

EDUCATIONAL NEEDS ASSESSMENT FOR AFRICAN AMERICANS WITH
HOMESHOOLED CHILDREN

by

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Abstract

KELLY RHYNE BYRD. Educational needs assessment for African Americans with homeschooled children. (Under the direction of DR. GREG WIGGAN)

Trends in homeschooling show that enrollment for K-12 students is on the rise, particularly with African American families. For families choosing to homeschool their children, there is greater flexibility and range of choice in curriculum programs and instructional practices. Data from this Phenomenological case study was collected using interviews and surveys in an effort to understand and identify the educational needs of African American families who homeschool their children. Using interviews, this study explored the homeschooling needs and experiences of African American families through shared experiences. This study also analyzed the need to include Afrocentric and multicultural teachings as part of a homeschool curriculum. By using constant comparative to analyze the data, the researcher was able to and identify trends across the homeschool experience for African Americans and define five major themes: 1) Accessibility and Availability of Resources, 2) Homeschool Setting and Structure, 3) Instructional Support, 4) Working Parents and Homeschooling, and 5) Cultural Representation in Education. Two minor themes emerged as well: 1) Problem Based Learning and 2) Socialization outside of the Home. The results of this study are crucial to the development and implementation of curriculum, the use of instructional practices, and the access and availability of educational resources within a homeschool setting.

Keywords: homeschool, African American, curriculum, Afrocentricity

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CHAPTER ONE: INTRODUCTION

Homeschooling is on the rise across America, and as an alternative to attending public or private educational institutions, homeschooling is trending in many urban, metro cities nationwide (Fields-Smith & Wells Kisura, 2013). As shown by the most recent data reported by the National Center for Education Statistics (2018), in 2016 there were approximately 1.6 million students enrolled in homeschooling programs, compared to 850,000 students who were enrolled in 1999 (Drenkosvy and Cohen, 2012). Ray (2015), reports that in the Spring of 2010 approximately 2 million K-12 students were enrolled in homeschool programs across America. Fields-Smith and Wells Kisura (2013) data shows that black students account for approximately 15% of all students who are homeschooled in the United States.

To show the growth of homeschooling among African American families, Ray (2015) explains that federal researchers found that from 1999-2012, the rate of African American students enrolled in homeschool doubled. With such trends showing that homeschooling among black families will continue to grow in popularity, Ray (2015) suggests that over the course of 11 years there will be a “90% increase in the rate of Black homes” (p. 72) who chose to educate their children through homeschooling. However, because of a lack of accountability and regulations within homeschooling and because several states do not require parents to report homeschool demographics and data to state agencies or officials, exact enrollment numbers are not available. Despite this lack of official enrollment data, a rise in the number of homeschool students enrolling in college has also been occurring over the past 15 years (Drenkosvy and Cohen, 2012).

Figure 1. Enrollment of all homeschooled students by race

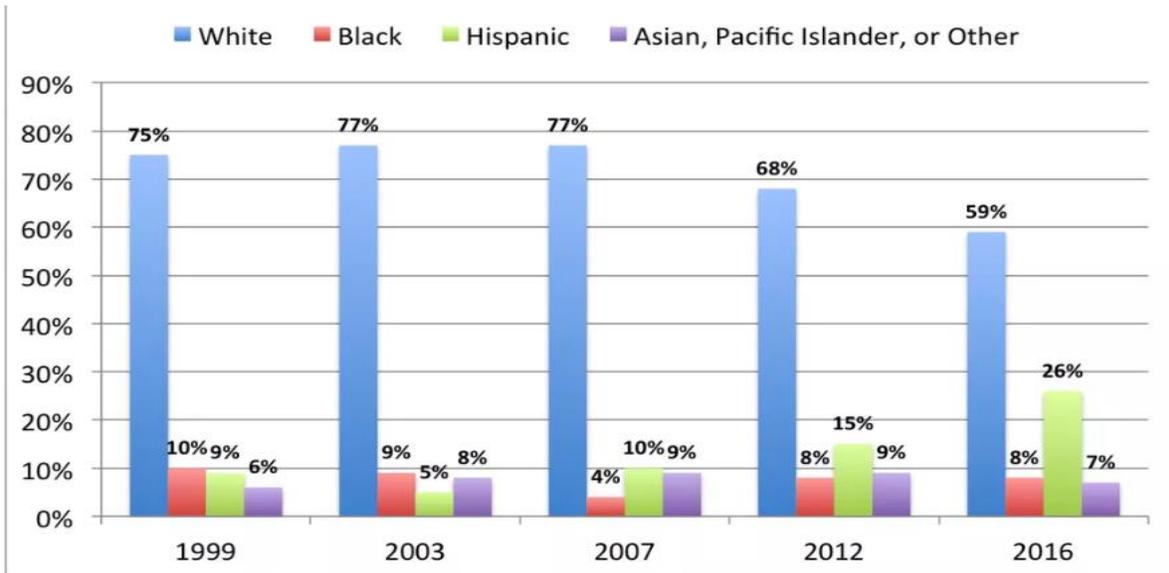


Figure 1 Graph of the enrollment of all reported homeschooled students by race/ethnicity.

“Homeschool Demographics.” *Coalition for Responsible Homeschool Education*. Retrieved from <https://www.responsiblehomeschooling.org/homeschooling-101/homeschool-demographics/>. (2017).

Driven by the 1972 U.S. Supreme Court decision in the case of *Wilson v. Yoder*, homeschooling has drastically grown over the past few decades. In this case, homeschool was legalized for families who claimed that educating their children at home was the best means of upholding and preserving their religious beliefs and values (Drenkosvy and Cohen, 2012). Based on the principles of this decision, the early trends in homeschooling show that children were often homeschooled for religious, academic, and/ or for social control of the parent over the child (Drenkosvy and Cohen, 2012).

According to Ray (2015), homeschooling is described as “parent-led and home based” (p. 72). Fields-Smith and Wells Kisura (2013) use the term *homeplace* to describe homeschool as a “space where black mothers make meaning of their choice to stay at home to educate and pass

along (reproduce) cultural and social values to their children” (p. 266). As Kelly (2015) states, Barwegen describes students who are homeschooled as students being educated by parents as opposed to being educated by schoolteachers.

Figure 2 Homeschooling rate by parental education

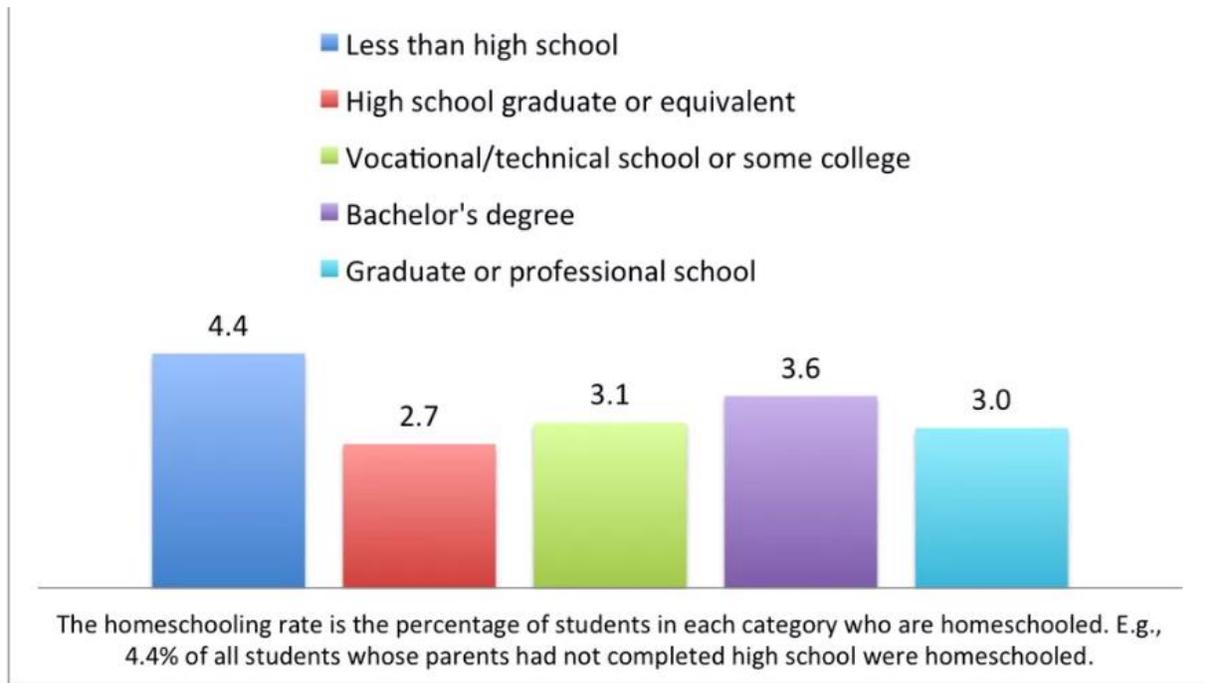


Figure 2 Rates show the educational levels of parents across all races/ethnicities who have chosen to homeschool for their child(ren). “Homeschool Demographics.” Coalition for Responsible Homeschool Education. Retrieved from <https://www.responsiblehomeschooling.org/homeschooling-101/homeschool-demographics/>. (2017).

Figure 3 Academic achievement of Black homeschool and public-school students

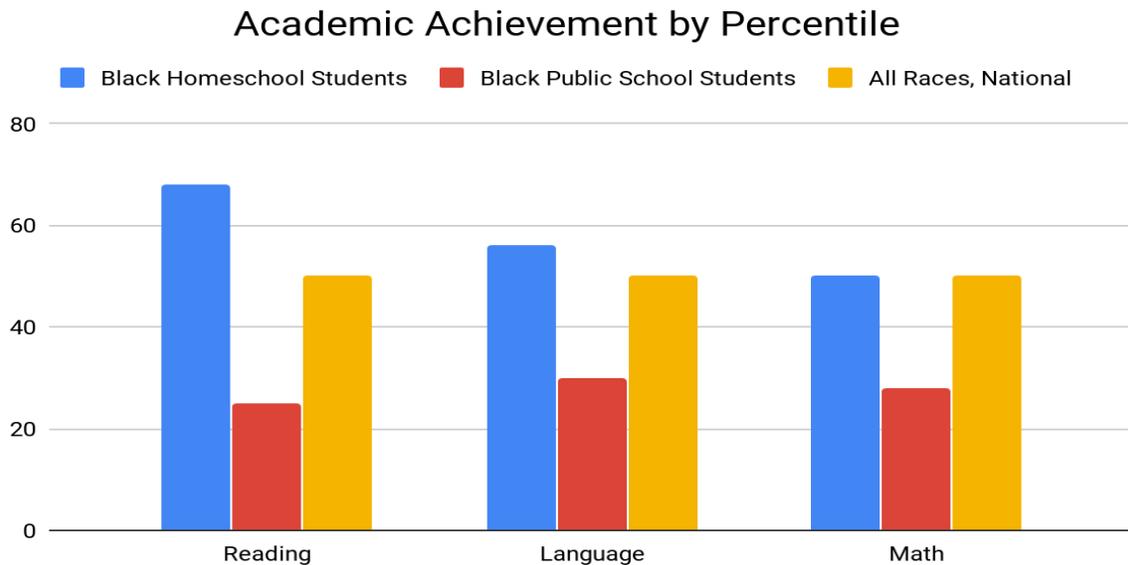


Figure 3 compares the average percentiles of Black homeschool students in grades 4-8 who have been homeschooled at least half of their education from grades K-12 to that of Black public-school students in grades 4-8. Also included is the national percentile mean for public school students of all races. Adapted from “African American homeschool parents’ motivations for homeschooling and their black children’s academic achievement,” by B. Ray, 2015, *Journal of School Choice*, 9, 71–96.

Statement of the Problem

Considering that more and more African American families are choosing to homeschool their children, several perceived problems with traditional, public and private school settings have been identified by these parents. These concerns include the curriculum, education models, instructional, and/or discipline practices being used (Fields-Smith & Wells Kisura, 2013; Mazama & Lundy, 2013; Ray, 2015). Modern school structures and practices date back to the end of slavery with early advocates for public schooling for blacks believing that the use of an

industrial education model was best for teaching blacks their place in society and to submit to and respect their White superiors (Anderson, 1988).

Promoting industrial education as the foundation for all schools for blacks across the South, the Hampton model of education was designed to train masses of Black students as workers able to provide cheap labor and support the Southern economy. However, many Black leaders and those from the Black community contested the Hampton curriculum model because it focused on teaching Black students submission, accommodation, and roles of assimilation that eliminate and limit the desire for Blacks to achieve economic, political, and social civility. Despite the opposition, this model became the foundation for a universal, Eurocentric system of education that is still used in many traditional school settings today (Anderson, 1988).

Further problems exist in traditional schools with the use of culturally biased curriculum, intelligence measures, and other various interpretive matters to academically track students. Public and private schools use a curriculum that integrates math and science with Eurocentric literature and arts. This integration takes knowledge based in fact and truth and inundates and it with European language, ideals, and perspectives, leading to further disconnect for some African Americans in comprehending the content as it becomes lost in the culturally interpreted message (Asante, 1991).

Consequently, African American students are often excluded from being placed in advanced courses and programs. Fields-Smith and Williams (2009) conducted interviews with Black homeschooling parents in which they expressed concern for their sons' education, particularly the ability of schools to effectively educate their children through instructional practices that "adhered to a monocultural approach to education with no provisions for variations in Black students' learning styles, behaviors, or needs" (p. 378). Thus, the research question for

this study is: *What are the educational needs of African American families with homeschooled children?*

Rationale

Most homeschool research seek to find parents' motivating factors for choosing to homeschool, as well as to collect homeschool demographic and achievement data, including the race or ethnicity of the students, the parents' education level and income, and/or the performance and achievement status of homeschool students when compared to their public-school peers on standardized testing (Ray, 2015; Fields-Smith & Wells Kisura, 2013; and Mazama and Lundy, 2012). The research studies that are centered around African Americans often focus on the reasons why African American parents no longer wish to educate their children in traditional school settings, including public and private schools. This qualitative study uses phenomenological case study to assess the needs of African American homeschooling parents. The rationale for this study is to explore and identify the educational and instructional needs of African American parents with homeschooled children.

Purpose of Study

The purpose of this study is to gather data to determine the educational needs, such as curricular programs, instructional strategies, and academic resources, of African American parents who have decided to homeschool their children. This study utilizes interviews and follow-up surveys with African American parents who have chosen to homeschool their primary-aged children. The data collected from this study analyzes parents' experiences with homeschooling in an effort to develop a homeschool program that uses an Afrocentric-based curriculum, positioning the African at the center of learning.

Several studies have focused on parents' dissatisfaction with traditional school settings and on the reasons African American parents opt out of public and private schools and choose to homeschool their children. Research and data are limited on studies that explore the curriculum and instructional practices of homeschooling parents. Therefore, this study does not seek to determine motivational factors behind parents' decisions to homeschool nor does it seek to collect demographic data on families who homeschool. Instead, this research seeks to identify the academic needs within the homeschool curriculum and to analyze any challenges African American parents may face in their homeschooling experience. Analyzing the experiences and identifying the educational needs of African American homeschooling families allows for adequate guidance in developing and providing a needs-based program or curriculum that may offer an academic foundation for parents seeking instructional support.

Research Question and Significance of the Study

The research question for this qualitative, phenomenological case study is:

1. What are the educational needs of African American families with homeschooled children?

Though there is existing data to show *why* parents choose to homeschool their children, there is little data that exists to show *how* parents homeschool their children. Without data to show what aspects of instructional practices in homeschooling are used by parents to educate their homeschooled child(ren), little support for these parents can be offered towards implementing an impactful homeschool experience. In order to develop appropriate academic programs and instructional support that target the identified educational needs of homeschooling families, data for this study was gathered directly from African American parents with homeschooled children.

Definitions of Key Terms

Homeschool(ing)

The education a child receives outside of traditional institutions of learning, whether public or private, and one in which the curriculum and instruction is guided by a parent(s) or guardian(s).

African American/Black

This term is used interchangeably to describe Americans of African descent.

Afrocentricity

“An approach, in philosophy and other branches of inquiry, aimed at pursuing questions arising from the standpoint of the experience of Africans.” (Iannone, 2001, p. 6).

Curriculum

Academic content/ course of study provided to homeschooled students.

Qualitative Research Method

Qualitative research is flexible and adaptive in its process and methods. In qualitative research there is no hypothesis, however, a theoretical or conceptual framework is applied in understanding the human experience being studied. Because of the focus on social and individual constructs, qualitative research is subjective and often the researcher is the instrument in collecting data. It is the role of the researcher to “engage, observe, and record experience and behavior within a natural setting” (Ravitch & Carl, 2016). Through qualitative studies, the researcher can construct new knowledge based on the findings. The data in qualitative studies is collected in the form of artifacts, pictures, and words (Mertens, 2015).

In a phenomenological case study, the researcher rejects scientific realism to examine the experiences, perceptions, and meanings of individuals within the phenomenon being studied (Mertens, 2016). The purpose of qualitative research in this study is to gain a better

understanding and a deeper meaning of homeschool by studying human experiences. This phenomenological case study uses interviews and surveys to allow the individuals' subjective experience to describe their perceptions of homeschooling. From in-depth interviews, the researcher can "develop a theory or look for a pattern of meaning on the basis of the data that they have collected" (Alzheimer Europe, para. 12, 2009).

Nature of the Study

Constructivists study social constructs and believe that knowledge is one of these social constructs. Constructivists also seek to better understand the human experience and the research in these studies is conducted in qualitative methods, such as this phenomenological case study (Mertens, 2016). This study seeks to understand the lived experiences of purposefully chosen participants, African American parents with homeschooled children. These shared, lived experiences are interpreted by the researcher to make meaning of and to identify the educational needs of African American homeschool families.

Subjectivity Statement

Throughout my years as a student and as a teacher within the public school system, there has been little opportunity to experience an education outside of one developed from a European perspective. Typically, instruction during Black History Month offers the most, and sometimes only, integration of non-dominant cultures into the curriculum throughout the school year; Native American or Asian History is even less considered. It wasn't until I enrolled in an elective course, African American History, my senior year of high school that I was introduced to a history of a people, beyond what was standard information about famous African Americans such as Dr. Martin Luther King Jr. Rosa Parks, and Frederick Douglass, that was untold in my

previous years of public education. In this class we learned about the deeper struggle of African Americans during slavery and beyond.

This interest in African American studies carried over into college, and I enrolled in a course on African history, extending to the teachings of Mansa Musa of West African Mali Empire. As I began to unlearn mistruths and inaccuracies, I also began to discover and understand the greatness in culture, contributions, values, and practices of various African civilizations. I developed an appreciation of this rich history and wished I had learned about these things sooner. My curiosity spiked and my learning continued outside of the walls of a classroom and expanded into my real world.

As I began my career in teaching elementary students, I noticed gaps and holes in a curriculum targeted to students who in my opinion seemed disconnected from the content of the curriculum. As an instructor, I felt very little autonomy in how and what I chose to present or teach to my students. Those times I was given flexibility in curriculum content, I chose to implement teachings I felt they would connect with. With an academic and professional background in curriculum and instruction, I understand that designing is an important component of effective teaching. I enjoy planning authentic educational activities for students that foster meaningful learning as part of a greater effort to develop the whole child. I prefer to develop curriculum for homeschool use versus public school use because homeschool settings better fit my vision of an ideal learning environment where educators are allowed complete autonomy. Given this background, I believe a structured homeschool setting with strong social and academic support creates a safe space where children can be free of the labels, low expectations, and racism found with our institutions of education throughout history. I also

believe having an Afrocentric curriculum available for parents to use as an academic foundation can find greater use as a homeschooling alternative to public and private school education.

Chapter Summary

Homeschool enrollment is rising as parents seek an alternative to traditional education, whether through public or private schools. Through several studies, various factors have been identified as to why parents decide to pursue homeschool as a means for educating their child(ren). This study explores and identifies the educational needs of African American parents with homeschooled children. Chapter One provides an overview of the topic, introduces the problem, discusses the qualitative research design of this study, and provides a definition of key terms. Chapter Two is a review of the literature and in Chapter Three the methodology of this study is discussed. Chapter Four presents the findings of this research and the discussion of the findings, implications, and recommendations are presented in Chapter Five.

CHAPTER TWO: REVIEW OF LITERATURE

Early Education for Blacks

Following the end of the American Civil War, newly freed slaves experienced a series of challenges and resistance towards pursuing education for their children and community. Built on the values of self-determination and self-reliance, the education movement for Blacks in the South was initially supported by the efforts, labor, and money of former slaves themselves and they thrived on the importance they felt in developing and sustaining their own schools that promoted their cultural interests (Anderson, 1988). Eventually, however, within a mix of operational costs too difficult to cover, governmental takeover, changes in federal regulations, and economic and tax policies, schools built by and led by freedmen for their children soon gave way to outside influences and control, including Northern philanthropists and religious organizations (Anderson, 1988). Given this understanding of early schools for black students, this research asks, what are the educational needs of African American families with homeschooled children?

Despite the initial resistance from Southern planters to offer or provide education for freedmen, a shift in opposition by many white Southerners to provide education for freed slaves began with an emerging understanding that education for freedmen was necessary in maintaining an economy that continued to provide cheap labor for capital gains (Anderson, 1988). With newfound favor for educating freedmen, curriculum development became the central focus of establishing school systems and structures. For Southerner Planters, the purpose of curriculum was to provide a universal education that trained Blacks to assent to minimal roles of manual labor. Whites saw that a common schooling system was necessary in teaching the freedmen basic

reading and writing skills, and necessary in teaching the teacher (Anderson 1988), (Du Bois, 1994).

Freedmen lacked the knowledge of workingmen that was necessary in securing labor. Because blacks were regarded as a material resource and a means of profit, whites saw that a common school system and higher education was necessary in teaching the freedmen basic reading and writing skills, and in teaching the teacher, so that they may obtain employment in manufacturing product for the employers' profit. In establishing systems of education for blacks in the South following the end of slavery, schools also sought to "furnish the black world with adequate standards of human culture and lofty ideals of life" (Du Bois, 1994, p. 60).

The training that the freedmen received would not expand their mind to be versed in intellectual content, but rather taught them skills in crafts and trades to be able to function within the dominant society. Through this training, Blacks were to be skilled enough to produce capital and supply gains for the economy and disciplined enough to accept Western ideology. As the South mulled over how to instill such an education, northerner Samuel Chapman Armstrong developed the Hampton model, a normal school curriculum model used in schooling blacks at the Hampton Normal and Agricultural Institute (HNAI) in Hampton, Virginia in 1868 (Spencer, Jr., 1955).

The Hampton model was designed with the intent to "maintain within the South a social consensus that did not challenge traditional inequalities of wealth and power" (Anderson p. 33, 1988). Advocates for educating blacks felt the use of an industrial education model was best for teaching blacks their place in society, while also teaching them to submit to and respect their superiors. Promoting industrial education as the foundation for all schools for blacks across the

South, HNAI trained masses of students as workers able to provide cheap labor and support the Southern economy (Anderson, 1988).

A key advocate for this model was Booker T. Washington. As a leader of education in the Black community at the time, Washington was used by Armstrong to gain support from the Black community for the use of the Hampton model in Black schools (Spencer, Jr., 1955). However, because of its industrialized structure and lack of academic value many Blacks failed to support Washington's beliefs on educating Blacks with the Hampton model. (Anderson, 1988). One major opponent of Washington and his stance on education was Black writer and activist W. E. B. Du Bois. Originally published in 1903, his book *The Souls of Black Folk* directly addressed Washington's position as spokesman for the Hampton model. In his writing, Du Bois explained how an industrial model of education supported an oppressive economic structure that created a submissive race of people who hold no desire to attain political rights, justice, or equality (Du Bois, 1994).

Du Bois argued against supporting industrial education and claimed that Washington's activism in the Hampton movement brought about disinterest in and withdrawal of funding for an academic education for Black. For Du Bois, the use of the Hampton model would lead to the disenfranchisement of Black people as a whole and to the legalization of civil inferiority for Blacks. Du Bois openly criticized Washington's role in advocating for and implementing a curriculum model that teaches submission, accommodation, and roles of assimilation that eliminate and limit the desire for Blacks to achieve economic, political, and social civility (Du Bois, 1994).

Many Blacks, like Du Bois, felt contention towards Washington and his desire for an industrialized education. Despite much criticism from the black community, being backed by

financial contributions, support, and resources from Northern philanthropists, Southern planters, and other agencies and organizations, the Hampton model was positioned at the center of practice in educating Black students (Anderson, 1988). Personally and professionally, Washington remained a true proponent of the Hampton model throughout the great debate on universal education for Blacks and never wavered in his belief in the Hampton model's structure, values, or methods (Spencer, Jr., 1955).

From 1890-1935, the progression of education for Blacks continued to rise and the development of normal schools, county training schools, common schools, and public schools for Blacks continued to be established across the South (Spence, Jr., 1955). With this growth came a shortage of Black teachers trained to teach Black students enrolled in the common schools. Additionally, many white teachers refused to serve black students and those who did often lacked the experience of cultural awareness to provide a meaningful education for these students. This lack of a teaching force created a focus on teacher training and certification requirements. Because many of the Black teachers at normal school had not gone to high school themselves and had an education that was only slightly above that of the common school level, there were initially low expectations regarding obtaining teacher certification. The requirements for Black teachers changed over time and policies were slowly developed to require equal standards of teacher certification (Anderson, 1988).

As education for Blacks in the South evolved, a movement of developing Black leaders or social guides within the Black community began to progress among northern mission societies and leading Black philanthropic organizations. Supporting a liberal arts education, advocates sought to provide an academic curriculum to the talented tenth of Black students to become doctors, lawyers, professors, or ministers (Anderson, 1988). Here, a new dichotomy in school

structures for African Americans forms with the introduction of liberal arts education. With liberal arts education, black students could now gain greater educational access to resources and social mobility. Today however, many K-12 public schools still operate within the traditional, industrial model of education. It is through the continued use of this structural practice that some African American parents feel the need to seek alternative educational settings, such as homeschool, for their child(ren) (Fields-Smith & Wells Kisura, 2013; Mazama & Lundy, 2013; Ray, 2015).

Curriculum Tracking

Established at the turn of the twentieth century, tracking was initially developed as a system to provide an education for the children of immigrants (Halpert, 2012). Based on a business efficiency model, it was believed that those since those children would begin working in a factory upon graduation from high school, they were best suited for a vocational education and in fulfilling the division of labor with society, it was necessary to provide them training in manual labor skills. In contrast, more well-to-do students were expected to attend college and fulfill more elite, bourgeoisie roles with the division of labor, therefore requiring more intense, rigorous, specialized training and knowledge (Halpert, 2012).

With the use of curriculum tracking, academic ability is used as a narrative to legitimize the segregation of students by race and class in public schools. According to Faitar and Faitar (2011), segregation that occurs within schools “is considered accountable for over half of the total segregation in a district” (p. 2). Based on standardized performance, students are tracked into predetermined sets of coursework designed to produce workers instilled with the appropriate knowledge to master the specific roles within the division of labor. According to Braddock II (1990), tracking can be defined as “homogeneous grouping of students...based on the evaluation

of students' current academic preparation" (pg. 1). Braddock (1990) goes on to describe the tiers of coursework as well-matched to its intended audience's academic abilities.

According to Faitar and Faitar (2011), within the narrative of tracking students based on prior academic performances, lower achievers, often Black students and students from lower class backgrounds, become placed in the general education, lower-tier curriculum, referred to by some teachers as "a holding pen prior to graduation or dropping out" (Braddock II, 1990, p. 2). For students labeled low-performing and who have been tracked into the general education curriculum, an anti-academic culture develops as students are in learning environments with students who have also been labeled as low-performing. In these classes, there are limited examples of academic success or higher-achieving peer role models; the equality of ability within these educational settings negatively effects performance outcomes and lowers expectations, both for teachers and students (Faitar & Faitar, 2011).

As a reflection of society itself, the use of tracking systems in schools perpetuates the division of class groups in society as students are limited in their interactions with those who have social roles outside of their own. In an interview Faitar and Faitar (2011) conducted with the director of the Wisconsin Center for Education Research, Adam Gamoran, explains that the proponents of tracking have a greater interest in productivity than in equality (p. 6). This supports the use of tracking as a means to maintain the social order by creating a mass of students skilled as workers that maintain society's labor force.

To group students by ability, standardized test scores are often used in determining students' placement in the tracked system of coursework (Faitar & Faitar, 2011). Students who perform well or show high aptitude will be placed on the track of academic classes that provide knowledge to prepare students to enter higher education and esteemed career fields, tending to

lean towards a high social status. For students who do not fare as well on assessment measures in determining course tracks, the vocational curriculum and the general education curriculum are designed with courses that prepare students for more manual labor, lower social status roles in society (Leonardo, 2013).

Using culturally biased IQ test and various interpretive matters to academically track students, African Americans are often excluded from being placed in advanced courses and programs. Though math and science are subject matters based in fact and are considered academically universal, many schools use a curriculum that integrates math and science with Eurocentric literature and arts. This integration takes knowledge based in fact and truth and inundates it with European language, ideals, and perspectives, leading to farther disconnect for some African Americans in comprehending the content as it becomes lost in the culturally interpreted message (Faitar & Faitar, 2011; Leonardo, 2013).

Underrepresentation of Black Students in Advanced Courses

Advanced placement high school classes offer accelerated, vigorous coursework that helps place students on paths towards enrollment in college programs that can lead to empowering career opportunities. Placement in these courses does not ensure success in higher education or beyond. They do, however, provide students the chance to become academically acquainted with advanced concepts and knowledge that can empower them to better themselves and their community.

Despite the ability grouping narrative used to explain and support the segregation and division of students in providing suitable education, subsequently, tracking programs also separate students by race and culture. Data over the past 16 years show an underrepresentation of students of color in curriculum tracks in advanced courses. National enrollment data from the

Office of Civil Rights (OCR) shows that in 2000, Blacks represented 4% of students enrolled in gifted and talented courses and Hispanic students represented 5%, compared to 37% of whites. In 2006, Black students maintained 4% of the gifted and talented population, and Hispanics rose to 6%, compared to 34% for Whites. Most recent school data shows that in 2011-2012, 8.8% of Blacks students and 16.9% of Hispanic students were enrolled in gifted and talented programs, compared to 60.8% of White students. The lack of balanced racial representation with curriculum tracks perpetuates segregation within public schools. Students are further segregated and tracked onto academic pathways that lead to one's role in society, ultimately determining one's social status.

In comparison to their overall representation within the general population, state-wide data shows that African American students are underrepresented in advanced academic courses in public schools across North Carolina. For example, according to the Civil Rights Data Collection (CRDC) (n.d.), in 2013 in Charlotte-Mecklenburg Schools, black students accounted for 41 percent of the district's entire enrollment yet represented only 13 percent of all students enrolled in gifted and talented programs, 22.1 percent of students enrolled in 7th or 8th Algebra I, 23.3 percent of students enrolled in Physics, 39.1 percent of students enrolled in Chemistry, and 23.2 percent of students enrolled in Calculus. The CRDC (n.d.) reports similar trends in data from Raleigh public schools, as well. In 2011, black students represented 24.4 percent of the district's total population, however they represented 7.7 percent of students enrolled in gifted and talented programs, 14.2 percent of students enrolled in 7th or 8th grade Algebra I, 15.2 percent of students enrolled in Chemistry, 9.7 percent of students enrolled in Physics, and 8.3 percent of students enrolled in Calculus. This underrepresentation reflects a lack of African American students who, based solely on performance results, may be labeled as college or career ready.

African American students who are enrolled in these classes, which are typically highly populated with white students, may find themselves existing within two societies, that which is established in the black community, and that of the imposed dominant European culture (Du Bois, 1994). African American students who are enrolled in advanced courses may develop an awareness of upholding a dual set of standards and values. This impact creates a lessened desire among African American students in wanting to enroll in advanced placement courses. Seeking acceptance and means of success simultaneously may be problematic in the sense that the acknowledgement of this dual consciousness can deter “worthy” students of pursuing the pathway of advanced coursework. This limited acquisition of knowledge in particular fields of study can create the restriction of some African American from entering into powers of position within society’s labor force (Leonardo, 2013). This restriction of education systematically perpetuates the oppression of African Americans.

Exclusionary Discipline in Schools

Exclusionary discipline is used in schools as a means of punishing students for violating school rules and regulations. Described as “any type of school disciplinary action that removes or excludes a student from his or her usual educational setting” (American Psychological Association, para. 1, n.d.) exclusionary discipline has two forms: 1) expulsion and 2) suspension. When used against students, these disciplinary codes and policies have negative impacts on their education and do not help to create safe learning environments for students.

Students being suspended from school and classes affects not only the students', teachers', and schools' performance, but also society in the long run. Expelling students from school leads to loss of in-class academic content and support. As a result, these students become less likely to graduate with the high school diploma necessary for most employment and more likely to be

incarcerated for criminal activity (Carroll, 2008). The pressures of meeting the standards of high-stakes testing and accountability measures under No Child Left Behind (NCLB) has also created increased pressure for teachers and administrators to suspend and expel students who they feel may not perform well on high-stakes tests (Rosborough, 2010). Ultimately, by resorting to such discipline practices, these students are likely to be pushed out the education system completely.

Zero-Tolerance

To address the growing trend in school violence during the 1980s and 1990s, the Gun-Free School Act was first enacted by the U.S. Congress in 1990 making it illegal to knowingly possess drugs or a firearm on school property. After the act was found to be in violation of amendment rights “under Article I, Section 8 of the U.S. Constitution” (Anderson, para. 2, n.d.), the act was then revised in 1994. Under these revisions,

all states receiving federal funds must have laws in effect requiring local educational agencies to expel for at least 1 year any students determined to have brought weapons to school. In addition, as a condition of receipt of federal funds, the law requires local educational agencies to develop policies that require the referral of students who bring firearms or weapons to school to criminal justice or juvenile delinquency systems (Anderson, para. 5, n.d.).

By 1998, three-fourths of the schools across America had adopted zero-tolerance guidelines in response to the new legislation (Sternheimer, 2013).

Though the rate of crime or punishable offenses in schools did not RISE significantly as a result of zero-tolerance policies, there was a nationwide increase in student suspensions and expulsions, and many began to oppose the overuse of these discipline practices and policies (Sternheimer, 2013). Whether the infractions students committed were major or minor, or

whether or not it was a first-time offense or habitual, any incidents involving guns or weapons were treated with suspension or expulsion in efforts to equalize punishments for students. Under zero-tolerance policies, students have been suspended or expelled for bringing Nerf guns to school, an 8-year-old was suspended for drawing a ninja with a gun, and a 7-year-old was suspended, for chewing a Pop Tart into the shape of a gun (Hawkins, 2015).

These overwhelming rates of suspension and expulsion under zero-tolerance have negatively impacted students, not only in short-term but in long-term, as well. Under these suspensions and expulsions, absenteeism increases, and academic achievement decreases for students. As an effect of suspensions, students miss time in the classroom learning and can fall behind on their studies. Additionally, these students tend to have lower levels of performance on standardized tests, become labeled as ‘low-performing’ or ‘bad’, become withdrawn and avoid school, and some become victims of the school-to-prison pipeline (Nelson, 2008).

Disproportionate Suspension Rates

The rate at which exclusionary practices are used in disciplining students of color, particularly black males, is disproportionate in relation to population statistics versus suspension rate. Black students are less likely than white students to receive punitive alternative sanctions after being referred for disciplinary action and are more likely than white students to receive corporal punishment as a consequence (Nicholson-Crotty, Birchmeier, & Valentine, 2009). Research showed that “teachers commonly refer White students to the office for offences such as smoking, vandalism, and obscene language, whereas African American students receive office referrals for behavior such as excessive noise, disrespect, and loitering” (Moore & Lewis, 2012, p. 116). Furthermore, data from every K-12 public school district in 13 southern states, a total of

132, shows that on average, black students accounted for 24% of the overall student population (Smith & Harper, 2015).

From that same K-12 public school data, researchers found that “blacks were disproportionately suspended at rates five times or higher than their representation in the student population” (Smith & Harper, p. 3, 2015). For example, in North Carolina “black students make up 26 percent of North Carolina’s public-school enrollment but account for 51 percent of the suspensions and 38 percent of expulsions.” (Hui, para. 4, 2015). North Carolina public school data also showed that for students enrolled in school, black students account for 3.17 of every 10 suspensions issued, compared to .89 for Hispanic students, .72 for white students, and .17 for Asian students (Youth Justice Project, 2017). Where blacks make up 50 percent of the overall population of students in Mississippi, data showed that the state has the highest rate of suspensions, 74 percent, among black students in the 13 southern states (Smith & Harper, 2015).

Exclusionary discipline is not reserved just for use in elementary, middle, and high schools. More alarming than the disproportionate rate of suspensions for black students in grades K-12 is the suspension rate for Pre-K students. On average, approximately 250 preschoolers are suspended each day in preschools across America (Malik, 2017). Data from the Office of Civil Rights (OCR) shows that black students “represented 18 percent of public preschool enrollment, but 48 percent of preschoolers receiving multiple out-of-school suspensions” (Malik, para. 1, 2017). The data on preschool boys is even more bothersome as they account for 82 percent of preschool suspension and make up 51 percent of the total enrollment population (Malik, 2017).

Double Consciousness

Since majority of African American students are educated in Western academia under Western influence, a dual existence can cause African American students to develop a perception

of themselves in which they measure their value and successes in school through the lens of Western standards and principles, in addition to the lens in which they are measured by black society. In understanding the impact of the separation in society between blacks and whites in America, described by Du Bois (1994) as the color line, Du Bois states that the 'Negro's' two-mindedness expounds the identity crisis of the 'Negro' as one in which his identity or consciousness sets in two parts. Within double consciousness, one's identity reflects that of the black culture, bred from systems of racism and discrimination; the other identity reflects the values and ideologies imposed by whites. In a society in which systems and institutions of racism and degradation are ordered and controlled by the oppressor, a division is created among blacks and whites in America (Du Bois, 1994). This color line creates two cultures in which blacks exist on a daily basis. Throughout the history of the blacks in America, and though free from the physical chains and bondage of slavery, blacks have been confined under the strategic, systematic institution of slavery through legal oversights and societal constructs designed to oppress, persecute, and disenfranchise blacks (Du Bois, 1994).

Many blacks fail to understand their true history and apply to their own lives the African values and ideals of their African ancestors, but instead live under the practices forced onto their American slave ancestors by their European masters. In turn, it becomes difficult for blacks to merge the two identities, both which are developed from the dominant culture's imposed perspective of the African (Du Bois, 1994). As blacks assimilate and adapt for themselves the values, standards, and ideologies of the dominant culture, they begin to measure their individual worth and form an opinion of themselves based on the perception of their oppressor's view of blacks. The image blacks perceive of themselves is contrived by institutions of society as a

means of creating a false reality. This illustrates the veil, in that the European values and hatred (Du Bois, 1994).

According to Du Bois (1994), when analyzing how African Americans develop an identity of double consciousness through a Eurocentric perspective, the perspective of African American students enrolled in advanced courses exemplifies the development of a dual consciousness. Simultaneously seeking acceptance from peers and society, along with seeking means of success within school, may be problematic for many African American students as the acknowledgement of this dual consciousness can deter worthy students of pursuing the pathway of advanced coursework (Du Bois, 1994). African American students find themselves existing within two societies, that which is established in the black community, and that of the imposed dominant European culture.

Acting White

In a study of what is “whiteness” among black Americans, Tyson, Darity, and Castellino (2005), examined acting white and how it relates to high achievement. “Acting white” refers to “blacks who...display attitudes, behaviors, or preferences, or engage in activities considered to be white cultural norms” (p. 583). They go on to explain that the term “acting white” can also be used in regard to academic performance, including placement in honor classes and use of standard English. Tyson, Darity, and Castellino (2005) interviewed 40 black high school students from different public schools across North Carolina, all of whom have placement in advanced courses. One black student described the reaction of her black peers to her being in honors classes. She reported having some black friends who “say that I am too smart, I’m trying to act White, or whatever, because I’m in such hard classes” (Tyson, Darity, & Castellino, 2005, p. 594). This student went on to describe her transition into all-white advanced courses as very

difficult. She described “being called ‘white girl’ and ‘Oreo’ by fellow blacks” (Tyson, et. al, 2005, p. 594). Another black student describes how she was told by peers she was not black because she took honors classes and spoke proper English (Tyson, et. al, 2005).

The effect of the double consciousness and the struggle to merge both identities of these black students in advanced placement classes was reflected in a survey of students of color in advanced courses, conducted by the school’s counselor. The survey revealed the black students did not like being in these classes and felt social and racial isolation by being in these advanced course (Tyson, et. al., 2005). In relating the perceptions of the black student as described in the surveys, the counselor revealed black kids look at them as if they are acting white, not recognizing that you could be smart and black. A lot of white kids looked at them, basically as, “You’re not supposed to be smart and black, so why are you here?” (Tyson, et. al., 2005, p. 594). The feelings expressed by these black students partially explains the underrepresentation of black students in these advanced placement courses. To avoid the internal conflict of self-identity and the external struggle of being an outcast to peers, both black and white, these African American students who are academically capable defer the track of advanced academics.

Culturally Relevant Curriculum

In empowering African American students to achieve academic success, which can lead to economic, cultural, and societal success, a culturally relevant curriculum is essential. According to Gloria Ladson-Billings, as cited in Moore and Lewis (2012), culturally relevant pedagogy “uses students’ culture to help them understand the world”, (p. 147). Within the institution of a culturally relevant pedagogy, “teachers develop skills to understand the complexities of students’ cultural ways of experiencing the world...students develop a critical consciousness.” (Moore and Lewis, 2012, p. 147).

Majority of African American students are educated in systematic institutions of racism, learning Eurocentric academia under Western influence and African history is told through the eyes of the oppressor. When the Eurocentric ideologies of the education system fail to provide true history, Africans' contributions and value are disregarding and further minimized. For example, textbook publisher McGraw-Hill apologized for referring to millions of African slaves simply as 'workers' in its' World Geography textbook, further minimalizing the forced labor role of Africans in America and reshaping history to lessen the true horrors of American slavery. McGraw-Hill offered options to correct the inaccurate description in the already distributed textbooks to schools that *requested* them (Finley, 2015).

In a culturally relevant curriculum, the perspective of African values and ideologies is necessary in understanding the behavior and culture of African Americans students in urban schools (Asante, 1991). When implementing cultural relevance, ideas that emerge from Western consciousness should not be applied in understanding and analyzing African behavior and culture. Instead, they should be approached and evaluated through African values and ideals, which focus on commitment to harmony, spirituality (Asante, 1998). The exclusion of the African perspective, values, thoughts, and ideologies from the curriculum preserves the view that one culture is better than others and what is best for one is best for all. The concept of universality, in which one culture presents and sets the standard of values in society for all cultures. Additionally, Eurocentric ideology in schools along with the integration of interpretive literature and arts into the curriculum, creates limitations and barriers to performance (Du Bois, 1994).

Afrocentricity over Eurocentricity

The system of Eurocentric education perpetuates the oppression of African Americans and is designed to train them enough so that they may supply the capitalist with labor, product, and profit (Du Bois, 1994). By limiting their perspective through an imposed, biased curriculum, African American students find it hard to function successfully in subjects that require a higher-level of interpretive thinking, despite their true intellectual capability. The denial of access to the academic content and knowledge gained from these courses, often necessary for securing positions of power within the labor force, minimizes the roles of blacks in America as hand-laborers worthy of and suited for manual work. In efforts to remove themselves from roles of manual labor, African Americans seek means to increase their capital, a Eurocentric ideology and way of life. This increase in capital is typically achieved by receiving a proper education, and since this proper education is often denied to African American students, many African Americans seek to obtain resources of survival and desire capital, often by any means necessary, creating a state of anomie.

As a universal lens of analysis, Eurocentricity seeks to “ossify, perpetuate and maintain European supremacy, invincibility and originality coterminous” (Nantambu, 2006, para. 3) while creating and maintaining a narrative of blacks as inferior. Accepted as a way of thinking and approaching the world, Eurocentricity can be described as a generalized culture for those living in the Western society. Nantambu also explains that “Eurocentric analysis deals with the end result/effect of a problem/issue while Afrocentric analysis deals with the root cause of a problem/issue” (para 5, 2006). When applied to the African world, Asante (1987) describes how Eurocentric concepts of universalism and objectivity lack conceptual and historical legitimacy and are restrictive and narrow-minded. The history of the African is told through the eyes of his

oppressor and when the Eurocentric view fails to comprehend behaviors or culture of blacks, the Negro's societal contribution and value are disregarding and further minimized.

To illustrate the concept of universality, Asante (1987) explains how romance and drama are European genres of literature. For example, in some cultures ideas such as romance are “nonexistent” (p. 3). These ideas written about within European novels are imposed onto other cultures as universal notions. As learned by Charles Larson during his time teaching in Nigeria, “culture shapes the interpretation of literature; culture itself is shaped by the constant demands of society and the environment” (Asante, 1987, p. 3). This concept of universality, in which one culture presents and sets the standard of values in society for all cultures, by excluding African thought implies and preserves the view that one culture is better than others and what's best for one is best for all. Asante (1987) asserts that from the African perspective, concepts of Afrocentricity can reposition the world's view of blacks.

To find understanding within the Eurocentric curriculum, Black students must first understand the European culture. Asante's (1998) theory of Afrocentricity begins the perspective of the African in understanding the African's behavior and culture. This cultural understanding is crucial in comprehending and analyzing interpretive studies, such as literature and art. African Americans who do not have a full understanding of the European culture may lack the ability to interpret an inferred meaning. The African Americans' general lack of understanding of African culture and history, combined with living in a society under an imposed Eurocentric culture, creates misinterpretations of interpretive academic content (Asante, 1998). This lack of proper cultural interpretation can be seen as a sign of lesser intelligence, as opposed to a lack of the effectiveness of universality in educating African Americans.

In contrast to Eurocentricity, Afrocentricity sought to establish a world view that presented and concentrated on the speaking and writing of the oppressed, since Eurocentric writers “write from their own Europeanness” (Asante, 1987, p. 177) and sought to “undermine African agency by artificially constructing, the elements of Africanity” (Asante, 1987, p. 177). Asante (1987) goes on to state that Blacks who partake in only the views of the European culture, stand to become anti-Black, and suffer from a type of identity crisis in which a Black person sees him or herself as actually serving academic value to European intellect. Asante (1987) further asserts that Afrocentric teachings must begin with the history of Africans. More so, he explains that Afrocentricity “is combative, antagonistic, and wholly committed to the propagation of a more humanistic view of the world” (Asante, 1987, p. 186). Based on Asante's description of Afrocentricity, an Afrocentric-based curriculum is centered around African perspectives and experiences and Afrocentric rhetoric and acquisition of knowing and knowledge, all of which work together in a circular system of thought that is “united in a grand movement toward freedom of the mind, the irrepressible will to harmony” (p. 186).

In practice, Afrocentricity involves the analysis of African culture through an African lens. African culture is based on harmony with nature, unlike Eurocentric ideologies, many of which are founded on the social constructs of man. Proper cultural perspective for African Americans can lead to academic achievement for students that can create the empowerment and understanding necessary to breaking societal confines, leading to true liberation, existing within a connectedness to spirituality and harmony.

Multiculturalism

As another alternative to Eurocentricity, multiculturalism also embraces the ideologies, thoughts, contributions, and analysis outside that of the dominant, European/Western culture.

Historically, as African Americans began to integrate into white schools during the Civil Rights Movement of the 1950s, they also began to “demand that their histories, struggles, contributions, and possibilities be reflected in textbooks and in the school curriculum” (Banks, p. 74, 2013). Subsequently, other ethnic groups also wanted their culture, experiences, and history included into the mainstream curriculum. As a result, multicultural education was developed and implemented in schools across America to reflect historical contributions beyond that of white America. Today, multiculturalism includes the history and experiences of African Americans, Native-Americans, Asian-Americans, and Latino-Americans (Banks, 2013), along with European-Americans.

Wilson (1997) explains that instruction within multicultural education should be designed to include and represent various cultures of today’s blended society. “This approach to teaching and learning is based upon consensus building, respect, and fostering cultural pluralism within racial societies. Multicultural education acknowledges and incorporates positive racial idiosyncrasies into classroom atmospheres” (para. 1). Watson (2000) describes multicultural as a concept focused on the “visible and universally accessible product of cultural diversity – food, clothes, music, theater, and sometimes specialist occupations” (p. 106). A multicultural approach is one that is welcoming of differences and is inclusive of the values that create positive community building across multiple cultures.

Homeschool Motivating Factors

According to Drenkosvy and Cohen, (2012), homeschooling has become a growing option as more African American families begin to look for an alternative to public and private education. Most students enrolled in traditional school systems experience a Western education that uses a curriculum developed with European influence. This pattern of curriculum practice in

public and private schools exemplifies the concept of universality, that what is best for one is best for all.

As a current alternative to traditional education, parents today choose homeschooling for reasons beyond religion and academia. These reasons include school environment, pedagogical approaches, and dissatisfaction with the ability of school systems to meet the unique needs of their children (Fields-Smith & Wells Kisura, 2013; Mazama & Lundy, 2013; Ray, 2015). For African American families who homeschool, several factors were identified as motivators for opting out of traditional school settings. Fields-Smith and Wells Kisura's (2013), Ray (2015), and Mazama and Lundy (2012), report similar factors that influence parents' decisions to homeschool their children.

Fields-Smith and Wells Kisura (2013) conducted interviews with African American homeschool parents to identify motivating factors in the decision to homeschool. A key motivating factor for these parents was the ability to impart "Black/African American culture" into their child(ren)'s education (Fields-Smith and Wells Kisura, 2013, p. 277). Similarly, Ray (2015) shows that 39.5% of parents identified the desire to give their child(ren) "more instruction on African American/Black culture and history" (p. 83) as a motivating factor in their decision to homeschool.

Mazama and Lundy (2012) also conducted 74 interviews with African American homeschooling parents. According to their findings, another commonly expressed reason parents choose to homeschool their children was "the need for a curriculum that includes African people and does not simply center on Europe" (Mazama & Lundy, 2012, p. 133). Furthermore, Ray (2015) supports his research on motivating factors by including findings from Mazama and Lundy's (2012) interviews. From Mazama and Lundy's

(2012) findings, Ray (2015) states: “The third most-mentioned reason (by 12.6 % of the subjects) was ‘the desire on the part of parents to teach their children using a curriculum that positively reflects African American culture’ (p. 132) and the fourth most frequently cited motive (by 10% of the parents) was racism. Mazama and Lundy concluded that ‘many African American homeschoolers believe that a Eurocentric curriculum is bound to gravely interfere with their children’s self-esteem and sense of purpose’ (p. 123).” (p. 74).

Homeschool Students

Thomas (2016) defines homeschooled students as those who “spend a portion of their educational time in the home or an alternate place, other than the public school, under the supervision of the parents” (p. 234). The types of students enrolled in homeschool represent a wide range of backgrounds and abilities. This includes students who have special needs or who struggle emotionally, students with special athletic or artistic talents whose schedules do not fit within a traditional school day, students from parochial households, students who once attended a school labeled as failing by standardized assessments and measurements, or students who simply do not fit into traditional public-school settings (Drenkosvy and Cohen, 2012; Fields-Smith & Williams, 2009).

Because of the range of students enrolled in homeschool, subgroups and branches exist under the homeschool umbrella, each having their own particular interest and focus. Such subgroups include “African-American, un-schoolers, gifted and talented, urban regions” (Bell, Kaplan, & Thurman, p. 333, 2016). Though these subgroups may find commonality in why to homeschool, variations occur across how to homeschool through structural and curriculum practices. Because of the unique differences, homeschooling parents must determine the best

structure for education and decide which academic materials, resources, and practices to use based on the needs of their children. Homeschool allows parents flexibility in creating personalized learning environments centered around individual interests.

Homeschool Structure

According to Neuman and Gutermam (2016), homeschool practices can be categorized as structured learning or unstructured learning. Structured practices are described as content and process related and unstructured practices are described as accommodating to the wants and wishes of the child (Neuman and Gutermam, 2016). Though structured homeschooling follows regularly scheduled routines and/or procedures, “the family may deal with content that was planned in advance (structured content) but do it at inconsistent times depending on when family members are available (unstructured process) (Neuman and Gutermam, 2016).

In contrast, the opposite situation can occur in which the family does not decide on content ahead of time (unstructured content) but sets times for learning (structured process)” (Neuman & Gutermam, p. 3, 2016). In an unstructured learning environment, a routine is not established, and the routines are loosely based and unpredictable. The curriculum, content, and material used in unstructured learning is fluid and does not depend on place or time. As explained by Neuman and Gutermam (2016), “a predictable environment allows learning according to habits, routine and ritual, whereas a chaotic home without a sense of order is likely to limit the adjustment ability of the children who grow up in it (Dumas et al., 2005)” (Neuman and Gutermam, 2016).

Homeschool Curriculum and Instructional Practices

With flexibility in homeschool, different families utilize different curricular

programs and instructional practices. Interviews with African American homeschool parents in a study by Mazama (2016), showed that 95% of the homeschool instruction is provided by the mother. Though for majority of these families the father is working during the day, it was reported that many fathers involve themselves with the homeschooling of their children once at home from the end of their workday (Mazama, 2016). Learning can last all day and the father often takes a role not only with “helping their children remain fit, active, and creative but also giving their wife a much needed break at the end of the day” (p. 30). Along with support from the fathers, these parents went on to explain that older siblings also help with instructing younger siblings, as well (Mazama, 2016). Additionally, it was reported that as the homeschooled student grows older, the student often takes on the role of being self-instructed, or self-directed learning (Mazama, 2016).

For homeschooled students, learning extends beyond the walls of the home. From the same study by Mazama (2016), African American homeschooling parents also explained that they rely on homeschool co-ops to help educate their children. According to this study, co-ops have great variance, and can be organized by “two homeschooling mothers who occasionally or regularly get together to co-teach” (Mazama, 2016, p. 31) or by larger groups of homeschooling families in which “several mothers distribut[e] teaching responsibilities among themselves based on their respective areas of expertise” (Mazama, 2016, p. 31). The most popular forms of co-ops for homeschooled students are those that focus on science, followed by “art, music, and physical education” (Mazama, 2016, p. 31). Co-ops become more common as students get older since the level of academics increase and because homeschooling can become socially isolating. Clubs such as Girl Scouts and Boy Scouts offer the chance for homeschool students to socialize with peers, while learning life skills (Mazama, 2016).

As another means of providing instruction to homeschooled students, parents from Mazama's (2016) study also identified using private schools and tutors to assist with educating their children, particularly with visual arts and music instruction. These parents are also able to further provide a well-rounded curriculum and learning experiences by enrolling homeschooled students in *ad hoc classes* which are available through

“libraries, science institutes, museums, art centers, and community centers. Thus, Black homeschooled children have attended bike workshops, drama and playwriting classes, film-making classes, marketing classes, computer editing classes, journalism classes, forensics classes, farming classes, cooking classes, wood carving classes, horseback riding classes, drawing and pottery classes, home economics classes, and construction work training” (Mazama, 2016, p. 31).

However, for homeschooling families who do not have the financial means, such opportunities and experiences may not be available (Mazama, 2016).

Some parents from Mazama's (2016) study preferred not to use a pre-set curriculum, but rather preferred an approach that promotes relevant, organic learning and creativity among the student and teacher. As one mother stated, “We don't use a curriculum. I give them workbooks to see where they are and then I teach from that, if necessary” (p. 34). When parents from this study did use a pre-set curriculum, they looked for one that would develop the whole child, with a focus on the social, emotional, artistic, intellectual, and creative development of their child(ren) (Mazama, 2016). It was also important for many of these parents that a homeschool curriculum was one that imparted racial pride, self-confidence, and self-knowledge (Mazama, 2016). For the parents who felt this way, they believed that a homeschool curriculum that is used to teach African American children should start with the culture and history of Black people.

Chapter Summary

African Americans have a long, deep history of educating their children in American schools. Several contributing factors have placed the education of African American children at the hands of a dominant, oppressive culture, creating learning environments that do not always foster or favor the academic development of these students. Traditional school settings and environments do not always offer or support the appropriate academic placement necessary for schools and teachers to meet the needs of African American students. More and more African American families are using homeschool as an alternative to traditional school settings. The literature shows that alternatives to Eurocentric practices in education are becoming more prevalent in the educational practices of African American families.

CHAPTER THREE: RESEARCH METHODS

Appropriate academic content is essential to developing an effective educational program and/or curriculum. Academic content is defined by Oregon's State Department of Education as "expectations of student knowledge and skills" (para. 1, 2015). In order to understand the educational and academic needs of homeschool families, this phenomenological case study gathers data from African American parents based on their individual experiences with homeschooling. Additionally, data is collected on the participants' perception of the importance of cultural inclusion (Afrocentricity and Multiculturalism) as part of a homeschool curriculum. To find participants for this study, snowball sampling is used to find African American homeschooling parents willing to complete surveys and interviews.

The purpose of this study is to assess and identify the educational needs, such as curricular programs, instructional strategies, and academic resources, of African American parents with homeschooled children. The research question for this study is:

What are the educational needs of African American parents with homeschooled children?

Theoretical Framework

In seeking to provide liberation to African Americans within the confines of Eurocentric, Western culture, Asante (1998) recognized an outside critique of the dominant society as necessary in enlightening those whose view is limited, forming a reality of what is only presented as reality through the Eurocentric perspective, one which negates the history and culture of Africans. In addressing criticisms of society, he presented the theoretical framework of Afrocentricity, as "placing African ideals at the center of any analysis that involves African culture or ideas" (Asante, 1998, p.2).

Selection of Phenomenology

Phenomenological case study was selected for this research because of the researcher's interest in exploring and understanding the lived experiences of homeschooling for African Americans. This study gave the researcher the opportunity to understand the homeschool experience from the point of view of African American parents. As an elementary school teacher with nearly twenty years of teaching experience in grades Kindergarten through Fourth, the researcher is familiar with the challenges that educators may experience, such as instructional practices and strategies and how to properly implement and deliver curriculum and content. By using constant comparative to analyze the data, the researcher was able to define categories and identify trends across the homeschool experience for African Americans.

Research Framework

Through phenomenological research, the researcher can “obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essence of the experience” (Moustakas, 1994, p. 13). Using phenomenological case study allowed the researcher to “suspend theories, explanations, hypotheses, and conceptualizations” (Mertens, 2016, p. 247) in order to better understand the homeschool experience. With the participants and their experiences at the center of this study, the researcher can better understand what the participants need in a homeschool curriculum and homeschool programs (Mertens, 2016).

Case study research was selected because of the researcher's desire to investigate the educational and academic needs of African American parents with homeschooled children. According to Yin (1994), case study is appropriate when the researcher has little to no possibility of control over the behaviors of the participants and their experiences. A case study allows the

researcher to identify descriptive patterns within a given phenomenon through the participants' experiences that have been shared with the researcher (Yin, 1994).

Research Design

Research Tools and Process

This study used semi-structured interviews and online surveys to collect research data. The semi-structured interviews used "specific questions to be asked to all participants" (Ravitch & Carl, 2016, p. 154), however, each interview had its own conversational path based on participants' responses. The online surveys are an "efficient way to collect data from a range of people across locations" (Ravitch & Carl, 2016, p. 172) around the country.

Type of Interviews

This research interviewed 6 African American parents with homeschooled children. The semi-structured, 30-minute interviews allowed participants to discuss in greater detail their personal experiences with homeschooling. The interview questions were developed and asked in a logical order with discussion prompts ready when necessary. The interviews were conducted over the phone, based on convenience and safety, due to the COVID-19 pandemic. All interviews were recorded digitally using a cellphone and with comprehensive hand-written jots. Interview participants were encouraged to share any additional experiences or concerns that were asked or addressed during the interview script.

Constructing Effective Interview Questions

The structure of the interview questions can impact participants' responses and affect the research data. To best understand the participants' homeschooling experiences, the interviewer must decide which types of interview questions to pose to participants, such as demographic questions, knowledge questions, and attitude questions (Mertens, 2015; Ravitch & Carl, 2016).

With semi-structured interviews, the interviewer can probe and ask follow-up questions if necessary (Ravitch & Carl, 2016).

Preparation for the Interviews

As suggested by Ravitch and Carl (2016), interviewers should prepare for their interviews by role playing and by also playing back recorded interviews that they have conducted to find “ways to refine and improve your approach” (Ravitch & Carl, 2016, p. 155). Depending upon the conversational path of the interview, the interviewer should “create individualized follow-up questions and contextualizing probes both prior to and during the interview” (Ravitch & Carl, 2016, p. 146). It is also important that the interviewer remain non-judgmental and responsive during the interview process and that the interviewer must be aware of their body language and cognizant of any “verbal and nonverbal messages that you give off during each interview” (Ravitch & Carl, 2016, p. 157). The interviewer must also be mindful to not interrupt the participants’ responses and to let them provide their full answer before interjecting or asking another question. (Ravitch & Carl, 2016). Based on their individual level of comfort, preference, and availability interview participants may choose to interview in-person or over the phone. The interviewer should explain the interview format and ensure that the participant is comfortable emotionally and physically and that there are minimal distractions to the interview process (Mertens, 2015; Ravitch & Carl, 2016).

Advantages of Interviews

For this study, there are several advantages to conducting interviews with participants. According to Ravitch and Carl (2016), interviews are person centered, subjective, and non-evaluative. Interview participants were given the chance to share their lived experiences with homeschooling their child(ren). Furthermore, interviews allowed the researcher to “understand

what participants think, feel, and experience rather than to judge or evaluate” (Ravitch & Carl, 2016, p. 148) their experiences.

Disadvantages of Interviews

A possible disadvantage of interviews may be the lack of trust between the interviewee and the interviewer, or researcher. Because of the possible lack of trust, participants may not be willing to openly share or may limit their responses to the questions. Another possible disadvantage may be the time it takes to conduct the full interview. Depending on the conversational path, interviews may extend beyond the intended timeframe and interviewees may rush or hurry their responses just to stay within the intended window of time.

Surveys

This research also utilized one-time, online surveys to collect data from Africa-American parents with homeschooled children. The survey focused on homeschool curriculum, academic, and instructional needs. The surveys consisted of multiple choice, open-ended, and Likert scale questions. Some items also asked participants to rank the importance of academic subjects and Afrocentrism and Multiculturalism within a homeschool curriculum. The survey should have taken participants approximately 15 minutes to complete and at the conclusion of the survey, participants had the chance to enter an email address into a random drawing for the chance to win a \$25 Amazon gift. The survey was available online from March-October 2020 for participants to complete and the random drawing will be held December 2020 through third-party random draw. Prior to conducting the actual survey, a pilot survey was given to a mock sample of similar participants. Data from both the surveys and interviews may be used to design and develop a homeschool curriculum that suits the educational needs of homeschooled African American students.

Disadvantages of Surveys

A major disadvantage of surveys is that “responses provide only a limited amount of information without information and contextualization” (Ravitch & Carl, 2016, p. 173) making it more difficult to analyze responses to questions that are subjective. Ravitch and Carl (2016) claim that with surveys, it is hard to tell how much thought and consideration participants gave to each question, whether they were being truthful in their responses, and that despite anonymity, participants tend to give what they consider to be socially acceptable answers. “Thus, the validity of the information is contingent on the honesty of the respondent” (Mertens, 2015, p. 182). Another disadvantage may be the response rate, or lack thereof, and a low response rate may affect the validity of the data. (Mertens, 2015).

Participants

Through contact with local, regional, and/or national homeschool organizations, co-ops, personal and professional contacts, and social media recruitment, this research used snowball sampling to find current homeschooling African American parents across the nation who were willing to volunteer for participation in this study. Snowball sampling allowed participants to use their personal networks and contacts to spread the word and to spark interest in potential participants who may have been willing to volunteer. Participants for interviews and surveys must have been African American parents, including legal guardians, with homeschooled children, regardless of whether or not the parent/guardian provides the actual homeschool instruction.

All participants agreed to informed consent, orally (if interviews are conducted over the phone) and through physical signature (if interviewed in-person), or electronically for online surveys. Full confidentiality and anonymity were given to participants throughout the research

process. For interviews, all names and identifying factors were linked to numerical coding and were reported in the data using pseudonyms. Additionally, any identifying responses that interview participants provided during the interview were redacted to ensure anonymity. Surveys did not collect any personal information, unless participants chose to enter their email address into the random drawing, in which case, those collected email addresses will be destroyed upon the drawing of the gift card winner.

Data Collection and Analysis

Online survey responses were analyzed using Surveyshare analytics. This online survey program collected responses and generated reports detailing the survey results. Percentiles and Likert-scale ranks were used to analyze participants' responses to survey items and to determine the importance of varying homeschool factors.

Interviews were collected on an audio-recorder and with comprehensive hand-written jots. The audio-recording from the interviews were transcribed and analyzed to find commonalities and themes across participants' perspectives on the African American homeschool experience. To analyze the interviews, constant comparative and designation analysis was used to analyze recurrences in the participants' responses into specifically defined categorical units. The use of constant comparative and designation analysis to interpret collected data helped to produce detailed comparisons and descriptions of the research topic and to strategically define categories for participants' overlapping perspectives, opinions, and feelings on the homeschool experience for African Americans.

Validity and Reliability

Trustworthiness

To establish trustworthiness, participants were assured of confidentiality and anonymity and were also made aware of the research purpose and the intended process. This allowed for an understanding of intentions and how their participation can benefit the field of homeschooling. To further establish trustworthiness, participants were provided transcripts of the follow-up interviews to ensure that the data that was captured is an accurate reflection of their voices. Upon analyzing the data and the completion of the study, findings from this research are presented in Chapter 4 of this dissertation. At any time during the research process, participants could refuse partaking in the interview or survey with no explanation needed.

Strengths and Limitations

This study contributes to homeschool literature because the experiences of African American parents are used to identify their perceived educational needs within a homeschool program. The data collected from this study can help to determine what support and guidance parents may need when educating their homeschooled child(ren). Additionally, this research may be shared with other homeschooling families and educators with the intention of implementing instructional practices to be used in developing and providing an appropriate homeschool curriculum while enhancing the homeschool experience for students and parents.

One limitation to this study is the absence of the students' voices in the surveys and interviews. This research focused only on the parents' perspective of African American parents since it was their decision to provide their children a homeschool education. Future research regarding homeschool curriculum may include the voice of the student in data collection. Another limitation of this study is the participants' prior knowledge or familiarity with Afrocentricity or Multiculturalism and their differences from a traditional curriculum. The deeper the participants' knowledge, the richer the discussion regarding its' importance in a

homeschool curriculum. If participants lacked knowledge of Afrocentricity, the discussion may have been limited and lacked the benefit of collecting data on the importance of Afrocentricity in homeschool for African American students.

Risks and Benefits

There were no foreseeable risks to this research. The benefits of this research included gaining an understanding of what types of instructional support is needed for African American parents with homeschooled children. This understanding can be used to develop homeschool products and/or programs that cater to the educational needs of the African American homeschool community.

Chapter Summary

By using qualitative research through phenomenological case study, the researcher was able to explore the educational needs of African Americans with homeschooled children. Collecting interview and survey data allowed the researcher to assess those needs. First, the researcher used constant comparative analysis to decode five major themes and two minor themes from the interview data. As secondary data, the researcher was able to use the survey data to analyze and describe trends in homeschool curriculum and instruction, as it relates to the needs of African American homeschooling parents. This study's findings are most beneficial to the homeschooling community, specifically to the parents who provide the core of homeschool instruction, as well homeschool consultants, curriculum developers, current educators, researchers, and software developers. The findings of this study are presented in Chapter Four, and Chapter Five discusses the implications, recommendations, and limitations of this study.

CHAPTER FOUR: FINDINGS

In Chapter 3, I discussed the design and methodology of this study with the use of interviews and surveys to collect data. This chapter will present the major and minor themes from those interviews and also discuss the survey results. Part I of this chapter will focus on interview data and Part II will focus on survey data. Centered around the research question *What are the educational needs of African American families with homeschooled primary-aged children*, the interview findings are categorized by themes that emerged from interviews with six participants. The surveys will be used as secondary data within this research.

Part I: Interviews

During the interviews, participants were asked to share their experiences with homeschooling their children. For this study, major themes emerged when four or more participants shared similar experiences regarding homeschooling their child(ren). Though there are commonalities throughout each of the interviews, each participants' responses were unique to their own experiences with homeschooling. Overall, these themes relate to the academic and educational needs of these parents and families within a homeschool setting. The major themes that emerged from the interviews are:

1. Accessibility and Availability of Resources
2. Homeschool Setting and Structure
3. Instructional Support
4. Working Parents and Homeschooling
5. Cultural Representation in Education

Participants

For this study, 6 participants were interviewed, five females and one male. Each participant was an African American parent with at least one homeschooled child. Five of the interview participants had less than two years of experience with homeschooling their child(ren) and one parent, Vivian, had 22 years of experience with homeschooling her children. Of the five novice homeschooling parents, one parent, Danielle, was homeschooling prior to the COVID-19 pandemic, the other four parents, Tasha, Mike, Amber, and Stacy, began homeschooling upon the shutdown of their children's schools, due to the pandemic. These four parents use what I refer to as a hybrid homeschool model, still using a school-provided curriculum while filling in the gaps with their own lessons, instruction, and resources. Based on their interviews and job descriptions, it can be inferred that each parent has at least a college degree.

Table 1: Demographics of interview participant

Participant Demographics				
Pseudonym	Gender	State	Number of Homeschooled Children	Years of Experience
Tasha	Female	South Carolina	3	Less than 1
Danielle	Female	Georgia	3	Less than 1
Mike	Male	South Carolina	3	Less than 1
Amber	Female	North Carolina	3	Less than 1
Vivian	Female	Florida	4	22
Stacy	Female	Pennsylvania	1	Less than 1

Theme 1: Accessibility and Availability of Resources

The interviews began with demographic questions to build background knowledge of the participants. Participants were then asked to describe their typical homeschool day, followed by

“What curriculum or programs do you currently use for providing homeschool instruction?”. It is with this question that the first theme began to emerge. For Mike, there was a lack of resources and materials, as he expressed several times during his interview:

Pretty much it's like a learning experience, and so really no particular resources that was at my disposal. Oh, so pretty much it was more or less trial and error, ...and so basically, I had no resources...I just feel it wasn't enough resources available out there you know for the parents and/or the student to be able to have...you know it wasn't enough resources available...So like I said I think if resources were provided where they could go to initially prior to coming to me, and then I think it'll probably be a better transition to homeschooling...I think if we have some form of resources, I think that would definitely be beneficial I know for myself or probably any other parents...for those parents who may have been out of school for a period of time or, who may not be up on the latest, greatest lesson plan so forth. I mean, I think that'd be a daunting task, you know, trying to sit they kids without the available resources...So basically having some resource available kids can reach out to and also resources that their kids could reach, you know, interactively...So I believe to make it better I think having resources available and also having resources that the kids and parents also can go to so the parents can also kind of collect.

Mike's need for having resources available to him as a parent and to his children was his biggest challenge with homeschooling. He shared that he would like to continue homeschooling his children, but I need more information because I've never done this before. But this past school season, it definitely opened my eyes on the different areas that are lacking as far as homeschooling kids and the resources that are not available.

Other participants shared Mike's view on the lack of resources available to parents and students. However, from Danielle's perspective, the lack of resources led her to contact educators/teachers. Danielle goes on to explain that she reached out to educators that she knew to assist with providing learning resources and materials for her child:

In a traditional setting, I would have more resources with different teachers.... I think that getting that access was great, but a step further is having the access and then having the dialogue with other educators, to see what things may be more effective than others...I tried to make sure that she was keeping that, maintaining a balance, as well as having another educator...You know, just my resources of educators that I know, it was helpful.

As a novice to homeschooling, Amber did not have many resources available to her when she began homeschooling her daughter. She shared her experience with developing lessons and gathering resources, stating:

I had to create lesson plans for her. She didn't have lessons. I had to get online and come up with some creative things for her to do.

The homeschool curriculum used by Stacy does provide guidance on lessons for parents. However, she shared that she is oftentimes left to gather the materials and resources necessary to deliver the given lessons. She mentioned that it would be helpful if she knew or was told which resources will be helpful in delivering the content:

Just having like supplemental, more...resources maybe. Yeah resources, maybe a couple videos, even activity book or a guidebook [inaudible] older like there's like this big, huge, giant, guide book [inaudible] like this, this, and this, and telling me like this is what we're going to do for that...I was thinking of a guidebook for the parents. You know this is the topic. Pull up this video. Give this book... I looked through the books, so like on Monday

we're on week 9. So, I look through here and I see what we have to get and what I need to get, if from the store.

Though Mike, Danielle, Amber, and Stacy, all homeschooling novices, were each seeking homeschool resources, they each had a different approach to accessing and obtaining those materials and resources for learning. Danielle relied on her relationships with other educators to help her gather resources and materials, Amber and Stacy researched and/or used the internet to find resources and materials, and Mike seemed to be at a dead-end in where to locate homeschool resources. He even expressed how daunting, or challenging, a task may be for parents trying to assist their children with learning when resources are not available.

With over 20 years of homeschooling experience, Vivian shared that she too, struggled with locating resources in the early years. Now that she has become a homeschool consultant, some clients seek her help in getting started with homeschooling. She described her challenges with resources:

For me, the biggest challenge is, is creating all the resources. But like I said, I think that's just a me problem because I just go and buy something off the shelf [inaudible] design like that...What would have been helpful to me having some of these resources together. That probably would have been helpful...I bought all the books that Borders (bookstore) had on homeschooling, and I read them. And I talked to people and I called people... having the benefit of having you know access to some resources...identify all the free events because some people just don't know...There are people who do homeschool consulting who've been in this field for a long, long time and can say "Breathe", "Figure out what it is that you're looking for"...and the ones who ask all the questions like, "Which book?".... I think that will be probably helpful, so that way families don't have to

translate resources that were made for the school and to make them work. What would be helpful is not pages and pages and pages of background information. I think, you know, when you look at some of these lesson plans and you and I have this, there, that. And I know that the reason why it has to be done if you're using it for, you know, for a public school. But if you're marketing material to someone, somebody who doesn't have that same environment then it makes you less likely to purchase the material because you have to kind of sort, sort it out.

Mike, Danielle, Vivian, Amber, and Stacy all expressed some level of difficulty in accessing or finding available resources for homeschooling. As novice homeschooling parents who are currently trying to navigate the abundance of resources and materials, Mike, Danielle, and Amber had to rely on other educators or their own research skills to locate materials. Vivian shared that this, too, was an issue for her when she first began to homeschool. She said, "I read, you know, a lot and tried to see, you know, what other folks were doing, whether they were homeschools, or they were teachers who talked about behavior management." Over time, Vivian learned that no-one resource would fully encompass what she was looking for stating, "I'm not sure there is any one resource that I will probably ever use." With Vivian's decades of homeschool experience, she is now able to navigate through the pool of available resources and offer advice and consultation services to parents new to homeschooling.

Theme 2: Homeschool Setting and Structure

Though this study does not focus on the homeschool setting, this theme began to emerge as participants began sharing how their homeschooling day is structured. As a warm-up question, participants were asked to, "Describe a typical day with homeschooling your child". As participants shared how their day was structured and the amount of time spent on academic

subjects, they repeatedly discussed the need for their children to have work environments conducive to learning, the need for their children to take breaks from learning throughout the day, and the desire for their children to not be stuck working at a desk all day, as often seen in a traditional school setting. As described by Amber:

We have brain breaks all day long 'cause they're kids and they had energy and they needed to move... we needed to walk away from learning and take a brain and it was become, becoming overwhelming...I don't want them sitting at a desk and having you do this. We have bean bags, pillows however you want to complete your work...he was able to move around and not be stuck to the computer or not be stuck to his desk.

Amber worked to create a comfortable homeschool environment for her children that focuses on academics while promoting movement of the body and taking mental breaks from learning as needed.

For Stacy, having a quiet, peaceful work environment was needed for her son to get the most out of the homeschool experience. Because her college-aged daughter had recently moved back into the family's home, Stacy felt like her house was busy at times which caused disruptions to the environment and created challenges for learning. She shared:

In my house is, there's so much going on. And that may not be improved until my daughter moves back to school and there's other like things like that. So for us, our challenge is staying focused in the midst of learning...So that's the hard part of us actually, you know having a quiet space for [inaudible]. There's a lot of people home doing different things. Yeah, that's stressful.

Amber and Stacy recognize that a quiet, comfortable learning environment can make a difference in a student's performance and productivity. Amber has created an environment that promotes

learning, and while Stacy is unable to do so at the time, she did acknowledge the impact not having a quiet space conducive to learning can have on the student and the parent.

Additionally, Danielle expressed the importance of having breaks structured into the learning day. She stated that she has her children:

Take breaks in between, so it makes, goes through, so it feels like it's going throughout the day, but it's not consecutive so they are not getting exhausted...After the math, she would take a break and stretch, you stretch, break, get outside, come back, and take a mental break...She needed to have the breaks and the downtime and the mental break in the day.

Similarly to Amber and Danielle, Vivian shared how she implements breaks into the homeschool schedule. She stated:

In between the subjects, we would do some movement, everything, every hour. I know that in schools they do that as well. But here it may be an hour and then it may be spending 15 minutes jumping jacks or some stretchers or whatever, or we're cleaning the room, you know, or cleaning up the kitchen or playing in the backyard [inaudible] and then we would end it with snack. And then we'd come back to another, another subject. And then something that we had was mandatory rest time and that was, that was mandatory rest time that we all would take a break, even when the little ones were my younger children or toddlers, and bigger ones were in elementary school. I mean, that was an hour even if I literally had to hold the child down to just sleep, No really, I mean, because it was, it was important for us to have that rest when we come back. And, you know, even on their schedule it moved from mandatory rest to mandatory quiet time for the bigger, older kids didn't have to sleep but they did need to just do something quiet and

they could read, they could draw, they could stare into space but it was it's sort of a resetting of their class and in the afternoon generally we would have a outside activity. Vivian shared that despite the ages of her children, breaks from learning were mandatory in their homeschool setting, even if the child simply stared into space. Vivian understands and sees the importance of taking breaks from learning by allowing her children to have those down times during each school day.

In this theme, parents show that there are times when they choose to place their child's well-being and mental and physical needs over academics and learning. In addition, for some parents having the proper learning environment was also necessary for their children to have a successful homeschool experience. Though, again, homeschool setting and structure was not a focus of this research, the need for children to take mental and physical breaks during learning and having a proper academic environment was shared by participants as an aspect of homeschooling that they felt was necessary in this setting.

Theme 3: Instructional Support

In gauging participants' needs within a homeschool setting, parents were asked about any challenges they have faced while homeschooling. Several participants expressed the need for support in homeschooling multiple children across different ages. Amber has three elementary aged children and expressed the challenge she experienced in trying to homeschool them simultaneously:

I think for me, the challenge was having three different kids at three different age groups with very different needs. Not only academically, but emotionally and all of that...having them all at one time trying to teach three different age groups was challenging.

Danielle also has three children ranging, one in elementary, one in middle, and one in high

school. She shared some of the same challenges as Amber in teaching all three at the same time:

I think because there are three different ages. It was challenging just to get a routine established where I could be accessible to all three at the same time because everyone's needs are different. One day, my 10-year-old, my baby exclusively, and another day, my 15-year-old maybe struggling. You know, it was just trying to find the balance because it was just me...It was me managing three different grade levels, three different contents, not contents but three different levels of content with them because my 15-year-old might be learning about Western Civilization whereas my 10-year-old is learning about Reconstruction or about finance and the economy. So, it was just balancing the different, you know, they were both learning about the Social Studies content, but it's not the same thing. So, I had to make sure that I was able to switch gears fairly quickly to accommodate them all.

When asked what type of educator support would be helpful in addressing the challenges, Amber and Danielle said they would be willing to allow outside help to assist in developing curriculum and providing instruction while homeschooling. Amber said:

I think knowing and developing the, not necessarily age appropriate, curriculum but on the level that they're on, kind of assessing where they are academically. And then developing curriculum based off of that...but making it creative learning and hands-on learning...But definitely knowing what, where they need to be academically. And having curriculum based off of that.

Similarly to Amber, Danielle stated:

I think speaking with educators is important because you're always going to run into some roadblocks. And so for me...having that extra set of eyes and extra input really

helped when I'm developing what each of my children were gonna do for their learning path. Like, for example, my 10-year-old is very, she's just very creative. She needs more outlet. She needed to have the breaks and the downtime and the mental break in the day...I tried to make sure that she was keeping that, maintaining a balance, as well, so having another educator, someone that had an elementary background, someone that I call back on a middle school background to just really make sure that I was providing the best level of education for my children independent of me just doing it by myself...I think I would welcome that again because that was one of the challenges because it was just me, so if it was someone that I could share the effort with. I think they'll be great because it will give me a time to kind of plan, press reset, as opposed to me just solely doing it. Not that I don't enjoy working with my children. But it can get to be, it can get to be a lot when it's just you, I think, with it being so different. I was, I would actually welcome that because I like it. Like I stated, it's just running, just running that whole system with three of them it was, you know, we made it work, but it would have been great to have another person to handoff or just to trade off and to you know, even just to give them a break for me. You know, they enjoy working with me but there's a point where they're like 'I don't want Mom as my teacher anymore today'. And it made it, it would also help in keeping those things separate, whereas the teacher and the parent and sometimes those lines can get a little bit muddled...It can, it can just be straining on everyone. So to have another educator that could step in and provide some instruction along with me would be great.

In support of Amber and Danielle's challenges, Tasha's challenges with homeschool and getting her children prepared for college as they enter high school, also led to the openness of educator support. She said:

Then, me also trying to teach that to them because, you know, everything they learned in school is different from how I learned it when I was in high school. Everything is a big deal and now it's totally different from how I was taught or what I learned. You know, so that would just be a challenge for me. So having an instructor, a teacher based instructor to instruct for homeschooling, that would work perfect for me.

Amber, Danielle, and Tasha expressed the openness to and desire of having educator support when and where it is needed. However, Stacy shared that she does utilize the help of a first-grade teacher to ensure that her son is academically prepared for the next grade level, stating:

I do have a 1st grade teacher to help me to make sure he is actually on level. So that's what worries me the most. I don't want him to, say I put him in a school here, I don't want him to be behind other kids because we come from private school so that's my biggest thing. Making sure he is prepared for 1st grade.

Each of these parents, Tasha, Amber, Danielle, and Stacy, understand the impact an outside educator can have in a homeschool setting. Professional educators can offer a skill set that homeschooling parents may lack when it comes to curriculum and instruction. Whether they need educator support to assist with developing an age or skill appropriate curriculum or whether they need support with delivering instruction to ensure readiness, the role of an experienced educator may lead to a richer, more fulfilling homeschool experience for parents and students.

Theme 4: Working Parents and Homeschooling

Considering that some parents work from home, this theme emerged as participants shared their experiences with trying to manage homeschool for their children while having to work. Attending to the responsibilities of work and homeschool proved to be a challenge for

several parents. Each participant gave a unique background that showed how having to work impacted their experience with homeschool.

Based on his experience with homeschooling while working, Mike said:

It was somewhat time consuming because you know I also got my own nine to five. So you know, having to, you know, finagle my time you know, from you know helping them with their lesson plans and then work you know was very you know cumbersome.

Amber's experience with homeschooling her children was enjoyable. She did, however, share that though she enjoyed homeschooling, it is not likely that she can continue. She said, "If I didn't have to work, honestly, I would continue homeschooling. I enjoyed it. I enjoyed being able to see my kids grow academically, but it's just not feasible because I have to work." Similar to Amber, Stacy expressed that her need to earn supplemental income creates a challenge for her family in her ability to homeschool:

So for us, our challenge is staying focused in the midst of learning. But I babysit to supplement because I was working as a TSS worker and then COVID came and froze you know my income. So I went back to babysitting to make sure that I could go in there and still provide for my family.

With over 20 years of homeschool experience, Vivian suggested that homeschooling supports be put in place for working parents, such as Mike, Amber, and Stacy, so that these parents can educate their children in a manner that best fits their family's individual needs:

I can think, really where there is a need, there is a need for somebody to come into communities where families have to work...If the mission is 'How do I serve this community?' or a similar goal. Oh I think you got to find a way to help the parents, who are you know, whom there two parents, there are two sets of parents. They're the ones

that have jobs and they have to work and they're just like, I do not go to work my family will starve.

Through Vivian's experience as a veteran homeschooling parent, she has come to recognize some of the needs and challenges that African American families may face within the space of working and schooling simultaneously. Vivian's suggestion of helping working homeschooling families is proven evident in the experiences shared by Mike, Amber, and Stacy. Each of these working parents spoke of the conflict they face in fulfilling work requirements while tending to their children's educational needs in a homeschool setting.

Theme 5: Cultural Representation within Education

Centered around the theoretical framework of this study, this theme emerged as participants were asked to share their opinion about the need for Afrocentricity and Multiculturalism as part of a homeschool curriculum. As African Americans themselves, each of the 6 participants agreed on the presence of African Americans in a homeschool curriculum. Having representation of African and African American history and culture was shown to be important part of an academic curriculum.

For Tasha, there is an overall lack of African and African American representation across various school settings:

African American history and Africa is not really going dwelled on and you know in the school system as far like they talk about other, other aspects to history. African American history is really not dwelled upon in the school system. But I think that it would be a wonderful attribute and concept too, in all learning, yes and even homeschool learning.

Danielle also discussed the lack of African American representation in education settings. She even shared her personal experience as a child, stating that her parents educated her at home on

aspects of African American history that were not part of the central, mainstream education and how she now makes an effort to provide that type of education to her own children:

I think it's important because a lot of times that type of curriculum and that type of information is given at the home level and then all students aren't receiving it. African Americans have made significant, significant contributions throughout history in various areas and a lot of times that information is not given on a general scale. And I think it's very important because African Americans in reality helped build and shape the country and they're often not mentioned in the history books. And so I think it's important that that type of learning take place at least from my children. I think it's important. I think my parents did a lot of that from me as a child and I wish that had come from my actual school, I wish that had come from my center of education. But knowing that, I made sure that my children had.

For these parents, they would like to see greater inclusion of Africans and African Americans in learning. African Americans and their contributions should be celebrated in education and included as part of a traditional curriculum.

Amber stated that African American inclusion in the curriculum should extend beyond February, or Black History Month:

I think it's important so that kids can learn about people that look like them so that they can aspire to greatness if they know that you know a lot of the history books that we had, I had growing up didn't focus on African-Americans until Black History Month. So, I think it's important for them to know more than just what they learned during Black

History Month. I think it's very important to give them that hope that they can do anything.

In learning about African American history, Mike compared his educational experience growing up and attending a mostly white Catholic school to that of his own children. He discussed the importance of his children being exposed to their cultural background and having of sense of family history by explaining:

I grew our group in the hood but I went to Catholic school, so I was like the me and my sister were like the only blacks in an all-white you know, you know environment. So, I think it's very important you know because a lot of kids who may not have grown up you know the way I grew up. You know I had (inaudible) you go to you know a good school you know and get a good education, they miss out on you know their cultural their cultural upbringing. You know its like I'mma give you an example. I kind of look at it like you know we want the best for our kids and my kids, you know they somewhat sheltered, you know I mean you know 'cause you know we live in a good neighborhood, et cetera, et cetera you know. So, you don't see the other side you know and, and get that you know that that sense of blackness. You know that culture...I think it's very important because you know a lot of times you know kids nowadays you know they don't get that their real history you know their real culture you know from where they come, you know who they are...I guess if we look at our history, you know we come from, you know the motherland, you know Africa...so I think it's very important that you can know, you know, understand you know, you know like where you come from cause you're still part of who you come from or where you come from.

Similar to Mike's personal experience with his schooling, Stacy shared her frustrations with her son being in classes with students, most of whom are Caucasian. She also noted the lack of representation of Black and Brown people, not only in the class itself but in the Little Lincoln curriculum being used with her homeschooled son:

Everybody in his class most of them are Caucasian and I figured that was going to happen anyway, but you know it's hard like you said. I did not think that I was going to have an issue with it but I'm actually having little bit of an issue with it now and I've realized that for me on a scale of one to 10. I feel like that's a six for me, so if we were to continue to homeschool next year I would like, I would consider putting him in a homeschooling program that has you know brown teachers and brown students and brown friends because he's not around...but the Little Lincoln so [inaudible] Caucasian books, everything. And I know [inaudible] a school where you know 'Where's the brown picture at?'...You know, if it was an African or like that [inaudible] I would be interested in looking into...education on history and the culture because that's what's missing in the schools now and I'm doing it myself. I want to make sure that he's getting a well-rounded education and knowing our history.

Further expounding upon Stacy's experience with her son's homeschool curriculum, Mike also spoke of African American history being told from a White, or Caucasian, perspective, and how this has led to the miseducation and misinformation given in traditional curriculum:

You know the struggle we had to endure and as well as you know as our history because even though you know I went to an all-white Catholic school...you know what was learned...Things like Ida B. Wells, that's one of my cousins on my mom's side you know.

And you know my kids didn't know that, you know, she was actually one of the first who refused to go give up a seat and a lot of people didn't know that. So everybody was focused on Rosa Parks because that's all that's taught in schools you know from the white perspective. You know actually, Ida B. Wells (inaudible) you know she was the first to give up her seat on a train going to Memphis and she actually won that lawsuit. So, you know things like that. You know so I think it's very important because you know a lot of times you know kids nowadays you know they don't get that, their real history.

Danielle, also expressed her concerns for the lack of African Americans and their contributions in the traditional curriculum:

I guess the term I use is a very whitewashed look at different aspects of education as far as what we're given. And there's so many other contributions that should be mentioned that they just never make it into the general curriculum.

For Vivian, her concern for cultural representation was shown when she began discussing homeschool models that she found to be successful in homeschooling her children:

Again, Classical Conversations look it up, even though they have some racist material their model is, is really good and it's well known throughout the country...So, so that's a challenge. It's like all black people are not the same. To supplement for the lack of African American representation, Vivian went on to provide an example of how she creates lessons for her children, which center around African American culture:

One of their classes is the history of black foods, or something like that. And so that's something that we, that we sat down to talk about what we wanted to do. OK, you know one place, you can't just go and I'm going to go buy this here, this mainstream history of black food, so you can, you can create it. So, there's also the challenge if you want more

work, right? So, the whole thing is the freedom and the responsibility here, you've the freedom to do [inaudible] and black culinary tradition, and to that...I've looked at what are they doing in college. There are a couple of professors who teach things that are similar, so we'll see what they're doing...Which resources are we going to are we going to get? There's a few different resources out there. What is the end product look like? And how do you grade food history? Like black food history, right and how to make a you know, a particular dish.

Each of these parents, in their own way and through their individual experiences, shared how they felt the inclusion and representation of African Americans in the curriculum is much needed in education. The lack of exposure to or the emergence in African American history has impacted the academic decision making for these homeschooling families. It is evident through their words, emotions, and experiences, how important the representation of Africans and African Americans are in a curriculum, whether for homeschool or traditional use.

In addition to Afrocentrism at the center of learning, participants were asked to share their thoughts on the need for Multiculturalism within a homeschool curriculum. Similarly to their opinions and experience with Afrocentricity, these parents felt inclusion of other cultures was also important. As shared by Tasha:

I feel that multicultural, cultural attributes to the at home learning is another significant aspect, as well, because you're just not all focused on one particular culture because the world is real diverse now. So, I think that children should be exposed to different cultures and in those traditions and those traditions cultural traditions as well. That's because so it won't be like the one track minded or so like tunnel vision on one culture. They can, you know, have a broad aspect on different cultures and how those cultures operate or

whatever. My children...are also exposed to different other cultures like Indian, Asian. You know and with them being exposed to different cultures and having that knowledge of the different culture they can understand why certain children wear clothing or why the children eating certain foods so they won't be looked upon or picked on because if they're introduced to those cultures, they'll understand why this child is wearing a cloth over their head or why this child doesn't eat certain food because they are exposed to the cultures and they have a broader understanding of how those cultures you know operate or how those cultures, those culture traditions. Pretty much you know so because a lot of children they don't understand and those children sometimes from other cultures get picked on because they look different, they talk different and if they were introduced to it in school as a multicultural like study you know then the children will have a better understanding to you know why those children look different, talk different or et certain food. So, you know that would be a significant attribute to at home learning or even in school.

Amber agreed that learning about everyone can strengthen children's understanding of others. She stated:

I think learning about everybody can kinda give you a better understanding of everybody. Where we are, like with society right now, where you know this culture knows about this culture and this culture and just learning about this culture. I think a lot of this could have been avoided if, as you were growing up you learn about different cultures and why they do this and who was important. I think a lot of this could be avoided. So I think if we start teaching kids now, then they'll have an appreciation for everybody, not just their culture or not just what they learn in school.

Stacy also supports the need for multicultural education by sharing:

I mean actually everybody should be celebrated for their accomplishments not just one [inaudible] we celebrate. If it was a multicultural program, I would be okay with that as well.

As a veteran homeschooling parent, Vivian shared the success she has found with Enki, a homeschooling curriculum that embraces multiculturalism:

And then with Enki, it's also multicultural so [inaudible] and global guidelines for multicultural education. So we're black. So, the specific decision to use this particular program, because it's incorporating works from people all over the world, which a lot of material at that time, didn't do...So it included material in a way that wasn't oh you know, it didn't hurt other people...Now we're just learning we would immerse ourselves in fellowship to learn about a particular person in particular, particular folks who are. For example, we would learn about the person through their life as a child. And then we would have a food from that culture and we learned dances from that culture, and poems so it was a fully immersive experience rather than oh, look what those other people do.

For Tasha, Amber, Stacy, and Vivian the need for inclusion and celebration of all cultures' accomplishments and contributions was important in raising children to interact in a society in which there is representation across multiple cultures.

Mike did feel that multiculturalism was important in education, but his focus of inclusion centered around African Americans understanding their mixed heritage. Going back to the inception of slavery, he expressed that:

I think is very important you know, 'cause this is still a part of where you come from, you know, because you know once you know it, the slaves we imported over here, you

know...history has been spoken, you know slave masters you know get, would get with the, you know, women in the house, you know slaves in the house, and you know they had offspring. And you know we definitely come from those offspring.

Mike's understanding and support of multiculturalism extended to his personal cultural make-up. He did acknowledge that children should learn about others but did not speak to cultures beyond his own heritage.

Danielle understood and supported the need for multiculturalism in education, as well. However, her position on inclusion was biased in regard to her own ethnicity: Danielle shared that:

Just as African Americans have significant impact, other cultures have as well. I think my interest on African American culture instruction will be because I am African American myself, but it's not to negate from the fact that other cultures have their contributions as well. So, I do think it's still important. If it can be incorporated, absolutely they should be incorporated because there's so many different cultures that have had impact and they just again are not brought to the forefront.

Despite Mike's limited view of multiculturalism and Danielle's interest for Afrocentricity over multiculturalism, both parents agreed that exposing children to cultures outside of the main-stream, dominant culture was important in educating their children.

Overall, Afrocentricity and multiculturalism are widely seen by these participants as necessary in providing an education that encompasses and appreciates non-White accomplishments and contributions. According to these parents, the need for this kind of exposure is crucial in educating their African American children to understand and know their history, who they are, and where they come from. The need for cultural representation in

education and curriculum models is made clear through these particular interviews.

While discussing their experiences with homeschool, several minor themes emerged, as well. Two to three participants shared similar experiences based on instruction and learning and socializing with peers. The minor themes for this research are:

1. Problem Based Learning
2. Socialization outside of the Home

Minor Theme 1: Problem Based Learning

Some participants shared how they implement real world learning into the homeschool curriculum. Used as a question item to gauge what families have implemented academically, this theme emerged as parents were asked to discuss the strategies and curriculum and/or programs that they were using for homeschooling. Many parents told how they use real life situations to create and supplement learning opportunities for their children outside of the “classroom”.

Amber, though new to homeschooling has realized that for her children, learning extends beyond the schoolwork. She said:

I guess as a first-time home schooler, a lot of the stuff was um, it's not real-world things that real life things, I would have to take some of the subject matter that they had in the books and on computers and stuff. But kind of give real-Life situations to my kids...Asking them things, I do al- I found myself now doing a lot more, like active learning throughout the day when I'm not necessarily instructing them. For example, like they cook a lot with me now, and, you know, with a 3-year-old saying, hey, I need you to get um five apples out, and having her count, things like that...My 6-year-old, she's the energetic one. So she didn't do well, kind of sitting at the computer. So, I have to take the things that are on the computer and turn it into a real-life question. Take her outside and,

you know, say five, find five flowers. I need you to get a total of eight, so how many more do you need?

For Amber, incorporating real life situations into learning is built in as a natural part of the day. Regular everyday activities are used as learning experiences for her children.

Another parent expressed her desire for her older child to be more active in more real-world learning and having problems to solve. As described by Danielle, the curriculum used by her older child relied mostly on question-and-answer style of teaching and learning. Her younger child, however, was more engaged in solving real world problems based on what was learned from the standards and content. Danielle explained:

As I stated with my 15-year-old, I thought she needed more real world based activities. It was more, what's the word I want? It was more: Here's the content, you know, answer the questions kind of style. And I didn't like that so I would like to, I would move more towards the real world based. For my younger student, she did have some tangible, real world activity, you know, activities she could do. She did some examples that were online based problem solving. Problem solving based or like projects. So that, that kept her occupied because she was able to take the skills she learned from the standards taught and apply them to solve some type of issue or problem.

Vivian also discussed the importance of problem-based learning but has a different approach and take on the idea of real-world learning. For her the term real world learning, problem-based learning is a term used by traditional school settings in which the problem being studied is not applicable or able to be solved within a classroom setting. She explains:

When you mention real world learning, as I said, it, this, our house is not a school. So, I often say to my children, other people, is when you have a workbook and workbooks are

as much as the picture of five apples. And, you know, we actually have the apples. We don't have to make that connection, so while people understand what real world learning means, if you already live it, then we're not calling it real world learning, we're just calling it learning. So, when we say you know, real world learning, we're not because it was definitely intentional. If you're living, if you're living and learning simultaneously.

Danielle, Amber, and Vivian created and exposed their children to real world learning experiences as part of the curriculum. However, Vivian's perspective of what real world learning means as a veteran homeschooling parent is not that of a novice homeschooling parent's perspective of what it means. Vivian shared that in definition she understands what is generally meant by real world learning, however in her definition of the term, real world learning is not real-world learning because it is an actual lived experience, therefore it is simply learning. The example that she gave of counting apples, is similar to the counting experience Amber shared that she does with her children as part of real-world learning. In practice, the concept of problem based, and real-world learning is a practice that is common among each of these parents. The difference lies in the terminology used to describe lived, learning experiences.

Minor Theme 2: Socialization Outside of the Home

Participants were asked to share their ideas and thoughts about having a learning center, similar to a one room schoolhouse, for homeschooled students. The idea is that the instruction is provided by a single teacher and students meet in small groups/classes to learn given skills and concepts. Two parents expressed their opinions on the role of socialization in a homeschool setting.

Amber described the importance of socialization in determining whether to continue homeschooling her children:

I think I would have to look at the social piece. I still think one of the biggest things that they, my kids, missed out on was the socialization that is in a school setting. But I know there's homeschools where, you know, maybe smaller groups, though, if it was a situation where my kids could still have the socialization with their peers and interaction and that, I definitely would.

Overall, Amber said she has enjoyed the homeschool experience, especially learning more about and seeing the growth of her children. For her, having her children socialize with peers, like what they may experience in a traditional school setting, is a big factor in continuing to homeschool.

In looking for ways to help homeschooling parents, Vivian mentioned that in her experience, families are often looking for that socialization piece for their children, which oftentimes is missing in a homeschool setting since many children are learning at home with parents and siblings during the day. She shared that by having a homeschooling center where families could take their homeschooled children may be an advantage for those looking for peer interaction. Vivian stated, "But that might be a place where families go and they can have their children go somewhere, have that socialization piece, and not being responsible for determining everything that needs to be taught."

Amber was the only participant to mention the need or desire for socializing while homeschooling. Vivian's suggestion of having a location where homeschooled children can go to interact with other homeschooled children supported Amber's need for her children to have the socialization piece with their peers. The ideas shared by these two participants supports the need for parents to have a homeschooling option, likely some type of learning center, for those parents who want to have a homeschool setting while allowing their children to have and maintain outside interaction with children outside of the household.

Table 2: Major and minor themes

Research Question	Themes
<i>What are the educational needs of African American families with homeschooled children?</i>	Major Themes
	Accessibility and Availability of Resources
	Homeschool Setting and Structure
	Instructional Support
	Working Parents and Homeschooling
Cultural Representation in Education	
Minor Themes	
Problem Based Learning	
Socialization outside of the Home	

Part II: Surveys

As a secondary data source, surveys were used to collect information from African American homeschooling parents. To assess the educational needs of these parents, participants were asked to share their opinions on various aspects of homeschooling, including instructional support and use of academic resources. There were eleven participants that completed the online survey. Nine of the participants had less than one year of homeschool experience, one participant has one to two years of experience, and one participant had six to ten years of homeschool experience.

Results

55% of the participants stated that their child(ren) spends three to four hours per day on

homeschool instruction for all subjects and 27% said that their child(ren) spend(s) five to six hours per day on homeschool instruction. When participants were asked to rate how much instructional support (Much Support, Little Support, or No Support) they needed when teaching academic subjects to their children, 45% of the respondents said they needed Much Support with Science instruction, while 36% said they needed Much Support with Mathematics. As a follow up to that question, participants were then asked to select what type of instructional/educator support they would like when homeschooling their children. More than half of the participants, 55%, chose Developing an Appropriate Curriculum. Instructional Strategies, Creating Learning Tasks and Assignments, and Standardized Test-taking Assistance each had a 45% response rate.

The results from these specific questions show that the majority of these parents need help in developing an appropriate curriculum, and the most academic support was needed in the area of Science. This data supports the findings from the theme Instructional Support, in which several interview participants expressed their desire to have appropriate tasks and assignments that promote learning. More so, this data directly echoes interview participant Amber's shared experience with needing support in developing an age and skill appropriate curriculum for her children.

To assess the features of a homeschool curriculum, participants were asked to share their opinion on the importance of various components. A vast majority of responses showed that several features were Very Important to these parents. Personalized Learning, Enrichment Activities, Test Preparation, and Real-World Problem Solving each had 91% response rate. 82% of participants said that Hands-on Learning was Very Important as part of a homeschool curriculum and 73% ranked STEM (Science, Technology, Engineering, and Math) Based Learning and Multicultural Education as Very Important. The overwhelming response for the

need of Real-World Problem Solving as a feature within a homeschool curriculum supports the findings from one minor theme, Problem-Based Learning. In their interviews, Amber, Danielle, and Vivian each expressed the importance of having and implementing real world problem solving as part of their homeschool curriculum.

Survey participants were also asked to rate the importance of both an Afrocentric-based and a Multicultural-based homeschool curriculum in providing academic instruction, by subject. 91% of participants felt having an Afrocentric-based curriculum as part of Social Studies/History instruction was Very Important, whereas 73% of participants felt a Multicultural-based curriculum was Very Important as part of Social Studies/History instruction. 55% of participants rated each type of curriculum, Afrocentric and Multicultural, as Very Important in both Science and Math instruction.

From those same survey items, 27% of participants felt an Afrocentric-based curriculum was Somewhat Important when teaching Math and 36% thought it was Somewhat Important when teaching Science. 36% of participants thought Multicultural-based curriculum was Somewhat Important within each subject of Math and Science. When combined, 82% of survey participants felt an Afrocentric-based curriculum was Very to Somewhat Important in Math, and 91% felt an Afrocentric-based curriculum was Very to Somewhat Important in Science. Similarly, when combined, 91% of survey participants felt a Multicultural-based curriculum was Very to Somewhat Important in each subject, Math, Science, and Social Studies/History.

This data connects to the interview findings from the theme Cultural Representation in Education, where all 6 participants shared how important they felt the inclusion of African and African American history and contributions was within a homeschool curriculum. Additionally, each of the interview participants felt the inclusion of multiple cultures in a curriculum, outside

of the dominant, was also important in learning about and understanding others. Data on this topic from the interviews and surveys is compelling when considering the need for exposure, inclusion, and acknowledgement of the history and contributions of other cultures as a staple in homeschool curriculum and instruction, particularly in Math, Science, and Social Studies/History.

Another survey item asked participants to rate their level of preference with someone else (another adult) being the main provider of instruction for their homeschooled child(ren). 45% of parents said that they Do Not Prefer for someone else to provide their child(ren)'s instruction in Reading or Writing. On the other hand, 45% said that they Very Much Prefer for someone else to be the main provider of instruction in the subjects of Math, Science, and Social Studies/History. This data showed that these homeschooling parents were more comfortable in their own abilities to provide Literacy instruction to their children but were more inclined to seek outside help with instruction in Math, Science and Social Studies.

Following that survey item, participants were asked to rank the importance of given factors that would make them most comfortable with someone else being the main provider of instruction for their homeschooled child(ren). Three factors stood out when analyzing the results: the instructor's level of knowledge/expertise, the instructor's delivery of instruction, and the instructor's teaching experience. 91% of the participants stated that the instructor's level of knowledge or expertise in a particular subject area was Very Important in allowing another adult to provide homeschool instruction. 91% also felt that the delivery of instruction (the way in which the content is taught) was Very Important in considering the use of another adult in providing instruction. Each of these survey items supported the findings from the theme Instructional Support, particularly when Tasha, Danielle, and Amber shared their thoughts on

having another adult that could help with providing instruction to their homeschool children. This data is also supported by Stacy's current use of a 1st grade teacher to ensure that her child is academically prepared for the next grade level.

Survey participants were also asked to share what resources/practices they use on a weekly basis. 100% of participants stated that they use Online Programs as a resource for homeschool instruction. 82% of participants said that they use Worksheets/Workbooks on a weekly basis; Videos/Films and Real-World Problem Solving each had a 45% response rate. Learning Manipulatives, such as counters and base-ten blocks, as well as the use of Digital Apps each had a 36% response rate. This data supported that of the interview finding in which participants repeatedly shared their experiences with the use of real-world learning and problem solving as part of their homeschool routine. These shared experiences are reflected in the survey data in which nearly half of the respondents also used real world learning and problem solving as part of their weekly homeschool curriculum.

Chapter Summary

This chapter presented the findings for the research question *What are the educational needs of African American families with homeschooled children?* in two parts. Part I provided a brief description of the interview participants, followed by their shared experiences presented within the major and minor themes. Part II analyzed the secondary data from the online survey and showed how that data supported the findings and themes from Part I. In the next chapter, the researcher discusses the themes through the theoretical framework of this study and presents implications and recommendations based on these findings.

CHAPTER FIVE: DISCUSSION OF FINDINGS

Chapter 4 presented the interview findings and categorized them into major and minor themes. The major themes that emerged from this data were: 1) Accessibility and Availability of Resources, 2) Homeschool Setting and Structure, 3) Instructional Support, 4) Working Parents and Homeschooling, and 5) Cultural Representation in Education. The minor themes that emerged were: 1) Problem Based Learning and 2) Socialization outside of the Home. This chapter discussed those findings and analyze them based on the theoretical framework of this study, Afrocentricity.

As a framework for developing a homeschool curriculum, this study explored the educational needs of African American homeschooling families through an Afrocentric lens. According to Asante (1987), Afrocentricity positions the African and African experience at the center of learning within an academic setting. Through this lens, education can be re-centered by developing a curriculum that shifts the focus from teaching and learning centered within the dominant culture to the teaching and learning of the history and contributions of Africans and African Americans. This first part of this chapter analyzes the themes from Chapter Four through an Afrocentric lens. In the second part of this chapter, the researcher discusses the implications and recommendations for future research.

Major Theme 1: Accessibility and Availability of Resources

Previous research by Mazama (2016) showed that some homeschooling parents did not rely on a curriculum or set of resources when providing instruction, instead they used workbook to determine what to teach. On the contrast, parents that did use a pre-set curriculum chose one that instilled pride and self-confidence in being African American, while focusing on the development of the whole child (Mazama, 2016). However, the study did not discuss access or

allows African American parents the ability to share how to access particular resources and which programs and curricula focus on specific content/learning skills.

According to Nantambu (2006), a “Eurocentric world view incorporates a Me value system while the Afrocentric world views hinges on a We value system” (para. 16). Furthermore, an Afrocentric analysis focuses on “xenophilia (love of strangers), genophilia (love of one’s own race), survival of the group, inclusiveness, co-operation, communalism, responsibility and holism” (Nantambu, 2006, para. 21). Taking a ‘We’ approach to sharing resources, especially for families new to homeschool, can create a homeschooling community that has access to an abundance of available resources, while developing a connectedness through the shared goal of academic achievement for African American children.

Major Theme 2: Homeschool Setting and Structure

Within this theme, parents discussed the importance of having breaks from learning throughout the academic day. Whether it be in the form of taking brain breaks or having outside play time, participants from this study discussed that they have their children to take breaks from learning as needed. Having these breaks built into the day allows homeschool children to reset their brains and prepare for the next block of learning. This is supported by Neuman and Guterman’s (2016) findings that having an established, structured routine for homeschooling allows children to become better adjusted to the learning environment.

Another important factor within this theme focused on providing and creating an academic environment conducive to learning. Allowing their children to have flexibility in seating and movement while learning was encouraged by some participants. It was also expressed by participants that the need for a quiet working environment was crucial to a smooth learning experience for their child(ren). Due to the number of people living in their home

however, removing noise and distractions was a challenge for one parent in particular. From an Afrocentric perspective, this theme can be analyzed by focusing on the cause of such issues (Nantambu, 2006).

Major Theme 3: Instructional Support

In building a homeschool community and developing relationships there within, homeschooling parents may find the instructional support they are seeking. Whether the challenge be providing instruction to homeschooling children across multiple ages, developing an appropriate curriculum, or making sure students are prepared for the next grade level or for college, participants from this study were willing to accept outside help in providing a homeschool education to their child(ren). As explained by Mazama (2016), parents from that study expressed that they often rely on other family members to step in and assist with instruction, more so in elementary grade levels than in high school grade levels.

By allowing a professional educator or homeschool consultant to assist with learning and instruction a sense of community can be created in which parents have the assistance and relief they need to address those challenges. Through an Afrocentric lens, the inclusiveness and cooperation of the group, meaning the joining of professional educators and homeschooling parents, can lead to a homeschool community that is fully supported by those who take interest in the well-being of homeschooled children (Nantambu, 2006).

Major Theme 4: Working Parents and Homeschooling

For parents who work outside of the home, providing a homeschool education can be a challenge. Understanding and enjoying the benefits of homeschooling, for some parents in this study, continuing to homeschool beyond the COVID-19 pandemic may not be possible due to the responsibilities of their jobs. Though they may wish to continue to homeschool their children,

for those parents it may not be possible. Providing a space within the homeschool community for working parents lends itself to a tenant of Afrocentricity that focuses on incorporating a We value system over a Me value system (Nantambu, 2006). This safe space would allow working families to still participate in homeschool by having a place or system that allows those parents to join a homeschool co-op or academic facility that serves multiple families within a homeschool capacity.

Major Theme 5. Cultural Representation in Education

This theme is also supported by other studies, such as Fields-Smith & Wells Kisura (2013), Mazama & Lundy (2013), and Ray (2015). Collectively, these studies found that the concerns African American parents had with traditional school settings included the instructional practices and the curriculum and education models that were being used. For those parents, these factors played a role in their decision to homeschool their child(ren).

In analyzing a curriculum from an Afrocentric perspective, intellectual discourse, including the teachings, history, and contributions of the African should be positioned at the center of learning (Asante, 1987 and 1998). In a traditional setting however, the curriculum uses a Eurocentric approach to teaching, in which the history and contributions of the European are at the center of learning. A hegemonic curriculum from the Eurocentric perspective often introduces the history of the African beginning with slavery in European countries and fails to acknowledge the contributions of the African people. In such a curriculum, African American students may fail to see examples of historical and societal contributions from their ancestors, beyond the scope of slavery (Asante, 1991).

Nantambu (2006) provides a detailed explanation of such oppressive teaching noting that, “Eurocentric analysis focuses on the nationality of Afrikans, that is, when they picked

cotton sugar cane, etc. as powerless slaves for powerful European slave masters on the plantations” (para. 18.) Here, Africans and African history are misrepresented since teaching is often centralized around the history and contributions of the European. Within many current, traditional curricula, Europeans [are] the subject of his-story; Afrika and Afrikans are made the object of world history. It further postulates that only Europeans can create world events. Hence, Herodotus, the Greek, is the “Father of History”, the Greeks (world’s first Europeans) ‘invented’ democracy, Christopher Columbus ‘discovered’ the New World, Hypocrates is the “Father of Medicine”, Aristotle and Plato are the “Fathers of Philosophy”, etc. (Nantambu, 2006, para. 8).

On the contrary, an Afrocentric approach to curriculum would implement the teachings and history of Africans prior to the inception of the enslavement of African peoples, since Afrikans are the original people with original ideas and that Mother Afrika is the cradle of civilization...These Afrikans not only educated, civilized and humanized powerless Europeans but also built over 104 stone monuments (pyramids) and invented architecture, astronomy, medicine, mathematics, etc. in ancient Kemet (Egypt) during the B.C. era. (Nantambu, 2006, paras. 9 and 18).

The European perspective used in traditional curriculum and instruction continues to drive some African American parents to seek alternative educational settings for their child(ren), such as homeschool (Fields-Smith & Wells Kisura, 2013; Mazama & Lundy, 2013; Ray, 2015), where they have the autonomy to implement the teachings, history, and contributions of Africans and African Americans.

Minor Theme 1: Problem Based Learning

As a minor theme, Problem Based Learning can be analyzed through an Afrocentric lens that

focuses on addressing the root causes of problems and issues. According to Nantambu (2006), a “Eurocentric analysis deals with the end result/effect of a problem/issue while Afrocentric analysis deals with the root cause of a problem/issue” (para. 6). From this approach, homeschooling parents that are interested in having their child(ren) to solve real world problems can create and develop lessons that prompt students to not only find solutions to these problems, but more so to focus on why the problem exists in the first place.

As an example, a real-world problem that can be addressed through problem-based learning is that some poor, urban communities lack access to fresh produce. A Eurocentric approach to this issue may lead students to solve the problem by developing and creating green spaces so that these communities can grow their own fresh fruits and vegetables. An Afrocentric approach to this issue would position students to uncover and understand why there is a lack of access to fresh produce in some of these communities to begin with. This tenet of Afrocentrism allows the approach to problem solving to extend beyond culture and ethnicity boundaries, since it can be applied to multiple issues that people face regardless of color lines.

Minor Theme 2: Socialization Outside of the Home

By developing relationships with other homeschooling families and establishing community connections, an Afrocentric analysis of theme focuses on inclusiveness, communalism, survival of the group, and co-operation (Nantambu, 2006). It is natural for us as humans to desire a connectedness to others. Many times in homeschooling families, socialization is limited to members of the household. As expressed by two interview participants, socialization outside of the home is an important factor within the homeschool experience for their children. As Nantambu (2006) discussed, for the betterment and whole of the group, inclusiveness, the acceptance and love of others, cooperation, and community are essential in an Afrocentric

approach.

To establish a sense of community and belonging, some African American homeschooling families recognize the importance of building and sustaining communities that foster acceptance while promoting academic achievement through the love of one's own race (Nantambu, 2006). According to Mazama (2016), co-ops are a common way for homeschool students to interact and socialize with their peers. For families seeking such a place of belonging, homeschool co-ops offer families the chance to come together in the name of learning and community. Mazama (2016) also suggested that homeschool students learn life and social skills by joining clubs like Girl Scouts or Boy Scouts. Involvement in homeschool co-ops and social clubs allows homeschooled African American children to interact with their peers while developing a sense of belonging in a community that represents and focuses on cultural achievements.

Table 3: Comparison of Eurocentric and Afrocentric analysis (Nantambu, 2006)

Eurocentric Perspective	Afrocentric Perspective
Ahistorical and divisive	Ahistorical, holistic, and unifying
Focuses on the end result or effect of a problem	Focuses on the root cause of a problem
Blames the victim, oppressed, and colonized for their victimization, oppression, and colonization	Blames the victimizer, oppressor, and colonizer for the plight of the victimized, oppressed, and colonized
Seeks to maintain capitalism, democratic institutions, and globalization	Seeks to destroy capitalism, democratic institutions, and globalization through armed revolution
Labeled as right-winged, conservative, and moderate	Labeled as left-winged, radical, progressive, and liberal
European way of life is the norm, standard, and model of all to follow	African way of life is the norm, standard, and model of all to follow
Materialism, profit maximization, and	Human beings are central to all existence;

personal aggrandizement are central to human existence	human life is more important than wealth
Me value system	We value system
Focuses on religion	Focuses on spirituality
Lack of tolerance for and fear of other races and cultures	Love of strangers and of one's own race and culture
Survival of the fittest, separateness, and competition	Inclusiveness, communalism, and co-operation

Implications

According to the National Center for Education Statistics (2019), the enrollment rate for homeschooled students almost doubled to 1.7 million between the years 2000-2016 (para. 2). As more families begin to homeschool their children, the need for access to academic services, resources, and support will also continue to increase. Because there are so many variations and possibilities in homeschool design, parents may feel overwhelmed or 'lost' as to where to begin or what resources to utilize. Despite the complete autonomy that homeschool offers, the results of this study show that whether parents use a structured or unstructured homeschool setting, a scripted curriculum or an open curriculum, parents still look for guidance and support when it comes to homeschool curriculum and instruction. The results of this study imply that though parents do like the flexibility of homeschool, there is a need for a resource bank that would guide parents in developing and implementing appropriate curriculum, accessing academic and educational resources, and building community to promote socialization.

Recommendations

Based on the findings of this study, several recommendations can be made help homeschooling families. This section will discuss recommendations on a state and local level, as

well as recommendations for homeschooling parents and educators. To begin, recommendations on a federal level are not offered because according to the United States Department of Education (n.d.), “Regulation of home schooling, including curriculum requirements, is a state and local responsibility” (para. 10). Furthermore, “homeschooling in the United States is actually protected from federal regulation by the US Constitution” (Bright Hub Education, 2011). It is my opinion that homeschooling regulations and oversight be left to state and local governments. Homeschool is such a unique educational practice that no two families share the same purpose, experience, or desired outcomes in their choice to homeschool their child(ren). Implementing federal governance over homeschool may counter the purpose for such a structure to exist. Therefore, I will start with state and local recommendations.

To help homeschooling families, state departments of education can offer pathways of learning and suggested curriculum resources that homeschooling families can utilize. Currently, the North Carolina Department of Administration’s website (NC DOA) only provides parents with course and credit requirements that students need to satisfy the UNC system’s minimum admission requirements (North Carolina Department of Administration, n.d.). The NC DOA also provides parents with a homeschool guidebook that outlines rules and regulations of being enrolled in a homeschool program but does not offer any curriculum resources directly related to learning. The guidebook does include a list of 25 vendors for administering nationally standardized achievement tests, but there is no pathway of learning given for students to follow, no resource suggestions, nor any guidance on either.

On a local level, Charlotte Mecklenburg Schools does offer homeschooled students in grades 9-12 the opportunity to enroll in Charlotte Mecklenburg Virtual High School. As part of their registration requirements, students must be in grades 9-12 *and* currently living in

Mecklenburg County (Charlotte Mecklenburg Schools, n.d.) This virtual option for homeschooling may be beneficial to families with homeschooled high school students but is limited to students within the given county. Going back to the state level of education, it is recommended that state departments of education offer similar virtual homeschool opportunities for students living in counties that do not currently have virtual platforms available for homeschoolers.

The findings from this study lean far more to the recommendations for homeschooling parents and families than for government agencies. It is recommended that homeschooling parents partake in or involve themselves in a homeschool co-op or network. By joining such a group, homeschooling families would have greater access to educational resources and social activities. Considering the experiences shared by parents from the interviews of this study, it is important to build a homeschool network that parents can use to guide the development of the homeschool curriculum.

Homeschool co-ops and networks also allow parents the chance to collaborate and share instructional responsibilities. Another concern expressed by interview participants was the need for educator support when it comes to delivering instruction and the benefit that would exist if there was another homeschooling parent or adult to share the responsibility with. Again, joining a co-op or network would offer homeschooling parents the opportunity to hand-off instructional responsibilities to another adult. This would be most beneficial when homeschooling parents teach the subject of their strength.

Based on the results of this study, recommendations are also given to software, website, and app developers. In analyzing interview data, one theme that emerged was Accessibility and Availability of Resources. Considering the importance of this theme to the parents that were

interviewed, it is recommended that a national database and network of homeschool and academic resources be created for homeschool families to use. The platform would allow parents and educators three main options when navigating the network: Share, Search, and Support.

As a website, an application, or both, this free network of resources would be made available to parents who may need guidance in locating and accessing educational resources for their homeschooled child(ren). When parents enter the site, the menu will offer three options: Share, Search, and Support. Under the share option, parents would be able to share and upload links to resources that they have found useful in their own homeschool experience with educating their child(ren). These resources could be learning materials, curriculum programs, live educational events (classes, presentations, showcases, exhibits, etc.) occurring in their communities that may support the academic experience for the students, or co-ops/learning pods. Parents who share resources would be able to categorize the shared content by age/grade level, subject, and location (cities/zip codes). This would make the navigation of resources easier for parents under the search option. Parents would also be able to rate their shared materials on a 5-Star scale, as if leaving a review of a product or service.

With the Search option, parents would be able to look for appropriate resources that parents have posted under the Share section. Similar to how the resources would be shared, parents would be able to search for resources by age/grade level, subject, and location. From there, parents could search for the resources, materials, or events that are suitable for their children's academic needs. Within a search, parents could also post for suggestions or recommendations on a particular topic or content. In return, parents could post to those suggested resources on the Share tab. This will help to create a perpetual cycle of Share and Search that would essentially run itself and over time would help to build a vast library of available

resources for homeschooling families.

The last option, Support, would be used to offer guidance or assistance to families who may be new to homeschooling or are just looking for some academic help. Support would be available from licensed educators or homeschool consultants and would be offered in two tiers: Instructional Support and Curriculum Support. Instructional support would be available to parents looking for strategies and approaches to delivering instruction. These parents may need tips on student engagement, behavior/classroom management, or differentiation of learning. Curriculum support would focus on the development of an appropriate curriculum, based on the needs of the homeschool student. This tier of support would call for greater detail and involvement in designing a pathway of learning and may require an assessment of the student's current level of performance and ability. Because of the detail of the task and investment of time by the educator or consultant, this tier of support would require a financial investment on behalf of the parent(s).

Following these recommendations, homeschooling families could have their problems of accessibility and availability of resources solved. Parents could build a network of homeschool support beyond joining social media groups. This vast network could become the premiere resource for homeschooling families, whether novices or veterans, that could reach coast to coast across the nation, strengthening the homeschool community.

Limitations

For this study, qualitative research was used to collect data to assess the needs of African Americans who homeschool their child(ren). Because this research focused solely on the experiences of 6 African American families, it does not include the voices and input of families from other ethnicities or cultures. Future research could be done to assess the needs of

homeschooling families in general, or those of another specific ethnicity. Those results could then be compared to the result of this study to see if educational needs for homeschool families are the same, regardless of race.

Another limitation to this study is that it excludes the voices and experiences of the homeschooled child. A future qualitative study could be designed to assess the needs of children who are homeschooled. This research could provide important information to the homeschool community centered round the experience of those being homeschooled. Through interviews, homeschooled children could be asked to share their thoughts and experiences as to what they would like to have as part of their homeschool education. The findings of this study presented only what homeschool children need through the eyes of their parents. Interviews with homeschool children may yield different results from interviews with homeschool parents. Those results could then be compared to better target the specific needs of both parent and child(ren) in a homeschool setting.

Though surveys were also used to collect data, those results were used as descriptive data, and not quantitative data. Further research could use surveys with a large sample size to make generalizations on the needs of homeschool families. These surveys could also focus on a broader population, a different targeted demographic, or expand on those of this study. The data from these surveys would offer a statistical analysis of the findings that could be compared to the findings of another similar quantitative study.

Final Summary

Homeschool continues to be a vital part of the education community, as more and more families are leaving the traditional setting for that of a homeschool setting. As the homeschool community continues to grow, the research community continues to take greater interest in this

topic. Previous studies centered around homeschooling identified the demographics of those who homeschool, including race/ethnicity, grade level/age of the student, location, parent income, and parent level of education. Some studies also focused on the reasons as to why parents chose to homeschool their children. Research has also been conducted as to the results of being homeschooled and how these students perform in college and higher education settings.

This research was unique in that it sought to assess the needs of homeschooling families, African Americans in particular. Despite the participants' background with homeschool, parents from this study shared similar experiences regarding several aspects of homeschooling. From this study, five major themes and two minor themes emerged: 1) Accessibility and Availability of Resources, 2) Homeschool Setting and Structure, 3) Instructional Support, 4) Working Parents and Homeschooling, and 5) Cultural Representation in Education. The minor themes that emerged were: 1) Problem-Based Learning and 2) Socialization outside of the Home. For these particular parents, topics related to major themes 1 and 5 were repeatedly voiced and most prevalent in their shared experiences, as they were discussed by the participants more than the other themes.

Having access to and the availability of resources, particularly access to an appropriate curriculum, was consistently voiced by several participants in their interviews. That specific interview data was supported by the data from the survey when analyzing item responses. 55% of survey participants selected Developing an Appropriate Curriculum as the type of help that they would seek from a professional educator. Knowing what educational resources to use and where to find them was frequently discussed by participants throughout the interview process.

The importance of cultural inclusion was another consistent topic of discussion. Whether the inclusion focused solely on African Americans or on the inclusion of multiple cultures, all

interview participants expressed the importance of exposing their child(ren) to the contributions of those outside of the dominant one. Again, this theme was supported by survey data in which 91% of participants felt having an Afrocentric-based social studies/history curriculum was an important component of homeschool instruction and 73% of participants felt the same about a Multicultural curriculum. Interview participants shared in great detail how they felt such representation in education was important to their own children understanding their family history and contributions of their ancestors.

The overall experiences shared by interview participants was that of a positive one. Though a few participants were homeschooling as a result of the COVID-19 pandemic, they did express that they would like to continue to homeschool their children, outside of this pandemic. It was also shared by some of the participants that that homeschool experience has allowed them to develop a better understanding of the educational needs of their children and that they enjoyed having the first-hand chance to watch their child grow academically. The only set-back to homeschooling for some of these parents was the fact that they themselves have full-time work responsibilities that limit their involvement and attention to homeschooling their child(ren).

The possibilities within a homeschool setting are vast and various. It is this boundlessness that often leads some parents to uncertainty as to how to proceed. The results of this study suggest that homeschooling parents are offered clear guidance and assistance as to curriculum course work and pathways and access to educational resources and support. It is also suggested from this study that homeschooling parents involve themselves in a homeschool network or group that can offer the type of aforementioned support that parents seek, in addition to providing the socialization factor for their children that was also expressed in interviews as a

concern for some parents. Without such supports in place for homeschool families, similar issues may continue to arise and persist within the homeschool community.

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APPENDIX A: INTERVIEW QUESTIONS

Semi-Structured Interview Questions

- How many children do you have that are currently being homeschooled? _____
- What are their ages?
- How long has your child(ren) been homeschooled?
- Briefly discuss your decision to homeschool.
- About how many total hours per day does your child spend on his/her homeschool instruction for all subjects?
- About how much daily instruction is provided for...
 - Math?
 - Reading?
 - Writing?
 - Science?
 - Social Studies?
- What curriculum or programs do you currently use for providing homeschool instruction in...
 - Math?
 - Reading?
 - Writing?
 - Science?
 - Social Studies?
- How did you determine/choose the curriculum that is currently being used to homeschool your child? (What important factors were you looking for when choosing a homeschool curriculum?)
- Who provides the instruction for your homeschooled child(ren)?

- What instructional strategies have you found to be most effective with your homeschooled child(ren)? For example, think-pair-share, learning stations, journaling, problem-based/real world learning, etc.
- What measures of academic progress are used to determine your child's growth? (How do you collect data to monitor your child(ren)'s growth?)
- How well has your child(ren) performed on standardized state assessments (End-of-Grade Testing)?
- Describe a typical day with homeschooling your child.
- Tell about any positive experiences you may have with homeschooling your child; what is working?
- Tell about any challenges you may have experienced with homeschooling your child; what could be improved?
- What type of educator support would you find most useful in providing a homeschool education? What type of help, if any, would you like for homeschooling your child(ren)? For example, behavior management strategies, instructional strategies, creating learning tasks and assignments, developing an appropriate curriculum, standardized test-taking assistance, etc.
- Is there any additional information that you would like to share regarding your experiences with homeschooling your child(ren)?
- What, if any, additional support systems would you like regarding homeschooling your child(ren)?

APPENDIX C: INTERVIEW CONSENT FORM

Adult Consent to Participate in a Research Study

Title of the Project: Educational Needs Assessment of African American Families Who Homeschool Their Primary-Aged Children

Principal Investigator: Kelly Rhyne, Doctoral Student, UNC at Charlotte

Co-investigator: Greg Wiggan, PhD, Associate Professor of Urban Education, Adjunct Associate Professor of Sociology, and Affiliate Faculty Member of Africana Studies

You are invited to participate in a research study. Participation in this research study is voluntary. The information provided is to help you decide whether or not to participate. If you have any questions, please ask.

Important Information You Need to Know

- The purpose of this study is to assess the educational needs of African American families with homeschooled children.
- We are asking African American parents who homeschool their primary-aged children, ages 5-10, about their personal experiences (good and bad) with homeschooling, including the academic curriculum and instructional practices that are used to deliver instruction. The interview will last approximately 30 minutes and may be done in-person or over the phone, depending on your level of comfort and convenience. Following the interview, you will be invited to participate in an on-line survey, which should take about 15 minutes to complete, to further collect detailed data regarding parents' personal preferences on the academic structure of a homeschool program. Participation in the on-line survey is completely optional and does not affect your participation in this interview. The link to this on-line survey will be accessible on-line and no email or demographic data will be collected during the survey. If you do decide to participate in the survey, there will be a random drawing for a

prize, a \$25 Amazon gift card. In order to be entered into the drawing to win the gift card, you will be required to submit an email address upon completion of the survey, as the gift card will be emailed to the randomly drawn winner.

. You will not personally benefit from taking part in this research but this study will help to contribute to the homeschooling community by using this research data to develop and design a homeschool curriculum/program that suits the educational needs of African American homeschool families.

· Please read this form and ask any questions you may have before you decide whether to participate in this research study.

Why are we doing this study?

The purpose of this study is to assess the educational needs of African American families who homeschool their primary-aged children.

Why are you being asked to be in this research study.

You are being asked to be in this study because you are an African American parent who has a homeschooled child, ages 5-10.

What will happen if I take part in this study?

If you choose to participate you will complete one interview, which will last approximately 30 minutes. The interview can be conducted in-person or over the phone, depending on your level of comfort and convenience. The interview questions will ask you about your positive and negative experiences with homeschooling your child(ren). Questions will also center around the academic curriculum that is or has been used in providing an education to your homeschooled child(ren). Additionally, you will be asked about the instructional practices that are or have been used to deliver the curriculum content to your

homeschooled child(ren). After the interview, you will be asked to participate in an optional survey that will collect data regarding the relevance and importance of specific academic subjects and factors that affect the structure of homeschooling programs. If you choose to participate in the optional on-line survey, it should take approximately 15 minutes to complete, and there will be a chance for one survey participant to win a \$25 Amazon gift card. Your total time commitment to the interview is approximately 30 minutes.

What benefits might I experience?

You will not benefit directly from being in this study. The African American homeschooling community may benefit because it is important for homeschool educators to understand the educational needs of families who do choose to homeschool their child(ren).

What risks might I experience?

The questions we'll ask you are based on your personal experiences with homeschooling your child(ren). The risk to you by participating in this interview is minimal and you may choose to skip questions you do not want to answer.

How will my information be protected?

You are asked to provide your name, phone number and/or email address as part of this study. I will use your name, phone number and/or email address to contact you in order to schedule/conduct the interview. To protect your privacy (identity), I'll assign a study ID code to your interview responses. Once I do this, we'll delete your name from the interview responses so the responses will only have the study ID code. Finally, once I have completed the transcription of your interview, I will delete your phone number and email address, as well. While the study is active, all data will be stored in a password-protected data base that can be accessed by the primary researcher. Only the research team will have routine access to the study data. Other people with approval from the Investigator, may need to see the information we collect

about you. Including people who work for UNC Charlotte and other agencies as required by law or allowed by federal regulations.

How will my information be used after the study is over?

After this study is complete, study data may be shared with other researchers for use in other studies or as may be needed as part of publishing our results. The data we share will NOT include information that could identify you.

Will I be paid for taking part in this study?

There is no monetary incentive for participating in the interview; however, if you do decide to complete the optional on-line survey you may choose to have your email address entered into a random drawing for the chance to win a \$25 Amazon gift card.

Incentive payments are considered taxable income. Therefore, we are required to give the University's Financial Services division a log/tracking sheet with the names of all individuals who received a gift card. This sheet is for tax purposes only and is separate from the research data, which means the names will not be linked to (survey or interview) responses.

What other choices do I have if I don't take part in this study?

Participation in both the interview and on-line survey are optional and participation in one is not tied to or dependent upon participation in the other.

What are my rights if I take part in this study?

It is up to you to decide to be in this research study. Participating in this study is voluntary. Even if you decide to be part of the study now, you may change your mind and stop at any time. You do not have to answer any questions you do not want to answer.

Who can answer my questions about this study and my rights as a participant?

For questions about this research, you may contact Kelly Rhyne at email address krhyne3@uncc.edu or Dr. Greg Wiggan at email address gwiggan@uncc.edu , phone number (704) 867-8627.

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), please contact the Office of Research Compliance at 704-687-1871 or uncc-irb@uncc.edu.

Consent to Participate

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will receive a copy of this document for your records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

Name (PRINT)

Signature

Date

Name & Signature of person obtaining consent Date

APPENDIX C: SURVEY QUESTIONS

Online Survey Questions

Please answer the following survey items based on your experience with homeschooling your child(ren).

- How many children do you have that are currently being homeschooled? _____
- Please list the age of each homeschool child. _____
- About how many total years of homeschooling experience do you have with all of your homeschooled child(ren)?

Less than a year	1-2 years	3-5 years	6-10 years	More than 10 years
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- About how many total hours per day does your child spend on his/her homeschool instruction for all subjects?

Less than 3 hours	3-4 hours	5-6 hours	7 hours	8 or more hours
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- About how much daily instruction is provided for each of the following academic subjects:

	Time Spent on Each Subject Per Day			
Subject	More than 60 Minutes	60 minutes	30-45 minutes	Less than 30 Minutes
Math	4	3	2	1
Reading	4	3	2	1
Writing	4	3	2	1
Science	4	3	2	1
SS/ History	4	3	2	1

- About how much time of your child’s total homeschool education are you the direct provider of the instruction yourself (you are the “teacher”)?

Less than 3 hours	3-4 hours	5-6 hours	7 hours	8 or more hours
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- Rank your level of importance for including the academic subjects in a homeschool curriculum:

Subject	Level of Importance for Academic Subjects			
	Very	Somewhat	Little	None
Math	4	3	2	1
Reading	4	3	2	1
Writing	4	3	2	1
Science	4	3	2	1
SS/ History	4	3	2	1

- Rate your level of comfort with being the main provider of instruction for your child(ren)’s homeschool education?

Subject	Level of Comfort with Being Your Child(ren)’s Main Provider of Instruction			
	Very	Somewhat	Little	None
Math	4	3	2	1
Reading	4	3	2	1
Writing	4	3	2	1
Science	4	3	2	1
SS/ History	4	3	2	1

- Rate your level of preference for someone else (another adult) being the main provider of instruction for your child(ren)'s homeschool education.

Subject	Level of Preference with Someone Else Being Your Child(ren)'s Main Provider of Instruction			
	Very Much	Somewhat	Little	None
Math	4	3	2	1
Reading	4	3	2	1
Writing	4	3	2	1
Science	4	3	2	1
Social Studies/ History	4	3	2	1

- Rank the overall importance of the following factors/characteristics from 1-8, with 1 being the most important, that make you most comfortable with someone else being the main provider of instruction for your child(ren)'s homeschool education.

- ___ The instructor's level of knowledge or expertise in a particular subject area
- ___ The instructor's familiarity to my child(ren)
- ___ The instructor's level of education
- ___ The instructor's delivery of instruction (the way in which the content is taught)
- ___ The instructor's experience in teaching children
- ___ The instructor's availability of time
- ___ The instructor's personality
- ___ Other: _____

- Considering the following educational settings, how comfortable are you with allowing someone else being the main provider of instruction for your child(ren)'s homeschool education?

Educational Setting	Level of Comfort within Academic Settings When Allowing Someone Else to Be Your Child(ren)'s Main Provider of Instruction			
	Very	Somewhat	Little	None
Your Home	4	3	2	1
The Instructor's Home	4	3	2	1
Library	4	3	2	1
Community Center (Public)	4	3	2	1
Academic Center (Private)	4	3	2	1

- What homeschool resources/practices do you use on a weekly basis? (Check All That Apply)
 - Worksheets/Workbooks
 - Online Programs
 - Computer Apps
 - Field Trips/Field Experiences
 - Videos/Films
 - Learning Manipulatives (counters, base-ten blocks, tangibles, etc)
 - Real World problem solving
 - STEM projects/activities
 - Other: _____

- Rank the factors from 1-10, with 1 being the most important, to show what features of a curriculum you desire most in a homeschool education.

- ___ Personalized learning (designed to meet the learning needs of each individual student)
- ___ Accelerated pacing
- ___ Enrichment activities
- ___ Advanced learning
- ___ Test Preparation
- ___ Afrocentric-based (a standards-based curriculum centered around an African or Black perspective)
- ___ Hands-on learning
- ___ Real World problem solving
- ___ STEM based
- ___ Multicultural education (a standards-based curriculum centered around multiple cultural perspective)

- Rank the subjects in order from 1-5, with 1 being the most important, to show which academic subjects you would like the most instructional support or assistance with when teaching your homeschooled child(ren).

- ___ Math
- ___ Reading
- ___ Writing
- ___ Science
- ___ Social Studies/History

- What type of educator support or help, if any, would you like for homeschooling your child(ren)?

(Check all that apply.)

- Behavior management strategies
 - Instructional strategies
 - Creating learning tasks and assignments
 - Developing an appropriate curriculum
 - Standardized test-taking assistance
 - Other: _____
- Rate the importance of using an Afrocentric-based curriculum (learning centered around an African perspective) in providing homeschool instruction for the following subjects:

	Afrocentric-based Curriculum Level of Importance			
Subject	Very	Somewhat	Little	None
Math	4	3	2	1
Science	4	3	2	1
History	4	3	2	1

- Rate the importance of using a Multicultural-based curriculum (learning centered around the inclusion of multiple cultural perspectives) in providing homeschool instruction for the subjects:

	Multicultural-based Curriculum Level of Importance			
Subject	Very	Somewhat	Little	None
Math	4	3	2	1
Science	4	3	2	1
History	4	3	2	1

- How important is the use of technology in your child's homeschool education?

	Use of Technology Level of Importance			
	Very	Somewhat	Little	None
Overall Use	4	3	2	1

- What uses of technology do you feel are important in a homeschool education? (Check all that apply).
 - Research
 - Typing reports/assignments
 - Videos/Films
 - Interactive learning
 - Online games
 - Resource tools (dictionary, calculator)
 - Learning Apps
 - Instructional websites
 - Online help/ tutoring
 - Communication
 - Other: _____

- How important is it to integrate the following subjects into core academic instruction?

	Integration of Subjects Level of Importance			
Subject	Very	Somewhat	Little	None
Art	4	3	2	1
Music	4	3	2	1
Physical Education	4	3	2	1

- Within a homeschool setting, what number do you consider to be an acceptable size of students to have in a group for academic instruction (think about class size)? (Choose one.)
 - 1-2 students
 - 3-4 students
 - 5-6 students
 - 7-11 students
 - 12 or more students

APPENDIX D: SURVEY RESULTS

Educational Needs Assessment for African Americans Who Homeschool

1) How many children do you have who are currently being homeschooled or have been homeschooled in the past?

Option	# Responses	Response %
Responded	11	100.00%
Did not respond	0	0.00%
0 skipped this question	Total responses 11	100.00%

2) Please list the age of each homeschooled child.

Option	# Responses	Response %
Responded	11	100.00%
Did not respond	0	0.00%
0 skipped this question	Total responses 11	100.00%

3) About how many total years of homeschooling experience do you have with all of your homeschooled child(ren)?

Option	# Responses	Response %
Less than a year	9	81.82%
1-2 years	1	9.09%
3-5years	0	0.00%
6-10 years	1	9.09%
More than 10 years	0	0.00%
0 skipped this question	Total responses 11	100.00%

4) About how many total hours per day does your child spend on his/her homeschool instruction for all subjects?

Option	# Responses	Response %
Less than 3 hours per day	1	9.09%
3-4 hours per day	6	54.55%
5-6 hours per day	3	27.27%
7 hours per day	1	9.09%
8 or more hours per day	0	0.00%
0 skipped this question	Total responses 11	100.00%

5) Rank your level of importance for including the following academic subjects in a homeschool curriculum:

	Very Important	Somewhat Important	Slightly Important	Not Important	Total
Math	10 (90.91%)	0 (0.00%)	1 (9.09%)	0 (0.00%)	11
Reading	11 (100.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	11
Writing	9 (81.82%)	2 (18.18%)	0 (0.00%)	0 (0.00%)	11
Science	5 (45.45%)	4 (36.36%)	2 (18.18%)	0 (0.00%)	11
Social Studies/History	4 (36.36%)	5 (45.45%)	2 (18.18%)	0 (0.00%)	11
0 skipped this question	Total responses 11				100.00%

6) About how much daily instruction is provided for each of the following academic subjects:

	More than 60 minutes a day	46-60 minutes a day	30-45 minutes a day	Less than 30 minutes a day	Total
Math	3 (27.27%)	6 (54.55%)	2 (18.18%)	0 (0.00%)	11
Reading	4 (36.36%)	5 (45.45%)	2 (18.18%)	0 (0.00%)	11
Writing	1 (9.09%)	5 (45.45%)	3 (27.27%)	2 (18.18%)	11
Science	0 (0.00%)	2 (18.18%)	4 (36.36%)	5 (45.45%)	11
Social Studies/History	1 (9.09%)	1 (9.09%)	5 (45.45%)	4 (36.36%)	11
0 skipped this question	Total responses 11				100.00%

7) About how much time of your child's total homeschool education are you the direct provider of the instruction yourself (you are the "teacher")?

Option	# Responses	Response %
Less than 3 hours a day	5	45.45%
3-4 hours a day	5	45.45%
5-6 hours a day	1	9.09%
7 hours a day	0	0.00%
8 or more hours a day	0	0.00%
0 skipped this question	Total responses 11	
		100.00%

8) Rate your level of comfort with being the main provider of instruction for your child(ren)'s homeschool education?

	Very Comfortable	Somewhat Comfortable	Slightly Comfortable	Not Comfortable	Total
Math	6 (54.55%)	3 (27.27%)	0 (0.00%)	2 (18.18%)	11
Reading	10 (90.91%)	1 (9.09%)	0 (0.00%)	0 (0.00%)	11
Writing	9 (81.82%)	2 (18.18%)	0 (0.00%)	0 (0.00%)	11
Science	5 (45.45%)	5 (45.45%)	0 (0.00%)	1 (9.09%)	11
Social Studies/History	6 (54.55%)	4 (36.36%)	1 (9.09%)	0 (0.00%)	11
0 skipped this question	Total responses 11				100.00%

9) How much do you prefer for someone else (another adult) being the main provider of instruction for your child(ren)'s homeschool education?

	Very Much Prefer	Somewhat Prefer	Slightly Prefer	Do Not Prefer	Total
Math	5 (45.45%)	3 (27.27%)	0 (0.00%)	3 (27.27%)	11
Reading	2 (18.18%)	4 (36.36%)	0 (0.00%)	5 (45.45%)	11
Writing	2 (18.18%)	4 (36.36%)	0 (0.00%)	5 (45.45%)	11
Science	5 (45.45%)	2 (18.18%)	2 (18.18%)	2 (18.18%)	11
Social Studies/History	5 (45.45%)	2 (18.18%)	1 (9.09%)	3 (27.27%)	11
0 skipped this question	Total responses 11				100.00%

10) Rank the importance of the following factors/characteristics that make you most comfortable with someone else being the main provider of instruction for your child(ren)'s homeschool education.

	Very Important	Somewhat Important	Slightly Important	Not Important	Total
The instructor's level of knowledge or expertise in a particular subject area	10 (90.91%)	1 (9.09%)	0 (0.00%)	0 (0.00%)	11
0 skipped this question	Total responses 11				100.00%

	Very Important	Somewhat Important	Slightly Important	Not Important	Total
The instructor's familiarity to my child(ren)	4 (36.36%)	3 (27.27%)	2 (18.18%)	2 (18.18%)	11
The instructor's level of education	5 (45.45%)	3 (27.27%)	3 (27.27%)	0 (0.00%)	11
The instructor's delivery of instruction (the way in which the content is taught)	10 (90.91%)	0 (0.00%)	1 (9.09%)	0 (0.00%)	11
The instructor's experience in teaching children	9 (81.82%)	2 (18.18%)	0 (0.00%)	0 (0.00%)	11
0 skipped this question	Total responses 11				100.00%

11) How comfortable are you with allowing someone else to provide instruction to your child in the following educational settings?

	Very Comfortable	Somewhat Comfortable	Slightly Comfortable	Not Comfortable	Total
Your Home	8 (72.73%)	2 (18.18%)	1 (9.09%)	0 (0.00%)	11
The Instructor's Home	0 (0.00%)	1 (9.09%)	7 (63.64%)	3 (27.27%)	11
Library	4 (36.36%)	6 (54.55%)	1 (9.09%)	0 (0.00%)	11
Community Center (Public)	3 (27.27%)	6 (54.55%)	1 (9.09%)	1 (9.09%)	11
Academic Center (Private)	3 (27.27%)	8 (72.73%)	0 (0.00%)	0 (0.00%)	11
0 skipped this question	Total responses 11				100.00%

12) What homeschool resources/practices do you use on a weekly basis? (Check All That Apply)

Option	# Responses	Response %
Worksheets/Workbooks	9	81.82%
Online Programs	11	100.00%
Digital Apps	4	36.36%
Field Trips/Field Experiences	1	9.09%
Videos/Films	5	45.45%
Learning Manipulatives (counters, base-ten blocks, tangibles, etc)	4	36.36%
Real World problem solving	5	45.45%
STEM (Science, Technology, Engineering, Math) projects/activities	3	27.27%
Other: View	0	0.00%
0 skipped this question	Total responses 11	100.00%

13) How important are the following features of a homeschool curriculum?

	Very Important	Somewhat Important	Slightly Important	Not Important	Total
Personalized learning (designed to meet the learning needs of each individual student)	10 (90.91%)	0 (0.00%)	1 (9.09%)	0 (0.00%)	11
Accelerated pacing	5 (45.45%)	5 (45.45%)	1 (9.09%)	0 (0.00%)	11
Enrichment activities	10 (90.91%)	1 (9.09%)	0 (0.00%)	0 (0.00%)	11
Advanced learning	8 (72.73%)	3 (27.27%)	0 (0.00%)	0 (0.00%)	11
Test Preparation	10 (90.91%)	0 (0.00%)	0 (0.00%)	1 (9.09%)	11
0 skipped this question	Total responses 11				100.00%

	Very Important	Somewhat Important	Slightly Important	Not Important	Total
Afrocentric-based (a standards-based curriculum centered around an African or Black perspective in the subjects of Math, Reading, Science, and Social Studies/History)	7 (63.64%)	3 (27.27%)	0 (0.00%)	1 (9.09%)	11
Hands-on learning	9 (81.82%)	1 (9.09%)	0 (0.00%)	1 (9.09%)	11
Real World problem solving	10 (90.91%)	1 (9.09%)	0 (0.00%)	0 (0.00%)	11
STEM (Science, Technology, Engineering, Math) based learning	8 (72.73%)	3 (27.27%)	0 (0.00%)	0 (0.00%)	11
Multicultural education	8 (72.73%)	2 (18.18%)	1 (9.09%)	0 (0.00%)	11
0 skipped this question	Total responses 11				100.00%

14) How much instructional support or assistance do you need when teaching the following academic subjects to your homeschooled child(ren)?

	Much Support	Little Support	No Support	Total
Math	4 (36.36%)	3 (27.27%)	4 (36.36%)	11
Reading	1 (9.09%)	4 (36.36%)	6 (54.55%)	11
Writing	0 (0.00%)	5 (45.45%)	6 (54.55%)	11
Science	5 (45.45%)	2 (18.18%)	4 (36.36%)	11
Social Studies/History	3 (27.27%)	3 (27.27%)	5 (45.45%)	11
0 skipped this question	Total responses 11			100.00%

15) What type of instructional/educator support or help would you like for homeschooling your child(ren)? (Check all that apply.)

Option	# Responses	Response %
Behavior management strategies	1	9.09%
Instructional strategies	5	45.45%
Creating learning tasks and assignments	5	45.45%
Developing an appropriate curriculum	6	54.55%
Standardized test-taking assistance	5	45.45%
No support needed	2	18.18%
Other: View	0	0.00%
0 skipped this question	Total responses 11	100.00%

16) How important is the use of technology in your child's homeschool education?

Option	# Responses	Response %
Very Important	10	90.91%
Somewhat Important	1	9.09%
Slightly Important	0	0.00%
Not at All Important	0	0.00%
0 skipped this question	Total responses 11	100.00%

17) What uses of technology do you feel are important in a homeschool education? (Check all that apply.)

Option	# Responses	Response %
0 skipped this question	Total responses 11	100.00%

Option	# Responses	Response %
Research	7	63.64%
Typing reports/assignments	8	72.73%
Videos/Films	8	72.73%
Interactive learning	10	90.91%
Online games	9	81.82%
Resource tools (dictionary, calculator)	9	81.82%
Learning Apps	8	72.73%
Instructional websites	8	72.73%
Online help/ tutoring	6	54.55%
Communication	7	63.64%
Other: View	0	0.00%
0 skipped this question	Total responses 11	100.00%

18) How important is it to integrate the following elective subjects into homeschool instruction?

	Very Important	Somewhat Important	Slightly Important	Not Important	Total
Art	7 (63.64%)	2 (18.18%)	1 (9.09%)	1 (9.09%)	11
Music	6 (54.55%)	3 (27.27%)	1 (9.09%)	1 (9.09%)	11
Physical Education	7 (63.64%)	2 (18.18%)	1 (9.09%)	1 (9.09%)	11
0 skipped this question	Total responses 11				100.00%

19) Within a homeschool setting, what number of students do you consider an acceptable size to have in a group for academic instruction (think about class size)?

	1-2 Students	3-5 Students	6-8 Students	9-10 Students	10 or More Students	Total
Kindergarten - 2nd Grade	2 (18.18%)	5 (45.45%)	4 (36.36%)	0 (0.00%)	0 (0.00%)	11
3rd Grade - 5th Grade	1 (9.09%)	5 (45.45%)	3 (27.27%)	1 (9.09%)	1 (9.09%)	11
6th Grade - 8th Grade	1 (9.09%)	5 (45.45%)	1 (9.09%)	3 (27.27%)	1 (9.09%)	11
9th Grade - 12th Grade	1 (9.09%)	3 (27.27%)	3 (27.27%)	3 (27.27%)	1 (9.09%)	11
0 skipped this question	Total responses 11					100.00%

20) Rate the importance of using an Afrocentric-based curriculum (a standards-based curriculum centered around an African or Black perspective in the subjects of Math, Reading, Science, and Social Studies/History) in providing homeschool instruction for the following subjects:

	Very Important	Somewhat Important	Slightly Important	Not Important	Total
Math	6 (54.55%)	3 (27.27%)	1 (9.09%)	1 (9.09%)	11
Science	6 (54.55%)	4 (36.36%)	1 (9.09%)	0 (0.00%)	11
Social Studies/History	10 (90.91%)	0 (0.00%)	1 (9.09%)	0 (0.00%)	11
0 skipped this question	Total responses 11				100.00%

21) Rate the importance of using a Multicultural-based curriculum (learning centered around the inclusion of multiple cultural perspectives) in providing homeschool instruction for the following subjects:

	Very Important	Somewhat Important	Slightly Important	Not Important	Total
Math	6 (54.55%)	4 (36.36%)	1 (9.09%)	0 (0.00%)	11
Science	6 (54.55%)	4 (36.36%)	1 (9.09%)	0 (0.00%)	11
Social Studies/History	8 (72.73%)	2 (18.18%)	1 (9.09%)	0 (0.00%)	11
0 skipped this question	Total responses 11				100.00%

22) (Optional) Thank you for completing the survey. If you wish to enter into the random drawing for a \$25 Amazon gift card, please leave your email address in the box below.

Option	# Responses	Response %
Responded	8	72.73%
Did not respond	3	27.27%
3 skipped this question	Total responses 8	72.73%

APPENDIX E: ONLINE SURVEY CONSENT FORM

Consent to Participate in a Research Study

Title of the Project: Educational Needs Assessment of African American Families with Homeschooled Children

Principal Investigator: Kelly Rhyne, Doctoral Student, UNC at Charlotte

Co-investigator: Greg Wiggan, PhD, Associate Professor of Urban Education, Adjunct Associate Professor of Sociology, and Affiliate Faculty Member of Africana Studies

You are invited to participate in a research study. Participation in this research study is voluntary. The information provided is to give you key information to help you decide whether or not to participate:

- The purpose of this study is to explore and identify the educational needs of African American Families With homeschooled children.
- You must be age 18 or older to participate in this study.
- You are asked to complete a survey asking a series of questions about your experiences with homeschooling. The questions are not sensitive or overly personal.
- It will take you about 15-20 minutes to complete the survey.
- We do not believe that you will experience any risk from participating in this study.
- You may personally benefit from this study because you will have the chance to share your experiences with homeschooling your child(ren).
- Your participation will also benefit the homeschooling community by using this research data to develop and design a homeschool curriculum/program that suits the educational needs of African American homeschool families.

- There is no monetary incentive for participating in the interview; however, if you do decide to complete this online survey you may choose to have your email address entered into a random drawing for the chance to win a \$25 Amazon gift card.

Your privacy will be protected and confidentiality will be maintained to the extent possible. Your responses will be treated as confidential and will not be linked to your identity. You are being asked to provide your email address, only if you want to enter the random drawing for the gift card. We need your email address in order to send you the e-gift card. Also, Incentive payments are considered taxable income. Therefore, we are required to give the University's Financial Services division a log/tracking sheet with the names of the individual who received the gift card. This sheet is for tax purposes only and is separate from the research data, which means the names will not be linked to survey responses.

Survey responses and email addresses will be stored separately with access to this information controlled and limited only to people who have approval to have access. After a random winner has been selected and the gift card has been sent, your email address will be deleted. We might use the survey data for future research studies and we might share the non-identifiable survey data with other researchers for future research studies without additional consent from you.

After this study is complete, study data may be shared with other researchers for use in other studies without asking for your consent again. The data we share will NOT include information that could identify you.

Participation is voluntary. You may choose not to take part in the study. You may start participating and change your mind and stop participation at any time.

If you have questions concerning the study, contact the principal investigator, Kelly Rhyne at (704) 369-6286 or by email at krhyne3@uncc.edu. If you have further questions or concerns about your rights as a participant in this study, contact the Office of Research Compliance at (704) 687-1871 or uncc-irb@uncc.edu.

You may print a copy of this form. If you are 18 years of age or older, have read and understand the information provided and freely consent to participate in the study, you may proceed to the survey.

[Click here if you agree to participate in this survey.](#)

If you do not agree to participate, then simply exit this browser.