

A National Picture of Parent Involvement in the Education of Secondary School English Learners with Disabilities

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About the Project

Mixed-Methods Exploration of Factors Associated with Postsecondary Success of English Language Learners with Disabilities

Project aim: Understand the factors that lead to postschool success for students who are dually identified.

Two Components:

- Secondary analysis of the National Longitudinal Transition Study 2012 (NLTS 2012) and NLTS2
- Qualitative studies of the experiences of secondary and postsecondary school EL students with disabilities in NYC.

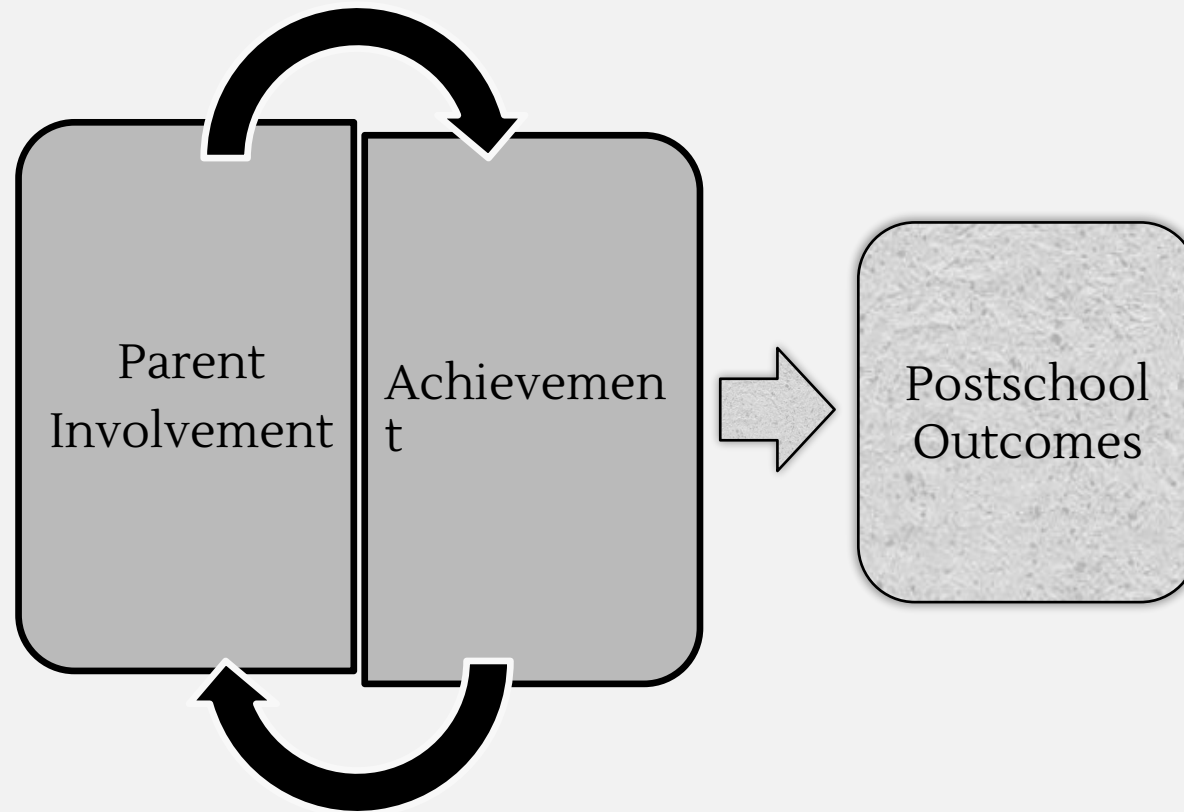
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English Learners with Disabilities

- Students who need both English language and special education services comprise **10% of secondary students with IEPs**.
- Rates of graduation, postschool employment, and postsecondary enrollment and completion **for both groups** are lower than students in the general population.
- The knowledge base related to the growing and changing population of transition-age English learner secondary students with disabilities is limited.

Parent Involvement Linked to Positive Outcomes

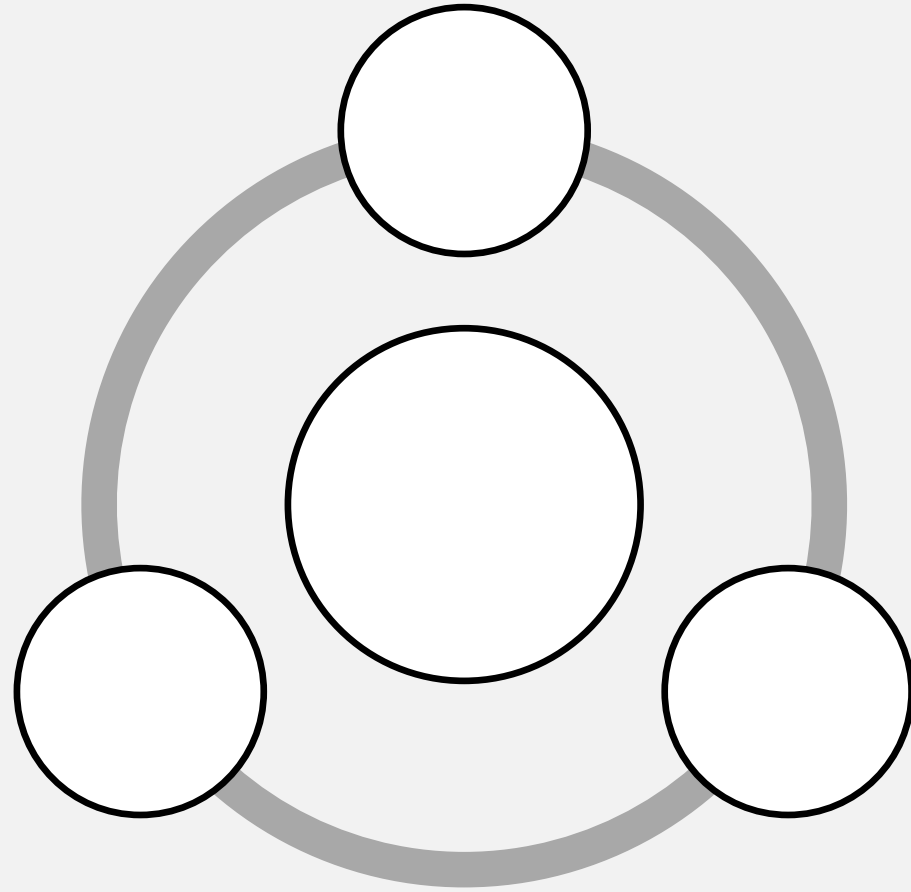


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Research Questions

- To what extent are parents involved in school and at home in the education of secondary school English learners with disabilities?
- How did parent involvement and expectations for English learners with disabilities compare with that of other students with disabilities and students in the general population?
- What factors are associated with variations in levels of parent involvement in the education of secondary school English learners with disabilities?

Data Source: National Longitudinal Transition Study 2012 (NLTS 2012)

Stratified random sample	Nationally representative sample of 570 LEAs and 50 special schools, stratified by: <ul style="list-style-type: none">• Geographic region• Enrollment size• 22,000 students overall• 18,600 students with disabilities• 3,300 students in the general population
Focused on	Youth, ages 13 to 21 and attending 7–12th grade at start of study
Generalizes to	All disability categories, each age cohort
Phase I	2011–2013
Phase II	2015–current; administrative data collection

Data sources

Secondary analysis of NLTS 2012

- District administrative records provided English learner status
- Parent survey (administered in English, Spanish) in 2012–2013 provided school parent involvement and expectation data (59% response rate -12,900 parents)
- Nonresponse bias from survey was assessed; weighting successfully limited potential for bias. Weights adjusted so that findings represent national estimates (See Burghardt et al., 2017, for a full discussion)

Extracted Sample

- Students with missing EL status were removed; remainder was reweighted
- English learners with disabilities $N = 710$; weighted = 244,053
- Other students with disabilities $N = 7,850$; weighted = 2,342,056
- Students in the general population $N = 2,300$; weighted = 21,434,847

(All unweighted sample sizes rounded to the nearest 10 as required by IES)

Disability category

Disability category	English learners with disabilities (%)	Other students with disabilities (%)
Autism	2.58	6.45***
Deaf-blindness	0.01	0.03
Emotional disturbance	4.50	9.41***
Hearing impairment	1.82	1.16
Intellectual disability	8.39	10.06
Multiple disabilities	0.77	2.84***
Orthopedic impairment	1.13	0.97
Other health impairment	7.69	15.12***
Specific learning disability	61.31	46.35***
Speech or language impairment	5.14	4.18
Traumatic brain injury	0.40	0.58
Visual impairment	0.36	0.45

***= $p < .001$

Student characteristics

	English learners with disabilities (%)	Other students with disabilities (%)	Students in the general population (%)
Male	65.52	66.71	48.87***
Race/ethnicity			
African American (not Hispanic)	4.07	20.03***	14.44***
Hispanic	77.20	18.19***	25.03***
White, Asian, other (not Hispanic)	18.73	61.77***	60.53***
Primary language spoken by student in the home			
English	36.99	90.52***	78.67***
Spanish	56.68	7.83***	15.56***
Other	6.33	1.65***	5.80

All comparisons with English learners with disabilities; ***= $p < .001$

Household and school characteristics

	English learners with disabilities (%)	Other students with disabilities (%)	Students in the general population (%)
Income < 185% of poverty level	84.36	54.14***	44.70***
Household income			
\$0 to \$40,000	79.21	52.92***	42.75***
\$40,001 to \$80,000	16.24	26.32***	26.43***
More than \$80,000	4.54	20.77***	30.76***
Parents' highest level of education attainment			
Less than high school	50.90	12.05***	12.39***
High school diploma	28.48	38.20***	30.85
2- or 4-year or graduate degree	20.61	49.76***	56.76%***
Urbanicity – lives in city	45.20	27.40***	27.12***
Schools' academic proficiency -lowest/second lowest state quarter	69.54	52.67***	51.11***

All comparisons with English learners with disabilities; ***= $p < .001$

Results: Parent Involvement at School

	English learners with disabilities (%)	Other students with disabilities (%)	Students in the general population (%)
Attended a general school meeting	71.28	74.90	74.59
Attended a school or class event	46.10	59.16***	71.37***
Volunteered at school	16.30	22.43**	28.45***
Attended a parent-teacher conference	87.52	83.95	65.23***
Parent involvement at school scale score (range 0 -16)			
Low (0-4)	67.85	58.76**	55.14***
Medium (5-9)	26.75	32.69*	34.61*
High (10-16)	5.39	8.54*	10.25**

All comparisons with English learners with disabilities; * = $p < .05$, ** = $p < .01$, *** = $p < .001$

Results: Disability-Related Parent Involvement

	English learners with disabilities (%)	Other students with disabilities (%)
Attended an IEP meeting in the past two years	69.28	87.77***
Attended a transition planning meeting in the past two years (asked of parents of students 16 and older)	58.56	58.10
Who came up transition plan goals		
Mostly the school	51.38	39.04*
Mostly family and/or youth	21.03	22.11
School and family and/or youth equally	27.59	38.85*

All comparisons with English learners with disabilities; * = $p < .05$, *** = $p < .001$

Results: Parent Involvement at Home

	English learners with disabilities (%)	Other students with disabilities (%)	Students in the general population (%)
Helped with homework	72.71	79.65**	79.88**
Talked with student about school			
Regularly	74.22	85.08***	83.72***
Occasionally	16.38	11.51*	12.49
Rarely/not at all	9.39	3.42***	3.79**
Parent involvement at home scale score (range 2-8)			
Low (2-4)	15.54	8.87**	10.84*
Medium (5-6)	58.79	60.32	69.59**
High (7-8)	25.67	30.81	19.57*

All comparisons with English learners with disabilities; * = $p < .05$, ** = $p < .01$, *** = $p < .001$

Significant Regression Results: Student Characteristics

	Parent involvement at school (linear regression)	Parent involvement at home (linear regression)	Attended IEP and/or transition meeting (logistic regression)
	Coefficient	Coefficient	Coefficient
Disability Category (vs. LD)			
Autism	-1.90**	-0.03	0.75
Emotional disturbance	-0.43	0.00	-2.15*
Gender (female vs male)	-0.46	0.56***	-0.39
Age (younger vs older)	-0.02	-0.10*	-1.22***

*= $p < .05$, **= $p < .001$, ***= $p < .001$

Significant Regression Results: Household Characteristics

	Parent involvement at school (linear regression)	Parent involvement at home (linear regression)	Attended IEP and/or transition meeting (logistic regression)
	Coefficient	Coefficient	Coefficient
Highest level of parent education (vs. less-than high school completion)			
High school degree	1.01*	-0.24	1.47
Postsecondary attend/degree	1.19*	-0.18	-1.48
Household income - less than \$40,000 vs. more than \$40,000	0.10	.44*	1.47
Number of children in the household (less vs more)	0.34	-0.13	-0.63**
Parent participated in disability-related trainings	0.26	0.08	2.49*

*= $p < .05$, **= $p < .01$,

Results: Relationship Between Types of Involvement

	Parent involvement at school (linear regression)	Parent involvement at home (linear regression)	Attended IEP and/or transition meeting (logistic regression)
	Coefficient	Coefficient	Coefficient
Involvement at home	0.78***		0.38
Involvement at school		0.14 ***	0.28
Attended IEP and/or transition planning meeting	0.63	0.32	

***= $p < 0.001$

Summary

- Involvement of parents of English learners with disabilities differed significantly from that of other parents, including being less likely to report several types of involvement, such as attending school events and IEP meetings, being active partners in transition plan goal setting, and talking with their child about school.
- In other ways their involvement was consistent with parents of non-EL students with disabilities, such as being more likely to have attended parent-teacher conferences, and of those who help with homework more likely to have provided frequent homework help than parents of students in the general population.

Summary

- Multivariate analyses identified several household and student factors related to involvement at home and at school, including parents' highest level of educational attainment, student's age and gender, and whether parents had attended classes or received counseling on rights and responsibilities under disability-related laws.

Research Implications

- Future research needed:
 - Qualitative exploration of contextual and other factors related to lower involvement of parents of English learners with disabilities.
 - Identify supportive and effective programs, resources, and practices that will better enable parent involvement at school and at home.
 - Explore a wider range of parent involvement measures that may not have been measured by NLTS 2012.
 - Examine the effect of parent involvement on postschool outcomes for English learners with disabilities, including postsecondary education and employment.

Information

PostSchoolSuccessIEPBilingual.org



Post-School Success *for*
English Learners with IEPs

Questions?

Comments?

Implications?