

Levels of Parental Participation
Involvement-Engagement-Empowerment
(Parent Power version)

<i>The Levels of Participation</i>	<i>Theoretical/Social Focus</i>	<i>The parental involvement models</i>	<i>Perception of parents as co-contributors to schools</i>	<i>Level of relationships between school staff & parents</i>
I Status Quo <i>Involvement</i>	Functionalist (Conformity)	Family influence: Change bicultural parents—“improve” home conditions for participants to acquire preferred behavior & values	Superficially connecting parents to school culture (I) Answer calls, pop corn, etc.	Parents aren’t viewed as social equals by school staff
II	Structural functionalist (Social control & harmony)	Cooperative systems: Parents participate within the school culture to assimilate to/support school practices & behaviors schools expect	Parents as collaborators of school culture (II) Follow a teacher’s instructions	Parents not seen as social equals. Staff seeks volunteer help, but not ideas.
III <i>Engagement</i>	Conflict theory (Equity & power)	New reform alternative: Parents challenge schools to be more responsive, inclusive, & equitable. Parents trained to become critical friends.	Parents as co-participants in the decision-making process (III)	Parents & staff view each other as social equals. Parents also seen as voters & tax payers.
IV Open democratic system <i>Empowerment</i>	Conflict theory, social constructivist & interpretivist (Transformational change towards cultural & economic democracy)	Transformational education: Problem–posing seeking solutions that enable inclusion, voice, & representation in decision-making. To protect their interests parents create a Parent University independent of school districts & any other organizations.	Cultural democracy: parents as action researchers, agents of transformative change in the school, district & community (IV)	Parents & school staff work together as social equals. Parents lead school & district transformation