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A STUDY OF THE USE OF VOICE MESSAGING  
TECHNOLOGY TO MAXIMIZE  
SCHOOL AND COMMUNITY  
RELATIONSHIPS

by  
Luis A. Pagan

A Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree  
of  
The Graduate School  
at  
Rowan University  
April 26, 1999

Approved By

Date Approved April 25, 99

## **ABSTRACT**

Mr. Luis A. Pagan

A Study of the Use of Voice  
Messaging Technology to  
Maximize School and  
Community Relationships  
1999

Dr. Theodore Johnson  
School Administration

The purpose of this study was to implement a district-wide voice messaging service that will bridge the gap between our parents and teachers, as well as to provide teachers parents and community a communications tool to ensure access and awareness with continuous information and education to all members of the school community .

Surveys were issued before and after the implementation of the Hotline to assess how families felt about the type, and quality of communications they have with teachers and administrators at their children's school. Families from elementary, middle and high school were randomly selected to participate. This approach is commonly known as stratified random sampling because the population was stratified into subpopulations. "Families" was the stratifying variable. Information from the surveys were tabulated and analyzed using simple statistical procedures.

Even though this study was conducted within a limited amount of time, data collected from parents and teachers indicated that the there is a need to increase levels of communications between parents and school. Results indicated that the Hotline is a technological tool that could potentially help develop trust and build a culture of conversation that could lead to actions as people form relationships based on common concerns.

## **MINI ABSTRACT**

Mr. Luis A. Pagan

A Study of the Use of Voice

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1999

Dr. Theodore Johnson

School Administration

The purpose of this study was to provide teachers parents and community with a communications tool to ensure access and awareness to continuous information and education. Data collected from parents and teachers indicated that there is a need to increase levels of communications between parents and school, and that the Hotline is a tool that could potentially help develop collaborative relationships and the necessary trust agreements needed to build a school culture of conversation .

## **ACKNOWLEDGMENTS**

The Homework Hotline voice messaging service is an ongoing program and the product of a collaborative relationship between ATT, the Homework Hotline Educational Service (HHES), and the Camden City Public Schools. This study was supported in part by a grant from ATT and the Camden City Board of Education. Both organizations provided the necessary financial support to make this service available in all of the schools. Results and conclusions from this study do not represent or reflect the views of the Camden City Board of Education.

Corresponding concerning this study should be addressed to Luis A. Pagan, Camden City Public Schools, Department of School-To-Careers, 201 North Front Street, Camden New Jersey 08102.

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## **Chapter I**

### **Introduction: Focus of the Study**

Educating children is not something that can be accomplished by only teachers and administrators. Parents play a crucial role in providing their children with the values and skills which are essential to success in school and in life. But as we explore and search for ways in which parents can be actively involved in their children's education we need to better define what is meant by "parental involvement." In the context of schooling parental involvement describes a relationship between families and schools in which parents and educators work together to provide the best possible environment for their children's education. In order to accomplish this relationship, first we must learn to communicate with parents, to collaborate with them, and finally truly involve them with the learning community of the school. The goal of this study is to begin to facilitate and provide the technology for the implementation of a comprehensive school, parent, community communications network to maximize connectivity, student learning and achievement. For this purpose the district has been awarded approximately half a million dollars through the Homework Hotline Educational Services (HHES) and ATT to implement a district-wide voice messaging service that will bridge the gap between our parents and teachers. With this service teachers and parents can effectively communicate at their convenience at any given time from anywhere in the city. Hence, access and articulation among stakeholders will be enhanced within the school, as well as the school community.

### **Purpose of the Study**

Educational research confirms what has always been known - parent and community involvement are key factors in the success of a child's development and

achievement in school and in life. Nevertheless, despite the importance of parent involvement, there is ample evidence suggesting that parent and community involvement in education has declined. These declines are not due to an unwillingness of parents to be involved but rather reflect the fundamental shifts that have taken place in American family life; the rise in the number of single parent households, the increase in dual income families, the spread of households where English is a second language, etc. Given these factors it has become increasingly difficult for teachers and administrators to communicate with parents. Studies have shown that increases in parent-teacher communications can correlate to significant increases in homework completion rates, academic achievement, decreases in disciplinary problems and parent and community dissatisfaction, as well as reductions in mailing and other communication costs. Fortunately advances in communication methods and technology provide a timely and effective solution to parent/teacher communication issues.

The purpose of this study is to create a communications network that will increase connectivity between the schools and the parents through the use of a voice messaging service. The study will result in a communications network that will bridge the gap between parents and schools by increasing the delivery of critical information about their children's academic and educational development. This service will increase articulation among the members of our school community and will ensure access and awareness with continuous information and education to all members of the school community.

## **Definitions**

The Homework Hotline Education voice messaging service provides teachers and school administrators with the ability to communicate with every parent, of every student, every day. Teachers spend only a few minutes recording a daily message describing what they did in class that day, what homework they assigned, and what parents can do at home to reinforce that day's lesson. The rationale behind this service is based on providing

administrators, teachers and school-based professional staff opportunities to continue to effectively communicate within and beyond the boundaries of our schools.

Each school has a System Operator (SO) responsible for the maintenance of all student and staff information. These data is in turn electronically organized and used to manage all communications between the school and the community. A dedicated phone line is connected to a computer which in turns manages all phone calls. Every teacher is assigned a voicemail or class number and a password, which will allow them to communicate easily with each other and to receive messages from whomever has their voicemail number. In this study families in every school will have access to their children's teachers voicemail numbers. In addition, the system also allows for the development of call groups. Call Groups are structural ways to identify students for outcalling. For example calling groups can be designed by homeroom number, a bus number or grades. The choices are unlimited. When these groups of students are selected the computer automatically will call and deliver a message to the families of those students in the call group. Other types of Call Groups are activity groups. These activity groups are students (or others) who have been grouped by an activity that they share so that they can be called automatically by the Hotline. Last but not least, the system also provides each school with the capacity for the creation of a Parent and Community Information Network. This option is a bulletin board of information you will like to make available to the community on an ongoing basis. The options pertaining to the kind of messages and information that can be posted will vary between schools and communities.

### **Limitations of the Study**

The leadership role of school administrators is to foster collaboration both within the school community and among all stakeholders. This approach focuses on the need for much greater communication, both to foster academic achievement and to coordinate relevant services for students considered to be at "risk." How this program and study will

be able to provide the district with a better understanding of the relationships that we have with all our stakeholders will greatly depend upon our ability to collaborate and to effectively communicate. Barbara Gray defines collaboration as "a process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible."(Gray, 1989)<sup>1</sup> This process requires interdependency, and the yielding of some autonomy and resources. In the Camden City Schools these initial trust agreements have been intriguing and context dependent. Perhaps, I should explain that our district's organizational structure itself has generated divergent leadership styles that are based on levels of authority and titles. Furthermore, different levels of collaboration and the sharing of responsibilities and resources in many instances is situational, and contrary to what someone would expect from our district's motto, Together Everyone Achieves More (TEAM), collegiality is not that self evident. Bennis has clearly stated " ... the first leadership competency is the management of attention through a set of intentions or a vision, not a mystical or religious sense, but in the sense of outcome, goal or direction." (Bennis, 1997)<sup>2</sup> Needless to say, this program has the potential of building richer ties with the school community and will positively impact the school culture, as schooling information and access increases throughout the district.

Getting parents involved does not happen only at the school but it includes home as well. Parents need to discuss with their children their school day, they should ask questions about homework, help them study and expand their educational experiences by sharing learning activities that go beyond the classroom. Research reveals that parents spend far too little time helping their children, and that those children who are most in need of extra assistance get the least amount (Cavazos L. F., 1989.)<sup>3</sup> Yet effective parent involvement is related to better student learning.

Effective parent involvement occurs in an atmosphere of mutual respect. Furthermore, it needs to take place in an environment that promotes collaboration where

attitudes and competencies of both parents and educators do not pose a barrier to parent involvement. If effective and efficient parent-teacher communication is the key to increased parent involvement, the schools have an obligation to create the appropriate mechanisms so equitable and fair access is provided for all members of the school community. The Homework Hotline will create a more positive and productive school atmosphere by helping parents “connect” more significantly with their children’s school experience. Many educational researchers have found, including Dr. Comer, that when these mechanisms are not defined at the building level, the opportunities for parents, teachers and administrators to understand their needs and collaborate, are dramatically diminished, even when there is a desire to work together. Nevertheless, so many combinations of activities are used by various exemplary programs that it may not be possible to attribute specific program outcomes to specific activities or techniques. Yet, the strength of the data lends support to the use of hotlines as an effective way to increase parental involvement and to further develop collaborative relationships between teachers and parents.

### **Setting of the Study**

During the past two decades, many school systems have faced multiple problems: difficulty passing bond issues, a high incidence of middle-class flight to private and suburban public schools, frequent turnover of superintendents, strife between administrators and the school board, and strikes and work stoppages by teachers and other unionized employees. Differential birth rates have further increased the proportion of students in American school systems who are poor, minority, and from single-parent and welfare homes. Most school leaders readily acknowledge that the problems are too large for schools alone to solve. In many cities, school board members, teachers, and administrators have lost confidence in each other. These problem are prevalent in many urban schools, and Camden City School District is no different from these other schools. Today, Camden suffers from many of the ills that affect America’s cities, such as high

crime rate and teenage pregnancy. Urban decay and signs of poverty are everywhere. Business have closed, contributing to the shrinking tax base. Camden has a population of about 90,000, with an enrollment of about 20,000 students. Thus, about 22% of the City's total population are enrolled in one of the 34 public schools. Student enrollment is about 57% African-American and 39% Hispanic/Latino and many of these children are living at or near poverty level, as evidenced that about 82% of the lunches in our schools are served free. Despite the many attempts from the New Jersey Department of education to provide the resources to regenerate our schools, Camden's problems can not only be solve by infusing money into the system. One area that has been a major obstacles to the restructuring process is the general public perception that schooling is the responsibility of teachers and administrators, rather than a central concern of the community. In addition, urban schools, including Camden City Schools have too many liabilities to attract the help of ambitious politicians, it cost too much to interest business and taxpayers, and they provide services that are too low in quality to retain the support of the middle class. The result is that Camden schools are increasingly isolated from the mainstream of civic, political and economic life.

Furthermore, Camden schools have been financially neglected for so long that they have become weak and internally divided organizations. Sheer size is one problem: central staffs are large, highly specialized, and remote from the schools, so that superintendents and board members deal with education only indirectly and through policy rather than through direct contact.

The special programs enacted since the 1960's to provide special funding and service entitlements for disadvantaged and handicapped children have helped many urban school children, but at the cost of weakening the managerial and administrative control of the school systems. Categorical programs require that beneficiary students receive distinctive and readily identifiable services. Bureaucratic accountability requires specialized people to write proposals, document the use of funds and negotiate with federal and state

program monitors and auditors. Specialization means that people responsible for the basic instructional program - the board, the superintendent, and ultimately the principals and classroom teachers - do not feel fully responsible for the education of poor children. Needless to say, the schools are suffering the consequences of a system that does not provide for their basic instructional needs and consequently the staff have become deprofessionalize as they are pressure to teach to the test to increase student achievement. The academic performance is falling behind as measured by State mandated tests and schools have become more concern with passing the test, rather than with the instructional changes that are necessary so that children can learn, as well as meet academic and performance standards.

### **Significance of the Study**

Student success requires broad-base participation and commitment from all stakeholders. This will be accomplished by increasing opportunities for all members of the schools community to be able to communicate more effectively in order to be creative, innovative and efficient. The Camden City Schools are committed to preparing our students to live and function in the Information Age, which is learner-driven, and characterized by fast, fluid, changing organizations requiring workers and learners who are “knowledge Navigators.” Achieving success requires the continuation of a process that ensures public knowledge and involvement with the hope that positive changes are then generated at the school and classroom levels. Hence, building credibility and confidence in our organizational structure and in our ability to effectively prepare the children for the 21st century.

Parents who know what their children are doing in school are able to provide more effective support. Parents need information from educators about their children and learning in order to give their children guidance. Voice messaging provides teachers an opportunity to effectively suggest ways in which parents can support their children’s

academic and social growth. Hearing a message -- the voice of their children's teacher -- is more effective and personal than sending notes home. With the Homework Hotline, a parent can hear the teacher's voice, sense enthusiasm, and learn about the complexity of what happens in the classroom. Furthermore, teachers report that voice messaging improves parent-teacher relationships because parents feel more connected to the positive things that happen in the classroom, and are thus more likely to volunteer or provide assistance when appropriate. Strong parent-teacher relationships help parent conferences run smoothly and facilitate productive conversations about problems.

### **Organization of the Study**

This study will be organized in seven major categories: Planning, Creating an Implementation Team, Installation and Customization, Professional Development, Kick-Off, Management and Evaluation. Each of these areas will be delineated within five chapters. In chapter one the focus will be establishing intent and expectations regarding purpose and significance. This will include but will not be limited to a discussion of the study's purpose within the context of using technology to increase communication between families and schools with the hope of increasing parental involvement in the Camden City Schools. Chapter two will provide the reader with information regarding the research context of the study and will support the rationale for the relevance of the study. In chapter three the author will focus on process and the research design developed to gather all relevant information concerning the research and its impact on parental involvement. Chapter four and chapter five will focus on the presentation of the research findings as well as their corresponding implications on the intern's leadership development and any impact that the research may have had on the organization.



## Chapter II

### Review of the Literature

Parents as partners in classrooms and schools is hardly a novel concept, but implementing the idea is far from easy. The public agenda tells us that increasingly, parents and educators are not seeing eye to eye -- that while parents do not necessarily agree with one another about what good teaching is, they are increasingly skeptical of what the experts says good teaching is. Misunderstandings are rife, and efforts to reform schools are stifled when, in fact, improved education is what most parents want. Marge Scherer's insights about why we are becoming a more contentious society emphasizes the benefits that results when parents enter schools to speak and be heard on an equal footing. (Scherer, 1998)<sup>4</sup> She contends that school and community need to work together so that effective interactions are encouraged and facilitated between families and teachers. For example, after surveying citizens about attitudes toward schools, The Education Commission of the States made seven recommendations about how to be more effective in enlisting public support. The most powerful mandate, Ron Brandt (p.25) tells us, is: "Listen to people first, talk later." (1996a)<sup>5</sup> He continues to indicate that educators must reach out to parents and members of the community because, with outcome-based education debacles and their aftermath, our most pressing need is to reestablish public support for the public schools. (Brandt,1998)<sup>6</sup> The real challenge is to educate a new generation to shoulder the awesome responsibilities of running the world and the interim challenge is to restructure the schools to offer such an education. But schools cannot meet either of those challenges without first doing a better job of connecting with parents and the public. This opinion is further supported by *Reality Check*, distributed on the Web in February and the *Public Agenda* which seems to show how out of touch educators are with typical views of parents and the public. (1998)<sup>7</sup>

Parent's involvement is crucial to children's success in school. After all, most children are in the classroom for only eight of 24 hours a day, five of seven days a week, nine of 12 months a year. Improving children's outside-the-classroom education has become a goal of education reformers. One of the top objectives of the Clinton administration's Goals 2000: Educate America Act reads: "By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children." In fact, within the context of schooling parental involvement describes a relationship between families and schools in which parents and educators work together to provide the best possible environment for their children's education. In order to accomplish this relationship, first we must increase access and communication with parents, learn to collaborate with them, and finally truly involve them with the learning community of the school.

This study is based on the basic concept that by increasing parental access to teachers and schools, families will be better prepared to collaborate and provide for their children's academic and educational needs. The goal is to increase services and connectivity and to provide the technology for the implementation of a comprehensive school, parent, community communications network to maximize connectivity, student learning and achievement. The 1998 Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools survey results in the area of communication indicated that 77% of the families consider the use of hot lines a "very effective" way to increase communications between families and their children's school. (Lowell, Gallup, 1998)<sup>8</sup> To further support these findings Debra Viadero indicated in her article "School Hot Line Found to Boost Parent Involvement," that hot lines have significantly improved parental involvement at Stonewall Jackson High School in Manassa, Virginia. (Viadero, 1997)<sup>9</sup> Teachers need a broad range of new tools and the knowledge and skills in order to work and communicate effectively with families. Furthermore, as we continue to understand the benefits and barriers to family, school, and community communications we must

understand that teachers and school-based professionals can not continue to effectively communicate within the boundaries of our schools. Parent-teacher conferences, and teacher-student interactions can not be used alone as efficient family-teacher communication tools. Although these interactions are crucial in the educational development of any child, without the nurturing and follow-up from the school, they can become meaningless and skewed by the economic and social realities of our school community. Dr. James Comer has indicated that “Given the complexity of the modern world, today’s students need more adult help than children in the past.” (Comer, 1986)<sup>10</sup> Hence, by increasing connectivity with the districts community involvement initiatives, as well as academic programs, a more coordinated effort will be made between the schools and the families that can help stimulate and motivate learning and inspire educational success. The goal is to reach the families of every student every night with information they can use to become actively involved in their children’s education.

Nevertheless, often times parents feel that their presence is not wanted in schools because of the “...cold and unfriendly attitudes of school personnel when they do have a need to come into the school.” (Ruffin, 1987.)<sup>11</sup> Parents can also feel unwelcome because they feel intimidated by the educational environment, especially when they do not speak the common language or consider themselves under educated. It is this feeling of not being welcome or wanted in schools, other than to deal with discipline problems, that many educational researchers and school administrators are hoping to end. Schools belong to everyone within the community and everyone should take an active part in making it best for students to learn academically, as well as socially.

Children need help from their parents or guardians to do their homework well. They need help figuring out how to make use of their time and they need to see consistency between the values and lessons taught at school and those practiced at home. Researchers don’t yet know whether the hot lines will lead to better learning and grades for students. Nevertheless, I would like to believe that if kids and parents are attuned to the important

activities and the needs of their children at school, then their performance will go up.

National analysis of test results have shown that there are three factors that account for 90% of the difference in test scores: student absenteeism, variety of reading materials in the home, and excessive television watching. These three factors can be positively impacted if parent-teacher relationships are improved. If we can in some way view parent involvement in new ways, perhaps schools and families can begin to work together and trust each other.

Authors suggest that to facilitate parent involvement five barriers need to be removed:

distance between parents and teachers, lack of teacher training, race and class biases, limited views of parental involvement, and perceptions about schools. (Moore, 1991)<sup>12</sup>

But most importantly researchers have concluded that there are four forces that consistently influence and promote families involvement in schools: a welcoming attitude on the part of the teachers and administrators; teachers and administrators realization that parents can help them achieve their goals; to listen to parents concerns and jointly addressing them and a transformation in the school environment that encourage partnerships with families. ( St. John, E. P., 1995)<sup>13</sup>

Educational research confirms what has always been known - parent and community involvement are key factors in the success of a child's development and achievement in school and in life. Even though we have a full understanding of the importance of parent involvement, there is ample evidence suggesting that parent and community involvement in education have declined. Fortunately advances in communication methods and technology provide a timely and effective solution to this communication problem. Since 1987 Dr. Jerold Bauch from Vanderbilt University in collaboration with Dr. James Comer of Yale University and Dr. Joyce Epstein of John Hopkins have experimented and conducted research with voice messaging as a way to bridge the communications gap between schools and homes. Dr. Bauch's research led to the development of the Transparent School Model which has become the basis of most proactive forms of school voice messaging. (Bauch)<sup>14</sup> Currently over 1,000 schools nation-

wide are using voice messaging to communicate regularly with parents. Furthermore, studies have shown that increases in parent communications can correlate to significant increases in homework completion rates, academic achievement, decreases in disciplinary problems, parent and community dissatisfaction and reductions in mailing and other communication costs.

Research has shown that “programs designed with a strong component of parent involvement produce students who perform better than those who have taken part in otherwise identical programs with less parent involvement” (Henderson, 1988).<sup>15</sup> Parents are the first teachers that our students encounter and we as educators must reach out to them and give them the support that they need to do their part effectively. Parents don’t want their children to fail, nevertheless they do fail, and sometimes because the parents themselves do not have the skills or resources to help them succeed. Children are more likely to demonstrate higher achievement and competency levels if their parents have high educational aspirations and expectations for them. Consequently, “Programs that involve parents effectively in the schools can provide a desirable context for teaching and learning.” (Comer, 1986) Hence, it is imperative that as educational programs are selected, parents must be included in the decision making process, as well as in the implementation process as active participants and learners.

When school personnel and parents communicate, they establish a stronger learning environment for the student both at home and at school. Schools contact parents for many reasons, including when their child is experiencing academic or behavioral difficulties, when the teachers want to discuss future plans for the child, or when the school is looking for parent volunteers. It is important to determine, however, whether parents are being contacted only when there is a problem at school, or if school personnel are striving to develop a strong line of communication with the parents.

Schools do not exist in isolation, they serve every member of the community, and getting involved may very well provide the parents with the guidance and help to

successfully support their children's education. "Parents must not limit their involvement to parent conferences, sporting events or an occasional school performance, instead, volunteer to help on the playground, in the library, cafeteria, in classrooms, in the school's decision making process." (Warner & Curry, 1997)<sup>16</sup>. Therefore, if education is important, as deemed by parents, then children will come prepared to learn.

## **Chapter III**

### **General Description of the Research Design**

Survey research is probably the single most widely used research type in educational research. Practically all adults have been involved in surveys at one time or another. People are surveyed about attitudes, opinions, perceptions, and often they are asked to evaluate something. In education, surveys focus on numerous factors of school operation, community's perception of the schools and how well they are being operated. Survey designs are basically of two types, longitudinal and cross-sectional. These designs are commonly used with sample groups, although they can be used with an entire population. The two characteristics that distinguish the designs are, the points at which data collection takes place, and the nature of the sample. In the case of this study, data was collected before and after the implementation of the Homework Hotline with a time span between the samplings of approximately four months. A simple survey was designed to assess how parents felt about the type and quality of communications they have with teachers at school before the implementation of the voice messaging service. After the service was up and running for approximately four months, a second survey was issued to parents in order to assess parent involvement trends and progress. Random and different samples of the population were taken at the two points. Three types of populations were sampled and identified in terms of grade level: elementary, middle and high school parents. Because the three groups are represented, the data represents the pattern of the parents' perception about the type and quality of communications they have with teachers and administrators at their children's school. This kind of cross-sectional design study is called a parallel-samples design. This approach will enable the researcher to study change and progress over time, as well as to compare the results for the three different samples. However, because different random samples were selected each time data was collected,

the trends were study for the group, not for the individuals. If changes have taken place the researcher can not specifically determine which individuals are causing the changes.

### **Description of the Development and Design of the Research Instrument**

The methodology of conducting a survey involves a series of detailed steps, each of which should be carefully planned. The initial step taken for this study was to define the research problem and to begin developing the survey design. The purpose of this study was to create a communications network that would increase connectivity between the schools and the parents through the use of a voice messaging service. Hence, the survey was designed to assess how families feel about the type, and quality of communications they have with teachers and administrators at their children's school, before and after the implementation of the voice messaging service (Appendix A: Parent Survey.)

Two types of questions were selected, forced-choice or selected-response items and one open-ended item. The open-ended item provided the parents with the opportunity to make comments regarding parental involvement in their school. The selected-response items used, were designed to enhance consistency of response across respondents and were generally straightforward. A Likert scale was used with a number of points that provided ordinal scale measurement. A set of related choices, one for each point was provided and responses were made by writing the selected number on a line provided at the beginning of each item. This number represented a point on the scale. Two sample sets of choices were utilized. For section one (I), the set consisted of three choices: very, somewhat, and rarely. The items included in this section were designed to determine the parent's involvement in school programs and their involvement in helping their children with home work assignments. For section two (II), the set consisted of five choices: Strongly Agree, Agree, Disagree, Somewhat Disagree, Strongly Disagree. The items in this section were designed to determine the types of communications that teachers and administrators have with parents, and the parents perception of how prepared they are to



help their children with school work. Finally a simple pilot run was conducted with a small group of parents (5) and all necessary revisions were made for the final form of the questionnaire. As a result of the discussion a recommendation was made to translate all items into Spanish.

### **Description of the Sample and Sampling Technique**

Participants were divided into three groups. These three groups were selected to represent the entire school district. Parents from elementary, middle and high schools were randomly selected to participate. This simple random sample was such that when it was selected, all members of the population had the same probability of being selected. Hence, during this research study participants were randomly selected for the indicated three different groups. The sample was selected from parents at the indicated grade levels during a parent teacher conference. Parents were given the survey with their children's report card, as well as any other information pertaining to the parent teacher conference. The survey were distributed to the parents at this time for reasons of practicality and economy. This was done in an effort to circumvent issues of limited financial resources and poor response rates when surveys are mailed to their homes. In addition it provided flexibility for sampling variability and provided data for the necessary analyses.

Rather than selecting randomly from the entire population, the researcher divided the population into three groups or subpopulations. This approach is commonly known as stratified random sampling because the population is stratified into subpopulations. All strata were represented in the sample, and the sample members were selected from each stratum at random. Thus, the condition of random selection was included by the selection within the strata. The method used for the allocation or the number to be selected from each stratum is called proportional allocation, whereby each stratum contributes to the sample a number that is proportional to its size in the population.

The district contains 34 schools from which the two comprehensive high schools,

the four middle schools and two elementary schools were selected. Together, these eight schools have 7,055 students. The researcher correlated students with families and used this figure to define the number of families with children at these schools. “Families” is the stratifying variable, and proportional allocations equivalent to 5% were used to determine the sampling fraction. Because a 5% sample was selected, the sampling fraction is 1/20 or .05. The information for this sampling is presented in the figure below.

Table I: Sampling Technique

Strata (Families)	Strata Size		Sample Size By Strata
High School	3085	A 1/20 random sample is selected from each stratum	154
Middle School	2585		130
Elementary	1385		70
	7055= N		354 = n

Note that all strata (Families) contribute to the sample. The sample members for each school group were randomly selected within the cluster.

### Description of the Data Collection Approach

Surveys were distributed to the indicated school clusters according to the sampling method mentioned in the previous section. A guidance counselor was selected to distribute the surveys at each school and was responsible for collecting and mailing the responses back to the researcher. Surveys were distributed and discussed during a counselor’s meeting with instructions and steps to follow in preparation for the parent-teacher conference. During the parent-teacher conference the surveys were distributed to parents with their children’s report card. Prior to meeting with the teachers, parents were asked to complete the survey and to return it to the counselor.

Information from the surveys were tabulated and analyzed using simple statistical procedures. This data was described with the appropriate procedures and measures using

descriptive statistics. This included measurements of central tendency and percentages. Data composed of frequencies on factual information items were analyzed differently than data from an attitude scale. The former, involved proportions, whereas the latter included frequencies and means.

### **Description of the Data Analysis Plan**

What I am hoping to determine is if there is a relationship between increasing connectivity between teachers and parents and the type and quality of parent-school communication they have in those schools who participated in the study. Effective parent involvement occurs in an environment that promotes collaboration where attitudes and competencies of both parents and educators do not pose a barrier to parent involvement. If effective and efficient parent-teacher communication is the key to increased parent involvement, the schools have an obligation to create the appropriate mechanisms so equitable and fair access is provided for members of the school community. This voice messaging service could increase access, as well as create a more positive and productive school atmosphere by helping parents “connect” more significantly with their children’s school experience. Evidence to support this statement may be gathered in a variety of ways. The surveys used during this study could show an increase in communication and parents’ understanding of their children’s academic needs, as well as the importance of parent-teacher collaboration pertaining to increasing student achievement. Furthermore, the system itself (voice messaging software) provides a variety of report formats that indicate how frequently teachers create messages, as well as how many parents call the Hotline and/or leave messages (Appendix C: Sample Hotline Report.) Nevertheless, so many combinations of activities are used by various district programs that it may not be possible to attribute specific program outcomes to specific activities or techniques. Yet, the data lends support to an increase in communications and a growing parent interest in their children’s education and school activities.

## **Chapter IV**

### **Research Findings**

The Homework Hotline voice messaging service was specifically designed to help schools strengthen their relationship with parents and students through improved communication. This service's goal was to provide schools with a powerful communications tool so that schools could easily connect with families in order to reinforce all of the important lessons their children are learning in school each day. The Homework Hotline also provided faculty, staff and parents with the ability to send, receive, and replay to voice messages using their telephones at any time of the day, and any time of the week. This service established a voice-messaging mailbox for every faculty, staff member, and family with children in the school district. Every school in the district was provided with access telephone numbers and parents and teachers could call this numbers to access their voice-messaging mailbox.

Even though the Hotline had the potential of increasing connectivity between parents and schools , results from the district's first year implementation were inconclusive. Perhaps it is to soon to be able to see the types of improvement and the kind of relationships that the intern was hoping to promote throughout the district. Technology isn't a panacea, and neither any educational or instructional model can guarantee the success of our schools. Nevertheless, the intern's goal was to provide the district with the technology that could help stimulate and motivate learning and inspire educational success. Fortunately advances in communications such as the Homework Hotline may in time facilitate and provide an effective alternative to begin to bridge the gap between parents and schools. But, reaching and establishing productive partnerships with parents has become increasingly difficult and time consuming. There are many factors involved in this process to the extent that this simple task has become a critical educational challenge for every urban

and suburban school district. Yet communication is critical. Educational research has confirmed that parent and community involvement are key factors in the success of a child's development and achievement in school and in life. With this in mind the Hotline was installed and implemented in the district, nevertheless, the data collected may not be a reflection or the best indicator of its potential.

Although the data does not show a definite improvement in parent-teacher relationships district-wide, it has begun to show an increase in connectivity in some of the schools. Data collected from the parents' survey and the statistical reports produced by the Hotline software lent support to an increase in connectivity between parents and teachers, as well as among staff members. Between the three samples studied, these results were more evident at the elementary level, with some schools averaging 800 calls a month to their individual hotlines (Appendix C: Hotline Sample Reports.) These were calls directly to the teachers and staff in each of the individual school. These were direct contacts and interactions that students, parents and teachers would have not made if they didn't have the Hotline available to them. In addition, post survey results conducted at the elementary level indicated that 8% more parents visited teachers at school 3 or more times in a period of two weeks. This change represented a 42% increase from the survey's first administration. Both teachers and parents have indicated that the Hotline is a simple and easy way to communicate, it has provided them with a planning tool that facilitates positive interactions and has led them to feel more comfortable with each other, hence an increase in direct contacts. Perhaps, these results can be attributed to an increase in parental involvement and the fact that the Hotline is particularly effective reaching parents who have become disconnected from schools; those who work long hours, travel frequently, work late or odd hours, speak languages other than English, or for a variety of reasons have difficulty communicating with teachers face-to-face. Also at the elementary level responses on the post-survey indicated an increase of 16% in the parents' perception of their involvement in school programs and a 5% increase in their involvement in helping their children with

homework assignments. These results indicated that more parents felt that they were more involved in school activities, as well as better prepared to help their children with their school work. Even though the intern can not attribute with certainty that the Hotline was the only cause for these increases, it has definitely provided parents and teachers with an innovative way to communicate and to learn in a collaborative productive way (Appendix B: Survey Results.)

Nevertheless, these results were not shared at the middle or high school levels. Consistently parental participation in both groups continued to indicate no improvement, and schools continue to fail in their efforts to engage parents and develop quantity and quality relationships with the families of the children that attend these schools. Data collected from the two surveys indicated that more than 60% of the parents in both groups did not visit schools at all in a two week period. Furthermore, 69% of the parents at the high school level and 62% of the parents at the middle school level indicated that they rarely received information from school so that they could help their children (Appendix B: Survey Results.) These results were consistent with both administrations of the survey. In addition, neither one of the district's comprehensive high schools used the Hotline to its fullest potential. Even though the Hotline is operational, teachers and administrators rarely use the system. One obstacle that consistently came up was the teachers access to telephones in the school. Although they could call the Hotline from anywhere, many teachers believe that calling from their homes is beyond their contractual obligation. Furthermore, parents have not yet exerted the pressure to have this service available to them. Although information about the service has been widely distributed all over the district including the press and through the district's local cable station, it seems that neither the parents or the teachers were taking steps towards establishing positive communication channels.

Contrary to the staff at the middle and high school levels, teachers at the elementary group, have indicated that access to the Hotline has provided them with the technology to

increase their interactions with parents, and a mechanism to begin to increase parental awareness of their collective instructional power. These interactions have fostered increased involvement and have created resources such as trust, information channels, and shared norms among people that are essential to transforming schools.

The second section of the survey was designed to determine the types of communications/interactions parents have with schools, and how prepared they are to help their children with their school work. At all levels, approximately 77% of the parents overwhelmingly agree, that when parents are informed, students do better in school. Perhaps the rationale behind this statement is that parents become aware of their own capabilities as they learned about schooling, assume responsibilities and develop the confidence to take on challenging tasks to transform their children's education and schools. Even though educators and parents often begin efforts to reform schools with marked differences in power and self-interest, the intern has observed that when parents demonstrate their power in achieving positive changes for a school, teachers view parents with greater trust and respect. Hence, parents and teachers feel safe enough to take risks, and even to fail, in an effort to create positive change. Nevertheless, approximately 79% of the parents at the high school level and 73% of the parents at the middle school level indicated that schools are not doing a good job informing parents about what happens in their children's schools or in class. More importantly about 81% of the parents at the high school level and 60% of the parents at the middle school level felt unprepared to help their children with their school work. On the other hand the opposite is true for elementary school parents. Not only do they agree that schools are doing a good job informing parents (89%) but they also feel prepared to help their children with their school work (96%). These results were consistent with both administrations of the survey, and with the perception that if parents are informed, they will have children that do better in school (91%). Although there exists a fear that parents might be trouble makers who would make decisions that teachers oppose, all groups overwhelmingly agreed that if parents do not

know about school's problems and needs, they cannot contribute their considerable energy and resources and their power to resolving them. This culture of collaboration is quite apparent at the elementary schools and it is perhaps, the reason why the Hotline is so popular at this level. This is further supported by a 4% decrease in contacts done in writing and a 14% decrease in contacts that are related to student behavior (Appendix B: Survey Results.) Needless to say, collaborative relationships are greatly influence by principals' who share responsibilities of leadership with teachers and parents. Such a shift in leadership style continues to be a challenge at the middle and high school levels. Wielding unilateral power to building relational power is not easy for some principals, nevertheless it can provide them with support and relief.

Despite the compelling evidence correlating parental involvement and student achievement, parent participation in children's academic lives continues to decline and has been declining for many years, specifically at the middle and high school levels. School administrators continue to wonder why this is happening, and are puzzled by the realities and demands of urban education. Taking action will require a change of the climate and the culture in which we work. An understanding of our ability to act is central to the approach of a successful collaborative initiative. This ability is meaningless if it is not executed within a context that is beneficial to students and their schools. It is clear that engaging parents and educators in a process of critical reflection about their schools, and use power effectively, offers the best possibility for addressing the very serious problems faced by schools and communities today.



## **Chapter V**

### **Conclusions and Corresponding Implications**

The mixed results of the overabundance of reform initiatives implemented over the past several years suggest that urban schools alone can not solve the societal problems imported to them, nor can they alone address the daunting obstacles often presented by educational bureaucracies. However the process of change and reform described in this study provided all members of the school community a mechanism to begin to develop the relationships that may very well facilitate critical reflection, and the necessary communication tools to promote parental involvement as crucial component of the learning process. Even though the Hotline is still a young program it has begun to have a positive impact on the schools. The intentions were to create and promote an environment with more collaborative approaches to education, and to mobilize parents and teachers to participate and lead change throughout the district. Thus, creating collaborative relationships and initiatives to mobilize local community resources, engage parents and educators in a process of critical reflection about their schools, and to use power effectively. The goal was to offer the total school community with the technical support and the opportunities for addressing the very serious communication problems faced by schools and communities today. The Homework Hotline was designed to promote systemic change in every school, and to facilitate reform efforts in the way parents and educators communicate within the context of the schools' surrounding community. Perhaps the intern should indicate that successful systemic initiatives usually result in an increase in the quality and quantity of various forms of parent involvement identified by Epstein (1995)<sup>17</sup>, such as parent volunteers in the school, and parents helping their children with homework. Many of such initiatives have succeeded in improving student academic achievement and transforming the culture of schools.

Nevertheless change does not happen overnight. Schools and their surrounding neighborhoods function as part of an interdependent social ecology that must be understood in order to identify problems and develop solutions. They are interdependent systems that can affect each other and the children in both contexts. That is why it is so important that community-school initiatives spend considerable time talking with parents and educators to learn about their personal concerns and their children's education. Perhaps this is why the Hotline was and continues to be such a crucial tool to begin to facilitate communication with the hope to develop meaningful relationships between parents and educators. The Hotline is a technological tool that could potentially help develop trust and build a culture of conversation that can lead to actions as people form relationships based on common concerns. Even though this study was conducted within a limited amount of time, data collected from parents indicated that there is a great need to increase levels of communications between parents and schools. Parents at the elementary, middle and high school levels all agreed that they needed to know more about their supportive role in their children's education, as well as teachers needed to learn more about the lives of the children in their classrooms. Although the Hotline usage was limited at the middle and high school levels parents and teachers at these two levels seemed to be detached from the schools and without the motivation to take the first steps towards increasing communication. On the other hand, principals and administrators appeared to be too involved with their managerial responsibilities and had forgotten their roles as instructional leaders. Needless to say, parents continued to be disappointed and overwhelmed with the social and political power groups and the relative power each has over educational policy and their children's education. The intern has concluded that the key to all these issues is to understand how to positively influence these power groups to make decisions beneficial to students in their schools.

Although the sample studied was selected from a small group of schools, at all three levels generalization can be made for the group. Generally speaking the data collected

revealed parents' absence from the process of educational decision-making. This was more relevant at the middle and high school groups where a breakdown of communication was the product of a situation in which the leadership at the schools functioned as a unilateral or "command control" type of power rather than to one of "relational power" among educators, parents and community members. This kind of relationship grows out of collaboration and conversation. Fostering collaboration at the school level comes as the result of a principal's willingness and ability to engage in a collaborative process and his/her openness to examine and change his/her style of leadership. Only when such organizational culture change is accomplished, relevant relationships can be established and educational reform can take its course. In addition, and unfortunately so, a prevalent pattern in schools in low-income communities is a lack of accountability and a culture that promotes educational performance. This was further supported by the lack of communication that existed at the middle and high school levels where parents and, in many cases teachers and school personnel often do not even know the achievement data for their schools. Even if they know the data, they often do not communicate or understand the significance for students' future educational options. This situation was supported by an overwhelming majority of parents who indicated that they don't always know what is happening in the schools or how they can help their children with their school work. Needless to say a cornerstone of the work of successful collaborative projects is to increase parents' and teachers understanding of educational outcomes, and to enable all stakeholders to monitor the impact of their efforts on these outcomes. The Homework Hotline provided the technology and the opportunities to develop these essential relationships.

Perhaps this phenomenon of declining parent involvement can be easily explained. It is not a matter of parents' unwillingness to be involved; according to the survey results over 90% of parents felt that if they were informed about what happens in school, they would be better prepared to help their children achieve to the school level of expectation. The fact that many parents do not have enough time or feel unprepared to help their children

with their schoolwork can be attributed to a variety of factors reflecting the shifting demographics and economic realities of today's families. Nevertheless, regardless of the conditions that may have existed, which may have varied from physical distance and safety, to cultural and psychological distance, the Hotline provided a feasible and safe way to solve the problem of the lack of communication and subsequent misunderstandings between parents and teachers which are the primary obstacles to parent participation. Generally speaking teachers at the secondary level felt that parents did not want to be involved in their children's schoolwork when in fact survey results indicated that the parents did want to participate, but have never felt encouraged to do so. In this case, lack of parent involvement arose from a vicious circle of misunderstandings that could have been avoided by simple communication between teachers and parents.

If effective and efficient parent-teacher communication is the key to increased parental involvement, voice messaging is an invaluable tool to any school district. The very existence of such a system is an encouragement to parent involvement. It is an easy and time-efficient means by which busy parents can become engaged on a daily basis with their children's schools. Voice messaging also facilitates interaction with parents who may have difficulties with English and who may be discouraged otherwise from contacting their children's schools. Parents who are used to hearing from schools only when a problem arises are now likely to receive reports of "good news." Voice messaging has the potential to create a more positive and productive school atmosphere by helping parents connect more significantly with their children's school experience.

### **Conclusions and Implications of the Study on the Intern's Leadership Development**

The leadership role of a school administrator is to foster collaboration both within the school community and among all stakeholders. This approach focuses on the need for much greater communication, both to foster academic achievement and to coordinate

relevant services for students considered to be at "risk." Consequently the experiences and relationships established by the researcher towards accomplishing his goals were greatly dependent upon his ability to collaborate with central office administrators, as well as other members of the school community. Hence, balancing responsibilities and segmentalism played a crucial role in his leadership development. Barbara Gray defines collaboration as "a process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible."(Gray, 1989)<sup>18</sup> This process requires interdependency, and the yielding of some autonomy and resources. In the Camden City Schools these initial trust agreements have been intriguing and context dependent. Perhaps, the intern should explain that the district's organizational structure itself has generated divergent leadership styles that are based on levels of authority and titles. Furthermore, different levels of collaboration and the sharing of responsibilities and resources in many instances are situational, and contrary to what someone would expect from the district's motto, Together Everyone Achieves More (TEAM), collegiality is not that self evident. Hence, the intern has learned to use effective observation, organization, and conferencing to create a climate which will encourage optimum participation. Nevertheless, not every school participated with the same level of interest and dedication. many still remain isolated from the rest of the school community, even though their level of achievement and parent-teacher relationships could have been greatly enhanced through cooperative, collaborative interactions. In addition, the opportunity to effectively develop, plan, implement and evaluate this process as both a leader and a member of a leadership team has provided the intern with an authentic experience which has allowed him to be able to absorb criticism and antagonism without giving it back or the desire to put others down.. Bennis clearly stated " ... the first leadership competency is the management of attention through a set of intentions or a vision, not a mystical or religious sense, but in the sense of outcome, goal or direction." (Bennis, 1997)<sup>19</sup> Needless to say, with a clear vision and as an agent of change the intern

was able to start building richer ties with the school community and to act upon his vision more aggressively by taking more chances and accepting risk.

### **How the Organization Changed as a Result of the Study**

The Camden Board of Education is a complex system of schools, in which levels of authority and expertise and the notions that our leaders emerge from their position and title defeats the whole concept of collaboration. But, is it because of the actual organizational structure of our educational system, or is it because of the divergent leadership styles and their interpretation of the assumptions of shared culture of norms, values, professional and personal interests and their likes and dislikes. There are no simple solutions to a system that has been neglected and allowed to consume itself in its own inadequacies for such a long period of time. Our leadership could be characterized as task leaders whose management styles do not always seek for the optimal resolution to a problem. They flow from low relationship to high relationship styles depending on the situation and frequently this fluctuation will depend upon the target group level of authority. For them, the organization is viewed as an authority system where decision making is rarely shared with a wider variety of players. Within this system, change is not always embraced with a positive attitude, and those who work at the schools are a reflection, and consequently the product of a dysfunctional leadership structure. It was not easy to work with a system in which students and their families are not in the center of everything we do. Even though we may argue that the central purpose of schooling is to provide students with meaningful authentic learning experiences, the message gets diluted and distorted by the reality of the leadership intentions, and the sincerity of their actions. Perhaps it is too soon to determine if this study and the Homework Hotline will have a positive impact on the district's leadership. Although some schools are moving forward and enthusiastically accepting the vision of a connected school community, others do not have the will or commitment to work for its fulfillment. The key to gaining widespread commitment will be to continue to present the

vision in such a way that people will want to participate as active partners and to address their own legitimate concerns and interests. This will mean connecting them in a way that will resonate with their deepest feelings about what is right and worth doing.

### **Need for Further Study**

As the intern has indicated the Homework Hotline initiative is still young. The system was implemented in the district during a time in which issues of Whole School Reform and Site Based Decision Making have been mandated by the State of New Jersey and taken the number one place as actions are prioritized throughout the district. It is clear that a careful evaluation must be made to isolate those issues that may be interfering with the full implementation of the Hotline at the middle and high school levels. But most of all, the leadership must focus on creating an atmosphere of trust where problems are discussed and opportunities for improvement and decisions are based on objective information.

Principals and administrators must be able to make changes during and before problems arise, as well as to understand that supportive relationships foster behaviors that promote performance. Within schools with effective leaders, empowerment is evident in all aspects of the everyday function of the school. People feel able to significantly contribute, and are committed to the learning of the overall organization. Furthermore, they value parental involvement as a key element to a successful working relationship. Perhaps more attention should be given to the condition that will promote team work as it relates to the needs of the children and the larger community. The leadership should be innovative and visionary in the way that these conditions are accomplished, someone that can look-up to the future and inspire trust as he/she motivates staff to pull together towards the intended direction.

There is no doubt that the Hotline's impact on parent/teacher relationships could take years, but as we strive to survive the demands of all our stakeholders, it is the actions of the central administration and the school principals who will set the pace. But the degree

to which our schools' leaders are able to influence their staff, will definitely depend on their commitment and their perception of their roles as members of the organization.



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**APPENDIX A**  
**Parent Survey**

**CAMDEN BOARD OF EDUCATION**  
Department of Curriculum and Instruction

201 N. Front Street  
Camden New Jersey 08102  
Superintendent

Dr. Deanna Burney  
Assistant

TO: Principals

FROM: Mr. Luis A. Pagan, Education Program Specialist

RE: Homework Hotline: Parental Involvement Survey

DATE: November 19, 1998

We are conducting a survey of our parents' opinions and perceptions pertaining to their involvement in your school, and in their children's education. This survey is designed to assess how families feel about the type, and quality of communications they have with teachers and administrators at your school. We are requesting their input, ideas and suggestions in order to ensure effective communication services that are relevant and appropriate to their needs, and the instructional needs of our students.

I am asking the families to complete the attached survey during the "Parent-Teacher Conference" to be conducted next week at your school. The counselor in your school will be distributing and collecting the surveys and returning the responses to me. The information from the survey will assist us in monitoring the effectiveness of the Homework Hotline throughout the district.

Thank you for your help in this effort. All responses will remain anonymous and confidential.

DB: lap

c: Dr. Roy J. Dawson Jr., Superintendent  
Dr. Deanna Burney, Assistant Superintendent

**CAMDEN BOARD OF EDUCATION**  
Department of Curriculum and Instruction

201 N. Front Street  
Camden New Jersey 08102  
Superintendent

Dr. Deanna Burney  
Assistant

November 23, 1998

Dear Parent:

We are currently implementing a Homework Hotline program to provide our parents/families and staff with alternative and effective ways to communicate. We need your input, expertise, ideas and suggestions in order to ensure that the Homework Hotline will meet the needs of our students here in Camden City.

I am asking you to complete the attached survey and return it to your child's guidance counselor. The survey should take no longer than 5 minutes to complete. The information from the survey will assist us in monitoring the effectiveness of this service throughout the district.

Thank you for your help in this effort. All responses will remain anonymous and confidential.

Sincerely,

Mr. Luis A. Pagan  
Education Program Specialist

DB: lap

c: Dr. Roy J. Dawson Jr., Superintendent  
Dr. Deanna Burney, Assistant Superintendent

# PARENT INVOLVEMENT SURVEY

We are conducting a survey of your opinions concerning parental involvement in your child's school. This simple survey is designed to assess how parents feel about the type and quality of communications they have with teachers and administrators at school. Please complete this form and return it to your school guidance counselor. Thank you very much for your cooperation.

*Estamos evaluando sus opiniones sobre como los padres están envueltos con actividades en las escuelas de su hijo(a). Este estudio o encuesta está diseñado para evaluar cuál es su opinión en relación a las diferentes maneras en que las escuelas y los maestros se comunican con usted. Por favor complete el cuestionario y devuélvalo a la escuela de su hijo (a).*

## Section I

How often do you have contact with your child's teachers during a two-week period? \_\_\_\_\_  
(En un periodo de dos semanas, cuántas veces usted se comunica con los maestros de su hijo(a))

On a scale from 1 to 5, please indicate the best answer (number) on the line provided at the beginning of each phrase to complete each phrase. (Use la escala indicada para contestar las siguientes preguntas.)

- 5 ..... Very (bastante)  
3 ..... Somewhat (a veces)  
1 ..... Rarely (raramente)

- 1. I am .... involved in programs at the school.  
(Yo estoy ... envuelto en programas escolares.)
- 2. I am .... involved with my child's homework assignments.  
(Yo estoy .... envuelto en las tareas que los maestros les dan a mi hijo(a).)
- 3. I ... receive information from the teacher or the school so that I can help my child.  
(Yo ... recibo información de como ayudar a mi hijo(a) de los maestros y de la escuela )

## Section II

On a scale from 1 to 5, please indicate the best answer (number) on the line provided at the beginning of each phrase. (Use la escala indicada para contestar las siguientes preguntas.)

- 5 ..... Strongly Agree (Muy de acuerdo)  
4 ..... Agree (de acuerdo)  
3 ..... Disagree (no estoy de acuerdo)  
2 ..... Somewhat Disagree (mas o menos)  
1 ..... Strongly Disagree (muy en desacuerdo)

- 4. The school does a good job of informing me about what happens in my child's class. (La escuela hace un buen trabajo informándome a mi de lo que sucede en las clases de mi hijo(a))

- 5. I believe that when parents are informed, children will be more successful in school. *(Yo creo que cuando los padres están bien informados, sus hijos pueden tener más éxitos en la escuela.)*
- 6. I feel very prepared to help my child with homework. *(Yo me siento preparado para ayudar a mi hijo(a) con sus tareas escolares)*
- 7. I know all my child's teachers. *(Yo conozco los maestros de mi hijo(a).)*
- 8. I have easy access to teachers at my child's school. *Yo me puedo comunicar fácilmente con los maestros de mi hijo(a).*
- 9. Most of the time the contact that I have with my child's teachers is in writing. *(La mayor parte de las veces que la escuela se comunica conmigo es en escrito.)*
- 10. Most of the time the contact that I have with my child's school is when my child does something wrong. *(La mayor parte de las veces que la escuela se comunica conmigo, es cuando mi hijo(a) se porta mal, o hace algo que no es apropiado)*

**Additional Comments: (Comentarios adicionales)**

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Thank you for completing this survey. Your input is valuable to us.  
*(Gracias por completar el cuestionario. Sus opiniones son importantes para nosotros)*

Please return your response to your school guidance counselor.  
*(Por favor devuelva su cuestionario al consejero en su escuela)*

THANK YOU!

**APPENDIX B**  
**Survey Results: Elementary, Middle, and High School**



# PRE AND (POST) PARENT SURVEY DATA

Group: \_\_\_\_\_ HS \_\_\_\_\_ MS \_\_\_\_\_ X \_\_\_\_\_ ES \_\_\_\_\_ Sample Size: 70

## SECTION I

Parents involvement in school programs, homework, and getting help/information from school.

Scale: 1 (Rarely), 3 (Somewhat), 5 (Very)

Contact w/Teachers		%	1. Programs			2. Homework			3. Information		
Times	Parents	%	1	3	5	1	3	5	1	3	5
0	40 (30)	57 (43)	14 (5)	19 (16)	7 (9)	0 (2)	8 (6)	30 (22)	0 (0)	9 (5)	31 (25)
1	9 (8)	13 (11)	5 (2)	1 95)	3 (1)	0 (0)	2 (3)	7 (5)	2 (1)	2 (3)	5 (4)
2	8 (12)	11 (16)	1 (4)	3 (7)	4 (1)	0 (0)	3 (3)	5 (9)	0 (0)	2 (4)	6 (8)
3 or more	13 (20)	19 (27)	5 (2)	6 (12)	2 (6)	1 (0)	4 (3)	8 (17)	4 (2)	2 (5)	7 (13)
Overall Percents			36 (19)	41 (57)	23 (24)	1.4 (3)	24 (21)	71 (76)	9 (4)	21 (24)	70 (71)

## SECTION II

Quality of communications parents have with school, and how prepare they are to help their children.

Scale	Likert	4	5	6	7	8	9	10
Strongly Disagree	1	3 (0)	2 (4)	3 (0)	4 (1)	4 (0)	15 (11)	17 (11)
Somewhat Disagree	2	2 (3)	0 (1)	8 (3)	12 (4)	1 (0)	19 (19)	8 (12)
Disagree	3	7 (5)	7 (1)	4 (0)	5 (2)	10 (4)	7 (14)	18 (20)
Agree	4	15 (24)	6 (2)	8 (10)	11 (21)	15 (22)	14 (17)	13 (17)
Strongly Agree	5	43 (38)	55 (62)	47 (57)	38 (42)	40 (44)	15 (9)	14 (10)

# PRE AND (POST) PARENT SURVEY DATA

Group: \_\_\_\_\_ HS \_\_\_\_X\_\_ MS \_\_\_\_\_ES Sample Size: 130

## SECTION I

Parents involvement in school programs, homework, and getting help/information from school.

Scale: 1 (Rarely), 3 (Somewhat), 5 (Very)

Contact w/Teachers		%	1. Programs			2. Homework			3. Information		
Times	Parents	%	1	3	5	1	3	5	1	3	5
0	96 (81)	74 (62)	57 (67)	30 (12)	9 (2)	32 (29)	43 (33)	21 (19)	66 (58)	12 (15)	18 (8)
1	21 (27)	16 (21)	2 (5)	13 (18)	6 (4)	0 (4)	4 (7)	17 (16)	13 (20)	4 (5)	4 (2)
2	4 (12)	3 (9)	0 (1)	1 (4)	3 (7)	0 (2)	0 (3)	4 (7)	0 (2)	3 (6)	1 (4)
3 or more	9 (10)	7 (8)	1 (2)	6 (6)	2 (2)	0 (4)	2 (1)	7 (5)	1 (0)	5 (8)	3 (2)
Overall Percent			46 (58)	38 (31)	16 (11)	25 (30)	38 (34)	38 (36)	62 (62)	18 (26)	20 (12)

## SECTION II

Quality of communications parents have with school, and how prepare they are to help their children.

Scale		Likert								
Strongly Disagree	1		18 (27)	0 (0)	19 (7)	17 (25)	16 (21)	2 (18)	20 (10)	
Somewhat Disagree	2		24 (22)	9 (14)	14 (28)	7 (2)	42 (48)	18 (29)	13 (7)	
Disagree	3		35 (46)	15 (9)	56 (43)	72 (63)	32 (24)	16 (10)	29 (35)	
Agree	4		38 (25)	69 (78)	32 (38)	21 (12)	28 (14)	73 (62)	52 (31)	
Strongly Agree	5		15 (10)	37 (29)	9 (14)	13 (28)	12 (19)	21 (11)	16 (47)	
			4	5	6	7	8	9	10	
			School does a good job, inf. parents about what happens in class		Parents are informed, sts do better in class		I know all my child's teachers		Easy access to teachers	
			I am prepared to help my child w/HW		Most of the time the contact I have is in writing		Most of the time the contact is when something is wrong			

# PRE AND (POST) PARENT SURVEY DATA

Group: \_\_\_X\_\_\_ HS \_\_\_\_\_ MS \_\_\_\_\_ ES \_\_\_\_\_ Sample Size: 154

## SECTION I

Parents involvement in school programs, homework, and getting help/information from school.

Scale: 1 (Rarely), 3 (Somewhat), 5 (Very)

Contact w/Teachers		%	1. Programs			2. Homework			3. Information		
Times	Parents	%	1	3	5	1	3	5	1	3	5
0	132(123)	86 (80)	-7	98 (91)	34 (23)	0 (9)	87 (76)	23 (32)	22 (15)	92 (85)	25 (23)
1	14 (18)	9 (12)	33	9 (6)	2 (8)	3 (4)	5 (12)	3 (4)	6 (2)	11 (9)	1 (6)
2	7 (9)	4.5 (6)	33	5 (7)	1 (2)	1 (0)	5 (3)	0 (5)	2 (1)	4 (6)	1 (2)
3 or more	1 (4)	.5 (2)	300	0 (1)	1 (3)	0 (0)	0 (0)	1 (3)	0 (1)	0 (1)	1 (3)
Overall Percents			73 (68)	25 (23)	3 (8)	63 (59)	18 (29)	19 (12)	69 (66)	18 (22)	12 (12)

## SECTION II

Quality of communications parents have with school, and how prepare they are to help their children.

Scale		Likert	4	5	6	7	8	9	10
Strongly Disagree	1		33 (12)	7 (0)	32 (24)	9 (12)	68 (32)	16 (8)	8 (2)
Somewhat Disagree	2		75 (95)	10 (2)	12 (29)	20 (45)	20 (50)	27 (18)	10 (5)
Disagree	3		11 (15)	17 (6)	63 (72)	62 (43)	16 (26)	11 (14)	20 (28)
Agree	4		20 (18)	45 (54)	27 (18)	41 (30)	32 (27)	38 (42)	68 (80)
Strongly Agree	5		15 (14)	75 (92)	20 (11)	22 (24)	18 (9)	62 (72)	48 (39)

**APPENDIX C**  
**Hotline Sample Reports**

04/13/99

Statistical Information for : March

\*Inbound\*

Calls Received	=	375
Class Number Inquiries	=	537
Class Number Recordings	=	52
Info Listing Inquiries	=	84

\*Outbound\*

Total General Numbers	=	0
General Calls Completed	=	0
Total Absentee Numbers	=	0
Absentee Calls Completed	=	0
Total Call Group Numbers	=	0
Group Calls Completed	=	0



```
=====
C  is Class Name                      Teachers Name
101  GRADE ONE                        REICHART, JEANETTE
Password = Unique

Date Last Recorded : 04/11/99
Number of inquiries for this class no. :
Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Total
  0  0  0  0  35  15  23  20  12  5  0  0  110
Number of times this class no. was recorded :
Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Total
  0  0  0  0  3  0  1  1  1  1  0  0  7
=====
```

```
=====
Class Class Name                      Teachers Name
104  GRADE ONE                        BABILONIA, ROSA
Password = Unique

Date Last Recorded : 02/01/99
Number of inquiries for this class no. :
Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Total
  0  0  0  0  27  8  3  4  7  0  0  0  49
Number of times this class no. was recorded :
Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Total
  0  0  0  0  2  0  0  1  0  0  0  0  3
=====
```

```
=====
Class Class Name                      Teachers Name
105  GRADE ONE                        HANDLETON, PATRICIA
Password = Unique

Date Last Recorded : 01/11/99
Number of inquiries for this class no. :
Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Total
  0  0  0  0  26  10  7  6  10  0  0  0  59
Number of times this class no. was recorded :
Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Total
  0  0  0  0  2  2  1  0  0  0  0  0  5
=====
```

```
=====
Class Class Name                      Teachers Name
108  GRADE ONE                        LICINA, JUDITH
Password = Unique

Date Last Recorded : 03/01/99
Number of inquiries for this class no. :
Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Total
  0  0  0  0  53  32  9  5  3  1  0  0  103
Number of times this class no. was recorded :
Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Total
  0  0  0  0  5  2  1  1  2  0  0  0  11
=====
```

```
=====
Class Class Name                      Teachers Name
109  GRADE ONE                        GIBSON, FAITH
Password = Unique

Date Last Recorded : 12/03/98
Number of inquiries for this class no. :
Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Total
  0  0  0  0  37  10  5  2  2  2  0  0  58
Number of times this class no. was recorded :
Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Total
  0  0  0  0  2  1  0  0  0  0  0  0  3
=====
```





=====  
Class Class Name Teachers Name  
201 SPECIAL ED. NEALS, DEBORAH  
Password = Unique

Date Last Recorded : 03/16/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	21	8	2	4	2	0	0	0	37

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	5	6	3	7	2	0	0	0	23

=====  
Class Class Name Teachers Name  
202 SPECIAL ED. IKE, NATHANIEL  
Password = Unique

Date Last Recorded : 11/16/98

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	17	8	0	1	2	0	0	0	28

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	2	0	0	0	0	0	0	0	2

=====  
Class Class Name Teachers Name  
205 GRADE TWO MUNIZ, AUREA  
Password = Unique

Date Last Recorded : 11/09/98

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	36	25	5	8	6	2	0	0	82

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	1	0	0	0	0	0	0	0	1

=====  
Class Class Name Teachers Name  
206 GRADE TWO TRIBBETT, NADINE  
Password = Unique

Date Last Recorded : 01/13/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	30	20	5	5	3	0	0	0	63

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	2	0	1	0	0	0	0	0	3

=====  
Class Class Name Teachers Name  
207 GRADE TWO TAYLOR, KATHLEEN  
Password = Unique

Date Last Recorded : 12/16/98

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	44	24	4	4	3	0	0	0	79

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	7	4	0	0	0	0	0	0	11

```
=====
Class Class Name          Teachers Name
200  GRADE TWO           THOMAS, NINA
Password = Unique
```

Date Last Recorded : 04/12/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	27	13	2	5	6	0	0	0	53

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	4	10	6	6	10	1	0	0	37

```
=====
Class Class Name          Teachers Name
210  LIBRARY             SLEETH, CYNTHIA
Password = Unique
```

Date Last Recorded :

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	15	1	0	1	1	1	0	0	19

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	0	0	0	0	0	0	0	0	0

```
=====
Class Class Name          Teachers Name
212  GRADE TWO           PEARSON, ESTER
Password = Unique
```

Date Last Recorded : 11/16/98

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	10	22	6	2	6	1	0	0	47

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	1	0	0	0	0	0	0	0	1

```
=====
Class Class Name          Teachers Name
213  GRADE TWO           JONES, ANN
Password = Unique
```

Date Last Recorded : 02/16/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	50	14	8	6	1	0	0	0	79

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	3	0	1	2	0	0	0	0	6

```
=====
Class Class Name          Teachers Name
214  SPECIAL ED.         DAWSON, MILDRED
Password = Unique
```

Date Last Recorded : 01/07/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	21	10	7	2	4	0	0	0	44

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	13	1	5	0	0	0	0	0	19



=====  
Class Class Name Teachers Name  
278 ART WATKINS, FAYZE  
Password = Unique

Date Last Recorded : 11/15/98

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	9	0	1	0	0	0	0	0	10

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	4	0	0	0	0	0	0	0	4

=====  
Class Class Name Teachers Name  
300 CLERICAL AIDE SANDERS, BRENDA  
Password = Unique

Date Last Recorded : 11/16/98

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	6	7	3	2	1	0	0	0	19

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	1	0	0	0	0	0	0	0	1

=====  
Class Class Name Teachers Name  
301 GRADE FOUR WORLDS, INESE  
Password = Unique

Date Last Recorded : 04/12/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	71	103	90	116	124	8	0	0	512

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	6	14	12	17	19	1	0	0	69

=====  
Class Class Name Teachers Name  
302 GRADE FOUR JOHNSON, RONN  
Password = Unique

Date Last Recorded : 02/08/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	87	50	12	14	36	2	0	0	201

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	1	1	0	1	0	0	0	0	3

=====  
Class Class Name Teachers Name  
303 GRADE FOUR DERISSE, BEATRIZ  
Password = Unique

Date Last Recorded : 03/03/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	73	52	20	18	20	1	0	0	184

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	6	3	2	6	1	0	0	0	18

=====  
Class Class Name Teachers Name  
304 GRADE FOUR LARODA, GAIL  
Password = Unique

Date Last Recorded : 01/13/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	113	85	34	20	35	3	0	0	290

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	3	1	1	0	0	0	0	0	5

=====  
Class Class Name Teachers Name  
305 GRADE FOUR WILLIAMS, MILDRED  
Password = Unique

Date Last Recorded : 11/16/98

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	62	32	5	10	11	1	0	0	121

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	2	0	0	0	0	0	0	0	2

=====  
Class Class Name Teachers Name  
306 GRADE THREE TRIBBETT, WILHELMINA  
Password = Unique

Date Last Recorded : 04/01/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	88	76	30	33	27	4	0	0	258

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	12	4	1	0	1	1	0	0	19

=====  
Class Class Name Teachers Name  
308 GRADE THREE RIOS, LUZ  
Password = Unique

Date Last Recorded : 03/29/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	111	126	35	73	83	15	0	0	443

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	10	14	9	16	11	0	0	0	60

=====  
Class Class Name Teachers Name  
310 GRADE THREE LANGSTON, DENISE  
Password = Unique

Date Last Recorded : 02/16/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	43	43	13	15	13	2	0	0	129

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	7	6	2	3	0	0	0	0	18

Date Last Recorded : 01/07/99

Number of inquiries for this class no. :

Number of times this class no. was recorded :

```
=====
Class      Class Name                      Teachers Name
012        GRADE THREE                     SHINE-PITT, CANDRA
Password = Unique
```

Date Last Recorded : 02/05/99

Number of inquiries for this class no. :

Number of times this class no. was recorded :

```
=====
class  Class Name                      Teachers Name
13     GRADE FOUR                      FULTON, DIANE
Password = Unique
```

Date Last Recorded : 01/12/99

Number of inquiries for this class no. :

Number of times this class no. was recorded :

```
=====
Class      Class Name                      Teachers Name
075       ENGLISH SECOND LANG.          POLLACK, ALICIA
Password = Unique
```

Date Last Recorded : 11/30/98

Number of inquiries for this class no. :

Number of times this class no. was recorded :

```
=====
class  Class Name                      Teachers Name
000    ATTENDANCE CLERK                MOORE, JOYCE
Password = Unique
```

Date Last Recorded :

Number of inquiries for this class no. :

Number of times this class no. was recorded :

[illegible]

Class/Teacher Report  
Tue Apr 13 1999 09:51:55

Page 9

```
=====
Class Class Name Teachers Name
500 SECRETARY TUTEN, LORRAINE
Password = Unique
```

Date Last Recorded :

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	0	1	0	0	0	0	0	0	1

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	0	0	0	0	0	0	0	0	0

```
=====
Class Class Name Teachers Name
522 COMPUTER PIERSON, BEVERLY
Password = Unique
```

Date Last Recorded : 11/17/98

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	5	0	1	2	0	0	0	0	8

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	1	0	0	0	0	0	0	0	1

```
=====
Class Class Name Teachers Name
600 SECURITY SMITH, RICHARD
Password = Unique
```

Date Last Recorded :

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	0	0	0	0	1	0	0	0	1

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	0	0	0	0	0	0	0	0	0

```
=====
Class Class Name Teachers Name
601 KINDERGARTEN HUDDALL, CAMILLE
Password = Unique
```

Date Last Recorded : 03/28/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	17	0	1	8	12	0	0	0	38

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	10	3	3	2	2	0	0	0	20

```
=====
Class Class Name Teachers Name
602 KINDERGARTEN SULLIVAN, PATRICIA
Password = Unique
```

Date Last Recorded : 03/28/99

Number of inquiries for this class no. :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	3	0	1	0	4	0	0	0	8

Number of times this class no. was recorded :

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	0	0	0	2	1	1	1	1	0	0	0	6





[illegible]

Month	Inquiries	Recordings
July	0	0
August	0	0
September	0	0
October	0	1
November	1,566	157
December	988	86
January	424	61
February	487	72
March	537	52
April	60	5
May	0	0
June	0	0
Grand Total	4,062	434

## **BIOGRAPHICAL DATA**

Name	Luis A. Pagan
High School	Dr. Agustin Stahl Bayamon, Puerto Rico
Undergraduate	Bachelors of Arts Science and Mathematics Universidad de Puerto Rico Rio Piedras, Puerto Rico
Graduate	Master of Arts Secondary Education Temple University Philadelphia, PA  Master of Arts School Administration Rowan University Glassboro, NJ
Present Occupation	Supervisor School-To-Careers Camden City Schools Camden, NJ