

Latino Parent Perspectives
on Parental Involvement in Elementary Schools

by

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ABSTRACT

The purpose of this research is to provide insight into immigrant Latino parents' perspectives on parental involvement in elementary school settings as influenced by the Title I Family Literacy Program (TFLP). A comparison is made of Latino parents who have been participating in the TFLP for more than one year, participants new to the program and Latino parents who chose not to participate in the TFLP. Both quantitative and qualitative data were collected via a survey and individual interviews of randomly selected members of each comparison group. All research participants were immigrant Latino parents with children at one of ten Title I elementary schools operating a TFLP. The schools are part of a large, urban school district in the Southwest. Findings indicate the TFLP has a positive effect on parental involvement practices of immigrant Latino parents. Participating parents showed increased confidence in their ability to support their children's education and program participants are more engaged in school activities. The results of this study imply participation in the program for one year or more has the most impact on families. Parents who participated for more than one year communicated a high sense of responsibility toward their influence on their child's education and upbringing and an understanding of strategies needed to effectively support their children. This research also identifies barriers parents face to participation in the TFLP and parental involvement in general. Implementation of family literacy programs in other districts would need to follow guidelines similar to this TFLP to achieve comparable results. More

research is needed on the effects of this program on parents, children, and school staff.

DEDICATION

I dedicate this dissertation to my parents for your constant love and support. I never would have dreamed this was possible without your encouragement. Also, to my son, Alex, who I hope will follow his dreams as I have mine.

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Chapter 1

INTRODUCTION

Throughout the history of the United States, immigration has been a controversial topic. Since the settlements of the early colonists, major waves of immigrants have been coming to the United States. Currently the majority of immigrants are originating from countries in the Caribbean, Mexico and Central and South America. According to Suarez-Orozco, Suarez-Orozco, & Todorova (2008) 12.4% of the U.S. population, or 35 million people, are immigrants and 20% of children in the U.S. have immigrant parents. This influx of immigrant children presents challenges to social and economic systems in the U.S., particularly the educational system.

Arizona is a prime example of these challenges to the educational system. Located on the border with Mexico, Arizona has a slightly higher percent of foreign born population, 14.7% (U.S. Census Bureau, 2010). Almost 30% of the population is Latino and 90% of Arizona's Latino population is of Mexican origin. According to the Pew Hispanic Center (2008), Arizona's total Latino population ranks fifth in the nation.

The demographics within Arizona's Latino population reveal additional characteristics that contribute to the challenges faced by Arizona's educational system. 33% of the Latino population in Arizona is foreign born and 71% speak a language other than English at home. 42% of all K-12 students in Arizona are Latino and 31% of these Latino children are living in poverty (Pew Hispanic Center, 2008). Mesa Unified School District (MUSD), the largest district in the

state located in urban Arizona, reflects the demographics of the state: approximately 42% of elementary students are Latino and 86% of these Latino elementary students attend schools that receive funds from Title I, an indicator of high poverty levels among the student population. Almost 30% of MUSD elementary students speak a language other than English at home. The National Center on Education Statistic's 2011 report, notes that there has been little reduction in the achievement gap between white and Latino students over the past twenty years. Poverty and lack of English language skills among Latino students negatively affect the achievement gap.

In the past thirty years, research has shown that parental involvement has a positive effect on student academic achievement (Henderson & Mapp, 2002; Jeynes, 2005). Jeynes (2005) in his meta-analysis of parental involvement research, found a relationship between parental involvement and student achievement relative to race and gender; minority students in urban schools show a positive correlation between academic achievement and parental involvement. Jeynes suggests that parental involvement of minority parents may reduce the achievement gap between white and minority children.

The importance of parental involvement is recognized by the federal government in No Child Left Behind Act of 2001 (NCLB Act). The four principles of the NCLB Act are: accountability for results, local control and flexibility, expanded parental choice and effective and successful programs that reflect scientifically based research. These principles are reflected in Title I, Part A Non-Regulatory Guidance on Parental Involvement. The provisions in Title I,

Part A emphasize the shared responsibility between schools and parents for student achievement. According to the Guidance, “The new Title I, Part A is designed not only to help close the achievement gap between disadvantaged and minority students and their peers, but also to change the culture of America’s schools so that success is defined in terms of student achievement and schools invest in every child.” (2004, p. 1).

Title I, Part A provides districts with a specific legal definition of parental involvement and, in accordance with the NCLB Act principle, states are allowed local control and flexibility in the interpretation and implementation parental involvement programs. Consequently, parental involvement programs mandated by Title I differ between districts and are implemented with varying success. Often programs designed to benefit the wide variety of populations served by schools are least successful in recruiting immigrant Latino families.

Given the importance of parental involvement and the high numbers of immigrant Latino children in Arizona schools, the focus of this paper addresses parental involvement of immigrant Latino families. A review of the research reveals that educators and parents have very different beliefs for what encompasses parental involvement. This contrast of educators’ and parents’ understanding of parental involvement is even more pronounced in urban schools with minority families and/or families of low socioeconomic status. Much of this disparity can be related to cultural and social capital, the conceptual framework applied in this study.

Social and Cultural Capital

In *The Forms of Capital* (1986) Bourdieu defines three types of capital:

- Economic capital – control over economic resources such as cash and assets.
- Social Capital – control of resources that are based on relationships, networks of influence and support, and group membership.
- Cultural Capital – non-financial social assets such as forms of knowledge, skills, education and advantages that promote social mobility beyond economic means.

To understand the role social and cultural capital have in parental involvement, it is important to discuss these concepts as related to education. The relationship between the structure of schools and family life contribute not only to student achievement, but also parental involvement. Most urban elementary schools in the United States reflect Northern European value systems and these systems define the social and cultural capital valued by school personnel. Lareau (1987) notes:

Schools draw unevenly on the social and cultural resources of members of the society. For example, schools utilize particular linguistic structures, authority patterns, and types of curricula; children from higher social locations enter schools already familiar with these social arrangements. Bourdieu maintains that the cultural experiences in the home facilitate children's adjustment to school and academic achievement, thereby transforming cultural resources into what he calls cultural capital. (Lareau, 1987, p. 74)

Latino immigrant parents' social and cultural capital does not facilitate children's adjustment to schools in the United States (Gandara and Contreras, 2009). In fact, this difference in capital causes misperceptions by teachers and

parents which may impede parental involvement. Currently, parents are expected by schools to have a role in their children's academic development and "the acceptance of a particular type of family-school relationship emerges as a result of social processes" (Lareau, 1987, p. 74). The influx of poor immigrant students in urban schools has created a 'social and cultural capital gap' between schools and families.

Purpose Statement

The purpose of this study is to explore immigrant Latino parents' perspectives on parental involvement. The study will focus on the population of immigrant Latino parents of children in Title I elementary schools in a large, urban school district in Arizona. Through surveys and interviews, this phenomenological study intends to focus on the role of cultural and social capital in immigrant Latino parents' experiences in supporting their children's education. The focus on immigrant Latino parent perspectives on parental involvement in Arizona elementary schools will provide insight into how to maximize immigrant parents' positive influence on their children's education while minimizing perceived barriers to their children's educational success.

Significance of the Study

Research has shown that parental involvement is considered important to reducing the achievement gap between white and minority students, therefore gaining an understanding of effective parental involvement practices is essential. Furthermore, given the large population of Latino immigrant students in Arizona schools, parental involvement practices must be culturally appropriate for

immigrant Latino families. This study will provide insight into immigrant Latino parents' perspectives on parental involvement, and hopefully help schools devise more effective strategies to increase parental involvement among immigrant Latino population.

On another level, this study will provide useful information to the district as it revises and implements its parental involvement policy. The district may use information from this study to modify its parental involvement policy in schools serving large populations of immigrant Latino families.

This study may also provide insight to school staff and teachers, helping them better understand the cultures and backgrounds of the families they serve. Teachers may use this information to inform their instructional practices and improve teacher-family relations, ultimately improving Latino children's success in school.

Chapter 2

LITERATURE REVIEW

The majority of studies of parental involvement in elementary schools approach the topic in one of three ways: establishing a positive relationship between parental involvement and students' educational success; exploring the perspectives of school staff and parents in regard to parental involvement; and researching the barriers faced by schools and parents in parental involvement programs from a social and cultural capital context.

Relationship between Parental Involvement and Students' Educational Success

A group of quantitative studies has established the general consensus that parental involvement has a positive effect on children's academic achievement (Sheldon & Epstein, 2005; Jeynes, 2005; Henderson & Mapp, 2002). Along this same vein, more recent research discusses the positive effect of parental involvement on students' social development such as attendance and behavior (Nokali, Bachman & Votruba-Drzal, 2010; Lee, 2006; Domina, 2005). Research studies also have shown that specific aspects of parental involvement are effective in improving student academic achievement and social development (Fantuzzo, McWayne & Perry, 2004; McWayne, Hampton, Fantuzzo, Cohen & Sekino, 2004; Manz, Fantuzzo & Power, 2004).

For over 20 years, researchers have tried to determine the effects of parental involvement on the academic achievement of elementary school students. In 2005, Jeynes conducted a meta-analysis study of 41 quantitative research

studies to examine the association of parental involvement with levels of school achievement of urban elementary students. Jeynes determined a positive relationship between parental involvement overall and urban elementary school student achievement. Additionally, Jeynes found the correlation between parental involvement and student achievement held across race and gender, noting that parental involvement may be one way to reduce the achievement gap between white and minority students. Grade point average and standardized test results were among the academic measures used to determine student achievement.

The meta-analysis conducted by Henderson and Mapp (2002) included 51 quantitative and qualitative studies on the effects parental involvement programs on children ranging from preschool through high school. The results of their meta-analysis found that students, regardless of income or background, were more likely to earn higher grades and test scores when their parents are more involved in school. In addition to academic measures of achievement, Henderson and Mapp found that students with involved parents had better attendance, better social skills, improved behavior, and were more likely to graduate from high school.

Further studies sought to identify the most effective aspect of parental involvement among three family involvement dimensions: home-based involvement, school-based involvement and home-school communication. Fantuzzo, McWayne and Perry (2004) measured parental involvement in preschool using the Family Involvement Questionnaire (FIQ; Fantuzzo, Tighe & Childs, 2000). The researchers found that although each dimension of parental

involvement showed positive effects on children's outcomes, "home-based involvement activities, such as reading to a child at home, providing a place for educational activities, and asking a child about school, evidenced the strongest relationships to later preschool classroom competencies" (Fantuzzo et al., 2004, p. 474). Additionally, the researchers found "higher levels of home-based involvement were associated with lower levels of classroom behavior problems" (p. 474).

Subsequent studies using the Family Involvement Questionnaire modified for elementary school children found these three dimensions of parental involvement are applicable for families of pre-school through fifth grade students and that home-based involvement activities had the strongest connection to students' achievement. (McWayne, Hampton, Fantuzzo, Cohen, & Sekino (2004); Manz, Fantuzzo & Power (2004)).

Additional studies analyzed the effects of parental involvement on student achievement among families with low socio-economic status. In a quantitative longitudinal study of almost 1500 children and their families, Domina (2005) found that "...parental involvement activities can be effective in preventing children's problem behaviors" (p. 242). Moreover, Domina found that "...the involvement activities of low SES [socio-economic status] parents have a *more favorable* influence on their children's outcomes than do the activities of high-SES parents" (p. 244). Increased parental involvement among low SES families also improved the quality of the teacher-child relationship (Wyrick & Moritz Rudasill, 2009). These researches also note that "parental involvement may

matter more for low-income youth because they have multiple risk factors (i.e., lack of resources and increased parental stress) for teacher conflict and poor academic outcomes” (p. 859).

Research by Lee and Bowen (2006) and Manz et al. (2005) studied parental involvement related to race, ethnicity, SES and academic achievement of parents. In both studies, researchers found levels of parental involvement varied across demographic groups. Lee and Bowen note,

...involvement at school occurred most frequently for those parents whose culture and lifestyle were most likely to be congruent with the school’s culture: parents who were European American, whose children did not take part in the school lunch program, and whose educational attainment was higher and more similar to that of the school staff. (2006, p. 210).

Manz et al. (2005) also found differences in levels of involvement related to parents’ academic achievement. Parents with higher levels of education had greater levels of school-based involvement and home-school communication than parents without a high school degree.

Both studies found different levels of involvement in the three dimensions of parental involvement (home-based involvement, school-based involvement, and home-school communication) related to families’ demographics.

Specifically, “...parents whose children received free or reduced-priced lunches at school reported less frequent involvement at school and parent-child educational discussions at home, as well as lower educational expectations for their children.”

Also, these parents “...reported *more* frequent efforts to manage their children’s

time, limiting play and TV and making sure their children spent time on reading” (Lee & Bowen, 2006, p. 204).

Research has established the correlation between parental involvement and children’s educational success in regards to GPA, test scores, improved behavior and other socioemotional factors. Research has also related levels of parental involvement to demographic aspects of parents. Decreased levels of parental involvement in the areas of school-based involvement and home-school communication can affect school staffs’ perceptions of parents.

School Staff and Parent Perspectives on Parental Involvement

Several studies reveal that school staff define parental involvement as participation in school activities (Joshi, Eberly & Konzal, 2005; Valdés, 1996; Ferrara, 2009; Lawson, 2003) and teachers tend to view parental involvement as what is visible and helpful to the school (Quiocho & Daoud, 2006). Often, little information is available to staff regarding home-based parental involvement. Parental involvement practices of low-income, minority parents tend to be home-based rather than school-based or home-school communication (Lee & Bowen, 2006 and Manz, 2005; Ryan, Carey, Casas, Kelly-Vance, Ryalls, & Nero, 2010). Lower levels of school-based involvement by low-income Latino parents create a general perception by educators that low income Latino parents are uninterested in their children’s education, unsupportive of their children’s achievement, have low expectations for their children’s education and/or are incapable of supporting their children’s education due to their own lack of education (Gonzalez-DeHass & Willems, 2003; Quiocho & Daoud, 2006; Valdés, 1996).

In much of the research on school staff perspectives on parental involvement, staff often believe they are providing a variety of different involvement opportunities, but in reality, they are merely providing opportunities for school-based parental involvement (Joshi et al., 2005; Barnyak & McNelly, 2009; Lareau, 1987; Ferrara, 2009). Researchers also found that teachers felt teaching parents how to be parents was not their responsibility (Ferrara, 2009; Quijoch & Daoud, 2006). Other research highlighted the disparity between what school staff report they understand about parental involvement activities and their effects on learning and what school staff practice in the classroom (Joshi et. al., 2005; Ferrara, 2009). Overall, researchers found the following perspectives pervasive in teachers' beliefs about immigrant parents: immigrant parents are unreliable and refuse to volunteer in the classroom; immigrant parents do not, or are not capable of supporting their children with homework; they do not care about their children's schooling; and they are unskilled and unprofessional (Joshi et.al. 2005; Orozco, 2008; Ryan et. al., 2010).

Research reveals that parental involvement as defined by low-income Latino parents emphasizes home-based involvement over other forms of involvement (Lee & Bowen, 2006; Manz, 2005; Ryan et al., 2010). Immigrant Latino parents believe their place is to raise children to be well behaved and want their children to succeed in school (Valdés, 1996), and immigrant Latino parents are also sensitive to the pervasive belief in American society that Latino parents do not value their children's education (Jones, 2003). Immigrant parents also have a series of constraints that are not shared by many U.S. born parents

including, language barriers, low levels of education, inflexible work hours, constant immigration stress, and lack of understanding of the American school system (Valdés, 1996; Orozco, 2008). Latino parents can feel excluded from the school community due to their ethnicity, language, and lack of education (Gonzalez-DeHass & Willems, 2003; Orozco 2008).

Some studies related that immigrant Latino families felt they had a lot to offer their children to improve their educational success, but they also felt their input was not accepted as valuable in the American school system (Valdés, 1996; Orozco, 2008; Ferrara, 2009). Research on parents' perspectives found that Latino parents want their children to succeed in school, but they also feel that schooling is the teachers' job. Valdés (1996) found that parents believe that teachers and school staff treat their children differently than European American children and give them less attention because they are Latino.

Many immigrant Latino parents are unsure how to participate and communicate with school staff. Additionally, immigrant parents do not feel valued nor that their voices are heard at the schools. Overall, immigrant Latino parents tended to use methods of involvement that they were familiar with from their native culture, such as sending notes or verbal messages to the teacher with their children and attending the social functions at the school (Valdés, 1996).

Parental Involvement Related to Social and Cultural Capital

The theoretical framework for this study will draw upon Bourdieu's (1986) conceptualization of social and cultural capital defined in *The Forms of Capital*. In general, urban elementary schools value the cultural capital, or the

cultural knowledge and practices of the European American, middle class majority. Parents' understanding of their role and the role of schools in children's education is also related to their cultural capital. However, low-income, minority parents' cultural capital is not the same as the European American, middle class majority's cultural capital. Immigrant Latino parents' cultural capital often does not facilitate children's adjustment to schools in the United States. In fact, this difference in cultural capital often causes misperceptions by teachers and parents, which may impede parental involvement of immigrant Latino parents.

Even though definitions of parental involvement exist, the research reviewed offers evidence that educators and parents have very different beliefs for what encompasses parental involvement. As noted earlier, several studies reveal that school staff define parental involvement as participation in school activities (Joshi et al., 2005; Valdés, 1996; Ferrara, 2009; Lawson, 2003). Parental involvement as defined by low-income Latino parents however emphasizes home-based involvement over other forms of involvement (Lee & Bowen, 2006; Manz, 2005; Ryan et al., 2010). This contrast of educators' and parents' understanding of parental involvement is even more pronounced in urban schools with minority families and/or families of low socioeconomic status. Much of this disparity can be related to cultural and social capital. Gándara and Contreras (2009) note:

An important aspect of formal education is the cultural capital (knowing how things work) and social capital (having access to important social networks) that are acquired while earning a diploma or college degree; this knowledge and access help students succeed. Latino parents, with their relatively low levels of formal education, have far fewer of these important assets to assist - and pass on to - their children. (p. 30).

As Lareau (1987) notes, “family-school relationships are socially constructed and are historically variable” (p. 74). Currently, parents are expected by schools to have a role in their children’s academic development and “the acceptance of a particular type of family-school relationship emerges as a result of social processes” (Lareau, 1987, p. 74).

Valdés (1996) found that Latino parents often misunderstood their role in their children’s education because they didn’t understand the concept of parental involvement as defined by the school. While educators and schools believe they are providing ample opportunities for involvement, these activities often ignore the cultural perspectives of minority populations (Gonzalez-DeHass & Willems, 2003). The conflicting beliefs by educators and parents in how parents should be involved in schools is further confounded by the mismatch of teachers and administrators beliefs of what is good parental involvement and what they actually promote and practice (Barnyak & McNelly, 2009).

Research on parental involvement through social and cultural capital lens highlights the mismatch between school staff and low income Latino parents’ understanding of parental involvement in the areas of home-school communication, helping with homework and volunteering at school.

Suárez-Orozco, et. al. (2008) asked teachers how they expect parents to support their children’s education. Teachers believed that parents who came to school and helped with homework were concerned parents, and usually parents of children that were doing well in school. Teachers viewed parents of children with problems as ‘hiding’ and not wanting to get involved. Overall, the researchers

found that teachers' impressions of immigrant parents were patronizing and often hostile. Immigrant parents face major barriers to providing assistance with homework. In fact, Suárez-Orozco, et. al. (2008) found in their research that only 38% of immigrant children had someone in their household that they could ask for help on homework. Many children referenced their parents' long work hours in low-wage jobs as being a major barrier to parental support, not only with homework, but parents' inflexible work hours also hinder them from participating in school functions.

A second major barrier immigrant parents confront is their lack of formal education. Gándara and Contreras (2008) repeatedly make reference to the importance of mother's education in their children's success in school. They found that only one in ten Latino students has parents with higher levels of education, as opposed to four in ten white students. Latino parents often lack education and self-efficacy to assist their children with homework, and in addition, may not understand that it is an expectation of the teacher (Valdés, 1996). Suárez-Orozco, et. al. (2008) also emphasize the importance of parents' level of education as related to social capital. The researchers write:

Parents with higher educational levels, when compared to parents who have lower levels of education, tend to provide more literacy opportunities, communicate with more sophisticated vocabularies, offer more access to computers, assist (productively) with homework assignments, provided private SAT [Scholastic Aptitude Test] instruction, offer knowledge about applying to and getting into college, as well as provide other academic supports (p. 37).

In Arizona, the Pew Hispanic Center (2008) reports that 44% of the immigrant Latino population has less than a high school diploma. The low educational

attainment of Latino parents creates barriers to their participation in their children's education not only because they cannot help their children at home, but also, as Gándara and Contreras (2009) note, "it is essential because it is tied to class, and class privilege is tied to social and cultural capital..." (p. 51). Social and cultural capital give families an understanding of how the American educational system works. Immigrant Latino families have social and cultural capital; however they do not share the same capital as the northern European American majority.

Communication between home and school is identified as an important component of parental involvement (Henderson & Mapp, 2002). When teachers were surveyed about what parental involvement practices were most important, communication with teachers was the most common answer (Joshi et al., 2005). According to teachers in several studies, forms of communication with parents consisted of parent teacher conferences, newsletters, emails, and report cards (Barnyak & McNelly, 2009; Joshi, et al., 2005; Lawson, 2003; Valdés, 1996). These forms of communication are generally one directional, from school to home. Parent teacher conferences, though opportunities for a two way exchange, often revert back to a one way form of communication from teacher to parent (Joshi, et al., 2005). In addition, communication from school to home is less frequent with low-income, Latino families (Enyeart, Diehl, Hampden-Thompson & Scotchmer, 2006).

For European American parents, these forms of communication are logical and usually sufficient. A parent wishing to speak with a teacher may call or

email. However, for Latino families, these forms of home-school communication are not well understood or are impeded by language barriers. For example, teachers believe that the purpose of parent-teacher conferences is to discuss the child's academic progress. Latino parents view the purpose of the conference to discuss the child's behavior (Valdés, 1996). Language barriers prevent understanding of teacher's notes home and phone calls. Also, many Latino families are not familiar with email and do not have easy access to a computer. Latino parents' lack of response to teacher communication is often misinterpreted by teachers as the parents' disinterest.

Researchers in various studies discussed other reasons for Latino parents' difficulty communicating with teachers and school staff. First and foremost was the parent's lack of self-efficacy and feeling intimidated by the teachers and school itself (Jones, 2003). Valdés (1996) found that of the nineteen adults in the families she studied; only three had completed elementary school in Mexico. Parents felt incompetent and embarrassed by their lack of education and preferred not to talk with the teacher or even go to the school. Parents who did communicate with personnel, often preferred to speak with the bilingual aide than the teacher (Valdés, 1996). Parents and teachers have preconceived notions about each other and appropriate forms of communication that make communication even more difficult (Joshi, et al, 2005). Parents recognize that teachers believe Latino parents aren't interested in their children's education. This pre-judgment makes it difficult for parents to feel comfortable going to the school and talking with staff (Jones, 2003).

Cultural differences in the role of communication also create barriers to parental involvement. In several studies, Latino parents felt a lack of trust and relationship building on the part of the schools (Auerbach, 2009; Henderson & Mapp, 2002; Mapp, 2003). Latino parents were more likely to participate in social gatherings at the school than one-on-one communication with teachers (Gonzalez-DeHass & Willems, 2003). Parental involvement is often limited to ceremonial, festive occasions when the focus is not on academic conversation (Valdés, 1996). While for Latino families, these activities are important for relationship building, these types of activities provide parents with little opportunity to interact with teachers. For Latino families, schools seem to emphasize the programming of parental involvement and not the process (Mapp, 2003).

According to Henderson and Mapp (2002), how parents understand their role in supporting their child's education is effected by three constructs:

- Personal construction of the parent role which is influenced by cultural and class contexts,
- Personal sense of efficacy, and
- Opportunities, invitations or demands for parental involvement by the school.

Next, how parents choose to become involved depends upon the parent's perception of their own skills, time and energy available, and parent's perceptions of the suggestions and invitations for their involvement.

Suárez-Orozco, et. al. (2008) asked immigrant students about the importance their parents put on getting good grades and finishing high school. 93% of students reported that parents believed getting good grades was important or very important and 97% reported that parents believed finishing high school was important or very important.

Jones (2003) found that Latino parents believe that teachers need to understand the context of the local Latino population and that Latino families want their children to preserve their Latino culture. According to Joshi, et al. (2005), teachers often do not have a good understanding of their own culture, much less that of their students. The researchers also found a disparity among teachers of what they understood about culture in its relation to learning and what they practiced.

Teachers overwhelmingly felt that patterns of communication, social values, preferred ways of learning and knowledge, and child raising patterns had a strong influence on student's learning. However, with respect to the outward displays of culture (dress, celebrations, food, art, literature, etc.) and religious values, less than half of the respondents felt that these had an influence on students' learning. Yet when asked how they acknowledge culture in their classrooms, the most common themes that emerged were books, holidays and cultural heritage units, all of which fall under the category of outward displays of culture. Likewise, when asked how they affirm culture in their interactions with families, they reported that they demonstrate their own awareness of the culture's holidays. (Joshi, et al., 2005, p. 14)

Teachers do not understand or value the cultural capital of immigrant Latino families. Although they may realize the depth of the definition of culture, they are unable to incorporate the important aspects of culture to improve students' learning and their relationship with parents. Also, misperception of

intentions on the part of teachers and parents leads to barriers to parental involvement of Latino parents, which further perpetuates the misperceptions (Joshi, 2003).

Immigrant Latino families' lack of understanding their role in their children's education also has long term implications. As children advance in schools, European American, middle-class parents typically know which teachers are better, which classes and extracurricular activities are better for getting accepted into college, how to communicate with school staff and get the best for their children (Gándara & Contreras, 2009). Immigrant Latino parents lack this social and cultural capital to use on their children's behalf. Additionally, because of Arizona's implementation of the English Language Development (ELD) program, children may be segregated from their peers and their peers' families, thus further weakening their social capital networks.

The opportunities for parental involvement are usually dictated by the school and are limited, ignoring the cultural perspectives of minority populations (Gonzalez-DeHass & Willems, 2003). Generally, parental involvement focuses on how to get parents to do what the teachers and schools want them to do (Jones, 2003). Mapp (2003) identified three important components that schools must practice with parents if they want parents to connect to schools: welcoming parents' participation, honoring their culture and contributions, and connecting. She also found that the lack of parental involvement options is what limits parent participation, not the parents' lack of interest.

Research suggests that when low- income, immigrant Latino parents are approached from a strengths based perspective, parents are more likely to participate in their children's school (Orozco, 2008). Auerbach (2009) found that parental involvement programs were more successful in schools where school leaders viewed parental involvement as part of a moral commitment to social justice and educational equity for Latino families. Jones (2003) reported that Latino parents believe that cultural capital needs to be incorporated into teacher education programs. Research shows that teachers feel they have the fewest skills in involving parents in communities of color and/or where a language other than English is spoken (Gándara & Contreras, 2009). Mapp (2003) believes dispelling the myth that Latino parents do not care about their children's education is fundamental, and then schools need to create a welcoming environment to parents and more options for parental involvement. Lawson (2003) notes that more research needs to be conducted in contexts unique to the lives of low-income participants.

Research has established the positive relationship between parental involvement and students' educational success, both academically and socially. Research has also identified differences in parents' and school staff's expectations of effective parental involvement. The difference in expectations of parents and school staff creates misperceptions between parents and educators which can be better understood when analyzed from a social and cultural capital lens.

Context of the Proposed Study

Arizona's large immigrant Latino population poses many challenges to the educational system. Nevertheless, these challenges also pose an opportunity to learn and improve our practices. Research on parental involvement needs to extend to low-income, immigrant Latino populations in Arizona. Having a better understanding of these parents' perceptions on parental involvement will aid in improving parental involvement programs that take into account the social and cultural capital of the schools and parents.

Mesa Public Schools' Title I Family Literacy program (TFLP) has been in operation at three elementary schools for the past four years. The purpose of the program is to improve Latino parents' involvement in their children's education (<http://www.familit.org/ncfl-family-literacy/>). The TFLP is designed to serve 20-25 parents at their children's school. The program has a dedicated classroom and parents attend 4 days a week for a total of 10 hours of instruction in English as a Second language and parenting. In addition, parents spend ½ hour each day in their child's classroom. During this Parent and Child Together time, or PACT time, parents sit with their child and do the same work their child is doing. This part of the program reinforces parenting classes by giving parents the opportunity to learn what their child is working on in school, learn how to support their child at home, and develop a closer relationship with their child's teacher. At each school, a team works together to run the program. The team consists of the principal, the adult educator, a parent liaison, and teacher representative from the school. The program was developed and designed based on research which

identifies the positive effects of parental involvement on children's test scores. Overall, the program has been successful in improving participating Latino parents' English skills (National Center for Family Literacy, 2007-2010), but most importantly, the principals of the three schools have witnessed improvement in parental involvement and their children's test scores.

Research Grant Information

Initial funding for the TFLP program was provided by a grant from Toyota Motor Corporation through the National Center for Family Literacy (NCFL). Funding covered program operations at three elementary schools for three years. Additional funding in the third year was provided by MPS Title I Department. The department continued to fund the three original sites during the fourth year of operation, and now in its fifth year, the department has agreed to fund the program at an additional seven sites for at least the 2011-2012 school year. Due to program operation issues, one of the original three sites was moved to a different school in August 2011.

The district was recently awarded a research grant from NCFL. From a total of 30 TFLP cities, Mesa was one of seven cities to receive the research grant. The results of this dissertation study are part of the research funded by NCFL. Additionally, the district did a longitudinal study comparing children who have participated in the TFLP to children from a similar demographic pool who have not participated in TFLP; and the district also studied the perspectives of elementary principals and teachers who have had TFLP children participants in their classrooms. By compiling these three studies, the district and NCFL will

evaluate the TFLP program overall and provide information on best practices and suggestions for program improvement that can be used by other TFLP programs nationwide. Monies from this grant supported this dissertation by funding two bilingual research assistants, the audio recording hardware, transcription and coding software.

Purpose of the Study

The purpose of this study is to provide insight into immigrant Latino parents' perspectives on parental involvement in school settings as influenced by the TFLP. The study addresses the following question: How do perceptions of parental involvement differ among three groups of Latino parents, that is, Latino parents who have participated in the TFLP program for more than one year, less than four months or not elected to participate in the TFLP.

Since comparisons are made between families who have participated in the program for approximately four months to parents who have participated for one year or more, identification of the content and timeline of the TFLP instruction parents receive is important. In general, during the first four months of the program, parents will receive approximately 24 hours of parenting instruction focused on general program operations and developing the classroom community. As parents participate longer, they are encouraged to develop leadership skills. Appendix A provides a description of the scope and sequence of TFLP parenting instruction.

Chapter 3

RESEARCH METHODOLOGY

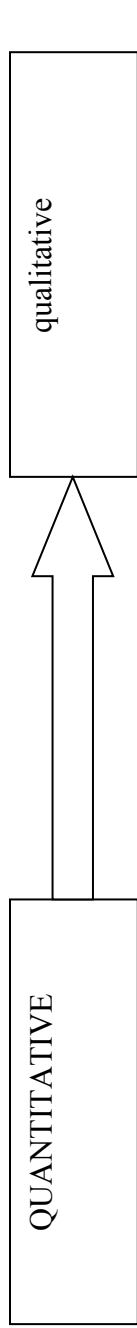
Procedure

This mixed methods project gathered information about what Latino parents believe about parental involvement in their children's education as a function of participating in the TFLP. Mixed methods research has proven to be useful to broaden the understanding of phenomena by incorporating both quantitative and qualitative measures (Creswell, 2009). In this research, results from the surveys informed the approach to the interviews and the interviews built on the results from the surveys. Figure 1 gives a visual model of the approach used in this research.

Individual survey questions were adapted from the "Parent Survey of Family and Community Involvement in the Elementary and Middle Grades", developed by Sheldon and Epstein (2007). The purpose of the surveys is to gather families' demographic information, parental involvement behaviors and parents' perceptions of the school climate and parental involvement practices. The survey was implemented to three groups of Latino parents at Title I elementary schools: parents who have participated in the TFLP program for one year or more, parents new to the program and parents who are not participating.

Interviews provided the qualitative data for the study. This approach to the research questions allowed the interviewer to address the topic with standardized,

Figure 1
Sequential Explanatory Design



Qual Data Collection → Quan Data Analysis → Qual Data Collection → Qual Data Analysis

<u>Surveys</u>	<u>Analyze Survey Data</u>	<u>Conduct interviews</u>	<u>Analyze data</u>
<p>Create and distribute surveys to three groups:</p> <ol style="list-style-type: none"> 1. Control group-Latino parents at Title I schools chosen because home language reported as Spanish. 2. Beginner group – Latino parents enrolled in family literacy program for less than 3 months. 3. Advanced group – Latino parents enrolled in family literacy program for more than 1 year. 	<ul style="list-style-type: none"> • Code and categorize data • Find trends in each of the three groups • From the results of the survey data, create interview questions to be implemented to 3 participants from each of the three groups that received surveys. 	<ul style="list-style-type: none"> • 5 participants in each group • interviews conducted at the school site • interviews audio taped • interviews conducted in Spanish and transcribed 	<ul style="list-style-type: none"> • Code and categorize data • Identify trends • Data from the interviews will be used to better understand the results from the surveys.

guiding questions, rewording and sequencing as deemed appropriate (Patton, 2002; Johnson & Turner, 2003). Results from the surveys were analyzed and used to create the format and questions for the interviews. Five survey respondents from each of the three groups were interviewed. The interviews were held at the same schools where the surveys were distributed and lasted from one-half hour to one hour each. The interviews were conducted in Spanish and audio recorded.

Participants

The target sample consisted of three different groups of Latino immigrant parents. After receiving district permission, surveys in English and Spanish were given to select families the ten Title I schools that have a family literacy program. The survey was given only to families that met the following criteria: they are not participating in the family literacy program, they have a child in Kindergarten through 3rd grade and their home language is reported as Spanish. Surveys were given to parents as they drop their children off at each of the ten schools. The researcher and a staff person from the school gave out the surveys and were available to assist parents who preferred to complete the survey orally. Respondents were asked to provide their name and telephone number if they wanted to participate in an interview. Respondents who provided contact information were chosen at random to be interviewed. Approximately ten surveys were collected from each school.

The second and third groups of parents receiving surveys were newly enrolled participants and participants enrolled for more than one year in the family literacy program respectively. These parents received and completed the

surveys during their TFLP class. Respondents were also asked to provide their name and telephone number if they were willing to participate in an interview. Respondents who provided contact information were chosen at random to participate in the interview.

The selection of interviewees was as random as possible within each of the three identified parental sets. The interviews took place at the schools where parents are participating in TFLP.

Data Collection

Each survey was coded with the child's grade level or the child's school ID if the parent is in the TFLP. The cover letter of the surveys distributed in the TFLP included the researcher's contact information to enable participants to contact the researcher to ask questions or to complete the survey by telephone. (See appendix B for copies of the cover letter and surveys in English and Spanish.). The master list of ID numbers was destroyed after data were collected, merged and cleaned.

Respondents who indicated an interest in participating in an interview were chosen at random and contacted by telephone by the researcher. Signed letters of informed consent were obtained from each informant prior to each audio taped interview. Interview questions were developed from the parent survey and were conducted in Spanish. Respondents were asked guiding questions related to their parental involvement practices, perspectives on parental involvement and school atmosphere. They were encouraged to elaborate upon their answers and

provide specific examples. (See appendix C for interview questions and consent forms in English and Spanish).

Subsequent to the interviews, the audio tapes were transcribed using transcription software. In addition to the researcher, two bilingual assistants reviewed the transcription for accuracy. The transcriptions were then be coded by the researcher and the two bilingual assistants. Any identifying information was deleted in all written records. Transcripts may be reviewed by participants to ensure accuracy of content.

Data Analysis

Survey data was analyzed initially by basic descriptive analysis to identify frequency and means. Survey results from each of the three groups of participants were compared for trends in each group. Interview questions were developed from the survey results. Data from the interviews was coded and categorized as per the Miles and Huberman (1994) model of qualitative data analysis and was used to enrich the summary information from the survey data.

Data Reduction and Fidelity Checks

To determine code plausibility, the list of codes was reviewed by the researcher and research assistants. One additional code was added, that is, Outlier/Reflection Does Not Address Necessary Information. The codes and sub codes that emerged from the data was then further organized. A fidelity check was completed by the researcher and research assistants to determine plausibility of codes and fidelity in coding. Reliability is set at 90%. Any differences in coding were discussed until consensus was reached.

Summary of the Methodology

This study used qualitative analysis to gather information on the perception of three groups of parents toward parental involvement as a function of participation in the TELP. Text from interviews was coded and analyzed for patterns and trends across groups. The following chapter presents findings based on analysis of all data collected.

Chapter 4

FINDINGS AND RESULTS

Chapter 4 presents a discussion of the results and data analysis of this mixed methods research study. As stated in Chapter 2, this study addresses the following question: How do perceptions of parental involvement differ among three groups of Latino parents, that is, Latino parents who have participated in the TFLP program for more than one year, less than four months or not elected to participate in the TFLP. Both quantitative and qualitative data were collected via a survey and individual interviews of randomly selected members of each group defined above. This chapter first addresses the results of the surveys and the analysis of the quantitative data. The second section analyzes the interview data and identifies the important trends that arose from the study. The manner in which the literature is consistent or differs from the findings of this study are presented throughout this chapter.

Analysis-Survey Data

Survey data was analyzed by basic descriptive analysis to identify frequency and means. Results from each of the three groups were compared to identify common and distinct trends in each group. The survey data was also used to obtain further demographic/background information about the parents interviewed.

Table 1 identifies the number of parents surveyed from each of the three groups, and the number of survey respondents who provided contact information, indicating willingness to participate in the interviews.

Table 1

Number of Parents Surveyed

Group	Number of surveys returned	Number of respondents providing contact information	Percent of respondents providing contact information
Participating in TFLP 1+ years	21	11	52%
New to the TFLP program	109	68	62%
Not enrolled in the TFLP program	55	29	53%
Total	185	108	58%

Results- Surveys

Results from the 185 surveys are charted in Table 2 (See appendix D).

Results are presented as percentages since the number of surveys collected for each group varied. The first group of questions (a – d) ask for opinions regarding communication from school to home. Fifty-five percent of parents not participating in the TFLP reported communication from school to home as ‘well’ compared to 69% of parents new to the TFLP and 68% of TFLP veterans.

Questions e-h addressed the parents’ feelings about the school and teachers. All parents felt the school was very good and felt welcome. All respondents strongly agreed or agreed to questions i-n, which asked about the respondents’ opinions of all parents’ role in their child’s education. The veteran TFLP parents showed somewhat stronger average (94% vs. 87%) agreement in this section of the survey than the other two groups. In two of the survey items in this section, 100% of TFLP veterans strongly agreed that parents should make sure their child learns at school (question i) and help their child understand their

homework (question l) whereas less than 90% of non-TFLP and new TFLP strongly agreed to both of these items.

The next section of questions (o – t) examined the respondents' feelings of self confidence in supporting their own children's education. Veteran TFLP parents showed higher self confidence in fulfilling their role in their children's education than did the other two groups of parents. For example, in survey item r: *I make a difference in my child's school performance*, only 38% of non-TFLP parents strongly agreed, as opposed to 70% of new TFLP parents and 73% of TFLP veterans. The average for questions o, p, r, and t were 50% strongly agree for non-TFLP respondents and 78% for TFLP veterans. In survey items q: *I don't know how to help my child on schoolwork* and s: *I never know if I'm getting through to my child*, 69% of non-TFLP respondents strongly agreed or agreed, compared to 50% of TFLP veterans. This section of survey items, showed a higher number of 'no response' (12% non-TFLP, 3% of new TFLP and 2% of veteran TFLP respondents). Responses from TFLP parents suggest that the program is having a positive impact on parents' perceptions of their ability to help their children with school work.

Finally, the last group of questions (u-cc) inquired about frequency of parental involvement activities. The survey data shows a trend toward more involvement when parents have participated in the TFLP, and even more when they have participated for more than one year. On average, 67% TFLP veterans reported participating in the activities most days, compared to 45% of non-TFLP respondents. In addition, item v: *Volunteer in the classroom or at the school*,

shows a high percentage of veteran TFLP parents who volunteer in the child's classroom once a week (41%). TFLP parents attend school four days per week, and many come to school a fifth day to volunteer in the child's classroom. Responses suggest that the program is successful in engaging parents in school activities.

Discussion – Survey Data Across Three Groups

The survey results provide a comparison of the three groups of parents in this study. Parents in the TFLP program for more than one year had the highest average positive response in the survey questions about their confidence in supporting their child's education (78%), understanding of the parents' role (94%), and participation in parental involvement activities (67%). Parents new to the program had slightly lower average positive responses in the survey areas: 68%, 88%, and 60% respectively. Non-TFLP parents had the lowest positive response rate: 50%, 87% and 45%, respectively.

Data from the surveys indicates the longer the parents were exposed to information related to the TFLP, the more positive and confident their responses related to their ability to support their child's education.

Analysis – Interview Data

Interview questions were developed from the survey results to provide opportunity for clarification and elaboration of responses. All parents interviewed were asked the first group of interview questions (questions 1-9) about the school atmosphere, parent-teacher communication, and parental involvement in general. Table 3 relates interview questions 1-9 to the survey questions.

The five interview participants who were not in the TFLP were only asked the first nine questions found in Table 4.3. An additional seven questions were asked only in interviews with the new TFLP and veteran TFLP parents, since these questions were specifically about TFLP participants' experience in the program. See Table 4.

Data from the interviews was coded and categorized as per the Miles and Huberman (1994) model of qualitative data analysis. The researcher and two bilingual research colleagues coded the data to ensure 90% accuracy. The procedures followed in the analysis of the interview are outlined in appendix E.

Table 3

Interview Questions related to Survey Items

Interview Question	Survey Item
Question 1. In the survey, you indicated that you feel welcome at the school and that the school is very good. What are some reasons you feel this way?	<p><i>e: I feel welcome at the school</i> <i>g: This is a very good school.</i></p> <p><i>a: tells me how my child is doing in school.</i> <i>b. sends home news about things happening at school.</i> <i>h: the school sends me information that I can understand.</i></p>
Question 2. If you were a teacher, how would you communicate with the parents of your students?	<p><i>y: visit your child's school?</i> <i>z: talk with your child's teacher?</i></p>
Question 3. As a parent, what do you think are good ways to communicate with teachers?	<p><i>v: volunteer in the classroom or at the school?</i> <i>y: visit your child's school?</i> <i>z: talk to your child's teacher?</i> <i>aa: go to a school event or meeting?</i></p>
Question 4. If you were a teacher, what type of activities would you hope that parents do at school?	<p>This question was asked to determine barriers to participation.</p>
Question 5. Why do you think some parents don't participate in these school activities? What would you do as a teacher to make it easier for them to participate?	<p><i>u: read with your child?</i> <i>w: review and discuss the schoolwork your child brings home?</i> <i>x: help your child with homework?</i> <i>bb: check to see if your child finished his/her homework?</i> <i>cc: ask your child about school?</i></p>
Question 6: If you were a teacher, what type of activities would you hope that parents do at home to help their children be successful in school?	

Question 7: Why do you think some parents don't do things at home to help their children be successful in school?

o: I know how to help my child do well in school.
p: I feel good about my efforts to help my child learn.
q: I don't know how to help my child on schoolwork.
r: I make a difference in my child's school performance.
s: I never know if I am getting through to my child.
t: I can motivate my child to do well in school.

Question 8: What does the expression 'parental involvement' mean to you?

u: read with your child?
v: volunteer in the classroom or at the school?
w: review and discuss the schoolwork your child brings home?
x: help your child with homework?
y: visit your child's school?
z: talk to your child's teacher?
aa: go to a school event or meeting?
bb: check to see if your child finished his/her homework?
cc: ask your child about school?

Question 9: Why do you think that parent's wouldn't participate in the family literacy program at this school?

This question was asked to determine barriers to participation.

Table 4

Interview Questions for TFLP Participants

Interview Question	Rationale
Question 10: Why did you enter the family literacy program?	To determine what attracts participants to the program.
Question 11: What is your favorite part of the program?	To determine why participants continue in the program
Question 12: What is your least favorite part of the program?	Asked to gain feedback on aspects of the program that participants do not value and program improvements that could be made.
Question 13: What things do you do now that are different from what you did before participating in the program?	To determine if and how the program affects participants' lives.
Question 14: What are the benefits of the program for you and your family?	To determine if and what are the benefits of participation to the participants families.
Question 15: What could be improved in the program?	To gain feedback on program improvements that could be made
Question 16: Would you recommend the program to others? What would you say?	To understand participants' perspective on how others could benefit from the program.

Demographics of Interview Participants

The interview participants were randomly chosen from the 108 survey respondents who gave their contact information. A number was assigned to each of these respondents. The numbers were written on pieces of paper and divided into three different groups: 1. non-TFLP participants, 2. new TFLP participants, and 3. veteran TFLP participants. Each group of numbers was placed in a bag, mixed and five numbers were picked by the researcher. The five numbers chosen correspond to the respondents interviewed.

As seen in Table 1, fewer respondents had been in the program for more than one year. Parents new to the program comprised the group with the most respondents. All of the 15 adults interviewed were Spanish speaking Latinos. All were women, and 14 were mothers of the child enrolled in the TFLP. One was the TFLP child's aunt. Further demographic information is provided in Table 5.

Table 5

Demographics of Adults Interviewed

Marital Status	Number of Interview Participants	Employment Status	Number of Interview Participants	Education Completed	Number of Interview Participants	Grade Level of Child	Number of Interview Participants
Married or Significant other	14	Unemployed Not in Labor Force	8	Attended University	2	3 rd Grade	2
Never Married	1	Unemployed Looking for work	5	Technical Degree	2	2 nd Grade	2
		Part Time	1	Completed Secondary	6	1 st Grade	7
		Full Time	1	Attended Secondary/No Diploma	2	Kindergarten	2
				Completed Primary	3	Pre-K	2

Results and discussion - Interviews

The results and discussion of the interviews are presented in two parts. The first part, addresses similarities and differences in the three groups of parents' communication with school staff and parental involvement across the three groups. The second section which follows is restricted to the novice TLCP and Veteran TLCP groups. The information was principally derived from the first set of interview questions described in Table 4.3. Three trends emerged across the three groups of parents from these questions:

- Trend 1: Communication,
- Trend 2: Parental involvement in school, and
- Trend 3: Parental involvement at home.

A discussion of the relationship of the interview data to research literature follows each trend.

Trend 1: Communication

In the surveys, all parents reported feeling welcome at the school. Communication between parents and school staff played an important role in the TFLP parents' development of this opinion. Parents who were not in the program based their opinion of the school on their children's experience, often commenting their child never had a problem at the school, their child likes the school, or their child is treated well at the school.

"...they have taught my child well. Because they have treated him well, me and mainly my son and well, I have never had a complaint from the teachers, they have all been good, good teachers." Gladys, Non-TFLP parent

Parents new to the program or TFLP veterans, also spoke about their children's experience, but were able to draw from their personal experiences with staff as well. TFLP parents explained that they felt comfortable and safe at the school because they were greeted by teachers, principals, and office staff, and treated with respect.

"The teachers supported my son so much. And I have seen there is a big difference in that, in that the teachers here are like friends to them [the children] and I feel welcome because I know them [teachers]. And well, I see them and they greet me and they talk with me about...sometimes about my children and sometimes about how I've been, and what I've been doing." Ericka, TFLP Veteran

Direct, face-to-face communication with teachers and staff was preferred by all parents over indirect communication such as notes, emails or telephone calls. One TFLP parent noted:

"I believe that the communication [between parents and teachers] should be personal, personal because by telephone it is nothing serious."
Carmen, New TFLP parent

TFLP parents also commented on their need to learn English so they did not have to depend on others for help communicating with their child's teacher.

"Last time I asked for a translator, but now I said, I'm going to try by myself, because if we are always dependent upon others, we aren't going to try to speak it." Isabel, TFLP Veteran

Joshi et al. (2005) found when teachers were surveyed about what parental involvement practices were most important, communication with teachers was the most common answer. According to several studies, the most common forms of communication used by teachers to parents were parent-teacher conferences, newsletters, emails and report cards (Barnyak & McNelly, 2009; Joshi, et al.,

2005; Lawson, 2003; Valdez, 1996). Not only are these types of communication one directional, they may be considered impersonal by Latino parents and thus not taken seriously. Additionally, language barriers may prevent understanding of these common forms of communication used by teachers.

Parents who are not in the program experienced more barriers to communication with teachers than TFLP parents. First, parents may not drop off or pick up their child at the classroom. TFLP parents are much easier for teachers to reach, since they are on campus and in their child's class four days per week. To contact parents not in the program, teachers have to send notes to the parents via their children, and as Isabel commented above, these notes may be considered 'nothing serious' by Latino parents, or not understood due to the language barrier. Additionally, parents who are not in the program were more likely to look for their own interpreter, often having their child interpret, which can be awkward since their child is translating information about his/herself. Compared to TFLP parents, adults not in the program had more difficulty with the language barrier and were less likely to try and speak English or use other strategies to communicate with teachers aside from getting an interpreter.

Being present on the school campus is an advantage for the family literacy parents. Parents see their child's teachers several times a day and therefore communication with teachers and school staff is frequent and in person. As noted by Quiocho & Daoud (2006) teachers tend to view parental involvement as what is visible and helpful to the school. TFLP parents are visible and therefore may be considered by teachers as interested in their children's educational success.

Research discussed in Chapter 2 found that teachers often have the perception that low- income, Latino parents are not interested in their children's education because they have lower levels of school-based participation. Specifically, Suarez-Orozco, et al. (2008) found teachers believed that parents who came to school were concerned parents and parents of children with problems were 'hiding' and did not want to come to the school.

Several studies indicated Latino parents felt a lack of trust and relationship building on the part of schools (Auerback, 2009; Henderson & Mapp, 2002; Mapp, 2003). Since TFLP parents are on campus four days per week, they have the opportunity to develop relationships with teachers and have natural conversations that range from an informal "How's it going?" to more formal conversations about their children's progress.

TFLP veterans reported teachers using various strategies to overcome the language barrier, most importantly, teachers motivated TFLP parents to practice their English with them.

"And well there are sometimes when they [teachers] speak Spanish to us [TFLP parents], but when they know us better, they ask us in English 'Do you want me to ask you in English?' ... they give us the confidence that we can do things. In my opinion this is good because they are pushing us, not just our children." Saida, TFLP Veteran

Participation in the TFLP program improved parent-teacher communication by providing the venue for increased relationship building between parents and teachers regardless of the language barrier. This activity validates the cultural capital of the parents: the need for relationship building among Latinos and the

cultural capital of the school: the importance of parent-teacher communication to teachers.

Trend 2: Parental Involvement at School

During the interviews, parents who are not attending the program had difficulty understanding the following question: If you were a teacher, what kind of activities would you expect parents to do at school? After a brief clarification of the question, these parents responded that parents should attend school activities or help the teacher. Several researchers found that low-income Latino parents emphasize home-based forms of parental involvement over other forms such as school-based and home-school communication (Lee & Bowen, 2006; Manz, 2005; Ryan et al., 2010). TFLP participants begin to recognize many different ways they can participate in schools. TFLP veterans listed a variety of participation strategies such as fund raising, attending their child's class, attending school activities, participating in PTO meetings, attending conferences, and just showing interest in what was going on at the school. A benefit of participating in the TFLP may be raising awareness among Latino parents of the many different ways they can participate and support their child's school. In the TFLP, parents learn about a variety of school-based involvement strategies, and TFLP parents are comfortable at the school and willing to participate.

Both non-participating parents and new TFLP parents believed that employment was the principle barrier to parental involvement at school. Non-participating parents additionally noted lack of childcare as a barrier. These responses were similar to research by Valdés (1996) and Orozco (2008) who

found that Latino immigrant parents face many barriers to parental involvement that are not shared by U.S. born parents including, inflexible work hours, language barriers, low levels of education, and not understanding the American school system.

Veteran TFLP parents however, were direct in their answers, commenting that barriers do not exist, only excuses. Veterans reported that parents who are not involved in the school do not care about their children's education, believe education is the teacher's or child's job, or are just raising their children the same way they were raised.

“Well in my opinion I think that [work] should not be a barrier because our responsibility as parents is to be involved and if we aren't involved, our children are going to feel, ‘oh, my dad doesn't care about me’.”
Martha, TFLP Veteran

The opinion that to be involved is their responsibility as parents held by Veteran TFLP parents, mirrors many teachers' perceptions of Latino parents presented in the research. Several researchers found that low levels of school-based involvement created a perception among teachers that Latino parents are uninterested in their children's education (Gonzalez-DeHass & Willems, 2003; Quiocho & Daoud, 2006; Valdés, 1996). Valdés (1996) also found a pervasive belief among Latino parents that education was the teacher's job. Suarez-Orozco, et al. (2008) found that 93% of immigrant students reported that their parents believed getting good grades was important or very important. Participation in the TFLP program does not change the Latino parent's desire for their children to

do well; participation in the program involves parents being more visible at school and they are more likely to participate in school-based activities.

Veteran TFLP parents understand the sacrifice they have made to participate in the program and have seen the benefits of the program for themselves and their children. Over time, their goals shift from learning English for themselves, to learning English so they can help their child in school. Few parents mentioned language or lack of knowledge as a barrier to parent participation at school; however, several believed these two factors were barriers to helping their children at home.

Trend 3: Parental Involvement at Home

Research found that Latino families emphasized home-based involvement over school-based involvement (Lee & Bowen, 2006; Manz, 2005). Most parents mentioned helping a child with homework as parental involvement at home. New TFLP and non-TFLP parents focused on homework help and sometimes mentioned one other strategy. Each TFLP veteran parent also listed three or more strategies parents can do at home with their child such as: playing learning games, reading to their child, practicing math, and communicating with their child about school. Parents participating in the TFLP program for more than one year had more strategies for home-based involvement than parents new to the program or non-participating parents.

Help them with their homework, reviewing it for them. And sit with them. Practice, in this case, math, reading. Well, help them as much as you can at home so that at school...And read to them daily, daily, daily...reading is the essential foundation for them to progress. Ana, TFLP veteran parent

New and non TFLP parents listed barriers to home-based parental involvement as employment, lack of time to dedicate to children, the language barrier, and also, that parents may not be accustomed to helping their child.

“Habits, habits of their ancestors or parents. They are habits that people have, and Latinos, I think even more. We have habits that are not beneficial, and our children suffer because of this, these habits.” Eva, New TFLP

TFLP veterans believe that employment is not a barrier to parental involvement at home; however, in addition to stating that parents do not care about their children’s education, they believe that many parents do not know how to help their children, and lack the language or skills to understand the instructions on the homework. Similar to the other parents interviewed, TFLP veterans also felt that Latino parents may not be accustomed to helping their child academically.

“And I think it is where we come from, or what we experienced in our house, but that history shouldn’t be repeated. It’s very difficult, it’s like going back and reeducating the parents but it’s also that parents don’t have the desire to learn how to help their children succeed – that has a lot to do with it.” Martha, TFLP Veteran

Researchers found that in addition to employment, language barriers, low levels of education and lack of understanding of the American school system are barriers to Latino parental involvement (Valdés, 1996 and Orozco, 2008). Moreover, as mentioned earlier, Valdés (1996) found that Latino parents believe education is the teacher’s job and therefore may not be accustomed to helping their children with schoolwork at home. Suárez-Orozco, et al. (2008) found that

only 38% of immigrant children had someone in their household that they could ask for help on homework.

Parents participating in the TFLP program understand their responsibility to support their children's education at home and from the survey and interview data, TFLP parents felt more capable of providing this support.

Parents in the TFLP program

Veteran TFLP and novice TFLP parents, that is, 10 of the 15 parents were also interviewed about their participation in the TFLP program. Veteran TFLP participant interviews lasted about 1 hour each, were detailed and the participants gave many examples. The interviews with new TFLP participants lasted about ½ hour and did not have much detail. A difference in the demeanor of the veteran and new interview participants was noticeable to the researcher and the two assistants. Veteran TFLP participants seemed more decisive in their answers, and they appeared more self-confident because of the way they spoke, the depth of their answers, their understanding of the questions, and their body language. New TFLP participants often needed clarification of the questions, were noticeably nervous, their answers were much shorter and they rarely gave examples. The following responses illustrate the difference in depth of responses from each group of participants. The responses are to the question: What does the expression 'parental involvement' mean to you?

It is like being...like being...because it is necessary too, right? It is necessary for the parents to be there too and talk too, right? Veronica, non-TFLP parent

Parental involvement...well to be, to be with your child. I think it is to be with your child, directly or indirectly, helping them. Carmen, new TFLP parent

What does it mean? Well a lot! It is essential. I mean, so that they, I don't know, have confidence and study hard. I don't know if my answers are correct but, we play, we talk. Since I have been reading to my children it has helped them a lot, so that they are at a good level. I'm not going to say that they're super, no? But they are at a good level in school. I think that [reading to them] has a lot to do with it. Saida, veteran TFLP parent

Each of the participants initially signed up for the program to learn English. Participants were interviewed within the first few months of the program and all of the parents' favorite part of the program was PACT (Parent and Child Together), when the parents visit their child's classroom. Parents new to the TFLP also remarked how much they enjoyed and learned in Parent Time, when parents learn parenting skills. Veteran TFLP parents elaborated about why PACT was the most important part of the program for their children and themselves:

"My favorite part of the program? Ummm...well there are many things, I like everything but the part I like the best is when I go in with my daughter. That I share, that I am a student like her and I know what is going on in her class, what they do and their routine. I like that a lot."
Ana, TFLP Veteran

Interview Responses from Novice and Veteran TFLP Parents

This section presents the results of the second group of interview questions asked only of TFLP participants. The analysis of the additional interview questions with TFLP participants revealed three trends:

1. Changes in participants' lives,
2. Perceptions of student involvement, and
3. Effects on the participants' families.

Each of these trends is discussed and a comparison of new TFLP and veteran TFLP perspectives analyzed.

Trend 1: Changes in the Participants' Lives

After only 4 months in the program, parents new to the TFLP already noticed improvement in their English skills. They were able to communicate better in English with their children and others. They also felt more comfortable at the school and had more self-confidence. In a separate survey, several of the principals at TFLP schools commented on the difference in the parents who had just started the program:

“Parents increased confidence communicating with school personnel.”

“Children are more involved and parents are becoming more confident and volunteering more at the school.”

“We are truly growing our parent leaders for the future. These parents are positive, confident and already are serving the school through volunteering for school events and programs. This is not to mention the most important area or supporting their child's education and modeling the importance of education.”

Veteran parents also noted improvement in their English skills but they elaborated more on how they have become more independent, and have improved their ‘bad character’ and their lives overall.

“Now I don't walk around alone, I look for help from others because now I know how to speak with them. My husband tells me, ‘This is great, you don't need me anymore!’ I have become independent.” Martha, TFLP veteran

“Well, I have changed a lot, a lot; in reference to my character...I have a very strong character, strong and explosive. Maybe in some way this was affecting my kids...And with my husband I am also trying to change, to be more patient, not get so angry.” Ana, TFLP veteran

“A lot, a lot, as a woman, it [the program] has changed me...it has taught me to be a better mother, wife, better daughter, sister...it has given me the opportunity to continue improving in my job. It has given me so many things that I never thought...in my work, as a person, as a mother, it makes me feel better.” Erika, TFLP veteran

*“This is a program that changes, changes one, but from top to bottom! You start [the program] maybe with your self-esteem on the floor, and you leave, wow! You can do it, you can do it, and you **can** do it!”* Ana, TFLP veteran

Veteran parents’ goals in the program shifted. When they entered the program, their goals were to learn English. After participating in the program, the parents’ primary goals shifted to wanting to learn how to help their children be successful in school.

“I don’t care if I don’t learn English, what is important to me now is that I am involved and to know how...to help him [her son].” Saida, TFLP veteran

“In this class, when I started I thought it was only English class to learn English, but it’s learning to be a better parent, to know what my daughter is doing in her class, to spend time with our kids, because that is what it is about. It’s not just about English; there are a lot of things included in this program.” Erika, TFLP veteran

“Aside from learning English, you learn how to be a better parent, to participate with your child and get involved in the school, be a volunteer, many activities.” Ana, TFLP veteran

Trend 2: Perceptions of Student Involvement

Perhaps the reason participants love PACT time is the reception they get from their children when they walk into the classroom. All the parents’ faces ‘lit up’ when they began to talk about what their children think of their parents’ participation in the program. Children overall are proud of their parents, happy that they come to class and want to help their parents do well.

“...when I sit down to do my homework, she [my daughter] sits with me to help me. She helps me or she does her homework. She tells me it’s good that we both go to school, that I am old but she doesn’t care.” Carmen, New TFLP

“My son says to me, ‘Wow mom, you’re the president of the PTO in our school!’ He brags to all his cousins and says, ‘my mom is president, my mom is president!’ He says, ‘When you see my mom, salute her!’, and I say, no, my son, it’s not a big deal.” Ana, TFLP veteran

“I have a 16 year old son and he says to me, ‘Mom, now you know how to read; now you know how to translate this for me.’” Ana, TFLP 3 veteran

The children also motivate their parents. They tell them how well they are doing; congratulate them for speaking English to neighbors and now they don’t need the kids to translate. Children also notice that the parents have more confidence now.

“...they [my children] are very proud that I am learning English and they say to me ‘you can do it, try hard, you can do it, you can be better every day.’” Erika, TFLP 3 years

Trend 3: Effects on their Families

As the parents’ lives change, so do their families’. Parents new to the program notice that their children are more motivated. Parents feel more involved with their children’s lives and they have more communication and overall a better relationship with their children. They enjoy knowing what their kids are doing in school and they meet more of their children’s friends. Parents new to the program comment most on their ability to understand and speak with their children in English.

“Before they [my children] understood that their mother, well, didn’t understand any English, and also my husband, because he understands it and he speaks a little English. And now they know that their mother

understands them and speaks to them, not totally in English, but now there is communication between us in English.” Eva, new TFLP participant

Changes in the participants’ lives and the lives of their families are more profound when families attend the program for more than one year. First and foremost, parents feel that they have a better relationship with their children. They are more involved in their children’s lives and have better communication.

“It [the program] changes us to be better people. I’ve noticed that because my children have told me that.” Erika, TFLP veteran

Parents become more aware of the example they are setting for their children and the absence of that example for other children.

“You have to help in things like the PTO. It’s very important for the children because they feel proud that their parents are involved in the school and they feel that someday they [the children] want to be like them [the parents].” Erika, TFLP veteran

“As a parent, you are the example for your children and if you don’t set the example, the teacher is not going to do it for the child because education begins at home.” Erika, TFLP veteran

“...there are many parents that believe that the responsibility is the teachers’, but in reality it’s the responsibility of the parent. If you don’t plant that seed that they can be successful, they, the children, on their own, aren’t going to do it. They’ll turn around and say, ‘oh, my parents don’t care about me’.” Martha, TFLP veteran

Discussion – Effects of the TFLP on Latino Parental Involvement

The results from the surveys and interviews presented above indicate changes in Latino parents’ perceptions of parental involvement as a result of their participation in the TFLP. The design of the MPS program requires parents to be participants in their child’s education. The program understands and respects the culture of the Latino families served, and also teaches Latino parents about the

American school system. Jones (2003) found Latino parents believe teachers need to understand the context of the local Latino population.

The program facilitates the Latino parents' needs to build relationships with teachers and school staff, which improves teacher-parent communication. Increased communication is beneficial to teachers as well, since research shows teachers believe teacher-parent communication is one of the most important parental involvement practices (Joshi et al., 2005).

Parents noted their primary interest when entering the TFLP was to learn English. Improving English language skills has an impact on the parents' ability to communicate with their child's teacher, and also increased their self-confidence and independence. Parents were also able to help their children, even their older children, with homework. TFLP parents also felt more comfortable volunteering in their child's classroom and participating in school-based activities. Some veteran TFLP parents took on leadership roles on the PTO or organizing enrichment activities for children and their parents.

The TFLP program's English language classes are unique because children's curriculum is woven into English instruction. Parents receive lessons on phonics, reading strategies, etc., which are later reinforced when the parent experiences a similar lesson in their child's classroom during PACT time. The children's weekly homework packet is also part of the TFLP parents' English lesson. Veteran TFLP parents understood the importance of learning English so they could help their children in school. They also gained a collection of strategies to use to support their children's learning at home. Veteran parents

also recognized that many parents may not know how to help their children be successful at school.

By participating in the TFLP program, parents are gaining knowledge of the cultural capital valued by the American school system. The TFLP provides an educational venue for Latino parents that respects their cultural capital and teaches them about the cultural capital of the school. Through English language instruction, parenting education, and instruction in their children's curriculum on the school campus, parents are implicitly and explicitly given strategies to work in this new system while still maintaining their traditions, beliefs and cultural capital.

Limitations

The findings of this study are limited to one large, urban school district in central Arizona. Findings are relative to the Latino population in this district. Implementation of family literacy programs varies widely throughout the United States. This research is specific to the implementation practices in this district. Additionally, the researcher in this study is also the director of the family literacy program. This role may have affected participants' answers to the survey and interview questions.

Recommendations for Practice

Little research exists on the effects of participation in family literacy programs. Findings from this research provide evidence to school districts, family literacy programs and families of the benefits of participation in family literacy programs. Family literacy practitioners will probably not be surprised by

the results of this study. As family literacy staff work with families, they notice improvement in adults' English language abilities, parenting skills, self-confidence, and independence.

This study gives insight into the extent and depth of the positive changes experienced by participants. In only four months, new participants reported improved relationship with their children and English skills. Parents' goals for attending the program shifted from learning English to supporting their child's education. PACT time became the favorite and most important part of the program for parents. This study also provides new evidence of the profound changes experienced by parents who participated in the program for one year or more. Veteran TFLP parents' communicated a high sense of responsibility toward their influence on their child's education and upbringing and an understanding of strategies needed to effectively support their children.

Although the TFLP has deep effects on families, barriers to TFLP participation are difficult to overcome. Parents' work schedules, lack of interest, self-confidence or childcare are barriers that the program cannot resolve. As currently implemented, not all eligible families can or will participate. Implementation of elements of the TFLP separately may help to overcome some barriers. For example, offering English language classes in the evenings. All of the components of family literacy, however, must be provided for the program to be called family literacy and achieve the profound changes in parents and families found in this study.

Other districts interested in improving Latino parental involvement practices may choose to implement a family literacy program. The results of this study imply participation in the program for one year or more has the most impact on families. In addition, implementation of family literacy programs in other districts would need to follow similar guidelines to achieve comparable results. Intensity and duration of the program are key to achieving results similar to this study.

The TFLP is one strategy to improve parental involvement practices of immigrant Latino families. Quality implementation of TFLP in all Title I schools with high populations of immigrant Latino families would be beneficial but probably not feasible due to policy decisions, financial concerns and the relationship between the school and the community. Key elements such as access to English language education, workshops on helping children with homework, school procedures, etc. could benefit more families but to what degree and intensity is yet to be determined.

Recommendations for Future Research

Little research has been done on the effects of participation in family literacy programs. Research needs are plentiful when addressing parental involvement with schools in which cultural matches are not aligned.

Recommendations for future research to discover the full impact of these programs on children, families, and school staff include, but are not limited to the following:

Recommendation 1

Further research is needed to identify elements of the program which have the greatest impact on Latino families. Not every Latino parent is capable of participating in the TFLP. Understanding the aspects of the program that have the greatest impact on student achievement, parent perspectives and staff perspectives may give insight to which elements of the program could be identified and replicated so that more families could benefit.

Recommendation 2

This research was limited to one school district. Similar studies on other family literacy programs would be valuable to confirm the results of this study and identify key elements of family literacy programs that are vital to successfully affecting student achievement and parental involvement. One of the key areas is professional development. School staff need training on communicating with non-English speaking parents and culture and understanding how to communicate with non-English speaking parents in a variety of ways.

Recommendation 3

Comparison studies of the academic achievement of TFLP and non-TFLP children are needed to determine the effects of the TFLP on children's academic success. Other factors to consider are longitudinal studies of participating children's academic success including rates of attendance, graduation, and literacy. Identification of the correlation of children's academic achievement to parental participation in the TFLP program would provide additional research

findings that could ultimately allow for identification between aspects of cause and effect related to positive parental involvement regarding student achievement.

Recommendation 4

Investigation into the Family literacy programming can be flexible and still offer all of the components. Classes may be held in the evenings, fewer days or hours per week and PACT could be scheduled at times that are convenient to parents, or PACT could be completed at home. Investigation of the role of Veteran TFLP parents as peer mentors might allow for ease of entry and modification of some aspects of the TFLP. Veteran TFLP participants could enhance their leadership skills by working as liaisons to parents at other schools that do not have the TFLP. These parents could work as parent trainers, instructing parents on how to get involved in school, the importance of their involvement in their children's education and as a liaison between parents and teachers.

The effect of changes to the program could result in less meaningful results, but such changes and effects are yet to be determined.

Chapter 5

SUMMARY

This study sought to explore immigrant Latino parents' perspectives on parental involvement in school settings as influenced by the TFLP. The focus population of this research was Latino parents at ten Title I elementary schools in a large, urban school district. The study compared three groups of Latino parents: 1. those who have participated in the TFLP for at least one year, 2. participants new to the program and 3. parents who have elected not to participate in the program. Surveys and interviews provided data for this mixed methods study.

Survey results indicate parents participating in the TFLP program for longer periods of time have more positive responses related to their ability to support their child's education. Interview responses confirmed the survey findings; and parents participating for more than one year in the program also showed more confidence and decisiveness in their interview responses than the other two groups.

Veteran TFLP participants noted changes in their lives and their families' lives as a result of their participation in the program. They understood their parental responsibilities in their children's education and the parental involvement expectations of the school. Veteran participants' increased self-confidence and comfort level at the school led to improved communication with their families and children's teachers; and an increased willingness to assume leadership roles at the

school. These parents felt the relationship with their children had improved and were confident in their role as positive influences on their children's education.

New participants recognized their ability to communicate in English and self-confidence had improved in a short time. New participants were also able to discuss more strategies for parental involvement in school and at home than non-participants. Responses from new TFLP participants were not as profound as the veteran TFLP parents, indicating the importance of long term participation in the program for the greatest effect.

Family literacy programs recognize the cultural capital of families and provide families with skills and knowledge of the cultural capital valued by the American school system. Latino families want their children to do well in school and desire the knowledge to support them. This research also identifies barriers parents face to participation in the TFLP and parental involvement in general. More research is needed on the effects of this program on parents, children, and school staff. This large, urban school district should continue to support, research, and identify key elements of family literacy programs that contribute to improved parental involvement among immigrant Latino families.

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APPENDIX A
OVERVIEW OF THE PARENTING INSTRUCTION IN THE
TITLE I FAMILY LITERACY PROGRAM

Instruction on program operation includes an in-depth orientation to the purpose and significance of each of the 4 components of the program (children's education, parenting education, English language instruction and PACT). Parents learn about school and program rules and procedures they must follow as members of the program and school community. Parents receive training in the "do's and don'ts" of PACT time and the children's teachers' expectations of parents during that time. Typically, parents also receive a tour of the school and are introduced to school staff during the first weeks of class.

To develop classroom community, classes review and adopt their classroom norms and procedures. They spend significant time sharing and learning about their classmate's background, culture and family. Instructors share their instructional philosophy which includes project based and cooperative learning. Instructors also implement a needs assessment related to parenting resources and skills and assess adults in their English language abilities. Adult students are invited to take ownership of the classroom and organize and decorate to meet their needs. Families are also informed of social resources available to them through the school and parent liaison. Adult students are encouraged to work as a team to solve common barriers to participation such as transportation and childcare.

After the initial three month period of instruction, teachers use the parenting needs assessment, parent requests for information, and the school calendar to guide the parenting curricula and instruction. The most important

information to guide parenting instruction comes from feedback from the elementary school teachers and staff.

Examples of parenting topics gathered from the needs assessment and requested by parents throughout the year include: nutrition, discipline strategies, Internet and TV use, spousal/child abuse, drug/alcohol abuse, district and community resources available, etc. Family literacy instructors also pay close attention to the school calendar and include timely instruction on topics such as: things they can do to support their child's learning at home, how to help their children with homework, their children's curricula and state standards, information on children's assessments, how to read your child's report card, school board decisions that affect their children, how to participate on the school-parent committees, communicating with their child's teacher, etc. For example, a week prior to parent-teacher conferences, parents will learn about their purpose and receive assistance in preparing questions for conferences with their child's teacher.

During weekly family literacy team meetings, the principal, family literacy instructor, parent educator and elementary school teacher representative discuss specific TFLP families and their immediate needs from the program. Information such as children's academic or behavioral difficulties, changes in family situation such as moving or divorce, and the parent's concerns about their children are shared and the family literacy instructor uses the information to plan parenting classes to meet immediate family needs.

Parents who participate in the program for more than one year are expected to take on program and school leadership roles. The family literacy instructor facilitates this in the classroom by assigning leadership responsibilities such as orienting new students to the school and program, communicating with school staff, recruiting new students, and taking leadership roles organizing parent groups for school events and in the school's parent-teacher organization.

APPENDIX B
COVER LETTER AND PARENT SURVEYS
ENGLISH AND SPANISH

November _____, 2011

ID# _____

Parent Survey of Family Involvement
In The Elementary School

Dear Parent or Guardian:

I am a doctoral student under the direction of Dr. Kathleen McCoy at Arizona State University, Tempe Campus. As part of my doctoral dissertation I am conducting a study of parent's perspectives of their roles in their children's education. Your ideas will be used to help improve the district's programs and practices.

I am asking the parent who is most involved with their child's education to answer the questions in this survey. If you have more than one child at this school, answer the following questions about the child in the lowest grade level. Please note that this survey:

- Is voluntary. I hope that you answer every question, but you may skip any questions you feel are too personal.
- Is confidential.
- Has no right or wrong answers.
- Is not part of your child's homework.
- Will not influence your child's learning or grades in any way.

Please complete the survey by November ____ and return it to your child's teacher in the enclosed envelope.

If you have any questions concerning the study or your participation in the study, before or after consent, you can contact me at 480-472-7262 or clniven@mpsaz.org.

Thank you very much for your participation!

Sincerely,

Christine Niven
Researcher

1. **How well has your child's teacher or someone at school done the following this school year?** Circle ONE answer on each line to tell if the school does this: Well (1), OK (2), Poorly (3), or Never (4).

My child's teacher or someone at the school...	Well	OK	Poorly	Never
a. Tells me how my child is doing in school.	1	2	3	4
b. Sends home news about things happening at school.	1	2	3	4
c. Invites me to PTA meetings.	1	2	3	4
d. Has a parent-teacher conference with me.	1	2	3	4

2. **How much do you agree or disagree with the following statements about your child's school and teachers?** Circle ONE answer on each line to tell if you Strongly Agree (1), Agree (2), Disagree (3), or Strongly Disagree (4).

	Strongly Agree	Agree	Disagree	Strongly Disagree
e. I feel welcome at this school.	1	2	3	4
f. The teachers at this school care about my child.	1	2	3	4
g. This is a very good school.	1	2	3	4
h. The school sends me information that I can understand.	1	2	3	4

3. **How much do you agree or disagree with the following statements about what parents should do?** Circle ONE answer on each line to tell if you Strongly Agree (1), Agree (2), Disagree (3), or Strongly Disagree (4).

	Strongly Agree	Agree	Disagree	Strongly Disagree
i. Make sure that their child learns at school.	1	2	3	4
j. Keep track of their child's progress in school.	1	2	3	4
k. Show interest in their child's schoolwork.	1	2	3	4
l. Help their child understand their homework.	1	2	3	4
m. Know if their child is having trouble in school.	1	2	3	4
n. Teach their child to value schoolwork.	1	2	3	4

4. **How much do you agree or disagree with the following statements?** Circle ONE answer on each line to tell if you Strongly Agree (1), Agree (2), Disagree (3), or Strongly Disagree (4).

	Strongly Agree	Agree	Disagree	Strongly Disagree
o. I know how to help my child do well in school.	1	2	3	4
p. I feel good about my efforts to help my child learn.	1	2	3	4
q. I don't know how to help my child on schoolwork.	1	2	3	4
r. I make a difference in my child's school performance.	1	2	3	4
s. I never know if I'm getting through to my child.	1	2	3	4
t. I can motivate my child to do well in school.	1	2	3	4

5. **Families are involved in different ways at school and at home. How often do you do the following activities?** Circle ONE answer on each line to tell if this happens: Everyday/Most Days (1), Once a Week (2), Once in a While (3), or Never (4).

	Everyday/ Most Days	Once a week	Once in a while	Never
u. Read with your child?	1	2	3	4
v. Volunteer in the classroom or at the school?	1	2	3	4
w. Review and discuss the schoolwork your child brings home?	1	2	3	4
x. Help your child with homework?	1	2	3	4
y. Visit your child's school?	1	2	3	4
z. Talk to your child's teacher?	1	2	3	4
aa. Go to a school event or meeting?	1	2	3	4
bb. Check to see if your child finished his/her homework?	1	2	3	4
cc. Ask your child about school?	1	2	3	4

6. **Your Family – Please mark one answer for each item.**

a. Is your child at this school a: _____ Girl _____ Boy

b. When was your child born? _____ Month _____ Year

c. What grade is your child in? _____ grade

- d. What is your relationship to the child?**

_____ Mother

_____ Grandmother

_____ Father

_____ Grandfather

_____ Stepmother

_____ Other (please

describe) _____

_____ Stepfather

- e. How much formal schooling have you completed?**

_____ Some elementary school

_____ Completed elementary school

_____ Some high school

_____ High school diploma

_____ Some college

_____ Vocational school/Technical college

_____ College degree

_____ Graduate degree or credits

f. How much schooling do you think your child will complete?

- Some elementary school
- Completed elementary school
- Some high school
- High school diploma
- Some college
- Vocational school/Technical college
- College degree
- Graduate degree or credits

g. How do you describe yourself?

- Asian
- African American
- White
- Hispanic/Latino(a)
- Other (describe) _____

h. What language do you speak at home?

- English
- Spanish
- Other (describe) _____

i. Marital Status:

- Married
- Divorced/Separated
- Never Married
- Living Together

j. Are you employed?

- Full-time
- Part-time
- Not employed

k. If applicable, is your spouse or partner employed?

- Full-time
- Part-time
- Not employed

An additional part of this study will be interviews with focus groups of parents. If you would like to participate in a focus group, please fill in the following:

Name: _____

Telephone number: _____

Email (if applicable): _____

Interview participants will be chosen at random. If you are chosen, the researcher will contact you with information on the date, time and location of the interview.

Sheldon, S. B. & Epstein, J. L. (2007). *Parent survey of family and community involvement in the elementary and middle grades*. Baltimore: Johns Hopkins University, Center on School, Family, and Community Partnerships.

____ de noviembre de 2011

ID# _____

Encuesta a los Padres de la Participación de la Familia
En la Escuela Primaria

Estimado Padre o Tutor:

Soy un estudiante de doctorado bajo la dirección de la Dra. Kathleen McCoy en la Universidad Estatal de Arizona en Tempe. Como parte de mi tesis doctoral, estoy realizando un estudio sobre las perspectivas de los padres sobre su papel en la educación de sus hijos. Sus ideas serán utilizadas para ayudar a mejorar los programas y prácticas del distrito.

Le pido al padre que es más involucrado con la educación de su hijo, que responda a las preguntas en esta encuesta. Si usted tiene más de un hijo en esta escuela, conteste las siguientes preguntas sobre el niño en el grado menor. Tome en cuenta que esta encuesta:

- Es voluntaria. Espero que conteste todas las preguntas, pero usted puede pasar cualquier pregunta que considere demasiado personal.
- Es confidencial.
- No tiene respuestas correctas o incorrectas.
- No es parte de la tarea de su hijo.
- No influye en el aprendizaje o notas de su hijo de ninguna manera.

Por favor, complete la encuesta para el _____ de noviembre y devuelva la a la maestra de su hijo en el sobre incluido.

Si tiene alguna pregunta sobre el estudio o su participación en el estudio, antes o después de la autorización, puede ponerse en contacto conmigo en el 480-472-7262 o clniven@mpsaz.org.

Muchas gracias por su participación!

Atentamente,

Christine Niven
Investigadora

1. Nos gustaría saber su opinión de que tan bien ha hecho el/la maestro/a de su hijo/a acerca de lo siguiente. Por favor marque con un círculo cada una de sus respuestas.

El/la maestro/a de mi hijo/a o personal de la escuela...				
• Me comunica como progresa mi hijo/a en la escuela.	Muy Bien	Bien	Mal	Nunca
• Me manda noticias sobre lo que esta pasando en la escuela.	Muy Bien	Bien	Mal	Nunca
• Me invita a las reuniones de PTA/PTO.	Muy Bien	Bien	Mal	Nunca
• Me invita a una conferencia con los maestros.	Muy Bien	Bien	Mal	Nunca

2. Nos gustaría saber su opinión acerca de esta escuela en este momento. Por favor marque con un círculo cada una de sus respuestas.

SI Significa que esta muy de acuerdo con la pregunta
si Significa que esta un poco de acuerdo con la pregunta
no Significa que esta un poco en desacuerdo con la pregunta
NO Significa que esta en gran desacuerdo con la pregunta

• Me siento bienvenido en la escuela.	SI	si	no	NO
• Los/as maestros/as se interesan por mi hijo/a.	SI	si	no	NO
• Esta escuela es muy buena.	SI	si	no	NO
• La escuela me manda información que yo pueda leer fácilmente.	SI	si	no	NO

3. Cual es su opinión sobre lo que deben hacer los padres en lo siguiente:

• Asegura que su niño/a aprenda en la escuela.	SI	si	no	NO
• Mantenerse al día sobre el progreso escolar de su niño/a.	SI	si	no	NO
• Mostrar interés en lo que su niño/a hace en la escuela.	SI	si	no	NO
• Ayuda al niño/a con la tarea.	SI	si	no	NO
• Saber si su niño/a esta teniendo dificultades en la escuela.	SI	si	no	NO
• Le enseña al niño la importancia de la escuela.	SI	si	no	NO

4. Nos gustaría saber su opinión sobre lo siguiente:

• Se como ayudar a mi hijo/a tener éxito en la escuela.	SI	si	no	NO
• Siento que mis esfuerzos para ayudar a mi hijo/a a aprender son exitosos.	SI	si	no	NO
• No se como ayudar a mi hijo/a con su tarea.	SI	si	no	NO
• Puedo hacer un cambio importante en el rendimiento escolar de mi hijo/a.	SI	si	no	NO
• No se si me hago entender con mi hijo/a.	SI	si	no	NO
• Puedo motivar a mi hijo/a para que tenga un buen rendimiento en la escuela.	SI	si	no	NO

5. Las familias se involucran de manera distinta en la escuela o en la casa. De las siguientes actividades, ¿cuales ha hecho Ud. este año con su hijo/a menor que esta en la escuela? Favor de marcar una sola respuesta para cada oración.

Nunca Quiere decir que Ud. NO ha hecho esto o no la ha hecho todavía este año.

1-2 veces Quiere decir que Ud. ha echo esto una o dos veces este año.

Unas cuantas veces Quiere decir que Ud. ha hecho esto unas cuantas veces este año.

Muchas veces Quiere decir que Ud. ha hecho esto muchas veces este año.

	Muchas veces	Unas cuantas veces	1-2 veces	Nunca
• Leerle a mi hijo/a.				
• Hacer trabajo voluntario en la escuela o en el salón de mi hijo/a.				
• Repasar y hablar con su hijo/a sobre el trabajo de escuela que su hijo/a lleve a casa.				
• Ayudar a mi hijo/a con sus tareas escolares.				
• Visitar el salón de mi hijo/a.				
• Hablar con el/la maestro/a de mi hijo/a.				
• Asistir a las reuniones de PTA/PTO o actividades especiales en la escuela.				
• Comprobar que mi hijo/a ha hecho sus tareas escolares.				
• Hablar con mi hijo/a sobre la escuela.				

6. Su familia – favor de marcar solo uno.

l. Su hijo que esta en esta escuela es un: _____ niño

_____ niña

m. Cuando nació su _____ Mes _____ Año

n. Marque si usted es...

_____ madre

_____ abuela

_____ padre

_____ abuelo

_____ madrastra

_____ otro (describe) _____

_____ padrastro

o. ¿Hasta donde llego en la escuela?

_____ parte de primaria

_____ completó primaria

_____ parte de secundaria

_____ completó secundaria

_____ asistió a la universidad

_____ diploma técnico

_____ diploma universitario

_____ estudios post universitarios

p. ¿Hasta donde cree que llegara el niño en la escuela?

_____ parte de primaria

_____ completará primaria

_____ parte de secundaria

_____ completará secundaria

_____ asistirá a la universidad

_____ diploma técnico

_____ diploma universitario

_____ estudios post universitarios

q. ¿Cual es su raza u origen étnico?

_____ Asiático

_____ Negro o afro americano

_____ Blanco o caucásico

_____ Hispano o Latino(a)

_____ Otro (describe) _____

r. ¿Que idiomas se hablan en su hogar?

_____ Ingles

_____ Español

_____ Otro (describe) _____

s. Estado civil:

- Casado/a
- Divorciado/a – Separado/a
- Nunca casado/a
- Unión libre

t. Situación laboral:

- Trabajando tiempo completo
- Trabajando parte-tiempo (menos de 40 horas semanales)
- Sin empleo, pero buscando trabajo
- Sin empleo, no buscando trabajo

u. Situación laboral del pareja:

- Trabajando tiempo completo
- Trabajando parte-tiempo (menos de 40 horas semanales)
- Sin empleo, pero buscando trabajo
- Sin empleo, no buscando trabajo

Una parte adicional de este estudio será entrevistas con grupos de padres. Si Ud. le gustaría participar en estas entrevistas, favor de llenar lo siguiente:

Nombre: _____

Numero de Teléfono: _____

Email (si tiene): _____

La investigadora se pondrá en contacto con más información sobre la fecha, hora y lugar donde se llevara a cabo la entrevista en grupo.

Gracias por completar la encuesta. Favor de devolverlo en el sobre a la maestra de su hijo/a antes del ____ de Octubre.

Sheldon, S. B. & Epstein, J. L. (2007). *Parent survey of family and community involvement in the elementary and middle grades*. Baltimore: Johns Hopkins University, Center on School, Family, and Community Partnerships.

APPENDIX C
CONSENT FORMS AND INTERVIEW QUESTIONS
ENGLISH AND SPANISH

Consent Form
Parents' Perspective of Parental Involvement in the Elementary School

Dear Parent :

I am a doctoral student under the direction of Dr. Kathleen McCoy at Arizona State University, Tempe Campus. For my dissertation in the doctoral program in Educational Leadership, I am conducting research which explores parent's perspectives on parental involvement and parent's roles in their children's education. The purpose of this form is to provide you information that may affect your decision as to whether to participate in this research and to record the consent of those who agree to be involved in the study.

I am conducting interviews on the following participants: 1. parents who have never participated in a family literacy program in Mesa Public Schools, 2. parents who have participated in a MPS family literacy program for less than 3 months and 3. parents who have participated in a MPS family literacy program for at least one year. Your participation will include being interviewed by me, for approximately 1/2 hour. I would like to audiotape this interview. You will not be recorded unless you give your permission. If you give your permission to be taped, you have the right to ask for the recording to be stopped. Your responses will be confidential. The results of this study may be used in reports, presentations, or publications but your name will not be used. I will construct a narrative of the portions of the interview that relate to the study. The tape recordings will be erased at the completion of the study.

Your participation in this project is voluntary. Your time commitment will be approximately 1/2 hours and if you choose not to participate or to withdraw from the project at any time even if you have previously said yes, it will not affect you in any way. The results of the research will be used to fulfill my class assignment and to inform the district and others of the benefits and drawbacks of the program and how the district can improve parent involvement. Your name and identity will be anonymous and will not be used without your permission. All data will be kept confidential and stored in a password-protected computer.

Although there may be no direct benefit to you, the possible benefit of your participation includes improvements to the family literacy program and improvements to district-wide parent involvement programs.

If you have any questions concerning the research or your participation in the study, before or after consent, you can contact me at 480-472-7262 or clniven@mpsaz.org. In the event that you have any questions about the dissertation, please contact Dr. Kathleen McCoy by phone at 480-965-6198 or by email at Kathleen.mccoy@asu.edu.

Sincerely,

Christine Niven

With my signature, I give consent to participate in the above study.

Name (printed)

Signature _____ Date _____

With my signature, I give consent to be audiotaped during the interview.

Signature _____ Date _____

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board at 480-965-2179.

Forma de Consentimiento
Para el Estudio de la Perspectiva de Padres del Participación en la Escuela
Primaria

Estimado Padre de familia:

Soy un estudiante doctoral bajo la dirección de Dra. Kathleen McCoy en la Universidad Estatal de Arizona, Campus de Tempe. Para mi trabajo de tesis de doctorado en el programa en Liderazgo Educativo, estoy realizando un estudio que explora las perspectivas de padres sobre la participación en la educación de sus niños. El propósito de esta forma es de proporcionarle información que puede afectar su decisión de tomar parte en esta investigación y para registrar el consentimiento de los que concuerdan participar en el estudio.

Estoy realizando entrevistas con los siguientes participantes: 1. padres que nunca han participado en un programa de educación familiar en las escuelas públicas de Mesa, 2. padres que han participado en un programa de educación familiar por menos de tres meses, y 3. padres que han participado en un programa de educación familiar por más de un año. Su participación incluirá ser entrevistado por aproximadamente 1/2 hora. Me gustaría grabar la entrevista. No se grabara a Ud. si no da su consentimiento. Si da su consentimiento a ser grabada, tiene el derecho de pedir que se detenga la grabación. Sus comentarios serán confidenciales. Es posible que los resultados de este investigación serán usados en reportes, presentaciones o publicaciones, pero no se usará su nombre. Construiré una narrativa de las porciones de la entrevista que relaciona al estudio. Las grabaciones serán borradas cuando termine el estudio.

Su participación en este proyecto es voluntaria. Su compromiso del tiempo será aproximadamente 1/2 hora y si escoge no participar o retirar del proyecto, incluso si haya dicho anteriormente sí, no le afectará en ninguna manera. Los resultados de la investigación serán utilizados para cumplir mi tesis de doctorado y para informar el distrito y otros de los beneficios e inconvenientes del programa y cómo el distrito puede mejorar participación de padre. Su nombre y la identidad serán anónimos y no serán utilizados sin su permiso. Todos los datos se mantendrán confidenciales y almacenados en una computadora de contraseña-protegido. Aunque es posible que no haya beneficio directo a usted, el beneficio posible de su participación incluya mejoras al programa de educación familiar y mejoras a programas de participación de padres. Si tiene cualquier pregunta con respecto al estudio o su participación en el estudio, antes de o después de consentimiento, usted me puede contactar en 480-472-7262 o clniven@mpsaz.org. En caso de que tenga cualquier pregunta acerca del tesis, contacta por favor a Dra. Kathleen McCoy por teléfono en 480-965-6198 o por correo electrónico en Kathleen.mccoy@asu.edu.

Sinceramente,

Christine Niven

Con mi firma, yo doy consentimiento a tomar parte en el estudio antes mencionado.

Nombre (imprimió)

Fecha _____ Firma _____

Con mi firma, yo doy consentimiento a ser grabado en la entrevista.

Fecha _____ Firma _____

Si tiene cualquier pregunta acerca de sus derechos como un sujeto/participante en esta investigación, o si usted se siente que ha sido colocado en riesgo, puede contactar la Oficina de los Sujetos Humanos la Tabla Institucional de Revisión en 480-965-2179.

Parental Involvement Interview Protocol and Questions

Research Question:

How do perceptions of parental involvement in schools differ among three groups of Latino parents, that is, Latino parents who have participated in the TFLP program for more than one year, less than four months or not elected to participate in the FFLP?

Protocol:

1. The names and contact information provided by survey respondents willing to be interviewed will be gathered and 5 names from each of the three groups will be chosen at random.
2. Each potential interviewee will be contacted by the interviewer (myself) by telephone.

Telephone script:

Hello _____, this is Christine Niven. I was at _____ school in December and asked you to complete a survey. I'm calling to let you know you've been chosen to participate in a follow-up interview about your opinions of your children's education.

I would like to set up a time when you are available. the interview will take about ½ hour. Would it be convenient for you to meet at _____ school?

If the answer is no, I will ask them where they prefer to meet.

What would be a convenient time for you to meet? Are you available in the morning after you drop your children off at school?

If the answer is no, I will ask them when they would prefer to meet.

The date and time will be set. If the interviewee indicates that they would not like to participate, their name will be discarded and another name will be chosen at random.

3. At the time of the interview, the participant will be given a consent form to sign.
4. All interviews will be done in Spanish, even if the participant indicates they speak English. Interviews will be digitally recorded.
5. At the end of the interview, each participant will receive a \$25 gift card.

Interview Questions:

All Parents:

1. In the survey you indicated that you feel welcome at the school and that it is a very good school. What are some reasons that make you feel welcomed?
*Prompt – what are things people do or say that make you feel welcomed?
what are examples of a good school?*
2. If you could be a teacher, how would you communicate with the parents of your students? Follow up: How does your description match the way your current or past teachers have communicated with you?
Prompt - what do you think a teacher would do if they needed to tell a parent something about their child or activities that will be happening at school?
3. As a parent what do you feel are some good ways to communicate with teachers? Follow up: How do you communicate with your child's teacher?
Prompt – how do you think a parent would contact a teacher if they needed to tell them something?
4. If you could be a teacher, what types of activities would you hope parents would do in the school? For example, what special talents or events would you like to do at the school?
5. What would keep a parent from participating in school activities? If you were a teacher, how would you make parental involvement easier to do?
Prompt – what are some reasons parents don't come to the school when there is an event? What are things the teachers or school could do to make it easier for parents to participate?
6. If you were a teacher, what would you ask parents to do with their children at home to help them get good grades?
Prompt – what do you think parents can do at home with their children?
7. What would keep a parent from helping their child at home so they do well in school?
Prompt – earlier you mentioned that parents may not participate in school events because _____ . What would keep a parent from helping their child at home?
8. What does the term “parental involvement” mean to you?
9. What would prevent a parent from enrolling in the TFLP program?

Parents in TFLP:

- Why did you enroll in TFLP?
- What is your favorite part of TFLP?
- What is your least favorite part of TFLP?
- What things do you do now that are different from before you were in the program?
- What benefits has the program had for you and your family?
- How might the program be improved?
- Would you recommend the program to others?
- What would you say about it?

Preguntas e instrucciones para la entrevista con padres
sobre su participación en la educación de sus hijos

Pregunta de Investigación:

Que es la diferencia entre las percepciones de tres grupos de padres latinos, o sea, padres latinos que han participado en el programa de Title I de Educación Familiar por más que un año, menos que tres meses o no han participado?

Instrucciones para hacer la cita de entrevistas:

6. The names and contact information provided by survey respondents willing to be interviewed will be gathered and 5 names from each of the three groups will be chosen at random.
7. Each potential interviewee will be contacted by the interviewer (myself) by telephone.

Telephone script:

Hola _____, habla Christine Niven. Estaba en la escuela _____ en diciembre y le pedí que hiciera una encuesta. Le estoy llamado para avisarle que ha sido escogido para participar en una entrevista sobre sus opiniones de la educación de sus hijos.

Me gustaría fijar una cita para la entrevista. La entrevista durara como ½ hora. Sería conveniente para usted reunirnos en la escuela _____? Sino, donde preferiría reunir?

A qué hora sería mejor para usted? Se puede en la mañana después de dejar sus hijos en la escuela?

The date and time will be set. If the interviewee indicates that they would not like to participate, their name will be discarded and another name will be chosen at random.

8. At the time of the interview, the participant will be given a consent form to sign.
9. All interviews will be done in Spanish, even if the participant indicates they speak English. Interviews will be digitally recorded.
10. At the end of the interview, each participant will receive a \$25 gift card.

Interview Questions:

All Parents:

1. En la encuesta, UD. indicó que se siente bienvenida en la escuela y que es una escuela muy buena. Que son algunas razones que le hace sentir bienvenida?
Prompt – que cosas hacen o dicen que le hace sentir bienvenida?
que son ejemplos de una escuela buena?
2. Si fuera una maestra, como comunicará con los padres de sus estudiantes?
Prompt - que crees que hará un maestro si tenía que decir algo sobre su niño o algún evento en la escuela?
Es así como los maestros de sus niños han comunicado con UD?
3. Como papa (o mama) que crees que son buenas maneras de comunicar con maestros?
Prompt - que crees que hará un padre si necesitaba comunicar algo a la maestra?
Es así como UD. comunica con los maestros?
4. Si fuera una maestra, que tipos de actividades esperara que los padres harán en la escuela?
Prompt - en que actividades de escuela le gustaría participar?
5. Por qué algunos padres no hacen actividades en la escuela?
Prompt - Que son algunas razones que los padres no vienen a la escuela cuando hay un evento?
Si fuera una maestra, que hará para que fuera más fácil que los padres participaran en la escuela?
6. Si fuera una maestra, que tipos de actividades esperara que los padres harán en la casa con sus hijos para ayudarles tener éxito en la escuela?
Prompt - que cree que los padres pueden hacer con sus niños en casa?
7. Por qué algunos padres no hacen cosas en casa para ayudar a sus hijos tener éxito en la escuela?
Prompt - Anteriormente menciono que tal vez los padres no participan en eventos en la escuela por que _____. Que son algunas razones que los padres no ayudan a su hijo en casa?
8. Que significa la expresión “participación de padres” para UD.?
9. Por qué cree que un padre no participara en el programa de educación familiar?

Solo para participantes de TFLP:

1. Porque entro al programa de educación familiar?
2. Que es su parte favorito del programa?
3. Que es su parte menos favorito del programa?
4. Que cosas hace ahora que son diferente de lo que hacía antes que estar en el programa?
5. Cuáles son los beneficios del programa para Ud. y su familia?
6. Que cosas se podría mejorar en el programa?
7. Recomendara el programa a otros?
8. Que diría?

APPENDIX D
TABLE 2
ALL SURVEY RESULTS

Table 2
All Survey Results

Results from the surveys in this table are reported as percent.

Group 1 – Surveys of adults not in the TFLP – n=55

Group 2 – Surveys of adults new to the TFLP – n=108

Group 3 – Surveys of adults attending the TFLP one year or more – n=22

My child's teacher or someone at the school...	Well			OK			Poorly			Never			NA		
Group	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
a. Tells me how my child is doing in school.	67	71	74	27	25	33	1	0	0	0	0	0	1	0	0
b. Sends home news about things happening at school.	56	69	57	38	25	30	0	0	4	0	3	4	1	4	0
c. Invites me to PTA meetings.	42	63	65	31	28	17	0	0	4	9	6	0	0	4	13
d. Has a parent-teacher conference with me.	56	71	74	31	19	9	0	0	0	7	7	9	0	2	4
Average a-d	55	69	68	32	24	22	0	0	2	4	4	3	0	3	4

Table 2
All Survey Results

Results from the surveys in this table are reported as percent.

Group 1 – Surveys of adults not in the TFLP – n=55

Group 2 – Surveys of adults new to the TFLP – n=108

Group 3 – Surveys of adults attending the TFLP one year or more – n=22

Table 2 Continued

Group	Strongly Agree			Agree			Disagree			Strongly Disagree			NA		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
e. I feel welcome at this school.	84	94	91	13	6	9	0	0	0	0	0	0	0	4	0
f. The teachers at this school care about my child.	80	89	78	16	11	13	0	0	0	0	0	0	0	4	0
g. This is a very good school.	72	84	74	22	15	26	0	0	0	0	0	0	0	5	1
h. The school sends me information that I can understand.	75	81	83	20	13	26	2	3	0	0	2	0	4	1	0
Average : e-h	78	87	82	18	11	18	0	0	0	0	0	0	4	0	0
i. Make sure that their child learns at school.	85	87	100	13	13	0	0	0	0	0	0	0	2	0	0
j. Keep track of their child's progress in school.	89	88	87	9	12	4	0	0	0	0	0	4	2	0	0
k. Show interest in their child's schoolwork.	87	86	95	11	12	5	0	1	0	0	0	0	2	1	0
l. Help their child understand their homework.	87	88	100	11	11	0	0	0	0	0	0	0	4	1	0
m. Know if their child is having trouble in school.	82	84	86	11	9	14	2	3	0	4	1	0	4	3	0
n. Teach their child to value schoolwork.	91	94	95	9	6	5	0	0	0	0	0	0	2	1	0
Average: i-n	87	88	94	11	11	5	0	0	0	0	0	0	3	1	0

Table 2 Continued

Group	Strongly Agree			Agree			Disagree			Strongly Disagree			NA		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
o. I know how to help my child do well in school.	47	57	77	38	37	23	5	3	0	0	0	0	0	9	3
p. I feel good about my efforts to help my child learn.	51	61	77	38	33	23	2	4	0	0	0	0	0	9	1
q. I don't know how to help my child on schoolwork.	24	24	23	40	20	17	9	19	18	11	31	36	16	4	9
r. I make a difference in my child's school performance.	38	70	73	42	25	27	5	2	0	2	0	0	11	2	0
s. I never know if I'm getting through to my child.	24	26	32	49	34	27	5	13	23	5	21	14	16	5	4
t. I can motivate my child to do well in school.	65	82	86	25	9	14	0	0	0	0	0	0	9	1	0
Average: o, p, r, t	50	68	78	36	26	22	3	2	0	0	0	0	12	3	2
Average: q and s	24	25	28	45	27	22	7	16	21	8	26	25	16	5	7

Table 2 Continued

Group	Most Days			Once a week			Once in a while			Never			NA		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
u. Read with your child?	38	42	68	31	40	18	7	9	0	5	1	0	18	7	
	14														
v. Volunteer in the classroom or at the school?	20	36	27	11	21	41	5	14	9	45	21	14	18	6	9
w. Review and discuss the schoolwork your child brings home?	58	73	73	16	18	14	5	4	4	4	2	0	16	3	9
x. Help your child with homework?	73	75	86	11	12	4	2	5	4	0	0	0	15	6	4
y. Visit your child's school?	25	74	77	25	14	27	9	5	0	16	0	0	27	6	9
z. Talk to your child's teacher?	33	44	41	33	37	41	18	10	9	4	3	4	9	5	4
aa. Go to a school event or meeting?	20	41	55	18	22	36	16	18	14	24	13	4	22	6	4
bb. Check to see if your child finished his/her homework?	75	85	91	7	9	4	5	1	0	0	0	0	13	4	4
cc. Ask your child about school?	62	69	86	16	19	4	5	5	0	2	0	0	13	6	9
Average: u-cc	45	60	67	19	21	21	8	8	4	11	4	2	18	5	7

APPENDIX E
INTERVIEW DATA ANALYSIS PROCEDURE

Interview analysis procedures:

1. Each interview was recorded. Recordings were uploaded into a computer.
2. Since the transcription software could only recognize one voice with fair accuracy, the researcher rerecorded each interview.
3. The rerecorded interviews were transcribed with the transcription software.
4. The researcher corrected each transcription by listening to the original recording.
5. The revised transcriptions and original recordings were then given to the research assistants to further revise and correct where necessary.
6. The researcher and research assistants met and went through each transcription to ensure accuracy.
7. The researcher developed a list of codes. The researcher and research assistants coded each interview individually. When necessary, new codes were added.
8. The researcher developed a coding spreadsheet which was used by the researcher and assistants to compile the data.
9. The researcher and assistants met to compare the coding for each interview. Differences in coding were discussed until consensus was reached.

APPENDIX F
DISTRICT PERMISSION TO CONDUCT RESEARCH

MESA

PUBLIC SCHOOLS

September 30, 2011

Joseph O'Reilly
Executive Director
Student Achievement Support

63 East Main Street #101
Mesa, Arizona
85201-7422
www.mpsaz.org/research

(480) 472-0241

Dear Ms. Niven:

The Mesa Public Schools Research Priority Board has approved your request to conduct research in MPS. We find the topic interesting and the results should be useful to the district.

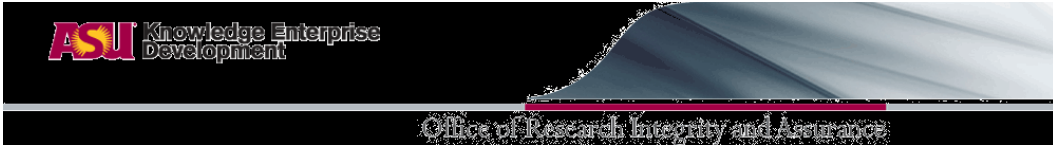
The District requires a report of your findings along with any copies of studies that are published with this data. Thank you for your cooperation in these matters and we look forward to your results.

Sincerely,



Joseph O'Reilly, Ph.D.

APPENDIX G
INTERNAL REVIEW BOARD APPROVAL



To: Kathleen Mccoy
ED

From: Mark Roosa, Chair
Soc Beh IRB

Date: 10/10/2011

Committee Action: Exemption Granted

IRB Action Date: 10/10/2011

IRB Protocol #: 1110006930

Study Title: Latino Parents Perspectives on Parental Involvement in Elementary Schools

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to

Federal regulations, 45 CFR Part 46.101(b)(2) .

This part of the federal regulations requires that the information be recorded by investigators in such a manner that

subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information

obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or

civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.