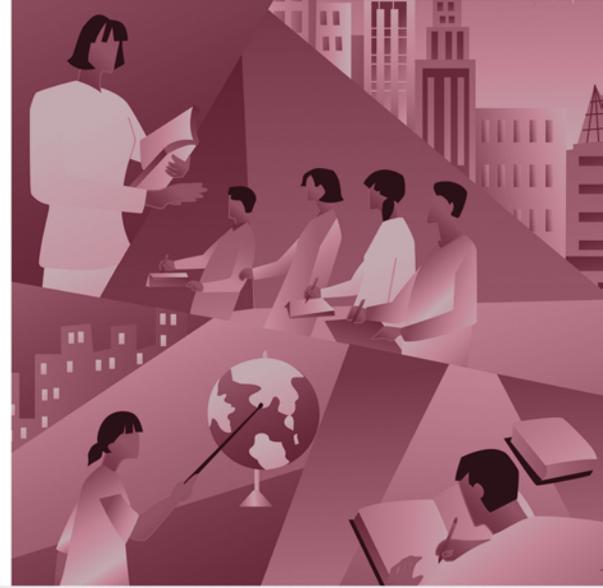


# DONE TO US, NOT WITH US:

## African American Parent Perceptions of K-12 Education

*Done To Us, Not With Us (2012)* highlights low-income African American parents' and caregivers' view of the K-12 education system and their role in supporting their children throughout their educational lives. Below are a few key findings. To view the full report, please visit: [UNCF.org/donetous](http://UNCF.org/donetous) #UNCFk12



87%

Of parents said they regularly review their children's test scores and grades while 75% speak with their children's teachers, help with homework and read to their children on a regular basis.

62%

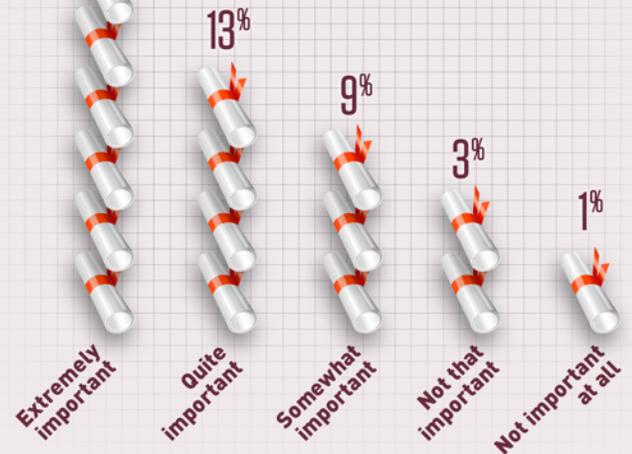
Of African American parents and caregivers believe that school reform efforts would be more effective if African American leaders were more involved.

90%

Almost 90% of parents and caregivers cite a safe, secure, violence-free environment as one of the most important factors when choosing a school for their children.

74%

Percentage of Low-Income African American Parents Who Believe it is Important for Their Children to Attend and Graduate from College



34%

Of parents with children in the lowest quality schools noted challenges in getting reliable information about school quality in their neighborhoods.

Churches and church programs (36%) and parents themselves (14%) were identified as the most influential and trustworthy sources for supporting parents in their child's educational journey.



### CALL TO ACTION

1. Connect the aspirations of parents to a roadmap on how to get there
2. Meet parents where they are with appropriate messaging and support
3. Engage parents using new voices that resonate with them
4. Strengthen the relationships between parents and schools

<sup>1</sup> UNCF enlisted Hart Research Associates to conduct a national survey in 2012 that resulted in a total of 1,355 surveys from low-income African American parents and caregivers of children (ages 5-18) who attended public schools. Oversampling was done to collect 753 surveys in the five target cities of Atlanta, Detroit, Memphis, New Orleans and Washington, D.C. Across the five target cities, eight focus groups were also conducted with African American parents and caregivers of children who attended public school. A total of 52 individuals participated in the focus groups.



## UNCF'S MANIFESTO—WHAT WE BELIEVE IN

We believe that if students are academically prepared for college, **we can radically change the story of what's possible**—not just for African American students but for the African American community as a whole. UNCF is passionately invested in **transforming dreams of college into reality and we will continue to push until all students who want to go to college are afforded that opportunity.**

For our students to be college ready, **we need to ensure that their K-12 educational experience is preparing them to excel in college and beyond.** As a result, we believe **students must:**

- **Attend a quality school** that offers a rigorous college preparatory curriculum and enables them to graduate at a college-ready level. We believe that free, safe, high-quality school options should be available and accessible to all students in every neighborhood.
- **Have effective teachers** in each of their classes who guide them through challenging course work, building the academic and social skills needed to ensure they are successful in college, career and life.
- **Understand how to navigate critical decisions along their K-16 journey**, such as selecting quality schools, understanding their full breadth of choices, learning how to secure financial support for college, and positioning themselves for college and career success.
- **Receive guidance and mentoring** from an adult who can help them navigate the complex college-going process and provide them with the support along the way.
- Understand how, along with their parents and communities, to **hold their school and teachers accountable** for providing a high-quality education.
- **Be immersed in a college-going culture**, where college is not an exception, but an expectation coupled with the belief that all students have the aptitude to reach this goal.

