Abstract: This presentation continues an examination of how the ideology of motherhood reflected in popular culture shapes parental participation expectations in education within a context of inequitable resources of families and communities in the United States. The presenter will share images and content from Ladies Home Journal and Parents’ Magazine published from the 1980s through 2000 when public and political debates over family values and personal responsibility resulted in No Child Left Behind legislation and ‘the family’ being charged with an expanded role in the education of children despite growing socioeconomic diversity and continued sociocultural shifts in women’s lives. Drawing from historical research of popular magazines, the presenter will suggest that the “mother as teacher” motif continued to shape parental participation expectations in education in the 21st century.