

Parental Involvement in
Three New Mexico Pre-Schools

by

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ABSTRACT

The statement that all children will learn, grow, and develop to realize their full potential referenced continuously by educators seems to have little impact on schools in numerous school districts across the country. The Early Childhood Education programs continue to dwindle down and are the first to be cut from the budget, such as the pre-school/Early Childhood programs in each school. Administrators and policymakers tend to focus on the latter years instead of the early childhood years which are from pre-natal to eighth grade. There have been few research studies on early childhood education in regard to family unit activities. Research does say that parents who are active in their child's learning and school activities are positively associated with learning and school outcomes. Many parents take matters into their own hands and have started to prepare their children for school readiness and are not leaving it to the school system. This topic is the focus of this research: How parents get involved and what kinds of activities they do with their children to prepare them for school life. Twenty-five questions with sub questions were compiled in a survey that was administered to a sample of parents in three schools in the Gallup McKinley County School District located in Gallup, New Mexico, a small community with a population of 21,678 and over 100 diverse cultures.

Hayden Baez-Smith, my grandson, our little eagle,
who continues to spread his wings each blessed day,
it is for you, I write this dissertation.

You are the future of the Dine' and I have been
“honored” to enhance your developmental milestones
from prenatal, toddler, now to the age of five-
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you are my warriors. You have helped balance our lives in every way possible:
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CHAPTER 1

INTRODUCTION

High quality early childhood education is not just ideal for children but rather an essential investment that schools, families, and communities should embrace (Pfannenstiel & Zigler, 2007).

Many families take the opportunity to put their children in pre-school programs in their communities including such programs as Head Start, Family and Child Education Program (FACE) and State Public Pre-schools. The U.S Department of Education Resource Team on National Educational Goal 1 (1991) for pre-school states:

Children's first learning experiences should lay the foundation for success in school and in adult life. Ideally, children who are ready to succeed in school are healthy, immunized against disease, well nourished, and well rested. Their early experiences have given them a start in learning to cooperate, exercise self-control, express their thoughts and feelings, and follow rules. They are trusting and have a feeling of self-worth. They explore the world around them actively approach task with enthusiasm. They are motivated to learn. In preparing young children for school, parents, community members, and educators should join together to help all children move closer to these ideals. (p. 2)

Pre-school is important to preparing children for school. While pre-school may be a child's first formal educational experience, it is hardly the first. Parents have been recognized as a child's first teachers. Parents and other care givers provide a learning environment before and during a child's pre-school years. To various degrees and through a variety of experiences, the learning a child gains at home contributes to his/her school readiness. This study will seek to determine in what ways parents are involved in helping their children become ready for school.

Statement of the Problem

There is limited research on the topic of what activities parents do at home to help their children become ready for school. Parents and schools need to have those connections. Diamond (2000) researched the frequency of home learning activities parents report their children were engaged in the previous week. Parents reported providing their children with reading and watching educational television several times a week as learning opportunities. However, the home learning activities reported were unrelated to parents' concerns regarding their child's kindergarten readiness. In a more recent study, Kim (2005) researched the relationship between parents' beliefs about kindergarten readiness and parenting practices. The results also indicated no strong consistency between parents' beliefs and parenting activities. These studies address parental beliefs as they related to school readiness.

Further research needs to be developed in these areas to address the types of activities and frequency of activities parents use with their children to prepare them for school.

Purpose of the Study

The purpose of this research study was to identify the activities parents in three pre-schools in western New Mexico use at home to prepare their child for school.

The researcher for this study has been an educator for 18 years in Arizona on the Navajo Reservation on New Mexico, with the majority of those years in early childhood education and parent education programs. Children and their parents involved in early childhood programs were observed throughout these years to discover what activities parents engage in to prepare their children for school readiness.

Research Questions

Guiding the research were the following research questions:

1. What activities do parents of pre-school children engage in to prepare their children for school?
2. Does parents' educational level and ethnicity affect the activities they engage in with their pre-school children?
3. Do parents prepare their children for school in ways not addressed by pre-school programs?

A survey was administered to parents of pre-school children in three pre-schools in western New Mexico to gain data to answer these questions.

Significance of the Study

Although there is a wealth of research on school readiness (Carlton & Winsler, 1999; Graue, 1992; Meisels, 1999; Pianta, 1997), there is little current research on relations among parent-child activities to school readiness. The present study would provide much-needed research documenting the relationship between activities parents engage in with their children. This study could potentially guide further community, school, parental, teacher efforts in aiding children to arrive at school healthy, eager to learn and ready to succeed.

Limitations of the Study

The study was subject to the following limitations: the time frame of the study was from January 2014 through May 30 2014. Next were the location of the three pre-schools was limited to three pre-schools in one school district in Western New. The sample of parents completing the survey were parents of 3 to 4 year olds only whereas a

sample that includes parents ranging from prenatal to 5 years of age would be more comprehensive.

Assumptions

The following assumptions were made conducting the study: That parents answered all questions open and honestly; that parents of pre-school students had 3 and 4 year olds; that parents were of many ethnicities and educational backgrounds.

Definition of Parental Involvement in Early Childhood Education

Many educators understand that parental involvement at the pre-school level and beyond is a key ingredient for successful students inside and outside the classroom. Also, most parents believe that they are their child's first and most influential teacher; therefore, they prepare them for the foundation of school readiness in their homes by providing different activities for them to learn upon.

A couple of clarifications of parental involvement in early childhood education describe the researcher's stance. The first describes parental involvement emphasizing the roles and how parents engage in their children's education at home and school. Secondly, and as in all traditional societies, children learn from example and informal lessons as well as by participation in more formal ceremonies and rites. This type of training came from the parents in the home. Education started in the home and continued in the home (Fear-Segal, 2007).

Organization of the Study

The remainder of the research is organized into four chapters; whereas: Chapter 2 contains significant literature relating to the topic regarding parental involvement activities affecting outcomes of school readiness. Chapter 3 includes the

designing/population/sampling and Methodology of the study. Also, included are the instrumentation and data collection procedures. Chapter 4 presents the results of the research findings of parental activities effects on school readiness. Chapter 5 contains the summary, conclusion, and recommendations of the research study. The concluding research study concludes with the references and appendices.

CHAPTER 2

LITERATURE REVIEW

Parents can contribute to providing opportunities for their early childhood students at home as being the first and most influential teachers. Although research on parental involvement has provided successful outcomes thus far, continued studies are needed for everyone to clearly define what school readiness is in Early Childhood Education.

Webb (1997) pointed out the importance of parents as children's first teachers and asserted that, in general, those students who receive support at home on an on-going basis from parents and other adults experience more success at school. According to Webb it is important to involve parents early in their children's education and establish positive home-school communication well before children enter kindergarten (Hansen, 1999; Webb, 1997).

There has been a significant emphasis placed on parental involvement in their child's education in the past two decades. The reauthorization of the Elementary and Secondary Education Act of 1996 mandated that a percentage of Title 1 funds be dedicated to increase the collaborative practices between schools and families. Furthermore, one of the main objectives of the National Education Goals Panel (1999) emphasized home-school partnerships and parental participation in promoting children's social, emotional, and academic growth.

The U.S. Department of Education and the No Child Left Behind Act of 2002 incorporated parental involvement as one of their fundamental tenets (Domina, 2005; Fantuzzo, Tighe, & Perry, 1999). The Head Start program, a federally funded pre-school

program for low income families, has also embraced parental involvement as a crucial component of their program's philosophy (Administration for Children and Families, 2006).

Definition of Early Childhood Education

There are several definitions of early childhood education. The first would be in regard to the period between birth to the age of eight. This time period is widely considered the most vulnerable and crucial stage of a person's life (Barnett & Hustedt, 2003). The researcher working in the Family and Child Education (FACE) program has been taught this definition as educational programs and philosophies for children from prenatal to the age of eight, understanding that parents can educate their child in the womb.

Another definition is found in the document, The Health of Children, Early Childhood Education (ECE) programs include any type of educational program that serves children in the pre-school years and is designed to improve later school performance. In the second half of the 20th century, the early education system in the United States grew substantially. This trend allowed the majority of American children to have access to some form of early childhood education (Barnett & Hustedt, <http://www.healthofchildren.com/E-F/Early-Childhood-Education.html>)

It is important to understand that early childhood education often focuses on guiding children to learn through play and consists of activities and/or environmental experiences affecting the developmental changes prior to elementary school.

Historical Background of Early Childhood Education

Thoroughly understanding the short history of early childhood studies helps us understand the path that has been paved for us already by theorists, educators, parents and experts in the field. While the formal study of early childhood education is relatively young, the ideas that much of what we practice today in historical ideas, thoughts, philosophies, and belief systems are continuously being measured differently or adjusted. Parents are beneficial for they can provide the answers to the activities they did to prepare their child for school.

The theorist Lev Vygotsky is best noted for ZPD, or Zone of Proximal Development; a socio-cultural theory. Vygotsky suggested that children will use play as a crucial role for children's interaction as a means to grow socially. This suggests that while children need their peers or playmates to grow, they need adult interaction as they master each social skill and are ready to be introduced to new learning for growth. In Vygotsky's view, adults provide the scaffolding to help children learn new information and develop more complex thinking abilities (Vygotsky, 1978).

Another theorist, Jean Piaget, established the importance of Early Childhood's Stages of Development. The childhood stages are shown in the table below in comparison to Vygotsky's.

Theoretical predictions	Piaget	Vygotsky
Developmental significance of private speech	Represents an inability to take the perspective of another and therefore to engage in truly relational and reciprocal communication.	Represents externalized thought; its function is to communicate with the self for the purpose of self-guidance and self-direction.
Course of development	Declines monotonically with age.	Curvilinear, increasing at the younger ages but gradually decreasing as it loses its audible quality and becomes internal thought.
Relationship to social speech	Negative; is eventually replaced by social speech.	Positive at the younger ages.
Influence of environmental contexts: Task difficulty		Increases with task difficulty; the greater effort needed to reach a solution necessitates the action regulating role of private speech.

Table 1: *Differential Predictions of Piaget's and Vygotsky's Theories.* Reprinted from: Berk & Garvin, (1984).

The stages are related to play and Piaget stated that intellectual growth occurs as children go through the stages of assimilation, or manipulating the outside world to meet one's own needs--playacting--and accommodation, or readjusting one's own views to meet the needs of the outside environment or work (Piaget, 1952).

Types of Early Childhood Education

Head Start

Head Start is a federal program which gives emphasis on preparing disadvantage early childhood children for school. Head Start provides many opportunities which parents struggle to provide for their children including; educational activities, medical care, dental care and healthy meals. Furthermore, head start provides opportunities for children with disabilities.

It is stated in the Encyclopedia of Children's Health that the image of Head Start was to have a program that would provide health and nutritional services to poor children, developing their cognitive skills and aimed to involve parents as well. Head Start began in 1965 as part of the War on Poverty program headed by President Lyndon B. Johnson. In 1965, almost half the nation's poor people were children under

age 12, and Head Start was developed to respond as early to the needs of poor children. (Head Start Programs, n.d.).

This image is reflective of Navajo Head Start in 1965 when the Navajo Nation received a grant for the amount of \$920,000 from the U.S. Office of Economic Opportunity. The grant was used to set up Head Start programs on the Navajo Reservation. The initial purpose was to establish preschool classes preparing children for learning. Since the beginning years of Navajo Head Start, the program has produced many Navajo Head Start children receiving a “Head Start on Life.”

Navajo Head Start incorporates the "I Care Positive Parenting & Character" curriculum. I CARE was developed in 1996 and is continuously improving its curriculum to meet the needs of students and their families. “I Care” promotes positive parental involvement by encouraging parents and their children to participate in activities at home during the month and documenting their results and returning their form to their teacher.

Research by Van Voorhis (2000) has shown that home-to-school communication that invites parents to record an observation, comment, and to share skills that their children demonstrate at home increases parent participation.

There are two main Early Childhood Education Programs that benefit the children, which are; Head Start, celebrated its 50 of services in 2015, and the Family and Child Education Program (FACE), celebrating its 25 years of services in 2015 (discussed in next section). Navajo Head Start has a strong emphasis on Navajo culture focuses on reaching out to parents and children who are struggling to learn their language and culture. The FACE program’s strength is parental involvement in the classroom, whereas

parents are being taught right beside their children. The strength of these programs in these area is valuable to the Navajo people.

FACE

The Family and Child Education program (FACE) is a unique model program servicing American Indian Students and their parents. The program is set towards family involvement at the earliest stage of life. The program is set up into two components; home base serves families from prenatal to the age of three and center-based services families from three to five years of age.

The components provide early childhood education, adult education, and parenting education. Additionally, services are provided for parents and their children who are Kindergarten to 3rd grade, whereas parents spend 1 hour a day in the children's classroom helping their child with the skills needed. FACE teams up with two distinguished programs of Parent As Teachers (PAT) and National Center for Families Learning, formerly known as National Children Family Literacy.

In 1990, the Bureau of Indian Education (BIE) formally known as the Bureau of Indian Affairs, Office of Indian Education, initiated the Family and Child Education (FACE) program, an integrated model for an American Indian early childhood/parental involvement program. The goals of the FACE program are to:

- Support parents/primary caregivers in their role as their child's first and most influential teacher.
- Strengthen family-school-community connections.
- Increase parent participation in their child's learning and expectations for academic achievement.

- Support and celebrate the unique cultural and linguistic diversity of each American Indian community serviced by the program.
- Promote lifelong learning. (Family and Child Education (FACE) guidelines, p. 1)

The FACE Program supports the national education goals identified in the No Child Left Behind Act of 2001 (NCLB) and the BIE mission, which is

to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaskan Native persons, taking into account the spiritual, mental, physical and cultural aspects of the person within a family and tribal or Alaska Native village context. (Family and Child Education (FACE) Guidelines, 1990, p. 1)

National Center for Families Learning

The concepts of NCFL are that of approaching family literacy learning incorporating the family unit. In this brief on family engagement NCFL states making education a joint affair and by doing this, the generation of education increases.

The family unit is the basic building block of society. Engaging more than one generation in learning together positively impacts the entire family, and in turn, the larger community. Family engagement activities can range from helping with homework, to going on an adventure together, to becoming the president of the local Parent Teacher Association, to engaging with or supporting the local community, and everything in between. What is important is that the engagement is family led, authentic, and built on a two-way exchange of information, mutual trust, and respect between families and the schools and community groups within which they are engaged. When this most basic social structure is engaged in an effort to make education a joint affair, the potential to

improve America's trajectory is greatly enhanced. Research indicates that the inclusion of more than one generation in education increases the likelihood that college and career readiness will be passed on as a shared value (National Center for Families Learning; Family Engagement Brief, Spring, 2013).

Definition of Parental Involvement

There are many definitions of parental involvement to consider. McBride, Bae, and Wright (2002) defined the words family-school partnerships, parent involvement, and family involvement to explain the process between schools and families that enhances learning for the children.

The earliest definitions and frameworks used to describe parental involvement are great in number and pointed to the roles and behaviors in which parents engage in their children's education at home and at school. Many of these frameworks are one-dimensional in that parent involvement behaviors are displayed in only one or two contexts (e.g., home, school). In one of these early frameworks, Gordon (1979), outlined the activities in which parents should engage when interacting with their children's schools. These activities or roles included those of teacher, decision maker, volunteer, paraprofessional, adult educator, and adult learner (Gordon, 1979). In 1990, Alice Honig categorized PI into seven categories that focused on learning opportunities for parents within the home. For example, one category included home visitation, in which members of parent education organizations provided child development information to parents in their homes. Other categories comprised of parents' teaching their children within the home, parents' viewing education programs on television, and child education programs intended for the entire family (Honig, 1990).

Types of Parental Involvement

According to Caplan (2000), some studies have found that parents' involvement in different roles over time has the greatest impact of students' academic success.

Epstein and Jansorn (2004) indicated that family participation in well-designed, at-home activities has also been found to have a strong positive effect on student achievement.

There are numerous ways that families can become involved in their children's education. Joyce Epstein (1987) is a leading supporter for family education. Her framework, along with several researchers, suggests that the following activities be included to have successful parental involvement in schools:

1. *Parent education:* Studies by Caplan (2000), Drake (2000), Epstein (1987), and Ferguson (2004) indicate that parenting skills are important in order to build positive home environments that support positive learning. Schools should provide families with information about topics such as health and safety, nutrition, and discipline so students are provided with positive needs for successful learning.
2. *Communication between schools and families:* According to Drake (2000) and Epstein (1987), by establishing regular and meaningful communication between the schools and home, the families are informed of all school activities and student progress in order to better help their children select courses and activities
3. *Volunteer opportunities:* Caplan (2000), Drake (2000), Epstein (1987), and Ferguson (2004) indicated that encouraging families to participate in and support school events, meetings, and activities is important. Volunteering at the school in the classroom and help with field trips should be encouraged Ferguson (2004)

- indicated that encouraging families to participate in and support school events, meetings, and activities is important. Volunteering at the school in the classroom and help with field trips should be encouraged.
4. *At-home learning activities*: Caplan, (2000), Drake (2000), Epstein (1987), and Ferguson (2004) indicated that home-based learning activities, supervised homework, and helping with classroom assignments are important for family members to play a central role in assisting students' progress.
 5. *Decision-making opportunities*: Caplan (2000), Drake (2000), Epstein, (1987), and Ferguson (2004) indicated that families should be partners in decisions affecting their children by holding participatory roles in parent-teacher-student organizations, school advisory councils, and school committees.
 6. *Collaborating with the community*: Caplan (2000), Drake (2000), Epstein (1987), and Ferguson (2004) indicated that establishing connections with local agencies, businesses, and community organizations is important in order to share the responsibility of students succeeding in the future. Families should be advocates for the school by supporting efforts to increase school funding and encouraging local business to contribute to school programs.

In interviewing and taking part in the Chicago Longitudinal Study (CLS), 704 low-income parents of eighth graders were asked about their involvement when their children were in pre-school and kindergarten. The authors found that the more activities parents reported taking part in, the better their children did in reading, the more likely they were to be promoted to the next grade, and the less likely they were to need special

education services. The parents' reports were confirmed by separate teacher ratings of parent involvement questionnaires (Miedel, Reynolds, Arthur, 1999).

In other words, the more students perceive their family's continuous involvement and support, the better they tend to do in school.

Definition of School Readiness

The definition of school readiness has a variety of meanings for different educators, parents and administrators in the education field. For example, West and colleagues explained that a child's skills and development are strongly influenced by their families and through interactions with other people and environments before coming to school (West et al., 2000, p. 62). According to Gnezda and Bolig (1988), readiness should cover all aspects of a child's development and the critical periods of growth from birth through the early school years. Readiness for school is built on children's curiosity and their intellectual, social, emotional, language, and physical development (Saluja, Scott-Little, Clifford, 2000, p. 11)

The Ready Schools Resource Group lists ten policies to create a learning environment at the school. These guidelines can help students and their parents before the child steps in the classroom of what can be expected when a child enters a classroom from Kindergarten to third grade.

1. Ready schools smooth the transition between home and school.
2. Ready schools strive for continuity between early care and education programs and elementary schools.
3. Ready schools help children learn and make sense of their complex and exciting world.

4. Ready schools are committed to the success of every child.
5. Ready schools are committed to the success of every teacher and every adult who interacts with children during the school day.
6. Ready schools introduce or expand approaches that have been shown to raise achievement.
7. Ready schools are learning organizations that alter practices and programs if they do not benefit children.
8. Ready schools serve children in communities.
9. Ready schools take responsibility for results.
10. Ready schools have strong leadership. (1998, p. 5)

Readiness for kindergarten involves the child, parents and the instructional environment. According to Nurss (1987), readiness for kindergarten depends on a child's development of social perceptual, motor, and language skills expected by the teacher and on the curriculum's degree of structure, the behavior required by the instructional program, and expectations of achievement by the end of the program.

Types of Readiness

There are differing ideas about types of readiness. Miedel and Reynolds (1999) conducted research to see if children's kindergarten readiness scores were related to parent involvement in predicting later achievement in school. They found that the number of activities parents took part in during the early years of schooling had an effect on eighth-grade achievement.

Studies using survey data that asks the extent of parent involvement make "directionality" hard to determine. This is a problem with all studies that collect data at

one point in time. In these studies, we can see that more parent involvement and higher achievement are related in some areas. But which came first? Perhaps higher achieving children attract more parent involvement, rather than the other way around. Some studies attempted to address this issue by controlling for prior achievement. In other words, parent involvement is related to achievement gains for both high and low achieving students.

The Importance of Parental Involvement in Early Childhood Education

There are many articles encompassing the benefits of positive parent-child interaction beginning at birth and continuing on throughout childhood. The breakthroughs in brain research occur constantly, and most support the idea that the early childhood years are critical to long-term cognitive development. According to Nash (1997), rich experiences with caring adults promote learning in early childhood. It is particularly important for low SES parents to talk to young children and provide stimulating activities and an enriched environment as best they can. Nash also stated that the human brain possesses remarkable resilience. This is especially good news, considering how few early childhood parent education programs there are.

Many studies have examined the relationship between parental involvement and academic achievement among pre-school and elementary school children. Until recently, studies have found inconclusive evidence linking parental involvement to improved academic achievement among high school students. Steinberg, Lamborn, Dombusch, and Darling (1992) found that parental involvement continues to have an impact on students' academic success as well as their motivation level throughout high school. The

correlation of involvement in pre-school shows evidence in achievement in the high school years.

The Barriers to Parental Involvement Activities in Early Childhood Education

Driebe and Cochran (1996) indicated that the United States Educational Development Center, taken from a variety of sources, concluded that lack of time, lack of transportation, feelings of being overburdened by conditions of poverty, an attitude of indifference, and cultural traditions, all could constitute barriers to parent involvement. These researchers examined barriers to parent involvement in Head Start. The results showed the amount of too many hours of employment that competed with spending time on parent involvement. Also, noted were the birth of a baby, divorce and changes in household were determined potential berries for involvement.

Eccles and Harold (1993) pointed out that a parent's ethnic identity plays a major factor influencing parental involvement. Ethnic identity may define a parent's view of education and its importance as well as the role in which a parent plays in his/her child's education. Minority families may also feel that their child or family is being discriminated against because of their race.

The research that has been conducted relating to parental involvement in Early Childhood Education to examine the involvement a parent once the child has been enrolled in a particular formal elementary school. However, there is a need for early childhood parental involvement prior to starting kindergarten precisely parental involvement in Early Childhood Education in helping parents with activities for readiness. Early childhood parental involvement in a child's education is crucial to a child's readiness for formal education. For example, Scanlon and Vellutino (1996) found

that both poor letter identification and poor number identification predict reading difficulty.

Ethnicity and Education

Race and education affect the quality of education or resources available to families and their students. Issues of equity are of particular concern in the primary grades. According to Shore (1998),

Research shows elementary schools in low-income communities differ in respects from schools in more affluent communities. There are many factors including; staff characteristics, available resources, scheduling, the availability of before and after-school programs, parent involvement, and school climate—may be affected....of all the children in our nation's schools, poor children—no matter their race or ethnicity—are least likely to profit from traditional schooling. These children are the most likely to be placed in low academic tracks and the most likely to be held back in the same grade for more than one year. (p. 14)

In another study Eccles and Harold (1993) pointed out that a parent's ethnic identity is a major factor influencing parental involvement. Ethnic identity may define a parent's view of education and its importance as well as the role in which a parent plays in his/her child's education. Minority families may also feel that their child or family is being discriminated against because of their race. A family's general socialization practices and history of involvement were also mentioned in the article as factors affecting parental involvement.

In addition, understanding a parent's education predicts outcomes in young children. Suzanne M. Bianchi and John Robinson (1997) examined the amount of time children spent on activities presumably associated with cognitive and social development (reading/being read to, watching TV, studying, and doing household chores) and how it varied by family characteristics (parents' education, maternal employment, household

structure and family size). Their findings suggest that parent's education is a good predictor of the social capital investments children receive. The study suggests that children whose parents are more educated give the investment they need to their children and therefore, the outcome is greater than those parents who don't invest their time.

Summary

The literature suggests that parental involvement in early childhood education is important in a child's early years of life and provides the foundation for the child's success in school. Parents understand they are the most influential teacher to their children. A quality early childhood education can increase readiness for school and narrow the achievement gap for all students. Educators and parents should, and always have, the child's interests first in having a partnership in schools and communities.

Research has shown that parental involvement in their child's early educational development leads to their child's academic success in school. Through the implementation of programs such as Head Start and the Family and Child Education Program, and laws such as No Child Left Behind and the Elementary and Secondary Education Act of 1996 and the National Goals Panel (1999), the Federal government has recognized the importance of parental involvement in their child's readiness for school. When looking at the needs of children and their relationships with others, it is often evident that their early experiences as children mold their future (McClellan and Katz , 2001).

CHAPTER 3

METHODOLOGY

The purpose of this study was to identify the factors that influence parents with the activities they do at home in preparing their Early Childhood student for school readiness in several pre-schools in western New Mexico adjacent to the Navajo Reservation. This quantitative study identified parents' participation depicting the importance of the activities they do with their students at home getting them prepared for school life. The purpose of the study was to provide pre-schools with pertinent information that would assist them in understanding what parents participated in at home to help schools in their daily work. This chapter describes the research design, population and sample, sampling procedures, instrumentation, data collection procedures, and data analysis used in this study.

The researcher developed three research questions to identify the extent of how parents contributed to three elementary pre-schools. The questions addressed to the parents of the children in the three pre-schools in Western New Mexico were as follows:

1. What activities do parents of pre-school children engage in to prepare their children for school?
2. Does parents' educational level and ethnicity affect the activities they engage in with their pre-school children?
3. Do parents prepare their children for school in ways not addressed by pre-school programs?

Responses to the research questions could provide pre-schools with an understanding as to the roles of both school and family in collaborating so as to establish

a pre-school student's foundation in order that stakeholders can understand the impact on activities done in the early years.

Research Design

Quantitative research methods were used to gain data from a survey instrument, to which one open-ended question was added, administered to the parents of pre-school children who attended three elementary pre-schools in a school district in New Mexico. There were 25 questions in the survey, one of which was open-ended—"Please share anything you do as a parent/caregiver in preparing your child for School Readiness not listed or covered in this Survey." Quantitative analyses of the survey allowed a description of how parents provided activities to help their child be prepared for school.

Population and Sample

The population for this study included 71 parents within three pre-schools from a New Mexico school district. The land area of McKinley County School covers the western central area of New Mexico. It has 11,947 students attending 37 schools in grades PK through K-12. According to state standards, only 33% of students in this district are considered proficient in math and/or reading. The district has two school categories, in-town and county; the parents surveyed were in-town parents. The educational background of the parents ranged from some high school with no diploma to parents with bachelor's degrees. The ethnicity of the parent population included White, Black, Asian, Hispanic, Arabic and American Indian. The age population for the parents was under 25 years of age or 19%, to over 46 years of age or 26%. Twenty-eight surveys were returned from parents in School 1 at a 93% return rate. School 2 had 19 surveys

returned at a 70% return rate, and School 3 had 24 surveys returned with a total of 71 or an 86% return rate.

Instrumentation

The tool utilized to collect the data consisted of a survey instrument designed in the Survey Monkey website (Appendix A). The survey consisted of 25 questions, one of which was an open-ended question for parents to answer. The survey instrument asked for responses to 12 demographic questions, including parents' age, and gender; child's attendance at a pre-school, pre-school child's gender, and pre-school child's age. Also asked were the number of adults living in the household, number of children living in the household, relationship to the child, highest level of education completed, employment status, and 13 parental activities. The parents were also asked the following questions:

- What family interest and hobbies is your Pre-school child involved in
- Which of the following ways do you engage in playing with your child?
- How often do you work with your child to develop Readiness Skills?
- Do you have a current library card?
- How often do you read stories to your child? (
- How many children books approximately do you have in your home?
- Which of the following ways do you engage in playing with your child?
- When reading to your child during the past month, how often did you engage in specific reading related activities with your Pre-school child?
- How are you involved at the Pre-school your child attends?
- Which of the following chores does your Pre-school child do at home?
- How often does your pre-school child use the following technology?

- How often do you talk to your child about the following activities?
- Which of the following do you think are important for the educational development of your pre-school child?
- Please share anything you do as a parent/caregiver in preparing your child for School Readiness not listed or covered in this survey?

Data Collection Procedures

Data collection for this study covered a three-month period from February 2013 to May 30, 2014. The recruitment invitations were sent after approval by the school district board during their monthly meeting. The method of communication was through the three school principals (Appendix B) and teachers and given to the parents (Appendix B). All data were collected and calculated through the Survey Monkey program.

Data Analysis

Once the data were entered into the Survey Monkey program, basic numbers and percentages were yielded for the items. Data were then disaggregated to make comparisons between the various groups identified in the items related to the respondents' demographic characteristics.

CHAPTER 4

FINDINGS

The purpose of this research study was to identify the influence parents have with the activities they do at home to prepare their Early Childhood student for school readiness in three pre-schools in Western New Mexico. Demographic and descriptive information was used to gather data of 71 parents using quantitative research. All data were entered and analyzed through a survey instrument software. The following research questions guided the study.

1. What activities do parents of pre-school children engage in to prepare their children for school?
2. Does parents' educational level and ethnicity affect the activities they engage in with their pre-school children?
3. Do parents prepare their children for school in ways not addressed by pre-school programs?

Parents Demographic Characteristics

The responses are shown in Table 1 to the first question on parents' demographic characteristics: "What are the demographic characteristics of the pre-school parents and pre-school students in three pre-schools in Western New Mexico?"

Age

Question 1 was framed with four categories for age, with a range of under 25 years of age and under, 26 to 35 years of age, 36 to 45 years of age and over 46 years of age. Of the 71 parent participants, 70 parents responded and one skipped the question. The highest age group responding to the question was the 26 to 35 years of age group that

consisted of 36 parents or 51.43%. The next group was the 36 to 45 years age range of 18 parents or 25.71%. The next group included 25 and under years of age with 13 parents or 18.57%, and the last group responding was the age group of over 46 years of age with three parents or 4.29%. The results showed the responses to this question indicated that more 36 to 45 years of age parent participants answered the survey compared to the younger or older parents.

Gender

Question 2 asked respondents' gender. Results showed that there was a much higher proportion of female parents who responded, at 69.01%, in comparison to the responses of the male parents who participated at 22 or 30.99%. Overall, the question had 71 parent participants who answered and zero parents who skipped the question.

Pre-school as a Child

Question 3 asked parents if they attended pre-school as a child. Parents had two categories, a "yes" or "no" response. Parents who answered the question "yes" numbered 39 or 54.93%. Parents who answered the question "no" numbered 32 or 45%. Seventy-one parents answered the question and zero skipped it. Parents who stated "yes" to this question ranked highest of those attending pre-school as a child.

Pre-school Child's Gender

Question 4 asked the parents about their pre-school child's gender. The population for parents who answered having a girl pre-school child was at 36 girls or 51.43%, in comparison to the responses for male pre-school students, at 34 boys or 48.57% participation. Seventy parents answered the question and one skipped. The

results show the majority of the pre-school students were female, slightly higher than the male pre-school students.

Pre-school student Age

Question 5 asked parents about their pre-school child's age. Two categories were specified regarding their child's age of three- or four-year olds attending their perspective pre-school. The question was answered by 69 parents and two skipped the question out of a total of 71 parents. Twenty-seven parents or 39.13 % answered they had a three-year old pre-school child, while forty-two or 60.87% of parents answered they had a four-year-old pre-school child. The results showed the majority of the pre-school students were at the age of four years old attending pre-school.

Ethnicity

Question 6 asked parents' ethnicity. The questions were chosen based on the majority of the populations represented in this school district. The categories represented were White, Black or African American, Asian American, Hispanic or Latino origin, and American Indian or Alaskan Native and Other. The question was answered by 65 parents and six parents skipped the question for a total of 71 responders. The population with the most responses was the American Indian or Alaskan Native ethnic group with 27 or 41.54% . The next highest ethnic group responding was of Hispanic or Latino origin with 22 responses or 33.85%. Next were the White population had 17 responses, 26.15%, the Black or African American and Asian population with two responses or 3.08 % . In the comment section, three responses were Arabic; two responses were Middle Eastern, and two multiracial. The questions were chosen based on the majority of the populations represented in the school district; however, Arabic was left out of the response choices.

Question number 11 asked, “What language is spoken most frequently in your home?” shows the Arabic population in language and relevancy to Question Number 5.(Table 1 displays these data.)

Number of Adults in Household

Question 7 asked parents about the number of adults living in the household in a range from one adult to five or more adults. The majority of responses were two adults, answered by 71 parents and zero skipped the question. The majority of students lived with two adults in their household with 51 or 71.83% of the responses. The next group examined was one adult in the household with nine or 12.68% responding. Next, three adults in the household with six or 8.45% of responses. Next, four adults in the household with three or 4.23% responding. The final response for this question was five or more adults with five or 2.82% responding. The data showed that two parents in household were the majority, showing pre-school students were taken care of by two or more adults.

Number of Children in Household

Question 8 asked parents about the number of children living in the household in age ranges from zero to five years old, six to nine years old, 10 years and older, only child, and other children. The question was answered by 71 parents and zero parents skipped the question for a total of 71 respondents. The majority of children living in the household responders were zero to five children at 61 or 85%. The next age range to respond were the six to nine years of age at 34 or 48%, 10 years or older at 17 or 23%, followed by other children at 2 or 3%, and only child at six or 2%. Data showed the

majority of parents had children zero to five years of age, thus showing the importance of early childhood education.

Relationship to the Child

Question 9 asked parents about what their relationship was to their child in four categories: mother, father, grandparent, and other family member or guardian. The question was answered by 71 parents and zero parents skipped the question for a total of 71 responders. The overwhelming responders were mothers with 49 or 69.01% of the responses. The next were fathers with 17 or 23.94% of the responses. Next were other family members or a guardian with three, 4.23% of the responses. The last responders were grandparents with two or 2.82%. The majority of responses were by mothers.

Highest level of Education

Question 10 asked parents about their education and the highest level completed. Six categories were outlined regarding the highest level of education completed. Responses were from some schooling up to eight grade, some high school, no diploma, high school diploma/GED, vocational/technical diploma, degree or certificate, some college courses, no degree, Associate degree (AA, AS), bachelor's degree (BA, BS), master's degree (MA, MS), and doctorate/professional degree (Ph.D., Ed.D., etc.). The question was answered by 68 parents and 3 skipped for a total of 71 responders. The majority of the parents had some college courses, no degree, numbered 27 or 38.03%. Parents with high school diploma numbered 23 or 32.39%. Next, an associate degree numbered at 7 or 9.86%. The parents with some high school, no diploma, and a bachelor's degree (BA, BS) had five or 7.04%. The final groups of parents with some schooling, up to 8th grade, master's degree (MA, MS), and doctorate/professional degree

(Ph.D., Ed.D., etc.) were at zero or 0.0%. The majority of the parents had some college, with no degree in their responses to highest education. The data were encouraging showing results of parents graduating from high school and going to college.

Language Spoken Most frequently in Home

Question 11 asked parents the language spoken most frequently in the home: English, Spanish, Native American, and Arabic. Of the 71 participants 68 answered and three skipped the question. The highest respondents were English speakers at 61 or 89.71%. The comment or other section of the survey had nine respondents. Next, three parents did not. The Arabic speakers were at four or 5.88%; next were the Spanish speakers at two or 2.94%. The Native American speakers were at one or 1.47%. Results were surprising in that the majority of population answering the survey were Native Americans who did not frequently speak their language.

Employment Status

Question 12 asked parents which of the following categories best described their employment. Four categories included I am currently employed full time, I am currently employed part time, I am currently a student and not employed, and I am unemployed. Of 71 participants 69 answered the question and two skipped the question. The highest response to the survey was full-time employment with 39 or 56.52%. Next were unemployed parents with 15 or 21.74%. Next were part-time employed parents with 10 or 14.49%, and last were student employed parents with five or 7.25%. Employment data in this county is a plus, as studies show the county has the highest unemployment rate in the state of New Mexico.

Table 1

Characteristics of Respondents

Category	<i>N</i>	%
<i>Age</i>		
Under 25 years of age	13	18.57
26-35-	36	51.43
36-45	18	25.71
Over 46 years of age	3	4.9
No response	1	
<i>Gender Parent</i>		
Male	22	30.99
Female	49	69.01
No Response	0	0
<i>Attend Pre-school</i>		
Yes	39	54.93
No	32	45.07
No Response	0	0
<i>Pre-school Child Gender</i>		
Male	34	48.57
Female	36	51.43
No response	1	
<i>Age Pre-school Student</i>		
3 years old	27	39.13
4 years old	42	60.87
No Response	2	
<i>Ethnicity</i>		
White	17	23.94
Black or African American	1	1.4
Hispanic or Latino Origin	20	28.17
American Indian or Alaskan Native	25	35.21
Arabic	6	8.45
No response		

Table 1 continued on next page

Table 1 (continued)

Characteristics of Respondents

Category	<i>N</i>	%
<i>Adults in Household</i>		
One	9	12.68
Two	51	71.83
Three	6	8.45
Four	3	4.23
Five or more	2	2.82
No Response	0	0
<i>Children in Household</i>		
0-5 Years old		
6-9 Years old		
10 Years or older		
Only child		
Other children		
<i>Relationship to Child</i>		
Mother	49	69.01
Father	17	23.94
Grandparent	2	2.82
Other Family Member	3	4.23
<i>Education</i>		
Some schooling to 8th grade	0	0
Some high school, no diploma	5	7.04
High school/diploma/G.E.D	23	32.39
Vocational/technical diploma, degree, or certificate	4	5.63
Some college, no degree	27	38.03
Associate degree (AA, AS)	7	9.86
Bachelor's degree (BA,BS)	5	7.04
Masters degree (MA, MS)	0	0
Doctorate/professional degree (Ph.D., Ed.D., etc.)	0	0
No Response	0	0

Table 1 continued on next page

Table 1 (continued)

Characteristics of Respondents

Category	<i>N</i>	%
<i>Language Spoken Frequently in Home</i>		
English	61	89.71
Spanish	2	2.94
Native American	1	1.47
Arabic	4	5.88
No Response	3	
Other: Comments	9	
<i>Employment</i>		
Full time	39	56.52
Part time	10	14.49
Student in employment	5	7.25
Unemployed	15	21.74
No Response	2	

Pre-school Activities

Questions 13 to 25 report on parents participating and disaggregating their data dependent on their education. Six out of nine education headings were responded to from parents with ten activities that were outlined and from which data were taken. Several educational headings taken from the surveys were not reported due to zero respondents having some school to 8th grade, master’s degree (MA, MS), and doctorate/professional Degree (Ph.D., Ed.D.). Headings were chosen dependent on all parents who had their children in the school district to cover the variety of education parents have (see Appendix D, Tables D1 through D13).

Question 13

Question 13 asked parents, “What family interests and hobbies is your pre-school child involved in”? Parents responded to this question with 71 respondents at 14 or 20%.

The parents' responses to Question 13 showed that those with Bachelor degrees were engaged in the highest number of family-related activities (nine) in the following categories: cultural activities, family traditions, attend religious activities, visit relatives, and entertainment.

Cultural activities. Of the parents who were engaged in cultural activities, those with a vocational technical diploma/degree, responded with 2 or 50%. The next group of parents to respond were parents with a high school diploma at 5 or 22%, followed by the parents with a Bachelor degree and some high school but no diploma at 1 or 20%. The parents who had some college but no degree were at 5 or 19%, and zero respondents from those who had Associate degrees.

Family traditions. Parent respondents answered highest at 5 or 100% with a Bachelor degree. The next, group of parents to respond were parents with an Associate degree at 4 or 57%, followed by the parents with Vocational Tech diploma at 2 or 50%. The next group included parents with high school diplomas at 4 or 39%, next parents answered at 8 or 35% with some college but no degree and the least number of responses include parents with some high school but no diploma at 1 or 20%.

Attend religious services/ceremonies. Parent respondents answered highest at 4 or 80% with a Bachelor's degree followed by Associate degreed parents at 4 or 57%. Next were the some college but no degree parents responded at 13 or 48%. The parents with Vocational Technical diplomas answered at 1 or 25%. The least number of respondents were parents with some high school at 1 or 20% answering attending services and ceremonies.

Attend the library. Parent respondents answered highest at 5 or 71% with Associate degree followed by Bachelor degree respondents at 3 or 60%. Next, parents answered at 13 or 57% with high school diplomas and Vocational Tech diploma students at 2 or 50%. The least number of respondents who attended the library with their children were parents who had some college, no degree, at 12 or 44%.

Making and selling jewelry/sewing crafts and attending to livestock. Parent respondents answered the two activities at the same number an percentages with the highest parent respondents at 1 or 25% with Vocational Tech diplomas followed by some college with no degree parents at 3 or 11% and high school diploma parents at 1 or 4%. Parents with some high school, Associate and Bachelor degrees did not respond with 0.

Rodeos/powwows. Parent respondents answered with the highest with Vocational Tech diploma at 1 or 25% followed by some college but no diploma at 4 or 15% and with High school diploma respondents at 3 or 13%. The least amount of respondents was parents with Associate degrees at 1 or 14%. Parents who had some high school with no diploma and a Bachelor degree responded at zero.

Visit relatives. Parent respondents answered highest with Bachelor degree at 4 or 80%, followed by some college, no degree at 21 or 78% and with high school diploma at 3 or 65%. Next, parents with an Associate degree responded at 4 or 57% and Vocational Technical diploma at 2 or 50%. The least number of respondents were some high school at 2 or 40%.

Playground, park nature walk. Parent respondents answered highest with some college but no diploma at 26 or 96% followed by Bachelor degree at 4 or 80% and with Vocational Technical diplomas at 17 or 74%. Next were the parents with Associate

degrees at 4 or 57%. The least number of respondents at 2 or 40% were parents with some high school.

Entertainment: Sporting activities, art gallery, museum/movies, plays. Parent respondents answered highest with a Bachelor degree at 4 or 80% followed by some college, 17 or 63%, and with high school diploma at 14 or 61%. Next were the parent respondents with some high school and no diploma at 3 or 60%, the parents with an Associate degree at 4 or 57%. The least number of respondents were the parents with a Vocational Technical diploma at 1 or 25%.

The majority of the parent responses to Question 13 data were parents with a Bachelor degree, parents ranking at the highest out of the nine activities answered. The general view of this data were parents with a Bachelor degree responded highest to family-related activities: family traditions, attend religious activities, visit relatives, and entertainment.

Question 14

Question 14 asked, “Which of the following ways do you engage in play with your child?” Question 14 asked parents how they engaged in play with their child covering seven categories; outdoor play, housekeeping, book/literacy computer, art, block/toys, puzzles/board games with their mother, father, grandparent, or another family member or guardian. Parents answered how often in these categories by answering daily, weekly, monthly, and not at all. The categories with monthly and not all parent respondents were very few; therefore, the data were not reported. This data were encouraging because the majority of the parents engaged in play daily and weekly. Data

were reported by their education in six areas, leaving out three categories with a zero response. The question was answered by 70 parents, one parent skipped.

Outdoor play daily. The parent respondents who participated daily and answered the highest had a Bachelor degree at 3 or 60%, followed by an Associate degree at 4 or 57%, and high school diploma/GED at 12 or 52%. Next were the parents with high school but no diploma and a Bachelor degree at 2 or 40%, and the least number of respondents were parents with an Associate degree at 2 or 26%.

Outdoor play weekly. Parent respondents answered highest as to outdoor play weekly had a Vocational Technical diploma at 3 or 75%, followed by some college and no degree were parents at 12 or 44%, and a high school diploma/GED at 10 or 43%. Next were the parents with a high school diploma and Bachelor degrees were at 2 or 40%. The least number of respondents to weekly outdoor play were parents with an Associate degree at 2 or 26%.

Housekeeping daily. Parent respondents answered highest with a Bachelor degree at 4 or 80%, followed by a high school diploma and Associate degree students with 3 or 60%. Next were the parents with some college and no degree answered at 16 or 59%, and Associate degree respondents at 3 or 43%. The least number of respondents answered at 1 or 25% who had Vocational Technical diplomas.

Housekeeping weekly. Parent respondents answered highest with a Vocational Technical diploma at 43 or 75%, followed by Bachelor degreed parents at 2 or 40%, and high school/GED parents with 8 or 35%. Next were the parents with some college and no degree answered at 8 or 30%, and Associate degree respondents at 3 or 43%. The least amount of respondents answered at 1 or 20% who attended high school but no diploma.

Book/literacy daily. Parent respondents answered highest with a Bachelor degree at 5 or 100%, followed by some college but no degree were parents with 17 or 63%, and the parents with a high school diploma answered at 11 or 48%. The Associate degree respondents at 2 or 26% were followed the Vocational Tech parents. The least amount of respondents answered at 1 or 20% who completed high school.

Book/literacy weekly. Parent respondents who answered the highest had a Vocational Technical diploma at 3 or 75%, followed by some high school but no diploma were parents with 2 or 60%, and the parents with an Associate degree answered at 4 or 57%. The high school/GED diploma parents answered at 10 or 43%, followed by some college but no degree parents at 9 or 33%. The least amount of respondents was the Bachelor degree at 1 or 25%.

Computer daily. Parent respondents answered highest with a Bachelor degree at 3 or 60%, followed by Associate degree parents at 2 or 29%, and some college but no degree parents with 6 or 22%. Next were the high school/GED diploma answered at 3 or 23%. The least amount of respondents who answered at zero was the Vocational Technical diploma and some high school but no diploma parents.

Art daily. Parent respondents answered highest with a Bachelor degree and some high school but no diploma at 3 or 60%, followed by an Associate degree at 2 or 29% and some college but no diploma at 7 or 26%. Next were the parent respondents with a Vocational Technical diploma at 1 or 25%. The least number of respondents who had some high school but no diploma was at 1 or 25%.

Art weekly. Parent respondents answered highest with a Vocational Technical diploma at 3 or 75%, followed by a high school diploma at 13 or 57%, and some college

but no diploma at 12 or 44%. Next were the parent respondents who had an Associate degree were at 3 or 43%, and the parents with some high school were at 2 or 40%.

Parents with a Bachelor degree numbered at zero.

Block/Toys daily. Parent respondents answered highest with a Bachelor degree at 5 or 100%, followed by a high school diploma/GED at 14 or 61%, and high school but no diploma at 3 or 60%. Next were the parent respondents with some college but no degree numbered at 15 or 56%, and the parents with a Vocational Technical diploma at 2 or 50%. The least number of respondents included the parents with an Associate degree at 1 or 14%.

Block toys weekly. Parent respondents answered highest with a Vocational Technical diploma at 2 or 50%, followed by an Associate degree at 3 or 43%, and a high school diploma/GED at 8 or 35%. Next were the parent respondents with some college at 9 or 33%, and the parents with some high school but no diploma at 1 or 20%. The least number of respondents included the parents with Bachelor degree at zero.

Puzzles/Board Games daily. Parent respondents answered highest with a Bachelor degree and some high school with no diploma at 3 or 60% followed by some college but no degree at 12 or 44% and High school/GED diploma at 9 or 39%. Next were the parents with an Associate degree at 1 or 14%. The least number of respondents were parents with a Vocational Technical diploma at zero.

Puzzles/Board Games weekly. Parent respondents answered highest with a Vocational Technical diploma at 3 or 75%, followed by high school/GED diploma at 12 or 52%, and some college but no diploma at 12 or 44%. Next were the parent respondents with an Associate degree at 3 or 43%, and the parents with a Bachelor degree at 2 or

40%. The least number of respondents included the parents with some high school but no diploma at 1 or 20%.

Question 15

Question 15 asked parents, “How often do you work with your child to develop Readiness Skills?” The readiness skills covered alphabets, scissors skills, shapes and sizes, colors, singing, counting, tie her shoes, and dress herself/himself. Parents answered how often in these categories by answering daily, weekly, monthly and not at all. The categories with monthly and not all parent respondents were very few; therefore, the data were not reported. The data were encouraging to see, as the majority of the parents engaged in developing readiness skills with their child daily and weekly. Again, data were reported by their education in six areas but left out three categories that had zero responses. The question was answered by 70 parents, one skipped.

Alphabet daily. Parent respondents answered highest with a high school diploma at 16 or 70%, followed by some college at 16 or 59%, and Vocational Technical diploma at 2 or 50%. Next were the parent respondents with some high school at 2 or 40%, the parents with an Associate degree at 2 or 26%. The least number of respondents included the parents with a Bachelor degree at 1 or 20%.

Alphabet weekly. Parent respondents answered highest with a Bachelor degree at 4 or 80%, followed by an Associate degree at 4 or 57%, and some high school at 2 or 40%. Next were the parent respondents with some college at 10 or 37%, and the parents with a Vocational Technical diploma at 1 or 25%. The least number of respondents included the parents with some high school/Ged diploma at 5 or 22%.

Parent respondents answered highest with a Bachelor degree at 4 or 80%, followed by an Associate degree at 4 or 57% and some high school at 2 or 40%. Next were the parent respondents with some college at 10 or 37%, the parents with a Vocational Technical diploma at 1 or 25%. The least number of respondents included the parents with some high school/Ged diploma at 5 or 22%.

Scissors skills daily. Parent respondents answered highest with some high school at 2 or 40% followed by high school diploma/Ged respondents at 8 or 35% and Bachelor degree at 1 or 20%. Next were the parent respondents with some college at 3 or 11%, the parents with a Vocational Technical diploma and Associate degree answered a zero.

Scissors skills weekly. Parent respondents answered highest with an Associate degree at 5 or 71%, followed by some college but no degree at 19 or 70%, and Bachelor degree at 3 or 60%. Next were the parent respondents with Vocational Technical diploma at 2 or 50%, the parents with a high school but no diploma at 9 or 39%, and some high school but no diploma at 1 or 20%.

Shapes and sizes daily. Parent respondents answered highest with some college at 16 or 59% followed by Vocational Technical diploma respondents at 2 or 50%, and high school diploma/GED at 11 or 48%. Next were the parent respondents with some high school at 2 or 40%, the parents with an Associate degree 2 or 28%, and a Bachelor degree at 1 or 20%.

Shapes and sizes weekly. Parent respondents answered highest with a Bachelor degree at 4 or 80%, followed by an Associate degree at 4 or 57%, and high school diploma/GED at 10 or 43%. Next were the parent respondents with some high school at 2

or 40%, the parents with some college but no degree at 10 or 37%, and Vocational Technical diploma at 1 or 25%.

Colors daily. Parent respondents answered highest with a high school diploma at 15 or 65%, followed by a Bachelor degree and some high school both at 3 or 60%, and some college at 16 or 59%. Next were the parent respondents with an Associate degree at 4 or 57%, followed by parents with a Vocational Technical diploma at 2 or 50%.

Colors weekly. Parent respondents answered highest with a Bachelor degree and some college at 2 or 40%, followed by an Associate degree at 2 or 29%, and high school diploma/GED at 6 or 26%. Next were the parent respondents with a Vocational Technical diploma responded at 6 or 26%, and the parents with a high school diploma at 5 or 22%.

Singing daily. Parent respondents answered highest with a high school diploma/GED at 14 or 61%, followed by a Bachelor degree at 3 or 60%, and an Associate degree at 4 or 57%. Next were the parent respondents with some college but no degree at 15 or 55%, and the parents with some high school and Vocational Technical diploma both at 2 or 50%.

Singing weekly. Parent respondents answered highest with a Bachelor degree at 2 or 40%, followed by some college but no degree at 8 or 30%, and an Associate degree at 2 or 29%. Next were the parent respondents with a Vocational Technical diploma and some high school at 2 or 50%.

Counting daily. Parent respondents answered highest with an Associate degree at 5 or 71%, followed by some college but no degree respondents at 18 or 66%, and a high school diploma at 15 or 65%. Next were the parent respondents with some high school

but no diploma and Bachelor degree at 3 or 60%, and the parents with some and Vocational Technical diploma both at 2 or 50%.

Counting weekly. Parent respondents answered highest with an Associate degree at 5 or 71%, followed by some college but no degree respondents at 18 or 66%, and a high school diploma at 15 or 65%. Next were the parent respondents with some high school but no diploma and a Bachelor degree at 3 or 60%, the parents with some or a Vocational Technical diploma both at 2 or 50%.

Counting weekly. Parent respondents answered highest with a Bachelor degree at 2 or 40%, followed by some college but no degree respondents at 9 or 33%, and a high school diploma/GED at 6 or 26%. Next were the parent respondents with a Vocational Technical diploma at 1 or 25%, and the parents with some high school at 1 or 20%, and an Associate degree at 1 or 14%.

Tie her shoes daily. Parent respondents answered highest with a high school diploma/GED at 11 or 48% followed by an Associate degree respondents at 2 or 29% and some college but no degree at 7 or 26%. Next were the parent respondents with a Bachelor degree and some high school but no diploma both at 1 or 20%.

Tie her shoes weekly. Parent respondents who answered the highest had a Bachelor degree at 3 or 60%, followed by some college but no degree at 14 or 52%, and a Vocational Technical diploma at 1 or 25%. Next were the parent respondents with some high school but no diploma at 1 or 20% and an Associate degree at 1 or 14%.

Dress herself/himself daily. Parent respondents answered highest with a Vocational Technical diploma at 4 or 100% followed by an Associate degree at 6 or 86%, and a Bachelor degree and some high school but no diploma at 4 or 80%. Next were the

parent respondents with a high school diploma/GED at 17 or 74%, and some college but no degree at 17 or 63%.

Dress herself/himself weekly. Parent respondents answered highest with a high school diploma at 3 or 13%, followed by respondents at 6 or 86%, and a Bachelor degree and some high school but no diploma at 4 or 80%. Next were the parent respondents with a high school diploma/GED at 17 or 74%, and some college but no degree at 17 or 63%. Other education respondents had zero.

Question 16

Question 16 asked parents, “Do you have a current library card?” Their response was either a “yes” or “no.” The question was answered by 70 parents, 1 skipped. Yes respondents were at 45 or 63%, and no respondents were at 25 or 35%. The yes responses were encouraging because parents made efforts to obtain a library card to enjoy literacy activities with their child.

Yes. Parent respondents answered highest with a Vocational Technical diploma at 4 or 100%, followed by some college but no degree respondents at 19 or 70%, and high school diploma at 13 or 57%. Next were the parent respondents with some high school but no diploma at 2 or 40%, and an Associate degree at 2 or 29%.

No. Parent respondents answered the least with a Vocational Technical diploma at 5 or 71%, followed by some high school but no diploma respondents at 3 or 60%, and a high school diploma at 9 or 39%. Next were the parent respondents with some college but no degree at 8 or 30%.

Question 17

Question 17 asked parents, “How often do you read stories to your child?” The responses were within five categories: once a day, three to six times a week, once or twice a week, a few times in the past month and not at all in the past month. The three categories were recorded and the other two did not have enough responses. Seventy parents responded, 1 skipped. Parents answered highest at three to six times a week reading stories to their child. Again, this question was important to understand that parents read to their child often.

Parent respondents answered as to how often they read stories to their child once a day or more. The highest percentage of responses was from parents with a Bachelor degree at 3 or 60%, followed by high school diploma/GED respondents at 6 or 26%, and Vocational Technical diploma at 1 or 25%. Next were the parent respondents with some high school but no diploma at 1 or 20% and some college but no degree at 5 or 19%. The least percentage of parent respondents were those with an Associate degree at 1 or 14%.

Parent respondents answered as to how often they read stories to their child three to six times a week. Parent respondents answered highest with some college but no degree at 13 or 48%, followed by high school diploma/GED respondents at 11 or 48%, and a Associate degree at 3 or 43%. Next were the parent respondents with a Bachelor degree at 2 or 40%. The least percentage of parent respondents was a Vocational Technical diploma at 1 or 25%.

Parent respondents answered as to how often they read stories to their child once or twice a week. Parent respondents answered highest with Vocational Technical diploma at 2 or 50%, followed by an Associate degree at 3 or 43%, and some high school

but no diploma at 2 or 40%. Next were the parent respondents with some college but no degree at 8 or 30%. The least percentage of parent respondents was a high school diploma at 4 or 17%.

Question 18

Question 18 asked parents, “How many children books approximately do you have in your home?” 1-20 books, 20-40 books, 40 books or more and none. The question was answered by 70 parents, 1 parent skipped. Parents’ responses in these categories were 24 or 34% each in response to 20-40 books and 40 books or more.

Books in home. One to 20 parent respondents answered with some high school at 3 or 60%, followed by Vocational Technical diploma at 2 or 50%, and an Associate degree at 3 or 43%. Next were the parent respondents with some college but no degree and high school diploma at 7 or 26%. Parents responded with a high school diploma at 11 or 48%, followed by some high school at 2 or 40%, and some college but no degree at 10 or 37%. Next were the parent respondents with a Vocational Technical diploma at 1 or 25%, and a high school diploma at 7 or 26%. Respondents who had 40 or more books in their home and who had Bachelor degree were at 5 or 100%, followed by an Associate degree of 3 or 43%, and some college but no degree at 10 or 37%. Next were the parent respondents with a Vocational Technical diploma at 1 or 25%, and a high school diploma/GED at 5 or 22%.

Question 19

Question 19 asked parents; “When reading to your child during the past month, how often did you engage in specific reading-related activities with your pre-school child?” The question was answered by 71 parents, zero skipped. Parents were asked to

choose from five categories; four categories showed results. The Vocational Technical diploma parents answered highest in this group as to engaging in specific reading-related activities.

Parent respondents were asked if they quizzed their child once a day as to what was in a picture (picture walk). The highest percentage of parent respondents was those with some high school at 3 or 60%, followed by Bachelor degree respondents at 2 or 40%, and a high school diploma at 8 or 35%. Next were the parent respondents with some college but no degree at 8 or 30%, and an Associate degree at 1 or 14%.

Parent respondents were asked if they quizzed their child three to six times a week as to what was in a picture (picture walk). The highest percentage of parent respondents was those with a Vocational Technical diploma at 2 or 50%, followed by some college but no degree at 11 or 41%, and a Bachelor degree at 2 or 40%. Next were the parent respondents with high school diploma/GED at 9 or 39%, and an Associate degree at 1 or 14%.

Parent respondents were asked if they quizzed their child once or twice a week as to what was in a picture (picture walk). The highest percentage of parent respondents was those with a Vocational Technical diploma at 2 or 50%, followed by an Associate degree at 2 or 29%, and a Bachelor degree and some high school at 1 or 20%. Next were the parent respondents with some college but no degree at 5 or 19%, and high school diploma at 3 or 13%.

Parent respondents were asked if they quizzed their child a few times a month as to what was in a picture (picture walk). The highest percentage of parent respondents was those with an Associate degree at 3 or 43%, followed by some high school but no

diploma at 1 or 20%, and high school diploma/GED at 2 or 9%. Next were the parent respondents with some college but no degree at 2 or 7%.

Parent respondents were asked if they quizzed their child once a day or more as to what was going to happen next in a story. The highest percentage of parent respondents was those with some high school but no diploma and a Bachelor degree at 2 or 40%, followed by some college but no degree at 8 or 30%, high school diploma/GED at 6 or 26%. Next were the parent respondents with an Associate degree at 1 or 14%.

Parent respondents were asked if they quizzed their child three to six times a week as to what was going to happen next in a story. The highest percentage of parent respondents was those with a Vocational Technical diploma at 2 or 50%, followed by a high school diploma/GED at 10 or 43%, and some college but no degree at 11 or 41%. Next were the parent respondents with a Bachelor degree at 2 or 40%, some high school but no diploma at 1 or 20%, and the least percentage of parent respondents were those with an Associate degree at 1 or 14%.

Parent respondents were asked if they quizzed their child once or twice a week as to what was going to happen next in a story. The highest percentage of parent respondents was those with a Vocational Technical diploma at 2 or 50%, followed by an Associate degree at 2 or 29%, and a Bachelor degree at 1 or 20%. Next were the parent respondents with some college but no degree at 5 or 19%, and some high school diploma/GED at 3 or 13%.

Parent respondents were asked if they quizzed their child a few times in the past month as to what was going to happen next in a story. The highest percentage of parent respondents was those with an Associate degree at 3 or 43%, followed by some high

school but no diploma at 1 or 20%, and a high school diploma/GED at 3 or 13%. Next were the parent respondents with some college but no degree at 2 or 7%.

Parent respondents were asked if they quizzed their child once a day as to what was read to them. The highest percentage of parent respondents was those with an with some high school but no diploma at 2 or 60%, followed by Bachelor degree at 2 or 40%, and some college but no degree at 6 or 22%. Next were the parent respondents with a high school Degree/GED at 5 or 22%, and parents with the least percentage of respondents were those with an Associate degree at 1 or 14%.

Parent respondents were asked if they quizzed their child three to six times a week as to what was going to happen next in the story. The highest percentage of parent respondents was those with a Bachelor degree at 3 or 60%, followed by a Vocational Technical diploma at 2 or 50%, and a high school diploma/GED at 11 or 48%. Next were the parent respondents with some college but no degree at 9 or 33%, and parents with the least percentage of respondents were those with an Associate degree at 1 or 14%.

Parent respondents were asked if they quizzed their child once or twice a week as to what was going to happen next in the story. The highest percentage of parent respondents was those with an with a Vocational Technical diploma at 2 or 50%, followed by an Associate degree at 2 or 29%, high school diploma/GED at 2 or 9%, and the parents with the least percentage of respondents were those with some college but no degree at 2 or 7%.

Parent respondents were asked if they quizzed their child a few times in the past month as to what was going to happen next in the story. The highest percentage of parent respondents was those with an Associate degree at 2 or 29% followed by some high

school but no diploma at 1 or 20%, some college but no degree at 4 or 15%, and the parents with the least percentage of respondents was with a high school diploma/GED at 3 or 13%.

Parent respondents were asked if they stopped once a day and asked their child about the story. The highest percentage of parent respondents was those with some high school but no diploma and a Bachelor degree at 3 or 60%, followed by a high school diploma/GED at 7 or 30%, some college but no degree at 7 or 26%, and a Vocational Technical diploma at 1 or 25%. The parents with the least percentage of respondents were those with an Associate degree at 1 or 14%.

Parent respondents were asked if they stopped three to six times a week and asked their child about the story. The highest percentage of parent respondents was those with some college but no degree at 11 or 41%, followed by a Bachelor degree at 2 or 40%, high school diploma/GED at 9 or 39%, and Vocational Technical diploma at 1 or 25%. The parents with the least percentage of respondents were those with an Associate degree at 1 or 14%.

Parent respondents were asked if they stopped once or twice a week and asked their child about the story. The highest percentage of parent respondents was those with Vocational Technical diploma at 2 or 50%, followed by an Associate degree at 2 or 29%, some high school but no diploma at 1 or 20%, some college but no degree at 4 or 15%. The parents with the least percentage of respondents were those with a high school diploma at 2 or 9%.

Parent respondents were asked if they stopped a few times a month and asked their child about the story. The highest percentage of parent respondents was those with

an Associate degree at 3 or 43%, followed by some high school but no diploma at 1 or 20%, high school diploma/GED at 3 or 13%, and the parents with the least percentage of respondents with a high school diploma at 2 or 9%.

Question 20

Question 20 asked parents, “How are you involved at the Pre-school your child attends?” Parents responded to education; volunteering in the classroom, attending to field trips, serving on the Parent Advisory Committee, visit other classrooms, attend on-site trainings, take home projects, and helping with money raising projects. The question was answered by 46 parents, 25 skipped. Parents who had a low number of responses in seven categories were not reported. There were no responses from parents as to serving on the Parent Advisory Committee.

Volunteer in the classroom. Parent respondents answered highest with Vocational Technical diploma at 1 or 25%, followed by high school diploma/GED respondents at 5 or 22%, Bachelor degree at 1 or 20%, Associate degree 1 or 14%, and the parents with the least percentage of respondents with some college but no degree at 1 or 4%.

Attend field trips. Parent respondents answered Vocational Technical diploma at 2 or 50% as the highest, followed by some college but no degree respondents at 11 or 41%, high school diploma at 7 or 30%, and the parents with the least percentage of responses were those with some high school but no diploma and a Bachelor degree both at 1 or 20%. Parent respondents answered highest with Vocational Technical diploma at 2 or 50%, followed by some college but no degree at 11 or 41%, high school diploma at 7

or 30%, and the parents with the least percentage of respondents were those with some high school but no diploma and a Bachelor degree, both at 1 or 20%.

Visit other classrooms. Parent respondents answered with high school diploma/GED at 4 or 17% as the highest, followed by an Associate degree at 1 or 14%. The parents with the least percentage of respondents were those who had some college but no degree at 2 or 7%.

Attend on site trainings. Parent respondents answered with some high school but no diploma at 3 or 60% as the highest, followed by high school diploma at 2 or 9%, and the parents with the least percentage of respondents were those with some college but no degree at 2 or 7%.

Take-home projects. Parent respondents answered with an Associate degree at 2 or 29% as the highest, followed by Vocational Technical diploma at 1 or 25%, some high school but no diploma and Bachelor degree at 1 or 20%, some college but no degree at 5 or 19% and the parents with the least percentage of respondents were those with a high school diploma/GED 2 or 9%.

Help with money raising projects. Parent respondents answered with a high school diploma at 2 or 29% as the highest, followed by a Vocational Technical diploma at 1 or 25%, Bachelor degree at 1 or 20%, some college but no degree at 6 or 22%, and the parents with the least percentage of respondents were those with an Associate degree at 2 or 9%.

Question 21

The question, “Which of the following chores does your pre-school child do at home? were asked of parent respondents. Sixty-eight parents responded and three

skipped the questions. The parents responded to six categories and answered that the majority of their children helped with picking up after self and cleaning their room at 62 or 91%.

Help wash dishes/takes out trash. Parent respondents answered with a Vocational Technical diploma at 3 or 75% as the highest, followed by an Associate degree at 5 or 71%, high school diploma/GED at 15 or 65%, some college but no degree at 17 or 63%. Parents with the least percentage of respondents were those with some high school but no degree at 3 or 60%.

Helps with cooking. Parent respondents answered with a Bachelor degree at 4 or 80% as the highest, followed by a Vocational Technical diploma at 2 or 50%, Associate degree at 3 or 43%. Next were some college but no degree at 11 or 41%, and high school diploma/GED at 8 or 35%, and the parents with the least percentage of respondents were those with some high school but no diploma at 1 or 20%.

Helps with herding sheep/cattle attends to animals. Parent respondents answered with a Vocational Technical diploma at 3 or 75% as the highest, followed by some college but no degree at 4 or 15%, and high school diploma/GED at 2 or 19%.

Helps with yard, gardening. Parent respondents who answered with a Bachelor degree were at 4 or 80% as the highest, followed by an Associate degree at 4 or 57%, some college but no degree at 12 or 44%. Next were respondents with a high school diploma at 10 or 43%, and Vocational Technical diploma at 1 or 25%. The parents with the least percentage of respondents were those with some high school but no diploma at 1 or 20%.

Helps with picking up after self/clean room. Parent respondents answered with a Bachelor degree and Vocational Technical diploma at 4 or 100%, both being the highest, followed by some college but no degree at 24 or 88%. Next were high school diploma at 20 or 87%, and some high school but no diploma at 4 or 80%. The parents with the least percentage of respondents were those with an Associate degree at 5 or 71%.

Question 22

Parent respondents were asked; “How often does your pre-school child use the following technology?” There were 69 parent respondents; two skipped this question. The frequency of time ranged from once a day and 3 to 6 times a week. Once-a-week responses did not have enough parent respondents to record data for skype technology.

Skype a few times in the past month. Parent respondents who answered Vocational Technical diploma at 2 or 50% were the highest percentage-wise, followed by some high school but no diploma at 1 or 20%, and Associate degree at 1 or 14%. The parent respondents with the least combined high school diploma/GED and some college but no degree were at 3 or 13%.

Skype not at all. Parent respondents answered Associate degree at 6 or 86% followed by some college but no degree, followed by high school diploma at 18 or 78%. Next were some high school but no diploma at 3 or 60% and Vocational Technical diploma at 1 or 25%. The parent respondents with the least were those with a Bachelor degree at 1 or 20%.

Computer once a day. Parent respondents answered Bachelor degree at 1 or 20%, followed by some high school diploma/GED at 2 or 9%. Next were some college but no degree at 2 or 7%.

Computer three to six times a week. Parent respondents answered Bachelor degree at 1 or 20%, followed by an Associate degree at 2 or 29%. Next were Vocational Technical diploma at 1 or 25% and some high school but no diploma at 1 or 20%. The parent respondents with the least percentages were high school diploma at 2 or 9% and some college but no degree at 2 or 7%.

Computer once or twice a week. Parent respondents answered Associate degree at 2 or 29%, followed by some college but no degree and high school diploma/GED at 7 or 26%. Next were those with a Vocational Technical diploma at 1 or 25%, and some high school but no diploma at 1 or 20%.

Computer a few times in the past month. Parent respondents answered some high school but no diploma at 2 or 40%, followed by some college but no degree at 8 or 30%. Next were those with a Vocational Technical diploma at 1 or 25% and a Bachelor degree at 1 or 20%. The least parent respondents were high school diploma/GED at 2 or 13%.

Computer not at all. Parent respondents with an Associate degree at 3 or 43%, followed by high school diploma/GED at 9 or 39%. Next was Technical diploma at 1 or 25%. The least percentage of parent respondents were some college but no degree at 3 or 11%.

CDs, videos once a day. Parent respondents were those with some high school but no diploma at 2 or 40%, followed by an Associate degree at 2 or 29%. Next were high school diploma at 5 or 22%. Next were Bachelor degree at 1 or 20%. The parent respondents with the least percentage were those with some college but no degree at 3 or 11%.

CDs, videos three to six times a week. Parent respondents with a Bachelor degree at 3 or 60% followed by Vocational Technical diploma at 2 or 50%, high school no diploma at 2 or 40%, followed by some college but no degree at 5 or 19%, Associate degree at 1 or 14%. The least parent respondents were high school no diploma at 2 or 9%.

CDs, videos once or twice a week. Parent respondents with a high school diploma/GED at 8 or 35% followed by some college but no degree at 9 or 33%. Next, Associate degree at 2 or 29%. The least parent respondents were Vocational Technical diploma at 1 or 25%.

CDs, a few times a week. Parent respondents with an Associate degree at 1 or 14% followed by some high school diploma/GED at 3 or 13%. The least parent respondents with some college but no degree at 3 or 11%.

CDs, videos not at all. Parent respondents with a Vocational Technical diploma at 1 or 25% followed by high school diploma/GED at 5 or 22%. Next were the parent respondents with a Associate degree at 1 or 14%. The least parent respondents were some college but no degree at 3 or 11%.

Email a few times in the past. Parent respondents with a Vocational Technical diploma at 1 or 25% followed by some high school but no diploma at 1 or 20%. Next, parent respondents with some college but no degree at 4 or 15%, Associate degree 1 or 14%. The least parent respondents were high school diploma/GED College no Degree at 3 or 13%.

Email not at all. Parent respondents with a Bachelor degree at 4 or 80% followed by high school diploma/GED at 17 or 74%. Next, parent respondents with some college but no degree at 17 or 63%, some high school but no diploma at 3 or 60% and Associate

degree at 4 or 57%. The least parent respondents were Vocational Technical diploma at 2 or 50%.

Educational games: Electronics once a day. Parent respondents with some high school but no diploma at 3 or 60% followed by high school diploma/GED at 6 or 26%. Next, parent respondents with a Bachelor degree at 1 or 20% and a Associate degree at 1 or 14%. The least parent respondents were some college but no degree at 1 or 4%.

Educational games: Electronics three to six times a week. Parent respondents with a Vocational Technical diploma at 3 or 75% followed by an Associate degree at 3 or 43%. Next, parent respondents with high school diploma/GED at 8 or 35% and some college but no degree at 9 or 33%. The least parent respondents were Bachelor degree at 1 or 20%.

Educational games: Electronics once or twice a week. parent respondents with some college but no degree at 6 or 22% followed by an Associate degree at 1 or 14%. The least parent respondents were high school diploma/GED at 1 or 4%.

Educational games: Electronics a few times in the past month. parent respondents with a high school diploma/GED at 3 or 13%, and some high school but no diploma at 3 or 11%.

TV once a day. Parent respondents with a Bachelor degree at 4 or 80% followed by some high school no Degree at 3 or 60%. Next were the parent respondents with an Associate degree at 4 or 57%, high school diploma at 2 or 52% and parent respondents with a Vocational Technical diploma at 2 or 50%. The least parent respondents were some college but no degree at 12 or 44%.

TV three to six times a week. Parent respondents with a Vocational Technical diploma at 2 or 50% followed by an Associate degree at 3 or 43%. Next were the parent respondents with a high school diploma/GED at 6 or 26%, and Bachelor degree at 1 or 20%. The least parent respondents were some college but no degree at 5 or 19%.

IPAD once a day. Parent respondents with a Associate degree at 3 or 43% followed by some Vocational Technical diploma at 1 or 25%. Next were the parent respondents with some high school but no diploma and Bachelor degree both at 1 or 20%, high school diploma/GED at 4 or 17%. The least parent respondents were some college but no degree at 4 or 15%.

IPAD three to six times a week. Parent respondents with some high school but no diploma at 2 or 40% followed by some college but no degree at 10 or 37%. Next were the parent respondents with Vocational Technical diploma at 1 or 25%, high school diploma/GED at 4 or 17% and Associate degree at 1 or 14%. The least parent respondents were Bachelor degree at 1 or 20%.

IPAD once or twice a week. Parent respondents with an Associate degree at 3 or 43% followed by a Bachelor degree at 1 or 20%. The least parent respondents were some college but no degree at 5 or 19%.

IPAD a few times in the past month. Parent respondents with some high school diploma/GED at 12 or 52%. The least parent respondents were Vocational Technical diploma at 1 or 25%.

IPOD once a day. Parent respondents with some Vocational Technical diploma at 1 or 25% followed by Bachelor degree at 1 or 20%. Next were the parent respondents

with an Associate degree at 1 or 14%. The least parent respondents were some college but no degree at 1 or 4%.

IPOD three to six times a week. parent respondents with some Vocational Technical diploma at 2 or 50% followed by some high school but no diploma at 2 or 40%. Next were the parent respondents with Bachelor degree at 1 or 20% and high school diploma/GED 4 or 17%. The least parent respondents were some college but no degree at 4 or 15%.

IPOD once or twice a week. Parent respondents with some Associate degree at 3 or 42% followed by Bachelor degree at 1 or 20%. The least parent respondents were some college but no degree at 4 or 15%.

IPOD a few times. parent respondents with high school diploma at 2 or 9% followed by some college no Degree at 2 or 7%.

IPOD not at all. parent respondents with high school diploma/GED at 13 or 57% followed by an Associate degree at 3 or 42%. Next were the parent respondents with some college but no degree at 11 or 40%, some high school but no diploma 2 or 40%, Vocational Technical diploma 1 or 25%. The least parent respondents were Bachelor degree at 1 or 20%.

Question 23

Question 23 asked, *How often do you talk to your child about the following activities?* Parent respondents were within four categories; 71 responded, zero skipped the question. The majority of the parents responded once a day as to how often they talked with their child on following a routine, planning/scheduling for the week, discussing expectations, and building vocabulary skills.

Following a routine once a day. Parent respondents with a Bachelor degree were at 4 or 80%, followed by Vocational Technical diploma at 3 or 75%. Next were the parent respondents with a high school diploma/GED at 15 or 65%, some high school but no diploma 3 or 60%, and some college but no degree at 13 or 48%. The least percentage of parent respondents were those with some college but no degree at 3 or 43%.

Following a routine three to six times a week. Parent respondents who followed a routine three to six times a week were those with an Associate degree at 3 or 43%, followed by some college but no degree at 9 or 33%. Next were the parent respondents with a Vocational Technical diploma at 1 or 25%, and some high school but no diploma at 1 or 20%. The least percentage of parent respondents were those with a high school diploma at 4 or 17%.

Following a routine a few times a month. Parent respondents following a routine a few times a month were those with some college but no degree at 2 or 29%, followed by some high school but no diploma at 1 or 20%. Next were the parent respondents with a high school diploma/GED at 4 or 17%. The least percentage of parent respondents were those with an Associate degree at 1 or 14%.

Following a routine not at all. Parent respondents following a routine not at all were those with some college but no degree at 1 or 20%, followed by an Associate degree at 1 or 14%. Next were the parent respondents with some college but no degree at 3 or 11%. The least percentage of parent respondents were those with a high school diploma/GED at 2 or 9%.

Planning scheduling for the week once a day. Parent respondents planning scheduling for the week once a day were those with a Vocational Technical diploma at 2

or 50%, followed by high school diploma/GED at 10 or 43%. Next were parent respondents with a Bachelor degree at 2 or 40%, Associate degree at 2 or 29%, and some college but no degree at 6 or 22%. The least percentage of parent respondents were those with some high school but no diploma at 1 or 20%.

Planning scheduling for three to six times a week. Parent respondents planning scheduling for three to six times a week were those with an Associate degree at 3 or 43%, followed by some high school at 9 or 33%. Next were parent respondents with a Vocational Technical diploma at 1 or 25%, and some high school but no diploma at 1 or 20%. The least percentage of parent respondents were those with a high school diploma/GED at 4 or 17%.

Planning scheduling for the week a few times a month. Parent respondents planning scheduling for the week a few times a month were those with a high school diploma/GED at 7 or 30%, followed by some high school and a Bachelor degree at 1 or 20%. Next were parent respondents with some college but no degree at 5 or 19%. The least percentage of parent respondents were those with an Associate degree at 1 or 14%.

Planning scheduling not at all. Parent respondents not planning scheduling at all were those with a Bachelor degree and some high school but no diploma/GED at 1 or 20%, followed by an Associate degree at 1 or 14%. Next were parent respondents with some college but no degree at 3 or 11%. The least percentage of parent respondents were those with high school diploma/GED at 2 or 9%.

Discussing expectations once a day. Parent respondents discussing expectations once a day were those with a Bachelor degree at 4 or 80%, followed by Vocational Technical diploma at 3 or 75%. Next were parent respondents with a high school diploma

at 12 or 52%, an Associate degree at 3 or 43%, and some college at 11 or 41%. The least percentage of parent respondents were those with some high school but no diploma at 1 or 20%.

Discussing expectations three to six times a week. Parent respondents discussing expectations three to six times a week were those with an Associate degree at 3 or 43%, followed by some high school but no diploma at 2 or 40%. Next were parent respondents with some college but no degree at 8 or 30%, and a Vocational Technical diploma at 1 or 25%. The least percentage of parent respondents were those with a high school diploma/GED at 5 or 22%.

Discussing expectations a few times in the past month. Parent respondents discussing expectations a few times in the past month were those with a high school diploma/GED at 5 or 22%, followed by some high school but no diploma at 1 or 20%. Next were parent respondents with some college but no degree at 4 or 15%. The least percentage of parent respondents were those with an Associate degree 1 or 14%.

Discussing expectations not at all. Parent respondents not discussing expectations at all were those with a Bachelor degree and some high school but no diploma at 1 or 20%. The least percentage of parent respondents were those with some college but no degree at 1 or 4%.

Building vocabulary skills once a day. Parent respondents building vocabulary skills once a day were those with a Bachelor degree at 4 or 80%, followed by a Vocational Technical diploma at 3 or 75%. Next were parent respondents with a high school diploma/GED degree at 14 or 61%, some high school but no diploma at 3 or 60%,

and some college but no degree at 16 or 59%. The least percentage of parent respondents were those with an Associate degree at 3 or 43%.

Building vocabulary skills three to six times a week. Parent respondents building vocabulary skills three to six times a week were those with a Bachelor degree at 2 or 40%, followed by an Associate degree at 2 or 29%. Next were parent respondents with a high school diploma/GED Degree at 6 or 26%, and some college but no degree at 6 or 22%. The least percentage of parent respondents were those with some high school but no diploma at 1 or 20%.

Building vocabulary skills a few times in the past month. Parent respondents building vocabulary skills a few times in the past month were those with an Associate degree at 2 or 29%, followed by some high school but no diploma at 1 or 20%. Next were parent respondents with a high school diploma/GED Degree at 2 or 9%. The least percentage of parent respondents were those with some college but no degree at 2 or 7%.

Building vocabulary skills not at all. Parent respondents not building vocabulary skills at all were those with some high school but no diploma at 1 or 20%. The least percentage of parent respondents were those with a high school diploma/GED at 1 or 4%.

Question 24

Question 24 asked, *Which of the following do you think are important for the educational development of your Pre-school child?* Parent respondents numbered 71, and zero skipped this question. Parents responded to seven categories: online, books, television, brochures, friends and family, teachers, and health providers. The majority of

parents found teachers at 59 or 83% and books at 54 or 76% important for the educational development of their child.

Online. Parent respondents using online resources were those with Vocational Technical diploma at 3 or 75%, followed by an Associate degree at 5 or 71%. Next were parent respondents with a Bachelor degree at 3 or 60%, some college but no degree at 10 or 37% and high school diploma/GED at 10 or 26%. The least percentage of parent respondents were those with some high school but no diploma at 1 or 20%.

Books. Parent respondents using books were those with a Bachelor degree at 5 or 100%, followed by a high school diploma/GED at 19 or 83%. Next were parent respondents with some college but no degree at 20 or 74%, an Associate degree at 5 or 71%, and some high school but no diploma. The least percentage of parent respondents were those with Vocational Technical diploma at 2 or 50%.

Television. Parent respondents using television were those with an Associate degree at 4 or 57%, followed by some high school but no diploma, and Bachelor degree at 2 or 40%. Next were parent respondents with high school diploma/GED Degree at 4 or 17%. The least percentage of respondents were those with some college but no degree at 4 or 15%.

Brochures, pamphlets. Parent respondents using brochures and pamphlets were those with an Associate degree at 3 or 43%, followed by some college but no degree at 7 or 26%. Next were parent respondents with a Bachelor degree at 1 or 20%. The least percentage of respondents were those with a high school diploma/GED at 2 or 9%.

Friends and family. Parent respondents including friends and family were those with a Bachelor degree at 5 or 100%, followed by a high school diploma/GED at 15 or

65%. Next were parent respondents with an Associate degree at 4 or 57%, some college but no degree at 15 or 56%, and some high school but no diploma at 2 or 40%. The least percentage of respondents were those with a Vocational Technical diploma at 1 or 25%.

Teachers. Parent respondents including teachers were those with a Bachelor degree at 5 or 100% and some college but no degree at 24 or 88%. Next were parent respondents with a high school diploma/GED at 19 or 83%, and some high school but no diploma at 4 or 80%. The least percentage of respondents were those with an Associate degree at 3 or 43%.

Health providers. Parent respondents including health providers were those with some high school but no diploma at 3 or 60%, followed by a Vocational Technical diploma at 2 or 50%. Next were parent respondents with a high school diploma/GED at 11 or 48%, some college but no degree at 15 or 56%, an Associate degree at 3 or 43%, and a Bachelor degree at 2 or 40%. The least percentage of respondents were those with some college but no degree at 10 or 37%.

Question 25

Question 25 asked parents to share anything they did as a parent/caregiver in preparing their child for school readiness that was not listed or covered in the survey. The write-in question allowed for one item of qualitative data to which parents could write as much as they wished. The results showed that 14 or 20% of the parents answered and 57 skipped the question. Three patterns were consistent throughout the parents' responses: parental involvement activities, parental involvement values and comments, and parental involvement needs and resources.

The majority of the parents who responded to Question 25 commented on parental involvement activities. The parents had a good understanding of activities they could do to help their child prepare for school. They understood the language arts, math, science, and self-help skills portion of getting children involved were important. The parental involvement values and comments pertained to moral values that parents thought were important for teaching their child for readiness and a connection between home and school. The parental involvement and resource comments included asking for a tutor to come to a parent's home. This portion seemed irrelevant, but was based on a parent who was seeking to fulfill the needs of her children. Also, parents' responses included knowing different types of resources were important to teach their children, particularly knowing about law enforcement, safety, and communicating with teachers.

Table 2 summarizes the three patterns:

Table 2

Question 25: Summary of Three Patterns

Parental involvement activities	Parental involvement values/comments	Parental involvement needs/resources
Writing	Moral values: kindness,	Autistic
Coloring	respect,	Learning process, skills
Drawing	right/wrong choices,	Tutor
Flash cards	sharing, caring, helping,	Law enforcement
Activity books	manners, proper	Teachers
Sensory activities	conduct, expectations	
Reading	Spiritual values: Prayers	
Home work	Dreams	
Science experiments	Encourage	
Math-shapes, numbers	Satisfaction of preschool	

Table 2 continued on next page

Table 2 (continued)

Question 25

Parental involvement activities	Parental involvement values/comments	Parental involvement needs/resources
Self-help activities, fix lunch		
Change baby		
Play		
Discussion-emergency safety		
Phone numbers, address		
Questioning about school		
Routine		

Parental involvement activities. Comments as to these activities follow:

1. "Writing, coloring, drawing.
2. Teaching him moral values and spiritual values and teaching him kindness, respect, and love for all he comes in contact with: students, teachers, staff, family, people, in general. Right and wrong choices, but prayerfully he will learn from them. To think of others in sharing and caring for them, helping them.
3. We use activity books and flash cards.
4. My son and I discuss serious matters such as emergencies and natural disasters and that all consists of. He knows a lot about law enforcement and the duties that come with being in the field. We discuss calling 911, and practice learning address, phone number, and safety techniques with strangers.
5. Well, everyday is pretty much the same routine. It's just my son is Autistic so everything we do everyday is a learning process. He knows and learns a lot fast.

- He is just not able to speak words. So getting to understand him is also a learning process for me.
6. Sensory Activities-regulation. Eating, manners, using utensils, pronunciation, using complete sentences, sharing, tracing, and coloring.
 7. We talk about expectations for learning, proper conduct in the classroom. We also encourage to dream by asking what he wants to be when he grows up and telling him it starts with preschool and reading but it is possible. We also ask daily what he learned at school that day.
 8. “May you please send a tutor to my house because my child may not understand English.”
 9. We do “home-school” work as he calls it, about once every other week. Work on Math & Writing, just to ease into the idea of homework. He also has a very strong interest in science so we do a lot of easy little science experiments.
 10. Start teach colors, shapes, number early. Start showing how to write name.
Telling child what happens in school.
 11. Everything is going well. I see her in how much she has learned since being in preschool. Preschool has done well.
 12. He helps by getting myself ready and also lunch for himself and his day, or help change the baby or he loves to read and play with them and show them what he learns at school.
 13. Learning, their address and phone # in case ever of emergency and their full name.

14. Communication with teachers is very important and use the learning skills taught at school when going home.

Parental involvement values/comments. Comments as to parental involvement values/comments follow:

- “Teaching him moral values and spiritual values and teaching him kindness, respect, and love for all he comes in contact with: students, teachers, staff, family, people, in general. Right and wrong choices, but prayerfully he will learn from them. To think of others in sharing and caring for them, helping them.”
- “We talk about expectations for learning, proper conduct in the classroom. We also encourage to dream by asking what he wants to be when he grows up and telling him it starts with preschool and reading but it is possible. We also ask daily what he learned at school that day.”
- "Everything is going well. I see her in how much she has learned since being in preschool. Preschool has done well."

Ethnicity Results

Questions 13 to 25 report on parents participating and disaggregating their data dependent on their ethnicity. Ethnic group headings were chosen dependent on all parents who have their children in the school district to cover the variety of ethnic groups in the Gallup, New Mexico preschool area. Parents were allowed to answer questions that pertained to their individual families on many of the questions in the survey and data were taken dependent on each individual response with a total of 71 respondents who answered. Gallup McKinley County has a diverse population, including the Arabic population, of whom many families own motels and jewelry stores in the town of Gallup.

Question 13 reflects the Arabic population leaned towards culture, family, and religion; whereas, the Native American population leaned toward westernization activities (see Appendix E, Tables E1 through E12).

Question 13

Question 13 asked, “What family interest and hobbies is your preschool child involved in?” Question 13 was designed with six headings in which the parents responded to ten activities. Several parent ethnic group headings were not reported due to zero respondents. Parents responded to Question 13, with 71 or 100%, zero skipped.

Cultural activities. Parent respondents who indicated cultural activities answered highest at 3 or 50% Arabic. The next group of parents to respond was White, at 4 or 24%, followed by American Indian at 5 or 20%. The least percentage of responses were the Hispanic parents at 3 or 15%.

Family traditions. The highest percentage of parent respondents as to family traditions were Arabic at 5 or 83%. The next group of parents to respond was White at 11 or 65%, followed by American Indian at 8 or 32%. The least percentage of parent responses were the Hispanic parents at 4 or 20%.

Attend religious ceremonies. The highest percentage of parent respondents indicating attendance at religious ceremonies was Blacks at 1 or 10% for Blacks. The next group to respond was Arabic at 5 or 83%, followed by White at 9 or 40%, followed by Hispanics at 8 or 40%. The least were the American Indian parent respondents at 9 or 36%.

Attend library. The highest percentage of parent respondents indicating attendance at the library were American Indians at 16 or 64%. The next group of parents

to respond was White at 9 or 53%, followed by Asian and Arabic at 1 or 50%. The least were the Hispanic parent respondents at 9 or 45%.

Visit relatives. The highest percentage of parent respondents indicating visiting relatives was Black at 1 or 100%. The next groups of parents to respond were Arabic at 5 or 83%, followed by American Indian at 19 or 73%, followed by Hispanics. The least were the White parent respondents at 8 or 48%.

Playground/park. The highest percentage of parent respondents indicating the playground or park were the Blacks and Asians at 1 or 100%. The next group of parents to respond was the American Indian at 22 or 88%, followed by Hispanics at 17 or 85%, followed by Arabic at 5 or 83%. The least were the White parent respondents at 9 or 53%.

Entertainment. The highest percentage of parent respondents indicating entertainment was Black at 1 or 100%. The next group of parents to respond was American Indian at 22 or 88%, followed by Hispanic at 14 or 70%, followed by Arabic at 3 or 50%. The least were the White parent respondents at 7 or 41%.

Question 14

Question 14 asked parents “Which of the following ways do you engage in play with your child?” Seventy parents responded to this question and one skipped the question as to engaging in play with their child. Parents responded to the choices of daily, weekly, monthly, and not at all. Choices were not recorded when there were very few responses. There were seven subgroup headings for this question. The American Indian parents answered highest at outdoor involvement. The White parent respondents answered lowest to participating in book/literacy daily. This is surprising based on

research that the White population are those who participate more in book/literacy. In the weekly involvement in these areas the White population answered the highest.

Outdoor play daily. The highest percentage of parent respondents indicating outdoor play daily were American Indian at 13 or 52%. The next group of parents to respond was Arabic and Hispanic at 3 or 50%. The least were the White parent respondents at 8 or 47%.

Outdoor play weekly. The highest percentage of parent respondents indicating outdoor play weekly were Arabic at 1 or 50% by Arabic and Hispanics. The next group of parents was White at 8 or 47%. The least percentage were American Indian parent respondents at 9 or 36%.

Housekeeping daily. The highest percentage of parent respondents indicating housekeeping daily were Black at 1 or 100%. The next group of parents to respond was Arabica at 5 or 83%, followed by American Indian at 15 or 60%, followed by Hispanic at 15 or 60%, and followed by Asian at 1 or 50%. The least were the White parent respondents at 7 or 42%.

Housekeeping weekly. The highest percentage of parent respondents indicating housekeeping weekly was White at 9 or 53%. The next group of respondents was Asian at 1 or 50%, followed by Hispanic at 8 or 40%, and followed by American Indian at 5 or 20%. The least were the Arabic parent respondents at 1 or 17%.

Book/literacy daily. The highest percentage of parent respondents indicating book/literacy daily was Black at 1 or 100%. The next group of respondents to respond was Hispanic at 12 or 60%, followed by American Indian at 13 or 52%, followed by Arabic and Asian at 3 or 50%. The least were the White parent respondents at 7 or 41%.

Book/literacy weekly. The highest percentage of parent respondents indicating book/literacy weekly was White at 9 or 55%. The next group of respondents to respond was Arabic at 3 or 50%. The least percentages of parent respondents were Hispanic and American Indian at 8 or 40%.

Computer daily. The highest percentage of parent respondents indicating computer daily was Asian at 1 or 50%. The next group of respondents was Arabic at 2 or 33%, followed by White at 4 or 24%, and followed by Hispanic at 4 or 20%. The least were the American Indian parent respondents at 3 or 12%.

Computer weekly. The highest percentage of parent respondents indicating computer weekly was White at 10 or 59%. The next group of respondents was Asian at 1 or 50%, followed by Hispanic at 10 or 50%, and followed by American Indian at 10 or 40%. The least were the Arabic respondents at 2 or 33%.

Art daily. The highest percentage of parent respondents indicating art daily was Arabic at 3 or 50%. The next group of respondents was American Indian at 8 or 32%, followed by White at 5 or 29%. The least were the Hispanic parent respondents at 3 or 15%.

Art weekly. The highest percentage of parent respondents indicating art was Hispanics at 12 or 60%. The next group of respondents was White at 9 or 53%, followed by Arabic at 3 or 50%, and followed by Asian at 3 or 50%. The least were the American Indian parent respondents at 8 or 32%.

Blocks daily. The highest percentage of parent respondents indicating blocks daily was Black at 1 or 100% and Asian at 1 or 100%. The next group of respondents was

Arabic at 5 or 83%, followed by Hispanic at 13 or 65%, and followed by American Indian at 14 or 56%. The least were the White parent respondents at 5 or 29%.

Blocks weekly. The highest percentage of parent respondents indicating blocks weekly was White at 10 or 59%. The next group of respondents was Hispanic at 6 or 30%, followed by American Indian at 6 or 24%. The least were the Arabic parent respondents at 1 or 16%.

Puzzle board games daily. The highest percentage of parent respondents indicating puzzle board games daily was Arabic at 4 or 67%. The next group of parent respondents was the American Indian at 14 or 56%, followed by Hispanic at 6 or 30%. The least were the White parent respondents at 4 or 24%.

Puzzle board games weekly. The highest percentage of parent respondents indicating puzzle board games weekly was Asian at 1 or 100%. The next group of respondents was White at 11 or 65%, followed by Hispanic at 12 or 60%, and followed by Arabic at 2 or 33%. The least were the American Indian respondents at 7 or 28%.

Question 15

Question 15 asked parents “How often do you work with your child to develop readiness skill?” Seventy-one parents (100%) responded to this question, zero skipped. Question 15 was designed with four subheadings and eight activities. Several parent ethnic group headings were not reported due to zero respondents. Parents had the highest responses to daily and weekly, which was encouraging to know that parents helped their child more often in developing readiness skills.

Alphabets daily. The highest percentage of parent respondents to alphabets daily was Black at 1 or 100%. The next group of parent respondents was Arabic at 5 or 83%,

followed by Hispanic at 11 or 55%, and followed by White at 9 or 53%. The least were the American Indian parent respondents at 13 or 52%.

Alphabets weekly. The highest percentage of parent respondents to alphabets weekly was Asian at 1 or 50%. The next group of parent respondents was White at 8 or 47%, followed by American Indian at 9 or 36%, and followed by Hispanic at 7 or 35%. The least were the Arabic parent respondents at 1 or 7%.

Scissor skills daily. The highest percentage of parent respondents to scissor skills daily was Black at 1 or 100%. The next group of parent respondents was Arabic at 2 or 33%, followed by American Indian at 7 or 28%, and followed by Hispanic at 3 or 15%. The least were the White parent respondents at 1 or 6%.

Scissor skills weekly. The highest percentage of parent respondents to scissor skills weekly was White at 13 or 76%. The next group of parent respondents was Arabic at 4 or 67%, followed by Asian at 1 or 50%, and followed by American Indian at 12 or 48%. The least were the Hispanic parent respondents at 9 or 45%.

Shapes and sizes daily. The highest percentage of parent respondents to shapes and sizes daily was Black at 1 or 100%. The next group of parent respondents was Arabic at 4 or 67%, followed by American Indian at 3 or 52%, followed by Asian at 1 or 50%, and followed by White at 7 or 41%. The least were Hispanic parent respondents at 8 or 40%.

Shapes and sizes weekly. The highest percentage of parent respondents to shapes and sizes weekly was White at 10 or 59%. The next group of parent respondents was Asian at 1 or 55%, followed by Arabic at 2 or 33%. The least were the American Indian parent respondents at 8 or 32%.

Colors daily. The highest percentage of parent respondents to colors daily was Black at 1 or 100%. The next group of parent respondents was Arabic at 5 or 83%, followed by Hispanic at 13 or 65%, and followed by American Indian at 15 or 60%. The least were White parent respondents at 8 or 47%.

Colors weekly. The highest percentage of parent respondents to colors weekly was Asian at 2 or 100%. The next group of parent respondents was White at 8 or 47%, followed by American Indian at 7 or 28%, and followed by Hispanic at 5 or 25%. The least were the Arabic parent respondents at 1 or 17%.

Singing daily. The highest percentage of parent respondents to singing daily was Arabic at 5 or 83%. The next group of parent respondents was Hispanic at 16 or 80%, followed by White at 8 or 47%. The least were the American Indian parent respondents at 11 or 44%.

Singing weekly. Parent respondents who answered the highest were White at 9 or 53%. The next group of parent respondents was Asian at 1 or 50%, followed by American Indian at 6 or 24% followed by Arabic at 1 or 17%. The least were the Hispanic parent respondents at 2 or 10%.

Counting daily. Parent respondents who answered the highest were Black at 1 or 100%. The next group of parent respondents was Arabic at 5 or 83%, followed by Hispanic at 16 or 80%, followed by American Indian at 17 or 68%. The least were the White parent respondents at 7 or 41%.

Counting weekly. Parent respondents who answered the highest were Asian at 2 or 100%. The next group of parent respondents was White at 10 or 59%, followed by

American Indian at 5 or 20%, and followed by Arabic at 1 or 17%. The least were the Hispanic parent respondents at 2 or 10%.

Tie her/his shoes daily. Parent respondents who answered the highest were American Indian at 12 or 48%. The next group of parent respondents was Hispanic at 5 or 25%, followed by White at 4 or 24%. The least were the Arabic parent respondents at 1 or 17%.

Tie her/his shoes weekly. Parent respondents answered highest were Arabic at 3 or 50% and Asian at 1 or 50%. The next group of parent respondents was White at 8 or 47%, followed by Hispanic at 6 or 30%. The least were the American Indian parent respondents at 6 or 24%.

Dress herself/himself daily. Parent respondents who answered the highest were Black at 1 or 100% and Arabic at 6 or 100%. The next group of parent respondents was American Indian at 19 or 76%, followed by Hispanic at 15 or 75%, and followed by White at 10 or 59%. The least were the Asian parent respondents at 1 or 50%.

Dress herself/himself weekly. Parent respondents who answered the highest were Asian at 1 or 50%. The next group of parent respondents was White at 2 or 12%, followed by Hispanic at 2 or 10%. The least were the American Indian parent respondents at 1 or 4%.

Question 16

Question 16 asked parents “Do you have a library card?” Parents responded to this question with Yes at 45 or 63% and no at 25 or 35%, a total of having a library card. Parents’ responses were encouraging results because owning a library card is an

indication of preparing their child for school in building literacy skills. A question of why the other 35% does not have a library card is interesting.

Yes. Parent respondents who answered highest were Black at 1 or 100%. The next group of parent respondents was Arabic at 5 or 83%, followed by White at 12 or 71%, followed by American Indian at 15 or 60%, and followed by Hispanic at 11 or 55%. The least were the Asian parents at 1 or 50%.

No. Parent respondents who answered the highest were Asian at 1 or 50%. The next group of parent respondents was Hispanic at 9 or 45%, followed by American Indian at 10 or 40%, and followed by White at 4 or 24%. The least were the Arabic parent respondents at 1 or 17%.

Question 17

Question 17 asked parents, “How often do you read stories to your child?” Seventy (99%) of the parents responded to this question, one skipped at 1%, a total of having a library card. Question 17 had five subheadings as to the amount of occurrences stories were read to their child. Several parent ethnic group headings were not reported due to zero respondents. Parents had the highest responses to once a day or more, 3 to 6 times a week, and once or twice a week. The choices of a few times and not at all were too few to report. Parents responded the highest at 3 to 6 times a week reading to their child.

Once a day or more. Parent respondents who answered the highest was Arabic at 2 or 33%. The next group of parent respondents was Hispanic at 6 or 30%, followed by White at 4 or 24%. The least were the American Indian parent respondents at 5 or 20%.

Three to 6 times a week. Parent respondents who answered the highest were Black at 1 or 100%. The next group of parent respondents was Asian at 1 or 50% as well as Arabic at 1 or 50%, followed by White at 7 or 41%. The least percentage of parent respondents was the Hispanics at 8 or 40%, followed by the American Indian at 10 or 40%.

Once or twice a week. Parent respondents who answered the highest were American Indian at 9 or 36%. The next group of parent respondents was Hispanic at 5 or 25%, followed by White at 4 or 24%. The least were the Arabic parent respondents at 1 or 17%.

Question 18

Question 18 asked parents, “How many books do you have?” Seventy (99%) parents responded to this question, one skipped (1%), as to a total of books in the home. Parents responded to three subheadings: 1 to 20 books, 20 to 40 books, and 40 books or more. The majority of parents responded to having 40 or more books. One parent responded to having no books in their home at 1 or 1%. Several parent ethnic group headings were not reported due to zero respondents.

One to 20 books. Parent respondents who answered the highest were American Indian at 12 or 48%. The next group of parent respondents was Hispanic at 5 or 25%. The least White parent respondents were at 4 or 24%.

Twenty to 40 books. Parent respondents who answered the highest were Black at 1 or 100%. The next group of parent respondents was Arabic at 4 or 67%, followed by Asian at 1 or 50%, followed by American Indian at 8 or 32%, and followed by White at 5 or 29%. The least were the Hispanic parent respondents at 5 or 25%.

Forty books or more. Parent respondents who answered the highest were Asian at 1 or 50% and Hispanic at 10 or 50%. The next group of parent respondents was White at 6 or 35%, followed by Arabic at 2 or 33%. The least were the American Indian parent respondents at 5 or 20%.

Question 19

Question 19 asked parents “How often do you engage in specific reading activities with your preschool child?” Seventy one (100%) responded to this question, zero skipped, a total of ways to engage in specific reading activities. Parents responded to five subheadings of how often. The majority of the parents responded to three to six times a week engaging in specific reading activities with their child. For Question 19, a few-times-a-month responses were reported in the area of stopping and asking about the story.

Asked your child what was in the picture (picture walk)?

Once a day. Parent respondents who answered the highest were Arabic at 3 or 50%. The next group of parent respondents was American Indian at 9 or 36%, followed by Hispanic at 6 or 30%. The least were the White parent respondents at 5 or 29%.

Three to 6 times a week. Parent respondents who answered the highest were Black at 1 or 100%. The next group of parent respondents was White at 8 or 47%, followed by Arabic at 2 or 33%, followed by American Indian at 8 or 32%. The least were the Hispanic parent respondents at 6 or 30%.

Once or twice a week. Parent respondents who answered the highest were Asian at 1 or 50%. The next group of parent respondents was American Indian at 6 or 24%, followed by Hispanic at 4 or 20%, and followed by Arabic at 1 or 17%. The least were the White parent respondents at 1 or 6%.

Asked your child what's going to happen next

Once or twice a day. Parent respondents who answered the highest were Arabic at 2 or 33%. The next group of parent respondents was American Indian at 8 or 32%, followed by Hispanic at 5 or 25%. The least were the White parent respondents at 4 or 24%.

Three to six times a week. Parent respondents who answered the highest were Black at 1 or 100%. The next group of parent respondents was Arabic at 3 or 50%, followed by White at 8 or 47%, and followed by American Indian at 10 or 40%. The least were the Hispanic parent respondents at 5 or 25%.

Once or twice a week. Parent respondents who answered the highest were Asian at 1 or 50%. The next group of parent respondents was Hispanic at 6 or 30%, followed by Arabic at 2 or 30%. The least percentage of parent respondents were American Indian at 3 or 12% and White at 3 or 12%.

Ask your child to read to you

Once a day. Parent respondents who answered the highest were Arabic at 2 or 33%. The next group of parent respondents was Hispanic at 5 or 25%, followed by American Indian at 6 or 24%. The least were the White parent respondents at 3 or 18%.

Three to 6 times a week. Parent respondents who answered the highest were Black at 1 or 100%. The next group of parent respondents was Arabic at 3 or 50%, followed by American Indian at 11 or 44%, followed by 7 or 41%. The least were the Hispanic parent respondents at 4 or 20%.

Once or twice a week. Parent respondents who answered the highest were Hispanic at 4 or 20%. The next group of parent respondents was American Indian at 3 or 12%. The least were the White parent respondents at 1 or 6%.

A few times. Parent respondents who answered the highest were Asian at 1 or 50%. The next group of parent respondents was Hispanic at 4 or 20%. The least percentage of parent respondents were American Indian at 3 or 12% and White at 2 or 12%.

Not at all. Parent respondents who answered highest were Asian at 1 or 50%. The next group of parent respondents was White at 3 or 18%, followed by Arabic at 1 or 17%, and followed by Hispanic at 3 or 12%. The least were the American Indian parent respondents at 1 or 4%.

Stopped and Asked about the Story

Once a day or more. Parent respondents who answered the highest were Hispanics at 10 or 50%. The next group of parent respondents was American Indian at 9 or 36% and Arabic at 2 or 33%. The least parent respondents were White at 4 or 24%.

Three to six times a week. Parent respondents who answered the highest were Black at 1 or 100%. The next group of parent respondents was Arabic at 3 or 50%, White at 7 or 41%, and American Indian at 9 or 36%. The least parent respondents were Hispanics at 4 or 20%.

Once or twice a week. Parent respondents who answered the highest were Asian at 1 or 50%. The next group of parent respondents was American Indian at 5 or 20%, followed by Hispanics at 4 or 20%. The least were the White parent respondents at 2 or 12%.

A few times a month. Parent respondents who answered the highest were Hispanic at 4 or 20%. The next group of parent respondents was American Indian at 3 or 12%. The least were the White parent respondents at 2 or 12%.

Question 20

Question 20 asked parents “How are you involved?” Parents responded to this question with 46 or 65%; 25 or 35% skipped, a total involvement at the preschool. Parents responded to seven subheadings of involvement. The majority of the parents responded as to their involvement in attending field trips with their child. The least percentage of total respondents were parents visiting the classrooms and attending on-site trainings, conferences, or meetings.

Volunteer in a classroom. Parent respondents who answered the highest were White at 3 or 18%. The next group of parent respondents was Arabic at 1 or 17%, followed by Hispanic at 3 or 15%. The least were the American Indian parent respondents at 2 or 7%.

Attend field trips. Parent respondents who answered the highest were American Indian at 11 or 44%. The next group of parent respondents was Hispanic at 6 or 30%, followed by White at 4 or 24%. The least were the Arabic parent responses at 1 or 17%.

Visit other classrooms. Parent respondents who answered the highest were Arabic at 1 or 17%. The next group of parent respondents was Hispanic at 3 or 15%, followed by American Indian at 2 or 8%. The least were the White parent respondents at 1 or 6%.

Attend on site. Parent respondents who answered the highest were Black at 1 or 100%. The next group of parent respondents was American Indian at 3 or 12%, followed by Hispanic at 2 or 10%. The least were the White parent respondents at 1 or 6%.

Take home projects. Parent respondents who answered the highest were White at 4 or 24%. The next group of parent respondents was American Indian at 5 or 20%. The least were the Hispanic parent respondents at 3 or 15%.

Help with money raising. Parent respondents who answered the highest were Black at 1 or 100%. The next group of parent respondents was Arabic at 2 or 33%, followed by Hispanic at 6 or 30%, followed by American Indian at 6 or 24%. The least were the White parent respondents at 3 or 18%.

Question 21

Question 21 asked parents “How does your child help you around the house?” Sixty-eight parents at 96% responded to this question; 3 skipped at 4%, a total as to how well the child helped around the house. Parents responded to six subheadings of child involvement around the house. The majority of the parents responded as to the child’s involvement in helping with picking up after self, cleaning their room, and helping with washing the dishes. The least percentage of total respondents were helping with herding sheep/cattle, attending to animals, and helping on the farm ranch.

Helps wash dishes and take out the trash. Parent respondents who answered the highest were Black at 1 or 100%. The next group of parent respondents was American Indian at 19 or 76%, followed by Hispanic at 14 or 70%, and followed by White at 8 or 47%. The least were the Arabic parent respondents at 1 or 17%.

Helps with cooking. Parent respondents who answered the highest were White at 8 or 47%. The next group of parent respondents was Hispanic at 9 or 45%, followed by American Indian at 11 or 44%. The least were the Arabic parent respondents at 1 or 17%.

Helps with herding cattle. Respondents who answered the highest were White at 3 or 18%. The next group of parent respondents was American Indian at 4 or 16%. The last, Hispanic parent respondents, were at 2 or 10%.

Helps with yard. Parent respondents who answered the highest were Black at 1 or 100% and Asian at 1 or 100%. The next group of parent respondents was Arabic at 4 or 67%, followed by White at 9 or 53%, and followed by Hispanic at 9 or 45%. The least were the American Indian parent respondents at 7 or 28%.

Helps with picking up. Parent respondents who answered the highest were Black at 1 or 100% and Asian at 2 or 100%. The next group of parent respondents was Hispanic at 19 or 95%. The least were white parent respondents at 20 or 80%.

Question 22

Parent respondents were asked, “How often does your preschool child use the following technology?” There were 69 parent respondents; two skipped this question. The frequencies of time of using technology were all different dependent upon the item being used. The majority of parents answered not at all using skype technology and email. American Indian parents answered low as to watching TV; this may correspond to the majority answering high on outdoor activities in the previous question.

Skype. *Once a day* was not chosen by parent respondents at 0 or 0% with no response in this category of using skype with their preschool students. Parent respondents

indicated three to six times a week to this category, overall at 2 or 3%, with White at 2 or 12% being the only respondents.

A few times a month was answered as the highest by the respondents: White at 4 or 24% and Hispanic at 4 or 20%. The next group of parent respondents was Arabic at 11 or 17%. The least were American Indian parent respondents at 3 or 12%.

Not at all in the past was answered as the highest by the American Indian parents at 17 or 68% and Arabic at 4 or 67%. The next group of parent respondents was Hispanic at 13 or 65% and Asian at 1 or 50%. The least were White parent respondents at 7 or 41%.

Computer. *Once a day* was answered as the highest by the Arabic at 1 or 17%. The next group of parent respondents was American Indian at 3 or 12%. The least were White parent respondents at 1 or 6%.

Three to six times a week was answered as the highest by the White at 5 or 29% and Arabic at 1 or 17%. The next group of parent respondents was American Indian at 3 or 12%. The least were Hispanic parent respondents at 2 or 10%.

A few times in the past month was answered as the highest by the Asian at 1 or 50% and Arabic at 2 or 33%. The next group of parent respondents was White at 4 or 24% and Hispanic at 4 or 20%. The least were American Indian parents at 4 or 6%.

Not at all in the past month was answered as the highest by the American Indian at 9 or 36% and Arabic at 2 or 33%. The next group of parent respondents was the Hispanic at 4 or 20%. The least were White at 1 or 6%.

CDs/videos. *Once a day* was answered as the highest by the White at 4 or 24% and Hispanic at 3 or 15%. The least were American Indian parents at 6 or 24%.

Three to six times a week was answered as the highest by the Hispanic at 8 or 40% and Arabic at 2 or 33%. The next group of parent respondents was White at 5 or 29%. The least were American Indian parents at 5 or 20%.

Once or twice a week was answered as the highest by the Hispanic at 8 or 40% and Arabic at 2 or 33%. The next group of parent respondents was White at 5 or 29%. The least parent respondents were the American Indian parents at 5 or 20%.

A few times a month was answered as the highest by the Asian at 2 or 100% and White at 2 or 12%. The next group of parent respondents was American Indian at 2 or 8%. The least were Hispanic parents at 1 or 5%.

Not at all was answered as the highest by the Arabic at 1 or 33% and American Indian at 5 or 20%. The next group of parent respondents was Hispanic at 2 or 10%. The least were White parents at 1 or 6%.

Email. *Once a day* was answered by parent respondents at 0 or %. *Three to six times a week* was answered by American Indian at 1 or 4% only. *Once or twice a week* was answered by White at 2 or 12%. The next group of parent respondents was American Indian at 2 or 8%. The least were Hispanic parents at 1 or 5%.

A few times a week was answered as the highest by parent respondents who were White at 4 or 24% and Arabic at 1 or 17%. The next group of parent respondents was American Indian at 3 or 12%. The least were Hispanic parents at 2 or 10%.

Not at all in the past month was answered as the highest by parent respondents who were Asian at 2 or 100% and Arabic at 5 or 83%. The next group of parent respondents was Hispanic at 15 or 75% and American Indian at 17 or 68%. The least were White parents at 8 or 47%.

Education games: Electronics. *Once a day* was answered as the highest by parent respondents who were Black at 1 or 100% and Arabic at 2 or 33%. The next group of parent respondents was White at 4 or 24% and American Indian at 5 or 20%. The least were Hispanic parents at 3 or 15%.

Three to six times a week was answered by parent respondents who were Asian at 1 or 50% and Arabic at 3 or 50%. The next group of parent respondents was Hispanic at 9 or 45% and White at 5 or 29%. The least were American Indian parents at 4 or 16%.

Once or twice a week was answered as the highest by Asian at 1 or 50% and White at 4 or 24%. The next group of parent respondents was Hispanic at 4 or 20% and Arabic at 1 or 17%. The least were American Indian parents at 4 or 16%.

A few times a month was answered as the highest by American Indian at 3 or 12%. The next group of parent respondents was Hispanic at 2 or 10%. The least were American Indian parents at 2 or 8%.

Not at all in the past month was answered as the highest by the American Indian at 6 or 26%. The least group of parent respondents was Hispanic at 1 or 5%.

Non-educational games-electronics. *Once a day* was answered as the highest by the Arabic at 2 or 33% and Hispanic at 4 or 20%. The next group of parent respondents was American Indian at 4 or 16%. The least were White at 2 or 12%.

Three to six times a week was answered as the highest by Arabic at 3 or 50% and Asian at 1 or 50%. The next group of parent respondents was Hispanic at 8 or 40%. The least were American Indians at 5 or 20%.

Once or twice a week was answered as the highest by White at 3 or 18% and Arabic at 1 or 17%. The next group of parent respondents was Hispanic at 2 or 19%. The least were American Indians at 2 or 8%.

TV. *Once a day* was answered as the highest by the Asian at 2 or 100% and Black at 1 or 100%. The next group of parent respondents was Hispanic at 15 or 75%, Arabic at 4 or 67% and White at 7 or 41%. The least respondents were American Indians at 8 or 32%.

Three to six times a week was answered as the highest by the White at 6 or 35% and American Indian at 6 or 24%. The next group of parent respondents was Hispanic at 3 or 15%. The least were Arabic at 2 or 3%.

Once or twice a week was answered as the highest by the American Indian at 4 or 16% and Hispanic at 2 or 10%. The least parent respondents were Arabic at 1 or 6%.

A few times a month was answered as the highest by White at 2 or 12% and American Indian at 2 or 8%.

Not at all in the past month was answered as the highest by American Indian at 3 or 12% and White at 1 or 6%. All other respondents answered with 0 or 0%.

IPAD. *Once a day* was answered as the highest by Black at 1 or 100% and Arabic at 3 or 50%. The next group of parent respondents was Hispanic at 5 or 25% and White at 3 or 18%. The least parent respondents were American Indian at 2 or 8%.

Three to six times a week was answered as the highest by Asian at 1 or 50% and Arabic at 2 or 33%. The next group of parent respondents was White at 5 or 29% and American Indian at 7 or 28%. The least parent respondents were Arabic at 5 or 25%.

Once or twice a week was answered as the highest by Asian at 1 or 50% and White at 4 or 24%. The next group of parent respondents was Arabic at 1 or 17%, and Hispanic at 2 or 10%. The least parent respondents were American Indians at 1 or 4%.

A few times a month was answered as the highest by White at 2 or 12% and American Indian at 2 or 8%.

Not at all in the past month was answered as the highest by American Indian at 10 or 40% and Hispanic at 8 or 40%. The least percentage of parent respondents were White at 2 or 12%. All other respondents answered with 0 or 0%.

IPOD. *Once a day* was answered as the highest by Arabic at 2 or 33% and Hispanic at 4 or 20%. The next group of parent respondents was White at 1 or 6%. The least respondents were American Indian at 1 or 4%.

Three to six times a week was answered as the highest by White at 4 or 24% and American Indian 5 or 20%. The next group of parent respondents was Arabic at 1 or 17%. The least parent respondents were Hispanic at 3 or 15%.

Once or twice a week was answered as the highest by White at 4 or 24% and Hispanic 2 or 10%. The least parent respondents were American Indian at 2 or 8%. *A few times a month* was answered by parent respondents who were White at 2 or 12% and American Indian at 2 or 8%.

Not at all in the past month as the highest was answered by was Asian 2 or 100%. The next parent respondents were the Hispanic and Arabic at 3 or 50%. Next were the American Indian at 12 or 48%. The least percentage of parent respondents were White at 4 or 24%. No respondents answered with 0 or 0%.

Question 23

Question 23 asked parents, “How often do you talk to your child about the following activities?” Seventy-one parents (100%) responded to this question, zero skipped or 0%. Parents responded to four subheadings as to how they were involved with their child. The majority of the parents responded that their involvement was once a day or three to six times a week. Building vocabulary skills and following a routine were the highest. The least amount of total respondents was discussing expectations.

Following a routine. *Once a day* as the highest was answered by Black at 1 or 100%. The next group of parent respondents was Arabic at 5 or 83%, and American Indian at 18 or 72%. The least percentage of parent respondents were Hispanic at 10 or 50%.

Three to six times a week was answered as the highest by Asian at 1 or 50%. The next group of parent respondents was White at 7 or 41%, and Hispanic at 6 or 30%. The least percentage of parent respondents were American Indian at 4 or 16%.

A few times in the past month was answered as the highest by Hispanic at 4 or 20%. The next group of parent respondents was White at 2 or 12% and American Indian at 2 or 8%. The least percentage of parent respondents was American Indian at 4 or 16%.

Planning scheduling for the week. *Once a day* was answered as the highest by Black at 1 or 100%. The next group of parent respondents was Arabic at 3 or 50%, American Indian at 11 or 44%, and Hispanic at 7 or 35%. The least percentage of parent respondents were White at 1 or 6%.

Three to six times a week was answered the highest by Black at 1 or 100%. The next group of parent respondents was Arabic at 3 or 50%, American Indian at 11 or 44%,

and Hispanic 7 or 35%. The least percentage of parent respondents were White at 1 or 6%.

A few times in the past month was answered as the highest by Hispanics at 6 or 30%. The next group of parent respondents was White at 4 or 24%, Arabic at 1 or 17%. The least percentage of parent respondents were American Indian at 4 or 16%.

Discussing expectations

Once a day was answered as the highest by parent respondents who were Hispanics at 11 or 55%. The next group of parent respondents was Arabic at 3 or 50%, American Indian at 11 or 44%. The least parent respondents were White at 6 or 35%.

Three to six times a week was answered as the highest by White who answered at 7 or 41%. The next group of parent respondents was American Indian at 7 or 28%, at 5 or 25%. The least percentage of parent respondents were Arabic at 1 or 17%.

A few times in the past month was answered as the highest by Asian 2 or 100%. The next group of parent respondents was Hispanic at 4 or 20%, Arabic at 1 or 17%, American Indian at 4 or 16%. The least percentage of parent respondents were White at 1 or 6%.

Building vocabulary skills. *Once a day* was answered as the highest Arabic at 5 or 83%. The next group of parent respondents was American Indian at 16 or 64%, Hispanic at 12 or 60%, and Asian 1 or 50%. The least percentage of parent respondents were White at 8 or 47%.

Three to six times a week was answered as the highest by Asian at 1 or 50%. The next group of parent respondents was White at 7 or 41%. The least percentage of parent respondents were American Indians at 5 or 20% and Hispanics at 4 or 20%.

A few times in the past month was answered as the highest by Hispanics at 3 or 15%. The next group of parent respondents was American Indian at 3 or 12%. The least percentage of parent respondents was White at 1 or 6%.

Question 24

Question 24 asked parents, “Which of the following do you think are important for the educational development of our preschool child?” Seventy-one parents responded to this question, zero skipped. The majority of the parents responded that important resources used with their child were teachers at 63 or 89% and books at 59 or 83%. The least percentage of total respondents were brochure/pamphlets at 14 or 20%.

Online. Parent respondents who answered the highest were Asian at 1 or 100%. The next group of parent respondents was Arabic at 4 or 66%, followed by Hispanic at 10 or 50%, and White at 6 or 35%. The least percentage of parent respondents were American Indian at 7 or 28%.

Books. Parent respondents who answered the highest were Arabic at 6 or 100%, Asian at 2 or 100%, Black at 1 or 100%. The next group of parent respondents was Hispanic at 18 or 90%, followed by American Indian at 21 or 84%. The least percentage of parent respondents were White at 10 or 59%.

Television. Parent respondents who answered the highest were Asian at 1 or 50%. The next group of parent respondents was Hispanic at 8 or 40%, followed by White at 4 or 24%, and American Indian at 5 or 20%. The least percentage was the Arabic parent respondents at 1 or 17%.

Brochure/pamphlets. Parent respondents who answered the highest were Arabic at 2 or 33%. The next group of parent respondents was American Indian at 6 or 24%,

followed by White at 3 or 18%. The least percentage of parent respondents were Hispanic at 3 or 15%.

Friends and family. Parent respondents who answered the highest were Asian at 2 or 100% and Black at 1 or 100%. The next group of parent respondents was Arabic at 5 or 83%, followed by Hispanic at 16 or 80%, and American Indian at 15 or 60%. The least percentage was the White parent respondents at 8 or 47%.

Teachers. Parent respondents who answered the highest were Asian at 2 or 100% and Black at 1 or 100%. The next group of parent respondents was Hispanic at 19 or 95%, followed by American Indian at 23 or 92%, and Arabic at 5 or 83%. The least percentage was White parent respondents at 12 or 71%.

Health providers. Parent respondents who answered the highest were Arabic at 4 or 66% and American Indian at 14 or 56%. The next group of parent respondents was Hispanic at 11 or 55%. The least percentage was the White parent respondents at 5 or 29%.

Question 25

Question 25 asked parents to please share anything they did as a parent/caregiver in preparing their child for School Readiness that was not listed or covered in the survey. Parents responded to this question and wrote their own answers at 14 or 20%, 57 skipped the question. Many parents stated discussing and teaching manners was important to them. Overall responses to Question 25 as to parents' results are used in both sections of education and ethnicity. Parents responded individually to an open-ended question. These statements are exactly how parents responded; no changes were made.

1. Writing, coloring, drawing.

2. Teaching him moral values and spiritual values and teaching him kindness, respect, and love for all he comes in contact with: students, teachers, staff, family, people, in general. Right and wrong choices, but prayerfully he will learn from them. To think of others in sharing and caring for them, helping them.
3. We use activity books and flash cards.
4. My son and I discuss serious matters such as emergencies and natural disasters and that all consists of. He knows a lot about law enforcement and the duties that come with being in the field. We discuss calling 911, and practice learning address, phone number, and safety techniques with strangers.
5. Well, everyday is pretty much the same routine. It's just my son is Autistic so everything we do everyday is a learning process. He knows and learns a lot fast. He is just not able to speak words. So getting to understand him is also a learning process for me.
6. Sensory Activities-regulation. Eating, manners, using utensils, pronunciation, using complete sentences, sharing, tracing, and coloring.
7. We talk about expectations for learning, proper conduct in the classroom. We also encourage to dream by asking what he wants to be when he grows up and telling him it starts with preschool and reading but it is possible. We also ask daily what he learned at school that day.
8. "May you please send a tutor to my house because my child may not understand English."

9. We do “home-school” work as he calls it, about once every other week. Work on Math & Writing, just to ease into the idea of homework. He also has a very strong interest in science so we do a lot of easy little science experiments.
10. Start teach colors, shapes, number early. Start showing how to write name.
Telling child what happens in school.
11. Everything is going well. I see her in how much she has learned since being in preschool. Preschool has done well.
12. He helps by getting myself ready and also lunch for himself and his day, or help change the baby or he loves to read and play with them and show them what he learns at school.
13. Learning, their address and phone # in case ever of emergency and their full name.
14. Communication with teachers is very important and use the learning skills taught at school when going home.

Overall responses to this question from the parents’ results are used in both Question 25 of education and ethnicity. Parents responded individually to an open-question.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

Purpose of the Study and Research Questions

I am an early childhood educator, working with the Family and Child Education Program (FACE). As a preschool teacher working on the Navajo reservation, the statement “Parents being the child’s first and most influential teacher” has intrigued me. Programs have been established and researched on the premise that parents are a child’s first and most influential teacher. FACE, the program with which I am most closely involved, was established through the Office of Indian Education Programs (OIEP), which developed the Early Childhood/Parental Involvement Pilot program in 1990. The program was based on three distinct and proven early childhood and family education models, namely, Parents as Teachers (PAT), National Center for Family Literacy (NCFL), and the High/Scope preschool curriculum for Early Childhood and the High/Scope Educational Approach for K-3. In 1992, the Early Childhood/Parental Involvement Pilot Project was renamed and became the Family and Child Education (FACE) Program. Much of the activity associated with FACE and the programs, on which it is based, are designed to prepare American Indian children for success in school.

The Office of Head Start defined school readiness as children possessing the skills, knowledge, and attributes necessary for success in school and for later learning in life. These include cognitive development, social and emotional competence, attention span, and motor skill development. According to Knur (1987), readiness for kindergarten depends on a child’s development of social perception, motor, and language skills

expected by the teacher and on the curriculum's degree of structure, the behavior required by the instructional program, and expectations of achievement by the end of the program. The literature suggests that parental involvement in early childhood education is important in the early years of life.

The purpose of the present study was to discover the ways parents of preschool children interact with their children that helps ready the children for school. This study could potentially guide further community, school, parental, and teachers in their efforts to aid children to arrive at school healthy, eager to learn, and ready to succeed as well as provide schools with information to help the parents and their children to become ready, as previously stated. This is particularly true in traditional societies where children learn from example and informal lessons as well as by participation in more formal ceremonies and rites. A similar claim can be made for low-income families.

In interviewing and taking part in the Chicago Longitudinal Study (CLS), 704 low-income parents of eighth graders were asked about their involvement when their children were in preschool and kindergarten. The authors found that the more activities parents reported taking part in, the better their children did in reading, the more likely they were to be promoted to the next grade, and the less likely they were to need special education services. The parents' reports were confirmed by separate teacher ratings of parent involvement questionnaires (Miedel, Reynolds, & Arthur, 1999).

To answer the general questions regarding parental involvement and school readiness, three research questions were established.

1. How do parents prepare their Pre-School child in the activities they do at home for school?

2. Does education or ethnicity affect the ways parents are involved?
3. Do parents prepare their children for school in ways not addressed by preschool programs?

The research methods used for this study involved using a survey instrument to obtain the data in addressing the research questions. The survey was designed through the help of Survey Monkey, consisting of 25 questions in the survey, one of which was open-ended—"Please share anything you do as a parent/caregiver in preparing your child for School Readiness not listed or covered in this Survey." The letter of intent was sent to three McKinley County School District principals who gave approval to the teachers to send home a parent friendly letter and hard copies of the survey via each pre-school student to have their parents answer the survey questions with a window for response from February 2013 to May 30 2014. There were 71 parent respondents who answered the survey.

Summary of Findings

The respondents were relatively well educated. All but 7% of the respondents had at least a high school diploma. Nearly 50% had some post-secondary education. Ten percent had an associate degree and 7% had a bachelor's degree. The ethnicity of the respondents varied from a high of 42% American Indians to a low of 3% each for African Americans and Asians. Of the respondents, 34% were Hispanic/Latino and 26% were White. A surprise was the 7% of respondents who identified themselves as Arabic or Middle Eastern descent. The ethnicity of this group was reinforced by 6% of the respondents who indicated that the language spoken at home was Arabic. Due to the low numbers African American and Asian respondents were not reported in the data analysis.

Each state in the country has a set of guidelines to follow as to understanding the whole child. This outline is from the New Mexico Early Learning guidelines: Preschool and Kindergarten Early Learning Guidelines: Physical Development, Health and Well Being, Literacy, Numeracy, Aesthetic Creativity, Scientific Conceptual Understanding, Self, Family and Community and Approaches to Learning. The data were taken from the Gallup, McKinley County Schools in the state of New Mexico.

Physical Development, Health, and Well-being

In Early Childhood Education physical development means gross and fine motor skills. The term *gross motor development* refers to physical skills that use large body movements. This is jumping, running, hopping, skipping, and climbing to name a few activities involving the entire body in movement. Fine motor development refers to the physical skills that use the hands and fingers; this movement is more precise, such as writing, drawing, coloring, scribbling, playing with blocks, using clay and playdough, and tying shoes. As children grow older they learn to build on their skills. For the purpose of this study physical development, health, and well-being included scissors skills, outdoor play, block, toys, art, tie her shoes, and dress herself/himself.

American Indian parents had the highest percentage in playing outdoors on a daily basis with their child at 52%. This was encouraging to see as the correlation in studies show the importance of outdoor playing so as to give children every opportunity to experience the outdoors in which they can learn from. Parents in this area who were the highest had an Associate degree at 86%.

Literacy

Literacy is considered one of the most important areas in a child's cognitive development. For the purposes of this study, literacy development included library attendance, library card, number of books in the house, engagement in specific reading activities, alphabet knowledge, and building vocabulary skills. Perhaps the most important of these was preparation in learning to read.

The results of the survey were relatively encouraging in this area. Over 90% of the parents read with their children at least once per week and many more frequently than that. Many parents read to their child every day, and many of the parents provided guiding activities during reading time such as asking questions and talking about the story. Of course, from a teacher's perspective it would be best if all children were read to daily. The education level of parents and ethnicity played a small role in reading activities. Those with a bachelor's degree was small, at 6 or 12%.

Numeracy

Numeracy has to do with math in numbers: counting, geometry, shapes and spatial awareness, measuring, observing, classifying and data analysis. In a classroom it may appear as manipulation with hands-on activities around the classroom, such as counting or measuring with rulers, blocks, crayons, or string. In kindergarten one of the common core standards is for students to be able to know 2d shapes and 3d shapes. Math is no longer just numbers anymore; it is helpful that math is used all day long from the classroom to the home and to the community in order for early childhood students to make sense of their world. For the purpose of this study, shapes and sizes, counting, and colors were used. The Arabic population answered at 67% with shapes and sizes. The

majority of the parents engaged in shapes, sizes, and colors with their child. The frequency amount being daily was a good indicator, corresponding to the importance of using math all day long on a daily base.

Aesthetic Creativity

Children learn to appreciate the arts through art, music, movement, and pretend play. Using creativity in this area all developments are stimulated. For the purpose of this study Aesthetic Creativity included art, music, singing and housekeeping play. Often, administrators or parents do not understand the importance of this development and take recess or play out of the daily schedule, not knowing its importance. It is often through pretend play children enhance their communication skills, cooperate with other children in solving conflicts, and gain confidence in all developmental areas. Over 58% of the parents stated they engaged in housekeeping play with their child on a daily frequency. It was the same with the parents of education. This shows that parents understand the importance of play, thus model this area.

Scientific Conceptual Understanding

In scientific conceptual understanding the child uses the scientific method to investigate the physical and natural worlds and hypothesize and make predictions. Young children are naturally curious; therefore, teachers should capitalize on their curiosity of providing meaningful technology and science lessons in the classroom. This is how a classroom might look: students might be growing plants for their mothers and graphing or recording their results each day, or exploring colors of mixing paint by combining blue and yellow to make green paint. This can be used with paper-pencil or with computers. Technology is very important today; students should be able to understand and use the

computer knowing how to manipulate a mouse, type, listen to music, play online games to enhance their skills, and take assessments. Technology in this study included Skype, computer, CDs, videos, email, electronic and non-electric education games, TV, IPOD, and puzzles/board games. There were two questions as to computers: Question 14, Which of the following ways do you engage in play with your child? Question 22, How often does your preschool child use the following technology? The responses to these questions were asked in different areas of the survey, resulting in different results.

Bachelor-degreed parents responded to Question 14 that on a daily basis they engaged in play with their child at 60%; whereas, Bachelor-degreed parents' responses to Question 22 was once a day at 20%. Also, looking at the data for Question 22, the usage of technology was low as technology was used once or twice a week; the average depended upon the technology used.

Self, Family, and Community

Children understand and experience the world around them by accepting differences and similarities among people. Celebrating the uniqueness of the individual child is the key. For the purpose of this study, self, family and community included cultural activities, family traditions, attending religious services/ceremonies, playground, park, nature walk, entertainment, sporting/art gallery, museums, and movies/plays. Self, family, and community included the child helped wash dishes, take out trash, helped with cooking, helped with herding sheep or cattle, attended to animals, and helped on the farm or ranch. Cultural activities or experiences help shape a young child's life.

The Navajo cultural perspective is that a child learns his culture at an early age through language, traditions, values, and behaviors. The Navajo child learns he belongs

to the family and is part of the community by his teachings. In the category of cultural activities the White and American Indian were both under 24%; whereas, in family traditions the White ethnicity had 65%. Bachelor-degreed parents answered highest in family traditions.

Attending to livestock, rodeos, powwows, making/selling jewelry, sewing, and crafts were in put in the survey. Only the American Indian answered at a 20% respectfully in these areas. It is not surprising that only the American Indian answered in this category; however, it is surprising not more responded to this category. This might be due to the American Indian living in town; whereas, living in their communities this category may have been higher. This question was entered in the survey based on the environment of Gallup McKinley County.

Approaches to Learning

A child's eagerness includes finding out more about other people, thus the child may want to try new ways of doing things. For the purpose of this study following a routine, planning scheduling for the week, discussions, and expectations were used for approaches to learning. The FACE Program, the program which I am familiar with, uses approaches to learning in a process called PLAN DO REVIEW; whereas, a child plans out what he is going to do in a particular center/area. He or she does the plan and reviews the outcome. In this timeframe, a child strengthens his or her skills and reflects on the experience and what was interesting. Teachers understand the importance a student needs to keep motivated, engaged, and participate in the classroom. The percentage of parents who responded to planning and scheduling for the week was the American Indian at 44%

to the frequency of once a day. The results of planning and scheduling by the American Indian parents are good to know, thus giving an important focus as to starting each day.

Recommendations for Schools and Communities

1. In each school the administrator should establish a key person who will help with parental involvement and early childhood education. They could conduct parental trainings, mentor programs, involve the parents in the classroom, thus having a school-wide attitude as a parent friendly school.
2. Administrators, teachers and parents collaborate in efforts as to helping the child with his or her needs in the preschool classroom. This would mean accommodations for parents' work schedules, allowing them to have choices and learning from their home environment. There needs to be a continue emphasis on the parents being valued, as they are partners within the school community.
3. Encourage parent involvement from the time children first enter school (or preschool, if they attend) as to guidelines that can be followed. Teach parents that activities such as modeling reading behavior and reading to their children increase children's interest in learning. Develop parental involvement programs that include a focus on parental involvement in instruction—conducting learning activities with children in the home, assisting with homework, and monitoring and encouraging the learning activities of older students (Cotton & Wikelund, 1989).

Recommendations for Further Research

1. Quantitative study methodology was used for this research; therefore, it would be beneficial for this study to be a qualitative study with the parents and reaching out

to more preschools in the area: Bureau schools: FACE programs, Head Start, and privately owned preschools.

2. A qualitative study where teachers and parents are respectively interviewed to understand what happens in the classroom, relationships among teachers and parents, and the relationship between parents and children at home.
3. A follow up study can continue and follow the students and examine how their progression is in the later years or higher grades, knowing these students had a preschool education.

Conclusion

It is important to see why parents are the most influential teachers to their children. Based on the parents' responses on the survey delivered to three pre-schools in New Mexico, there is a need for more involvement in the younger years in preparing the Early Childhood students for school readiness. This entails collaboration and partnership from all involved with the child, including administrators, teachers, parents, families, and the community. A great opportunity for all schools shown in the data on collaboration and communication with parents would entail taking surveys, quantitative or qualitative, once a month and know the needs of the community. "It takes a community to raise a child" is a famous quote. The results of this study make it particularly relevant.

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APPENDIX A
SURVEY QUESTIONS

1. What age group do you belong to?
2. Are you male or female?
3. Did you attend pre-school as a child?
4. Is your pre-school child male or female?
5. How old is your pre-school student?
6. What is your ethnicity?
7. How many adults live in your household?
8. How many children live in your house?
9. What is your relationship to the child?
10. What is the highest level of education that you have completed?
11. What language is spoken most frequently in your home?
12. Which of the following categories best describes your employment status?
13. What family interest and hobbies is your Pre-school child involved in?
14. Which of the following ways do you engage in playing with your child?
15. How often do you work with your child to develop Readiness Skills?
16. Do you have a current library card?
17. How often do you read stories to your child?
18. How many children books approximately do you have in your home?
19. When reading to your child during the past month, how often did you engage in specific reading related activities with your Pre-school child?
20. How are you involved at the Pre-school your child attends?
21. Which of the following chores does your Pre-school child do at home?
22. How often does your pre-school child use the following technology?
23. How often do you talk to your child about the following activities?
24. Which of the following do you think are important for the educational development of your Pre-school child?

APPENDIX B
LETTERS TO PRINCIPALS AND PARENTS

Date:

Dear _____:

I am the Family and Child Education Early Childhood teacher at Wingate Elementary. I am also a doctoral candidate under the direction of Professor Nicholas Appleton in the College of Education at Arizona State University. For my dissertation research I am conducting a study to learn how parents of students in Washington Elementary Pre-school are involved in helping their child for School Readiness by the activities they do at home.

For my study, I would like to survey 20-30 Pre-School Parents participation via an on-line survey design and ask them about home activities that might help their young children prepare for school. Participation in the study and interviews are voluntary. No one has to participate if they choose not to do so.

With this letter, I am asking for your support and permission to conduct this study at Washington Elementary School to ask parents if they would like to participate. There are no risks that Dr. Appleton or I can foresee with this study. Indeed, I believe the knowledge we gain could potentially help us strengthen our Early Childhood Pre-School Programs and the way we work with our students and their families.

If you agree that I can proceed with my study, please sign indicating I have your permission to contact parents. If you have questions, please contact me at 505-488-6326. Thank you.

Sincerely,

Henrietta J. Smith, Teacher
Wingate Elementary School
Family and Child Education Program (FACE)
Arizona State University Graduate Student

PARENT'S PERSPECTIVES WANTED

You are invited to participate in a research study titled:

How Parental Involvement Activities in Early Childhood Affects the Outcomes of School Readiness

STUDY PURPOSE:

The purpose of this study will investigate the impact of how parents interact with their Pre-school children for school readiness through a survey process.

STUDY DESCRIPTION:

1. Your participation in this study is completely voluntary.
2. All parent responses are kept confidential.
3. Your child will be given a gift for your participation.

STUDY REQUIREMENTS:

You are asked to participate in answering all questions in the survey lasting approximately 15-20 minutes.

Thank you,

If you are interested in learning more about this study, please contact:

Henrietta J. Smith
Doctoral Student
Arizona State University
928-551-0649
Hjsmith3@asu.edu

APPENDIX C

IRB LETTER



EXEMPTION GRANTED

Nicholas Appleton

(480) 727-6433
nicholas.appleton@asu.edu

Dear Nicholas Appleton:

On 3/25/2014 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	"How Parental Involvement Activities in Early Childhood Education Affects the Outcomes of School Readiness"
Investigator:	Nicholas Appleton
IRB ID:	STUDY00000846
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	<ul style="list-style-type: none"> • Social Behavioral, Category: IRB Protocol; • School Recruitment letter, Category: Recruitment Materials; • Survey, Category: Recruitment Materials; • Parent Recruitment Letter, Category: Recruitment Materials;

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (2) Tests, surveys, interviews, or observation on 3/25/2014.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc: Henrietta Smith

APPENDIX D

TABLES D1 THROUGH D12

Table D1

Question 13: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Cultural Activities	14	20	0	0	1	20	5	22	2	50	5	19	0	0	1	20	0	0	0	0
Family traditions	28	39	0	0	1	20	8	35	2	50	8	30	4	57	5	100	0	0	0	0
Attend religious services/ceremonies	32	45	0	0	1	20	9	39	1	25	13	48	4	57	4	80	0	0	0	0
Attend the library	38	54	0	0	3	60	13	57	2	50	12	44	5	71	3	60	0	0	0	0
Making/ selling jewelry, sewing, crafts	5	7	0	0	0	0	1	4	1	25	3	11	0	0	0	0	0	0	0	0
Attend to livestock	5	7	0	0	0	0	1	4	1	25	3	11	0	0	0	0	0	0	0	0
Rodeos/ powwows	9	13	0	0	0	0	3	13	1	25	4	15	1	14	0	0	0	0	0	0
Visit relatives	48	68	0	0	2	40	15	65	2	50	21	78	4	57	4	80	0	0	0	0
Playground, park, nature walk	56	79	0	0	2	40	17	74	3	75	26	96	4	57	4	80	0	0	0	0
Entertainment: sporting Activities, Art Gallery, Museum/Movies, Plays	43	61	0	0	3	60	14	61	1	25	17	63	4	57	4	80	0	0	0	0

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Note. Question 13: What interest and hobbies is your preschool child involved in?

Table D2

Question 14: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	71		0		5		23		4		27		7		5		0		0	
daily	34	48	0	0	1	20	12	52	1	25	13	48	4	57	3	60	0	0	0	0
weekly	31	44	0	0	2	40	10	43	3	75	12	44	2	26	2	40	0	0	0	0
monthly	1	2	0	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0
Not at all	2	3	0	0	1	20	0	0	0	0	1	4	0	0	0	0	0	0	0	0

Note. Question 14: Which of the following ways do you engage in playing with your child? Outdoor play.

Table D2 (continued)

Question 14: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	71		0		5		23		4		27		7		5		0		0	
daily	41	58	0	0	3	60	14	60	1	25	16	59	3	43	4	80	0	0	0	0
weekly	24	34	0	0	1	20	8	35	3	75	8	30	2	26	2	40	0	0	0	0
monthly	2	3	0	0	0	0	1	4	0	0	1	4	0	0	0	0	0	0	0	0
Not at all	2	3	0	0	0	0	0	0	0	0	1	4	1	14	0	0	0	0	0	0

Note. Question 14: Which of the following ways do you engage in playing with your child? Housekeeping.

Table D2 (continued)

Question 14: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	71		0		5		23		4		27		7		5		0		0	
daily	37	52	0	0	1	20	11	48	1	25	17	63	2	26	5	100	0	0	0	0
weekly	30	42	0	0	3	60	10	43	3	75	9	33	4	57	1	20	0	0	0	0
monthly	1	1	0	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0
Not at all	2	3	0	0	0	0	1	4	0	0	1	4	0	0	0	0	0	0	0	0

Note. Question 14: Which of the following ways do you engage in playing with your child? Book/literacy.

Table D2 (continued)

Question 14: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Daily	14	20	0	0	0	0	3	23	0	0	6	22	2	29	3	60	0	0	0	0
Weekly	33	46	0	0	4	80	11	48	3	75	12	44	2	29	1	20	0	0	0	0
Monthly	8	11	0	0	0	0	3	23	0	0	3	11	1	14	1	20	0	0	0	0
Not at all	8	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. Question 14: Which of the following ways do you engage in playing with your child? Computer.

Table D2 (continued)

Question 14: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Daily	19	23	0	0	3	60	3	13	1	25	7	26	2	29	3	60	0	0	0	0
Weekly	33	46	0	0	2	40	13	57	3	75	12	44	3	43	0	0	0	0	0	0
Monthly	10	14	0	0	0	0	3	13	0	0	4	15	1	14	2	40	0	0	0	0
Not at all	3	4	0	0	0	0	2	9	0	0	1	4	0	0	0	0	0	0	0	0

Note. Question 14: Which of the following ways do you engage in playing with your child? Art.

Table D2 (continued)

Question 14: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	71	0	5	23	4	27	7	5	0	0										
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Daily	40	56	0	0	3	60	14	61	2	50	15	56	1	14	5	100	0	0	0	0
0weekly	23	32	0	0	1	20	8	35	2	50	9	33	3	43	0	0	0	0	0	0
Monthly	5	7	0	0	0	0	1	4	0	0	2	7	2	29	0	0	0	0	0	0
Not at all	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. Question 14: Which of the following ways do you engage in playing with your child? Block toys.

Table D2 (continued)

Question 14: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	28	39	0	0	3	60	9	39	0	0	12	44	1	14	3	60	0	0	0	0
weekly	33	46	0	0	1	20	12	52	3	75	12	44	3	43	2	40	0	0	0	0
monthly	6	8	0	0	1	20	1	4	1	25	1	4	2	29	0	0	0	0	0	0
Not at all	21	29	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	0	0

Note. Question 14: Which of the following ways do you engage in playing with your child? Puzzles/board games.

Table D3

Question 15: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	71	0	5	23	4	27	7	5	0	0										
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	39	55	0	0	2	40	16	70	2	50	16	59	2	26	1	20	0	0	0	0
weekly	26	37	0	0	2	40	5	22	1	25	10	37	4	57	4	80	0	0	0	0
monthly	5	7	0	0	1	20	2	9	1	25	0	0	1	14	0	0	0	0	0	0
Not at all	1	1	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	0	0

Note. Question 15: How often do you work with your child to develop readiness skills? Alphabets.

Table D3 (continued)

Question 15: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	71		0		5		23		4		27		7		5		0		0	
daily	14	34	0	0	2	40	8	35	0	0	3	11	0	0	1	20	0	0	0	0
weekly	39	55	0	0	1	20	9	39	2	50	19	70	5	71	3	60	0	0	0	0
monthly	13	18	0	0	1	20	4	17	2	50	3	11	2	29	1	20	0	0	0	0
Not at all	4	6	0	0	1	20	2	9	0	0	1	4	0	0	0	0	0	0	0	0

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Note. Question 15: How often do you work with your child to develop readiness skills? Scissors skills.

Table D3 (continued)

Question 15: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	34	48	0	0	2	40	11	48	2	50	16	59	2	28	1	20	0	0	0	0
weekly	31	44	0	0	2	40	10	43	1	25	10	37	4	57	4	80	0	0	0	0
monthly	6	8	0	0	1	20	2	9	1	25	1	4	1	14	0	0	0	0	0	0
Not at all	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. Question 15: How often do you work with your child to develop readiness skills? Shapes and sizes.

Table D3 (continued)

Question 15: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	42	59	0	0	3	60	15	65	2	50	16	59	4	57	3	60	0	0	0	0
weekly	23	32	0	0	1	20	6	26	1	25	11	40	2	29	2	40	0	0	0	0
monthly	5	7	0	0	1	20	2	9	1	25	0	0	1	14	0	0	0	0	0	0
Not at all	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. Question 15: How often do you work with your child to develop readiness skills? Colors.

Table D3 (continued)

Question 15: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	40	56	0	0	2	50	14	61	2	50	15	55	4	57	3	60	0	0	0	0
weekly	19	27	0	0	1	25	5	22	1	25	8	30	2	29	2	40	0	0	0	0
monthly	5	7	0	0	1	25	2	9	1	25	0	0	1	14	0	0	0	0	0	0
Not at all	2	3	0	0	0	0	0	0	0	0	2	8	0	0	0	0	0	0	0	0

Note. Question 15: How often do you work with your child to develop readiness skills? Singing.

Table D3 (continued)

Question 15: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
daily	46	65	0	0	3	60	15	65	2	50	18	66	5	71	3	60	0	0	0	0	
weekly	20	29	0	0	1	20	6	26	1	25	9	33	1	14	2	40	0	0	0	0	
monthly	5	7	0	0	1	20	2	9	1	25	0	0	1	14	0	0	0	0	0	0	0
Not at all	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. Question 15: How often do you work with your child to develop readiness skills? Counting.

Table D3 (continued)

Question 15: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	22	31	0	0	1	20	11	48	0	0	7	26	2	29	1	20	0	0	0	0
weekly	24	34	0	0	1	20	4	17	1	25	14	52	1	14	3	60	0	0	0	0
monthly	9	13	0	0	1	20	2	9	3	75	0	0	3	43	0	0	0	0	0	0
Not at all	13	18	0	0	1	20	6	26	0	0	5	19	1	14	0	0	0	0	0	0

Note. Question 15: How often do you work with your child to develop readiness skills? Tie their shoes.

Table D3 (continued)

Question 15: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	52	73	0	0	4	80	17	74	4	100	17	63	6	86	4	80	0	0	0	0
weekly	6	9	0	0	0	0	3	13	0	0	3	11	0	0	0	0	0	0	0	0
monthly	4	6	0	0	1	20	2	9	0	0	0	0	1	14	0	0	0	0	0	0
Not at all	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. Question 15: How often do you work with your child to develop readiness skills? Dress herself/himself.

Table D4

Question 16: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	45	63	0	0	2	40	13	57	4	100	19	70	2	29	5	100	0	0	0	0
No	25	35	0	0	3	60	9	39	0	0	8	30	5	71	0	0	0	0	0	0

Note. Question 16: Do you have a current library card?

Table D5

Question 17: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associate's Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day or more	17	24	0	0	1	20	6	26	1	25	5	19	1	14	3	60	0	0	0	0
3 to 6 times a week	30	42	0	0	0	0	11	48	1	25	13	48	3	43	2	40	0	0	0	0
Once or twice a week	19	27	0	0	2	40	4	17	2	50	8	30	3	43	0	0	0	0	0	0
A few time in the past month	2	3	0	0	2	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not at all in the past month	2	3	0	0	0	0	1	4	0	0	1	4	0	0	0	0	0	0	0	0

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Note. Question 17: How often do you read stories to your child?

Table D6

Question 18: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
20-40 books	24	34	0	0	2	40	11	48	1	25	10	37	0	0	0	0	0	0	0	0
40 books or more	24	34	0	0	0	0	5	22	1	25	10	37	3	43	5	100	0	0	0	0
None	1	1	0	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0

Note. Question 18: How many children books approximately do you have in your home?

Table D7

Question 19: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day or more	23	32	0	0	3	60	8	35	0	0	8	30	1	14	2	40	0	0	0	0
3 to 6 times a week	25	35	0	0	0	0	9	39	2	50	11	41	1	14	2	40	0	0	0	0
Once or twice a week	13	18	0	0	1	20	3	13	2	50	5	19	2	29	1	20	0	0	0	0
A few time in the past month	8	11	0	0	1	20	2	9	0	0	2	7	3	43	0	0	0	0	0	0
Not at all in the past month	2	3	0	0	0	0	1	4	0	0	1	4	0	0	0	0	0	0	0	0

139

Note. Question 19: When reading to your child during the past month, how often did you engage in specific reading related activities with our pre-school child?

Table D7 (continued)

Question 19: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	71		0		5		23		4		27		7		5		0		0	
Once a day or more	19	27	0	0	2	40	6	26	0	0	8	30	1	14	2	40	0	0	0	0
3 to 6 times a week	27	38	0	0	1	20	10	43	2	50	11	41	1	14	2	40	0	0	0	0
Once or twice a week	13	18	0	0	0	0	3	13	2	50	5	19	2	29	1	20	0	0	0	0
A few time in the past month	9	13	0	0	1	20	3	13	0	0	2	7	3	43	0	0	0	0	0	0
Not at all in the past month	2	3	0	0	0	0	1	4	0	0	1	4	0	0	0	0	0	0	0	0

140

Note. Question 19: When reading to your child during the past month, how often did you engage in specific reading related activities with our pre-school child? Ask your child what was going to happen next.

Table D7 (continued)

Question 19: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day or more	16	23	0	0	2	60	5	22	0	0	6	22	1	14	2	40	0	0	0	0
3 to 6 times a week	26	37	0	0	0	0	11	48	2	50	9	33	1	14	3	60	0	0	0	0
Once or twice a week	8	11	0	0	0	0	2	9	2	50	2	7	2	29	0	0	0	0	0	0
A few time in the past month	0	0	0	0	1	20	3	13	0	0	4	15	2	29	0	0	0	0	0	0
Not at all in the past month	0	0	0	0	1	20	2	9	0	0	5	18	1	14	0	0	0	0	0	0

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Note. Question 19: When reading to your child during the past month, how often did you engage in specific reading related activities with our pre-school child? Ask your child to read with you.

Table D7 (continued)

Question 19: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day or more	22	31	0	0	3	60	7	30	1	25	7	26	1	14	3	60	0	0	0	0
3 to 6 times a week	24	34	0	0	0	0	9	39	1	25	11	41	1	14	2	40	0	0	0	0
Once or twice a week	21	30	0	0	1	20	2	9	2	50	4	15	2	29	0	0	0	0	0	0
A few time in the past month	9	13	0	0	1	20	3	13	0	0	2	7	3	43	0	0	0	0	0	0
Not at all in the past month	4	6	0	0	0	0	2	9	0	0	2	7	0	0	0	0	0	0	0	0

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Note. Question 19: When reading to your child during the past month, how often did you engage in specific reading related activities with our pre-school child? Stopped and asked about the story.

Table D8

Question 20: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma Degree		Some College No Degree		Associate's Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Volunteer in the classroom	9	13	0	0	0	0	5	22	1	25	1	4	1	14	1	20	0	0	0	0
Attend field trips	22	31	0	0	1	20	7	30	2	50	11	41	0	0	1	20	0	0	0	0
Serve on the Parent Advisory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visit other classrooms	7	10	0	0	0	0	4	17	0	0	2	7	1	14	0	0	0	0	0	0
Attend on site trainings	7	10	0	0	3	60	2	9	0	0	2	7	0	0	0	0	0	0	0	0
Take home projects	12	17	0	0	1	20	2	9	1	25	5	19	2	29	1	20	0	0	0	0
Help with money raising projects	18	25	0	0	0	0	9	39	1	25	6	22	1	14	1	20	0	0	0	0

143

Note. Question 20: How are you involved at the pre-school child your child attends?

Table D9

Question 21: Education

	Total		Some School To 8th Grade		Some HS No diploma		High School diploma (GED)		Voc Tech Diploma		Some College No Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., Etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Helps wash dishes take out the trash	43	61	0	0	3	60	15	65	3	75	17	63	5	71	0	0	0	0	0	0
Helps with cooking	29	40	0	0	1	20	8	35	2	50	11	41	3	43	4	80	0	0	0	0
Helps with herding sheep/cattle attends to animals	9	13	0	0	0	0	2	9	3	75	4	15	0	0	0	0	0	0	0	0
Helps with farm/ranch	1	1	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	0	0
Helps with yard/gardening	32	45	0	0	1	20	10	43	1	25	12	44	4	57	4	80	0	0	0	0
Helps with picking up after self/gardening	62	87	0	0	4	80	20	87	4	100	24	88	5	71	5	100	0	0	0	0

144

Note. Question 21: Which of the following chores does your pre-school child do at home?

Table D10

Question 22: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no degree		Associates Degree AA,AS		Bachelor Degree BA,BS		Master Degree MA,MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3 to 6 times a week	2	3	0	0	0	0	0	0	0	0	0	0	1	14	1	20	0	0	0	0
Once or twice a week	6	8	0	0	0	0	1	4	1	25	1	4	0	0	0	0	0	0	0	0
A few times in the past month	12	17	0	0	1	20	3	13	2	50	3	13	1	14	1	20	0	0	0	0
Not at all in the past month	42	59	0	0	3	60	18	78	1	25	18	78	6	86	1	20	0	0	0	0

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Note. Question 22: How often does your preschool child use the following technology? Quote.

Table D10 (continued)

Question 22: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no degree		Associates Degree AA,AS		Bachelor Degree BA,BS		Master Degree MA,MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	5	7	0	0	0	0	2	9	0	0	2	7	0	0	1	20	0	0	0	0
3 to 6 times a week	11	15	0	0	1	20	2	9	1	25	2	7	2	29	3	60	0	0	0	0
Once or twice a week	17	24	0	0	1	20	6	26	1	25	7	26	2	29	0	0	0	0	0	0
A few times in the past month	15	21	0	0	2	40	3	13	1	25	8	30	0	0	1	20	0	0	0	0
Not at all in the past month	16	23	0	0	0	0	9	39	1	25	3	11	3	43	0	0	0	0	0	0

146

Note. Question 22: How often does your preschool child use the following technology? Computer.

Table D10 (continued)

Question 22: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no degree		Associates Degree AA,AS		Bachelor Degree BA,BS		Master Degree MA,MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	5	7	0	0	0	0	2	9	0	0	2	7	0	0	1	20	0	0	0	0
3 to 6 times a week	11	15	0	0	1	20	2	9	1	25	2	7	2	29	3	60	0	0	0	0
Once or twice a week	17	24	0	0	1	20	6	26	1	25	7	26	2	29	0	0	0	0	0	0
A few times in the past month	15	21	0	0	2	40	3	13	1	25	8	30	0	0	1	20	0	0	0	0
Not at all in the past month	16	23	0	0	0	0	9	39	1	25	3	11	3	43	0	0	0	0	0	0

147

Note. Question 22: How often does your preschool child use the following technology? Computer.

Table D10 (continued)

Question 22: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no degree		Associates Degree AA,AS		Bachelor Degree BA,BS		Master Degree MA,MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	13	18	0	0	2	40	5	22	0	0	3	11	2	29	1	20	0	0	0	0
3 to 6 times a week	15	21	0	0	2	40	2	9	2	50	5	19	1	14	3	60	0	0	0	0
Once or twice a week	20	28	0	0	0	0	8	35	1	25	9	33	2	29	0	0	0	0	0	0
A few times in the past month	7	10	0	0	0	0	3	13	0	0	3	11	1	14	0	0	0	0	0	0
Not at all in the past month	10	14	0	0	0	0	5	22	1	25	3	11	1	14	0	0	0	0	0	0

148

Note. Question 22: How often does your preschool child use the following technology? CDs, Video,

Table D10 (continued)

Question 22: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no degree		Associates Degree AA,AS		Bachelor Degree BA,BS		Master Degree MA,MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3 to 6 times a week	1	1	0	0	0	0	0	0	1	25	0	0	0	0	0	0	0	0	0	0
Once or twice a week	3	4	0	0	0	0	0	0	0	0	1	4	2	29	0	0	0	0	0	0
A few times in the past month	10	14	0	0	1	20	3	13	1	25	4	15	1	14	0	0	0	0	0	0
Not at all in the past month	47	66	0	0	3	60	17	74	2	50	17	63	4	57	4	80	0	0	0	0

149

Note. Question 22: How often does your preschool child use the following technology? Email.

Table D10 (continued)

Question 22: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no degree		Associates Degree AA,AS		Bachelor Degree BA,BS		Master Degree MA,MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	15	21	0	0	3	60	6	26	0	0	1	4	1	14	1	20	0	0	0	0
3 to 6 times a week	22	31	0	0	0	0	8	35	3	75	9	33	3	43	1	20	0	0	0	0
Once or twice a week	14	20	0	0	0	0	1	4	0	0	6	22	1	14	0	0	0	0	0	0
A few times in the past month	7	9	0	0	0	0	3	13	0	0	3	11	0	0	0	0	0	0	0	0
Not at all in the past month	7	9	0	0	1	20	5	22	1	25	3	11	2	29	3	60	0	0	0	0

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Note. Question 22: How often does your preschool child use the following technology? Educational games, electronics.

Table D10 (continued)

Question 22: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no degree		Associates Degree AA,AS		Bachelor Degree BA,BS		Master Degree MA,MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	12	17	0	0	3	60	6	26	0	0	1	4	1	14	1	20	0	0	0	0
3 to 6 times a week	24	34	0	0	0	0	8	35	3	75	9	33	3	43	1	20	0	0	0	0
Once or twice a week	8	11	0	0	0	0	1	4	0	0	6	22	1	14	0	0	0	0	0	0
A few times in the past month	6	8	0	0	0	0	3	13	0	0	3	11	0	0	0	0	0	0	0	0
Not at all in the past month	15	21	0	0	1	20	5	22	1	25	3	11	2	29	3	60	0	0	0	0

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Note. Question 22: How often does your preschool child use the following technology? Non-educational games, electronics.

Table D10 (continued)

Question 22: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no degree		Associates Degree AA,AS		Bachelor Degree BA,BS		Master Degree MA,MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	37	52	0	0	3	60	2	52	2	50	12	44	4	57	4	80	0	0	0	0
3 to 6 times a week	17	24	0	0	0	0	6	26	2	50	5	19	3	43	1	20	0	0	0	0
Once or twice a week	7	10	0	0	0	0	1	4	0	0	6	22	0	0	0	0	0	0	0	0
A few times in the past month	3	4	0	0	0	0	2	9	0	0	1	4	0	0	0	0	0	0	0	0
Not at all in the past month	4	6	0	0	1	20	2	9	0	0	1	4	0	0	0	0	0	0	0	0

152

Note. Question 22: How often does your preschool child use the following technology? TVs.

Table D10 (continued)

Question 22: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no degree		Associates Degree AA,AS		Bachelor Degree BA,BS		Master Degree MA,MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	14	20	0	0	1	20	4	17	1	25	4	15	3	43	1	20	0	0	0	0
3 to 6 times a week	20	28	0	0	2	40	4	17	1	25	10	37	1	14	1	20	0	0	0	0
Once or twice a week	9	13	0	0	0	0	0	0	0	0	5	19	3	43	1	20	0	0	0	0
A few times in the past month	4	6	0	0	0	0	3	13	0	0	1	4	0	0	0	0	0	0	0	0
Not at all in the past month	31	44	0	0	1	20	12	52	1	25	5	19	0	0	1	20	0	0	0	0

153

Note. Question 22: How often does your preschool child use the following technology? iPads.

Table D10 (continued)

Question 22: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no degree		Associates Degree AA,AS		Bachelor Degree BA,BS		Master Degree MA,MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	8	39	0	0	0	0	4	17	1	25	1	4	1	14	1	20	0	0	0	0
3 to 6 times a week	13	18	0	0	2	40	4	17	2	50	4	15	0	0	1	20	0	0	0	0
Once or twice a week	8	11	0	0	0	0	0	0	0	0	4	15	3	42	1	20	0	0	0	0
A few times in the past month	4	6	0	0	0	0	2	9	0	0	2	7	0	0	0	0	0	0	0	0
Not at all in the past month	31	44	0	0	2	40	13	57	1	25	11	40	3	42	1	20	0	0	0	0

154

Note. Question 22: How often does your preschool child use the following technology? IPODs.

Table D11

Question 23: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	71		0		5		23		4		27		7		5		0		0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day or more	41	58	0	0	3	60	15	65	3	75	13	48	3	43	4	80	0	0	0	0
3 to 6xs a week	18	25	0	0	1	20	4	17	1	25	9	33	3	43	0	0	0	0	0	0
A few times in the past month	8	11	0	0	1	20	4	17	0	0	2	29	1	14	0	0	0	0	0	0
Not at all	3	4	0	0	0	0	0	0	0	0	2	29	0	0	1	20	0	0	0	0

155

Note. Question 23: How often do you talk to your child about the following activities? Following a routine.

Table D11 (continued)

Question 23: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	71		0		5		23		4		27		7		5		0		0	
Once a day	23	32	0	0	1	20	10	43	2	50	6	22	2	29	2	40	0	0	0	0
3 to 6xs a week	23	32	0	0	1	20	4	17	2	50	12	44	3	43	1	20	0	0	0	0
A few times in the past month	15	21	0	0	1	20	7	30	0	0	5	19	1	14	1	20	0	0	0	0
Not at all	8	11	0	0	1	20	2	9	0	0	3	11	1	14	1	20	0	0	0	0

156

Note. Question 23: How often do you talk to your child about the following activities? Planning/Scheduling for the week.

Table D11 (continued)

Question 23: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	71	0	5	23	4	27	7	5	0	0										
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	34	48	0	0	1	20	12	52	3	75	11	41	3	43	4	80	0	0	0	0
3 to 6xs a week	19	27	0	0	2	40	5	22	1	25	8	30	3	43	0	0	0	0	0	0
A few times in the past month	11	15	0	0	1	20	5	22	0	0	4	15	1	14	0	0	0	0	0	0
Not at all	3	4	0	0	1	20	0	0	0	0	1	4	0	0	1	20	0	0	0	0

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Note. Question 23: How often do you talk to your child about the following activities? Discussing expectations.

Table D11 (continued)

Question 23: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	71		0		5		23		4		27		7		5		0		0	
Once a day	43	60	0	0	3	60	14	61	3	75	16	59	3	43	4	80	0	0	0	0
3 to 6xs a week	17	24	0	0	1	20	6	26	0	0	6	22	2	29	2	40	0	0	0	0
A few times in the past month	7	10	0	0	1	20	2	9	0	0	2	7	2	29	0	0	0	0	0	0
Not at all	3	4	0	0	1	20	1	4	0	0	1	4	0	0	0	0	0	0	0	0

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Note. Question 23: How often do you talk to your child about the following activities? Building vocabulary skills.

Table D12

Question 24: Education

	Total		Some School To 8 th Grade		Some HS no diploma		High School diploma (GED)		Voc. Tech diploma Degree		Some college no Degree		Associates Degree AA, AS		Bachelor Degree BA, BS		Master Degree MA, MS		Doctorate Degree Ph.D., etc.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	71		0		5		23		4		27		7		5		0		0	
Online	28	41	0	0	1	20	10	26	3	75	10	37	5	71	3	60	0	0	0	0
Books	54	76	0	0	3	60	19	83	2	50	20	74	5	71	5	100	0	0	0	0
Television	16	23	0	0	2	40	4	17	0	0	4	15	4	57	2	40	0	0	0	0
Brochures, pamphlets	13	18	0	0	0	0	2	9	0	0	7	26	3	43	1	20	0	0	0	0
Friends and Family	42	59	0	0	2	40	15	65	1	25	15	56	4	57	5	100	0	0	0	0
Teachers	59	83	0	0	4	80	19	83	4	100	24	88	3	43	5	100	0	0	0	0
Health Providers	31	44	0	0	3	60	11	48	2	50	10	37	3	43	2	50	0	0	0	0

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Note. Question 24: Which of the following do you think are important for the educational development of your preschool child?

APPENDIX E
TABLES E1 THROUGH E11

Table E1

Question 13: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Cultural Activities	14	20	4	24	0	0	0	0	3	15	3	50	5	20
Family Traditions	28	39	11	65	0	0	0	0	4	20	5	83	8	32
Attend Religious Services Ceremonies	32	46	9	53	1	100	0	0	8	40	5	83	9	36
Attend the Library	38	54	9	53	0	0	1	50	9	45	3	50	16	64
Making/Selling Jewelry, sewing, crafts	5	7	1	5.9	0	0	0	0	0	0	0	0	4	16
Attending to Livestock	5	7	0	0	0	0	0	0	0	0	0	0	5	20
Rodeos/ Pow wows	9	13	0	0	0	0	0	0	0	0	0	0	5	20
Visit Relatives	48	68	8	48	1	100	0	0	15	75	5	83	19	76
Playground, park, nature walk	56	79	9	53	1	100	2	100	17	85	5	83	22	88
Entertainment Sporting/Art Gallery Museums/ Movies/Plays	43	61	7	41	1	100	0	0	14	70	3	50	22	88

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Note. Question 13: What interest and hobbies is your preschool child involved in?

Table E2

Question 14: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Daily	34	48	8	47	0	0	0	0	10	50	3	50	13	52
weekly	31	44	8	47	0	0	1	50	10	50	3	50	9	36
monthly	1	1	0	0	0	0	0	0	0	0	0	0	1	4
Not at all	2	3	0	0	0	0	1	50	0	0	0	0	1	4

Note. Question 14: Which of the following ways do you engage in playing with your child? Outdoor play.

Table E2 (continued)

Question 14: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	41	58	7	42	1	100	1	50	12	60	5	83	15	60
weekly	24	34	9	53	0	0	1	50	8	40	1	17	5	20
monthly	2	3	0	0	0	0	0	0	0	0	0	0	2	8
Not at all	2	3	1	6	0	0	0	0	0	0	0	0	0	0

Note. Question 14: Which of the following ways do you engage in playing with your child? Housekeeping.

Table E2 (continued)

Question 14: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	37	52	7	41	1	100	1	50	12	60	3	50	13	52
weekly	30	42	9	53	0	0	0	0	8	40	3	50	10	40
monthly	1	1	0	0	0	0	0	0	0	0	0	0	1	4
Not at all	2	3	1	6	0	0	1	50	0	0	0	0	0	0

Note. Question 14: Which of the following ways do you engage in playing with your child? Book/literacy.

Table E2 (continued)

Question 14: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	14	20	4	24	0	0	1	50	4	20	2	33	3	12
weekly	33	46	10	59	0	0	1	50	10	50	2	33	10	40
monthly	8	11	2	12	0	0	0	0	1	5	2	33	3	12
Not at all	8	11	0	0	0	0	0	0	5	25	0	0	3	12

Note. Question 14: Which of the following ways do you engage in playing with your child? Computer.

Table E2 (continued)

Question 14: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	19	27	5	29	0	0	0	0	3	15	3	50	8	32
weekly	33	46	9	53	0	0	1	50	12	60	3	50	8	32
monthly	10	14	1	6	0	0	1	50	3	15	0	0	5	20
Not at all	3	4	1	6	0	0	0	0	2	10	0	0	0	0

Note. Question 14: Which of the following ways do you engage in playing with your child? Art.

Table E2 (continued)

Question 14: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	40	56	5	29	1	100	2	100	13	65	5	83	14	56
weekly	23	32	10	59	0	0	0	0	6	30	1	16	6	24
monthly	5	7	1	6	0	0	0	0	1	5	0	0	3	12
Not at all	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. Question 14: Which of the following ways do you engage in playing with your child? Block toys.

Table E2 (continued)

Question 14: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	28	39	4	24	0	0	0	0	6	30	4	67	14	56
weekly	33	46	11	65	0	0	1	100	12	60	2	33	7	28
monthly	6	8	1	6	0	0	0	0	2	10	0	0	3	12
Not at all	1	1	0	0	1	100	0	0	0	0	0	0	0	0

Note. Question 14: Which of the following ways do you engage in playing with your child? Puzzles/board games.

Table E3

Question 15: Ethnicity

	Total 71		White 17		Black 1		Asian 2		Hispanic 20		Arabic 6		Am. Ind 25	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	39	51.0	9	53	1	100	0	0	11	55	5	83	13	52
weekly	26	37	8	47	0	0	1	50	7	35	1	17	9	36
monthly	5	7	0	0	0	0	0	0	2	10	0	0	3	12
Not at all	1	1	0	0	0	0	1	50	0	0	0	0	0	0

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Note. Question 15: How often do you work with your child to develop readiness skills? Alphabets.

Table E3 (continued)

Question 15: Ethnicity

	Total 71		White 17		Black 1		Asian 2		Hispanic 20		Arabic 6		Am. Ind 25	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	14	20	1	6	1	100	0	0	3	15	2	33	7	28
weekly	39	55	13	76	0	0	1	50	9	45	4	67	12	48
monthly	13	18	2	12	0	0	0	0	6	30	0	0	5	20
Not at all	4	6	1	6	0	0	1	50	2	6	0	0	0	0

Note. Question 15: How often do you work with your child to develop readiness skills? Scissors skills.

Table E3 (continued)

Question 15: Ethnicity

	Total 71		White 17		Black 1		Asian 2		Hispanic 20		Arabic 6		Am. Ind 25	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	34	48	7	41	1	100	1	50	8	40	4	67	13	52
weekly	31	44	10	59	0	0	1	50	10	50	2	33	8	32
monthly	6	8	0	0	0	0	0	0	2	10	0	0	4	16
Not at all	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. Question 15: How often do you work with your child to develop readiness skills? Shapes and sizes.

Table E3 (continued)

Question 15: Ethnicity

	Total 71		White 17		Black 1		Asian 2		Hispanic 20		Arabic 6		Am. Ind 25	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	42	59	8	47	1	100	0	0	13	65	5	83	15	60
weekly	23	32	8	47	0	0	2	100	5	25	1	17	7	28
monthly	5	7	0	0	0	0	0	0	2	10	0	0	3	12
Not at all	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. Question 15: How often do you work with your child to develop readiness skills? Colors.

Table E3 (continued)

Question 15: Ethnicity

	Total 71		White 17		Black 1		Asian 2		Hispanic 20		Arabic 6		Am. Ind 25	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	40	56	8	47	0	0	0	0	16	80	5	83	11	44
weekly	19	27	9	53	0	0	1	50	2	10	1	17	6	24
monthly	5	7	0	0	0	0	0	0	2	10	0	0	3	12
Not at all	2	3	0	0	0	0	1	50	0	0	0	0	1	4

Note. Question 15: How often do you work with your child to develop readiness skills? Singing.

Table E3 (continued)

Question 15: Ethnicity

	Total 71		White 17		Black 1		Asian 2		Hispanic 20		Arabic 6		Am. Ind 25	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	46	65	7	41	1	100	0	0	16	80	5	83	17	68
weekly	20	28	10	59	0	0	2	100	2	10	1	17	5	20
monthly	5	7	0	0	0	0	0	0	2	10	0	0	3	12
Not at all	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. Question 15: How often do you work with your child to develop readiness skills? Counting.

Table E3 (continued)

Question 15: Ethnicity

	Total 71		White 17		Black 1		Asian 2		Hispanic 20		Arabic 6		Am. Ind 25	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	22	31	4	24	0	0	0	0	5	25	1	17	12	48
weekly	24	34	8	47	0	0	1	50	6	30	3	50	6	24
monthly	9	13	1	6	0	0	0	0	3	15	0	0	5	20
Not at all	13	18	3	18	0	0	1	50	6	30	2	33	1	4

Note. Question 15: How often do you work with your child to develop readiness skills? Tie their shoes.

Table E3 (continued)

Question 15: Ethnicity

	Total 71		White 17		Black 1		Asian 2		Hispanic 20		Arabic 6		Am. Ind 25	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
daily	52	73	10	59	1	100	1	50	15	75	6	100	19	76
weekly	6	8	2	12	0	0	1	50	2	10	0	0	1	4
monthly	4	6	0	0	0	0	0	0	2	10	0	0	2	8
Not at all	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. Question 15: How often do you work with your child to develop readiness skills? Dress herself/himself.

Table E4

Question 16: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Yes	45	63	12	71	1	100	1	50	11	55	5	83	15	60
No	25	35	4	24	0	0	1	50	9	45	1	17	10	40

Note. Question 16: Do you have a current library card?

Table E5

Question 17: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day or more	17	24	4	24	0	0	0	0	6	30	2	33	5	20
3 to 6xs a week	30	42	7	41	1	100	1	50	8	40	3	50	10	40
Once or twice a week	19	27	4	24	0	0	0	0	5	25	1	17	9	36
A few times a month	2	3	0	0	0	0	0	0	1	5	0	0	1	4
Not at all	2	3	1	6	0	0	1	50	0	0	0	0	0	0

Note. Question 17: How often do you read stories to your child?

Table E6

Question 18: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
1-20 books	21	30	4	24	0	0	0	0	5	25	0	0	12	48
20-40 books	24	34	5	29	1	100	1	50	5	25	4	67	8	32
40 books or more	24	34	6	35	0	0	1	50	10	50	2	33	5	20
none	1	1	1	6	0	0	0	0	0	0	0	0	0	0

Note. Question 18: How many children books approximately do you have in your home?

Table E7

Question 19: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day or more	23	32	5	29	0	0	0	0	6	30	3	50	9	36
3 to 6xs a week	25	35	8	47	1	100	0	0	6	30	2	33	8	32
Once or twice a week	13	18	1	6	0	0	1	50	4	20	1	17	6	24
A few times a month	8	11	2	12	0	0	0	0	4	20	0	0	2	8
Not at all	2	3	1	6	0	0	1	50	0	0	0	0	0	0

180

Note. Question 19: When reading to your child during the past month, how often did you engage in specific reading related activities with our pre-school child?

Table E7 (continued)

Question 19: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day or more	19	27	4	24	0	0	0	0	5	25	2	33	8	32
3 to 6xs a week	27	38	8	47	1	100	0	0	5	25	3	50	10	40
Once or twice a week	13	18	2	12	0	0	1	50	6	30	6	30	3	12
A few times a month	9	13	2	12	0	0	0	0	4	20	4	20	3	12
Not at all	2	3	1	6	0	0	1	50	0	0	0	0	0	0

181

Note. Question 19: When reading to your child during the past month, how often did you engage in specific reading related activities with our pre-school child? Ask your child what was going to happen next.

Table E7 (continued)

Question 19: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day or more	16	23	3	18	0	0	0	0	5	25	2	33	6	24
3 to 6xs a week	26	37	7	41	1	100	0	0	4	20	3	50	11	44
Once or twice a week	8	11	1	6	0	0	0	0	4	20	0	0	3	12
A few times a month	10	14	2	12	0	0	1	50	4	20	0	0	3	12
Not at all	9	13	3	18	0	0	1	50	3	12	1	17	1	4

Note. Question 19: When reading to your child during the past month, how often did you engage in specific reading related activities with our pre-school child? Ask your child to read with you.

Table E7 (continued)

Question 19: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day or more	16	23	4	24	0	0	0	0	10	50	2	33	9	36
3 to 6xs a week	24	34	7	41	1	100	0	0	4	20	3	50	9	36
Once or twice a week	12	17	2	12	0	0	1	50	4	20	0	0	5	20
A few times a month	9	13	2	12	0	0	0	0	4	20	0	0	3	12
Not at all	4	6	1	6	0	0	1	50	0	0	1	16	1	4

Note. Question 19: When reading to your child during the past month, how often did you engage in specific reading related activities with our pre-school child? Stopped and asked about the story.

Table E8

Question 20: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Volunteer in the classroom	9	13	3	18	0	0	0	0	3	15	1	17	2	8
Attend field trips	22	30	4	24	0	0	0	0	6	30	1	17	11	44
Serve on the Parent Advisory Committee	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visit other classrooms	7	10	1	6	0	0	0	0	3	15	1	17	2	8
Attend onsite trainings, conferences or meetings	7	10	1	6	1	100	0	0	2	10	0	0	3	12
Take home projects	12	17	4	24	0	0	0	0	3	15	0	0	5	20
Helping with money raising projects	18	25	3	18	1	100	0	0	6	30	2	33	6	24

184

Note. Question 20: How are you involved at the pre-school child your child attends?

Table E9

Question 21: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Helps wash dishes/take out trash	43	60	8	47	1	100	0	0	14	70	1	17	19	76
Helps with cooking	29	40	8	47	0	0	0	0	9	45	1	17	11	44
Helps with herding sheep/cattle attends to animals	9	13	3	18	0	0	0	0	2	10	0	0	4	16
Helps on Farm/Ranch	1	1	0	0	0	0	0	0	0	0	0	0	1	4
Helps with yard or gardening	32	45	9	53	1	100	2	100	9	45	4	67	7	28
Helps with picking up after self/clean room	62	87	14	82	1	100	2	100	19	95	6	100	20	80

185

Note. Question 21: Which of the following chores does your pre-school child do at home?

Table E10

Question 22: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3 to 6xs a week	2	3	2	12	0	0	0	0	0	0	0	0	0	0
Once or twice a week	6	8	2	12	0	0	1	50	1	5	0	0	2	8
A few time a month	12	17	4	24	0	0	0	0	4	20	1	17	3	12
Not at all in the past month	42	59	7	41	0	0	1	50	13	65	4	67	17	68

186

Note. Question 22: How often does your preschool child use the following technology? Skype.

Table E10 (continued)

Question 22: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	5	7	1	6	0	0	0	0	0	0	1	17	3	12
3 to 6xs a week	11	15	5	29	0	0	0	0	2	10	1	17	3	12
Once or twice a week	17	24	5	29	0	0	1	50	8	40	0	0	3	12
A few time a month	15	21	4	24	0	0	1	50	4	20	2	33	4	6
Not at all in the past month	16	23	1	6	0	0	0	0	4	20	2	33	9	36

187

Note. Question 22: How often does your preschool child use the following technology? Computer.

Table E10 (continued)

Question 22: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	13	18	4	24	0	0	0	0	3	15	0	0	6	24
3 to 6xs a week	15	21	3	18	0	0	0	0	5	25	2	33	5	20
Once or twice a week	20	28	5	29	0	0	0	0	8	40	2	33	5	20
A few time a month	7	10	2	12	0	0	2	100	1	5	0	0	2	8
Not at all in the past month	10	14	1	6	0	0	0	0	2	10	2	33	5	20

188

Note. Question 22: How often does your preschool child use the following technology? CDs, Video,

Table E10 (continued)

Question 22: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3 to 6xs a week	1	1	0	0	0	0	0	0	0	0	0	0	1	4
Once or twice a week	3	4	2	12	0	0	0	0	1	5	0	0	0	0
A few time a month	10	14	4	24	0	0	0	0	2	10	1	17	3	12
Not at all in the past month	47	66	8	47	0	0	2	100	15	75	5	83	17	68

189

Note. Question 22: How often does your preschool child use the following technology? Email.

Table E10 (continued)

Question 22: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	15	21	4	24	1	100	0	0	3	15	2	33	5	20
3 to 6xs a week	22	31	5	29	0	0	1	50	9	45	3	50	4	16
Once or twice a week	14	20	4	24	0	0	1	50	4	20	1	17	4	16
A few time a month	7	10	2	8	0	0	0	0	2	10	0	0	3	12
Not at all in the past month	7	10	0	0	0	0	0	0	1	5	0	0	6	26

190

Note. Question 22: How often does your preschool child use the following technology? Educational games, electronics.

Table E10 (continued)

Question 22: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	12	17	2	12	0	0	0	0	4	20	2	33	4	16
3 to 6xs a week	24	34	7	41	0	0	1	50	8	40	3	50	5	20
Once or twice a week	8	11	3	18	0	0	0	0	2	10	1	17	2	8
A few time a month	6	8	1	6	0	0	1	50	1	5	0	0	3	12
Not at all in the past month	15	21	3	18	0	0	0	0	4	20	0	0	8	32

191

Note. Question 22: How often does your preschool child use the following technology?
Non-educational games, electronics.

Table E10 (continued)

Question 22: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	37	52	7	41	1	100	2	100	15	75	4	67	8	32
3 to 6xs a week	17	24	6	35	0	0	0	0	3	15	2	3	6	24
Once or twice a week	7	10	1	6	0	0	0	0	2	10	0	0	4	16
A few time a month	3	4	1	6	0	0	0	0	0	0	0	0	2	8
Not at all in the past month	4	6	1	6	0	0	0	0	0	0	0	0	3	12

192

Note. Question 22: How often does your preschool child use the following technology? TVs.

Table E10 (continued)

Question 22: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	14	20	3	18	1	100	0	0	5	25	3	50	2	8
3 to 6xs a week	20	28	5	29	0	0	1	50	5	25	2	33	7	28
Once or twice a week	9	13	4	24	0	0	1	50	2	10	1	17	1	4
A few time a month	4	6	2	12	0	0	0	0	0	0	0	0	2	8
Not at all in the past month	20	28	2	12	0	0	0	0	8	40	0	0	10	40

193

Note. Question 22: How often does your preschool child use the following technology? iPads.

Table E10 (continued)

Question 22: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	&	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	8	11	1	6	0	0	0	0	4	20	2	33	1	4
3 to 6xs a week	13	18	4	24	0	0	0	0	3	15	1	17	5	20
Once or twice a week	8	11	4	24	0	0	0	0	2	10	0	0	2	8
A few time a month	4	6	2	12	0	0	0	0	0	0	0	0	2	8
Not at all in the past month	31	44	4	24	0	0	2	100	3	50	3	50	12	48

194

Note. Question 22: How often does your preschool child use the following technology? IPODs.

Table E11

Question 23: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	41	58	7	41	1	100	0	0	10	50	5	83	18	72
3 to 6xs a week	18	25	7	41	0	0	1	50	6	30	0	0	4	16
A few time a month	8	11	2	12	0	0	0	0	4	20	0	0	2	8
Not at all in the past month	3	4	0	0	0	0	1	50	0	0	1	17	1	4

Note. Question 23: How often do you talk to your child about the following activities? Following a routine.

Table E11 (continued)

Question 23: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	23	32	1	6	1	100	0	0	7	35	3	50	11	44
3 to 6xs a week	23	32	9	53	0	0	0	0	6	30	1	17	7	28
A few time a month	15	21	4	24	0	0	0	0	6	30	1	17	4	16
Not at all in the past month	8	11	2	12	0	0	2	100	1	5	1	17	2	8

Note. Question 23: How often do you talk to your child about the following activities?
Planning/Scheduling for the week.

Table E11 (continued)

Question 23: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	34	48	6	35	0	0	0	0	11	55	3	50	11	44
3 to 6xs a week	19	27	7	41	0	0	0	0	5	25	1	17	7	28
A few time a month	11	15	1	6	0	0	2	100	4	20	1	17	4	16
Not at all in the past month	3	4	1	6	0	0	0	0	0	0	1	17	2	8

Note. Question 23: How often do you talk to your child about the following activities?
Discussing expectations.

Table E11 (continued)

Question 23: Ethnicity

	Total (71)		White (17)		Black (1)		Asian (2)		Hispanic (20)		Arabic (6)		Am. Ind. (25)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Once a day	43	60	8	47	1	100	1	50	12	60	5	83	16	64
3 to 6xs a week	17	24	7	41	0	0	1	50	4	20	0	0	5	20
A few time a month	7	10	1	6	0	0	0	0	3	15	0	0	3	12
Not at all in the past month	3	4	2	12	0	0	0	0	0	0	1	17	0	0

Note. Question 23: How often do you talk to your child about the following activities?
Building vocabulary skills.

Table E12

Question 24: Ethnicity

	Total 71		White 17		Black 1		Asian 2		Hispanic 20		Arabic 6		Am. Ind. 25	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Online	29	41	6	35	0	0	2	100	10	50	4	66	7	28
Books	59	83	10	59	1	100	2	100	18	90	6	100	21	84
Television	19	27	4	24	0	0	1	50	8	40	1	17	5	20
Brochure, pamphlets	14	20	3	18	0	0	0	0	3	15	2	33	6	24
Friends and Family	47	66	8	47	1	100	2	100	16	80	5	83	15	60
Teachers	63	89	12	71	1	100	2	100	19	95	5	83	23	92
Health Providers	34	48	5	29	0	0	0	0	11	55	4	66	14	56