

# Parent and Family Involvement in Education: 2019

First Look

# **Parent and Family Involvement in Education: 2019**

## **National Household Education Surveys Program**

**First Look**

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**Rachel Hanson**  
**Chris Pugliese**  
American Institutes for Research

**Sarah Grady**  
*Project Officer*  
National Center for Education Statistics

**U.S. Department of Education**

Betsy DeVos  
*Secretary*

**Institute of Education Sciences**

Mark Schneider  
*Director*

**National Center for Education Statistics**

James L. Woodworth  
*Commissioner*

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**Content Contact**

Lisa Hudson  
(202) 245-7027  
[lisa.hudson@ed.gov](mailto:lisa.hudson@ed.gov)

# Contents

List of Estimate and Standard Error Tables ..... v

List of Exhibits ..... vi

Introduction ..... 1

Selected Findings ..... 3

Appendix A. Estimate and Standard Error Tables ..... A-1

Appendix B. Technical Notes ..... B-1

Appendix C. Glossary of Terms ..... C-1

Appendix D. References ..... D-1

# List of Estimate and Standard Error Tables

Table	Page
1. Percentage of students in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2018–19 .....	A-2
2. Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities and mean number of meetings or activities, by selected school, student, and family characteristics: 2018–19 .....	A-4
3. Percentage of students in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2018–19 .....	A-6
4. Among students in kindergarten through grade 12 whose parents considered other schools for this child, percentage of students whose parents rated as “very important” various factors used to select child’s school, by selected school, student, and family characteristics: 2018–19 .....	A-8
5. Percentage of students in kindergarten through grade 12 whose parents reported participation in various nonschool activities in the past month, by selected school, student, and family characteristics: 2018–19 .....	A-10
C-1. Standard errors for table 1: Percentage of students in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2018–19 .....	A-12
C-2. Standard errors for table 2: Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities and mean number of meetings or activities, by selected school, student, and family characteristics: 2018–19 .....	A-14
C-3. Standard errors for table 3: Percentage of students in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2018–19 .....	A-16
C-4. Standard errors for table 4: Among students in kindergarten through grade 12 whose parents considered other schools for this child, percentage of students whose parents rated as “very important” various factors used to select child’s school, by selected school, student, and family characteristics: 2018–19 .....	A-18
C-5. Standard errors for table 5: Percentage of students in kindergarten through grade 12 whose parents reported participation in various nonschool activities in the past month, by selected school, student, and family characteristics: 2018–19 .....	A-20

# List of Exhibits

Exhibit		Page
C-1.	Poverty definition for Parent and Family Involvement in Education analyses, by household size .....	C-4

# Introduction

This report presents data on students in the United States attending kindergarten through grade 12. The focus of the report is on parent and family involvement in the students' education during the 2018–19 school year, as reported by the students' parents. It includes the percentage of students who participated in selected family activities. Demographic information about students and families is presented, including students' poverty status and parents' education and language spoken at home, as well as school characteristics, such as school size and school type. Tabular findings are in appendix A. These data represent circumstances before the implementation of coronavirus pandemic restrictions.

The data for this report come from the Parent and Family Involvement in Education (PFI) Survey, administered as part of the 2019 National Household Education Surveys Program (NHES:2019). The PFI survey collects data about students who are enrolled in kindergarten through grade 12 in a physical or virtual school or are homeschooled for equivalent grades and asks questions about various aspects of parent involvement in education, such as help with homework, family activities, and parent involvement at school, such as attending a school or class event. For homeschooled students, the survey asks questions related to students' homeschooling experiences, the sources of the curriculum, and the reasons for homeschooling. For students taking virtual courses, the survey asks about parents' reasons for choosing virtual schooling and the cost and the amount of time each week the student takes virtual courses. The PFI questionnaires were completed by a parent or guardian who knew about the sampled child.

The NHES:2019 used a nationally representative address-based sample covering the 50 states and the District of Columbia. The survey was conducted by the U.S. Census Bureau from January through August 2019. The 2019 administration of NHES included a screener survey and two topical surveys: the Early Childhood Program Participation Survey and the PFI. The screener survey asked for an enumeration of household members and was used to select an eligible child to be the focus of a topical survey. For more information about the NHES:2019 methodology, please reference the forthcoming *National Household Education Surveys Program of 2019: Data File User's Manual* (Jackson et al. forthcoming).

Although the NHES is a repeating cross-sectional survey, changes in the sample frame, data collection methods, and wording of some items have occurred over time. Because of these changes, homeschooling estimates are not included in this report,<sup>1</sup> and caution should be used in comparing results in this report to those from prior NHES collections. When weighted, the PFI data in this report are nationally representative of the nonhomeschooling population of students in grades kindergarten through 12, including children enrolled in public, private, and virtual schools. The total number of cases used in this report is 15,950 students, representing a population of 51.5 million nonhomeschooled students in kindergarten through grade 12.

PFI questionnaires were completed for 16,446 students in kindergarten through grade 12, for a weighted PFI unit response rate of 83.4 percent and an overall estimated weighted unit response rate (the screener weighted unit response rate multiplied by the PFI unit weighted response rate)

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<sup>1</sup> Homeschooling estimates will be provided in a later report but are not included here because of major changes in the data collection methodology for these estimates. Homeschooling data are included in the PFI data files.

of 52.6 percent. An analysis of bias in the NHES:2019 data detected some measurable bias in certain demographic characteristics and survey responses. The level of potential bias detected is considered to be low. Additional details about the survey methodology, response rates, and data reliability are provided in appendix B.

Results presented in this report are weighted. All statements of comparison have been tested for statistical significance using two-tailed *t*-tests and are significant at the 95 percent confidence level. No adjustments were made for multiple comparisons. Some estimates that appear different may not be measurably different in a statistical sense due to sampling error. Readers are directed to the Statistical Tests section of appendix B for information about how to compare estimates in the tables.

This *First Look* report presents selected descriptive information. Readers are cautioned not to draw causal inferences based on the results presented. It is important to note that many of the variables examined in this report may be related to one another, and complex interactions and relationships among the variables have not been explored. The variables examined here are just a few of the variables that can be examined in these data; they were selected to demonstrate the range of information available from the study. The release of this report is intended to encourage in-depth analysis of the data using more sophisticated statistical methods.



## Selected Findings

- In the 2018–19 school year, school communication with parents, as reported by parents, most commonly occurred through school-wide newsletters, memos, e-mails, or notices. This type of communication, addressed to all parents, was reported for 89 percent of students in kindergarten through grade 12. Receiving emails or notes specifically about the student was reported for 66 percent of students and receiving phone calls about a specific student was reported for 40 percent of students (table 1).
- On average, students in kindergarten through grade 12 had parents who reported participating in 6.5 school-related activities in the 2018–19 school year. The most common school-related activity was attending a general school or parent-teacher organization or association meeting (reported for 89 percent of students). That was followed by attending a school or class event (79 percent) and attending a parent-teacher conference (75 percent) (table 2).
- About 8 out of 10 students in kindergarten through grade 12 (77 percent) had an amount of homework that their parents said was “about right.” Parents also reported being “very satisfied” (the highest on a four-point scale) with the following school characteristics: the school overall (64 percent of students); the student’s teachers (63 percent); the academic standards of the school (61 percent); the order and discipline at the school (59 percent); and the school staff’s interaction with parents (56 percent) (table 3).
- For students whose parents considered more than one school for the student, the factors most frequently rated as “very important” when choosing a school were the quality of teachers, principal or other staff at the school (selected for 79 percent of students); and safety, which includes student discipline (71 percent) (table 4).
- According to parents, a higher percentage of students attended a community, religious, or ethnic event (50 percent) with their family in the past month than attended an athletic or sporting event (38 percent); visited a library (34 percent); went to a play, concert, or other live show (33 percent); visited a bookstore (32 percent); visited an art gallery, a museum, or a historical site (24 percent); or visited a zoo or an aquarium (20 percent) (table 5).

# Appendix A. Estimate and Standard Error Tables

**Table 1. Percentage of students in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2018–19**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
<b>Total</b>	<b>51,498</b>	<b>66</b>	<b>89</b>	<b>40</b>
<b>School type</b>				
Public school, total	45,867	65	89	40
Public school, assigned	39,830	65	89	40
Public school, chosen	6,036	68	93	43
Private school, total	4,651	70	90	34
Private school, religious	3,736	69	89	34
Private school, nonreligious	916	74	95	38
<b>School size</b>				
Under 300	6,308	63	88	38
300–599	16,505	70	90	42
600–999	14,473	67	90	41
1,000 or more	12,868	60	87	37
<b>Locale of student’s household<sup>1</sup></b>				
City	16,191	65	88	43
Suburban	21,938	67	91	39
Town	4,544	65	85	40
Rural	8,825	63	87	37
<b>Student’s sex</b>				
Male	26,633	68	89	43
Female	24,865	63	89	36
<b>Student’s race/ethnicity</b>				
White, non-Hispanic	24,906	68	92	36
Black, non-Hispanic	7,032	65	84	51
Hispanic	13,126	61	86	43
Asian or Pacific Islander, non-Hispanic	3,166	58	87	31
Other, non-Hispanic <sup>2</sup>	3,268	69	92	41
<b>Student’s grade level</b>				
Kindergarten–2nd grade	12,229	73	93	42
3rd–5th grade	12,173	70	91	43
6th–8th grade	12,263	64	89	39
9th–12th grade	14,833	57	84	36

See notes at end of table.

**Table 1. Percentage of students in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2018–19—Continued**

Characteristic	Method by which school communicated with parents			
	Number of students in kindergarten through grade 12 (thousands)	Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
<b>Highest education level of parents/guardians</b>				
Less than high school	5,291	51	74	41
High school graduate or equivalent	9,745	59	82	43
Vocational/technical or some college	13,082	68	89	46
Bachelor’s degree	13,609	70	95	37
Graduate or professional school	9,772	71	96	33
<b>English spoken at home by parents/guardians<sup>3</sup></b>				
Both/only parent(s)/guardian(s) speak(s) English	43,935	68	91	40
One of two parents/guardians speaks English	1,932	57	82	45
No parent/guardian speaks English	5,631	52	79	40
<b>Poverty status<sup>4</sup></b>				
Below poverty threshold	8,568	59	79	50
At or above poverty threshold	42,930	67	91	38

<sup>1</sup> Locale of student’s household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

<sup>2</sup> “Other, non-Hispanic” includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

<sup>3</sup> Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

<sup>4</sup> Determined by the federal government, the poverty threshold is the income necessary to meet the household’s needs, given the household’s size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Students who were homeschooled full or part-time were excluded from the table, resulting in a weighted population of 51,498,000 students. About 2 percent of cases are missing school type and school size because data were not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student’s school was not able to be matched to these data sources. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES), 2019.

**Table 2. Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities and mean number of meetings or activities, by selected school, student, and family characteristics: 2018–19**

Characteristic	Participation in school activities by parent or other household member						Mean number of meetings or activities attended at child's school
	Attended a general school or PTO/PTA <sup>1</sup> meeting	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor	
<b>Total</b>	<b>89</b>	<b>75</b>	<b>79</b>	<b>43</b>	<b>57</b>	<b>33</b>	<b>6.5</b>
<b>School type</b>							
Public school, total	88	74	78	40	54	33	6.3
Public school, assigned	88	73	78	39	54	33	6.2
Public school, chosen	90	77	79	45	57	32	6.7
Private school, total	95	87	91	73	79	31	10.6
Private school, religious	95	86	91	73	79	29	10.7
Private school, nonreligious	95	91	92	74	75	41	10.2
<b>School size</b>							
Under 300	90	81	84	54	65	31	8.2
300–599	91	84	82	49	60	29	6.9
600–999	90	78	81	41	56	30	6.2
1,000 or more	83	56	72	32	47	42	5.9
<b>Locale of student's household<sup>2</sup></b>							
City	88	77	77	42	51	34	6.1
Suburban	89	75	79	43	58	33	6.5
Town	87	77	80	38	58	29	6.8
Rural	89	72	83	45	62	32	7.5
<b>Student's sex</b>							
Male	88	76	78	41	56	34	6.5
Female	89	74	81	45	57	31	6.7
<b>Student's race/ethnicity</b>							
White, non-Hispanic	90	76	85	49	64	32	7.8
Black, non-Hispanic	88	77	76	35	49	40	5.3
Hispanic	87	73	72	35	46	33	5.4
Asian or Pacific Islander, non-Hispanic	83	73	70	41	55	25	4.7
Other, non-Hispanic <sup>3</sup>	90	79	83	45	58	36	7.4
<b>Student's grade level</b>							
Kindergarten–2nd grade	94	90	83	57	66	22	7.0
3rd–5th grade	93	88	86	49	61	28	6.4
6th–8th grade	89	72	80	36	53	32	6.2
9th–12th grade	80	54	70	32	48	46	6.8

See notes at end of table.

**Table 2. Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities and mean number of meetings or activities, by selected school, student, and family characteristics: 2018–19—Continued**

Characteristic	Participation in school activities by parent or other household member						Mean number of meetings or activities attended at child's school
	Attended a general school or PTO/PTA <sup>1</sup> meeting	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor	
<b>Highest education level of parents/guardians</b>							
Less than high school	82	68	61	25	36	31	4.3
High school graduate or equivalent	82	71	69	28	44	33	5.1
Vocational/technical or some college	88	75	79	38	56	34	6.3
Bachelor's degree	92	78	86	54	66	32	7.7
Graduate or professional school	94	80	90	58	68	33	8.3
<b>English spoken at home by parents/guardians<sup>4</sup></b>							
Both/only parent(s)/guardian(s) speak(s) English	90	76	82	45	59	33	7.0
One of two parents/guardians speaks English	89	75	76	38	43	34	5.8
No parent/guardian speaks English	81	67	62	26	38	28	4.0
<b>Poverty status<sup>5</sup></b>							
Below poverty threshold	83	75	66	28	38	37	4.9
At or above poverty threshold	90	75	82	46	60	32	6.9

<sup>1</sup> Parent Teacher Organization (PTO) or Parent Teacher Association (PTA) meeting.

<sup>2</sup> Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

<sup>3</sup> "Other, non-Hispanic" includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

<sup>4</sup> Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

<sup>5</sup> Determined by the federal government, the poverty threshold is the income necessary to meet the household's needs, given the household's size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Students who were homeschooled full or part-time were excluded from the table, resulting in a weighted population of 51,498,000 students. About 2 percent of cases are missing from school type and school size because data were not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student's school was not able to be matched to these data sources.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES), 2019.

**Table 3. Percentage of students in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2018–19**

Characteristic	Parent reports of being “very satisfied”					Parent reported amount of homework assigned is “about right” <sup>1</sup>
	With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
<b>Total</b>	<b>64</b>	<b>63</b>	<b>61</b>	<b>59</b>	<b>56</b>	<b>77</b>
<b>School type</b>						
Public school, total	62	62	59	57	54	76
Public school, assigned	61	61	58	56	53	76
Public school, chosen	69	66	67	62	59	77
Private school, total	80	77	79	77	71	83
Private school, religious	80	77	79	76	70	83
Private school, nonreligious	81	80	79	79	75	81
<b>School size</b>						
Under 300	69	69	65	64	63	80
300–599	65	68	60	62	60	78
600–999	63	63	61	59	56	76
1,000 or more	59	55	60	53	46	74
<b>Locale of student’s household<sup>2</sup></b>						
City	64	63	62	60	56	76
Suburban	65	64	62	60	57	76
Town	62	65	58	55	54	75
Rural	62	62	57	56	53	80
<b>Student’s sex</b>						
Male	64	63	60	58	56	77
Female	64	63	62	60	56	76
<b>Student’s race/ethnicity</b>						
White, non-Hispanic	67	66	64	60	57	78
Black, non-Hispanic	59	60	60	59	56	74
Hispanic	64	62	60	59	55	77
Asian or Pacific Islander, non-Hispanic	61	63	56	57	57	71
Other, non-Hispanic <sup>3</sup>	56	58	54	54	50	78
<b>Student’s grade level</b>						
Kindergarten–2nd grade	73	77	68	68	68	83
3rd–5th grade	67	71	62	62	61	77
6th–8th grade	60	57	59	57	52	73
9th–12th grade	58	51	56	51	44	74

See notes at end of table.

**Table 3. Percentage of students in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2018–19—Continued**

Characteristic	Parent reports of being “very satisfied”					Parent reported amount of homework assigned is “about right” <sup>1</sup>
	With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
<b>Highest education level of parents/guardians</b>						
Less than high school	63	65	56	55	54	80
High school graduate or equivalent	61	62	59	58	54	76
Vocational/technical or some college	59	60	57	55	52	75
Bachelor’s degree	66	64	64	61	57	78
Graduate or professional school	70	67	67	66	61	76
<b>English spoken at home by parents/guardians<sup>4</sup></b>						
Both/only parent(s)/guardian(s) speak(s) English	64	63	61	59	56	77
One of two parents/guardians speaks English	64	65	56	57	52	79
No parent/guardian speaks English	63	65	60	60	56	77
<b>Poverty status<sup>5</sup></b>						
Below poverty threshold	58	61	55	55	53	77
At or above poverty threshold	65	64	62	60	56	77

<sup>1</sup> Response options were “the amount is about right,” “it’s too much,” or “it’s too little.” This estimate pertains only to the students whose parents reported that their children had homework outside of school.

<sup>2</sup> Locale of student’s household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

<sup>3</sup> “Other, non-Hispanic” includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

<sup>4</sup> Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

<sup>5</sup> Determined by the federal government, the poverty threshold is the income necessary to meet the household’s needs, given the household’s size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Students who were homeschooled full or part-time were excluded from the table, resulting in a weighted population of 51,498,000 students. About 2 percent of cases are missing from school type and school size because data were not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student’s school was not able to be matched to these data sources.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES), 2019.



**Table 4. Among students in kindergarten through grade 12 whose parents considered other schools for this child, percentage of students whose parents rated as “very important” various factors used to select child’s school, by selected school, student, and family characteristics: 2018–19**

Characteristic	Factor											Cost
	Convenient location	Safety (including student discipline)	Quality of teachers, principal, or other school staff	Curriculum focus or unique academic programs (e.g., language immersion, STEM focus)	Extra-curricular options (including before- and after-school programs)	Student body characteristics	Academic performance of students (such as test scores, dropout rates, and so on)	The religious orientation of the school	Quality or availability of special education (including services for students with disabilities)	Special facilities (e.g., gymnasium, planetarium, library)	Number of students in class	
<b>Total</b>	<b>25</b>	<b>71</b>	<b>79</b>	<b>59</b>	<b>29</b>	<b>31</b>	<b>53</b>	<b>10</b>	<b>23</b>	<b>23</b>	<b>37</b>	<b>27</b>
<b>School type</b>												
Public school, total	27	71	78	59	30	30	53	6	25	25	36	28
Public school, assigned	30	71	77	58	31	30	53	7	25	26	36	29
Public school, chosen	19	71	82	65	25	31	55	4	21	20	35	25
Private school, total	16	69	86	61	25	36	51	30	14	16	43	20
Private school, religious	16	69	84	57	24	34	50	38	13	15	37	22
Private school, nonreligious	14	69	92	74	28	42	55	7	17	20	58	14
<b>School size</b>												
Under 300	21	68	79	58	22	30	47	20	21	19	40	24
300–599	28	73	81	61	30	32	52	9	25	25	41	28
600–999	24	71	78	57	26	28	55	8	23	23	34	24
1,000 or more	25	71	76	60	33	32	54	7	19	23	30	28
<b>Locale of student’s household<sup>1</sup></b>												
City	25	70	77	60	30	30	50	9	22	23	38	29
Suburban	26	74	81	61	29	32	58	12	23	24	37	27
Town	21	69	78	57	32	35	49	9	30	28	37	26
Rural	25	66	75	54	22	27	45	9	20	19	33	19
<b>Student’s sex</b>												
Male	26	70	79	60	31	32	52	9	27	25	38	27
Female	24	72	79	58	27	30	54	11	19	22	35	26
<b>Student’s race/ethnicity</b>												
White, non-Hispanic	19	66	77	53	20	26	44	10	16	15	31	19
Black, non-Hispanic	37	82	84	69	40	41	70	14	37	36	49	39
Hispanic	30	73	77	64	36	32	54	8	28	31	41	34
Asian or Pacific Islander, non-Hispanic	27	71	79	60	35	37	65	11	17	21	33	24
Other, non-Hispanic <sup>2</sup>	22	70	80	64	23	29	52	6	18	18	34	24
<b>Student’s grade level</b>												
Kindergarten–2nd grade	26	75	83	63	30	32	52	13	23	24	44	28
3rd–5th grade	29	72	81	58	26	30	54	9	26	24	38	24
6th–8th grade	24	73	77	59	28	30	55	9	24	24	37	29
9th–12th grade	23	65	74	58	30	31	50	8	19	21	29	25

See notes at end of table.

**Table 4. Among students in kindergarten through grade 12 whose parents considered other schools for this child, percentage of students whose parents rated as “very important” various factors used to select child’s school, by selected school, student, and family characteristics: 2018–19—Continued**

Characteristic	Factor											Cost
	Convenient location	Safety (including student discipline)	Quality of teachers, principal, or other school staff	Curriculum focus or unique academic programs (e.g., language immersion, STEM focus)	Extra-curricular options (including before- and after-school programs)	Student body characteristics	Academic performance of students (such as test scores, dropout rates, and so on)	The religious orientation of the school	Quality or availability of special education (including services for students with disabilities)	Special facilities (e.g., gymnasium, planetarium, library)	Number of students in class	
<b>Highest education level of parents/guardians</b>												
Less than high school	30	61	71	60	39	37	55	7	35	37	44	38
High school graduate or equivalent	32	74	76	62	36	37	57	16	37	31	40	35
Vocational/technical or some college	27	77	77	62	29	31	55	8	26	27	38	31
Bachelor’s degree	23	70	79	57	28	28	49	11	19	20	35	23
Graduate or professional school	21	68	84	57	21	28	52	8	11	14	33	18
<b>English spoken at home by parents/guardians<sup>3</sup></b>												
Both/only parent(s)/guardian(s) speak(s) English	24	72	80	60	28	30	53	10	22	22	37	26
One of two parents/guardians speaks English	20	66	67	54	31	30	55	7!	20	31	34	30
No parent/guardian speaks English	38	64	66	52	34	35	53	11	34	31	36	35
<b>Poverty status<sup>4</sup></b>												
Below poverty threshold	35	74	74	60	39	42	57	14	39	37	48	40
At or above poverty threshold	24	71	79	59	27	29	52	9	20	21	35	24

<sup>1</sup> Interpret with caution; coefficient of variation (CV) is between 30 and 50 percent.

<sup>2</sup> Locale of student’s household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

<sup>3</sup> “Other, non-Hispanic” includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

<sup>3</sup> Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

<sup>4</sup> Determined by the federal government, the poverty threshold is the income necessary to meet the household’s needs, given the household’s size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Students who were homeschooled full or part-time and students whose parents did not consider other schools were excluded from the table, resulting in a weighted population of 18,455,000 students. The parents of 36 percent of students reported that they considered other schools. About 3 percent of cases are missing from school type and school size because not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student’s school was not able to be matched to these data sources.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES), 2019.

**Table 5. Percentage of students in kindergarten through grade 12 whose parents reported participation in various nonschool activities in the past month, by selected school, student, and family characteristics: 2018–19**

Characteristic	Activities in the past month						
	Visited library	Visited bookstore	Went to a play, a concert, or other live show	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	Attended a community/religious/ethnic event <sup>1</sup>	Attended athletic/sporting event <sup>2</sup>
<b>Total</b>	<b>34</b>	<b>32</b>	<b>33</b>	<b>24</b>	<b>20</b>	<b>50</b>	<b>38</b>
<b>School type</b>							
Public school, total	34	31	32	23	19	48	37
Public school, assigned	34	30	32	23	19	48	37
Public school, chosen	35	33	36	25	20	50	36
Private school, total	39	41	41	29	22	66	44
Private school, religious	38	41	39	26	21	70	45
Private school, nonreligious	40	41	48	39	26	52	39
<b>School size</b>							
Under 300	38	31	34	24	21	54	38
300–599	39	32	34	26	22	51	39
600–999	36	34	32	23	20	51	37
1,000 or more	25	29	33	21	14	45	36
<b>Locale of student's household<sup>3</sup></b>							
City	37	34	33	27	23	48	36
Suburban	36	33	35	24	19	51	38
Town	32	28	32	21	19	48	38
Rural	27	26	29	19	15	52	40
<b>Student's sex</b>							
Male	32	28	30	24	20	48	39
Female	37	35	37	24	20	52	36
<b>Student's race/ethnicity</b>							
White, non-Hispanic	33	33	36	24	16	50	40
Black, non-Hispanic	42	31	32	23	24	61	42
Hispanic	30	29	30	22	23	45	35
Asian or Pacific Islander, non-Hispanic	47	34	34	30	26	47	29
Other, non-Hispanic <sup>4</sup>	34	34	29	22	15	50	34
<b>Student's grade level</b>							
Kindergarten–2nd grade	45	35	34	30	30	52	35
3rd–5th grade	40	36	33	25	23	55	39
6th–8th grade	34	32	35	22	16	52	40
9th–12th grade	21	25	31	18	11	43	37

See notes at end of table.

**Table 5. Percentage of students in kindergarten through grade 12 whose parents reported participation in various non-school activities in the past month, by selected school, student, and family characteristics: 2018–19—Continued**

Characteristic	Activities in the past month						
	Visited library	Visited bookstore	Went to a play, a concert, or other live show	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	Attended a community/religious/ethnic event <sup>1</sup>	Attended athletic/sporting event <sup>2</sup>
<b>Highest education level of parents/guardians</b>							
Less than high school	31	22	22	17	24	42	25
High school graduate or equivalent	31	24	27	18	22	42	33
Vocational/technical or some college	30	29	30	22	19	48	38
Bachelor's degree	36	37	36	26	18	54	43
Graduate or professional school	43	41	45	33	18	60	43
<b>English spoken at home by parents/guardians<sup>5</sup></b>							
Both/only parent(s)/guardian(s) speak(s)							
English	35	33	35	25	19	51	40
One of two parents/guardians speaks English	33	24	26	20	27	46	30
No parent/guardian speaks English	32	22	23	17	21	42	26
<b>Poverty status<sup>6</sup></b>							
Below poverty threshold	36	26	24	20	24	46	31
At or above poverty threshold	34	33	35	24	19	51	39

<sup>1</sup> Actual question wording asks if anyone in the family has attended an event sponsored by a community, religious, or ethnic group with the student.

<sup>2</sup> Actual question wording asks if anyone in the family has attended an athletic or sporting event outside of school in which this child was not a player.

<sup>3</sup> Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

<sup>4</sup> "Other, non-Hispanic" includes American Indian/Alaska Native children who are not Hispanic and children who are Two or more races and not Hispanic.

<sup>5</sup> Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

<sup>6</sup> Determined by the federal government, the poverty threshold is the income necessary to meet the household's needs, given the household's size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Students who were homeschooled full or part-time were excluded from the table, resulting in a weighted population of 51,498,000 students. About 2 percent of cases are missing from school type and school size because data were not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student's school was not able to be matched to these data sources.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES), 2019.

**Table C-1. Standard errors for table 1: Percentage of students in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2018–19**

Characteristic	Method by which school communicated with parents			
	Number of students in kindergarten through grade 12 (thousands)	Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
<b>Total</b>	<b>139.2</b>	<b>0.6</b>	<b>0.4</b>	<b>0.6</b>
<b>School type</b>				
Public school, total	222.6	0.7	0.4	0.7
Public school, assigned	254.6	0.7	0.5	0.7
Public school, chosen	162.5	1.5	0.8	1.6
Private school, total	174.9	2.3	1.8	1.9
Private school, religious	166.5	2.8	2.3	2.0
Private school, nonreligious	65.7	3.6	1.7	3.8
<b>School size</b>				
Under 300	216.3	1.9	1.4	1.8
300–599	312.4	1.1	0.7	1.2
600–999	301.0	1.3	0.7	1.3
1,000 or more	205.5	1.0	0.9	0.9
<b>Locale of student’s household</b>				
City	292.8	1.2	0.8	1.3
Suburban	258.3	0.7	0.6	0.7
Town	205.4	2.4	1.7	2.6
Rural	235.1	1.5	1.0	1.4
<b>Student’s sex</b>				
Male	345.4	0.9	0.5	0.9
Female	325.0	0.8	0.6	0.8
<b>Student’s race/ethnicity</b>				
White, non-Hispanic	190.9	0.8	0.5	0.8
Black, non-Hispanic	94.9	1.7	1.3	1.6
Hispanic	43.1	1.3	1.0	1.2
Asian or Pacific Islander, non-Hispanic	134.4	2.1	1.8	1.9
Other, non-Hispanic	141.0	2.0	1.3	2.4
<b>Student’s grade level</b>				
Kindergarten–2nd grade	164.0	1.3	0.8	1.5
3rd–5th grade	172.4	1.3	0.9	1.2
6th–8th grade	159.3	1.2	0.8	1.2
9th–12th grade	112.0	0.9	0.8	0.8

See notes at end of table.

**Table C-1. Standard errors for table 1: Percentage of students in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2018–19—Continued**

Characteristic	Method by which school communicated with parents			
	Number of students in kindergarten through grade 12 (thousands)	Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
<b>Highest education level of parents/guardians</b>				
Less than high school	38.2	2.9	2.3	2.5
High school graduate or equivalent	94.7	2.0	1.0	1.6
Vocational/technical or some college	193.4	1.0	0.7	1.1
Bachelor's degree	195.2	0.9	0.5	1.1
Graduate or professional school	34.7	0.8	0.4	1.1
<b>English spoken at home by parents/guardians</b>				
Both/only parent(s)/guardian(s) speak(s) English	242.1	0.6	0.4	0.6
One of two parents/guardians speaks English	126.1	4.0	3.5	4.0
No parent/guardian speaks English	150.3	2.1	1.7	1.9
<b>Poverty status</b>				
Below poverty threshold	109.9	1.7	1.4	1.8
At or above poverty threshold	177.6	0.6	0.4	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES), 2019.

**Table C-2. Standard errors for table 2: Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities and mean number of meetings or activities, by selected school, student, and family characteristics: 2018–19**

Characteristic	Participation in school activities by parent or other household member						Mean number of meetings or activities attended at child's school
	Attended a general school or PTO/PTA meeting	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor	
<b>Total</b>	<b>0.4</b>	<b>0.6</b>	<b>0.5</b>	<b>0.6</b>	<b>0.5</b>	<b>0.6</b>	<b>0.08</b>
<b>School type</b>							
Public school, total	0.4	0.6	0.6	0.6	0.6	0.6	0.09
Public school, assigned	0.4	0.7	0.6	0.7	0.6	0.7	0.11
Public school, chosen	1.0	1.3	1.6	1.6	1.5	1.4	0.21
Private school, total	0.8	1.3	1.3	1.8	1.7	1.7	0.37
Private school, religious	0.9	1.6	1.7	2.3	2.1	1.9	0.42
Private school, nonreligious	1.6	1.9	2.2	3.6	2.9	4.3	0.71
<b>School size</b>							
Under 300	0.8	1.7	1.4	2.0	1.6	1.6	0.29
300–599	0.5	0.8	0.9	1.0	1.0	1.1	0.19
600–999	0.7	0.9	0.9	1.0	1.3	1.0	0.12
1,000 or more	0.8	1.0	1.0	1.1	1.0	1.1	0.16
<b>Locale of student's household</b>							
City	0.7	1.0	0.9	1.3	1.2	1.1	0.17
Suburban	0.5	0.7	0.8	0.8	0.8	0.8	0.13
Town	1.3	1.9	1.6	1.9	1.9	1.7	0.31
Rural	0.7	1.4	1.2	1.3	1.2	1.4	0.24
<b>Student's sex</b>							
Male	0.6	0.7	0.8	0.8	0.9	0.8	0.13
Female	0.6	0.8	0.7	0.9	0.9	0.8	0.13
<b>Student's race/ethnicity</b>							
White, non-Hispanic	0.4	0.6	0.6	0.8	0.7	0.5	0.11
Black, non-Hispanic	1.2	1.7	1.6	1.7	2.0	1.9	0.22
Hispanic	0.9	1.3	1.1	1.5	1.3	1.2	0.17
Asian or Pacific Islander, non-Hispanic	1.8	2.2	2.6	2.1	2.5	1.7	0.21
Other, non-Hispanic	1.5	1.7	1.9	2.5	2.4	2.8	0.41
<b>Student's grade level</b>							
Kindergarten–2nd grade	0.5	0.9	1.1	1.3	1.4	1.1	0.23
3rd–5th grade	0.8	1.0	1.1	1.2	1.2	1.1	0.19
6th–8th grade	0.8	1.2	1.0	1.1	1.3	1.1	0.15
9th–12th grade	0.9	1.1	1.0	0.9	0.9	0.9	0.16

See notes at end of table.

**Table C-2. Standard errors for table 2: Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities and mean number of meetings or activities, by selected school, student, and family characteristics: 2018–19—Continued**

Characteristic	Participation in school activities by parent or other household member						Mean number of meetings or activities attended at child's school
	Attended a general school or PTO/PTA meeting	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor	
<b>Highest education level of parents/guardians</b>							
Less than high school	2.0	2.9	2.8	2.7	2.6	2.9	0.28
High school graduate or equivalent	1.1	1.5	1.4	1.5	1.5	1.6	0.24
Vocational/technical or some college	0.7	0.9	0.8	1.0	1.0	0.9	0.18
Bachelor's degree	0.5	0.8	0.8	1.2	1.2	0.8	0.17
Graduate or professional school	0.4	0.9	0.6	1.1	1.1	0.9	0.19
<b>English spoken at home by parents/guardians</b>							
Both/only parent(s)/guardian(s) speak(s) English	0.3	0.5	0.5	0.6	0.6	0.6	0.09
One of two parents/guardians speaks English	2.1	3.4	2.9	2.9	3.7	3.8	0.76
No parent/guardian speaks English	2.0	2.3	2.2	2.3	2.2	1.9	0.15
<b>Poverty status</b>							
Below poverty threshold	1.0	1.6	1.7	2.0	1.8	1.7	0.25
At or above poverty threshold	0.4	0.6	0.5	0.6	0.6	0.6	0.09

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2019.



**Table C-3. Standard errors for table 3: Percentage of students in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2018–19**

Characteristic	Parent reports of being “very satisfied”					Parent reported amount of homework assigned is “about right”
	With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
<b>Total</b>	<b>0.6</b>	<b>0.6</b>	<b>0.5</b>	<b>0.6</b>	<b>0.7</b>	<b>0.5</b>
<b>School type</b>						
Public school, total	0.6	0.7	0.6	0.6	0.7	0.5
Public school, assigned	0.6	0.8	0.7	0.7	0.7	0.6
Public school, chosen	1.7	1.8	1.6	1.6	1.7	1.6
Private school, total	1.6	1.5	1.5	1.9	1.9	1.7
Private school, religious	1.8	1.7	1.8	2.2	2.1	1.7
Private school, nonreligious	2.7	2.6	3.2	2.9	3.0	5.5
<b>School size</b>						
Under 300	1.6	1.3	1.4	1.6	1.5	1.5
300–599	1.1	1.1	1.1	1.1	1.1	0.8
600–999	1.2	1.3	1.1	1.1	1.2	0.9
1,000 or more	1.0	1.2	1.1	1.1	1.1	1.0
<b>Locale of student’s household</b>						
City	1.1	1.3	1.3	1.3	1.1	1.0
Suburban	0.9	0.8	0.9	1.0	1.0	0.8
Town	1.9	2.1	2.2	2.0	2.3	1.7
Rural	1.3	1.2	1.2	1.2	1.4	1.0
<b>Student’s sex</b>						
Male	0.8	0.8	0.7	0.9	0.9	0.7
Female	0.8	0.9	0.8	0.8	0.9	0.7
<b>Student’s race/ethnicity</b>						
White, non-Hispanic	0.7	0.7	0.6	0.8	0.8	0.7
Black, non-Hispanic	1.8	1.8	1.7	1.8	1.8	1.8
Hispanic	1.3	1.3	1.3	1.2	1.2	1.0
Asian or Pacific Islander, non-Hispanic	2.3	2.5	2.5	2.5	2.7	2.5
Other, non-Hispanic	2.6	2.5	2.4	2.8	2.5	1.8
<b>Student’s grade level</b>						
Kindergarten–2nd grade	1.5	1.4	1.5	1.5	1.4	1.1
3rd–5th grade	1.4	1.3	1.4	1.3	1.4	1.2
6th–8th grade	1.2	1.3	1.1	1.2	1.2	1.1
9th–12th grade	0.9	0.9	0.9	0.9	1.0	0.9

See notes at end of table.

**Table C-3. Standard errors for table 3: Percentage of students in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2018–19—Continued**

Characteristic	Parent reports of being “very satisfied”					Parent reported amount of homework assigned is “about right”
	With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
<b>Highest education level of parents/guardians</b>						
Less than high school	2.6	2.9	2.6	2.6	2.9	2.2
High school graduate or equivalent	1.5	1.7	1.5	1.7	1.8	1.4
Vocational/technical or some college	1.0	1.1	1.0	1.0	1.1	0.9
Bachelor’s degree	1.0	1.0	0.9	1.1	1.1	1.1
Graduate or professional school	1.0	0.9	0.9	1.0	0.8	0.9
<b>English spoken at home by parents/guardians</b>						
Both/only parent(s)/guardian(s) speak(s) English	0.6	0.7	0.6	0.7	0.7	0.5
One of two parents/guardians speaks English	3.4	3.5	4.1	3.4	3.8	2.9
No parent/guardian speaks English	2.1	2.1	2.2	2.1	2.3	1.8
<b>Poverty status</b>						
Below poverty threshold	1.5	1.6	1.8	1.7	1.7	1.7
At or above poverty threshold	0.6	0.6	0.6	0.7	0.7	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2019.

**Table C-4. Standard errors for table 4: Among students in kindergarten through grade 12 whose parents considered other schools for this child, percentage of students whose parents rated as “very important” various factors used to select child’s school, by selected school, student, and family characteristics: 2018–19**

Characteristic	Factor											
	Convenient location	Safety (including student discipline)	Quality of teachers, principal, or other school staff	Curriculum focus or unique academic programs (e.g., language immersion, STEM focus)	Extra-curricular options (including before- and after-school programs)	Student body characteristics	Academic performance of students (such as test scores, dropout rates, and so on)	The religious orientation of the school	Quality or availability of special education (including services for students with disabilities)	Special facilities (e.g., gymnasium, planetarium, library)	Number of students in class	Cost
<b>Total</b>	<b>0.9</b>	<b>0.9</b>	<b>0.8</b>	<b>0.9</b>	<b>1.1</b>	<b>1.0</b>	<b>1.0</b>	<b>0.6</b>	<b>0.9</b>	<b>0.9</b>	<b>1.1</b>	<b>1.0</b>
<b>School type</b>												
Public school, total	1.0	1.0	0.9	0.9	1.1	1.1	1.1	0.5	1.0	1.1	1.3	1.1
Public school, assigned	1.2	1.1	1.1	1.1	1.4	1.3	1.2	0.6	1.3	1.1	1.5	1.3
Public school, chosen	2.1	1.7	1.5	1.9	2.3	2.4	2.1	0.8	2.3	2.2	2.0	2.0
Private school, total	1.9	2.2	1.3	2.3	1.9	2.2	2.6	2.6	2.0	1.9	2.5	2.4
Private school, religious	2.1	3.0	1.6	2.9	2.2	2.6	3.2	3.3	2.3	2.2	3.0	2.8
Private school, nonreligious	4.0	3.9	2.3	3.8	4.0	4.5	4.1	2.6	3.6	3.6	4.6	2.9
<b>School size</b>												
Under 300	2.3	2.3	2.2	2.1	2.2	2.3	2.4	2.4	2.3	1.8	2.0	2.4
300–599	1.6	1.7	1.4	1.7	1.8	2.0	1.8	0.8	1.7	1.6	2.2	1.6
600–999	1.8	1.6	1.5	1.7	1.7	1.7	2.0	1.4	1.6	1.6	1.8	1.7
1,000 or more	1.7	1.8	1.6	1.5	1.6	1.8	1.7	0.8	1.6	1.8	1.8	1.8
<b>Locale of student’s household</b>												
City	1.5	1.5	1.3	1.6	1.6	1.4	1.5	1.1	1.3	1.5	1.5	1.5
Suburban	1.3	1.3	1.1	1.4	1.4	1.5	1.4	0.9	1.5	1.3	1.8	1.3
Town	2.8	3.4	2.7	3.4	3.4	3.8	4.1	1.7	3.1	3.6	3.0	3.3
Rural	2.5	2.3	1.8	2.0	2.2	2.2	2.4	1.1	2.2	2.1	2.3	2.2
<b>Student’s sex</b>												
Male	1.2	1.2	1.2	1.3	1.4	1.3	1.3	0.7	1.3	1.2	1.5	1.3
Female	1.2	1.1	1.2	1.3	1.5	1.2	1.3	1.0	1.2	1.3	1.5	1.3
<b>Student’s race/ethnicity</b>												
White, non-Hispanic	1.0	1.2	1.1	1.2	0.9	1.1	1.4	1.0	0.9	0.8	1.2	1.0
Black, non-Hispanic	2.9	2.3	2.3	2.7	3.0	2.6	2.2	2.0	2.7	2.6	2.6	3.3
Hispanic	2.3	1.7	2.0	1.8	2.1	2.1	2.1	1.0	2.1	2.2	1.9	2.3
Asian or Pacific Islander, non-Hispanic	3.3	4.5	2.6	4.2	5.0	5.0	3.7	2.3	2.3	2.5	5.2	2.7
Other, non-Hispanic	2.9	2.9	2.7	3.1	2.9	3.0	3.4	1.5	2.4	2.2	3.0	2.7
<b>Student’s grade level</b>												
Kindergarten–2nd grade	2.0	1.9	1.5	2.0	2.9	2.3	2.2	1.4	2.0	2.1	2.2	2.5
3rd–5th grade	2.0	1.9	1.8	2.2	1.7	2.3	2.5	1.4	2.1	1.6	2.1	1.6
6th–8th grade	1.6	1.6	1.8	2.1	1.7	1.8	1.9	1.3	1.7	1.8	2.1	1.9
9th–12th grade	1.3	1.4	1.5	1.5	1.3	1.3	1.5	0.8	1.4	1.5	1.5	1.5

See notes at end of table.

**Table C-4. Standard errors for table 4: Among students in kindergarten through grade 12 whose parents considered other schools for this child, percentage of students whose parents rated as “very important” various factors used to select child’s school, by selected school, student, and family characteristics: 2018–19—Continued**

Characteristic	Factor											
	Convenient location	Safety (including student discipline)	Quality of principal, or other school staff	Curriculum focus or unique academic programs (e.g., language immersion, STEM focus)	Extra-curricular options (including before- and after-school programs)	Student body characteristics	Academic performance of students (such as test scores, dropout rates, and so on)	The religious orientation of the school	Quality or availability of special education (including students with disabilities)	Special facilities (e.g., gymnasium, planetarium, library)	Number of students in class	Cost
<b>Highest education level of parents/guardians</b>												
Less than high school	4.8	6.0	4.1	4.9	5.4	5.6	5.7	2.0	5.0	5.4	5.5	5.9
High school graduate or equivalent	2.6	2.3	2.7	3.5	3.3	2.8	3.1	2.8	3.1	2.4	3.1	3.3
Vocational/technical or some college	1.7	1.4	1.5	1.7	1.5	2.1	1.7	0.7	1.8	1.7	2.1	1.7
Bachelor’s degree	1.5	1.6	1.3	1.7	1.6	1.5	1.6	1.2	1.5	1.6	1.9	1.4
Graduate or professional school	1.2	1.3	1.0	1.4	1.2	1.3	1.7	1.0	1.0	1.0	1.4	1.1
<b>English spoken at home by parents/guardians</b>												
Both/only parent(s)/guardian(s) speak(s) English	0.9	0.8	0.8	0.9	1.5	0.9	1.0	0.7	0.8	0.8	1.2	1.0
One of two parents/guardians speaks English	4.4	5.4	5.7	6.0	1.6	4.6	5.6	2.3	4.3	5.5	5.3	5.3
No parent/guardian speaks English	3.8	3.7	3.4	3.9	1.2	3.5	3.3	2.8	4.7	3.5	3.9	3.9
<b>Poverty status</b>												
Below poverty threshold	3.2	2.8	2.5	2.9	2.9	3.5	2.7	2.5	2.9	2.5	3.2	3.0
At or above poverty threshold	0.9	0.9	0.8	0.9	1.0	0.8	0.9	0.6	1.0	1.0	1.0	1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES), 2019.

**Table C-5. Standard errors for table 5: Percentage of students in kindergarten through grade 12 whose parents reported participation in various nonschool activities in the past month, by selected school, student, and family characteristics: 2018–19**

Characteristic	Activities in the past month						
	Visited library	Visited bookstore	Went to a play, a concert, or other live show	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	Attended a community/religious/ethnic event	Attended athletic/sporting event
<b>Total</b>	<b>0.6</b>	<b>0.6</b>	<b>0.5</b>	<b>0.4</b>	<b>0.4</b>	<b>0.7</b>	<b>0.6</b>
<b>School type</b>							
Public school, total	0.7	0.6	0.6	0.4	0.5	0.7	0.6
Public school, assigned	0.7	0.7	0.6	0.5	0.5	0.7	0.7
Public school, chosen	1.3	1.5	1.5	1.3	1.4	1.6	1.4
Private school, total	1.8	1.7	1.8	1.8	1.7	2.0	2.4
Private school, religious	2.2	1.9	2.1	2.1	2.0	2.3	2.6
Private school, nonreligious	4.4	3.5	3.9	4.1	4.4	3.9	3.8
<b>School size</b>							
Under 300	1.6	1.5	1.8	1.5	1.3	2.0	1.8
300–599	1.2	1.2	1.0	0.8	1.0	1.2	1.2
600–999	1.2	1.1	0.9	0.9	1.0	1.3	1.1
1,000 or more	0.9	0.9	0.9	0.7	0.6	1.1	1.1
<b>Locale of student's household</b>							
City	1.3	1.1	1.0	0.9	1.1	1.3	1.2
Suburban	0.9	0.8	0.7	0.6	0.6	1.0	0.9
Town	2.0	2.0	2.0	2.0	1.6	2.2	2.1
Rural	1.3	1.1	1.3	1.0	1.3	1.2	1.3
<b>Student's sex</b>							
Male	0.8	0.8	0.7	0.6	0.7	0.8	0.7
Female	0.8	0.8	0.8	0.7	0.7	1.0	0.9
<b>Student's race/ethnicity</b>							
White, non-Hispanic	0.7	0.7	0.7	0.6	0.6	0.7	0.7
Black, non-Hispanic	2.0	2.0	1.9	1.7	1.8	1.9	1.9
Hispanic	1.1	1.2	1.1	1.0	1.2	1.3	1.3
Asian or Pacific Islander, non-Hispanic	2.9	2.2	2.1	2.1	2.4	2.3	2.0
Other, non-Hispanic	2.5	2.4	2.0	1.8	1.5	2.2	2.4
<b>Student's grade level</b>							
Kindergarten–2nd grade	1.4	1.3	1.2	1.1	1.2	1.3	1.4
3rd–5th grade	1.4	1.3	1.3	1.1	0.9	1.3	1.3
6th–8th grade	1.1	1.3	1.2	0.9	0.9	1.0	1.3
9th–12th grade	0.7	0.8	0.7	0.6	0.5	0.9	0.9

See notes at end of table.

**Table C-5. Standard errors for table 5: Percentage of students in kindergarten through grade 12 whose parents reported participation in various nonschool activities in the past month, by selected school, student, and family characteristics: 2018-19—Continued**

Characteristic	Activities in the past month						
	Visited library	Visited bookstore	Went to a play, a concert, or other live show	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	Attended a community/religious/ethnic event	Attended athletic/sporting event
<b>Highest education level of parents/guardians</b>							
Less than high school	2.3	2.4	1.7	1.7	1.9	2.3	2.4
High school graduate or equivalent	1.6	1.5	1.4	1.5	1.5	1.8	1.9
Vocational/technical or some college	1.0	0.8	1.0	0.8	0.9	1.2	1.1
Bachelor's degree	0.9	1.0	1.0	1.0	0.9	0.9	1.0
Graduate or professional school	1.0	1.1	1.0	0.9	0.8	1.0	1.1
<b>English spoken at home by parents/guardians</b>							
Both/only parent(s)/guardian(s) speak(s)							
English	0.6	0.6	0.6	0.5	0.4	0.7	0.7
One of two parents/guardians speaks English	3.2	3.4	2.8	2.3	3.7	3.8	3.6
No parent/guardian speaks English	2.1	1.8	1.5	1.3	1.8	2.4	1.7
<b>Poverty status</b>							
Below poverty threshold	1.8	1.9	1.3	1.2	1.5	1.9	1.9
At or above poverty threshold	0.6	0.6	0.6	0.5	0.4	0.6	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES), 2019.

## Appendix B. Technical Notes

The National Household Education Surveys Program (NHES) is a set of surveys sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). This *First Look* report presents survey data released from the Parent and Family Involvement in Education (PFI) Survey of the 2019 NHES. Earlier administrations of the NHES—in 1996, 1999, 2003, 2007, 2012, and 2016—also focused on parent and family involvement in education.

The PFI data collection was conducted by the U.S. Census Bureau, from January through August of 2019. This section provides a brief description of the study methodology. For more extensive information on the study methodology and data collection procedures, readers are advised to consult the *National Household Education Surveys Program of 2019: Data File User's Manual* (Jackson et al. forthcoming).

The NHES:2019 sample was selected using a two-stage, address-based, sampling frame. The first sampling stage selected residential addresses. To increase the number of Blacks and Hispanics in the sample, census tracts with higher percentages of Black and Hispanic households were sampled at a higher rate than other census tracts. Sampled households were asked to complete a screener questionnaire to identify the presence of eligible children at the address. At the second stage, one child from each household was sampled to be the focus of a topical survey. The majority of data were collected using a web-based survey instrument that respondents accessed with credentials they received in a mailed invitation. Paper surveys were used for nonresponse follow-up and for a small experiment.

The NHES:2019 included two topical survey instruments: the PFI survey and the Early Childhood Program Participation Survey (ECP). A within-household sampling scheme controlled for the number of children sampled for topical questionnaires in each household. No household received more than one survey; one child was sampled for either the ECP survey or the PFI survey.

The PFI sample is nationally representative of all noninstitutionalized students in the 50 states and the District of Columbia, ages 3 through 20, who were enrolled in kindergarten through grade 12 or homeschooled for these grades.

The respondent to the PFI questionnaire was a parent or guardian in the household who knew about the sampled child. The respondent was asked questions about school choice, homeschooling, virtual course-taking, school characteristics, student experiences, teacher feedback on school performance and behavior, family involvement in the school, school practices to involve and support families, satisfaction with different aspects of the school, family involvement in schoolwork, and family involvement in selected nonschool activities with students. The respondent was also asked basic demographic questions about the child as well as questions about the child's health and disability status, parent/guardian characteristics, and household characteristics.

Multiple follow-up attempts were made to obtain completed questionnaires with respondents who did not respond to the first invitation that was mailed to them. The survey materials (both paper and online) were offered in both English and Spanish. The total number of completed PFI

surveys was 16,446, representing a population of 53.1 million students when weighted to reflect national totals.

The PFI data used in this report are nationally representative of students enrolled in kindergarten through grade 12, including children enrolled in private schools, enrolled in public schools, and taking virtual courses; homeschooled students are excluded. The total number of cases used in this report is 15,950 students, representing a population of 51.5 million nonhomeschooled students in kindergarten through grade 12 in 2018–19.

## **Data Reliability**

Estimates produced using data from the NHES are subject to two types of errors: sampling errors and nonsampling errors. Nonsampling errors are errors made in the collection and processing of data. Sampling errors occur because the data are collected from a sample, rather than a census, of the population.

### ***Nonsampling Errors***

*Nonsampling error* is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems such as unit and item nonresponse, the differences in respondents' interpretations of the meaning of survey questions, response differences related to the particular month or time of the year when the survey was conducted, the tendency for respondents to give socially desirable responses, and mistakes in data preparation.

In general, it is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. For each NHES survey, efforts were made to prevent such errors from occurring and to compensate for them, where possible. For instance, during the survey design phase, cognitive interviews were conducted to assess respondents' knowledge of the survey topics, their comprehension of questions and terms, and the sensitivity of items.

### ***Sampling Errors***

The sample of households selected for the NHES:2019 is just one of many possible samples that could have been selected from all households based on addresses. Therefore, estimates produced from this survey may differ from estimates that would have been produced from other samples. This type of variability is called *sampling error* because it arises from using a sample of households rather than all households.

The standard error is a measure of the variability due to sampling when estimating a statistic; standard errors for estimates presented in this report were computed using a jackknife replication method. Standard errors can be used as a measure of the precision expected from a particular sample. The probability that a complete census count would differ from the sample estimate by less than 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent, and the chance that the difference would be less than 1.96 standard errors is about 95 percent.



Standard errors for all the estimates are presented in appendix A and can be used to produce confidence intervals. For example, an estimated 79 percent of students in kindergarten through grade 12 had a parent who reported attending a school or class event (table 2). This figure has an estimated standard error of 0.5. Therefore, the estimated 95 percent confidence interval for this statistic is approximately 78 percent to 80 percent [79 percent  $\pm$  (1.96 \* 0.5)]. If repeated samples of students in kindergarten through grade 12 were drawn and confidence intervals were constructed for the percentage of those students who had a parent who reported attending a school or class event, these intervals would contain the true population parameter 95 percent of the time.

### **Weighting**

To produce estimates representing national totals rather than sample characteristics, all the analyses in this report were weighted using the probabilities of selection of the respondents and other adjustments to account for nonresponse and coverage bias. The weight used in this *First Look* report is FPWT, which is the weight variable available in the PFI data file that is used to estimate the characteristics of the school-age children.

Complex sample designs, such as that used in NHES:2019, result in data that violate some of the assumptions that are made when assessing the statistical significance of results from a simple random sample. For example, the standard errors of the estimates from these surveys may vary from those that would be expected if the sample were a simple random sample and the observations were independent and identically distributed random variables. The estimates and standard errors presented in this report were produced using Stata 15 software and the jackknife option (*jkrweight*) as a replication procedure. Eighty replicate weights, FPWT1 to FPWT80, were used to compute sampling errors of estimates. These replicate weights are also available in the PFI data file.

### **Response Rates**

In the NHES:2019 collection, an initial screener questionnaire was sent to all sampled households to determine which household members were eligible to be sampled for a second-stage survey on a specific topic. Screener questionnaires were completed by 108,978 households, for a weighted screener unit response rate of 63.1 percent. PFI questionnaires were completed for 16,446 children, for a weighted PFI unit response rate of 83.4 percent and an overall estimated unit response rate (the product of the screener unit response rate and the PFI unit response rate) of 52.6 percent.

### **Bias Analysis**

NCES statistical standards require a bias analysis be conducted if the response rate at any phase of data collection falls below 85 percent. The NHES:2019 included a bias analysis to evaluate whether nonresponse at the unit and item levels impacted the estimates. The term *bias* has a specific technical definition in this context: It is the expected difference between the estimate from the survey and the actual population value. For example, if all households were included in the survey (i.e., if a census was conducted rather than a sample survey), then the difference between the estimate from the survey and the actual population value (which includes persons who did not respond to the survey) would be the bias due to unit nonresponse after adjusting for sampling error. Because NHES is based on a sample, the bias is defined as the expected or average value of this difference over all possible samples.

Several strategies were used to evaluate the level of bias in NHES:2019 estimates. First, characteristics of the full sample of NHES:2019 addresses were compared to the sample of completed NHES surveys. Because we have relatively limited information about sampled addresses, the number of such possible comparisons is constrained to information available on the commercially purchased sample frame, auxiliary data from the Census Bureau at the block group level, and variables related to survey operations, such as the types of mailings sent. These comparisons represent the most direct evidence of bias because they compare all sampled addresses, including nonresponders, to responding addresses.

Three additional analyses were conducted to look for approximate evidence of bias; the additional analyses suggest potential for bias but do not measure bias. In one set of analyses, addresses with responses to either of the first two survey mailings were compared to addresses who responded only after receiving the third or fourth survey mailings. The assumption behind these analyses is that late responders are more like nonresponders than early responders and that any differences between these groups can suggest potential sources of bias from nonresponding households. In another set of analyses, estimates generated using nonresponse-adjusted weights were compared to estimates generated using unadjusted weights to evaluate the extent to which the nonresponse adjustments may have reduced bias in the estimates. Finally, NHES estimates were compared to extant survey estimates to find large differences, which may suggest some bias in NHES estimates. Results of all analyses are summarized below and suggest a small number of demographic characteristics are underrepresented in the NHES survey but that this underrepresentation is ameliorated with nonresponse weighting adjustments. Chapter 10 of the *National Household Education Surveys Program of 2019: Data File User's Manual* (Jackson et al. forthcoming) contains a detailed description of the nonresponse bias analysis.

Comparisons between the full sample population, adjusted for the probability of selection into the sample, and respondent populations were made before and after the nonresponse weighting adjustments were applied to evaluate the extent to which the adjustments reduced any observed nonresponse bias. The NHES sampling frame variables were used for the unit nonresponse bias analysis for the screener and topical surveys. The analysis of unit nonresponse bias showed some evidence of bias based on the distributions of student, household, and survey administration sample characteristics compared with the full eligible sample. Thirteen estimates for the topical-level PFI survey showed bias prior to the nonresponse weighting adjustments: one estimate for the race/ethnicity of the head of the household, the “other” race/ethnicity stratum, home ownership, and two estimates each for the tract poverty rate, marital status estimates, estimates of household income, estimates of mode of survey response, and topical incentive levels. The adjustment for topical-level nonresponse reduced the percentage of topical-level PFI estimates with statistically significant bias (greater than 1 percentage point) from 14.0 percent to 1.1 percent, corresponding to a reduction from 13 estimates to one estimate, home ownership, showing bias.

Key survey estimates were also compared between early and late respondents at both the topical and screener phases. The subgroups with the highest percentage of relative difference between early and late topical respondents for the PFI were students with no household internet access (89.0 percent relative difference); students whose household income was \$10,001 to \$20,000 (84.8 percent relative difference); and students whose parents' highest educational attainment was less than a high school diploma (81.6 percent relative difference). This finding suggests a

potential for bias in some estimates, although the magnitude of the potential bias is unknown because it might be incorrect to assume that late responders are more like nonresponders than like early responders.

Nonresponse bias might be present in other variables that were not studied. For this reason, it is important to consider other methods of examining unit nonresponse bias. One such method is comparing NHES estimates with other sources. NHES estimates were compared with estimates from the American Community Survey, Current Population Survey, and prior NHES collections. Comparisons were made on common variables of interest—such as child’s race/ethnicity and sex, key questionnaire items, and parents’ education and household income—to discover any indication of potential bias that might exist in the NHES:2019 data. The results from these comparisons indicate that NHES survey estimates are comparable with other data sources.

## Statistical Tests

Comparisons of proportions were tested using Student’s *t* statistic. Differences between proportions were tested against the probability of a Type I error<sup>1</sup> or significance level. The statistical significance of each comparison was determined by calculating the Student’s *t* value for the difference between each pair of proportions and comparing the *t* value with published tables of significance levels for two-tailed hypothesis testing. Student’s *t* values were computed to test differences between independent proportions<sup>2</sup> using the following formula:

$$t = \frac{p_2 - p_1}{\sqrt{[s.e.(p_1)]^2 + [s.e.(p_2)]^2}}$$

where  $p_1$  and  $p_2$  are the proportions to be compared and  $s.e.(p_1)$  and  $s.e.(p_2)$  are their corresponding standard errors.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large *t* statistics may appear to merit special attention. This can be misleading because the magnitude of the *t* statistic is related not only to the observed differences in proportions but also to the number of respondents in the specific categories used for comparisons. Hence, a small difference compared across a large number of respondents would produce a large (and thus possibly statistically significant) *t* statistic.

A second hazard in reporting statistical tests is the possibility that one can report a “false positive” or Type I error. Statistical tests are designed to limit the risk of this type of error using a value denoted by alpha. The alpha level of .05 (and associated critical Student’s *t* value of 1.96) was selected for findings in this report and ensures that a difference of a certain magnitude or larger would be produced when there was no actual difference between the quantities in the

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<sup>1</sup> A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

<sup>2</sup> Significance tests for *dependent* samples were used when the two proportions were estimated using partially or wholly overlapping samples. This test is similar to the test used for independent samples but accounts for the covariance between  $p_1$  and  $p_2$ .

underlying population no more than 1 time out of 20.<sup>3</sup> When analysts test hypotheses that show alpha values at the .05 level or smaller, they reject the null hypothesis that there is no difference between the two quantities. Failing to reject a null hypothesis (i.e., detect a difference), however, does not imply the values are the same or equivalent.

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<sup>3</sup> No adjustments were made for multiple comparisons.

## Appendix C. Glossary of Terms

The row and column variables used in analyses for this *First Look* report are described in this appendix. The names of variables that are included in the data file and were used to produce estimates for this report appear in capital letters. In some cases, the variables have been used in the exact format in which they appear on the data file. In other cases, variables available on the data file have been modified, for instance, when the categories have been combined to create a smaller number of categories. Such collapsing of categories is noted in the descriptions. In other cases, new measures have been derived specifically for this report by combining information from two or more variables in the data file. In these instances, the variables used to create the new measure are noted. Unless otherwise noted, all data are based on either direct parent reports, imputed data when a parent report is missing, or derived measures.

### Row Variables

#### ***School Characteristics***

**School type:** The variable school type is created by classifying the school currently attended by the student as either public or private using the variable S19BPV. Public schools are then subdivided into district-assigned and chosen using the variable DISTASSI, and private schools are subdivided into religious and nonreligious using the variable S19TYPE. Five cases for which the respondent reported a school as private, but it was identified as public based on the Common Core of Data (CCD), were coded as missing.

The values are as follows:

- 1 = Public school, assigned
- 2 = Public school, chosen
- 3 = Private school, religious
- 4 = Private school, nonreligious

**School size:** The variable S19NUMST classifies the student's school based on the number of students currently enrolled. The data come from the CCD and Private School Universe Survey (PSS) data files.

The values are as follows:

- 1 = Under 300
- 2 = 300–599
- 3 = 600–999
- 4 = 1,000–2,499
- 5 = 2,500 or more
- 1 = Homeschooled student
- 2 = Inapplicable in the CCD universe file
- 9 = Data are missing for school

For the analyses, categories 4 and 5 are collapsed to create a category “1,000 or more.”

### **Student Characteristics**

**Locale of student’s household:** ZIPLOCL is a household location variable that classifies the ZIP code into a set of community types. This variable was derived using the respondent’s ZIP code and census data.

The values for ZIPLOCL are as follows:

- 1 = City—Large
- 2 = City—Midsize
- 3 = City—Small
- 4 = Suburb—Large
- 5 = Suburb—Midsize
- 6 = Suburb—Small
- 7 = Town—Fringe
- 8 = Town—Distant
- 9 = Town—Remote
- 10 = Rural—Fringe
- 11 = Rural—Distant
- 12 = Rural—Remote

For the analyses, the first three categories from ZIPLOCL are combined to form the “City” category. Other categories from ZIPLOCL are combined to form the categories “Suburban” (categories 4, 5, and 6), “Town” (categories 7, 8, and 9), and “Rural” (10, 11, and 12). For definitions of these 12 categories of community type, see Gevert (2015).

**Student’s sex:** The data for the variable CSEX are taken directly from responses to the topical interview. If values are missing for this variable, they are imputed from the screener interview where possible.

**Student’s race/ethnicity:** RACEETH indicates the race and ethnicity of the sampled student. This variable is used in this report in the same format in which it appears on the data file and is derived from information in CHISPAN, CWHITE, CBLACK, CAMIND, CASIAN, and CPACI.

The values of RACEETH are as follows:

- 1 = White, non-Hispanic
- 2 = Black, non-Hispanic
- 3 = Hispanic
- 4 = Asian or Pacific Islander, non-Hispanic
- 5 = All other races and multiple races, non-Hispanic

**Student’s grade level:** ALLGRADEX, a derived variable available on the data file, indicates the grade in which the student is currently enrolled or provides the student’s grade equivalent. The values of ALLGRADEX are kindergarten through grade 12. For this report, grades are collapsed into the following categories: kindergarten–2, 3–5, 6–8, and 9–12.

### **Family Characteristics**

**Highest education level of parents/guardians:** PARGRADEX indicates the highest level of education for either of the child’s parents or nonparent guardians who reside in the household. This measure, which is used in this report in the same format in which it appears on the data file, is derived from P1EDUC and P2EDUC.

The values for PARGRADEX are as follows:

- 1 = Less than high school credential
- 2 = High school graduate or equivalent
- 3 = Vocational/technical education after high school or some college
- 4 = Bachelor’s degree
- 5 = Graduate or professional school

**English spoken at home by parents/guardians:** LANGUAGEX indicates the knowledge and/or use of English by the parent(s)/guardian(s) in the household. LANGUAGEX is used in this report in the same format in which it appears on the data file and is created using the variables P1FRLNG, P1SPEAK, P2GUARD, P2FRLNG, and P2SPEAK.

The values for LANGUAGEX are as follows:

- 1= Both or single parent(s)/guardian(s) learned English first or currently speak(s) English in the home
- 2= One of two parents learned English first or currently speaks English in the home
- 3= No parent learned English first and both or single parent(s)/guardian(s) currently speak(s) a non-English language in the home

Parents who reported their first language or language they speak at home now as “English and Spanish equally” or “English and another language equally” are categorized as 1 or 2.

**Poverty status:** This variable indicates whether a sample child resided in a household categorized as “below poverty threshold” or “at or above poverty threshold.” The variable TTLHHINC provides household income in ranges (e.g., \$0–\$10,000, \$10,001–\$20,000, \$20,001–\$30,000, up to \$250,001 or more). To derive an approximate measure of poverty, the midpoint of the household’s income variable range was calculated. Using the income range midpoints and household size (HHTOTALXX), poverty thresholds are then used to establish whether a child resided in a household categorized as “below poverty threshold” or “at or above poverty threshold.” Thresholds to define poverty are based on weighted averages from 2018 Census poverty thresholds. A household is considered “below poverty threshold” if a household of a particular size matches the income categories shown in exhibit B-1. Otherwise, the household is considered to be “at or above poverty threshold.”

**Exhibit C-1. Poverty definition for Parent and Family Involvement in Education analyses, by household size**

Household size (HHTOTALXX)	Income categories in variable (TTLHHINC)
2	Less than or equal to \$20,000 (TTLHHINC = 1, 2)
3	Less than or equal to \$20,000 (TTLHHINC = 1, 2)
4	Less than or equal to \$30,000 (TTLHHINC = 1, 2, 3)
5	Less than or equal to \$30,000 (TTLHHINC = 1, 2, 3)
6	Less than or equal to \$30,000 (TTLHHINC = 1, 2, 3)
7	Less than or equal to \$40,000 (TTLHHINC = 1, 2, 3, 4)
8	Less than or equal to \$40,000 (TTLHHINC = 1, 2, 3, 4)
9+	Less than or equal to \$50,000 (TTLHHINC = 1, 2, 3, 4, 5)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2019 National Household Education Surveys Program (PFI-NHES:2019); U.S. Census Bureau, Poverty Thresholds for 2018 by Size of Family and Number of Related Children Under 18 Years, retrieved March 25, 2020, from <https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html>.

**Column Variables**

**Table 1. Method by which school communicated with parents**

Parents were asked whether their children’s teachers or school sent them notes or e-mail about their child (FSNOTESX); whether the school sent newsletters, memos, e-mail, or notices addressed to all parents (FSMEMO); and whether the school called them on the phone about their child (FSPHONCHX).

**Table 2. Parental participation in school activities**

Parents were asked whether they or anyone else in their household had done the following things since the beginning of the school year: attended a general school meeting such as an open house or a back-to-school night (FSMTNG); attended a meeting of the parent-teacher organization or association (FSPTMTNG); went to a regularly scheduled parent-teacher conference with their child’s teacher (FSATCNFN); attended a school or class event such as a play, dance, sports event, or science fair (FSSPORTX); served as a volunteer in the child’s classroom or elsewhere in the school (FSVOL); participated in fundraising for the school (FSFUNDERS); served on a school committee (FSCOMMTE); and met with a guidance counselor in person (FSCOUNSLR). For this report, attending a general school meeting or attending a parent-teacher organization or association meeting are combined so that the estimates reported indicate the percentages of students whose parents reported attendance at either of these types of meetings since the beginning of the school year. Similarly, volunteering and serving on a school committee are combined so that the estimate reported indicates the percentage of students whose parents volunteered or served on a committee. The last column of this table presents the mean number of meetings or activities attended at the child’s school (FSFREQ), which is computed from parents’ responses to an item asking, “During this school year, how many times has any adult in the household gone to meetings or participated in activities at this child’s school?”

**Table 3. Parental satisfaction with school characteristics and amount of homework**

Parents were asked to rate how satisfied they were with the school their child attends this year (FCSCHOOL). The choices were “very satisfied,” “somewhat satisfied,” “somewhat dissatisfied,” and “very dissatisfied.” Table 3 reports the percentage of students whose parents



were “very satisfied.” The other items in the table, coded in the same way as FCSCHOOL, are satisfaction with the teachers their child has this year (FCTEACHR), satisfaction with the academic standards of the school (FCSTDS), satisfaction with the order and discipline at the school (FCORDER), and satisfaction with the way the school staff interacts with parents (FCSUPPRT).

Parents who reported that their children did homework outside of school were asked their opinion about the amount of homework their children are assigned (FHAMOUNT). The choices were “The amount is about right,” “It’s too much,” or “It’s too little.” Table 3 reports the percentage of students whose parents thought that the amount of homework assigned was “about right.”

***Table 4. Importance of factors in school selection***

Parents were asked to rate the importance of various factors in their selection of their child’s school. The choices were “very important,” “important,” “somewhat important,” and “not at all important.” Table 4 reports the percentage of students whose parents rated various factors as “very important.” The factors parents rated were: convenient location (LOCALE); safety (including student discipline) (SCHLSAFETY); quality of teachers, principal, or other school staff (SCHLSTFQUALITY); curriculum focus or unique academic programs (AVAILCOURSE); extracurricular options (XTRACURRIC); student body characteristics (STUDNTCHA); academic performance of students (STUDNTPERFORM); religious orientation of the school (RELIGSOR); quality or availability of special education (SPECALEDSERVS); special facilities (SPECIALFACILTS); number of students in class (CLSSIZE); and cost (SCHLCOST). These questions were asked for parents who responded in SCONSIDR that, yes, they had considered different schools for their child.

***Table 5. Family participation in non-school-related activities***

Parents were asked whether they did the following activities with the child in the past month: visited a library (FOLIBRAYX); visited a bookstore (FOBOOKSTX); went to a play, concert, or other live show (FOCONCRTX); visited an art gallery, a museum, or a historical site (FOMUSEUMX); visited a zoo (FOZOOX); attended an event sponsored by a community religious or ethnic group (FOGROUPIX); and attended an athletic or sporting event outside of school in which the child was not a player (FOSPRTEVX). Responses were yes or no.

## Appendix D. References

- Geverdt, D. (2015). *Education Demographic and Geographic Estimates Program (EDGE): Locale Boundaries User's Manual* (NCES 2016-012). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved March 31, 2017, from [https://nces.ed.gov/programs/edge/docs/NCES\\_LOCALE\\_USERSMANUAL\\_2016012.pdf](https://nces.ed.gov/programs/edge/docs/NCES_LOCALE_USERSMANUAL_2016012.pdf).
- Jackson, M., Kaiser, A., Battle, D., Wan, C., Quenneville, G., Kincel, B., and Cox, C. (forthcoming). *National Household Education Surveys Program of 2019: Data File User's Manual* (NCES 2020-073). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.