in urban elementary schools and based the development of their model on cultural-historical activity theory and critical race theory (CRT). According to Barton, et. al. (2004):

> Cultural historical activity theory…provides…a set of concepts that is useful in understanding the multiple interactions and changing contexts in the schools and classrooms that frame parental engagement.... CRT posits that schools tend to maintain the ideas and beliefs of a capitalist culture, positioning the cultures of poor, minority, immigrant and linguistically diverse families as subordinate. (p.4-5)

Traditionally, students of poor, minority, immigrant and linguistically diverse families have been marginalized in the educational process. Educational institutions that strategically planned student achievement goals without considering cultural differences have largely influenced decisions affecting these students. This study specifically focused on parental roles in African-centered schools and how the needs of minority students in middle schools are met based on where parents are positioned in the educational process as decision-makers.

The Engagement Models

Parental Engagement (PE), Figure 4, the Parental Engagement Configuration (PEC), is a model that suggests all key components in parental engagement are of equal value and are a part of a continuous process, placing the relationship between

the school and parents at the center. The arrows in Figure 4 are continuous and key components that are spaced to show equal importance. In addition, the school and parent are placed at the center to indicate that both are influenced by as well as influence each of the key components that guide decisions made in a co-leadership system. The cyclical configuration suggests that there is no specific point of influence; the decision-making process could begin with any of the seven key components. A top-down or bottom-up system does not exist. This rarely discussed model, the parental engagement model, is where I developed my study for African-American students.
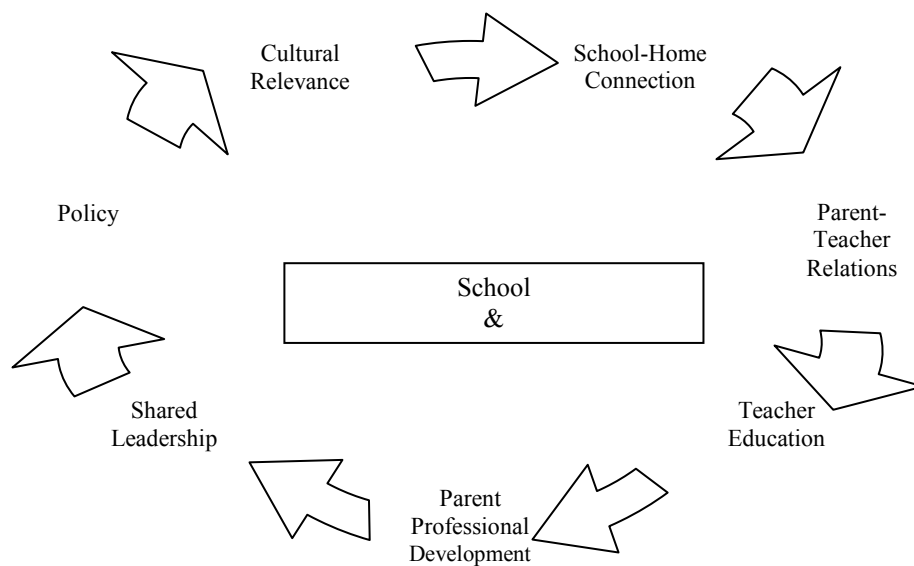
Figure 4. Parent-school relationships that follow a parental engagement configuration.

In guiding current research, the parental engagement model differed from the traditional model of parental involvement because the experiences between parents and the school were not linear. The purpose of this section is to highlight the

differences in configuration between the traditional parental involvement and parental engagement models through the lenses of cultural relevance, school-home connection, parent-teacher relations, teacher education, parent professional development, policy and shared leadership. Barton, et. al. (2004) defined the term *engagement* as relationships/actions between/among parents and with other key stakeholders. The Ecologies of Parental Engagement (EPE) model, upon which the Parental Engagement Configuration in Figure 3 is based, considers the cultural perspective and recognizes that parents are participants in various ways. In addition, tools and artifacts exist as only one key component of the EPE model compared to the TEPI model. The EPE model takes into consideration many factors that emphasize relationships between and among key stakeholders.

The researchers of the EPE model identified the following two conjectures as the premise for parental engagement (Barton, et. al., 2004):

1. *Conjecture 1:* Parental engagement is the mediation between space and capital by parents in relation to others in school settings. (p. 6)

2. *Conjecture 2:* Engagement as mediation must be understood as both an action and an orientation to action. (p.8)

Therefore, engagement is not linear; it is defined as relationships/actions of parents in various settings with other key stakeholders as illustrated in Figure 5. The actions of parents are considered *critical actions*; where parents are *authors* or *creators*

within an environment compared to *re-actions* in the traditional model—those things that parents do which are aligned with the existing school establishment.

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│                    │                 │                           │
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│  │ Forms of capital:│ Tools and       │ Kinds of Spaces:         │ │
│  │   Human          │ Artifacts       │ School based academic    │ │
│  │   Social         │                 │ School based non-academic│ │
│  │   Material       │ Community       │ Community/Home based     │ │
│  │ Activation:      │                 │ Expression:              │ │
│  │  Use and sharing │ Other           │ The ideas, values and    │ │
│  │  of capital      │ Individuals     │ constructs               │ │
│  └─────────────────│                 │ valued in the space      │ │
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│         ────→│ Engagement as Mediation                  │        │
│              │ Authoring space through activation of    │        │
│              │ capital                                  │        │
│              │                                          │        │
│              │ Positioning within spaces through        │        │
│              │ expressions of space and capital         │        │
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Figure 5. Barton, et. al. (2004) devised this as a representation for their research on the ecologies of parental engagement.

As previously defined, cultural relevance, in the parental engagement model, pertained to the way in which schools are student centered. Thus, decisions about curriculum are made to meet the needs of students based on their cultural experiences and how that may affect teaching and learning. Figure 5, Ecologies of Parental Engagement, created by Barton, et. al. (2004), illustrates the multifaceted

ways in which parents are engaged in the educational process. The figure demonstrates how the roles of parents are defined in numerous ways as well as suggests that those roles change continuously. Thus, cultural relevance, in the traditional parental involvement model, conformed student behaviors based on curricular decisions made with limited or no consideration given to how cultural experiences may impact teaching and learning.

Conversely, Figure 5, a model of shared leadership, which considers cultural relevance, was a focus of this study in African-centered schools and identified where parent participation existed on a continuum as it related to the Roles/Division of Labor in (Barton, et. al., 2004). Furthermore, the following studies highlight three key ideas: cultural deficits, transitioning, parent knowledge and opinion, which are related to the cultural relevance component in the Traditional Parental Involvement model. In an observational study in a Catholic school in New Zealand, the impact of the Treaty of Waitangi on school policy and political implications lacked representation of Pacific Islander Nations students in the curriculum. Thus, its governing policies, a partnership between the Maori communities and schools, require curriculum and programs to remain embedded in the cultural foundation of the community (Filipo, 2002, p. 75).

The research discussed through the remainder of Chapter 2 will highlight cultural relevance, school-home connection, parent-teacher relations, teacher education, parent professional development, leadership and policy in the Traditional Parental Involvement model as well as in the Parental Engagement model.

Nevertheless, the research revealed that students had limited opportunities to succeed because of the curriculum design. For instance, the student population was predominantly Samoan and Tongan, but these languages were not offered in the curriculum (Filipo, 2002). It was obvious that "that the cultural capital of the school reflect[ed] a mono-cultural view of education as English-centered, wherein Pacific Islander students fail[ed]" (Filipo, 2002, p. 81).

The parental engagement model considers how values, experiences and cultural background influenced decisions about what is taught in the schools. The researchers who studied parents' perspectives on curriculum for their children with disabilities in the educational system of Singapore (Lim, Girl & Quah, 2000) found that parents deemed self-help functional life skills in the curriculum as priority for their children. Functional academic skills were the least of the four types of skills considered relevant by parents for their children in Singapore. Hence, parents considered other skills more prevalent in the educational experiences of their children. In essence, parents sought to identify specific curriculum needs for their own children. This suggests that parents' own experiences, culturally biased, influenced what they deemed important in the school's curriculum. In addition, the parents' perspectives, from a cultural standpoint, influenced how they made decisions about the implementation of school programs. While parents were encouraged to participate in developing educational programs, researchers indicated that the extent to which parents influenced curriculum decisions was unknown. Hence, I sought to understand how culture might influence curriculum decisions by parents in African-centered   schools. Although this study revealed different levels of

prioritization among parents (Lim, Girl & Quah, 2000), my study sought to investigate commonalities as well as possible differences in how parents talked about various cultural aspects in African-centered schools.

A study by Supple and Small (2006) investigated students' perceptions about parental support of Hmong and European-American parents, which showed that researchers take into consideration cultural variations in parenting and its effects. Cultural variation was also taken into consideration in another study (Supple & Small, 2006) that investigated students' perceptions about parental support. The study of Hmong and European American parents showed the effects of cultural variations in parenting. While students were also key stakeholders in the educational process and the key data source of the study by Supple and Small (2006), my study focused on ways in which parents, teachers and administrators talked about the roles of parents in African-centered schools. Unlike the study on cultural variations among parents (Supple & Small, 2006), I sought to understand parent decision-making when parents shared the same cultural experiences.

Some studies have also researched parental roles among various cultures through what is identified as parent transition planning (Geenen, Powell & Lopez-Vasquez, 2001). A survey of 308 African-American, Hispanic-American, Native-American and European-American parents as well as educational professionals investigated levels of participation in transition planning activities from a multicultural perspective (Geenen, Powers & Lopez-Vasquez, 2001). Activities such as talking to children about using skills after high school, teaching children about cultural values and beliefs and making a transition from high school were investigated for level of

importance and involvement by parents. European-American parents were more involved in school meetings to talk about transition than African-American, Hispanic-American or Native-American parents—an aspect of decision-making during the educational process. African- American parents were considered more involved than European-American parents in discussing life after high school with their children concerning application of skills after the student graduated from the school system. Thus, African-American parents were considered less involved in school decision making as related to academic programs in contrast to their peers. In addition, researchers reported that studies indicated African-American and Hispanic students are disproportionately placed in special education programs by predominantly European-American educators. Hence, my study sought to understand how educators in African-centered schools in collaboration with parents in making curricular decisions and ways in which they talked about student achievement.

From a parental engagement perspective, parents have valuable information about their child's strengths, capabilities and needs that may not be apparent to school administrators. When parents are given the opportunity to discuss a school's curriculum they will identify parts of the curriculum they feel best meet the needs of their children. This look into parental perspectives was conducted with some parents of special education students, too (Lindsay & Dockrell, 2004). In the study by Lindsay & Dockrell, the researchers asked parents their perceptions about the special education program. Eight-five percent of parents recognized their child's limited language development while 50% identified problems in developing literacy skills (Lindsay & Dockrell, 2004). However, parents were also aware of challenges

their child had in the development of social skills. Thus, parents are clearly aware of the same academic and social needs of students as educators. Since, the parents' perspective is culturally based their knowledge and opinions about the educational process is a valuable asset when collaborating in making decisions about curriculum.

Similarly, the parental engagement model encourages parents to express their needs; sometimes, even the identification of these needs such as what was found by Lindsay and Dockrell (2004) is not sufficient. Consistent with the Traditional Parental Involvement model, schools are frequently unaware of parent needs that affect student learning. Likewise, a survey conducted in the Dayton (Ohio) Public School district concerning parent knowledge and opinion of School Health Services indicated that services ranked as most important by parents were those not reported; yet, these services were most frequently used. Parents who indicated that their children needed additional care lacked access to the care due to no health care insurance, limited finances, lack of transportation, inability to take time off work, and no family healthcare provider. These concerns must be taken into consideration when effectively implementing school curriculum (Clark, Clasen, Stolfi & Jaballas, 2002). These studies prompted me to want to look beyond the list of services that schools provided parents. The actual use of these services makes the difference. I wondered how often there was mismatch between what schools provided and what parents are actually able to access. Even when schools identify the needs of parents, logistical barriers prevent the actual implementation of those needs. In my study, I looked beyond what was written on paper as African-centered and

ascertained if there was disconnect between what was offered and what was utilized. Hence, if parents are not a part of the discussion on decisions about curriculum, schools may overlook valuable opportunities to gain knowledge about that which influences teaching and learning.

A disconnect between families and schools may often occur due to the lack of discussion on diversity. A traditional, mainstream, approach to education fails to recognize various cultural backgrounds, which influence what and how students learn in classrooms across the United States. Although an emphasis may be placed on early childhood, internationally some studies are significant for focusing on the importance of diversity and families in curriculum decision making (Azente & Hoot, 2002). This focus on diversity is in alignment with the Parental Engagement Model as well as relevant (Barton, et. al., 2004) to Parent Transition Planning (Geenen, Powers & Lopez-Vasquez, 2001). The National Association of Education of Young Children (NAEYC) determined the perceptions about developmentally appropriate practices (DAP) of Hungarian teachers and parents of preschool and first-grade children and revealed three main viewpoints based on Q-methodology and interviews (Azente & Hoot, 2002). Comparable to the planning of student transitioning by parents (Geenen, Powers & Lopez-Vasquez, 2001): (a) focusing children's individual development and learning, (b) teaching children according to traditional methods and (c) respecting diversity in schools, children, and families accounted for the major ideas surrounding developmentally appropriate practices (Azente & Hoot, 2002); parents in this instance, were also concerned with how their children would adjust during their early childhood development. Furthermore, the

major areas of concern (Azente & Hoot, 2002) were of equal importance even when considering middle school students. Hence, my study investigated how parents of middle school students prioritized major areas of concern related to curriculum in African-centered schools.

Similarly, in an article that discussed strategies for collaboration between school counselors and African-American parents (Bradley, et. al., 2005), the authors described parents as *actors* in the process, which confirmed parents as key decision makers. Though, including African-American parents in the decision-making process requires an "…understanding [of] African American culture and history," which can be the "catalyst for school counselors [to establish] meaningful and responsive relationships with African American parents" (p. 426).

School-home Connections

Strengthening relationships between African-American parents and schools requires a school-home connection where history and culture are acknowledged when developing school programs. Figure 6 exhibits how teaching and learning involves the school, family and community; nevertheless, the role of each differs in the traditional parental involvement model in contrast to parental engagement. Parents' perceptions about programs, if utilized, could have a significant impact on curriculum design. In the traditional model, parents are rarely utilized as a source to improve curriculum design. Experiences parents have with their children outside of formal schooling influence perceptions they may have about educating them in the classroom.
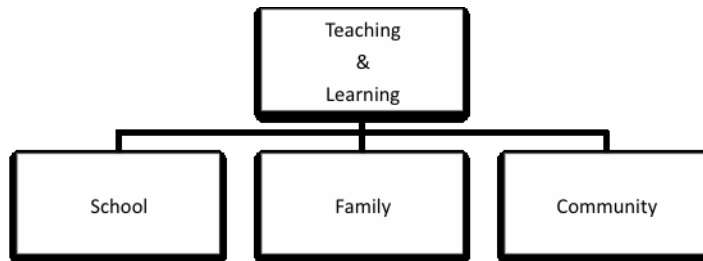
Figure 6. Teaching and learning occurs in school and beyond, creating a school-home   connection.

Parent involvement at home can be linked to student school achievement according to some researchers. This type of involvement has been referred to as *curriculum of the home* (Sheldon, 2002). However, parents rarely have a home-school connection that enables them to take advantage of resources critical to student academic achievement. Despite this reality, curriculum designers have neglected to communicate with parents concerning their perceptions of new programs being considered for implementation. My study provided insight into how curriculum design may be impacted by parents in African-centered schools.

School-home connections influenced implementation of curriculum. Structured homework assignments in science increased parental involvement and improved student achievement in an 18-week, quasi-experimental study (Voorhis, 2001). Eighty percent of the non-interactive homework group reported that parents never, rarely or sometimes were involved. The effect of a reading program implemented in an elementary school in collaboration with school personnel and families, identified the impact of the reading program on (a) parental attitudes toward reading, (b) amount of time parents spent reading with a child and (c) activities and

materials parents used when reading with their children in a predominantly Caucasian, low-income elementary school (Vance & Schreck, 2002).

The findings of the study indicated a moderate impact of the intervention. Moreover, the questionnaire indicated that 80% of parents rated their attitudes toward reading at the highest level, 55% rated their children's attitudes at the highest level and 57% of parents expanded the types of reading materials used when reading to their children (Vance & Schreck, 2002). Forty-two percent of parents increased the time-spent reading as a family. Further analysis of parent perceptions may indicate reasons why 45% of the children were not rated at the highest level in attitudes toward reading; 43% of parents did not expand their reading materials and 58% of the parents did not increase amount of time spent reading as a family.

School and family/community literacy practices may be viewed as heuristic because the extent to which one may influence the other is difficult to discern (Bloome, et. al., 2000). Therefore, teaching and learning occurs in both home and school settings. Considering this fact, it is important for schools to recognize the impact parents can have as partners in making decisions about curriculum. The researchers' community-centered model does not suggest how parents participate in decisions; it primarily describes the extent to which parents attempted activities designed by the school to coincide with their home life. This aligns with the parental involvement model illustrated in Figure 3, which viewed parents as receivers of information rather than participants in the process.

The impact of home-school relationships were also identified in the analysis of data for research related to the third finding in an analysis of research related to

the effects of intervention for mathematics achievement between low achieving or at-risk students identified long-term benefits for home-school relationships (Baker, Gersten & Lee, 2002). Hence, efforts in increasing parental engagement are crucial to improving student achievement. Educators commonly have to seek increased parental involvement at home and at school (Sheldon, 2002). Parent participation at home is as important as parent participation at school, which supports the parental engagement model. When partnerships between educators and parents exist, such as utilizing channels to provide significant feedback (Baker, Gersten & Lee, 2002) student achievement improves; the flexibility of roles in the PE model supports the emergence of parental engagement. Communication between and among key stakeholders in African-centered schools within the parental engagement model is the major thrust of my study. More importantly, the type of feedback from parents, teachers and administrators on participation in African-centered schooling curriculum is one of the key components of my research.

Schools may also find other methods to develop levels of engagement to implement curriculum goals. Therefore, knowledge of the parent population and providing parents with resources that address their every day needs allots opportunity to become more attentive to their child's educational needs. Parental involvement, a major theme that evolved from focus group interviews conducted with middle and high school students, school personnel, agency representatives, and parents of 17 school districts of two county areas in western New York revealed that school personnel perceived parents as failing to nurture their children—the deficit ideology in the involvement model. Yet, parents identified commitment to family,

communication, encouragement of personal development, sharing of quality and quantity time as well as connection to extended family, friends, and neighbors significant—the qualities of the engagement model. However, parents reported that they spent a great deal of time working. Consequently, parents perceived their main responsibility as ensuring that their children attended school and were respectful to teachers. Traditional beliefs about parental roles among teachers and parents tremendously affect parent-teacher relations. Thus, investigating parental roles and the division of labor (Barton, et. al., 2004) in African-centered   schools provided some insight as to how the parental engagement model may be advantageous in this type of setting in comparison to the parental involvement model.

Parent-teacher Relations

Parent-teacher relations, in a traditional model, are strained when it comes to knowledge, content, and pedagogy because parents and teachers rarely agree on how to meet the needs of students. Making effective decisions regarding curriculum and instruction requires educators and parents alike to bridge the gap between parent-teacher relations. Consequently, understanding how and why parents disagree or agree about decisions related to knowledge, content and pedagogy are essential. Figure 7, a traditional model, shows how parents and teachers perceive themselves as having distinct roles in these three areas. Surprisingly, parent views are sometimes more traditional than teachers regarding knowledge and content (Scott & Hannafin, 2000). For instance, an exploratory study examined teachers' and parents' beliefs about technology supported Classroom Learning Environments (CLE) in a middle-class public school district with 809 parents and 132 teachers

(Scott & Hannafin, 2000); results indicated that teachers reported beliefs about CLE

that were significantly different from those of parents.
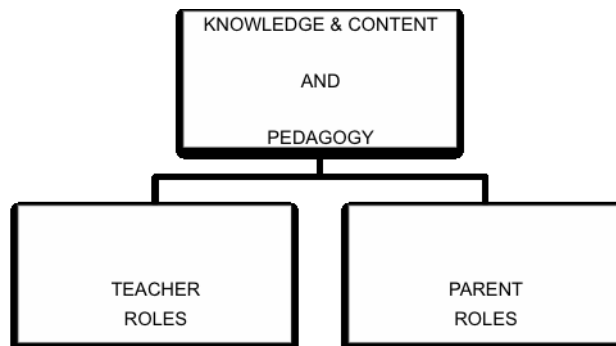
Figure 7. Teachers and parents have three distinctively different curriculum decision-

making roles in an involvement model.

The differences among teachers and parents may be identified on a

continuum of traditional versus reformed classrooms. In this study, beliefs about

teaching and learning were measured, indicating more traditional beliefs among

parents (Scott & Hannafin, 2000). Parents believe, more so than teachers, that

standardized testing gives a greater indication of student knowledge and are less

likely to believe that multiple solutions to problems exist (Scott & Hannafin, 2000).

Identifying whether or not parents have more traditional ideals about education than

the classroom teacher could significantly influence conversations related to

decisions about curriculum and instruction.

In some cases as it relates to pedagogy, parents are far more likely to believe

that a teacher's main responsibility is to identify errors rather than promote solving

problems using different strategies in reformed classrooms (Scott & Hannafin, 2000),

a component of instructional strategies utilized in African-centered schooling. In

addition, parents are less likely to believe that students could manage classroom-learning environments. Traditional classrooms are teacher-directed rather than student-centered. In contrast, the reform model allots students the opportunity to participate in the roles of teacher and learner while teachers serve as facilitators. However, there is clearly disconnect between reform-based classrooms that advocate a more active, problem-solving role for students and the traditional view of parents who see learning as a transmission process.

The lack of advocacy for a more student-centered classroom heads way for dilemmas in teaching in regard to curriculum decision-making and presents two major conflicts (Husu, 2002). Conflict between teacher and parent, one of the largest groups represented in a study on ethical dilemmas, was identified because of teachers questioning whether parents' actions were in the best interest of their children (Husu, 2002). For example, in a study on early childhood education, parents chose academically challenging programs for students with no consideration to the special needs of their child. Most of the case reports regarding the special needs of the students in this study placed teachers in an authoritative role because they attempted to change the attitudes of parents about educating their child ignoring the parent's point-of-view (Husu, 2002). Even though parents may propose educational programs for their children that may not be appropriate, it is nevertheless important for teachers to listen to the concerns and thinking of these parents, and together work out an agreed-upon plan of action. Although this study emphasized ethical dimensions, similarities to the previous study on Classroom Learning Environments (CLE) exist (Scott & Hannafin, 2000) because teachers and parents also lacked

agreement on decisions related to pedagogy (Husu, 2002). While teachers in this study viewed parents according to the traditional parent involvement model (Barton, et. al., 2004), parents' beliefs about Classroom Learning Environments (Scott & Hannafin, 2000) set them in a similar model.
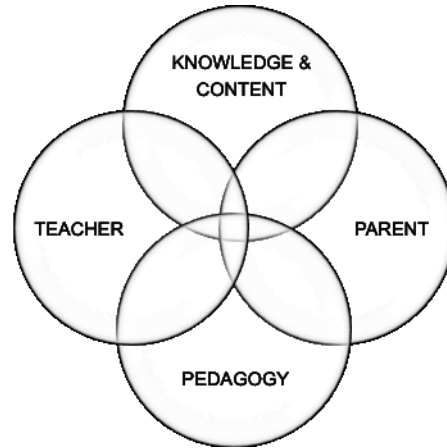
Figure 8. Teachers and parents share curriculum decision-making roles in an engagement model.

In shared decision-making models, educational professionals work toward building relationships with key stakeholders such as parents, in making educational decisions not just with teaching children. Parents are one of the key stakeholders who frequently are not acknowledged by teachers in more traditional models. Often conflicts between teacher and parents are left unresolved even when various forms of communication are utilized (Husu, 2002). Likewise, the traditional parental involvement model positions parents as receivers of information by schools and fails to recognize how the breakdown of parent-teacher communication systems affect

decisions about teaching and learning in classrooms. Figure 8 illustrates how parents in an engagement model would reciprocate the giving and receiving of information. In fact, "curriculum leadership must attest to the significance of practical teaching experience and acknowledge how the continuing work in school settings persistently informs teachers' practice" (Husu, 2002). Hence, effective teaching practices take into account parental roles as well as knowledge, content and pedagogy. Thus, teacher preparation involves a continuous process, which is further described in the Teacher Education section and illustrated in Figure 9.

Furthermore, knowing how parents view knowledge, content and pedagogy, informs instructional practices and allows for educators to identify whether parent's roles are aligned with the Traditional Parental Involvement Model or the Parental Engagement Model (Barton, et. al., 2004). Teacher perceptions can influence the extent to which parents make curricular decisions. For instance, six teachers in a Midwestern, metropolitan area participated in structured in-depth interviews regarding their attitudes toward parent involvement in reading (Linek, Rasinski & Harkins, 1997). Teacher perceptions of parent involvement differed by grade level; unfortunately, their perceptions restricted involvement and limited dialogue according to the researchers. Teachers believed that parents should be informed about homework and student progress. This type of involvement aligns with the linear form of traditional parental involvement illustrated in Figure 2, Traditional Explanation of Parental Involvement (Barton, et. al., 2004). However, they also thought that parents lacked the professional skills to make appropriate educational decisions for their children (Linek, Rasinski & Harkins, 1997). In addition, middle-

school teachers were even less likely than elementary school teachers to involve parents.

Middle schools can find ways to exclude parents from decision-making processes altogether when conflict between the schools and the parents exists. An ethnographic study investigating cultural exchanges between a Black family of a student with disabilities and middle-school personnel (Xu, 2006) brought teacher-parent disagreement into sharper focus. The schools' desired action was to enroll a middle school student into a high school they believed was appropriate for the educational needs of the student because of school's expectations of the student's abilities. The school decided that the students' mother was not equipped to make such a decision because her expectations were set even higher. Therefore, they utilized their authority to persuade the student to accept the high school chosen. In this instance, the school wanted to make a recommendation based solely on the students' social development while the mother believed that choosing a high school for her daughter required both consideration of academic and social development. Consequently, this is an example of lack of consideration among key stakeholders such as parents and teachers when discussing educational opportunities for students with disabilities. The interview revealed that the students' mother believed that "if you don't deal with the whole child, at this age in particular [middle school], students are not able to learn… [and so] learning to get along with each other is a part of the curriculum" (Xu, 2006, p. 1509). The parent also felt that the school's approach to education "undermined her role as a parent…made a questionable assumption… [and] had overstepped the line" (Xu, 2006, p. 1518). In part the

parents and school had different perspectives about curriculum and were unable to communicate effectively in order to meet the needs of the student. The school held a more traditional perspective; yet, the parent's perspective was actually more aligned with the reformed model, which emphasizes parental engagement. In my study, identifying the extent to which parents may be included or excluded from decisions about middle school students in an African-centered setting is critical because the principles of African-centered education align with the engagement model. Furthermore, I analyzed where parent decision-making existed along the parental involvement/parental engagement continuum in these types of schools.

In order to accomplish the goal of developing a parental engagement model in schools, parents and educators must collaborate. Educators have a professional knowledge base that should be communicated to parents while parents have an understanding of their children that must be communicated to educators. Key concepts, which are prevalent throughout the parental engagement model (Barton, et. al., 2004), whereas parents are 'actors' in various roles or divisions of labor, is the basis for which college education programs may consider redefining school/community relations.

Teacher Education

Although teachers graduate from education programs, it is important to remain knowledgeable about best practices that evolve from these teacher education programs. Consequently, the effects of professional development and teacher training programs on student achievement can largely depend on whether or not the two address potential barriers as well as existing barriers on an on-going

basis. In Figure 9, Teacher Preparation, the arrows illustrate how the professional development of educators is a continuous cycle. While parents' experiences in school as well as their interactions at home with children influence beliefs about parental roles, professional preparation programs largely influence teachers.
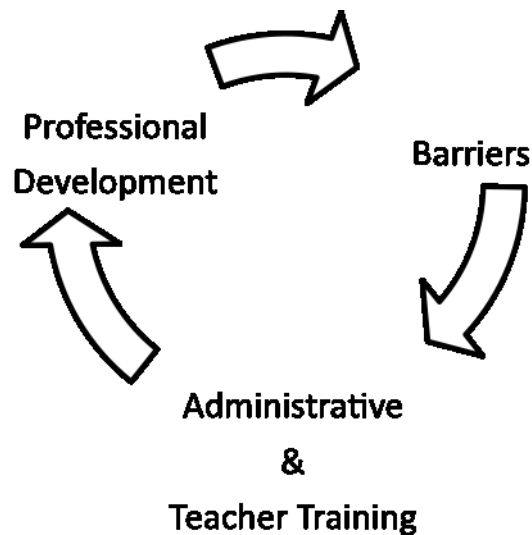
Figure 9. Teacher preparation involves continuous formal and informal training that is influenced by beliefs regarding parent roles.

Teacher preparation is a continuous cycle and affects how parental involvement or parental engagement is developed in schools. While policies that govern district curriculum have a significant impact on implementation within schools, training of professionals who are responsible for teaching children must be taken into consideration. By examining perceived barriers to effectively work with

parents, teacher education programs associated four categories by which teacher education students attributed barriers for implementing multicultural education (Hook, 2002): (a) Difficulty discussing sensitive topics, (b) policies and practices, (c) difficulty implementing a diversity curriculum as well as the (d) inability to recognize and accept diversity. Understanding the difficulty in these categories and how they can impact the decision-making process of parents in African-centered schools may reveal valuable information about how to increase student achievement. More than 63% of the teacher education students in the study conducted by Hook (2002) indicated that parents' biased attitudes prevented implementation of a multicultural curriculum; policies and practices were seen as barriers 29% of the time; and teachers themselves were viewed as barriers 21% of the time.

Hook (2002) proposed further exploration of beliefs about the role and ability of parents in an effort to sustain parent-teacher relationships. But, the professional development of teachers, as well as other service professionals, lacked preparation for significant levels of collaboration or inter-professional exchange (Sanders, 2003), prompting calls for professional preparation in developing partnerships. The lack of family and community participation in the planning and development of many school-linked service coordination programs reduced the effectiveness of the initiative.

Likewise, inclusive school settings have been examined because general education practices are being utilized for students with disabilities (Epstein, Munk, Bursuck, Polloway & Jayanthi, 1999). A survey of 639 general education teachers from a random sample of 700 school districts revealed that approximately 50% of the participants had taken a class or workshop on strategies for communicating with

parents of students with disabilities; 7% indicated that strategies were covered completely. Perceived effectiveness of recommended strategies from general education teachers regarding homework included mailing important information regarding students' work, requiring daily assignment books by middle school teachers as well as the presence of general education teachers at IEP meetings and parent/school conferences. Educators perceived a responsibility in supporting parents to assist with their children. Furthermore, educators indicated that proper support and training would allow parents to become allies in educating their children (Epstein, et. al., 1999), a premise supported by the parental engagement model (Barton, et. al, 2004).

Moreover, pre-service teachers' perceptions in planning and implementing parental involvement programs in schools (Morris, Taylor, Knight & Wasson, 1996) in a mixed-method study indicated that students rarely participated in parental involvement activities in any of their other courses; thirty-one students were enrolled on a school/community course. However, by participating in parent interviews, completing a one-year education plan as well as gaining content knowledge in class provided most students with the confidence to implement these programs in real school settings. The development of such school/community courses that placed an emphasis on parent involvement programs challenged the idea of institutionalized parental roles. Furthermore, the studies in this literature review in regard to parental involvement primarily focused on teacher training. Thus, my study looked at teacher and administrative professional education as it related to African-centered schooling.

Parent Professional Development

Teacher preparation programs influence how educators define accountability. The pyramid in Figure 10, Institutionalization of the Role of Parents, illustrates how schools perceive their level of accountability for increasing student achievement. Reasons for low academics are disproportionately shifted toward socioeconomic status, parent expectations and parent-child relationships. Yet, research suggests that schools may play an intricate role in strengthening this foundation by collaborating with parents; the schools to this extent improve opportunities for increased student achievement by increasing their level of commitment and accountability such as the model in Figure 10 suggests.
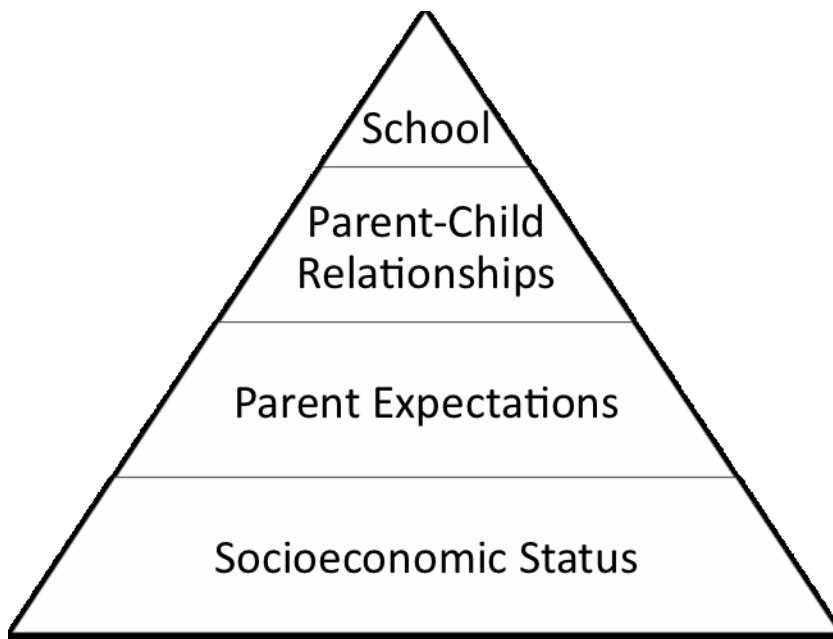
Figure 10. A traditional view of institutionalized parent roles regarding accountability for student achievement.

In contrast to Figure 10, Figure 11 shows that parental expectations and socioeconomic status affects parent-child relationships. According to research, however, schools may provide programs that positively support parent-child relationships regardless of socioeconomic status and expectations. Hence, perceptions about the role of parents, affects the extent to which schools support parents in educational training opportunities. Figure 10 demonstrated how traditional ideas of parental involvement shifted the majority of responsibility of student failure to home conditions, parents and then the school. Consequently, the model implies that schools play a minimal role in low academic achievement for students.
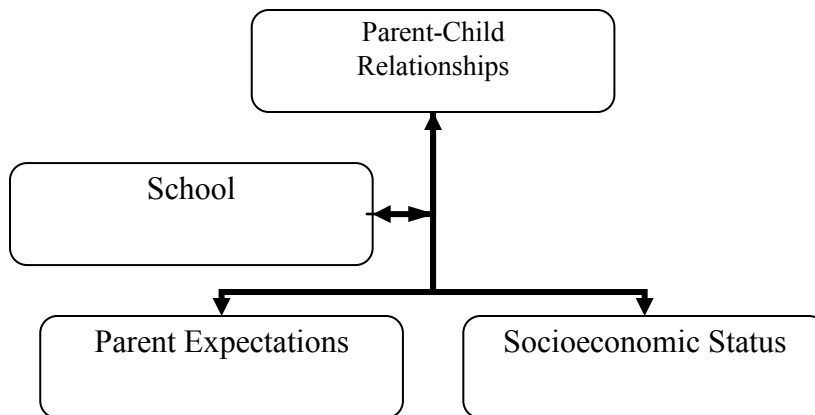
Figure 11. In a more progressive approach to accountability, the school may mediate in any area supporting parent roles.

Firstly, socioeconomic factors can contribute to differences in student achievement, as revealed in a study, which examined access to print in two low-income and two middle-income communities (Neuman & Celano, 2001). Significant differences existed between communities within the same income level as well as

among differing income level communities. However, a greater significance existed among differing income level communities. In one of the low-income areas, access to children's book titles was one to every 300 children, yet this ration was one to every 20 children in the middle-income area (Neuman & Celano, 2001).

On the other hand, an examination on the effectiveness of one program, Parents as Teachers, which involved low-income parents and their children, revealed that its greatest impact was on knowledge of language and emotional development (Wagner, Spike and Linn, 2002). Contrary to presumptions made in this study, that low-income parents were less informed, findings supported the opposite. Hence, very low-income families had more positive effects, which included small benefits in language, literacy and numeric promotion in comparison to moderate-income families (Wagner, Spike & Linn, 2002). Therefore, factors other than socioeconomic status contribute to parents' ability to become informed about curriculum.

Secondly, parents may have negative expectations for their children's experiences in junior high school due to their own negative experiences. Hence, parents expect the parent-school relationship to be strained. Consequently, parents may make every attempt to reduce negative experiences for their children (Kaplan, Liu & Kaplan, 2000). Examining to what extent parental involvement serves, as a catalyst in reducing negative perceptions can prove beneficial to improving student achievement (Kaplan, Liu & Kaplan, 2000). A study in the Houston Independent School district revealed a significant direct effect of parents' negative junior high school experiences on the junior high school experiences of their children in home

interviews of 1,144 mother/adolescent child pairs (Kaplan, Liu & Kaplan, 2000). The effect was significant even when controlling variables such as race/ethnicity, socioeconomic level and gender. A reduction in direct effect resulted when mediating influences of mother's educational level, family structure and level of mother's involvement in school.

Identifying factors that contribute to parent's participation in home and school activities has rarely been studied (Smrekart & Cohen-Vogel, 2001). Transcript analysis of in-depth telephone interviews of low-income Black, Hispanic and Pacific Islander (Samoan) families of a K-6 elementary school located in northern California (Smrekart & Cohen-Vogel, 2001) indicated that parents' own experiences as children provided a framework for thinking about their role with their children. Parents felt that their primary responsibilities were to support and encourage their children. Parents also had a desire to be valued and heard by the schools. However, school officials believed that parents were lazy, irresponsible and apathetic to involvement, and believed parents' attitudes significantly contributed to low student performance. In order to change the institutionalization of the role of parents the idea of collaboration should replace a traditional parental involvement; the development of a process that reduces conflict between schools and families is essential (Smrekart & Cohen-Vogel, 2001).

Parent-school relationships are complex and reflect the unequal power arrangements in society as a whole. Few studies have focused on the parent-school relationship as it relates to parental involvement; African-American parents are frequently more alienated in public schools than white parents. Semi-structured

focus group interviews, written surveys and participant observations in a three-year evaluation case study of White middle-class, Latino working-class and African-American working-class mothers of a new school revealed that parents defined their roles as helper, monitor, active decision-maker and advocate. Traditionally the former two categories have not been the role of parents (Abrahms & Gibbs, 2002).

Parents who were considered non-participants in the study indicated that other commitments, time constraints and economic barriers contributed to their lack of participation. Furthermore, parents stated that they were the last heard in decisions on curriculum and as a result they felt disempowered or alienated. Parents who were more vocal about distribution of power were more involved in matters of curriculum shaping. Schools become potential agents of change when they develop collaborative structures and parents have an opportunity to participate as decision-makers (Abrams & Gibbs, 2002).

Thirdly, empowering parents as school decision-making partners affords opportunity to build necessary parent-child relationships. Children are rarely considered stakeholders in the curriculum decision-making process, yet parent-child relationships play a significant role in this process. In a study that provided professional development related to researched strategies for interacting with special education children in early childhood, parents were taught to use computer technology as a tool to receive information for assisting their children academically (Cook, Rule & Heather, 2003). The researchers found that 73.7% of parents involved spent only one to two hours at the website; 61.7% of parents perceived techniques used for videos to be helpful; while 88.9% found that the text information

on the website was useful. In evaluating the website, parents indicated they needed specific suggestions about the curriculum, more general recommendations about the website and suggestions about links to other sites (Cook, Rule & Heather, 2003).

Another consideration involving parent-child relationships relates to differences in parental involvement based on the gender of the child. An analysis of data collected from the National Educational Longitudinal Study (NELS) involving 1, 052 U.S. schools and 25,000 eighth-grade students indicated that male students were engaged with their parents in school discussions more than female students (Carter & Wojtkiewicz, 2000); parents also had higher expectations for educational attainment of daughters than sons. However, parents were more involved with schools on behalf of sons than daughters in regard to parent-school connections. In the NELS study it is unknown to what extent the involvement was related to nonacademic issues. Differences in the ways in which female and male students are supported by their parents have significant implications for how parents perceive their role in schools.

Consequently, finding ways to become actively involved in the lives of middle school students can be challenging for parents, yet parents can influence students' adjustment to school as well as student achievement (Simons-Morton & Crump, 2003). There is minimal research that identifies factors that influence school adjustment and engagement among sixth grade students (Simons-Morton & Crump, 2003). Sixth through eighth-grade students were surveyed during a 90-minute class period at the beginning and end of their sixth grade year in four middle schools within one suburban school district in Maryland. The 116 items on the survey

assessed school adjustment, school engagement, parental involvement, parental monitoring, parental expectations, school climate, social competence and depression. Parental involvement and social competence were identified as independent predictors of school adjustment and engagement among all the factors.

An analysis of a longitudinal study conducted on literacy activities engaged in by parents of 29 children in the home revealed the following literacy experience categories (Stainthrop & Hughes, 2002):

1. Activities where children interacted with adults in writing and reading situations.

2. Activities where children were able to explore print independently.

3. Experiences where the children would observe adults modeling literate behaviors.

Results of this study suggested that common indicators of successful young readers involved development in nurturing environments where parents valued literacy.

Many programs focus on involvement efforts that create nurturing environments for students at the elementary or primary school level. It is suggested that this focus is due to the necessity to establish long-term learning and success at an early age. In Missouri, a program called Parents as Teachers (PAT) sought to assist parents in understanding developmental stages and how each stage affects learning (Poon & Fatt, 1999). Some recommendations for school reform propose that programs that raise children's school performance through parental involvement do so by meeting the broad needs of parents such as programs designed to improve parent/child relationships (Downey, 2002). Consequently, my study focused on the dynamics of parent professional development at the middle school level in African-

centered   schools. A more responsive model that considers parental engagement may appear in schools as suggested in Figure 10. Furthermore, policy structures and leadership styles influence whether schools are likely to adhere to a responsive model versus an authoritative model, which is illustrated in Figures 12 and 13.

Leadership and Policy

Figure 12, Traditional Leadership, illustrates how traditional policies have been created and disseminated to educational leaders. In turn, administrators devise a plan; based on the policies, for teachers, support staff and community partners to implement in an effort to increase academic achievement among students. As a result, parents are unaware of the policies as well as the plan for implementation and are only able to respond to student achievement.
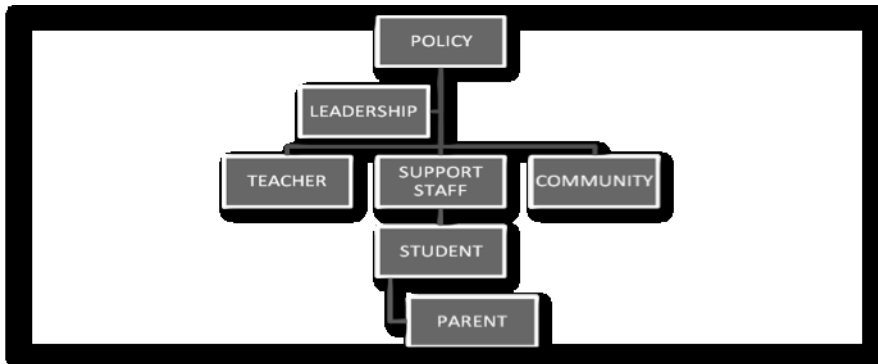
Figure 12. Established policy governs traditional school leadership and trickles down to parents.

Figure 13, Community-Partnered Leadership, suggests a configuration that supports the engagement model. Each key stakeholder participates to some extent

in improving academic achievement. The leadership role that each may play varies depending on the division of labor allowing mediation among the collective group (Barton, et. al., 2004). The community-partnered leadership also supports the principle of collective work and responsibility in African-centered education.
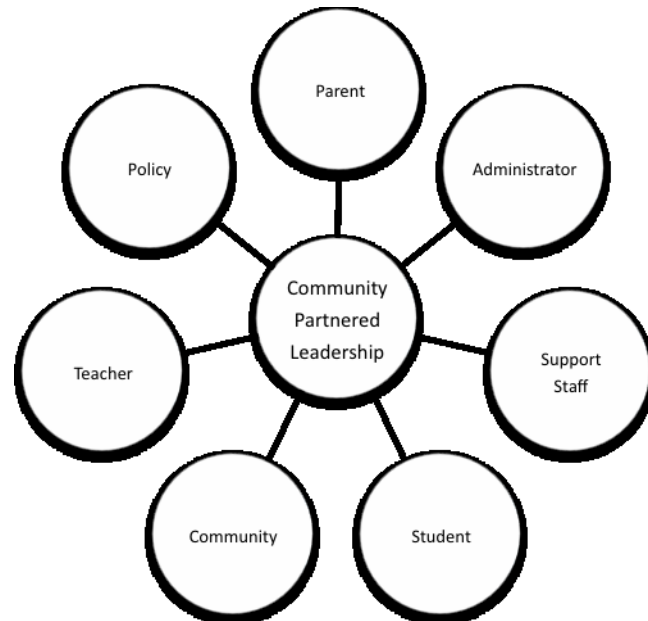
Figure 13. Community-partnered leadership engages all key stakeholders and roles are interchangeable.

As part of community partnered leadership, policies that govern curriculum decisions at federal, state or local levels highly affect ways in which the curriculum is implemented in schools. Lindsay and Dockrell (2004) conducted a study that examined the perspectives of parents of children from the United Kingdom who had language disorders. The researchers found that parents were aware of other needs of their children that affected learning ability in addition to the existing obstacles

created by language barriers. Over half of the parents identified literacy problems. One-third of the parents identified their children as having behavior problems. In this study, parents indicated that they played a key role in identifying problems of their children; the process was described as frustrating by parents. Parents indicated that frequently professionals were dismissive of their concerns. The British government considered parents as partners and an important component to creating policies in the Department of Education (Lindsay & Dockrell, 2004).

Although schools, under the traditional model of parental involvement, attempt to assign roles to parents, levels of parental engagement are identifiable by researchers in many areas as well as are affected by many factors such as school/home, parent/teacher relations, policy, leadership, professional development and cultural relevance. Schools have an explicit, implicit and null curriculum (Eisner & Elliott, 1985); what is taught in schools is equally important as what is not taught. Many values are taught by the very nature of the school environment. Frequently, little consideration is given to making connections between curriculum and the students' home environment, which are often conflicting in large urban school districts. Schools may or may not have an awareness of the values imposed on students as well as how their own cultural backgrounds mesh with the *status quo* curriculum.

What does *not* exist in curriculum is most significant. The school plays a predominant role in teaching specific goals rather than recognizing how students may shape the way in which content should be taught. The notion of a *null* curriculum is important because, frequently, it disregards the fact that families play a

role in the curriculum process. Consciously or unconsciously, districts devalue home-school relationships. By ignoring the experiences, background and cultural values that parents have about their children, schools are also teaching about what counts as effective education. What schools choose *not* to do is also a powerful demonstration of what they value.

In an investigation of marginalization of immigrant Latino parents new to schools in the U.S. demonstrates this *null* curriculum within schools (Perreira, Chapman & Stein, 2006):

> …this process of marginalization within the school can reduce not only
>
> access to resources that would enhance a student's academic performance
>
> but also a student's motivation and their parents' expectations for success in
>
> school. (p. 1386)

Furthermore, in an investigation surrounding myths about parent participation among Latino parents in schools, studies revealed, "parents…expressed a desire for their children to maintain their home language and culture as a way of supporting and maintaining family ties," (Quiocho & Daoud, 2006, p. 256). While this study seeks to identify themes of perceptions about parent involvement, teachers, administrators and support staff are categorized as teacher perceptions. Therefore, insight into perceptions by each distinct group is unidentifiable. As researcher, my study investigated how parental roles are affected by policy decisions in African-centered schools.

The policies that are created and the philosophy of the leadership strongly influenced where schools are on the continuum of parental involvement and parental engagement. Building parent-teacher as well as teacher-colleague relationships was important in increasing parental involvement in school programs. This process involved leadership of school administrators. A survey of parents and teachers at nine middle schools identified practices and conditions by which the schools sought to involve parents in the education of children based upon the principals' leadership style (Belenardo, 2001). The researcher indicated that teachers who conducted family involvement activities as it related to their classrooms or who were able to provide feedback on academic requirements reported a greater sense of community.

In alignment with shared leadership, some parental beliefs affected the level of parental involvement tremendously (Sheldon, 2002). The beliefs discovered in a study on parent social networks included the following:

1. Whether they can affect their children's education.

2. Parents' perception of their role in child development.

3. Parents' belief that the school desires their help.

4. Parents' comfort with the school.

These findings suggested that measures must be taken to empower parents in an effort to increase participation in designing and implementing curriculum goals. Education Action Zone (EAZ) may be utilized to accomplish this goal. The main concept of EAZ is to decentralize governance, therefore, creating partnerships. EAZ functioned by allowing parents and other stakeholders to have representation as members of an action forum, as outlined in the 1998 Education Act. Research on

this program indicated that a learning community strategy existed that attempted to address areas such as low expectations among parents, poor support for schools among parents and lack of parental support for children's education (Simpson & Cieslik, 2002).

Parents that were active in the school reported a greater sense of community when they were informed about students' progress and school activities (Belenardo, 2001). Parents not actually involved in the school did not attribute a sense of community to school programs. Further results revealed components not originally considered in the study. According to Belanardo (2001), Bolman and Deal identified four leadership approaches; they are categorized as structural, human resource, political and symbolic. Among the four leadership styles, principals with structural leadership styles had the highest correlation to schools sense of community, a key component of parental engagement through shared leadership.

Some of the research reviewed in this section (Sheldon, 2002, Simpson & Cieslik, 2002; Drake, 2000) closely aligned with the Ecologies of Parental Engagement (EPE) model because of the consideration given to capital and space as well as engagement mediation. The programs described in this research are similar in nature to responsive school programs. The responsive school model is a learner-centered environment that sought to meet the needs of students by "develop[ing] a 'customer friendly' culture in which school personnel, parents, and communities form partnerships for the benefit of students" (Drake, 2000, p. 9). Furthermore, "in responsive organizations, staff members devote much time and energy to listening to customers" (Drake, 2000, p.13). As a result of the responsive

school model concept, alternative, charter, comer, full-service, immersion, schools-within-schools and middle school programs were designed. In order to create responsible and productive citizens in our society it is essential for school leaders to monitor the responsiveness of school personnel, parents and families in middle school settings (Drake, 2000).

Chapter 2 Summary

Historically, the role of parents in the curriculum decision-making process was limited. Many studies contributed to identifying the perceptions of stakeholders who were responsible for and affected by the implementation of the curriculum. Many studies related to parental involvement are based upon the idea that such parental involvement played a significant role in increasing student achievement. While research frequently identified the ways in which parents may or may not be involved, rarely does the research aim to understand the reasons by identifying perceptions about the role of parents of middle school children in predominantly African-American schools in the U.S. In this study, I tried to identify and compare perceptions of the role of parents by school personnel and parents in regard to curriculum decision-making in African-centered schools.

W.E.B. DuBois suggested that schools for African-American students are necessary so that a relationship between teacher and student can exist. This relationship is built around the idea that the teacher has an understanding of the history and environment in which African-American children live. With this knowledge base, the teacher has the ability to equip the African-American student with what is necessary for them to succeed in our world as they seek social equality.

DuBois also contended that schools for Blacks were necessary because they would not otherwise be properly educated in white educational institutions. In 1935, DuBois' writing of "Does the Negro Need Separate Schools?" suggested that schools for Blacks were inevitable because other options for the community were nonexistent. The dilemma he described, however, suggested that many in the African-American community equated quality schooling with white institutions. Therefore, the belief was that Black institutions were of lesser quality.

Consequently, educational facilities for African-American students received less support from its own community members. DuBois described a crisis in the education of Black children in instances where parents either forced their children into educational settings to encourage the child to assimilate or make a statement against an unjust institution. However, he proclaimed that forcing a child into an educational setting is to the detriment of the child because one's own identity is lost and a thrust for knowledge is stifled. Therefore, self-knowledge and self-respect is deemphasized; these are key components to African-centered education.

Many school reforms have not succeeded in bridging the achievement gap among African Americans and other minority students in urban school districts. This is largely because these reform models do not take into consideration the cultural background and impact of family in educating children. The omission of curriculum that embraces cultural experiences of African Americans influences school adjustment for children socially, psychologically and emotionally. Based on a review of the literature, I began to wonder how decision-making was structured in African-centered schools. More importantly, I began to wonder what role parents played in

decision making among schools that in theory were designed to place the culture of the African-American child at the center of its curriculum design. The research questions described in Chapter 3, "Methodology," evolved from this inquiry as a means of identifying practices that support the education of African-American students.

CHAPTER 3

METHODOLOGY
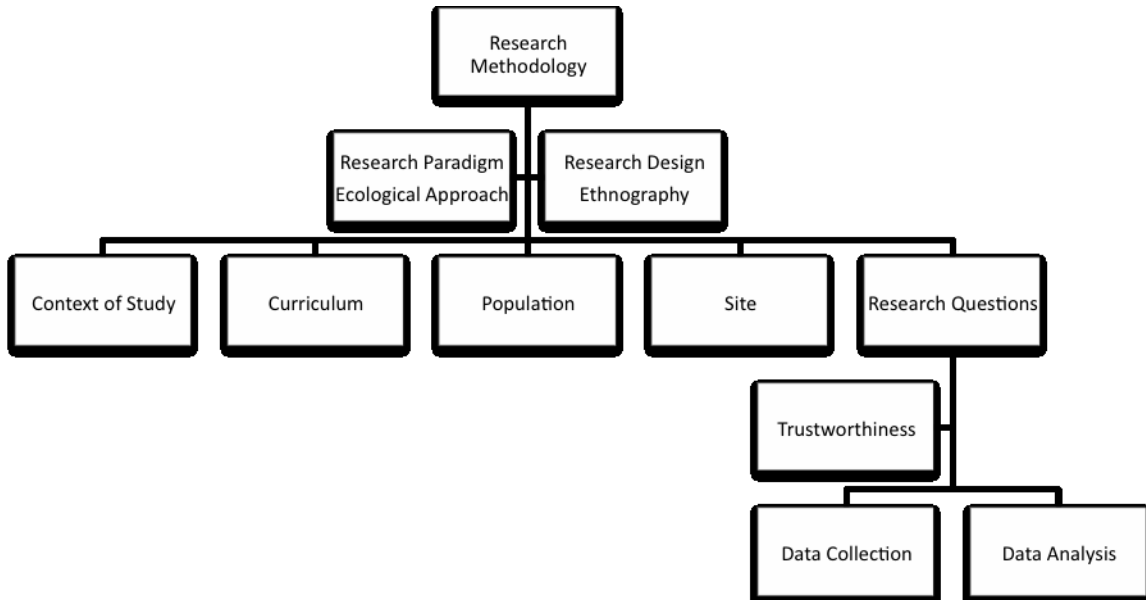
Figure 14. Research methodology designed for ethnographic research. (Spradley, 1980)

Introduction

A qualitative design-ethnography was utilized in conducting this research study. I chose this pragmatic approach because of my interest in understanding the effects of parental engagement in African-centered   middle schools among African-American parents as *actors* and the ways in which key stakeholders talk about parental engagement in the curriculum and instructional decision-making process. I conducted interviews; participants included parents and school personnel of middle school students in African-centered settings. Ways in which parents, teachers, and

administrators talked about the roles of African-American parents of middle school students was investigated in this ethnographic study.

Methodological Framework

Mattingly, et. al. (2002) suggested that conclusions about the effectiveness of parental involvement may not be made until flaws in research design and methodology of such studies are addressed. Forty-one evaluations of programs described in 39 articles on the U.S. Department of Education's Resources Information Center (ERIC) online database and through references of books and articles were analyzed. The researchers found that most of the programs had a top-down design where the participation of parents, teachers and individual schools were minimal. Program development generally involved school districts and university researchers. The ethnography was scientific, investigative and utilized a variety of research methods and data collection techniques (LeCompte & Schensul, 1999, p.1). Hence, I involved parents, teachers and administrators in the study.

Tillman's (2002) conceptual framework of a culturally sensitive research approach to qualitative methods provided a perspective that was significant to my research in many ways. An acknowledgement of varied experiences and cultural aspects occur when researchers approach studies related to African Americans through a culturally sensitive perspective (Tillman, 2002). According to Tillman (2002), this culturally sensitive perspective provided the researcher with insight into "unequal power relations"; and afforded the researcher an opportunity to make informed decisions in the development of theory and practice as related to a

particular culture, rather than subject a particular group to mainstream ideology, which could result in the misrepresentation of the group. Kershaw's (1990, 1992) description of the uniqueness of the Black experience, informed researchers of the importance of studying the culture of communities in relationship to other cultures in an effort to identify the cultural context.

Research Paradigm

The ecological approach to research, an ethnographic design, considered the fact that the relationship between individuals and the environment continuously evolves to accommodate one another (LeCompte & Schensul, 1999, p. 52). Over time, the social network between parents and schools has been influenced by the need to improve student achievement. Although the researcher is uninfluenced personally by conducting the study in this approach, the researcher elicits meaning from observable behaviors by the participants (LeCompte & Schensul, 1999, p. 59) at local school board meetings associated with parental involvement and parental engagement. The focus of this study was to understand the behaviors observed in connection to the "structures, policies, norms [and] behaviors typical of other levels in the system" (LeCompte & Schensul, 1999, p. 59).

I explored the emergence of the Parental Engagement model (PE) in this research in comparison to the Traditional Parental Involvement model (TPI). The PE model may be categorized as a social network that would be best investigated through the lens of the ecological paradigm. Researchers who take an ecological approach (LeCompte & Schensul, 1999, p. 52):

1. View individuals as functioning in a social context that influences their behaviors.

2. See social levels, institutions or sectors within a community as systematically related and affecting one another.

3. Believe that changes should be introduced at all levels simultaneously.

4. Think the research should identify contextual elements with the greatest influence on individual or institutional behavior.

Context of Study

This study was conducted in the tri-county area of a Midwestern state. Participants, selected from a snowball sample, were former or current parents, teachers and administrators of African-centered schools.
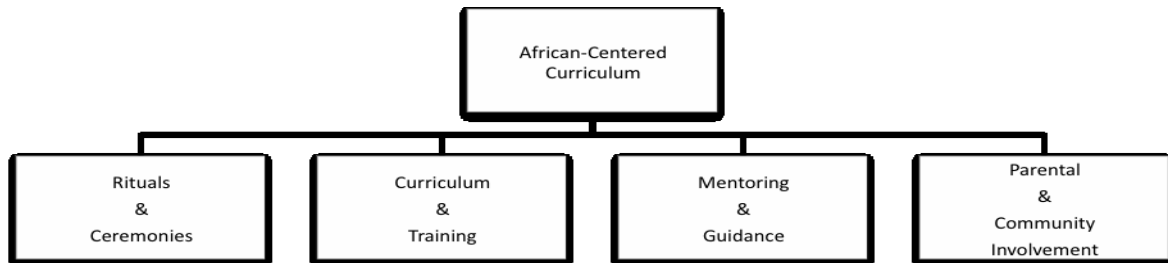
Curriculum

Figure 15. Key components identified in an African-centered curriculum utilized by Urban City Schools.

According to Ama Mazama (2001), the foundation of the Afrocentric paradigm has been greatly influenced by researchers such as Molefi Asante. The development of this paradigm over time, to a great extent, is fueled by the necessity for African-American communities to be grounded in principles that place the realization and acceptance of their culture at the center of everyday life compared to historical marginalization of African heritage.

Although historically, African cultural experiences have been marginalized; Afrocentricity does not necessarily "…displace European ways of thinking…" (Mazama, 2001, p. 388). Contrarily, Afrocentricty recognized the need for a people to first view the world through the lenses of their own culture and then understand as well as respect the fact that other views exist rather than negate the ideas of others. In addition, many cultures exist in America; therefore, acknowledging all contributions to society is a major thrust of African-centered   education (Mazama, 2001):

> Afrocentrism places Africa at the center of African people's world while stressing all people's entitlement to practice and celebrate their own culture as long as it does not interfere with the collective well-being. (p. 389)

Mazama (2001) defined four types of Afrocentrists: (a) 'Nile Valley,' (b) Continental, (c) Infusionist and (d) Social. Infusionist Afrocentrists are concerned with integrating African cultural and social experiences into curriculum. The core characteristics of the African culture are (a) centrality of the community, (b) respect of tradition, (c) high level of spirituality and ethical concerns, (d) harmony of nature,

(e) society of selfhood, (f) veneration of ancestors and (g) unity of being (Mazama, 2001, p. 393-394). These characteristics encompass a third lens by which this study sought to discuss the roles of parents in African-centered   schools.

I conducted a study within the African-centered   curriculum of schools that included or are exclusive to grades six through eight across all content areas and parental involvement. The original African-centered Academies in one urban school district were established and governed by the ability to (Urban City Schools, 2007):

1. Have discretion over curriculum, instruction and other school activities.

2. Have control over the allocation of the schools budget, personnel and resources.

3. Use their creativity and talent to design effective school programs.

4. Be accountable for the school's program with the most important result being student learning.

The District adopted an African-centered   curriculum for all of its schools. The four components of the African-centered   Education Curriculum outlined by the school district included: (a) Rituals and Ceremonies, (b) Curriculum and Training, (c) Mentoring and Guidance and (d) Parental and Community Involvement.

There are several rituals and ceremonies conducted at the African-centered Academies. Harambee is a daily thirty-minute assembly in which students become focused for the school day through participation in activities that reinforce positive self-esteem, including a call and response method of acknowledging their best self through positive affirmations. The assembly, led by school administrators and

teachers, also emphasizes key discussions with students to support them in meeting their goals. The assembly ends with a meditation so that students are focused as they begin their lessons for the school day. The African-centered   Academies also celebrate Kwanza as they center lessons on these seven principles: (a) Umoja, (b) Kujichagulia, (c) Ujima, (d)Ujamaa,(e) Nia,(f) Kuamba and (g) Imani. In addition, the birthdays of many African-American leaders are celebrated, family feasts are planned and costumes are worn during Ancestors Night to show homage to African Hero's past and present.

The Curriculum Framework for African-centered   Education in this urban school district encompasses the principles of MAAT: (a) order, (b) harmony, (c) balance, (d) reciprocity, (e) truth, (f) justice and (d) propriety. The district has set the following goals to ensure the integration of these principles within the curriculum (Urban City Schools, 2007):

Students

1. Understanding human origin from the content of Africa.

2. Academic performance at or above grade level.

3. Adherence to the Student Code of Conduct.

4. Awareness of current events as it relates to African Americans.

5. Demonstration of healthy self-concepts.

6. Academic preparedness for other educational settings.

Teachers

1. Mastery in teaching African Centered Education philosophy.

2. Demonstrated competence, creativity and motivational strategies for student learning.

Parents/Community

1. Active participation in Academy development and activities.

The initial middle school (Grades 6, 7 and 8) curriculum content for African-centered   Education included advanced mathematics, science, African-American literature, world literature, and language development, French, gender responsibilities, advanced economics and the districts core curriculum. Cooperative and collaborative learning is a major thrust of the program. Language proficiency in Arabic, French, Kiswahili and Spanish are emphasized due to its importance in many African nations as well as in our global economy. In preparation for these teachings, training for staff involved knowledge of normative culture, accelerated learning, special needs, learning styles, gifted education, economics and French.

The District outlined the following instructional principles for teachers and mentors in Table 1 (Urban City Schools, 2007):

Table 1.

Instructional principles for teachers and mentors.

Instructional Practice	Child Development
Structured classrooms	Gender specific classes-sexuality is developmentally taught
Frequent praise	Conflict resolution activities
Sensitivity to social/emotional content	Stress of 21st Century jobs/careers highlighting African Americans
Teacher has close proximity to students	Employability skills integrated into the curriculum
Small/whole group activities	Communication skills integrated into the curriculum
Class interaction with focus on class work	Acceptance of responsibility by students
Warm/encouraging, yet authoritative	Whole child focus
Firm in discipline	Instruction meeting unique need
Use of problem solving/ discovery methods	Promoting self-confidence/sense of accomplishment
Closely monitored independent work	Excellence in scholarship (goals, aspirations, self-concept, racial identity, self-esteem, self-control, channeling rage, spiritual foundation)
Awareness/Conveyance of belief that students can learn	

The Parent and Community Involvement component provides support to parents and community members through various seminars and workshops developed by the District. This is an effort to strengthen the home-school connection based on the premise "an entire village will educate the child" (Urban City Schools, 2007). The Covenant of Parent Participation is such that parents support the African-centered Academies in ensuring that their children master appropriate skills applicable to life, think critically, test successfully, apply knowledge in diverse situations, be active responsible citizens and be productive citizens in society.

Research Design

As the researcher, ethnographic research was conducted to identify ways in which key stakeholders talk about parental engagement. School administrators, teachers, and parents in an urban area were interviewed. Tillman (2002) stated that the researcher through conducting interviews, observation and participant observation might formulate a social, economic, political as well as educational perspective. Dillard (2000) indicated that these experiences create a "matrix of meaning-making"; these qualitative methods provide a point of reference historically and in the real world. This perspective, however, is derived based on the way in which the participants define themselves within the community.

Although three data sources were used while conducting interviews, several criteria were taken into consideration. First, a field familiar to me as a member of the community was established. This involves defining a physical setting by which relationships between parents and school personnel exist based on the types of questions asked during the interviews. In local African-centered schools, the settings represented vary due to the selection of participants through the snowball sample method. Therefore, learning the rules, norms, boundaries and behaviors of residents of the field was required during interviewing (Schensul, Schensul & LeCompte, 1999, p. 70). Establishing this role was necessary in order to (a) function in the setting, (b) locate and build relationships with individuals who have pertinent information, (c) collect and record information and (d) sort information relevant to the research purpose (Schensul, Schensul & LeCompte, 1999, p. 71).

The method of data collection for this study involved in depth, open-ended interviews, and was preferred over a structured interview because the purpose of this research was to explore beliefs personnel staff and parents have about parental roles in decision-making as it relates to African-centered schools. Participants in the interviews included the parents, school administrators, and teachers of middle school students in African-centered schools.
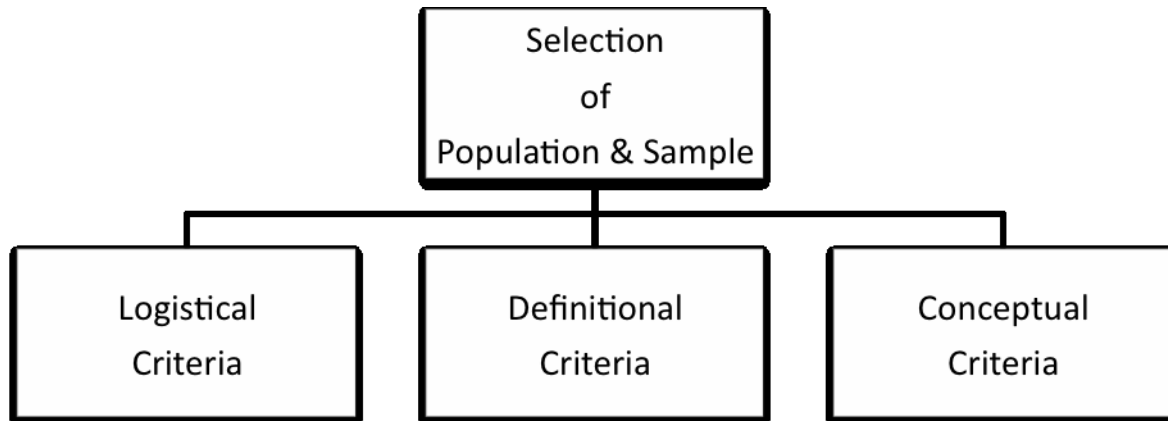
Figure 16. Population and sample selection.

Populations and Sample

The population included male and female school personnel and parents in an urban area. Participation in the interviews was voluntary. The sample consisted of school administrators, teachers and parents of middle school children who attended African-centered   schools that included or were exclusive to grades 6-8. Logistical, definitional and conceptual criteria were taken into consideration to select the population and sample (Figure 16) for this study (LeCompte & Schensul, 1999, p.

111). Appendix F addresses the selection criteria (LeCompte & Schensul, 1999, p. 112).

Logistical Criteria

This criterion considered resources available to the study. Since the inception of several schools founded in this urban area based on African-centered   principles, some local school districts and organizations that manage schools adopted a district-wide African-centered   curriculum. However, a population of this magnitude was not financially feasible. Therefore, the snowball method allowed for a selection of participants that represented local African-centered   schools.

Definitional Criteria

The definitional criteria were required in order to identify who would be included in the study. This study included parents of middle school students at African-centered   schools. Individuals initially contacted for the study solicited voluntary participation through referral. The sample also included middle school teachers and school administrators who volunteered to participate.

Conceptual Criteria

The conceptual criteria addressed the issue of lack of participants for the study. It was reasonable to believe that enough participants would be available for the study. Thus, the sample size was not questionable; as the researcher, I sought to include participants from other African-centered schools in the study by continuing the snowball sample process. Appendix F, "Population and Sample Selection," was utilized to address logistical, definitional, and conceptual considerations (LeCompte & Schensul, 1999).

Ethical Considerations

In accordance with the guidelines as set forth by the Wayne State University Human Investigation Committee, I provided informed consent that included the following: (a) research statement, (b) risk/discomforts of the study, (c) benefits of the study, (d) available alternatives, (e) confidentiality of records, (f) treatment or compensation if injury occurs, (g) contact numbers for questions and (h) voluntary participation information. Appendix C, "Ethical Considerations," is the format that was utilized for this study.

Data Collection

Formal ethnographic interviews were conducted (Spradley, 1980). The interview questions were relevant to African-centered   education. Many of the questions were the same for each interview; some questions differed depending on the activities or interactions inquired about in each particular setting. The interviews included three parents, teachers and administrators of African-centered   schools. The audio taped interviews lasted approximately one hour for each interviewee.

The questions varied based on particular responses of each interviewee. The interview questions were designed so that descriptive questions preceded specific questions, which sought the interviewee's knowledge of the school culture. The purpose of the ethnographic interview was to collect in-depth information on selected topics, personal histories, cultural knowledge and beliefs as well as description of practices (LeCompte & Schensul, 1999). The school administrators, instructional staff and parents were the target of these interviews within the school. The interview topics were aligned with the key components of the parental involvement and

parental engagement models described in the first two sections of Chapter 2, respectively. The interview questions related to cultural relevance, school-home connections, parent-teacher relations, teacher education, parent professional development, leadership, and policy, as defined in Chapter 2.

The interview questions listed in the Appendices were divided by these topics of interest. Although the interview questions were quite similar for each targeted group, the protocols were as follows:

Appendix B   Interview A   Parents

Interview B   Teachers

Interview C   Administrators

The interview questions in each appendix were categorized by the components previously described. The school-home connection interview questions related to Research Questions 1, 2, and 3 which stated:

1. How do parents, teachers and administrators talk about an African-centered philosophy of education?

2. What are the ways, which parents participate in African-centered schools?

3. How do parents, teachers and administrators talk about decision-making in African-centered schools?

Moreover, the shared leadership and policy interview questions aligned with Research Question 3 in describing the nature of parents' decision-making.

Record keeping of field notes required a detailed record of objective and subjective information as it related to the interviews. This process was one in which the researcher was aware of information and details that others would have missed

(Spradley, 1980). The field notes consisted of condensed accounts of the interviews that were later expanded upon after the actual completion of the audio taped interviews. The journal entries also provided more subjective insight into the interviews. The data in the field notes, interviews, vignettes and reflective journal provided a basis for analysis in this study.

Data Analysis

Three major goals were associated with the ecological approach (LeCompte & Schensel, 1999, p.60):

1. Analysis of results to identify relationships across levels in a local situation.

2. Development of local predictors influencing individual, group and social behaviors.

3. Inductive development of regional and larger patterns and laws.

Several analysis strategies were utilized in this study. Domain, taxonomic and componential analyses was conducted on the data compiled. These analyses were conducted in an effort to discover patterns in the data so that cultural behaviors, artifacts and knowledge could be described. Culture was defined as an organization of things, meanings given by people to objects, places and activities. The social situation in which the culture was studied referred to behaviors carried out by the people in the culture in a specific location (Spradley, 1980).

First, domain analyses were conducted on each field note and interview. Semantic relationships were identified for each of the field notes and interviews. Mixed domains were used in analyzing the data. Some folk terms may have been

found in each domain, but observations required further explanation. Six steps were used in developing the domain analyses in this study. Strict inclusion, spatial, cause-effect, rationale, location-for-action, function, means-end, sequence and attribution were the relationships that were studied. The domain analysis worksheets were created by identifying cover terms and included terms for each relationship (Spradley, 1980).

Taxonomic analyses were created for each domain. The taxonomic analysis was utilized to identify similarities between and among domains. Five of the seven steps identified by Spradley (1980) were followed to develop each taxonomic analysis. A domain was selected for each taxonomic analysis. Then similarities based on the same semantic relationship were considered. Upon completing this task, additional included terms were sought and more inclusive domains identified. The taxonomy was then organized in outline form (Spradley, 1980).

Finally, the taxonomic analyses were used to create a componential analysis. The componential analysis was utilized to identify differences between and among domains. Five of eight steps were followed in the process of conducting the componential analysis. A domain for analysis was selected. Then an inventory of all contrasts was completed. From this, a paradigm worksheet was created in the form of a matrix. Through compilation of the matrix, dimensions of contrast that had binary values were identified. The matrix also allowed for combining closely related dimensions of contrast into those that have multiple values (Spradley, 1980). The three strategies for analysis used in this study provided significant insight for writing the findings of the research.

Transformation of Results

The qualitative data collected was transferred into transcription from audio taped interviews, semantic relationship charts, categorical and comparison charts. The transcriptions reflected the interviews from three data sources. This included parents, teachers, and administrators of African centered schools. The semantic relationship charts were also useful in displaying similarities in the data analysis. The comparison charts illustrated the differences in the data analysis.

The data analysis was utilized to identify and understand cultural themes found in the research (Spradley, 1980), as it relates to parent decision-making in an African-centered   middle school setting. The cultural inventories provided an opportunity to revisit the purpose of my research, reflect on findings, and provide insight for further research in the field (Spradley, 1980). In order to have a discussion about the findings of this research and provide suggestions for further research, the issue of trustworthiness was addressed.

Trustworthiness

Conventionally, in quantitative (positivist) research trustworthiness has been defined by four basic components. They include questions that consider (a) truth value, (b) applicability, (c) consistency and (d) neutrality. The same criteria are defined for naturalistic inquiry. The criteria appropriate to the naturalistic paradigm in this research included credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985).

Credibility

The five major techniques, which increased the likelihood of credibility, were considered in this study. Opportunity for prolonged engagement was limited. Prolonged engagement ensures that enough time is spent on the research purpose.

Lincoln and Guba (1985) referred to such issues of credibility noting that "[u]nless the inquirer began as an accepted member of the group or agency being studied, distortions can never be overcome" (Lincoln & Guba, p. 302). At the time of my research, I served as a school administrator of an early childhood center and adjunct faculty member of a nearby community college; although, a part of an African-centered school, this center is at a different physical location than the schools studied.

Nine in-depth, open-ended interviews were conducted. Through the interviewing from three data sources, opportunities to identify characteristics and elements in the social situation that were relevant to the research purpose may have existed, but these interviews were limited due to time constraints. Interviews and artifacts were used as research sources. The triangulation technique was used, which is a method used to improve the probability that findings and interpretations are credible. The use of different data sources is one of four modes of triangulation that may be used in qualitative research (Lincoln & Guba, 1985).

Transferability

Transferability was also an important aspect of trustworthiness in this research. According to Lincoln and Guba (1985), "the naturalist can only set out working hypotheses together with a description of the time and context in which they

were found to hold" (Lincoln & Guba, p. 316). The research in this study had no external validity. Findings in this research would not be transferable to any other situation. The interviews in this study may only be analyzed based on limited information.

Four techniques that are relevant to reliability in naturalistic inquiry exist. Two of these techniques were pertinent to the research in this study. Validity without reliability cannot exist and the triangulation technique had its limitations in this study (Lincoln & Guba, 1985). Therefore, replication of this study would not necessarily render the same results.

Dependability/Confirmability

Dependability/Confirmability in this study was reliant on the fact that the participants were selected based on the snowball sample method from three data sources—parents, teachers and administrators.

Research Questions

1. How do parents, teachers and administrators talk about an African-centered philosophy of education?

2. What are the ways, which parents participate in African-centered schools?

3. How do parents, teachers and administrators talk about decision-making in African-centered   schools?

Site Summary

The sites included African-centered schools that serviced middle-school students in a large urban area of a Midwestern state. Specific locations were not identified when the interviews were conducted.

Accessibility

Access to the African-centered schools for the purpose of this study was not required.

Unobtrusiveness

In one urban school district, which also provided African-centered education to middle school students, I was highly visible due to the nature of my position. As an Instructional Specialist I provided support to many schools in the area of English Language Arts. I serviced ten (10) schools in the 2005-2006 school years. The current site was one of the schools serviced.

Permissibility

Permission to conduct this study was granted by Wayne State University. Due to snowball sampling, permission by schools and/or school districts to interview parents, teachers, and administrators was not required.

Chapter 3 Summary

An ecological approach was utilized to conduct a study where middle-school students were serviced at African-centered schools in a Midwestern state. Assumptions and limitations to the study were considered in a qualitative manner. The ethnographic research provided significant insight into the perceptions about the role of parents of middle school students in the curriculum decision-making process.

CHAPTER 4

FINDINGS

Introduction

Since the beginning of my study there have been numerous studies that discuss a parental involvement model versus a parental engagement model on a continuum, all of which address decision-making in schools among parents to some extent. The interviewees did not specifically talk about either in my study, but did discuss a multitude of ways parents participate in and outside of school. And as in the beginning, when the conversations about an African-centered philosophy of education were initiated, common themes were found in talking about participation and the Principles of Nguzo Saba—the foundational principles of African-centered education.

Chapter 4 discusses how parents, teachers and administrators talked about ways that parents participate in decision-making found within African-centered schools. My study examined to what extent the participation of these stakeholders reflected in an involvement versus engagement perspective. Finally, my study highlighted how four of the seven Principles of Nguzo Saba emerged from the conversations between stakeholders in regard to how they all perceived decision-making in African-centered schools. Underscoring the presence of the Principles of Nguzo Saba is important to note since such principles are aligned with the parental engagement model, which reflect how parents participate in the decision-making process.

When I originally designed the study I wanted to examine how parents participated in the decision-making process in African-centered schools. What I discovered from the participants in my study was that there were multiple ways in which parents participated in the decision-making process within the school. In addition, the extent of parent decision-making depended on various forms of parent participation. The next sections will explore these forms of parent participation and how they relate to the Principles of Nguzo Saba.

Parent Participation in African-centered Schools

Forms of parent participation that were identified as major themes in the conversations among parents, teachers and administrators included: (a) school initiated activities, (b) custodial responsibilities, (c) educational decisions for the parents' own child, (d) educational decisions for all children, (e) mentoring, (f) advocating for children and (g) community collaboration. In each of these areas there was evidence for both a parental engagement orientation as well as a parental involvement one.

In the areas of educational decisions for all children and educational decisions for the parent's own child, there was strong evidence of a parental engagement model. In the areas of custodial responsibilities, mentoring, and volunteerism there was strong evidence of a parental involvement model. In the areas of community collaboration, school initiated activities, and custodial responsibilities there was a mix of perspectives in operation. In addition, four of the seven Principles of Nguzo Saba were primarily identified in the areas of custodial responsibilities, school initiated activities, mentoring, and parental involvement as

shown in Table 2. These principles included: (a) Principle 5, Nia (purpose); (b) Principle 1, Umojo (unity); (c) Principle 4, Ujaama (cooperative economics) and (d) Principle 3, Ujima (collective work and responsibility). The next sections will review forms of parental participation in regard to the decision-making process in African-centered schools and how they relate to the Principles of Nguzo.

School Initiated Activities

School initiated activities are categorized in this study as forms of participation that are typically defined by the school and confine parental roles to specific actions. The actions that participants described under this term included: (a) financial support to the school; (b) volunteerism in programs found in schools (i.e. after-school programs, school celebrations); (c) participation in parent organizations, meetings, and workshops; (d) specific curricular activities such as planning with teachers and participating on the design team that selects curriculum; and (e) the nature of the communication between the parent and the school. Parents, teachers, and administrators talked about these contributions by parents in African-centered schools in a variety of ways. There were a range of perspectives shared related to financial support to the school. Some viewed this form of participation as a minimal form of participation while others considered it be an example of power that parents can wield in influencing certain school decisions. For example, some teachers and parents in this study spoke of fundraising activities as the main form of financial support. T#1 considered parents in this area to be "picking up financial slack of

schools."[1] Meaning, T#1 viewed parents as a source of funding, where the school could not afford to cover the expense of school activities. However, T#2 described financial resources as a means of power by parents because it could be used for "paying top dollar to send their children to exclusive schools."[2] Hence T#2, described parents who gave funding to the school as a means of gaining more control over decisions made in the school. T #2 suggested that because of the rigorous curriculum of the African-centered school, utilizing this power was unnecessary. Parents were not only contributing funds to assist the school in offering programs, but they were contributing funds in order to gain access to decision-making for the school. Although parents played a role in developing their own organization in one school, P#1 also referred to fundraising as a "non-incidental,"[3] labeling those things of less significance. Few parents talked about financial and resource support to the school with reference to "parent donations"[4] and the fact that parents "form[ed] their own organization to improve non-incidentals (fundraising)."[5] Likewise, with the exception of A#1 who considered fundraising a "mundane thing to do,"[6] some spoke of providing financial support as a minimal requirement of what needed to be done by parents.

In addition to financial support, resource support was described in terms of volunteerism, which are activities mostly associated with the parental involvement

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[1] T1, 8-12-08, p. 3, l. 41
[2] T2, 9-5-08, p. 2, l. 6
[3] P2, 7-31-08, p. 3, l. 7
T = Teacher
[4] P3, 8-11-08, p. 3, l. 29
[5] P2, 7-31-08, p. 3, l. 7
[6] A1, 7-25-08, p. 2, l. 26

model. Most of the discussion centered on inviting parents to assist on field trips. For instance, a few of the other volunteer activities were related to youth organizations such as Big Brothers/Big Sisters (suburban organizations) and Boy Scouts/Girl Scouts; these organizations were categorized as suburban organizations by the interviewee. This participant in the study associated the activities above with best meeting the needs of students in suburban areas who had similar demographic backgrounds compared to large populations of African-American students in urban areas. However, this study does not suggest that there is evidence to support this participant's claim, and is another way in which administrators in the study talk about African-centered schools.[7] Again, these types of organizations are found to be implemented in the parental involvement model as programming identified in Eurocentric Education (Teel, Debruin-Parecki & Covington, 1998); yet, this study revealed that the same programs are found in African-centered schools. However, A#3 indicated that while these organizations were important, they did not seem to fully meet the needs of students in large urban areas; though, A#3 did not articulate why such organizations did not fully meet the needs of students in large urban areas. The parents participating in this study also volunteered to be included in parent organizations, meetings and workshops. These activities were also school-initiated activities and therefore closely associated with the school involvement model. For example, P #2 and T #1 were the two participants who mainly described this kind of volunteerism. P#2 talked more about attending parent-teacher

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[7] A3, 8-13-08, p. 5, l. 44; A3, 8-13-08, p. 6, l. 1
P = Parent, A = Administrator

conferences, workshops, and meetings,[8] while T#1 alluded to the fact that parents

had some type of leverage through "direct contact with the administrator."[9] Hence,

parents who had direct communication with the building principal about their

concerns and/or ideas for programs influenced the decision-making in the school; in

part, these conversations provided the school administrator with more information

about the needs of the school. However, few participants in the study talked about

how parents actually used this action as a means of negotiating their children's

education. Parents and administrators in this study talked about parent participation

in curricular activities whether it was by volunteering to assist the teacher in and out

of the classroom or providing support to the child. Such close parent participation in

curricular activities allows for parents to become more involved in the decision

making process in African-centered schools. The administrators either described

how parents volunteered to support the classroom teacher/administrator[10][11] or gave

guidance to their children through monitoring student performance;[12][13] parents in

the study also described volunteerism and monitoring student performance. Support

to the teacher included making copies, and judging science fair projects, [as well as

meeting with teachers about student performance. Both Parents and teachers

worked together to monitor student performance, including reviewing homework,

student grades, and "ensuring that students conference with teachers or attend

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[8] P2, 7-31-08, p. 5, l. 15
[9] T1, 8-12-08, p. 5, l. 11
[10] A1, 7-25-08, p. 2, l. 28
[11] A1, 7-25-08, p. 4, l. 31
[12] P2, 7-31-08, p. 6, l. 1
[13] A2, 8-5-08, p. 5, l. 24

after-school tutoring." P#2 mentioned that attending school initiated parent conferences late in the evenings was important to keeping track of their children's academic progress in class. P#3 also agreed that school initiated meetings with their children's teachers was vital in order to learn more about their children's academic standing, but also added that such meetings were crucial in coming up with teaching and learning strategies that would improve students chances for academic success. In this case, school initiated parental participation was vital to facilitating conversations between parents and teachers that would benefit the academic achievement of students.

School initiated activities also included forms of communication that were brought about because the school communicated the need for participation by parents. Teachers, parents and administrators alike described these limited forms of communication as behaviors that are defined as those very basic, yet essential forms of communication identified by the school. For example, administrators, parents, and teachers talked about parents simply coming to the school, whether it was to drop students off,[14] [15] coming into the school to bring a student's food,[16] or just waving to the child because of lack of comfort in approaching the school.[17] Due to the fact that the above actions would take place based on requirements communicated to parents by the school, these actions are considered a form of communication that is school initiated. Hence, regular school attendance, ensuring

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[14] A2, 8-5-08, p. 1, l. 24
[15] T2, 9-5-08, p. 2, l. 14
[16] P3, 8-11-08, p. 3, l. 30
[17] T1, 8-12-08, p. 4, l. 44

that their child made it into the facility safely, and providing an alternative meal if the child did not eat the school lunch would be forms of indirect communication with the school based on expectations of the parent. Although a parent would not necessarily have to bring their child to a particular school, the physical act of enrolling a student is one that could be considered a custodial responsibility. As identified in the findings, on a continuum, custodial responsibilities are those behaviors more associated with parental involvement.

Custodial Responsibilities

Custodial responsibilities in this study are defined as actions initiated by family members in which they share with the school pertinent family information that is related to and can impact a child's academic performance. Parents set clear parameters for their children in order to ensure their child's academic success, which is a clear example of the engagement model because parents are using their knowledge of their own children to make decisions that they believe will help to ensure their children's academic success. T#1 described one such example of parameter setting when a parent takes part in deciding whom the child establishes friends with and monitoring their children's activity.[18] In addition, A#1 and A#3 both talked about the physical care of a child. For instance, A#1 talked about taking children to the doctor to ensure that the child does not have physical limitations that prevent academic success.[19] A#3 described the importance of parents providing a

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[18] T1, 8-12-08, p. ll. 22,7,10
[19] A1, 7-25-08, p. 9, l. 2

physical space in the home where children could be academically successful[20] as well as providing their children with breakfast,[21] so that they have the nutrition they need to be productive in school. T#1 and A#1 talked about parent attitudes toward raising children and how those attitudes influenced the kind of participation that parents exhibited in their child's life. For example, A#1 suggested that academic success was a result of parents "not allowing failure to be an option."[22] Furthermore, A#1 suggested that the church equally influenced student's academic achievement. Academic success was an expectation of the church and the congregation was engaged with parents and children in order to ensure that such success occurred.[23] Contrary to the type of expectation described by A#1, T#1 talked about more harmful attitudes in regard to raising children. T#1 discussed how some parents did not set parameters, thus allowing students to participate in risky behaviors that jeopardized their academic success.

Educational Decisions for the Parents' Own Child

Teachers, parents, and administrators in this study discussed educational decisions made by parents specifically for meeting their children's individual needs. The behaviors described during this portion of the interview are categorized as follows: (a) extending educational opportunities, (b) parent-teacher-administrator relations, and (c) lack of these relations. P#1 and T#2 talked about extending educational opportunities for one's own child in relatively the same way. P#1

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[20] A3, 8-13-08
[21] A3, 8-13-08, p. 3, l. 31
[22] A1, 7-25-08, p. l. 43, 26, 39
[23] A1, 7-25-08, p. l. 44, 45, 1

described "being in the position to expose,"[24] his or her own child to activities that were not provided by the school; thus, providing the child a "well rounded education." [25] P#1 mainly described the school as focusing on the core content areas. Extended activities that P#1 described were either enrichment in nature or non-academic activities initiated by the parent, such as, giving the student exposure by meeting and talking to successful people. P#1 referred to this approach as something "tangible,"[26] which suggested the parent made an effort to provide other hands-on experiences outside of the school to enhance learning.

Likewise, T#1 described how some parents caught the bus,[27] public transportation, to bring their children to the school while other parents drove across town [28] to bring their children to school. In each instance, parents were committed to their children's education by providing ways for their children to get to school with or without help from the school. These types of decisions made by parents demonstrated parent expectations and suggested that parents took the initiative to seek out the best educational opportunities for their children.

Participants also described the selection of a high school as an act that goes beyond seeking admissions for a child because of basic requirements, but rather seeking a program to meet the needs of the whole child. For example, P#1 and A#3 acknowledged forms of participation where parents in the school provided their children with social and emotional support to help them be successful in schools.

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[24] P1, 7-11-08, p. 3, l. 37
[25] P1, 7-11-08, p. 2, l. 42
[26] P1, 7-11-08, p. 3, l. 23
[27] T1, 8-12-08, p. 5, l. 18
[28] T1, 8-12-08, p. 5, l. 17

When identifying programs that meet the needs of the whole child, parents have taken into consideration parent-teacher-administrator relationships in this study. One of the ways in which teachers, parents, and administrators talked about African-centered schools as it relates to building relations involved the concept of mutual understanding,[29] which led to an educational environment where parents "trusted the staff and the administration to make most of the decisions."[30]

Parents, teachers, and administrators also noted problems with establishing and sustaining African-centered schools. P#1 felt that the administrator needed more autonomy with funding allocations and site-based management in order to better establish a school that truly reflected the norms, values and priorities of an African-centered education. The inability of the school administrator to have such autonomy limited the focus of the school to testing rather than creating programming that administrators, teachers, and parents believed to be beneficial to the students served. However, T#2 and A#3 believed that even with less autonomy in allocating funding, administrators and teachers could work together to ensure a quality education by encouraging parents to become advocates for the school. Establishing a quality African-centered school had to do more with encouraging parental partnership with the school, which reflects the parent involvement model. Such involvement from the parents with the school would create a positive school environment, which could encourage student achievement.

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[29] P2, 7-31-08, p. 3
[30] T2, 9-5-08, p.2

Educational Decisions for All Children

Some participants in the study described how parents made educational decisions for all the children in the schools. The interviewees talked about these types of decisions in six different ways. These decisions included: (a) design and governance, (b) curriculum, (c) parent-teacher instructional collaboration, (d) finances and (e) parent education decisions. A#2 discussed design and governance in terms of "setting up the school program,"[31] so some parents in the school played a role in designing the school's curriculum. For example, A#3 described how parents participated on the school's design team to develop policies related to admissions and uniforms.[32] T#3 also referred to a design team as a means of addressing issues of the school similar to those addressed by A#3.[33] The school's design team made decisions about program implementation, which allowed parents entry into the decision-making process. For example, P#1 described how parents played an active role in the design of curricular programs through their participation in the Local School Community Organization (LSCO);[34] and similarly, A#1 and A#3 described how parents were involved in design of curriculum programs.[35] This is reminiscent of how interviewees throughout the study described African-centered schools. Parents were also teachers in the school, whether they formally served in a position or volunteered teaching a lesson.

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[31] A2, 8-5-08, p. 8, l. 1
[32] A3, 8-13-08, p. 2, l. 23
[33] T3, 9-11-08, p.2, l. 6
[34] P1, 7-11-08, p.4, l. 19
[35] A1, 7-25-08, p. 2, l. 29; A3, 8-13-09, p. 3, l. 6

Likewise, parents also collaborated with teachers on instruction in order to be part of the decision-making process. P#2, A#3 and T#3 described how parents collaborated with teachers on class decisions so that the teachers' and parents' goals were in alignment with the vision of the school.[36] This collaboration was not only accomplished by the parents in the school meeting with teachers during conferences, but by parents having meetings in the class with teachers about how parents can continue to encourage student achievement. Parents, though, are not the only factor in affecting how decisions are made in African-centered schools.

Curricular and instructional decisions are also impacted by financial decisions made in schools. The extent of decision making by parents for financial decisions was described as limited to signing Title I documents without reviewing the plan and attending Title I meetings. However, P#1 and A#1 were the only participants to describe financial decision making as a form of participation. Both participants talked about wanting to be included financial decisions that would affect their children's academic success such as federal and state funding sources. However, parents were given minimal opportunity to impact how funds were utilized. Yet, parents did maintain some voice in decisions about how parent education funds were allocated. Such funds would provide workshops to educate parents on facilitating their children's academic achievement, which was a key component discussed by many of the participants. Parent education was a key component described by P#1, P#2, A#1 and A#3, an inexpensive approach to keeping parents involved in the decision-making process.

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[36] P2, 7-31-08,p. 4, l. 21; A#3, 8-13-08, p. 2, l. 16; T3, 9-11-08, p. 1, l. 44

Parents facilitated workshops or attended workshops that provided strategies to help them support their children's academic success. The workshops described in this study were as follows: (a) helping parents of students with special needs, (b) mentoring male students to become young men, and (c) relationship building between female students and their mothers. Other workshop opportunities supported parents in understanding the governance role through the Parent-Teacher Organization. [37] While the schools in this study invested in the latter form of parent education, very few parents in this study described how they were allowed to use the skills acquired in the workshops for decision-making processes such as school improvement, curriculum planning, and school budgeting. Another way parents stayed connected with the decision-making process was by arranging mentoring programs. The next section will describe how mentoring helped in shaping the values of the school, which was another key component to improving the school climate, thereby improving academic achievement.

Mentoring

Although the participants did not identify academic curriculum decisions as a means of participation by parents, participants discussed various forms of mentoring that involved parent participation. Mentoring involved creating a variety of programs at the school; it included active participation by parents in shaping the values of the school's culture, parent collaboration on supporting the school vision, and athletic coaching by parents. As described by P#1, T#1 and A#3 parents participated in

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[37] A1, 7-25-08, p. 3, l. 10; A1, 7-25-08, p. 3, l. 11; P2, 7-31-08, p. 8, l. 28

mentoring students by organizing programs for children. P#1 talked about assemblies where different parents would speak about their careers with the children while T#1 described how one parent brought in tutors from the university as a result of access through place of employment. A#3 spoke of numerous mentorship programs such as athletic coaching, recruiting new mentors, engaging in the counseling process, Man-to-Man to develop young males, and Sisters Empowered through Love and Friendship (SELF) organized by parents based on their level of expertise as a means of providing guidance to the youth in the school.[38]

The impact of mentoring by parents on the values and culture of the school was evident in the description by many of the participants in the interviews. For example, A#3 discussed how all school decisions were made by an Elders Council, which was comprised of a group of more experienced parents and grandparents in the school and organized according to the standards of the school.[39] The Elders Council also made decisions on the Rites of Passage and other culturally relevant activities in the school.[40] As defined in Chapter 1, "Introduction," Rites of Passage meant Personal, Economic, Emotional, Physical, Mental, Political, Historical and Cultural Rites of Passage that must be achieved by the student. These Rites of Passage are based on the research of Nathan Hare as well as the practices of Wade Nobles and Ron Johnson (Urban City Schools, 1992). The Cultural Rites of Passage are aligned with what A#3 described as a means of strengthening the

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[38] A3, 8-13-08, p.4, l. 42-43
[39] A3, 8-13-08, p. 6, l. 23
[40] T1, 8-12-08, p. 5, l. 7

village through being present. [41] Similarly, A#3 described an event by the school called Ancestors Day where "grandparents [were] central to wisdom, knowledge, [and the] object of … respect." [42] The event A#3 described is one way the Cultural Rites of Passage can initiate student achievement through parental involvement.

However, most of the participants did not emphasize the importance of parental involvement such as the sharing of wisdom and knowledge with children. Instead participants discussed the importance providing parental guidance in order to facilitate student achievement. According to P#2, T#1 and A#3, mothers opened lines of communication with their own daughters to help them develop into responsible, respectable ladies[43] and also saw themselves as mentors to other girls in the schools. Likewise, parents and teachers who participated in the study in a similar manner mainly described fathers' influence. Parents and teachers in the study described how adult males (fathers) who volunteered in the schools valued the importance of education and endeavored to instill leadership skills in all the students of the school, with particular attention to the Black male students. Teachers and administrators in the study also described collaboration among parents vital to support the school's vision. For instance, parents adopted ideas and strategies from teachers to help promote their teen's academic achievement in the home.[44] Parents

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[41] A3, 8-13-08, p. 4, ll. 42-43
[42] A3, 8-13-08, p. 1.
[43] P2, 7-31-08, p. 7, l. 9; T#1, 8-12-08, p. 10, l. 45; A#3, 8-13-08, p. 6, l. 15
[44] T1, 8-12-08, p. 7, l. 22; A3, 8-13-08, p. 6, l. 4

also worked with teachers in developing school programs[45] such as Big Brothers/Big Sisters and Boys Scouts/Girl Scouts.

Parents involved in such programming were not only involved to support their own children's success, but also involved as a way to befriend the parents of children that did not participate in the programming in order to promote their children's success, too.[46] As a result, students whose parents lacked involvement and decision making in regard to the school's activities and programming still had other children's parents to vie for their success, which created equal opportunity for academic achievement. This type of advocacy will be discussed in the next section.

Advocating for the School

According to the participants in this study, *advocacy* was defined as communication with the school by parents and discussing concerns or making suggestions about the school either through meeting with the school administrator, teacher or an organized parent group. School district concerns were handled in a similar manner; however, P#2 talked about communication with the district through mediation in terms being a parent liaison, which meant serving as a mediator between the school and district.[47] A#2 also described how parents mobilized to keep staff employed during budget cuts that were responsible for student achievement.[48]

According to all three of the administrators interviewed in the study, parents participated in educating the community about the schools vision, respectively;

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[45] A3, 8-13-08, p. 6
[46] T1, 8-12-08, P. 8
[47] P2, 7-31-08, p. 3, l. 30
[48] A2, 8-5-08, p. 4, l. 44

parents were either described as having a leadership role[49] in the school; giving their advice or opinion to children in the school as mentors;[50] expressing the child's interest[51] to the school in regard to programs; or advocating for the school in the community as a whole.[52] On the other hand, one-third of the participants described how parents did not advocate for the school either by choosing not to participate in school activities or programming,[53] wanting their child to be less challenged,[54] or not supporting the school vision.

Community Collaboration

The participants provided minimal examples relating to the lack of advocacy. Rather, participants talked about community collaboration, which involved a variety of features such as collaborative communication, curriculum and instruction, school culture and the village concept, parent education and reference to African-centered education. About half of the participants described collaborative communication as including communication between parents and the school. For example, one type of collaborative communication included community-sponsored events that allowed parents to meet other parents and people in the community.[55] A#2 described how parents had an open line of communication with teachers and administrators[56] as

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[49] A1, 7-25-08, p. 2, l. 25
[50] A2, 8-5-08, p. 6, l. 19
[51] A2, 8-5-08, p. 6, l. 23
[52] A3, 8-13-08, p. 8, l. 9
[53] P1, 7-11-08, p. 4, l. 16
[54] A2, 8-5-08, p. 7, l. 31
[55] P1, 7-11-08, p. 6, l. 26; T3, 9-11-08, p. 2, l. 12
[56] A2, 8-5-08, p. 1, l. 8

well as with organizations that participated with the school at such events.[57] A#3 also agreed that such community-sponsored events facilitated the same type of collaboration among parents and the school community.[58] Parents also collaborated with the school on curriculum decisions, too.

Parent participation in the curriculum of the school was described quite differently among the interviewees. Participation in curricular decisions in this study was defined as being involved with decisions related to content as well as behaviors supporting academic success of students. For example, in partnering with the school to make content-area decisions to support their children, some parents at one school agreed to come to class one night per week to learn student material and student expectations.[59] In this same school, the parents chose workshop topics for their children related to student disabilities and mentoring.[60] In another school, A#2 described how parents were like-minded about wanting the same things for their children academically[61] and this similarity translated into the parents' ability to communicate these expectations to the community, creating a positive perception to members of that community.[62]

Likewise, A#3 described parents as being responsive and supporting the mission, goals, and objectives of the school.[63] T#1 also expressed this same behavior among parents in that they were supportive of the school's mission, what

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[57] A2, 8-5-08, p. 1, l. 46

[58] A3, 8-13-08, p. 8, l. 2

[59] P2, 7-31-08, p. 4, l. 27

[60] P2, 7-31-08, p. 7, l. 3

[61] A2, 8-5-08, p. 1, l. 11

[62] A2, 8-5-08, p. 2, l. 4.

[63] A3, 8-13-08, p. 2, l. 36.

the children learn or know, [and] engaged their children with academic activities at home as a way to reinforce learning.[64] Parents were also described by A#1 as actually teaching in the building and preparing lessons for students.[65] Parents who taught in the school voluntarily wrote their own lessons. One parent in this particular building was an engineer and taught math lessons. Perhaps such collaboration between parents, teachers, and administrators may improve student success and overall engagement.

Collaboration on curriculum and instruction also provided a basis for parents, teachers and administrators in different schools to understand commonalities and differences in school culture. Thus, A#2 described an environment where parents helped with school celebrations,[66] volunteered to open the car doors of parents,[67] helped children out of the car,[68] gave children directions to class,[69] volunteered in after-school programs,[70] and were an intricate part of, what A#2 called, Ancestors Night.[71] On Ancestors Night the school community congregated to celebrate ancestry and there were presentations by parents. Parents attended the assemblies in this school and talked about African-American heritage with the students. During the Thanksgiving Feast, parents stayed at the school to make sure every child was

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[64] T1, 8-12-08, p. 2, l. 15
[65] A1, 7-25-08, p. 8, ll. 3, 8, 16
[66] A2, 8-5-08, p. 1, l.25
[67] A2, 8-5-08, p. 1, l. 36
[68] A2, 8-5-08, p. 1, l. 40
[69] A2, 8-5-08, p. 1, l. 45
[70] A2, 8-5-08, p. 2, l. 42
[71] A2, 8-5-08, p. 2, l. 42

part of the holiday;[72] parents and children cooked together.[73] Similarly, T#3 described this event as a Family Feast.[74] In addition, parents also assisted the school in setting up and organizing other types of programming such as the Rites of Passage.[75]

Participants talked about how everyone involved with the school took responsibility for educating all of the students in the school. In this study one interviewee mentioned that there were parents in the community who raised other parents' children in order to prepare them for college.[76] Another interviewee mentioned that parents acted as if they were [being] a parent to all children,[77] [and] another noted that in some instances several parents would chastise, compliment [or] reward students.[78] Parents would even discuss and share experiences about the children of other families at a gathering known as Harambee, according to A#3.[79] (In Swahili, *harambee* is the sharing of good news.)

Although parents participated in the educational process for the students in the school, educational opportunities were also afforded to the parents themselves through the school. By participating in what A#3 called a Parent Academy,[80] parents were able to finish college and become teachers. In support of an African-centered education, parents participated on committees based on the principles of Nguzo

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[72] A2, 8-5-08, p. 2, l. 45
[73] A2, 8-5-08, p. 2, l. 46
[74] T3, 9-11-08, p. 3, l. 15
[75] P3, 8-11-08, p.2, l. 17
[76] P3, 8-11-08, p. 1, l. 32
[77] P3, 8-11-08, p. 2, l. 2
[78] T1, 8-12-08, p. 1, l. 33
[79] A3, 8-13-08, p. 4
[80] A3, 8-13-08, p. 7, l. 23

Saba.[81] In contrast, Parent#3 described some parents as not being African-centered.[82] A#3 also remembered parents calling the former administrator to express how parents had changed at the school.[83] Because the school initially had a family atmosphere, parents and staff were comfortable enough communicating with the former administrator about the progress of the school. This familial behavior, a type of parent participation, is a key component of African-centered schools and related to the Principles of Nguzo Saba. The next section will explore how parents' perceptions of participation in an African-centered school and suggest how those perceptions relate to the Principles of Nguzo Saba.

How Participants in the Study Talked About Parent Participation:

Principles of Nguzo Saba

As described in Chapter 2, African-centered education revolves around the key ideas embedded in the Principles of Nguzo Saba. The interviewees described these principles in action as they shared their reflections about the school. They did not use the exact terms of the Nguzo Saba, but their descriptions of school activities and parental participation embodied the spirit of these seven principles. In this section, I discuss how the Principles of Nguzo Saba are connected to the behaviors described among the participants of this study in this section "School Initiated Activities."

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[81] T1, 8-12-08, p. 6, l. 41; ll. 23-25
[82] P3, 8-13-08, p. 6, l. 9
[83] A3, 8-13-08, p. 7, l. 9

Table 2.

Nguzo Saba Principles, Meaning and Specific Behaviors

Nguzo Saba Principles	Specific Actions: Parents	Specific Actions: Teachers	Specific Actions: Administrators
1. Umoja: Unity within the family and community	Custodial responsibilities included: Grandparents raising parents Mothers expressing affection to their daughters Taking children to get a well rounded education Taking the children outside of school for activities Expose them to examples of people that are tangible Being in a position to expose a child Imparting the value of education Looking for high schools Talk to administration about concerns Expressing questions and concerns to the principal, assistant principal and	Custodial responsibilities included: Wanting kids to come in a safe place Bring their child to school Determine whether to keep the child at the school Looking to be their daughter's friends Listening to the same music as children Wearing the same clothes as children Allowing the children to go to kiddie clubs and hang out in bars Not setting parameters for children Totally blurring	Custodial responsibilities included: Talking about the needs of their children Giving the school information on the needs of their children Wanting the best education for their children Taking children to the doctor if the child wasn't performing academically Providing a space in the home where the child can be successful Giving the children breakfast Thought of father responsibility being custodial Parents in church expected children to read Putting children in Saturday program in church if they couldn't

curriculum Making one-on-one parent-teacher decisions Participating more in elementary school Participating less in middle school	and diving the line between parent and child Not letting kids do what they want to do Determine what's best for their children Choose children's friends Determines who comes over their house and who doesn't Setting parameters for their children Dividing the line between parent and child Not being a child's running buddy Not hanging out with their children Determine success Parents driving across town to take their children to school Catching the bus to take kids to	read Having children present in front of the congregation Mother would not let children have crayons and things Mother/grandmother having a different attitude toward children Making sure children don't turn out to be little ignorant people Mothers not allowing failure to be an option Parents were the first teachers Preparing students to participate in a rigorous day Communicate high expectations Leave and not tell anyone or talk to anyone Parents not working as hard for their children's education

		school	
		Families bring all of their children to one school	
		Wanting a space for a child at school (special education)	
		Grandmother not accepting schools position	
		Don't think world viewed and future focused	
2. Kujichagulia: Self-determination	Few behaviors were found to be associated with this principle in this study. I believe that this principle flows through the school community's dedication to schooling itself as a way to understand one's world and one's place in it, and learning the skills to advocate for the best interests of the African American community. This is in large part the Afrocentric goal, so is infused in such schools. That is, this principle underpins the existence of such schools and is made evident in parents bringing their children		

	here, teachers choosing to work here, and so on.		
3. Ujima: Collective work and responsibility	School-initiated activities included: Financial resources to support the school in order to form their own organizations and to improve non-incidentals (also including parent donations) Traditional forms of volunteerism include volunteering time to traditional school programs such as participating in field trips; Participate in field day; Being an audience at everything; Attending school picnics Participating in Parent organizations, meetings and workshops such as attending workshops to help empower parenthood; Meet once a month through the LSCO, elect officers, decide on improvements; Attend parent workshops; attending parent-teacher conferences; Parent meetings making suggestions, parents coming together and being on	School-initiated activities included: Financial and resource support to the school in order to buy supplies; picking up financial slack of the school; donating things for field trips; fundraising; having dinners; financially supporting children to go to China; buy uniforms, books, clothes, get child to college; Paying top dollar/exclusive schools Volunteering time to traditional school programs such as helping organize; in charge of clubs at the schools; Parent chaperones; Participate in school activities; Monitoring the halls	School-initiated activities included: Financial and resource support to the school include having mundane things to do like fundraisers; Paid service fee for LSCO; providing resources; sending in baked goods; providing paper or supplies Volunteering time to traditional school programs such as Boys and Girls Club volunteers; attending field trips; participating in special programs; Big Brothers/Big Sisters (suburban kinds of organizations; Boy Scouts/Girl Scouts; becoming sponsors/chaperones on trips Participating in Parent organizations, meetings and workshops such as coming to PTA meetings, parent-teacher conferences; attending workshops; supporting children at basketball games; taking the child home from the game; encouraging all

	the same page for class decisions Participating in Parent organizations, meetings and workshops that include helping with science fair project Reviewing child's grades; Looking at homework assignments missed; Showing interest in their child's academics and behavior; Talking to teachers on how to keep the child focused; requesting for teacher to allow corrections on the homework, send child to college Limited communication with the school such as considering putting the child in another middle school; Participate in what is mandatory; Bringing child's food to school Mentoring such as parents coming to the school to speak about their own experiences	Participating in parent organizations, meetings and workshops that include staying up on what's going on in the schools; attending parent-teacher conferences in the late evenings; Talk to the teacher or the administration; Shula family organization; Board of Directors determine the policy for the teachers for the school, approve all that is required; Direct contact with the administrator; Submit a resume to be on Board; Volunteer for the board School beautification included helping clean up Painting the building in the summertime; cleaning floors; painted; Construction work; planted flowers	children at the soccer games Participating in curricular activities such as helping teachers; running off copies of papers; volunteering whatever the teacher or principal asked; knowing everyday learning, grades, progress in class; making sure the student was in front of the teacher/after school help; Limited communication with the school included dropping off kids; come to school and eat; coming into the schools Mentoring included offering 40 different mentoring programs; quality/quantity of time; mentoring and encouraging youngsters to achieve; offering a mentorship group of 1000 men and 300 women; guide young people through offering guidance counseling

		Participating in curricular activities such as participating in science fair- volunteering to judge Limited communication with the school such as standing at the door and wave as kids go to school; having a service oriented job that changes involvement; coming to the school; dropping children off at school; Coming to the school; trusting staff/administration to make decisions; not feeling comfortable coming into school to talk to teachers Mentoring such as Organizing visits from university	
4. Ujamaa: Cooperative economics	School initiated activities included:	School initiated activities included:	School initiated activities included:

	Financial and resource support to the school in order to form their own organization to improve non-incidentals; Parent donations to improve programming/workshops Volunteering time to traditional school programs like participating in field trips; Participate in field day; Being an audience at everything; Attending school picnics Communication with the school system such as Writing letters to administrations to fight for the child's rights; putting a concern or complaint in writing; taking a concern or complaint to the principle; taking a concern or complaint to a parent liaison	Financial and resource support to the school in order to included rotating buying supplies; picking up financial slack of the school; donating things for field trips; fundraising; having dinners; financially supporting children to go to China; buy uniforms, books, clothes, get child to college; Paying top dollar/exclusive schools Volunteering time to traditional school programs like helping organize; in charge of clubs at the schools; Parent chaperones; Participate in school activities; Monitoring the halls	Financial and resource support to the school like having mundane things to do like fundraisers; Paid service fee for LSCO; providing resources; sending in baked goods; providing paper or supplies Volunteering time to traditional school programs like the Boys and Girls Club volunteers; attending field trips; participating in special programs; Big Brothers/Big Sisters (suburban kinds of organizations; Boy Scouts/Girl Scouts; becoming sponsors/chaperones on trips Communication with the school system such a s parents coming together through petitions, going to board meetings and voicing opinions and come to board meetings to please their case in regard to how the school functions or spends money
5. Nia: Purpose	Extending educational opportunity through: Parent expectations, educational decisions	Extending educational opportunity through:	Extending educational opportunity through: Parent expectations, educational decisions

for all children in the school, advocating for the school in the areas of: Design and Governance to support and work together in the LSCO; Participate in school improvement planning; Parent and teacher instructional collaboration so that parents come together and are on the same page in regard to school decisions. Financial decisions include Title I Chair having formal meetings with administration and staff. Parent education includes going workshops; Making decisions about workshop topics. Lack of decision making: Not enough parents to make curriculum decision changes	Parent expectations, and educational decisions for all children in the school, and advocating for the school. Design and Governance includes all aspects of the school design with a team addressing issues of the school. Parent and teacher instructional collaboration such as substitute teaching.	for all children in the school, advocating for the school Design and Governance includes having a say of what goes on in the classroom, hallways, and general program; Collaborated with principal in setting up school program; participate in policy and governance; participate on design team (policies, admissions, uniforms); governance and supervision; conducting research Curricular Decisions: Having input into curricular programs; Seeing and reading a school proposal; making suggestions on policy/curriculum design Parent and teacher instructional collaboration: Participate as co-partners and co-teachers in decision making Financial decisions: Insisting on knowing what is being proposed for Title I; Involved in the entire 31A/Title I

			Parent education: Daily, weekly, planning process included parents and training; participating in training in different areas/parent academy; Lack of decision-making: Not being present at Title I meetings; only signing off on Title I documentation.
6. Kuamba: Creativity		School initiated activities such as participating in School beautification such as helping clean up; painting the building in the summertime; cleaning floors; painted; Construction work; planted flowers.	
7. Imani: Faith via striving to believe in oneself and the future	Supporting the school vision through: Mentoring: Having parents speak about different issues facing teens; participate in rites of passage with their children such as Elders Council/Brothers and Sisters; Mother Influence: mothers encouraging their daughters to have open communication;	Supporting the school vision through: Collaborating on supporting the school vision such as taking ideas from teachers to help organize teens; befriending the students of parents who don't attend school; hall monitor/stand at	Supporting the school vision through: Collaborating on supporting the school vision: Mentoring/tutoring; helping with grades/achieving academically/monitoring behaviors; writing information and developing some of the programs; signing covenants; attending monthly mentor

mothers sharing their experiences as girls; Father Influence: Males sharing information with young males; males sharing the importance of education and peer pressure; males discussing distraction young males have such as music, relationships, celebrity influence versus reality; mentors including Black male leads; a father would talk to male students if they acted out.	the front door; engaged in process with counselor; Mother Influence: Show motherly love to their students; mom's mentoring their children, boys/girls; Father Influence: Fathers mentoring their children in addition to other children.	meetings; beginning a new recruitment for mentoring; Father Influence: Mentoring program/men at building/group activities monthly.

Table 2 outlines specific behaviors described by participants in my study that are associated with parents, teachers, and administrators in African-centered schools. These actions were aligned with the seven Principles of Nguza Saba to give a better understanding of how these actions support engagements in African-centered schools. Differences and parallels are identifiable among the actions described by parents, teachers, and administrators. In Table 2, the behaviors talked about by participants in the category of school-initiated activities closely align with Principle 3, Ujima (collective work and responsibility), as well as Principle 4, Ujamaa (cooperative economics). Although school initiated, many of the activities described in this section relate to financial and resource support as well as traditional forms of volunteerism. Few principles were found to align with the "Limited Communication

with the School," subsection. Principle 1, Umoja, (unity within the family and community), was most prevalent in the area of custodial responsibility and aligned mostly with behaviors related to physical care and engaging attitudes about raising children. Educational decisions for the parents' own child in the school mainly aligned with Principle 5, Nia (purpose), which emphasized the development of the community. These behaviors were mainly identified in "Extending Educational Opportunity" and "Parent Expectations." Most of the behaviors described in "Educational Decisions for All Children in the School" were also found to be in alignment with Principle 5. This principle was identified throughout the following subsections in the above-mentioned category: (a) design and governance, (b) curriculum decisions, (c) financial decisions and (d) parent education.

The behaviors cited in the categories of mentoring and advocating for the school were connected to various Principles of Nguzo Saba. For example, activities related to organizing programs for children and collaboration on supporting the school vision under mentoring mainly aligned with Principle 3, Ujima (collective work and responsibility); Principle 5, Nia (purpose); and Principle 7, Imani (faith). Again, faith, in this instance, refers to striving to believe in oneself and the future of the whole. However, the activities related to collaboration on supporting the school vision also aligned with Umojo (unity) Principle 1. In addition, behaviors associated with advocating for the school also aligned with Principles 3, Ujima (collective work and responsibility); and Principle 5, Nia (purpose). Activities associated with educating the school community aligned with Principle 1, Umojo (unity). In the next section I will examine the extent each particular subgroup of interviewees, e.g.

parents, teachers and administrators, discussed the spirit of these seven principles of Nguzo Saba as outlined in Table 3, which illustrates the Principles of Nguzo Saba and connections among interviewees*.*

Table 3.

The Principles of Nguzo Saba and Connections Among Interviewees

Interviewee	Principle 1 Umojo (unity)	Principle 2 Kujichagulia (self-determination)[84]	Principle 3 Ujima (collective work and responsibility)	Principle 4 Ujaama (cooperative economics)	Principle 5 Nia (purpose)	Principle 6 Kuamba (creativity)	Principle 7 Imani (faith)
Parent 1			X	X	X		
Parent 2	X	X		X	X		
Parent 3	X	X		X	X		
Teacher 1	X		X	X	X	X	X
Teacher 2			X				

[84] Note: Only four behaviors talked about by interviewers in the entire study were associated with Principle 2-Kujichagulia, self-determination.

Teacher 3						X	X	
Admin. 1	X			X	X	X		
Admin. 2	X	X				X		
Admin. 3	X			X	X	X	X	X

The ways in which parents, teachers, and administrators talked about African-centered schooling varied to some extent, yet most discussed behaviors categorized by the following principles: (a) Principle 5, Nia (purpose); (b) Principle 1, Umojo (unity); (c) Principle 4, Ujaama (cooperative economics) and (d) Principle 3, Ujima (collective work and responsibility). The following principles were the least described among those who participated in the study: (a) Principles 2, Kujichagulia (self-determination); (b) Principle 6, Kuamba (creativity); and (c) Principle 7, Imani (faith). P#1 addressed Principle 3, Ujima (collective work and responsibility) and Principle 5, Nia (purpose), by speaking about the importance of advocating for the school, but did not mention mentoring, which would have been another connection to both of these Principles. These comments mainly included behaviors related to extending educational opportunities, parent expectations, design and governance, financial decisions, and parent education.

Parent participation as described by P#2 included a discussion about activities related to Principle 5, Nia (purpose) such as participating in parent organizations, meetings, workshops, curricular activities, mentoring and advocating. Very little was said by P#2 about most of the school initiated activities, custodial

responsibilities, and educational decisions for their own child. P#3 spoke about school-initiated activities, such as school meetings, picnics, and solicited donations. These comments were most closely tied to Principles 3, Ujima (collective work and responsibility) and Principle 7, Imani (faith). Most of the conversation by P#3 did not pertain to the categories established in this study for the purpose of understanding behaviors in African-centered schools.

The comments by teachers also connected to the Principles of Nguzo Saba in various ways. For instance, T#1 spoke extensively about school-initiated activities such as financial and resource support as well as participation in parent organizations, meetings, and workshops. These activities aligned mostly with Principle 4, Ujamaa (cooperative economics). With the exception of A#1, T#1 spoke almost exclusively about custodial responsibility, which tied to Principle 1-Umoja. In this study, I discussed how parent participation existed on a continuum from parent involvement to parent engagement because the Principles of Nguza Saba align closely with engagement; only one principle was associated with custodial responsibilities. These responsibilities are more in alignment with parental involvement.

Contrary to T#1, T#2 spoke about school initiated activities, yet focused mostly on limited communication with the school, as well as volunteering in traditional school programs and activities. These comments did not fall within any of the categories established for the purpose of this study. T#3 talked about educational decisions for all children in the school as well as the importance of mentoring. T#3 also talked about school initiated activities such as participating in

parent organizations, meetings, workshops, and school beautification projects. All of these comments pertain to Principles 3, Ujima (collective work and responsibility); Principle 4, Ujaama (cooperative economics); Principle 5, Nia (purpose); and Principle 7, Imani (faith).

The conversation by A#1 concentrated mainly around Principle 1, Umoja (unity) and Principle 5, Nia (purpose), which was the demonstration of behaviors related to custodial responsibility and educational decisions for all children in the school. A discussion on school-initiated activities, Principle 3, Ujima (collective work and responsibility) and Principle 4, Ujaama (cooperative economics) was limited to financial and resource support, traditional volunteerism and participation in curricular activities. A#2 was the only participant to mention participation in sports activities, a traditional form of parent participation and mainly focused on advocating for the school, specifically Principle 3, Ujima (collective work and responsibility). The final interviewee, A#3, spoke about school initiated activities, educational decisions for all children in the school and mentoring, which are behaviors associated with the principles described by A#1 and A#2.

Discussion

This study sought to identify the ways in which parents, teachers, and administrators perceived parent participation in African-centered schools. Table 3 illustrated the extent to which the interviewees described behaviors as they related to the seven Principles of Nguzo Saba. These principles are deemed as the foundation for African-centered schooling. Chapter 2 outlined a model that considered parent participation to be along a spectrum from traditional parent

involvement to parent engagement. Thus, the assumption was not that schools existed either at one extreme or another but somewhere along the continuum. The other assumption was that African-centered schooling aligned more with the engagement model than the traditional parental involvement model. Hence, an analysis of the data was conducted to determine the extent to which schools that were identified as African-centered actually adhered to an engagement model.

The findings for the African-centered schools studied in this research suggested that some African-centered schools follow more of an engagement model, while other schools still resemble a traditional model, even though the idea of African-centered education is more aligned with an engagement model. The impact on student achievement for African-American students in these schools cannot be determined in this study, but future studies may provide some insight into how successful African-centered schools are closing the achievement gap.

CHAPTER 5

DISCUSSION

Introduction

Parents, administrators and teachers in this study discussed the history of African-centered schooling rather than what culture existed in their schools. As a result, their vision was more about the restoration of what they believed worked best for their children in an urban community, which included practicing the Principles of Nguza Saba because of the elders like Mamas and Babas. These are the mothers and fathers of the community that passed on African-American culture, including its rituals, ceremonies, teachings and genuine care for children they encountered. However, there are many more stories to be told and many more chapters to write in regard to approaches to educating children through uncommon teaching practices such as culture and the rituals and ceremonies associated with such a culture.

In Chapter 2, "Framework for Studying Parental Participation in African-centered Schools: Involvement or Engagement," I discussed the differences between parental involvement and parental engagement. While both are forms of participation, each has distinct characteristics. As described in the "Definition of Terms" in Chapter 1, *parent participation* refers to ways in which parents are involved in the decision-making process. Cotton and Wakelin state that there are various forms of participation. Participation includes involvement in the school and outside of the school. The results of my study reflected how parents, teachers and administrators talked about parent participation in African-centered schools.

Although parent participation existed on a continuum from parent involvement to parent engagement, the findings in Chapter 4 aligned more closely with the engagement models described in Chapter 2. The remainder of this chapter is a discussion of the three essential research questions outlined in Chapter 1 and the findings described in Chapter 4 in relationship to the literature review in Chapter 2. The research questions were posed because the ways in which key stakeholders influenced the decision-making processes in African-centered schools in urban areas are qualitatively different than parental involvement in mainstream schools; these perceived differences influenced decision-making in various ways. There is a vision that the opinions and concerns of parents, administrators and teachers alike are heard.[85]

African-centered Philosophy of Education

Research Question 1: How do parents, teachers and administrators talk about an African-centered philosophy of education?

As discussed in Chapter 2, "The Education of African-Americans: The Historical Foundation," African-centered schooling has been rarely studied in addressing the achievement gap among African-American students and their peers (Pollard & Ajirotutu, 2000; Hoffschwelle, 2006). Therefore, my study analyzed conversations with parents, teachers and administrators about African-centered schooling. Although the study did not specifically identify the fundamental elements of African-centered schools in the interviews, responses were categorized to identify

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[85] (P1, 7-11-08, p. 10)

the extent to which participants described actions that resemble African-centered schooling.

The Principles of Nguzo Saba are a key component of African-centered schooling; it is connected to Kwanza, and described by one administrator as ceremonial.[86] *Kwanza* is an African-American celebration based upon African customs. Kwanza is celebrated from December 26 through January 1. There are seven principles, which are celebrated each day of this period (Urban City Schools, 1992): (a) First Day: Umoja (unity), (b) Second Day: Kujichagulia (self-determination), (c) Third Day: Ujima (collective work/responsibility), (d) Fourth Day: Ujamaa (cooperative economics), (e) Fifth Day: Nia (purpose), (f) Sixth Day: Kuamba (creativity) and (g) Seventh Day: Imani (faith). Many behaviors described by the participants were associated with these principles; interestingly, no other interview participants discussed this ceremony.

Although the behaviors associated with the Principles of Nguzo Saba are more aligned with parental engagement, the behaviors described by participants were categorized on a continuum from traditional parental involvement to parental engagement. The forms of parental participation on this continuum included a wide range. The spectrum included: (a) school initiated activities, (b) custodial responsibilities, (c) educational decisions for the parents' own child, (d) educational decisions for all children, (e) mentoring, advocating for children (f) and community collaboration. These major themes identified were discussed throughout Chapter 4.

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[86] (A3, 8-13-08, p.1)

The African-centered schooling philosophy discussed by the participants was reminiscent of the "teaching of overall citizenship," defined by Thurgood Marshall in the *Brown* vs. *Board of Education* decision (Waks, 2005, p. 99). During the interviews, P#1 articulated this same philosophy by indicating that "being in the position to expose" his or her child to activities that were not provided by the school could provide children with a "well rounded education." P#1 is representative of the idea that parents are key to providing educational opportunities for their children that are beyond traditional "brick and mortar" schooling. Parents and teachers alike shared similar roles as described in the Parental Engagement Model. The interviewees equally talked about their roles in school design, governance, curriculum and instruction where there was collaboration on instructional planning, teaching classes and setting up school programs as illustrated in Table 2 in Chapter 4.

While participants in my study did not articulate the elements of the Parental Engagement Model (Barton et. al., 2004), their discussions were representative of a parental engagement model in African-centered education that was not considered prior to discussing the research in my literature review. This framework has a significant impact on socializing students in school to support the development of the whole child. The Social Reproduction Theory (Pollard & Ajirotutu, 2000) described in Chapter 2 suggested that educational systems played a significant role in socializing individuals, so that there is an acceptance of existing power structures within a community. Along this same ideology, engaging attitudes among parents included

actions such as setting of parameters for children when building friendships, extending student learning by seeking educational opportunities outside of the school and ensuring their children had the social and emotional support required to help them achieve student success.

When considering the history of African-centered education, formalization of a curricular model in schools is a more recent initiative in the educational system. Hence, parents, teachers and administrators described limited access to a system in African-centered schools that allowed for more autonomy in educational decision-making. Some level of disenfranchisement was described during the interviews where parents had lost partnership with the school because of the establishment of a hierarchy that no longer included parents in the decision-making process such as that described in the Parental Engagement Model. My study found that few participants discussed behaviors that were associated with self-determination. Yet, a positive correlation was found between Afro centric understanding and self-concept in a study that considered gender, race, ethnicity and social class (Sanders & Bradley, 2005).

In describing an African-centered philosophy, participants expressed the need for parents to have the same philosophy.[87] In other words, everyone needed to have the same mindset about what African-centered schooling looked like. Furthermore, parents would have to become more world viewed and future-focused in regard to

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[87] T1, 8-12-08, p.11

shaping their children's education.[88] So parents would have to consider what they would want a graduate to look like that attended an African-centered school—expected outcomes. Along the same lines, a community effort[89] that emphasizes a commitment to understanding the history and culture of the children[90] is deemed essential to the sustainability of African-centered schools.

Parent Participation in African-centered Schools

Research Question 2: What are the ways in which parents participate in African-centered schools?

The research in my literature review supported the notion that significant differences existed between parental involvement and parental engagement (Barton et. al, 2004). My study revealed that the extent to which parents participated in African-centered schools existed on a continuum from traditional parental involvement to parental engagement. Hence, in theory, the nature of African-centered schooling promoted more engaging behaviors among parents, yet less engaging behaviors were identifiable.

Hale (2001) emphasized the fact that educational planning for schools required consideration of families as school reform in order to improve academic achievement. In my study, the five key ways participants talked about educational decisions—design and governance, curriculum, parent-teacher instructional

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[88] T1, 8-12-08, p.11
[89] A1, 7-25-08, p.7
[90] A3, 8-13-08, p.7

collaboration, finance and parent education— began to form a snapshot of the culture of the schools in which they described. The key areas described are embedded in the Principles of Nguzo Saba. Participants described community collaboration in governing African-centered schools. Bradley et.al. (2005) described this type of interaction where parents were considered actors in the decision-making process. Their roles and responsibilities might change based on the needs of the school community.

One of the parents in the interview specifically noted that parents were not organized enough to support efforts in making curriculum changes at the school. According to several researchers in the literature review (Sanders, 2003; Van Voorhis, 2001; Smrekart & Cohen-Vogel, 2001; Willert & Lenhardt, 2003), parents were not involved in setting curriculum goals and were unaware of ways to assist their children. Hence, the limited participation in this area may not be due to lack of concern by parents or unwillingness by the school to include parents as key stakeholders. Furthermore, the interaction is considered one that is not engaging even if both parties attempted participation, given the fact that Conjecture 2 of the Engagement Model (Barton et. al., 2004) requires mediation that is understood as both an action and an orientation to action (p.8).

Contrary to reporting by some participants in the study, collaboration among parents and teachers on curriculum and instruction reflected behaviors that supported the academic success of students. The programs described by the participants were those found in traditional school settings such as reading,

mathematics, science, social studies, music and art. However, there was a greater emphasis placed on support by parents of the performing arts and African customs (i.e. Harambee, ceremonies, rituals). The overall sense is that parents and educators alike wanted students to develop a greater understanding of self and what that meant in terms of interaction with other cultures. Surprisingly, few actions described by the majority of participants in this study could be categorized as Principle 2, Kujichagulia (self-determination), a Principle of Nguza Saba that defines African-centered schooling. Evidence of this principle, however, could be identified among the actions of the adults in the schools.

Decision-making in African-centered Schools

Research Question 3: How do parents, teachers and administrators talk about decision-making in African-centered   schools?

The original intent of the study was to determine ways in which parents participated in the decision-making process in African-centered schools. It was later determined that decision-making among parents could be identified in the numerous ways in which the participants in the study talked about parent participation. Hence decision-making among parents could be found in more traditional forms of involvement such as school initiated activities such as fundraising and parent-teacher conferences to forms of engagement such as governance with the design teams that helped develop the foundation of the schools. Areas along the continuum included instances where parents taught classes in the school as well as led

professional development opportunities for parents—significant actions that supported empowerment of key stakeholders.

Parent-teacher Relations

Although this was a study of African-centered schools, parents' views were more traditional than teachers in some respects (Scott & Hannafin, 2000). Parents supported teachers by making copies, attending conferences to develop a partnership in order to educate their child, assisting with homework, judging science fairs and assisting with the after school tutoring program. Participants also noted that participation included actions such as dropping the students off at school and bringing their lunch. Although some of the actions by parents were more mundane than others, research by Husu (2002) suggested how conflict between teachers and parents existed because teachers questioned the intent of parents to have the ability to take action that was in the best interest of their children, which seemed to be discussed minimally.

Teacher Education

Although participants talked very little about formal training in preparation for teaching in African-centered schools, training specifically tailored to educators in these African-centered schools did exist informally and could have contributed to the relationships developed among parents and teachers in the schools. It was common for students that had been a part of the rituals and ceremonies in these schools to attend college and later return as classroom teachers. So the elders of the school initially trained the future educators.

Parent Professional Development

Parent professional development was discussed more so than teacher education. Parents and administrators in this study discussed how parents played an active role in designing curriculum programs through the Local School Community Organization. I described this in the literature review by Abrams and Gibbs (2002): schools become potential agents of change because when they develop collaborative structures parents have an opportunity to participate as decision-makers. Development of workshops that support districts in transitioning from traditionally parental involvement to a more engaging community   promotes collaborative decision-making discussed throughout this study that can impact student achievement.

Leadership and Policy

By creating a sense of community among educators and families, as described by Belenardo (2001), educational opportunities such as the Parent Academy supported parents' larger role in the educational processes in the school. Through this program parents completed college and became teachers. In addition, in support of an African-centered education, parents participated on committees based on the principles of Nguzo Saba. Thus, parents were responsive to the mission, goals and objectives of the school. The responsive school model, as described in Chapter 2, is a learner-centered environment that seeks to meet the needs of students by "develop[ing] a 'customer friendly' culture in which school personnel, parents, and communities form partnerships for the benefit of students" (Drake, 2000, p. 9). Participants in the study further talked about a variety of actions

related to decision-making that supported the advocacy of African-centered schooling. Collaborative communication and a school culture that supported the community concept were described consistently.

Future Research on African-centered Education

While there are many aspects of African-centered schooling, this study focused on the ways in which parents, teachers and administrators talked about parent participation in regard to the decision making process. There are many opportunities to further research African-centered education. This study has provided a platform for understanding even broader dynamics in education – a shift from a traditional focus of parent involvement to a focus of parents as extensions of urban, suburban, and rural learning communities. The participants in my study discussed urban school reform, school-home connections and teacher education programs to a lesser extent. While various key stakeholders influence school reform, studying the extent to which professionals in the field of education collaborate with policy makers in reform efforts would prove beneficial to systemic change. These are areas in which further research may provide the educational community the tools needed to support teaching and learning in urban, suburban, and rural settings.

APPENDIX A

Interview Protocol

Research Questions	Data Sources: Parents, Teachers, Administrators Interview Questions
1. Parents' roles in decision-making (up front, deciding on curriculum and instruction) a. Parents b. Teachers c. Administrators	1. Tell me about this school. What are all of its values? (What does it stand for?). Explain each. Rank from most to least important. [or T/A] 2. Tell me about being a parent here. (What you think it's like).[or T/A] 3. What are all the ways parents participate in decision-making here? (Are there more?). Sort into three piles (most important/in the middle/ least important). Explain why most/least important. Describe each item in the most important list. Could you illustrate that by describing a particular event or situation? [or T/A] 4. About that key event: (typical/atypical) How often does that happen? Who else is there? Who seems to be in charge? [or T/A] 5. [Fill in the blanks] I noticed that you didn't mention anything about [only # items, *things I want to know about*.] ex. Instruction, ceremonies [Have a list of items.] GO BACK TO #2 ask about these items. What is your opinion about how what goes on meets the schools values. [or T/A]
2. Parents' roles in practice	We've been talking about making

(enacting curriculum and instruction) a. Parents b. Teachers c. Administrators	decisions about curriculum and instruction. Now I'd like to shift gears and talk about parents participation enacting decision-making focused on curriculum and instruction, what do you vision? What are all the ways here? Sort/describe and illustrate event/situation (people, place, activity). [Fill in the blanks]. How does what goes on here meet school values? [or T/A]			
3. Compare a, b, and c	Componential Analysis			
*Items	Parents	Teachers	Administrators	Literature Review
Curriculum Items				
Instruction Items				

APPENDIX B

Taxonomic Analysis

Ways in which Parents Talk About African-centered   Schools

I.   Types of Decision-Makers Described by Parents

    a. Parents

        i. Parents (P1, 7-11-08, p. 2); (P2, 7-31-08, p.3); (P3, 8-11-08, p. 1)

        ii. Grandparents (P1, 7-11-08, p. 2)

        iii. Family (P1, 7-11-08, p. 2)

        iv. Title I Parent Chair (P1, 7-11-08, p. 5)

        v. Adults in the Building (P2, 7-31-08, p. 7)

    b. Teachers

        i. Schools (P1, 7-11-08, p. 2)

        ii. Counselor (P1, 7-11-08, p. 4); (P2, 7-31-08, p. 2)

        iii. Teachers (P1, 7-11-08, p. 4); (P2, 7-31-08, p. 4)

        iv. Educator (P2, 7-31-08, p. 2)

        v. Social Studies Instructor (P2, 7-31-08, p. 2)

        vi. Staff (P2, 7-31-08, p. 3)

    c. Administrators

        i. District (P1, 7-11-08, p. 1)

        ii. Schools (P1, 7-11-08, p. 2)

    iii. Principal (P1, 7-11-08, p. 3);(P2, 7-31-08, p. 3); (P3, 8-11-08, p.

       1)

    iv. Assistant Principal (P1, 7-11-08, p. 3)

    v. Curriculum Coordinator (P1, 7-11-08, p. 4)

    vi. Educator (P2, 7-31-08, p. 2)

    vii. Administration (P2, 7-31-08, p. 3)

    viii. Staff (P2, 7-31-08, p. 3)

    ix. Parent Liaison (P2, 7-31-08, p. 3)

    x. Principal's Supervisor (P2, 7-31-08, p. 3)

    xi. Head (P3, 8-11-08, p. 1)

    xii. Chief (P3, 8-11-08, p. 1)

    xiii. Private [Board] (P3, 8-11-08, p. 6)

    xiv. Charter [Board] (P3, 8-11-08, p. 6)

d. Community Members

    i. Foster care systems (P1, 7-11-08, p. 2)

    ii. LSCO Group (P1, 7-11-08, p. 4); (P2, 7-31-08, p. 3)

    iii. School Improvement Plan Team (P1, 7-11-08, p. 4)

    iv. School Community (P1, 7-11-08, p. 5)

    v. Chairperson (P2, 7-31-08, p.3)

    vi. Our Community (P2, 7-31-08, p. 7)

    vii. The Village (P2, 7-31-08, p. 7)

    viii. [A] Race (P2, 7-31-08, p. 7)

    ix. [A] Culture (P2, 7-31-08, p. 7)

   x. [A] Nation (P3, 8-11-08, p. 1)

II. Behaviors Associated with Parent, Teacher, and Administrative Decisions

  a. Parent Decisions

    i. Go outside of the school (P1, 7-11-08, p. 2)

    ii. Impart value [of] education (P1, 7-11-08, p.2)

    iii. Expose [ones child] (P1, 7-11-08, p. 3)

    iv. Exercise…rights as a parent (P1, 7-11-08, p.4)

    v. Parents…working together (P1, 7-11-08, p.4)

    vi. go in and talk to administration (P1, 7-11-08, p. 4)

    vii. looking…at some high schools (P1, 7-11-08, p. 4)

    viii. ask…request [from administration] (P1, 7-11-08, p. 4)

    ix. [being a part of] the school improvement plan team (P1, 7-11-08, p. 4)

    x. [being a part of] the LSCO (P1, 7-11-08, p. 4)

    xi. Going to some meetings (P1, 7-11-08, p. 5); (P3, 8-11-08, p. 3)

    xii. To write letters (P1, 7-11-08, p. 5)

    xiii. To fight [advocate] (P1, 7-11-08, p. 5); (P3, 8-11-08, p. 1)

    xiv. To meet with the administration (P1, 7-11-08, p. 7)

    xv. To talk with…teachers (P1, 7-11-08, p. 7); (P2, 7-31-08, p.5)

    xvi. Facilitate…workshops (P1, 7-11-08, p. 7)

    xvii. Made a decision where the students [participated in a field trip] (P1, 7-11-08, p. 8)

    xviii. Considering putting [child] in another school (P1, 7-11-08, p. 9)

     xix.   Leaving [child] at the school (P1, 7-11-08, p. 9)

     xx.   Provid[ing] other activities (P1, 7-11-08, p. 9)

     xxi.   Not…taking sides (P2, 7-31-08, p. 3)

     xxii.   Being on the same page for the betterment of the child's education (P2, 7-31-08, p. 3)

     xxiii.   Form their own organization (P2, 7-31-08, p. 3)

     xxiv.   Attend[ing] workshops (P2, 7-31-08, p. 3)

     xxv.   Being more involved in child's education (P2, 7-31-08, p. 3)

     xxvi.   Improving teacher/parent relationships (P2, 7-31-08, p. 3)

     xxvii.   [Attending] parent-teacher conferences (P2, 7-31-08, p. 4)

     xxviii.   Making decisions for the class (P2, 7-31-08, p. 4)

     xxix.   Individual decisions (P2, 7-31-08, p. 4)

     xxx.   One-on-one with the teacher (P2, 7-31-08, p. 5)

     xxxi.   Choosing and organizing (P2, 7-31-08, p. 5)

     xxxii.   Setting up and organizing…rites of passage…ceremony

     xxxiii.   Working together with the teacher (P3, 8-11-08, p. 5)

b. Teacher Decisions

     i.   Infuse[ing] African-centered   education in [the] classroom (P1, 7-11-08, p. 1)

     ii.   [teaching] seven principles (P1, 7-11-08, p. 1)

     iii.   [celebrating] Kwanzaa (P1, 7-11-08, p. 1)

     iv.   [teaching] traditional education (P1, 7-11-08, p. 1)

     v.   Do[ing] Harambee (P1, 7-11-08, p. 1)

      vi. Teaching to test (P1, 7-11-08, p. 2)

     vii. Give…the academics (P1, 7-11-08, p. 9)

    viii. Utilize times during the week for different age-appropriate groups (P2, 7-31-08, p. 1)

      ix. Discussing…classroom expectations…behavior…principles (P2, 7-31-08, p. 1)

       x. Not…taking sides (P2, 7-31-08, p. 3)

     xi. Being on the same page for the betterment of the child's education (P2, 7-31-08, p. 3)

    xii. offering opportunities for the parents (P2, 7-31-08, p. 3)

   xiii. Improving teacher/parent relationships (P2, 7-31-08, p. 3)

   xiv. [Having] parent-teacher conferences (P2, 7-31-08, p. 4)

    xv. Individual decisions (P2, 7-31-08, p. 4)

   xvi. Keeping [student] focused (P2, 7-31-08, p. 5)

  xvii. Deciding to allow assignments to be made up (P2, 7-31-08, p. 6)

 xviii. Being open to suggestions (P3, 8-11-08, p. 3)

   xix. Organizing parent meetings (P3, 8-11-08, p. 3)

    xx. Working together with parents (P3, 8-11-08, p. 5)

c. Administrative Decisions

      i. Allocation of funding (P1, 7-11-08, p. 1)

    ii. Focus is placed on…tests (P1, 7-11-08, p. 2)

   iii. Allowing…site-based management (P1, 7-11-08, p. 3)

iv. Allowing…some type of autonomy (P1, 7-11-08, p. 3)

v. Control their funding (P1, 7-11-08, p. 3)

vi. Taking every child and teaching them(P1, 7-11-08, p. 3)

vii. Make the decisions on who they want (P1, 7-11-08, p. 4)

viii. Make the decisions on…what and how they can spend their money (P1, 7-11-08, p. 4)

ix. Hav[ing] an open-door policy (P1, 7-11-08, p. 4); (P2, 7-31-08, p. 3)

x. Hearing parents (P1, 7-11-08, p. 4), (P2, 7-31-08, p.3)

xi. Do[ing] the best with what they have (P1, 7-11-08, p. 4)

xii. Offering far more (P1, 7-11-08, p. 4)

xiii. School tries to work with [parents] to support (P1, 7-11-08, p. 4)

xiv. Difficult to even talk to administration (P1, 7-11-08, p. 5)

xv. Appeasing (P1, 7-11-08, p. 6)

xvi. District…spending so much time…on reading program (P1, 7-11-08, p. 7)

xvii. Trying to maybe have a science person in elementary (P1, 7-11-08, p. 7)

xviii. [budget] meetings (P1, 7-11-08, p. 7)

xix. Made a decision where the students participated in science field trips (P1, 7-11-08, p. 8)

xx. [being] open to the presence of parents (P2, 7-31-08, p. 3)

xxi. Not…taking sides (P2, 7-31-08, p. 3)

   xxii. Being on the same side for the betterment of the child's

     education (P2, 7-31-08, p. 3)

   xxiii. Offering opportunities for the parents (P2, 7-31-08, p. 3)

   xxiv. Resolving complaints or concerns (P2, 7-31-08, p. 3)

   xxv. Parent Liaison addressing the principal (P2, 7-31-08, p. 3)

   xxvi. Supervisor addressing the principal (P2, 7-31-08, p. 3)

   xxvii. Principal…head…chief say[ing] it's okay (P3, 8-11-08, p. 1)

   xxviii. Mandating parent participation (P3, 8-11-08, p. 2)

   xxix. Being open for suggestions (P3, 8-11-08, p. 3)

   xxx. Organizing parent meetings (P3, 8-11-08, p.3)

   xxxi. Mandating meditation (P3, 8-11-08, p. 4)

   xxxii. Organizing rituals (P3, 8-11-08, p. 5)

   xxxiii. Employing uncertified teachers in the school community (P3, 8-11-08, p. 6)

   xxxiv. Employing certified teachers not in the school community (P3, 8-11-08, p. 6)

III. Parent Participation, Excluding Parent Decision-Making

 a. Parents worked very hard (P1, 7-11-08, p. 2)

 b. Support (P1, 7-11-08, p. 2)

 c. Raising children (P1, 7-11-08, p. 2)

 d. Show them that there is another way (P1, 7-11-08, p. 3)

 e. Parents that's involved (P1, 7-11-08, p. 4)

 f. Attending Harambee (P2, 7-31-08, p. 1)

g. [being] present [in the school] (P2, 7-31-08, p. 3)

h. Organizing to improve the non-incidentals (P2, 7-31-08, p. 3)

i. Attend[ing] workshops (P2, 7-31-08, p. 3)

j. Parents [coming] together to learn more about the curriculum (P2, 7-31-08, p. 5)

k. Reviewing my child's grades (P2, 7-31-08, p. 6)

l. …being a parent to all the children (P3, 8-11-08, p. 2)

m. [being at] the rites of passage…ceremony (P3, 8-11-08, p. 2)

n. Giving parent donations (P3, 8-11-08, p. 3)

o. Going in and letting the teacher know (P3, 8-11-08, p. 3)

p. Mama/Baba picnic (P3, 8-11-08, p. 3)

q. Participating in Ancestors Day (P3, 8-11-08, p. 3)

r. Volunteer mentoring (P3, 8-11-08, p. 5)

IV. Curriculum and Instruction Identified in African-centered   Schools

    a. Curriculum

        i. Harambee (P1, 7-11-08, p. 1); (P2, 7-31-08, p. 1)

        ii. Seven principles (P1, 7-11-08, p. 1)

        iii. Core Subjects (P1, 7-11-08, p. 1)

        iv. Language (P1, 7-11-08, p. 1)

        v. Language arts (P1, 7-11-08, p. 1); (P3, 8-11-08, p. 5)

        vi. Math (P1, 7-11-08, p. 1); (P2, 7-31-08, p. 2); (P3, 8-11-08, p. 5)

        vii. Social studies (P1, 7-11-08, p. 1); (P2, 7-31-08, p.2)

        viii. Science (P1, 7-11-08, p. 1); (P2, 7-31-08, p. 2)

    ix.   African Studies (P1, 7-11-08, p. 1)

    x.   Regular curriculum (P1, 7-11-08, p. 2)

    xi.   African-centered   studies (P1, 7-11-08, p. 2); (P2, 7-31-08, p. 1)

    xii.   Fine arts program (P1, 7-11-08, p. 2)

    xiii.   Music (P1, 7-11-08, p. 2)

    xiv.   Art (P1, 7-11-08, p. 2)

    xv.   Gym (P1, 7-11-08, p. 2)

    xvi.   Solid academic curriculum (P1, 7-11-08, p. 3)

    xvii.   Learning about the content and their customs (P1, 7-11-08, p. 3)

    xviii.   History (P1, 7-11-08, p. 3)

    xix.   Understand who they are (P1, 7-11-08, p. 3)

    xx.   Understand how strong they are (P1, 7-11-08, p. 3)

    xxi.   Understand what we've gone through (P1, 7-11-08, p. 3)

    xxii.   Civil rights (P1, 7-11-08, p. 3)

    xxiii.   Performing arts (P1, 7-11-08, p. 3)

    xxiv.   Spanish (P1, 7-11-08, p. 4)

    xxv.   English (P1, 7-11-08, p. 4)

    xxvi.   Reading Program (P1, 7-11-08, p. 7)

    xxvii.   DAPCEP (P1, 7-11-08, p. 4)

    xxviii.   Pre-college engineering (P1, 7-11-08, p. 7)

    xxix.   Children's Museum (P1, 7-11-08, p. 8)

    xxx.   College readiness program (P1, 7-11-08, p. 8)

    xxxi.   Prepare them for high school (P2, 7-31-08, p. 1)

xxxii. Prepares them to be respectful (P2, 7-31-08, p. 1); (P3, 8-11-08, p. 1)

xxxiii. Prepares them to be conscious of the importance of education (P2, 7-31-08, p. 1)

xxxiv. Prepares them for their standardized tests (P2, 7-31-08, p. 1)

xxxv. Extracurricular activities (P2, 7-31-08, p. 1)

xxxvi. Academic Games Club (P2, 7-31-08, p. 1)

xxxvii. Student government body (P2, 7-31-08, p. 1)

xxxviii. Lack of athletics (P2, 7-31-08, p. 2)

xxxix. Identif[ing] different types of genres (P2, 7-31-08, p. 2)

xl. Writ[ing] a full body paper in detail (P2, 7-31-08, p. 2)

xli. Be[ing] able to comprehend and write properly (P2, 7-31-08, p. 2)

xlii. It takes a village to raise a child motto (P3, 8-11-08, p. 1)

xliii. African language (P3, 8-11-08, p. 1); (P3, 8-11-08, p. 5)

xliv. East African way of living (P3, 8-11-08, p. 1

xlv. Learning values (P3, 8-11-08, p. 1)

xlvi. Tradition (P3, 8-11-08, p. 1)

xlvii. A process that teaches them life (P3, 8-11-08, p. 2)

xlviii. African dance (P3, 8-11-08, p. 5)

xlix. Program designed by teachers who traveled Africa (P3, 8-11-08, p. 6)

b. Instruction

    i. Infusing an African-centered   education (P1, 7-11-08, p.1)

    ii. Focus[ing] on…tests (P1, 7-11-08, p. 2)

    iii. Provid[ing] students information (P1, 7-11-08, p. 3)

    iv. Exposing them to examples (P1, 7-11-08, p. 3)

    v. Providing fieldtrips (P1, 7-11-08, p. 5)

    vi. Allowing independent/group research (P1, 7-11-08, p. 7)

    vii. Show them that there is another way (P1, 7-11-08, p. 3)

    viii. Taking [students] into the community (P1, 7-11-08, p. 3)

    ix. Taking every child and teaching them where they are (P1, 7-11-08, p. 3)

    x. Hands-on…experiencing (P1, 7-11-08, p. 6); (P2, 7-31-08)

    xi. Use of visuals (P2, 7-31-08, p. 2)

    xii. Using clickers to respond to science questions (P2, 7-31-08, p. 2)

    xiii. Integrated classroom experiences (P2, 7-31-08, p.2)

    xiv. Lecture (P2, 7-31-08, p. 2)

    xv. Hav[ing] enough k knowledge to teach what's not in the book (P2, 7-31-08, p. 2)

    xvi. Teacher to show the material [to] the parents (P2, 7-31-08, p. 4)

    xvii. Keeping [student] focused (P2, 7-31-08, p. 5)

    xviii. [allowing] correction on assignments (P2, 7-31-08, p. 6)

c. Student Outcomes

    i. Existent

        ii. Non-existent

V. Rituals and Ceremonies Associated with African-centered   Schools

    a. Rituals

        i. Harambee (P1, 7-11-08, p. 1); (P2, 7-31-08, p. 1)

        ii. Rites of Passage (P3, 8-11-08, p. 2)

        iii. Meditation (P3, 8-11-08, p. 4)

    b. Ceremonies

        i. Kwanzaa (P1, 7-11-08, p. 1)

        ii. Christmas (P2, 7-31-08, p. 6)

        iii. Black History (P2, 7-31-08, p. 6)

        iv. Rites of Passage (P3, 8-11-08, p. 2)

        v. Ancestors Day (P3, 8-11-08, p. 2)

VI. Mentoring and Guidance in African-centered   Schools

    a. Affection the mother has for the daughter (P2, 7-31-08, p. 7)

    b. A forum to express to the daughters to be open with communication (P2, 7-31-08, p. 7)

    c. Sharing information (P2, 7-31-08, p. 7)

    d. Volunteers (P3, 8-11-08, p. 5)

    e. Black male leadership (P3, 8-11-08, p. 5)

    f. [being] sent to … a black male (P3, 8-11-08, p. 5)

VII. School Vision

    a. parents' opinions and concerns are valued (P1, 7-11-08, p. 10)

b. administrators' opinions and concerns are valued (P1, 7-11-08, p. 10)

c. teachers' opinions and concerns are valued (P1, 7-11-08, p. 10)

d. children to get a quality education (P1, 7-11-08, p. 10)

e. an opportunity to live productive lives (P1, 7-11-08, p. 10)

f. an opportunity to compete in a global economy (P1, 7-11-08, p. 10)

g. African American child knows all aspects of their history (P2, 7-31-08, p. 7)

h. Learn other aspects of learning (P2, 7-31-08, p. 7)

i. Be more prepared to see where they fit (P2, 7-31-08, p. 7)

j. Understand what it's going to take to succeed (P2, 7-31-08, p. 7)

k. Understand competitiveness...in the world (P2, 7-31-08, p. 7)

l. Don't take everyday distractions for granted (P2, 7-31-08, p. 7)

m. [being] the village (P2, 7-31-08, p. 7)

n. Ceas[ing] the code of silence (P2, 7-31-08, p. 7)

o. More rounded environment (P2, 7-31-08, p. 8)

p. Parents learn how to teach in African-centered   schools (P3, 8-11-08, p. 6)

q. Teachers learn how to teach in African-centered   schools (P3, 8-11-08, p. 6)

r. Accountabilities to parents (P3, 8-11-08, p. 6)

s. Accountabilities to the students (P3, 8-11-08, p. 6)

t. Accountabilities to the teachers (P3, 8-11-08, p. 6)

Taxonomic Analysis

Ways in which Teachers Talk About African-centered   Schools

I.   Types of Decision-Makers Described by Teachers

   a. Parents

   b. Teachers

   c. Administrators

   d. Community Members

II.   Behaviors Associated with Parent, Teacher, and Administrative Decisions

   a. Parent Decisions

   i. live a life that is African-centered   (T1, 8-12-08, p. 2)

   ii. engage [children] in many activities that encapsulate a most enriched life (T1, 8-12-08, p. 2) (T3, 9-11-08, p. 2)

   iii. evolved into a more African-centered   person as a parent (T1, 8-12-08, p.3)

   iv. commitment to what the school stands for (T1, 8-12-08, p.3)

   v. bring their child to this school (T1, 8-12-08, p.3) (T2, 9-5-08, p. 2)

   vi. determine what's best for my children (T1, 8-12-08, p.3)

   vii. choose my children's friends (T1, 8-12-08, p.3)

    viii. being a parent to your children and that you're not their friend

        (T1, 8-12-08, p. 4)

    ix. [set]…limits or parameters (T1, 8-12-08, p. 4)

    x. parents are free to come into the building whenever they'd like

        to talk to teachers to make appointments

    xi. have a whole other work paradigm (T1, 8-12-08, p. 5)

    xii. Shula Family Organization (T1, 8-12-08, p. 5)

    xiii. Board of Directors (T1, 8-12-08, p. 5)

    xiv. Elders Council (T1, 8-12-08, p. 5)

    xv. organization of African-centered   education and schools (T1, 8-

        12-08, p. 5)

    xvi. take children in our family that we know are abandoned (T1, 8-

        12-08, p.9)

    xvii. trusted the staff and the administration to make most of the

        decisions(T2, 9-5-08, p.2)

    xviii. in charge of clubs (T2, 9-5-08, p.3)

    xix. collectiveness (T3, 9-11-08, p. 1)

    xx. design team (T3, 9-11-08, p. 2)

    xxi. LSCO (T3, 9-11-08, p. 2)

    xxii. Parent-Teacher Conferences (T3, 9-11-08, p. 2)

b. Teacher Decisions

    i. break that paradigm of what many of their parents grew up

        thinking (T1, 8-12-08, p. 4)

    ii. parent teacher conferences…to accommodate parents (T1, 8-12-08, p. 5)

   iii. open-door policy (T1, 8-12-08, p. 5)

   iv. allow them to participate in our rites of passage (T1, 8-12-08, p. 5)

    v. organization of African-centered   education and schools (T1, 8-12-08, p. 5)

   vi. bring out the best in the children (T2, 9-5-08, p.1)

  vii. do what's best for the school (T2, 9-5-08, p.1)

 viii. design team (T3, 9-11-08, p. 2)

   ix. counselor employed the services of parents (T3, 9-11-08, p. 2)

c. Administrator Decisions

    i. parental involvement was just mandatory (T1, 8-12-08, p.3) (T3, 9-11-08)

   ii. allow them to participate in our rites of passage (T1, 8-12-08, p. 5)

  iii. open-door policy (T1, 8-12-08, p. 5)

  iv. organization of African-centered   education and schools (T1, 8-12-08, p. 5)

    v. don't necessarily come into the classroom (T1, 8-12-08, p. 8)

  vi. one-on-one contact with parents and teachers and building administrator (T1, 8-12-08, p. 8)

 vii. disciplinarian (T1, 8-12-08, p. 8)

viii. Shula Family Organization (T1, 8-12-08, p. 5)

ix. Board of Directors (T1, 8-12-08, p. 5)

x. staff was hand selected by the principal (T2, 9-5-08, p.1)

xi. design team (T3, 9-11-08, p. 2)

III. Parent Participation, Excluding Parent Decision-Making

a. parent to buy into that idea and concept and traditionally (T1, 8-12-08, p. 2)

b. supportive of what we do (T1, 8-12-08, p. 2)

c. help clean up (T1, 8-12-08, p.3) (T3, 9-11-08, p. 1)

d. rotated buying supplies (T1, 8-12-08, p.3)

e. pulled our resources together (T1, 8-12-08, p.3)

f. monitor the halls (T1, 8-12-08, p. 5)

g. sit in classrooms (T1, 8-12-08, p. 5) (T3, 9-11-08, p. 2)

h. help paint the building (T1, 8-12-08, p. 5) (T3, 9-11-08, p.1)

i. Organized…University…volunteers… (T1, 8-12-08, p. 8)

j. coaching our basketball team (T1, 8-12-08, p. 8)

k. Black college tour (T2, 9-5-08, p.2)

l. parents job and the child's job, number one, take that material home (T2, 9-5-08, p.4)

m. did construction work, they planted flowers (T3, 9-11-08, p.1)

n. greeted the students in the morning (T3, 9-11-08, p.1)

IV. Curriculum and Instruction Identified in African-centered Schools

a. Curriculum

   i. value system of Nguzo Saba (T1, 8-12-08, p. 1) (T3, 9-11-08)

      1. Kuringa developed (T1, 8-12-08, p. 1) (T3, 9-11-08)

  ii. the value system of…MAAT (T1, 8-12-08, p. 1)

 iii. Kwanzaa which is the seven principles (T1, 8-12-08, p. 1)

 iv. the quintessential of each civilization of the family (T1, 8-12-08, p. 1)

      1. greet each other as brothers and sisters (T1, 8-12-08, p. 1)

      2. traditional African cultures any adult is considered a Mama or a Baba (T1, 8-12-08, p. 1)

  v. Kwanzaa…it's a philosophy that he adopted from ancient Kenya (T1, 8-12-08, p. 1)

 vi. K to 12 (T1, 8-12-08, p. 1)

 vii. the concept of a circle so no one is better than anybody else (T1, 8-12-08, p. 2)

viii. charter high school (T1, 8-12-08, p.3)

 ix. Our philosophy is that every school is not for every child (T1, 8-12-08, p.9)

  x. Afrocentric point of view (T2, 9-5-08, p.1) (T3, 9-11-08)

 xi. Academic point of view…writing skills and mathematics skills, science skills (T2, 9-5-08, p.2)

 xii. education as a triangle (T2, 9-5-08, p.3)

xiii. Eurocentric (T3, 9-11-08, p. 1)

    xiv. Most Important

        1. the way that they learn (T1, 8-12-08, p. 2)

        2. everyone has a gift that they are responsible for developing and share (T1, 8-12-08, p. 2)

        3. engage them in many activities that encapsulate a most enriched life (T1, 8-12-08, p. 2)

        4. buy in to understanding your own divinity and responsibility (T1, 8-12-08, p. 2)

        5. a safe place (T1, 8-12-08, p. 2)

        6. direct, consistent involvement with your children's teacher (T1, 8-12-08, p.7)

        7. Black pride and responsibility (T2, 9-5-08, p.1)

        8. Unity-Umoja…Imani-Faith (T3, 9-11-08, p.1)

        9. the opportunity that parents had to be involved (T3, 9-11-08, p. 2)

    xv. Least Important

        1. on the board (T1, 8-12-08, p.7)

        2. a lot of dances (T2, 9-5-08, p.1)

b. Instruction

    i. canoeing those ideologies throughout everything and throughout our lesson plans (T1, 8-12-08, p. 1)

    ii. peer tutoring (T1, 8-12-08, p. 8)

c. Student Outcomes

 i. Wanted Outcomes

  1. Liberation of Black people (T1, 8-12-08, p. 1)

  2. create change agents for the world (T1, 8-12-08, p. 1)

  3. navigate to create change for the betterment of our people (T1, 8-12-08, p. 1)

  4. academically enriched but self-disciplined (T1, 8-12-08, p. 2)

  5. self-knowledge of themselves so that they can make the world really better (T1, 8-12-08, p. 2)

  6. get the children ready for…a new existence (T1, 8-12-08, p.3)

  7. academically excellent student, she is a wonderful mother and wonderful friend, a good sister (T1, 8-12-08, p.3)

 ii. Unwanted outcomes

  1. they imitate the culture, the dominant culture instead of doing what's best for themselves and their people (T1, 8-12-08, p. 2)

  2. educated fools (T1, 8-12-08, p. 2)

V. Rituals and Ceremonies Associated with African-centered   Schools

 a. Rituals

  i. rites of passage (T1, 8-12-08, p. 5)

  ii. Harambee (T1, 8-12-08, p.10) (T3, 9-11-08, p.3)

      iii. Libations (T2, 9-5-08, p.3) (T3, 9-11-08, p.4)

  b. Ceremonies

      i. Family Feast (T3, 9-11-08, p.3)

      ii. Ancestor's Night (T3, 9-11-08, p.3)

VI.   Mentoring and Guidance in African-centered   Schools

  a. the older students are responsible for the younger brothers and sisters (T1, 8-12-08, p.9)

  b. Harambee (T1, 8-12-08, p.10)

  c. performing theatre (T1, 8-12-08, p.10)

  d. Ancestor's Week (T1, 8-12-08, p.10) (T3, 9-11-08, p.3)

  e. rites of passage (T1, 8-12-08, p.10)

  f. If you fail, everybody fails (T1, 8-12-08, p.10)

  g. collectively as a group and as a family (T1, 8-12-08, p.10)

  h. biggest responsibility was on the instructors (T2, 9-5-08, p.3)

  i. serviced the entire community (T3, 9-11-08, p.3)

  j. the men came to the building every Wednesday night (T3, 9-11-08, p.3)

  k. Family Feast (T3, 9-11-08, p.3)

VII.   School Vision

  a. infrastructure we have now, is a good one (T1, 8-12-08, p.11)

  b. the school should not want for anything (T1, 8-12-08, p.11)

  c. parents should have that same philosophy (T1, 8-12-08, p.11)

  d. more parental involvement for the 21st century (T1, 8-12-08, p.11)

e. parents we have to become world viewed and future focused (T1, 8-12-08, p. 12)

f. children walking this path but then the adults are on the side (T1, 8-12-08, p. 12)

g. less amenities…does not mean that the educational process should be any less (T2, 9-5-08, p.4)

h. replicate [having a connection to parents and students] (T3, 9-11-08, p. 4)

i. We have got to tell the story…(T3, 9-11-08, p.5)

Taxonomic Analysis

Ways in which Administrators Talk About African-centered   Schools

I.   Types of Decision-Makers Described by Administrators

    a. Parents

    b. Teachers

    c. Administrators

    d. Community Members

II.   Behaviors Associated with Parent, Teacher, and Administrative Decisions

    a. Parent Decisions

        i.   in meetings that they had input into curriculum, programs (A1, 7-25-08, p.2)

        ii. I don't see them sitting on Title I…other than a signature(A1, 7-25-08, p.3)

        iii. Now, they don't…[interact with the school](A1, 7-25-08, p.3)

        iv. parents at that time who insisted(A1, 7-25-08, p.3)

        v.   we had the National Title I Parent(A1, 7-25-08, p.3)

        vi. elected because that's how active Title I parents were (A1, 7-25-08, p.3)

        vii. be a part of the acquisition (A1, 7-25-08, p.3)

        viii. were involved in the entire program (A1, 7-25-08, p.4), (A2, 8-5-08, p. 1)

ix. Talk about the needs (A1, 7-25-08, p.4)

x. They volunteered (A1, 7-25-08, p.4)

xi. They stopped coming (A1, 7-25-08, p.4)

xii. activate themselves (A1, 7-25-08, p.5)

xiii. pick up the kids and leave (A1, 7-25-08, p.6)

xiv. mother would not let the children have crayons (A1, 7-25-08, p.7)

xv. open lines of communication between parents, teachers, and administration (A2, 8-5-08, p. 1)

xvi. parents of like mind (A2, 8-5-08, p. 1)

xvii. willing to work with administrators (A2, 8-5-08, p. 1)

xviii. one village taking care of every single child (A2, 8-5-08, p. 1)

xix. relationship with the parent at the building (A2, 8-5-08, p.2)

xx. make sure the school had the exposure (A2, 8-5-08, p.2)

xxi. through the LSCO (A2, 8-5-08, p.3) (A3, 8-13-08, p.2)

xxii. go to school board meetings (A2, 8-5-08, p.3)

xxiii. through petitions (A2, 8-5-08, p.3)

xxiv. plead their case (A2, 8-5-08, p.4)

xxv. complained that their students couldn't understand what was being said in the classroom (A2, 8-08, p.7)

xxvi. participate as co-partners and co-teachers (A3, 8-13-08, p.2)

xxvii. the design team was this collaborative organization (A3, 8-13-08, p.2)

b. Teacher Decisions

    i. the counselor supported Red Ribbon Day(A1, 7-25-08, p.2)

    ii. Teachers have to lead out(A1, 7-25-08, p.4)

    iii. the teacher asked them to do (A1, 7-25-08, p.4)

    iv. The teachers, the administrators, mean, disrespectful (A1, 7-25-08, p.4)

    v. wanted to do their scheduling (A1, 7-25-08, p.5)

    vi. open lines of communication between parents, teachers, and administration (A2, 8-5-08, p. 1)

    vii. teaching at a level too high for the student (A2, 8-5-08, p.7)

    viii. created a classroom environment that challenged the students (A2, 8-5-08, p.7)

    ix. the design team was this collaborative organization (A3, 8-13-08, p.2)

c. Administrator Decisions

    i. Were given more of a leadership role (parents) (A1, 7-25-08, p.2)

    ii. giving them mundane things to do, like fundraising (A1, 7-25-08, p.2)

    iii. don't have the management system that's going to assist them in learning(A1, 7-25-08, p.3)

    iv. They always think we need something different (A1, 7-25-08, p.3)

 v. had an opportunity, whether they agreed or not (parents)(A1, 7-25-08, p.3)

 vi. didn't realize how mean some of these people were (A1, 7-25-08, p.3)

 vii. put people out(A1, 7-25-08, p.3)

 viii. need to know how to talk to people (A1, 7-25-08, p.3)

 ix. can bring them to a common issue (A1, 7-25-08, p.3)

 x. can address their issue(A1, 7-25-08, p.3)

 xi. can deal with what I call resource identification (A1, 7-25-08, p.3)

 xii. the principal asked them to do (A1, 7-25-08, p.4)

 xiii. The teachers, the administrators, mean, disrespectful (A1, 7-25-08, p.4)

 xiv. had some power issues (A1, 7-25-08, p.4)

 xv. the principal chose his own people (A1, 7-25-08, p.5)

 xvi. never left parents out of the planning process (A1, 7-25-08, p.5)

 xvii. decision-making without blame, forces for, forces against (A1, 7-25-08, p.5)

 xviii. did not allow them to participate in the decision-making (A1, 7-25-08, p.5)

 xix. recruit those people (A1, 7-25-08, p.5)

 xx. open lines of communication between parents, teachers, and administration (A2, 8-5-08, p. 1)

    xxi. willingness for administration to listen (A2, 8-5-08, p. 1)

    xxii. one village taking care of every single child (A2, 8-5-08, p. 1)

    xxiii. relationship with the parent at the building (A2, 8-5-08, p.2) (A3, 8-13-08, p.2)

    xxiv. hiring teachers and administrators (A2, 8-5-08, p.3)

    xxv. buy in to the African-centered   philosophy (A2, 8-5-08, p.3)

    xxvi. changes and financial support (A2, 8-5-08, p.4)

    xxvii. plead their case (A2, 8-5-08, p.4)

    xxviii. the design team was this collaborative organization (A3, 8-13-08, p.2)

III. Parent Participation, Excluding Parent Decision-Making

    a. helped teachers (A1, 7-25-08, p.2)

    b. students were visited by the parents (A1, 7-25-08, p.2)

    c. come in and give them information on drugs (A1, 7-25-08, p.2)

    d. Running off papers(A1, 7-25-08, p.2)

    e. gave of themselves (A1, 7-25-08, p.6)(A3, 8-13-08, p.2)

    f. gave of their time (A1, 7-25-08, p.6) (A3, 8-13-08, p.2)

    g. gave of their money (A1, 7-25-08, p.6) (A3, 8-13-08, p.2)

    h. took children to special programs (A1, 7-25-08, p.6) (A3, 8-13-08, p.3)

    i. a lot of mentoring (A1, 7-25-08, p.6)

    j. open the doors of the parents (A2, 8-5-08, p. 1)

    k. helping them get out of the car (A2, 8-5-08, p. 1)

    l. at lunch time (A2, 8-5-08, p. 1)

m. after school (A2, 8-5-08, p. 1)

n. at the games supporting their children (A2, 8-5-08, p.2)

o. parent-teacher conferences (A3, 8-13-08, p.3)

p. sending in baked goods for the bake sale (A3, 8-13-08, p.3)

q. 20 hours of volunteer service (A3, 8-13-08, p.3)

r. Research (A3, 8-13-08, p.3)

s. attending workshops (A3, 8-13-08, p.3)

t. parents many times would get up and make comments (Harambee)
(A3, 8-13-08, p.4)

IV. Curriculum and Instruction Identified in African-centered   Schools

a. Curriculum

i. they planned the lesson and did the lesson (A1, 7-25-08, p.8)

ii. historically Black college tradition (A2, 8-5-08, p. 5)

iii. African American experience (A2, 8-5-08, p.6)

iv. reading and math and science (A2, 8-5-08, p.7)

v. empower young people along with their own history and culture,
values and academic achievement and self-discipline (A3, 8-13-
08, p.1)

vi. the village concept of schools (A3, 8-13-08, p.1)

1. parent engagement (A3, 8-13-08, p.2)

vii. Ngusa Saba principles (A3, 8-13-08, p.1)

viii. principles of MAAT (A3, 8-13-08, p.1)

 ix. academic excellence, some discipline, a great understanding of one's history and culture (A3, 8-13-08, p.1)

 x. strong sense of pride, of dignity and integrity, self-discipline and global education for a world-class people (A3, 8-13-08, p.1)

 xi. holistic education (A3, 8-13-08, p.1)

 xii. parent academy (A3, 8-13-08, p.2)

b. Instruction

 i. they did instruction (A1, 7-25-08, p.8) (A3, 8-13-08, p.2)

 ii. assist the teacher (A1, 7-25-08, p .8)

 iii. everyone in the village was a teacher having value that was passed on by our elders (A3, 8-13-08, p.1)

 iv. students were at the center of the learning process (A3, 8-13-08, p.1)

 v.

c. Student Outcomes

V. Rituals and Ceremonies Associated with African-centered Schools

a. Rituals

 i. Harambee (A2, 8-5-08, p. 5) (A3, 8-13-08, p.4)

 ii. strengthens the culture and it binds us all (A3, 8-13-08, p.4)

 iii. rites of passage (A3, 8-13-08, p.6)

b. Ceremonies

 i. daily ceremonies (A1, 7-25-08, p.6)

 ii. weekly ceremonies (A1, 7-25-08, p.6)

      iii. special celebrations (A1, 7-25-08, p.6)

      iv. affirmations (A1, 7-25-08, p.6)

      v. presentation (A1, 7-25-08, p.6)

      vi. Thanksgiving celebrations (A2, 8-5-08, p. 1) (A2, 8-5-08, p.2)

      vii. Ancestors Night (A2, 8-5-08, p.2)

    viii. Kwanzaa (A3, 8-13-08, p.1)

    ix. Grandparents and our Ancestor's Day (A3, 8-13-08, p.1)

VI.   Mentoring and Guidance in African-centered   Schools

a. an everyday thing (A2, 8-5-08, p. 5)

b. parents were at the school at all times (A2, 8-5-08, p. 5)

c. worried and involved in what their children were learning-everyday (A2, 8-5-08, p. 5)

d. making sure the students was in front of the teacher getting help immediately after school (A2, 8-5-08, p. 5)

e. 40 different programs (A3, 8-13-08, p.3)

f. over 1,000 men and 300 women who participated(A3, 8-13-08, p.5)

g. expectation and the covenants that they signed (A3, 8-13-08, p.5)

h. Man-to-Man(A3, 8-13-08, p.5)

i. Big Brothers, Big Sisters (A3, 8-13-08, p.5)

j. Boy Scouts and Girl Scouts (A3, 8-13-08, p.6)

k. SISTERS (A3, 8-13-08, p.6)

l. SELF, Sisters Empowered through Love and Friendship (A3, 8-13-08, p.6)

m. Elders Counsel (A3, 8-13-08, p.6)

VII. School Vision

a. it should start K-12 (A1, 7-25-08, p.6)

b. You can't keep skipping around (A1, 7-25-08, p.7)

c. you must make connections along the way (A1, 7-25-08, p.7)

d. keep your main frame right (A1, 7-25-08, p.7)

e. mentoring to help their own child (A1, 7-25-08, p.7)

f. need to know to ask for help (A1, 7-25-08, p.7)

g. has to be totally community education effort (A1, 7-25-08, p.7)

h. at least 50% participation from every parent in every grade (A2, 8-5-08, p.6)

i. they would be actively finding out what's expected (A2, 8-5-08, p.6)

j. Parents Academy. I would like to see a return to that and to expand our program (A3, 8-13-08, p.7)

k. return to an increase in a commitment to understanding the history and the culture of the children (A3, 8-13-08, p.7)

l. parents more involved in a collaborative decision-making process (A3, 8-13-08, p.7)

m. parents use and contribute more of their resources (A3, 8-13-08, p.7)

n. parents adhere to the standards they have set, high standards (A3, 8-13-08, p.7)

o. parents to come back to a place where they will be evaluated on how well they prepare their youngsters for school (A3, 8-13-08, p.8)

p. parents return to the role as an advocate for their school (A3, 8-13-08,

p.8)

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APPENDIX C

COMPONENTIAL ANALYSIS

School Initiated Activities	P1	P2	P3	T1	T2	T3	A1	A2	A3	1	2	3	4	5	6
Financial & Resource Support to the School															
1 Having mundane things to do like fundraisers, A1, 7-25-08, p2, ln. 26							X					✓	✓		
1 Form their own organization to improve non-incidentals (fundraising), P2, 7-31-08, p. 3, ln. 7		X										✓	✓		
1 Paid service fee for LSCO, A2, 8-5-08, p. 3, ln 18								X				✓	✓		
1 Parent donations, P3, 8-11-08, p. 3, ln 29			X									✓	✓		
1 Rotate buying supplies, T1, 8-12-08, p. 3, ln. 24				X								✓	✓		
1 Picking up financial slack of schools, T1, 8-12-08, p. 3, ln. 41				X								✓	✓		
1 Donating things for field trips, T1, 8-12-08, p. 3, ln. 41				X								✓	✓		
1 Fundraising, T1, 8-12-08, p. 5, ln. 41, p. 6, ln. 24				X								✓	✓		
1 Having Dinners, T1, 8-12-08, p. 5, ln. 41, p. 6, ln. 27				X								✓	✓		
1 Financially supporting children to go to China, T1, 8-12-08, p. 11, ln 35				X								✓	✓		
1 Buy uniforms, books, clothes, get child to college, T1, 8-12-08, p. 13, ln 16				X				X				✓	✓		
1 Providing resources, A3, 8-13-08, p. 2, ln 34									X			✓	✓		
1 Sending in baked goods, A3, 8-13-08, p. 3, ln 2									X				✓	✓	
1 Providing paper or supplies, A3, 8-13-08, p. 4, ln 5									X				✓	✓	
1 Paying top dollar/exclusive schools, T2, 9-5-08, p. 2, ln 6				X					X				✓	✓	✓
Volunteering Time to Traditional School Programs & Activities															
2 Boys and Girls Club volunteers, A1, 7-25-08, p. 6, ln 7					✓	X						✓	✓		
2 Helping organize, T1, 8-12-08, p. 3, ln 42				X								✓	✓		
2 Attending field trips, A3, 8-13-08, p. 2, ln 33									X			✓	✓		
2 Participating in special programs, A3, 8-13-08, p. 3, ln 3									X			✓	✓		
2 In charge of clubs at the school, T2, 9-5-08, p. 3, ln1-3					X				X			✓	✓		
2 Big Brothers/Big Sisters (suburban kinds of organizations), A3, 8-13-08, p. 5, ln 44									X			✓	✓		
2 Boy Scouts/Girl Scouts, A3, 8-13-08, p. 6, ln 1									X			✓	✓		
2 Participating in fieldtrips, P1, 7-11-08, p. 5, ln 15	X											✓	✓		
2 Participate in field day, P1, 7-11-08, p. 5, ln. 15	X											✓			
2 Being in audience at everything, P3, 8-11-08, p. 2, ln 12			X									✓	✓		
2 Attending school picnic, P3, 8-11-08, p. 2, ln 15			X							✓			✓		
2 Parent chaperones, T2, 9-5-08, p. 2, ln 43					X							✓	✓		
2 Participate in school activities, T2, 9-5-08, p. 2, ln 44					X							✓	✓		
2 Becoming sponsors/chaperones on trip, A3, 8-13-08, p. 6, ln 27									X			✓	✓		
2 Monitoring the halls, T1, 8-12-08, p. 5, ln 22				X									✓		
Participating in Parent Organizations, Meetings, and Workshops															
3 Attend workshops to help empower parenthood. P2, 7-31-08, p. 3, ln. 8		X												✓	

3 Meet once a month through the LSCO, elect officers, decide on improvements, express how they

3 Attending parent workshops, P2, 7-31-08, p. 5, ln 8

3 Attending parent teacher conferences, P2, 7-31-08, p. 5, ln 15

3 Parent meetings, making suggestions, P3, 8-11-08, p. 3, ln 26

3 Stay up on what's going on with the school, T1, 8-12-08, p.4, ln 41

3 Attending parent teacher conferences in the late evenings, T1, 8-12-08, p. 5, ln 3

3 Talk to the teacher or the administration, T1, 8-12-08, p. 5, ln 6

3 Shula Family Organization, T1, 8-12-08, p. 5, ln 8, p. 6, ln 22

3 Board of Directors. Determine policy for the teachers for the school, approve all that's required for

3 Direct contact with the administrator, T1, 8-12-08, p. 5, ln 11

3 Submit a resume to be on the Board, T1, 8-12-08, p. 6, ln 42

3 Volunteer for the Board, T1, 8-12-08, p. 6, ln 45

3 Coming to a PTA meeting, A3, 8-13-08, p. 3, ln 1

3 Parent-teacher conferences, A3, 8-13-08, p. 3, ln 2

3 Attending workshops, A3, 8-13-08, p. 3, ln 15

3 Attending LSCO meetings, T3, 9-11-08, p. 2, ln 10

Participating in Sports Activities

5 Supporting children at basketball games, A2, 8-5-08, p. 2, ln. 26

5 Taking child home from the game, A2, 8-5-08, p. 2, ln 32

5 Encouraging all children at the soccer games, A2, 8-5-08, p. 2, ln. 38

Participating in School Beautification

6 Helping clean-up, T1, 8-12-08, p. 3, ln. 22

6 Painting the building in the summer time, T1, 8-12-08, p. 5, ln. 23

6 Cleaning floors, T3, 9-11-08, p. 1, ln 44

6 Painted, T3, 9-11-08, p. 1, ln 45

6 Construction work, T3, 9-11-08, p. 1, ln 45

6 Planted flowers, T3, 9-11-08, p. 1, ln 45

Participating in Curricular Activities

7 Help with science fair project, P1, 7-11-08, p. 7, ln. 23

7 Helping teachers, A1, 7-25-08, p2, ln 28

7 Running off copies of papers, A1, 7-25-08, p2, ln 37

7 Volunteering, whatever the teacher or principal asked, A1, 7-25-08, p. 4, ln 31

7 Participating in science fair-volunteering to judge, T1, 8-12-08, p. 5, ln. 41, p. 6, ln 28

7 Reviewing child's grades, P2, 7-31-08, p. 6, ln 1

7 Looking at homework assignments missed, P2, 7-31-08, p. 6, ln 2

7 Showing an interest in their child's academics and behavior, P2, 7-31-08, p. 5, ln 1

7 Talking to teachers about how to keep a child focused, P2, 7-31-08, p. 5, ln 36

Item	Marks
7 Requesting teacher to allow for corrections on homework, P2, 7-31-08, p. 6, ln 6	X ... √
7 Knowing everyday learning, grades, progress in class, A2, 8-5-08, p. 5, ln 24	X
7 Making sure student was in front of the teacher/after school help, A2, 8-5-08, p. 5, ln 29	X X
7 Send child to college, P3, 8-11-08, p.1, ln 31	X
Limited Communication with the School	
8 Dropping off kids A2, 8-5-08, p. 1, ln 24	X
8 Considering putting child in another middle school, P3, 8-11-08, p. 2, ln 24	X
8 Participate in what is mandatory, P3, 8-11-08, p. 2, ln 10	X
8 Bringing child's food to school, P3, 8-11-08, p. 3, ln 30	X X
8 Stand at the door and wave as kids go in school. T1, 8-12-08, p.4, ln 44	X X √
8 Having a service oriented job that changes involvement, T1, 8-12-08, p.4, ln 46	X X
8 Coming to the school, T2, 9-5-08, p. 1, ln 44	X X √
8 Dropping children off at school, T2, 9-5-08, p. 2, ln 14	X X
8 Deciding for children to participate/not participate, T2, 9-5-08, p. 2, ln 30	X X
8 Trusting staff/administration to make decisions, T2, 9-5-08, p. 2, ln 28	X X
8 Come to the school and eat, A1, 7-25-08, p. 5, ln 24	X X
8 Coming into the schools, A1, 7-25-08, p. 4, ln 14	X X √
8 Not feeling comfortable coming in school and talking to teachers, T1, 8-12-08, p.4, ln 44	X X

Custodial Responsibility:

	P1	P2	P3	T1	T2	T3	A1	A2	A3	1	2	3	4	5	6	7
Providing Family, Background Information																
1 Talking about the needs of their children, A1, 7-25-08, p. 4, ln 17							X			√						
1 Giving the school information on the needs of their children, A2, 8-5-08, p. 1, ln 30								X			√					
1 Wanting the best education for their children, A1, 7-25-08, p. 4, ln 17									X							
1 Wanting kids to come to a safe place, T1, 8-12-08, p. 2, ln 22				X						√						
1 Bring their child to the school, T1, 8-12-08, p.4, ln 6				X						√						
1 Determine whether to keep the child at the school, T1, 8-12-08, p.4, ln 9				X								√				√
Physical Care																
2 Taking children to the doctor if the child wasn't performing academically, A1, 7-25-08, p. 9, ln 2							X			√						
2 Providing in the home a (physical) place where they can be successful, A3, 8-13-08, p. 3, ln 28									X	√						
2 Giving the children breakfast, A3, 8-13-08, p. 3, ln 31									X	√						
2 Thought of father responsibility being custodial, A1, 7-25-08, p. 8, ln 33							X			√						
Church Influence																
3 Parents in church expected children to read, A1, 7-25-08, p. 8, ln 44							X			√						
3 Putting children in a Saturday program at church if they couldn't read, A1, 7-25-08, p. 8, ln 45							X				√					
3 Having children present in front of the congregation, A1, 7-25-08, p. 9, ln 1							X			√						
Non-Engaging Attitudes about Raising Children																
4 Looking to be their daughters friends', T1, 8-12-08, p.4, ln 34				X						√						
4 Listening to the same music as children, T1, 8-12-08, p.4, ln 35				X						√						
4 Choose children's friends, T1, 8-12-08, p.4, ln 10				X						√						
4 Wearing the same clothes as children, T1, 8-12-08, p.4, ln 35				X						√						
4 Allowing children to got to kiddie clubs and hang out in bars, T1, 8-12-08, p.4, ln 17				X						√						
4 Not setting parameters for children, T1, 8-12-08, p.4, ln 24				X						√						
4 Dividing the line between parent and child, T1, 8-12-08, p.4, ln 36				X						√						
4 Totally blurring the dividing line between parent and child, T1, 8-12-08, p.4, ln 37				X						√						
4 Mother would not let children have crayons and things, A1, 7-25-08, p. 7, ln 28 (No writing on the							X			√						
Engaging Attitudes about Raising Children																
5 Not letting kids do what they want to, T1, 8-12-08, p.4, ln 22				X						√						
5 Determine what's best for their children, T1, 8-12-08, p.4, ln 7				X						√						
5 Choose children's friends, T1, 8-12-08, p.4, ln 10				X						√						
5 Determine who comes over their house and who doesn't, T1, 8-12-08, p.4, ln 12				X						√						
5 Setting parameters for children, T1, 8-12-08, p.4, ln 25				X						√						
5 Dividing the line between parent and child, T1, 8-12-08, p.4, ln 36				X						√						
5 Not being a child's running buddy, T1, 8-12-08, p.4, ln 31				X						√						
5 Not hanging out with their children, T1, 8-12-08, p.4, ln 31				X						√						
5 Grandparents raising parents, P1, 7-11-08, p. 2, ln 39	X									√						
5 Mother/grandmother having a different attitude toward children, A1, 7-25-08, p. 8, ln 26							X			√						
5 Making sure children don't turn out to be little ignorant people, A1, 7-25-08, p. 8, ln 39							X			√						
5 Mothers not allowing failure to be an option, A1, 7-25-08, p. 8, ln 43							X			√						
5 Mothers expressing affection to their daughters, P2, 7-31-08, p. 7, ln 6			X					X				√				
5 Determine success, T1, 8-12-08, p.4, ln 10				X						√						√

	P1	P2	P3	T1	T2	T3	A1	A2	A3	1	2	3	4	5	6	7
Educational Decisions for own child in the school																
Extending Educational Opportunity																
1 Taking children to get a well rounded education, P1, 7-11-08, p. 2, ln. 42	X															
1 Taking children outside of the school for activities, P1, 7-11-08, p. 2, ln. 43	X															
1 Parents driving back-and-forth across town to take kids to school, T1, 8-12-08, p.				X												
1 Catching the bus to take kids to school, T1, 8-12-08, p. 5, ln. 18				X												
1 Expose them to examples of people that are tangible, P1, 7-11-08, p. 3, ln. 23	X															
1 Being in a position to expose [a child], P1, 7-11-08, p. 3, ln. 37	X															
1 Families bring all of their children to one school, T1, 8-12-08, p. 5, ln. 14				X						√						
Parent Expectations																
2 Imparting the value of education, P1, 7-11-08, p. 4, ln. 4	X															
2 Looking for high schools, P1, 7-11-08, p. 4, ln. 30	X															
2 Parents were the first teachers, A3, 8-13-08, p. 2, ln 14									X							
2 Preparing children to participate in a rigorous day, A3, 8-13-08, p. 3, ln 31									X	√						
2 Communicate high expectations, A3, 8-13-08, p. 3, ln 33									X					√		
Parent-Teacher-Administrator Relations																
3 Talk to administration about concerns, P1, 7-11-08, p. 4, ln. 20	X															
3 Expressing questions and concerns to the principal, assistant principal, curriculum	X											√		√		
3 Making one-on-one parent/teacher decisions, P2, 7-31-08, p. 4, ln. 13		X										√		√		
3 Wanting a space for child at school (special education), T1, 8-12-08, p. 9, ln 6			X							√						
3 Grandmother not accepting schools position, T1, 8-12-08, p. 9, ln 8			X													
3 Participating more in elementary school, P1, 7-11-08, p. 5, ln 19			X									√		√		
Lack of Parent-Teacher-Administrator Relations																
4 Leave and not tell anyone or talk to anyone, A1, 7-25-08, p. 6, ln 38							X									
4 Participating less in middle school, P1, 7-11-08, p. 5, ln. 21			X													
4 Parents not working as hard for their child's education, A2, 8-5-08, p. 5, ln. 21									X					√		
4 Don't think world viewed and future focused, T1, 8-12-08, p. 12, ln 41						X										√

Educational Decisions for all children in the school	P1	P2	P3	T1	T2	T3	A1	A2	A3	1	2	3	4	5	6	7
Design & Governance																
1 Supportive and work together in the LSCO, P1, 7-11-08, p. 4, ln 19	X															
1 Participate in school improvement planning, P1, 7-11-08, p. 4, ln 46	X													√	√	
1 Having say in what goes on in classroom, hallways, general program, A2, 8-5-08, p. 1, ln 18								X						√	√	
1 Collaborated with principal in setting up the school program (start-up), A2, 8-5-08, p. 8, ln 1								X			√			√	√	
1 Participate in policy and governance, A3, 8-13-08, p. 2, ln 22									X					√	√	
1 Participate on design team (policies, admissions, uniforms), A3, 8-13-08, p. 2, ln 23									X					√	√	
1 Governance/supervision, A3, 8-13-08, p. 3, ln 14									X					√	√	
1 Conducting research, A3, 8-13-08, p. 3, ln 15									X					√	√	
1 A part of all aspects of the school, T3, 9-11-08, p. 1, ln 37						X				√				√	√	
1 Design team/addressing issues of school, T3, 9-11-08, p. 2, ln 6						X						√		√	√	
Curricular Decisions																
2 Having input into curriculum programs, A1, 7-25-08, p2, ln 29							X			√				√	√	
2 Seeing and reading a (school) proposal, A1, 7-25-08, p. 4, ln 18							X							√	√	
2 Making suggestions policy/curriculum design, A3, 8-13-08, p. 3, ln 6									X					√	√	
Parent-Teacher Instructional Collaboration																
3 Parents coming together and being on the same page for class decisions, P2, 7-31-08, p. 4, ln 21		X								√				√	√	
3 Participate as co-partners and co-teachers/decision-making, A3, 8-13-08, p. 2, ln 16									X					√	√	
3 Substitute teaching, T3, 9-11-08, p. 1, ln 44						X						√	√	√		
Financial Decisions																
4 Title I Chair having formal meetings with administration and staff, P1, 7-11-08, p. 5, ln 1	X															
4 Weigh in on some decisions on the Title I budget, service, workshop and program decisions, P1, 7-11-08, p. 7, ln 37	X												√			
4 Insisting on knowing what is being proposed for Title I, A1, 7-25-08, p. 3, ln 15							X							√	√	
4 Being a National Title I Parent, A1, 7-25-08, p. 3, ln 16							X							√	√	
4 Involved in the entire 31A/Title I (State/Federal) program, A1, 7-25-08, p. 4, ln 13							X							√	√	
Parent Education																
5 Go to other places for workshops, P1, 7-11-08, p. 8, ln 12	X													√	√	
5 Daily, weekly planning process included parents and training, A1, 7-25-08, p. 5, ln 11							X					√		√	√	
5 Making decisions about workshop topics, P2, 7-31-08, p. 5, ln 29		X												√	√	
5 Participating in training in different areas/parent academy, A3, 8-13-08, p. 2, ln 28									X				√	√	√	
Lack of Decision-Making																
6 Not being present at Title I meetings. A1, 7-25-08, p.3, ln 10							X							√	√	
6 Only signing off on Title I documentation, A1, 7-25-08, p. 3, ln 11							X					√		√	√	
6 Not enough parents to make a curriculum decision change, P2, 7-31-08, p. 8, ln 28		X												√	√	

Mentoring

Organizing Programs for Children

#		P1	P2	P3	T1	T2	T3	A1	A2	A3	1	2	3	4	5	6	7
1	Having people speak about different, P1, 7-11-08, p. 5, ln 15	X															
1	Organize visit from university, T1, 8-12-08, p. 8, ln 24				X												
1	Mentorship-40 different programs, A3, 8-13-08, p. 3, ln 10									X	√		√		√		
1	Quantity/quality of time, A3, 8-13-08, p. 3, ln 11									X	√		√		√		√
1	Monitoring/encouraging youngsters to achieve, A3, 8-13-08, p. 3, ln 25									X			√		√		
1	Mentorship group 1, 000 men/300 women, A3, 8-13-08, p. 5, ln 25									X			√		√		
1	Speak to young people (guidance), A3, 8-13-08, p. 6, ln 9									X			√		√		

School Culture

#		P1	P2	P3	T1	T2	T3	A1	A2	A3	1	2	3	4	5	6	7
2	Elders Council, A3, 8-13-08, p. 6, ln 23									X	√				√		
2	Community/Church oriented mentors who give of themselves, time, money, A1, 7-25-08, p. 6, ln 4							X			√				√		
2	Participate in rites of passage with their children, T1, 8-12-08, p. 5, ln 7				X					X	√				√		
2	Rites of Passage, Elders Council/Brothers and Sisters deciding whether or not a child is ready to				X					X	√		√		√		
2	Ancestors day, grandparents central to wisdom, knowledge, object of our respect, A3, 8-13-08, p. 1, ln									X	√		√		√		√
2	Strengthening the village through presence, A3, 8-13-08, p. 4, ln 42-43									X	√		√		√		√

Mother Influence

#		P1	P2	P3	T1	T2	T3	A1	A2	A3	1	2	3	4	5	6	7
3	Mothers expressing to their daughters to be open with communication, P2, 7-31-08, p. 7, ln 9		X									√					
3	Mothers sharing some of their experiences as girls, P2, 7-31-08, p. 7, ln 12		X									√			√		
3	Show motherly love to other students, T1, 8-12-08, p. 8, ln 13				X												
3	Mom's mentoring their children/other children, boys/girls, T1, 8-12-08, p. 10, ln 45				X						√		√		√		
3	SISTERS, A3, 8-13-08, p. 6, ln 14													√			
3	SELF Sisters Empowered through Love and Friendship, A3, 8-13-08, p. 6, ln 15									X	√		√		√		√

Father Influence

#		P1	P2	P3	T1	T2	T3	A1	A2	A3	1	2	3	4	5	6	7
4	Males sharing information with young males (character, honor, respect, gentleman, economics), P2, 7-		X									√			√		
4	Males sharing the importance of education and peer pressure, P2, 7-31-08, p. 7, ln 24		X												√		
4	Males discussing distractions young men have, impact of music, celebrity influence versus reality, P2,		X										√		√		
4	Mentors, Black male leadership, P3, 8-11-08, p. 5, ln 14			X										√			
4	A father would talk to male students if they acted out, P3, 8-11-08, p.6, ln 19			X													
4	Father's mentoring their children/other children, boys/girls, T1, 8-12-08, p. 10, ln 41				X												
4	Helping 26, 000 kids over time through Man-to-Man program, A3, 8-13-08, p. 5, ln 40									X	√				√		√
4	Mentoring program/men at building/group activities monthly, T3, 9-11-08, p. 3, ln 6						X				√				√		√

Collaboration on Supporting the School Vision

#		P1	P2	P3	T1	T2	T3	A1	A2	A3	1	2	3	4	5	6	7
5	Mentoring/tutoring, A2, 8-5-08, p. 5, ln 18								X			√			√		
5	Taking ideas from teachers to help organize teens, T1, 8-12-08, p. 7, ln 22				X							√			√		
5	Befriending the students of parents who don't attend, T1, 8-12-08, p. 8, ln 8				X												
5	Hall monitor/stand at the front door, T1, 8-12-08, p. 8, ln 40 (expecting certain behaviors before the				X						√		√		√		
5	Engaged in process with counselor, T3, 9-11-08, p. 2, ln 46						X				√		√		√		
5	Helping with grades, achieving academically, behaviors, A3, 8-13-08, p. 6, ln 4									X	√		√		√		
5	Writing information/developing some of the programs, A3, 8-13-08, p. 6, ln 26									X	√		√		√		
5	Signing covenants, A3, 8-13-08, p. 5, ln 29									X	√		√		√		
5	Attending monthly mentor meetings, A3, 8-13-08, p. 6, ln 17									X							
5	Beginning a new recruitment for mentoring, A3, 8-13-08, p. 6, ln 20									X							√

Athletic Coaching

#		P1	P2	P3	T1	T2	T3	A1	A2	A3	1	2	3	4	5	6	7
6	Coaching the basketball team, T1, 8-12-08, p. 8, ln 29				X					X	√				√		√
6	Coaching football league, A3, 8-13-08, p. 5, ln 27									X	√		√		√		√

	P1	P2	P3	T1	T2	T3	A1	A2	A3	1	2	3	4	5	6	7
Advocating																
Curriculum & Instruction																
1 Exercise rights regarding curriculum decision , P1, 7-11-08, p. 4. ln. 5	X										✓					
Communication with the School Community																
1 Complaints that students couldn't understand teacher/concerned children not learning, A2, 8-5-08, p. 7, ln.							X	X								✓
1 Wanting students to be challenged, A2, 8-5-08, p. 7, ln. 21			X				X									
1 Go in and let the teacher know son had a bad day, P3, 8-11-08, p. 3, ln. 44												✓				
1 Speaking to the school community about concerns, P1, 7-11-08, p. 5, ln. 29																
1 Many parents coming to LSCO meetings (ask questions/make suggestions), A2, 8-5-08, p. 3, ln. 20	X							X				✓		✓		
Communication with the School System																
2 To write letters to administration and fight for child's rights, P1, 7-11-08, p. 5, ln. 44	X													✓		
2 Putting a concern or complaint in writing, P2, 7-31-08, p. 3, ln. 27		X														
2 Taking a concern or complaint to the principal, P2, 7-31-08, p. 3, ln. 28		X														
2 Taking a concern or complaint to a parent liaison, P2, 7-31-08, p. 3, ln. 30		X										✓				
2 Parents come together through petitions, going to board meetings and voicing opinion, A2, 8-5-08, p. 3, ln								X						✓		
2 Parents came to board meetings to plead their case (staffing changes), A2, 8-5-08, p. 4, ln 44							X	X						✓		
Educating the School Community																
3 Getting information to staff and administration about ADHD, P1, 7-11-08, p. 6, ln. 18	X													✓		
3 Having a leadership role, A1, 7-25-08, p2, ln. 25						X					✓	✓				
3 Giving opinion/asking advice for school, A2, 8-5-08, p. 1, ln. 23							X					✓				
3 Parents expressing child's interest to the school, A2, 8-5-08, p. 6, ln. 19							X	X								
3 Expressing various concerns about the school, A2, 8-5-08, p. 6, ln. 23							X	X						✓		
3 Advocate for their school, A3, 8-13-08, p. 8, ln 9									X							
3 Evolving into a more African-centered parent, T1, 8-12-08, p. 3, ln. 20				X			X			✓		✓		✓		
3 Commitment to what the school stands for, T1, 8-12-08, p. 3, ln. 39				X			X			✓				✓		
Not Advocating for the School																
4 Choosing not to participate, P1, 7-11-08, p. 4, ln. 16	X							X								
4 Wanting the child to be less challenged, A2, 8-5-08, p. 7, ln 31							X									
4 Don't buy into what the school is doing, T1, 8-12-08, p. 2, ln 21			X													✓

PARENTAL PARTICIPATION MATRIX
ECOLOGIES OF PARENTAL ENGAGMENT (BARTON, ET. AL, 2004)

	*PIM	**PEM					
PARENTAL INVOLVEMENT							
<u>Custodial Decisons:</u>							
Grandparents raising parents, P1, 7-11-08, p. 2, ln. 39	CR						
Talking about the needs of their children, A1, 7-25-08, p. 4, ln 17	SHC						
Giving the school information on the needs of their children, A1, 7-25-08, p. 4, ln 17	SHC						
Mother/grandmother having a different attitude toward children, A1, 7-25-08, p. 8,	CR						
Thought of father responsibility being custodial, A1, 7-25-08, p. 8, ln 33	CR						
Making sure children don't turn out to be little ignorant people, A1, 7-25-08, p. 8, ln	CR						
Mothers not allowing failure to be an option, A1, 7-25-08, p. 8, ln 43	CR						
Parents in church expected children to read, A1, 7-25-08, p. 8, ln 44	CR						
Putting children in a Saturday program at church if they couldn't read, A1, 7-25-08,	CR						
Having children present in front of the congregation, A1, 7-25-08, p. 9, ln 1	CR						
Taking children to the doctor if the child wasn't performing academically, A1, 7-25-	SHC						
Mothers expressing affection to their daughters, P2, 7-31-08, p. 7, ln 6	CR						
Wanting the best education for their children, A2, 8-5-08, p. 1, ln. 30	CR						
Mother would not let children have crayons and things, A1, 7-25-08, p. 7, ln 28 (No	SHC						
Wanting kids to come to a safe place, T1, 8-12-08, p. 2, ln 22	SHC						
Bring their child to the school, T1, 8-12-08, p.4, ln 6	SHC						
Determine what's best for their children, T1, 8-12-08, p.4, ln 7	SHC						
Determine whether to keep the child at the school, T1, 8-12-08, p.4, ln 9	SHC						
Determine success, T1, 8-12-08, p.4, ln 10	CR						
Choose children's friends, T1, 8-12-08, p.4, ln 10	CR						
Determine who comes over their house and who doesn't, T1, 8-12-08, p.4, ln 12	CR						
Allowing children to got to kiddie clubs and hang out in bars, T1, 8-12-08, p.4, ln 17	CR						
Not letting kids do what they want to, T1, 8-12-08, p.4, ln 22	CR						
Not setting parameters for children, T1, 8-12-08, p.4, ln 24	CR						
Setting parameters for children, T1, 8-12-08, p.4, ln 25	CR						
Not being a child's running buddy, T1, 8-12-08, p.4, ln 31	CR						
Not hanging out with their children, T1, 8-12-08, p.4, ln 31	CR						
Looking to be their daughters friends', T1, 8-12-08, p.4, ln 34	CR						
Listening to the same music as children, T1, 8-12-08, p.4, ln 35	CR						
Wearing the same clothes as children, T1, 8-12-08, p.4, ln 35	CR						
Dividing the line between parent and child, T1, 8-12-08, p.4, ln 36	CR						
Totally blurring the dividing line between parent and child, T1, 8-12-08, p.4, ln 37	CR						

Providing in the home a (physical) place where they can be successful. A3, 8-13-08,	SHC
Giving the children breakfast. A3, 8-13-08, p. 3, ln 31	CR
School Initiated Activities	
Participating in fieldtrips. P1, 7-11-08, p. 5, ln 15	MA
Participate in field day. P1, 7-11-08, p. 5, ln 15	MA
Help with science fair project. P1, 7-11-08, p. 7, ln 23	MA
Having mundane things to do like fundraisers. A1, 7-25-08, p2, ln 26	MA
Helping teachers. A1, 7-25-08, p2, ln 28	PTR
Running off copies of papers. A1, 7-25-08, p2, ln 37	MA
Volunteering, whatever the teacher or principal asked. A1, 7-25-08, p. 4, ln 31	MA
Come to the school and eat. A1, 7-25-08, p. 5, ln 24	MA
Boys and Girls Club volunteers. A1, 7-25-08, p. 6, ln 7	MA
Form their own organization to improve non-incidentals (fundraising). P2, 7-31-08,	MA
Attend workshops to help empower parenthood. P2, 7-31-08, p. 3, ln. 8	PPD
Meet once a month through the LSCO, elect officers, decide on improvements.	PPD
Attending parent workshops. P2, 7-31-08, p. 5, ln. 8	PPD
Attending parent teacher conferences. P2, 7-31-08, p. 5, ln. 15	MA
Reviewing child's grades. P2, 7-31-08, p. 6, ln 1	MA
Looking at homework assignments missed. P2, 7-31-08, p. 6, ln 2	MA
Dropping off kids A2, 8-5-08, p. 1, ln. 24	MA
Showing an interest in their child's academics and behavior. P2, 7-31-08, p. 5, ln. 1	CR
Considering putting child in another middle school. P1, 7-11-08, p. 9, ln. 24	MA
Coming into the schools. A1, 7-25-08, p. 4, ln 14	MA
Talking to teachers about how to keep a child focused. P2, 7-31-08, p. 5, ln. 36	PTR
Requesting teacher to allow for corrections on homework. P2, 7-31-08, p. 6, ln 6	PTR
Supporting children at basketball games. A2, 8-5-08, p. 2, ln. 26	MA
Taking child home from the game. A2, 8-5-08, p. 2, ln. 32	MA
Encouraging all children at the soccer games. A2, 8-5-08, p. 2, ln. 38	MA
Paid service fee for LSCO. A2, 8-5-08, p. 3, ln 18	MA
Knowing everyday learning, grades, progress in class. A2, 8-5-08, p. 5, ln 24	PTR
Making sure student was in front of the teacher/after school help. A2, 8-5-08, p. 5,	PTR
Send child to college. P3, 8-11-08, p.1, ln 31	CR
Participate in what is mandatory. P3, 8-11-08, p. 2, ln 10	MA
Being in audience at everything. P3, 8-11-08, p. 2, ln 12	MA
Attending school picnic. P3, 8-11-08, p. 2, ln 15	MA
Parent meetings, making suggestions. P3, 8-11-08, p. 3, ln 26	MA

Item			
Parent donations, P3, 8-11-08, p. 3, ln 29	MA		
Bringing child's food to school, P3, 8-11-08, p. 3, ln 30	MA		
Helping clean-up, T1, 8-12-08, p. 3, ln 22	MA		
Rotate buying supplies, T1, 8-12-08, p. 3, ln 24	MA		
Picking up financial slack of schools, T1, 8-12-08, p. 3, ln 41	MA		
Donating things for field trips, T1, 8-12-08, p. 3, ln 41	MA		
Helping organize, T1, 8-12-08, p. 3, ln 42	MA		
Stay up on what's going on with the school, T1, 8-12-08, p.4, ln 41	MA		
Stand at the door and wave as kids go in school, T1, 8-12-08, p.4, ln 44	PTR		
Not feeling comfortable coming in school and talking to teachers, T1, 8-12-08, p.4,	PTR		
Having a service oriented job that changes involvement, T1, 8-12-08, p.4, ln 46	CR		
Attending parent teacher conferences in the late evenings, T1, 8-12-08, p. 5, ln 3	MA		
Talk to the teacher or the administration. T1, 8-12-08, p. 5, ln 6	PTR		
Shula Family Organization. T1, 8-12-08, p. 5, ln 8, p. 6, ln 22	L/P		
Board of Directors, Determine policy for the teachers for the school, approve all	L/P		
Direct contact with the administrator. T1, 8-12-08, p. 5, ln 11	PTR		
Monitoring the halls. T1, 8-12-08, p. 5, ln 22	MA		
Painting the building in the summer time, T1, 8-12-08, p. 5, ln 23	MA		
Fundraising, T1, 8-12-08, p. 5, ln 41, p. 6, ln 24	MA		
Having Dinners, T1, 8-12-08, p. 5, ln 41, p. 6, ln 27	MA		
Participating in science fair-volunteering to judge, T1, 8-12-08, p. 5, ln. 41, p. 6, ln.	MA		
Submit a resume to be on the Board, T1, 8-12-08, p. 6, ln 42	L/P		
Volunteer for the Board, T1, 8-12-08, p. 6, ln 45	L/P		
Financially supporting children to go to China, T1, 8-12-08, p. 11, ln 35	MA		
Buy uniforms, books, clothes, get child to college, T1, 8-12-08, p. 13, ln 16	MA		
Attending field trips, A3, 8-13-08, p. 2, ln 33	MA		
Providing resources, A3, 8-13-08, p. 2, ln 34		SHC	
Coming to a PTA meeting, A3, 8-13-08, p. 3, ln 1	MA		
Parent-teacher conferences, A3, 8-13-08, p. 3, ln 2	MA		
Sending in baked goods, A3, 8-13-08, p. 3, ln 2	MA		
Participating in special programs, A3, 8-13-08, p. 3, ln 3	MA		
Attending workshops, A3, 8-13-08, p. 3, ln 15	PPD		
Providing paper or supplies, A3, 8-13-08, p. 4, ln 5	MA		
Coming to the school, T2, 9-5-08, p. 1, ln 44	MA		
Paying top dollar/exclusive schools, T2, 9-5-08, p. 2, ln 6		MA	
Dropping children off at school, T2, 9-5-08, p. 2, ln 14	MA		
Trusting staff/administration to make decisions, T2, 9-5-08, p. 2, ln 28	L/P		

Description	Code 1	Code 2
Deciding for children to participate/not participate, T2, 9-5-08, p. 2, ln 30	MA	
Parent chaperones, T2, 9-5-08, p. 2, ln 43	MA	
Participate in school activities, T2, 9-5-08, p. 2, ln 44	MA	
In charge of clubs at the school, T2, 9-5-08, p. 3, ln1-3	L/P	
Big Brothers/Big Sisters (suburban kinds of organizations), A3, 8-13-08, p. 5, ln 44	MA	
Boy Scouts/Girl Scouts, A3, 8-13-08, p. 6, ln 1	MA	
Becoming sponsors/chaperones on trip, A3, 8-13-08, p. 6, ln 27	MA	
Cleaning floors, T3, 9-11-08, p. 1, ln 44	MA	
Painted, T3, 9-11-08, p. 1, ln 45	MA	
Construction work, T3, 9-11-08, p. 1, ln 45	MA	
Planted flowers, T3, 9-11-08, p. 1, ln 45	MA	
Attending LSCO meetings, T3, 9-11-08, p. 2, ln 10	L/P	
Educational Decisions for own child in the school		
Taking children to get a well rounded education, P1, 7-11-08, p. 2, ln 42		CR
Taking children outside of the school for activities, P1, 7-11-08, p. 2, ln 43		SHC
Imparting the value of education, P1, 7-11-08, p. 2, ln 4		CR
Expose them to examples of people that are tangible, P1, 7-11-08, p. 3, ln 23		SHC
Being in a position to expose [a child], P1, 7-11-08, p. 3, ln 37		CR
Talk to administration about concerns, P1, 7-11-08, p. 4, ln 20		MA
Looking for high schools, P1, 7-11-08, p. 4, ln 30		MA
Expressing questions and concerns to the principal, assistant principal, curriculum		PTR
Participating more in elementary school, P1, 7-11-08, p. 5, ln 19		PTR
Participating less in middle school, P1, 7-11-08, p. 5, ln 21		PTR
Making one-on-one parent/teacher decisions, P2, 7-31-08, p. 4, ln 13		PTR
Leave and not tell anyone or talk to anyone, A1, 7-25-08, p. 6, ln 38		SHC
Parents not working as hard for their child's education, A2, 8-5-08, p. 5, ln 21		CR
Families bring all of their children to one school, T1, 8-12-08, p. 5, ln 14		CR
Parents driving back-and-forth across town to take kids to school, T1, 8-12-08, p. 5,		MA
Catching the bus to take kids to school, T1, 8-12-08, p. 5, ln 18		MA
Wanting a space for child at school (special education), T1, 8-12-08, p. 9, ln 6		L/P
Grandmother not accepting schools position, T1, 8-12-08, p. 9, ln 8		PTR
Don't think world viewed and future focused, T1, 8-12-08, p. 12, ln 41		CR
Parents were the first teachers, A3, 8-13-08, p. 2, ln 14		CR
Preparing children to participate in a rigorous day, A3, 8-13-08, p. 3, ln 31		SHC
Communicate high expectations, A3, 8-13-08, p. 3, ln 33		CR

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Educational Decisions for all children in the school	
Supportive and work together in the LSCO, P1, 7-11-08, p. 4, ln. 19	L/P
Participate in school improvement planning, P1, 7-11-08, p. 4, ln. 46	L/P
Title I Chair having formal meetings with administration and staff , P1, 7-11-08, p.	L/P
Parents coming together and being on the same page for class decisions, P2, 7-31-08,	L/P
Weigh in on some decisions on the Title I budget, service, workshop and program	L/P
Go to other places for workshops, P1, 7-11-08, p. 8, ln. 12	PPD
Having input into curriculum programs, A1, 7-25-08, p2, ln. 29	L/P
Not being present at Title I meetings, A1, 7-25-08, p.3, ln 10	L/P
Only signing off on Title I documentation, A1, 7-25-08, p. 3, ln 11	MA
Insisting on knowing what is being proposed for Title I, A1, 7-25-08, p. 3, ln 15	L/P
Being a National Title I Parent, A1, 7-25-08, p. 3, ln 16	L/P
Involved in the entire 31A/Title I (State/Federal) program, A1, 7-25-08, p. 4, ln 13	L/P
Seeing and reading a (school) proposal, A1, 7-25-08, p. 4, ln 18	L/P
Daily, weekly planning process included parents and training, A1, 7-25-08, p. 5, ln	PPD
Making decisions about workshop topics, P2, 7-31-08, p. 5, ln. 29	PPD
Not enough parents to make a curriculum decision change, P2, 7-31-08, p. 8, ln 28	L/P
Having say in what goes on in classroom, hallways, general program, A2, 8-5-08, p.	L/P
Collaborated with principal in setting up the school program (start-up), A2, 8-5-08,	L/P
Participate as co-partners and co-teachers/decision-making, A3, 8-13-08, p. 2, ln 16	PTR
Participate in policy and governance, A3, 8-13-08, p. 2, ln 22	L/P
Participate on design team (policies, admissions, uniforms), A3, 8-13-08, p. 2, ln 23	L/P
Participating in training in different areas/parent academy, A3, 8-13-08, p. 2, ln 28	PPD
Making suggestions policy/curriculum design, A3, 8-13-08, p. 3, ln 6	L/P
Governance/supervision, A3, 8-13-08, p. 3, ln 14	L/P
Conducting research, A3, 8-13-08, p. 3, ln 15	PPD
A part of all aspects of the school, T3, 9-11-08, p. 1, ln 37	L/P
Substitute teaching, T3, 9-11-08, p. 1, ln 44	TE
Design team/addressing issues of school, T3, 9-11-08, p. 2, ln 6	L/P
Mentoring	
Having people speak about different, P1, 7-11-08, p. 5, ln. 15	TE
Community/Church oriented mentors who give of themselves, time, money, A1, 7-25-	SHC
Taking ideas from teachers to help organize teens, T1, 8-12-08, p. 7, ln 22	PPD
Mothers sharing some of their experiences as girls, P2, 7-31-08, p. 7, ln 12	TE/CR
Males sharing information with young males (character, honor, respect, gentleman,	TE/CR
Males sharing the importance of education and peer pressure, P2, 7-31-08, p. 7, ln 24	TE/CR

Males discussing distractions young men have, impact of music, celebrity influence	TE/CR
Mentoring/tutoring, A2, 8-5-08, p. 5, ln 18	TE/CR
Mentors, Black male leadership, P3, 8-11-08, p. 5, ln 14	TE/L/P
A father would talk to male students if they acted out, P3, 8-11-08, p.6, ln 19	TE/CR
Participate in rites of passage with their children, T1, 8-12-08, p. 5, ln. 7	TE/CR
Rites of Passage, Elders Council/Brothers and Sisters deciding whether or not a child	CR
Befriending the students of parents who don't attend, T1, 8-12-08, p. 8, ln 8	CR
Show motherly love to other students, T1, 8-12-08, p. 8, ln 13	CR
Organize visit from university, T1, 8-12-08, p. 8, ln 24	TE/L/P
Coaching the basketball team, T1, 8-12-08, p. 8, ln 29	MA
Hall monitor/stand at the front door, T1, 8-12-08, p. 8, ln 40 (expecting certain	TE
Father's mentoring their children/other children, boys/girls, T1, 8-12-08, p. 10, ln 41	TE/CR
Mom's mentoring their children/other children, boys/girls, T1, 8-12-08, p. 10, ln 45	TE/CR
Ancestors day, grandparents central to wisdom, knowledge, object of our respect, A3,	CR
Mentorship-40 different programs, A3, 8-13-08, p. 3, ln 10	TE/CR
Quantity/quality of time, A3, 8-13-08, p. 3, ln 11	TE
Monitoring/encouraging youngsters to achieve, A3, 8-13-08, p. 3, ln 25	TE
Strengthening the village through presence, A3, 8-13-08, p. 4, ln 42-43	CR
Mentorship group 1, 000 men/300 women, A3, 8-13-08, p. 5, ln 25	TE/CR
Coaching football league , A3, 8-13-08, p. 5, ln 27	MA
Signing covenants, A3, 8-13-08, p. 5, ln 29	SHC
Helping 26, 000 kids over time through Man-to-Man program, A3, 8-13-08, p. 5, ln	TE/CR
Helping with grades, achieving academically, behaviors, A3, 8-13-08, p. 6, ln 4	TE
Speak to young people (guidance), A3, 8-13-08, p. 6, ln 9	TE
SISTERS, A3, 8-13-08, p. 6, ln 14	MA
SELF Sisters Empowered through Love and Friendship, A3, 8-13-08, p. 6, ln 15	MA
Attending monthly mentor meetings, A3, 8-13-08, p. 6, ln 17	MA
Beginning a new recruitment for mentoring, A3, 8-13-08, p. 6, ln 20	L/P
Elders Council, A3, 8-13-08, p. 6, ln 23	L/P
Writing information/developing some of the programs, A3, 8-13-08, p. 6, ln 26	L/P
Engaged in process with counselor, T3, 9-11-08, p. 2, ln 46	TE
Mentoring program/men at building/group activities monthly, T3, 9-11-08, p. 3, ln 6	TE/CR
Advocating	
Exercise rights regarding curriculum decision , P1, 7-11-08, p. 4, ln. 5	PTR
Choosing not to participate. P1, 7-11-08, p. 4. ln 16	PTR
Speaking to the school community about concerns. P1, 7-11-08, p. 5, ln 29	SHC

	Code
To write letters to administration and fight for child's rights, P1, 7-11-08, p. 5, ln. 44	PTR
Getting information to staff and administration about ADHD, P1, 7-11-08, p. 6, ln.	PPD/TE
Putting a concern or complaint in writing, P2, 7-31-08, p. 3, ln. 27	SHC
Taking a concern or complaint to the principal, P2, 7-31-08, p. 3, ln. 28	PTR
Taking a concern or complaint to a parent liaison, P2, 7-31-08, p. 3, ln. 30	SHC
Having a leadership role, A1, 7-25-08, p2. ln 25	L/P
Organize selves apart from other parents, (urgency for literacy), A1, 7-25-08, p. 5, ln	L/P
Giving opinion/asking advice for school, A2, 8-5-08, p. 1, ln. 23	L/P
Many parents coming to LSCO meetings (ask questions/make suggestions), A2, 8-5-	PTR
Parents come together through petitions, going to board meetings and voicing	L/P
Parents came to board meetings to plead their case (staffing changes), A2, 8-5-08, p.	L/P
Parents expressing child's interest to the school, A2, 8-5-08, p. 6, ln. 19	SHC
Expressing various concerns about the school, A2, 8-5-08, p. 6, ln. 23	PTR
Complaints that students couldn't understand teacher/concerned children not	PTR
Wanting students to be challenged, A2, 8-5-08, p. 7, ln. 21	CR
Wanting the child to be less challenged, A2, 8-5-08, p. 7, ln 31	CR
Go in and let the teacher know son had a bad day, P3, 8-11-08, p. 3, ln 44	PTR
Don't buy into what the school is doing, T1, 8-12-08, p. 2, ln. 21	SHC
Evolving into a more African-centered parent, T1, 8-12-08, p. 3, ln. 20	CR
Commitment to what the school stands for, T1, 8-12-08, p. 3, ln 39	CR
Advocate for their school, A3, 8-13-08, p. 8, ln 9	SHC
Community Collaboration	
Meet other parents and people in the community, P1, 7-11-08, p. 6, ln. 26	SHC
Parents agreeing to come to a class one night per week to learn student	PPD
Parents who did instruction, A1, 7-25-08, p. 8, ln 3	TE
Assisted, planned lessons, did lessons, A1, 7-25-08, p. 8, ln 8	TE
Come in to class to teach physics on a regular basis, A1, 7-25-08, p. 8, ln 16	TE
On the same side with the school for the betterment of the child's education, P2, 7-31-	SHC
Choosing workshops for children, P2, 7-31-08, p. 7, ln 3	TE
Open lines of communication parent-teachers-administration, A2, 8-5-08, p. 1, ln. 8	PTR
Wanting the same things for their children (like-minded parents), A2, 8-5-08, p. 1,	CR
Helping with Thanksgiving celebrations/holiday celebrations/school activities, A2, 8-	CR
Not controlling what was going on in the building, A2, 8-5-08, p. 1, ln. 30	L/P
Work with administrators volunteer-open the doors of the parents, A2, 8-5-08, p. 1,	CR
Helping kids get out of the car, A2, 8-5-08, p. 1, ln. 39 Directing the children to class, A2, 8-5-08, p. 1, ln. 40	CR

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Description	Code
Volunteering at lunch time, after school, chess team, A2, 8-5-08, p. 1, ln. 45	SHC
Having a relationship with organizations, A2, 8-5-08, p. 1, ln. 46	
Refer organizations to administrator, A2, 8-5-08, p. 2, ln. 1	L/P
Give the school exposure, A2, 8-5-08, p. 2, ln. 4	L/P
Concerned with who's in control/who's getting credit, A2, 8-5-08, p. 2, ln. 7	CR
Ancestors night-school community getting together to celebrate ancestry.	CR
Thanksgiving Feast, staying to make sure every child had something, A2, 8-5-08, p.	CR/SHC
Parents/children cook together for feast, A2, 8-5-08, p. 2, ln. 46	CR/TE
Parents brought food dishes to school, A2, 8-5-08, p. 3, ln 2	TE/CR
Raise up other parents children send to college, P3, 8-11-08, p. 1, ln 33	TE/CR/L/P
Being a parent to all children, P3, 8-11-08, p. 2, ln 3	CR
Setting up and organizing rites of passage, P3, 8-11-08, p. 2, ln 17	CR
Ancestors Day, whole community came out old and young, P3, 8-11-08, p. 2, ln 37	CR/PPD
Parents not being African-centered, P3, 8-11-08, p.6, ln 9	CR/TE
Learning to be African-centered, P3, 8-11-08, p.6, ln 9	CR
Chastise or compliment and reward, T1, 8-12-08, p.1, ln 33	CR
By into the ideology and philosophy of the school, T1, 8-12-08, p. 2, ln. 13	CR/SHC
Live an African-centered life, T1, 8-12-08, p. 2, ln. 14	CR
Supportive of what the school does, what the children know, engage them in	CR/L/P
Travel different places, experiences different cultures and developing children, T1, 8-	PTR
Committees based on Ngusa Saba, T1, 8-12-08, p. 5, ln 41, p. 6, ln. 23-25	CR
Accuse school of favoritism, T1, 8-12-08, p. 8, ln 45	SHC/L/P
As Black people, take in children that are not family, T1, 8-12-08, p. 9, ln 3	CR/PTR
Collectively deciding the learning circle will be excellent, T1, 8-12-08, p. 10, ln 34	SHC
Being responsive and supporting the mission, goals, and objectives of the school, A3.	PPD
Coming to the school on Saturdays and Sundays, A3, 8-13-08, p. 3, ln 17	L/P
Getting others involved, A3, 8-13-08, p. 4, ln 5	TE/CR
Evaluating staff for selection purposes, A3, 8-13-08, p. 4, ln 7	SHC
Come to Harambee, make comments/share news with students, A3, 8-13-08, p. 4, ln	PPD
Parents calling to express to administrator how parents have changed, A3, 8-13-08,	CR/PPD
Parents coming in to school and learning, A3, 8-13-08, p. 7, ln 21	CR
Parents finishing college to become teachers (Parent Academy), A3, 8-13-08, p. 7, ln	PTR
Committed to understanding the history/culture of children, A3, 8-13-08, p. 7, ln 31	
Setting standards, A3, 8-13-08, p. 7, ln 43	
Collaboration, A3, 8-13-08, p. 8, ln 2	CR
Greeting students at school/let them out of the cars, T3, 9-11-08, p. 1, ln 45	
Gravitating toward other parents/together at events, T3, 9-11-08, p. 2, ln 12	

Family Feast students/family brought in food dishes/ volunteered to serve and bring	CR		
*The Traditional Parent Involvement Model (Barton, et. Al., 2004) is mostly defined by Mediating Artifacts (MA).			
The parent is expected perform a specific function; generally the activity does not involve a decision on the part of the parent other than the decision to			
GREY AREAS: The category is typical of PI but the extent to which parents participate can be PE.			
** The Parental Engagment Model (Barton, et. Al., 2004) illustrates various roles played by parents.			

Chapter 2: Components of the PI & PE Models

CR= Cultural Relevance

SHC= School/Home Connection

PTR= Parent-Teacher Relations

PPD=Parent Professional Development

TE=Teacher Education

L/P=Leadership/Policy

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APPENDIX D

Social Reproduction Theory

PARENTAL PARTICIPATION MATRIX		
SOCIAL REPRODUCTION THEORY (Core of 3 Tier Approach for Implementing ACE)		
PARENTAL INVOLVEMENT		
Custodial Responsibility:		
Grandparents raising parents, P1, 7-11-08, p. 2, ln. 39		
Talking about the needs of their children, A1, 7-25-08, p. 4, ln 17		
Giving the school information on the needs of their children, A1, 7-25-08, p. 4, ln 17		
Mother/grandmother having a different attitude toward children, A1, 7-25-08, p. 8, ln 26		
Thought of father responsibility being custodial, A1, 7-25-08, p. 8, ln 33		
Making sure children don't turn out to be little ignorant people, A1, 7-25-08, p. 8, ln 39		
Mothers not allowing failure to be an option, A1, 7-25-08, p. 8, ln 43		
Parents in church expected children to read, A1, 7-25-08, p. 8, ln 44		
Putting children in a Saturday program at church if they couldn't read, A1, 7-25-08, p. 8, ln 45		
Having children present in front of the congregation, A1, 7-25-08, p. 9, ln 1		
Taking children to the doctor if the child wasn't performing academically, A1, 7-25-08, p. 9, ln 2	X	
Mothers expressing affection to their daughters, P2, 7-31-08, p. 7, ln 6		
Wanting the best education for their children, A2, 8-5-08, p. 1, ln 30		
Mother would not let children have crayons and things, A1, 7-25-08, p. 7, ln 28 (No writing on the wall)		
Wanting kids to come to a safe place, T1, 8-12-08, p. 2, ln. 22		
Bring their child to the school, T1, 8-12-08, p.4, ln 6		
Determine what's best for their children, T1, 8-12-08, p.4, ln 7		
Determine whether to keep the child at the school, T1, 8-12-08, p.4, ln 9		
Determine success, T1, 8-12-08, p.4, ln 10		
Choose children's friends, T1, 8-12-08, p.4, ln 10		
Determine who comes over their house and who doesn't, T1, 8-12-08, p.4, ln 12		
Allowing children to got to kiddie clubs and hang out in bars, T1, 8-12-08, p.4, ln 17		
Not letting kids do what they want to, T1, 8-12-08, p.4, ln 22		
Not setting parameters for children, T1, 8-12-08, p.4, ln 24		
Setting parameters for children, T1, 8-12-08, p.4, ln 25		
Not being a child's running buddy, T1, 8-12-08, p.4, ln 31		
Not hanging out with their children, T1, 8-12-08, p.4, ln 31		
Looking to be their daughters friends', T1, 8-12-08, p.4, ln 34		
Listening to the same music as children, T1, 8-12-08, p.4, ln 35		
Wearing the same clothes as children, T1, 8-12-08, p.4, ln 35		
Dividing the line between parent and child, T1, 8-12-08, p.4, ln 36		

Totally blurring the dividing line between parent and child, T1, 8-12-08, p.4, ln 37	
Providing in the home a (physical) place where they can be successful, A3, 8-13-08, p. 3, ln 28	
Giving the children breakfast, A3, 8-13-08, p. 3, ln 31	
School Initiated Activities	
Participating in fieldtrips, P1, 7-11-08, p. 5, ln 15	
Participate in field day, P1, 7-11-08, p. 5, ln 15	
Help with science fair project, P1, 7-11-08, p. 7, ln 23	
Having mundane things to do like fundraisers, A1, 7-25-08, p2, ln 26	
Helping teachers, A1, 7-25-08, p2, ln 28	
Running off copies of papers, A1, 7-25-08, p2, ln 37	
Volunteering, whatever the teacher or principal asked, A1, 7-25-08, p. 5, ln 24	
Come to the school and eat, A1, 7-25-08, p. 5, ln 24	
Boys and Girls Club volunteers, A1, 7-25-08, p. 6, ln 7	X
Form their own organization to improve non-incidentals (fundraising), P2, 7-31-08, p. 3, ln 8	
Attend workshops to help empower parenthood, P2, 7-31-08, p. 3, ln 8	
Meet once a month through the LSCO, elect officers, decide on improvements, express how they feel, P2, 7-31-08, p. 3, ln 20	
Attending parent workshops, P2, 7-31-08, p. 5, ln 8	
Attending parent teacher conferences, P2, 7-31-08, p. 5, ln 15	
Reviewing child's grades, P2, 7-31-08, p. 6, ln 1	
Looking at homework assignments missed, P2, 7-31-08, p. 6, ln 2	
Dropping off kids A2, 8-5-08, p. 1, ln 24	
Showing an interest in their child's academics and behavior, P2, 7-31-08, p. 5, ln 1	
Considering putting child in another middle school, P1, 7-11-08, p. 9, ln 24	
Coming into the schools, A1, 7-25-08, p. 4, ln 14	
Talking to teachers about how to keep a child focused, P2, 7-31-08, p. 5, ln 36	
Requesting teacher to allow for corrections on homework, P2, 7-31-08, p. 6, ln 6	
Supporting children at basketball games, A2, 8-5-08, p. 2, ln 26	X
Taking child home from the game, A2, 8-5-08, p. 2, ln 32	
Encouraging all children at the soccer games, A2, 8-5-08, p. 2, ln 38	X
Paid service fee for LSCO, A2, 8-5-08, p. 3, ln 18	
Knowing everyday learning, grades, progress in class, A2, 8-5-08, p. 5, ln 24	
Making sure student was in front of the teacher/after school help, A2, 8-5-08, p. 5, ln 29	
Send child to college, P3, 8-11-08, p.1, ln 31	
Participate in what is mandatory, P3, 8-11-08, p. 2, ln 10	
Being in audience at everything, P3, 8-11-08, p. 2, ln 12	

Attending school picnic, P3, 8-11-08, p. 2, ln 15

Parent meetings, making suggestions, P3, 8-11-08, p. 3, ln 26

Parent donations, P3, 8-11-08, p. 3, ln 29

Bringing child's food to school, P3, 8-11-08, p. 3, ln 30

Helping clean-up, T1, 8-12-08, p. 3, ln. 22

Rotate buying supplies, T1, 8-12-08, p. 3, ln. 24

Picking up financial slack of schools, T1, 8-12-08, p. 3, ln. 41

Donating things for field trips, T1, 8-12-08, p. 3, ln. 41

Helping organize, T1, 8-12-08, p. 3, ln. 42

Stay up on what's going on with the school, T1, 8-12-08, p.4, ln 41

Stand at the door and wave as kids go in school, T1, 8-12-08, p.4, ln 44

Not feeling comfortable coming in school and talking to teachers, T1, 8-12-08, p.4, ln 44

Having a service oriented job that changes involvement, T1, 8-12-08, p.4, ln 46

Attending parent teacher conferences in the late evenings, T1, 8-12-08, p. 5, ln. 3

Talk to the teacher or the administration, T1, 8-12-08, p.4, ln 41

Shula Family Organization, T1, 8-12-08, p. 5, ln. 8, p. 6, ln. 22

Board of Directors, Determine policy for the teachers for the school, approve all that's required for the school, T1, 8-12-08, p. 5, ln. 9, p. 6, ln. 38

Direct contact with the administrator, T1, 8-12-08, p. 5, ln. 11

Monitoring the halls, T1, 8-12-08, p. 5, ln. 22

Painting the building in the summer time, T1, 8-12-08, p. 5, ln. 23

Fundraising, T1, 8-12-08, p. 5, ln. 41, p. 6, ln. 24

Having Dinners, T1, 8-12-08, p. 5, ln. 41, p. 6, ln. 27

Participating in science fair-volunteering to judge, T1, 8-12-08, p. 5, ln. 41, p. 6, ln. 28

Submit a resume to be on the Board, T1, 8-12-08, p. 6, ln 42

Volunteer for the Board, T1, 8-12-08, p. 6, ln 45

Financially supporting children to go to China, T1, 8-12-08, p. 11, ln 35

Buy uniforms, books, clothes, get child to college, T1, 8-12-08, p. 13, ln 16

Attending field trips, A3, 8-13-08, p. 2, ln 33

Providing resources, A3, 8-13-08, p. 2, ln 34

Coming to a PTA meeting, A3, 8-13-08, p. 3, ln 1

Parent-teacher conferences, A3, 8-13-08, p. 3, ln 2

Sending in baked goods, A3, 8-13-08, p. 3, ln 2

Participating in special programs, A3, 8-13-08, p. 3, ln 3

Attending workshops, A3, 8-13-08, p. 3, ln 15

Providing paper or supplies, A3, 8-13-08, p. 4, ln 5

Coming to the school, T2, 9-5-08, p. 1, ln 44

	X
Paying top dollar/exclusive schools, T2, 9-5-08, p. 2, ln 6	
Dropping children off at school, T2, 9-5-08, p. 2, ln 14	
Trusting staff/administration to make decisions, T2, 9-5-08, p. 2, ln 28	
Deciding for children to participate/not participate, T2, 9-5-08, p. 2, ln 30	
Parent chaperones, T2, 9-5-08, p. 2, ln 43	
Participate in school activities, T2, 9-5-08, p. 2, ln 44	
In charge of clubs at the school , T2, 9-5-08, p. 3, ln1-3	
Big Brothers/Big Sisters (suburban kinds of organizations), A3, 8-13-08, p. 5, ln 44	X
Boy Scouts/Girl Scouts, A3, 8-13-08, p. 6, ln 1	X
Becoming sponsors/chaperones on trip, A3, 8-13-08, p. 6, ln 27	
Cleaning floors, T3, 9-11-08, p. 1, ln 44	
Painted, T3, 9-11-08, p. 1, ln 45	
Construction work, T3, 9-11-08, p. 1, ln 45	
Planted flowers, T3, 9-11-08, p. 1, ln 45	
Attending LSCO meetings, T3, 9-11-08, p. 2, ln 10	
Educational Decisions for own child in the school	
Taking children to get a well rounded education, P1, 7-11-08, p. 2, ln. 42	X
Taking children outside of the school for activities, P1, 7-11-08, p. 2, ln. 43	X
Imparting the value of education, P1, 7-11-08, p. 2, ln. 4	X
Expose them to examples of people that are tangible, P1, 7-11-08, p. 3, ln. 23	X
Being in a position to expose [a child], P1, 7-11-08, p. 3, ln 37	X
Talk to administration about concerns, P1, 7-11-08, p. 4, ln. 20	
Looking for high schools, P1, 7-11-08, p. 4, ln. 30	
Expressing questions and concerns to the principal, assistant principal, curriculum coordinator, counselor, and teachers, P1, 7-11-08, p. 4, ln 39	
Participating more in elementary school, P1, 7-11-08, p. 5, ln 19	
Participating less in middle school, P1, 7-11-08, p. 5, ln 21	
Making one-on-one parent/teacher decisions, P2, 7-31-08, p. 4, ln. 13	
Leave and not tell anyone or talk to anyone, A1, 7-25-08, p. 6, ln 38	
Parents not working as hard for their child's education, A2, 8-5-08, p. 5, ln. 21	
Families bring all of their children to one school, T1, 8-12-08, p. 5, ln. 14	
Parents driving back-and-forth across town to take kids to school, T1, 8-12-08, p. 5, ln. 17	
Catching the bus to take kids to school, T1, 8-12-08, p. 5, ln. 18	
Wanting a space for child at school (special education), T1, 8-12-08, p. 9, ln 6	
Grandmother not accepting schools position, T1, 8-12-08, p. 9, ln 8	
Don't think world viewed and future focused, T1, 8-12-08, p. 12, ln 41	X

Parents were the first teachers, A3, 8-13-08, p. 2, ln 14	
Preparing children to participate in a rigorous day, A3, 8-13-08, p. 3, ln 31	
Communicate high expectations, A3, 8-13-08, p. 3, ln 33	
Educational Decisions for all children in the school	
Supportive and work together in the LSCO, P1, 7-11-08, p. 4, ln. 19	
Participate in school improvement planning, P1, 7-11-08, p. 4, ln. 46	
Title I Chair having formal meetings with administration and staff, P1, 7-11-08, p. 5, ln 1	
Parents coming together and being on the same page for class decisions, P2, 7-31-08, p. 4, ln 21	
Weigh in on some decisions on the Title I budget, service, workshop and program decisions, P1, 7-11-08, p. 7, ln. 37	
Go to other places for workshops, P1, 7-11-08, p. 8, ln. 12	
Having input into curriculum programs, A1, 7-25-08, p2, ln. 29	
Not being present at Title I meetings, A1, 7-25-08, p.3, ln 10	
Only signing off on Title I documentation, A1, 7-25-08, p. 3, ln 11	
Insisting on knowing what is being proposed for Title I, A1, 7-25-08, p. 3, ln 15	
Being a National Title I Parent, A1, 7-25-08, p. 3, ln 16	
Involved in the entire 31A/Title I (State/Federal) program, A1, 7-25-08, p. 4, ln 13	
Seeing and reading a (school) proposal, A1, 7-25-08, p. 4, ln 18	
Daily, weekly planning process included parents and training, A1, 7-25-08, p. 5, ln 11	
Making decisions about workshop topics, P2, 7-31-08, p. 5, ln. 29	
Not enough parents to make a curriculum decision change, P2, 7-31-08, p. 8, ln 28	
Having say in what goes on in classroom, hallways, general program, A2, 8-5-08, p. 1, ln. 18	X
Collaborated with principal in setting up the school program (start-up), A2, 8-5-08, p. 8, ln. 1	
Participate as co-partners and co-teachers/decision-making, A3, 8-13-08, p. 2, ln 16	
Participate in policy and governance, A3, 8-13-08, p. 2, ln 22	
Participate on design team (policies, admissions, uniforms), A3, 8-13-08, p. 2, ln 23	
Participating in training in different areas/parent academy, A3, 8-13-08, p. 2, ln 28	
Making suggestions policy/curriculum design, A3, 8-13-08, p. 3, ln 6	
Governance/supervision, A3, 8-13-08, p. 3, ln 14	
Conducting research, A3, 8-13-08, p. 3, ln 15	
A part of all aspects of the school, T3, 9-11-08, p. 1, ln 37	
Substitute teaching, T3, 9-11-08, p. 1, ln 44	
Design team/addressing issues of school, T3, 9-11-08, p. 2, ln 6	
Mentoring	
Having people speak about different, P1, 7-11-08, p. 5, ln 15	X

Community/Church oriented mentors who give of themselves, time, money, A1, 7-25-08, p. 6, ln 4	X
Mothers expressing to their daughters to be open with communication, P2, 7-31-08, p. 7, ln 9	X
Mothers sharing some of their experiences as girls, P2, 7-31-08, p. 7, ln 12	X
Males sharing information with young males (character, honor, respect, gentleman, economics), P2, 7-31-08, p. 7, ln 20	X
Males sharing the importance of education and peer pressure, P2, 7-31-08, p. 7, ln 24	X
Males discussing distractions young men have, impact of music, celebrity influence versus reality, P2, 7-31-08, p. 7, ln 25	X
Mentoring/tutoring, A2, 8-5-08, p. 5, ln. 18	X
Mentors, Black male leadership, P3, 8-11-08, p. 5, ln 14	X
A father would talk to male students if they acted out, P3, 8-11-08, p.6, ln 19	X
Participate in rites of passage with their children, T1, 8-12-08, p. 5, ln. 7	X
Rites of Passage, Elders Council/Brothers and Sisters deciding whether or not a child is ready to become an adult, T1, 8-12-08, p. 5, ln. 41, p. 6, ln. 12	X
Taking ideas from teachers to help organize teens, T1, 8-12-08, p. 7, ln 22	
Befriending the students of parents who don't attend, T1, 8-12-08, p. 8, ln 8	
Show motherly love to other students, T1, 8-12-08, p. 8, ln 13	
Organize visit from university, T1, 8-12-08, p. 8, ln 24	
Coaching the basketball team, T1, 8-12-08, p. 8, ln 29	
Hall monitor/stand at the front door, T1, 8-12-08, p. 8, ln 40 (expecting certain behaviors before the student could pass to class)	
Father's mentoring their children/other children, boys/girls, T1, 8-12-08, p. 10, ln 41	X
Mom's mentoring their children/other children, boys/girls, T1, 8-12-08, p. 10, ln 45	X
Ancestors day, grandparents central to wisdom, knowledge, object of our respect, A3, 8-13-08, p. 1, ln 25	X
Mentorship-40 different programs, A3, 8-13-08, p. 3, ln 10	X
Quantity/quality of time, A3, 8-13-08, p. 3, ln 11	
Monitoring/encouraging youngsters to achieve, A3, 8-13-08, p. 3, ln 25	X
Strengthening the village through presence, A3, 8-13-08, p. 4, ln 42-43	X
Mentorship group 1, 000 men/300 women, A3, 8-13-08, p. 5, ln 25	X
Coaching football league , A3, 8-13-08, p. 5, ln 27	
Signing covenants, A3, 8-13-08, p. 5, ln 29	
Helping 26, 000 kids over time through Man-to-Man program, A3, 8-13-08, p. 5, ln 40	X
Speak to young people (guidance), A3, 8-13-08, p. 6, ln 9	
SISTERS, A3, 8-13-08, p. 6, ln 14	X
SELF Sisters Empowered through Love and Friendship, A3, 8-13-08, p. 6, ln 15	X

Attending monthly mentor meetings, A3, 8-13-08, p. 6, ln 17	
Beginning a new recruitment for mentoring, A3, 8-13-08, p. 6, ln 20	
Elders Council, A3, 8-13-08, p. 6, ln 23	
Writing information/developing some of the programs, A3, 8-13-08, p. 6, ln 26	
Engaged in process with counselor, T3, 9-11-08, p. 2, ln 46	X
Mentoring program/men at building/group activities monthly, T3, 9-11-08, p. 3, ln 6	X
Advocating	
Exercise rights regarding curriculum decision , P1, 7-11-08, p. 4, ln. 5	
Choosing not to participate, P1, 7-11-08, p. 4, ln. 16	
Speaking to the school community about concerns, P1, 7-11-08, p. 5, ln. 29	
To write letters to administration and fight for child's rights, P1, 7-11-08, p. 5, ln. 44	
Getting information to staff and administration about ADHD, P1, 7-11-08, p. 6, ln. 18	
Putting a concern or complaint in writing, P2, 7-31-08, p. 3, ln. 27	
Taking a concern or complaint to the principal, P2, 7-31-08, p. 3, ln. 28	
Taking a concern or complaint to a parent liaison, P2, 7-31-08, p. 3, ln. 30	
Having a leadership role, A1, 7-25-08, p2, ln. 25	
Organize selves apart from other parents, (urgency for literacy), A1, 7-25-08, p. 5, ln 31	
Giving opinion/asking advice for school, A2, 8-5-08, p. 1, ln. 23	
Many parents coming to LSCO meetings (ask questions/make suggestions), A2, 8-5-08, p. 3, ln 20	
Expressing various concerns about the school, A2, 8-5-08, p. 6, ln. 23	
Parents expressing child's interest to the school, A2, 8-5-08, p. 6, ln 19	
Parents came to board meetings to plead their case (staffing changes), A2, 8-5-08, p. 4, ln 44	
Parents come together through petitions, going to board meetings and voicing opinion, A2, 8-5-08, p. 3, ln 36	
Complaints that students couldn't understand teacher/concerned children not learning, A2, 8-5-08, p. 7, ln. 8	
Wanting students to be challenged, A2, 8-5-08, p. 7, ln 21	
Wanting the child to be less challenged, A2, 8-5-08, p. 7, ln 31	
Go in and let the teacher know son had a bad day, P3, 8-11-08, p. 3, ln 44	
Don't buy into what the school is doing, T1, 8-12-08, p. 2, ln 21	
Evolving into a more African-centered parent, T1, 8-12-08, p. 3, ln 20	X
Commitment to what the school stands for, T1, 8-12-08, p. 3, ln 39	X
Advocate for their school, A3, 8-13-08, p. 8, ln 9	X
Community Collaboration	
Meet other parents and people in the community, P1, 7-11-08, p. 6, ln 26	

Parents agreeing to come to a class one night per week to learn student material/expectations, P2, 7-31-08, p. 4, ln. 27	
Parents who did instruction, A1, 7-25-08, p. 8, ln 3	
Assisted, planned lessons, did lessons, A1, 7-25-08, p. 8, ln 8	
Come in to class to teach physics on a regular basis, A1, 7-25-08, p. 8, ln 16	
On the same side with the school for the betterment of the child's education, P2, 7-31-08, p. 3, ln. 5	X
Choosing workshops for children, P2, 7-31-08, p. 7, ln 3	
Open lines of communication parent-teachers-administration, A2, 8-5-08, p. 1, ln. 8	
Wanting the same things for their children (like-minded parents), A2, 8-5-08, p. 1, ln 11	
Helping with Thanksgiving celebrations/holiday celebrations/school activities, A2, 8-5-08, p. 1, ln. 25	X
Not controlling what was going on in the building, A2, 8-5-08, p. 1, ln. 30	X
Work with administrators volunteer-open the doors of the parents, A2, 8-5-08, p. 1, ln. 31, 36	
Refer organizations to administrator, A2, 8-5-08, p. 2, ln. 1	
Having a relationship with organizations, A2, 8-5-08, p. 1, ln. 46	
Volunteering at lunch time, after school, chess team, A2, 8-5-08, p. 1, ln. 45	
Directing the children to class, A2, 8-5-08, p. 1, ln 40	
Helping kids get out of the car, A2, 8-5-08, p. 1, ln. 39	
Give the school exposure, A2, 8-5-08, p. 2, ln. 4	
Concerned with who's in control/who's getting credit, A2, 8-5-08, p. 2, ln. 7	X
Ancestors night-school community getting together to celebrate ancestry, presentations by parents, A2, 8-5-08, p. 2, ln. 12	X
Thanksgiving Feast, staying to make sure every child had something, A2, 8-5-08, p. 2, ln. 42, 45	X
Parents/children cook together for feast, A2, 8-5-08, p. 2, ln. 46	X
Parents brought food dishes to school, A2, 8-5-08, p. 3, ln 2	X
Raise up other parents children send to college, P3, 8-11-08, p. 1, ln 33	X
Being a parent to all children, P3, 8-11-08, p. 2, ln 3	X
Setting up and organizing rites of passage, P3, 8-11-08, p. 2, ln 17	X
Ancestors Day, whole community came out old and young, P3, 8-11-08, p. 2, ln 37	X
Parents not being African-centered, P3, 8-11-08, p.6, ln 9	X
Learning to be African-centered, P3, 8-11-08, p.6, ln 9	X
Chastise or compliment and reward, T1, 8-12-08, p.1, ln 33	X
By into the ideology and philosophy of the school, T1, 8-12-08, p. 2, ln. 13	X
Live an African-centered life, T1, 8-12-08, p. 2, ln. 14	X
Supportive of what the school does, what the children know, engage them in activities, T1, 8-12-08, p. 2, ln. 15	X
Travel different places, experiences different cultures and developing children, T1, 8-12-08, p. 2, ln. 16	X
Committees based on Ngusa Saba, T1, 8-12-08, p. 5, ln. 41, p. 6, ln. 23-25	X

Accuse school of favoritism, T1, 8-12-08, p. 8, ln 45		
As Black people, take in children that are not family, T1, 8-12-08, p. 9, ln 3		
Collectively deciding the learning circle will be excellent, T1, 8-12-08, p. 10, ln 34		X
Being responsive and supporting the mission, goals, and objectives of the school, A3, 8-13-08, p. 2, ln 36		
Coming to the school on Saturdays and Sundays, A3, 8-13-08, p. 3, ln 17		
Getting others involved, A3, 8-13-08, p. 4, ln 5		
Evaluating staff for selection purposes, A3, 8-13-08, p. 4, ln 7		
Come to Harambee, make comments/share news with students, A3, 8-13-08, p. 4, ln 19, 38		X
Parents calling to express to administrator how parents have changed, A3, 8-13-08, p. 7, ln 9		
Parents coming in to school and learning, A3, 8-13-08, p. 7, ln 21		
Parents finishing college to become teachers (Parent Academy), A3, 8-13-08, p. 7, ln 23		
Committed to understanding the history/culture of children, A3, 8-13-08, p. 7, ln 31		
Setting standards, A3, 8-13-08, p. 7, ln 43		
Collaboration, A3, 8-13-08, p. 8, ln 2		
Greeting students at school/let them out of the cars, T3, 9-11-08, p. 1, ln 45		
Gravitating toward other parents/together at events, T3, 9-11-08, p. 2, ln 12		
Family Feast students/family brought in food dishes/ volunteered to serve and bring food supplies, T3, 9-11-08, p. 3, ln 16		X

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ABSTRACT

AFRICAN-CENTERED EDUCATION IN MIDDLE SCHOOLS: THE DECISION-MAKING PROCESS IN A PARENTAL ENGAGEMENT MODEL

by

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The ways in which key stakeholders influencing decision-making processes in African-centered   schools in urban areas are qualitatively different from that of parental involvement in mainstream schools; these perceived differences influence decision-making in various ways. The purpose of this research is to investigate ways in which parents, teachers and administrators of African American middle-school student's talk about the decision-making aspect of parental engagement in African-centered   school settings. Parental involvement significantly impacts student achievement. Therefore, identifying beliefs about parental roles at the school and home level provides some insight into ways in which parents are a part of the decision-making process in curriculum and instruction. Increasing parents' ability to negotiate the education of their children is the goal of this research. An ethnographic research approach was utilized in this study. This pragmatic approach was chosen because of the interest in understanding the effect of the actual role of parents and

perceptions about the role of parents in the decision-making process. Three data sources were established for this study; they included interviews of parents, teachers, and administrators. The findings of this study suggests that the ways in which the parents, teachers, and administrators interviewed talk about parent participation in African-centered   schools include forms of traditional parental involvement and parental engagement as defined by the research; the extent of parent decision-making varies and is not an isolated form of participation but rather exists at all levels on the continuum from involvement to engagement.

AUTOBIOGRAPHICAL STATEMENT

Latrice N. Hicks serves as Director of Accountability and has served as Chief Administrative Officer (CAO)/Head of School/Principal for an international educational organization. Formerly, Ms. Hicks served as an Assistant Principal for a large urban district in a Midwestern state as well as an English Language Arts Specialist for the Office of Literacy where she served twelve K-8/Middle schools in the district; she is also a former Building English Language Arts Specialist. Previously, Ms. Hicks served as a teacher of three schools in the school system. Her teaching experiences include a suburban district in the metro area.

Latrice N. Hicks holds a state administration certification, K-12, a professional elementary/middle school teaching certification, a master's degree in education and education specialist certification in administration and supervision from Wayne State University. She earned her Bachelor of Arts degree in English from the University of Michigan-Ann Arbor. Ms. Hicks has been nominated for the SUPES Academy on the East Coast as a future district leader.

As a community leader in education, Ms. Hicks is a former President of Phi Delta Kappa International at Wayne State University. She has also served as an adjunct faculty member of a local community college in the World Languages Department. Most importantly, as an educator, Latrice N. Hicks is dedicated to being a change agent in the field of education in support of community development.