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bilingual education programs : a methodology for
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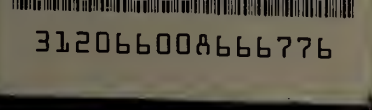
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PARENT PARTICIPATION IN THE DEVELOPMENT, IMPLEMENTATION
AND EVALUATION OF CURRICULUM FOR BILINGUAL
EDUCATION PROGRAMS: A METHODOLOGY
FOR PRINCIPALS AND TEACHERS

A Dissertation Presented

By

HECTOR MATEO COLON

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1982

Education

Hector Mateo Colon

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1982

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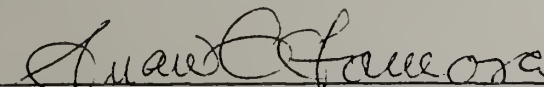
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DEDICATORIA

A mi madre, que se surció los dedos tejiéndonos futuros de esperanza y que curó dolores de vecinos para darnos estrellas.

A mi amada Lydia, que leyó primero que nadie mis quimeras.

A mis hijas--Esthercita, Marisol y Mari-Tere, y a mis hijos--Héctor Juan y Héctor Xavier--que me dieron el tiempo que a ellos yo debía.

Y a mi familia puertorriqueña del lado allá y del lado acá.

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To the Holyoke Public School System, specially Mr. George Counter, Superintendent of Schools; Mr. Gregory C. Diliberto, Principal of Peck Junior High School; and Mr. Ismael Samalot, Mr. Felipe Pantoja, Mr. Gilberto Sotolongo, and Mr. Hector Garcia, teachers in the secondary schools of Holyoke.

And, specially, to the parents with children in the bilingual education program at the Peck Junior High School, Holyoke, Massachusetts, who so kindly gave their time and effort to participate in the field testing process.

To all, thanks.

ABSTRACT

PARENT PARTICIPATION IN THE DEVELOPMENT, IMPLEMENTATION
AND EVALUATION OF CURRICULUM FOR BILINGUAL
EDUCATION PROGRAMS: A METHODOLOGY
FOR PRINCIPALS AND TEACHERS

September 1982

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Directed by: Dr. Gloria de Guevara

A fundamental principle underlying the democratic way of life is the participation of individuals in the collective decision-making processes. Such involvement by citizens is expected and sometimes required, and colors every aspect of our existence as human beings living in society. Education can be viewed as a humanizing process in which the learners--students, teachers, school staff, parents and others--become more conscious of themselves when they become involved. Therefore, the formation of policies should be the result of a clearly defined collective participation of all those affected by such education. The bilingual program is not exempt from such a participatory process.

The major purpose of this study was to develop a methodology to be used by principals and teachers, and/or other interested parties for the systematic organization

of parent participation in the development, implementation and evaluation of curriculum for bilingual education programs. The use of such a methodology will add a new perspective to the way parents have been traditionally involved in the processes mentioned above. Even though it was field tested in Massachusetts, the methodology can be used anywhere with adequate adaptations.

The study is comprised of five chapters. Chapter I established the need for involving Hispanic parents in the process of educating their children. Chapter II undertook a review of the related pedagogical literature. Chapter III was devoted to the development of a Methodology for Parent Participation. The steps that comprise Parent Participation Methodology (PPM) were presented accompanied by a detailed rationale for most of such steps.

Chapter IV presented seven important issues for the analysis of the data collected in the field testing. Of particular importance were the results and the discussion of the results of the field testing.

Chapter V presented some recommendations based on the findings of the study. Recommendations to improve the methodology, the assessment instruments, the curriculum, the involvement of the parents, and to conduct further research were suggested.

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C H A P T E R I
STATEMENT OF THE PROBLEM

Introduction

A fundamental principle underlying the democratic way of life is the participation of individuals in the collective decision-making processes. Such involvement by citizens is expected and sometimes required, and colors every aspect of our existence as human beings living in society. Thus, the political, economical, civic, and educational spheres of societal life are enriched by the participation of citizens. Of special interest is the involvement of the public in the decision-making processes that effect public education.

Education can be viewed as a humanizing process in which the learners--students, teachers, school staff, parents, and others--become more conscious of themselves when they become involved. Through the exchange of dialogue and praxis in working together, these learners will be able to decode, understand and critically judge the world in which they are immersed. Education is a way to "prepare people, not just to earn a living to live a life...but a creative, humane, and sensitive life..."¹ Therefore, the formation of educational policies should not be an unilateral process, controlled by a political party, religious sect, or economic interest

group. Rather, it should be the result of a clearly defined collective participation of all those affected by such education.

Statement of the Problem

The principle of participation in the decision-making processes should not only apply to the traditional institutions of the American educational system, but should also be inherent in specific programs existing within this system. The bilingual program, as a program established within the American educational system, is not exempt from such a participatory process. Not only it is not exempt, but Federal and State laws require that such programs provide for the involvement of the parents of bilingual children, as the following excerpts demonstrate:

1. An application for a program of bilingual education shall be developed in consultation with parents of children...and after the application has been approved under this title, the applicant will provide for participation by a committee composed of, and selected by, such parents...²
2. The bureau for transitional bilingual education shall be charged with the following duties...(4) to provide for the maximum particable involvement of parents of children of limited English-speaking ability in the planning, development, and evaluation of transitional bilingual education programs...³
3. School districts shall provide for the maximum practical involvement of parents of children in transitional bilingual education programs...afford parents the opportunity to effectively express their views and which ensures that such programs are

planned, operated and evaluated with the involvement of, and consultation with, parents...

These three excerpts from the Title VII, Act of 1974; The Transitional Bilingual Education Act, Chapter 71A of Massachusetts, and the Illinois Bilingual Education Act, provide us with a clear picture of what is expected in terms of parental involvement in such programs.

The bilingual programs should, therefore, be committed to involving the parents in all the particular processes which pertain to the whole organizational structure of such programs. In this sense, parent participation should be achieved in the administration, planning, curriculum determination, and evaluation of these programs.

Specifically, in the area of curriculum determination parental participation should be requested. In this way, parents can become involved in the processes of developing, implementing and evaluating the curricula of the bilingual programs. Parent participation is essential if the program is to be responsive to the needs of the children as determined in the collaborative process of planning, implementing and evaluating.

Such participation is not only desirable but necessary. But the truth is, that the participation of the parents in the different decision-making processes concerning the curriculum of the bilingual programs in the state of Massachusetts, is poorly organized if organized at all.

Teachers have claimed for this involvement of the parents in different ways. The Holyoke Study (1976), is one good example of this:

1. Some children could use a lot of extra help at home but don't get it.⁵

2. Parents need an "Orientation" Day, a way of introducing the: 1-curriculum, 2-classroom standards, 3-teacher's role, 4-parent's role in relation to teacher and administration, etc.⁶

3. I would like more parental support for the children's academic work.⁷

4. Parents are not particularly interested in their children's education and don't take part in the process.⁸

5. What can be done to interest parents in their children's work?⁹

6. There doesn't seem to be healthy communication between home and school.¹⁰

7. I felt frustration in not being able to reach bilingual parents for problem children.¹¹

8. Children do not receive positive reinforcement at home concerning their school work or desired behavior.¹²

In The Holyoke Study the need for parental involvement has been stressed not only for the purpose of improving student behavior and academic performance, but also as a means of improving various aspects of the program itself.

Such aspects include: curriculum, school-home relations, and the parent's role in relation to the teacher and administration. As a matter of fact, parental participation in bilingual programs has been an important issue and was given much consideration during the legislative processes leading to the implementation of bilingual education laws on both Federal and State levels. The report, Bilingual Education: State and Federal Legislative Mandates, Implications for Program Design and Evaluation, clearly establishes this fact:

The majority of the laws have provisions for participation of the community in the bilingual programs. There are considerable differences in the provision among the states; but when combined, they generally provide for the organization through which the community will participate, the means of selecting the community members, the composition of the community group, and their role in relation to the program.

Generally, the legislation provides that committees be established through which the community can participate in the program. Some committees are to be established at the district level, others at the school level, and in some cases, committees at both district and school levels. New Jersey and Utah do not mandate that committees be established but stipulate that parents be involved in the program. Some states require that the committee members be elected while others provide that they be appointed by the school principal. Massachusetts requires that the committee members be selected in a manner which fairly represents the views of parents in the district.

Most of the laws require that the majority of the committee consist of parents of children participating in the program. In some states, such as Minnesota and Rhode Island, the legislation provides that the parents of limited-English-speaking students and of

English-speaking students be in the same proportions as that of the limited-English and English-speaking students participating in the program. California requires that school level committees be established where the parents of limited-English-speaking pupils are represented within the total school population. Other members of the committees may be representatives of community organizations, students in programs serving secondary schools, and school or program staff, such as teachers, teachers' aides, community coordinators, counselors and project directors. Provisions are sometimes made for representatives from each language group for which there are programs in the district.¹³

In the Guidelines for Parental Involvement in Bilingual Programs, the rationale for parental involvement in bilingual programs in the state of Massachusetts is very specific in this regard:

It is a fundamental right of parents in a democratic society to participate in the educational process of their children. The involvement of parents and community members provides support for the implementation of educational programs.

When administrators, teachers, parents and community members participate on equal footing, working cooperatively, communication is improved and better educational program is thus obtained.

Parents and community members willingly participate in the educational process when they become aware of the educational needs of their children, and are able to contribute to this process.

Research and the experience of those involved in school-community activities indicates that parental involvement produces positive effects. Chapter 71A, The Transitional Bilingual Education Act, mandates the participation of parents of children of limited English-speaking ability in the planning, development and evaluation of Transitional Bilingual Education programs.¹⁴

Not only in the studies mentioned above, but also in Puerto Rican Parents and Mainland Schools, a study done by the Educational Leadership Institute and the University of Hartford during the summer of 1971, the researchers conclude that it is essential that "A more comprehensive and concrete community-school relationship be established."¹⁵

After reviewing the reports of all of these sources, it is my perception that most of the problems and preoccupations of teachers and other persons involved in bilingual education programs stem from the same causes. One such cause is the inconsistency in the definition of community participation among the several Federal and State bilingual education laws. This inconsistency is clearly recognized in Bilingual Education: State and Federal Legislative Mandates: Implications for Program Design and Evaluation study: "The level of specificity to which the laws define the nature of the community involvement varies considerably among the laws."¹⁶

A further problem is the lack of a systematically structured organization of parental involvement in the different aspects of the school which can help in the successful implementation of the educational programs within the school structure. Therefore, it should be the responsibility of The Transitional Bilingual Program to involve parents in the decision-making processes concerning

curriculum development, curriculum implementation and curriculum evaluation as it has been so far demonstrated. Parent participation is not only needed to improve programs and school-home relations, but it is legally mandated on both federal and state levels and bilingual programs are required to adhere to such a mandate.

Purpose of the Study

The purpose of this study is threefold: First, to develop a methodology to be used by principals and teachers for the systematic organization of parent participation in the development, implementation and evaluation of curriculum for bilingual education programs in the state of Massachusetts. Second, to field test the methodology with at least one principal of a public school with a bilingual program, two teachers working in a bilingual program, and all the parents of children enrolled in the bilingual classrooms of the above teachers. Third, to make recommendations and suggest changes in and adjustments to the methodology to improve it for further use.

In order to accomplish this, a set of precise, operational, systematic steps will be developed. To do this the author will utilize the Metamethodology¹⁷ of Thomas E. Hutchinson, Ed.D.

Definition of Terms

For the purposes of this study, the following terms should be understood to mean the following:

1. Methodology--a systematic, operational, standard set of rules and procedures designed to accomplish a defined purpose.

2. Parent participation--voluntary and/or requested involvement of parents of school children in a defined school activity, e.g., curriculum development, curriculum implementation, curriculum evaluation.

3. Program in transitional bilingual education--

A full-time program of instruction (1) in all those courses or subjects which a child is required by law to receive and which are required by the child's school committee which shall be given in the native language of the children of limited English-speaking ability who are enrolled in the program and also in English, (2) in the reading and writing of the native language of the children of limited English-speaking ability who are enrolled in the program and in the oral comprehension, speaking, reading and writing of English, and (3) in the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.¹⁸

4. Curriculum development--the process by which objectives, activities, materials and teaching strategies are designed and selected for use in the teaching-learning process.

5. Curriculum implementation - the process by which objectives, activities, materials and teaching strategies, already designed and selected, are actually used in the teaching-learning process.

6. Curriculum evaluation - the process by which the achievement of objectives is operationally measured.

Significance of the Study

This study is significant from two points of view. Firstly, it is theoretically significant because it will advance new knowledge in the field of organization of parent participation for curriculum development, curriculum implementation and curriculum evaluation through the use of a specific methodology. The use of such a methodology will add a new theoretical perspective to the way parents have been traditionally involved in the processes mentioned above. Secondly, this study is pragmatically significant for several reasons: 1) If applied as designed, this methodology will provide specific methods for the systematic organization of parents for involvement in the development, implementation and evaluation of curriculum for bilingual education programs. 2) This methodology provides an answer to the difficult situation stated in the statement of the problem, in the sense that it represents a big step toward the improvement of parent-school communication. 3) Parent

Participation in the Development, Implementation and
Evaluation of Curriculum for Bilingual Education Programs:

A Methodology for Principals and Teachers is very significant because it has been created for use by principals and teachers for the inclusion of the Hispanic parents in the decision-making processes concerning curriculum of the bilingual program. Until now, decisions about curriculum development, curriculum implementation, and curriculum evaluation for bilingual programs have been the sole responsibility of the staff of such programs. 3) The participation of the parents in these three areas mentioned above will make the curriculum for bilingual children sensitive to the characteristics and particular needs of such children. 5) Especially important is the fact that the parents will recognize that they are actively contributing to the educational process of their children and will see themselves as actors-producers in a play where they have always been considered spectators-consumers.

Delimitations of the Study

This study is delimited by several factors. It is limited to: 1) the three purposes already stated; 2) the target population, only included one principal, two teachers and twenty parents; 3) the suggestions of changes

and adjustments to the Methodology for improvement when used in the future; 4) the place chosen for the field testing was limited to Holyoke, Massachusetts Public School System; and 5) the perceptions of the participants. It is also limited by its scope, subjects, materials and procedures. It is further limited by the availability of the literature.

Design of the Study

This study will consist of the development of a methodology. A set of precise, operational, systematic steps will be developed to achieve a defined purpose: To involve the Hispanic parents in the design, implementation and evaluation of curricula for bilingual education programs. To achieve this purpose a methodology will be developed. To do this methodology, the Hutchinson's Metamethodology will be used. The Metamethodology is, as described by Dr. Hutchinson:

A methodology for building methodologies. The purpose of Metamethodology is to build a methodology for any defineable purpose. Metamethodology is composed of a systematic, operational, standard set of rules and procedures. These rules and procedures are organized into a small number of major processes:

The first major process is the Preparation Process. In the Preparation Process a person learns how to apply Metamethodology and makes plans for the resources that are available for building a methodology.

In the next major process a person chooses a problem area.

In the next major process the person chooses a purpose for the methodology the person will build. This is done by studying the problem area, the tools that now exist in the problem area, and what purposes the literature of the problem area state or imply.

In the fourth major process the chosen purpose is carefully tested for acceptability. Desirability, definability, and practicality of the purpose are considered.

In the next major process the person analyzes the implications of the purpose for the general steps that the methodology should contain. These general steps are then arranged in a rational sequence.

In the next major process the person produces the detailed operational steps of the methodology. This is done by identifying subpurposes, analysis of the implications of the subpurposes, ordering the implications, and performing tests of logic at several levels.

In the last major process the person performs research on the methodology in order to identify problems and correct them.¹⁹

PPM encompasses all the logical steps necessary to accomplish the purpose. Within these steps the procedures are contained to field testing the methodology. The field testing will help to identify any gaps that may exist in PPM's development.

Also, as part of the design of this study, the data collected through the field testing will be interpreted, and a report of the findings will be done to the participants in case they decide in the future to fully implement the Methodology.

Finally, some conclusive remarks will be made to improve the Methodology for further use; and recommendations for future research will be advanced.

Organization of the Study

This study is organized into five chapters. Chapter One presents the statement of the problem, purposes of the study, definition of terms, significance of the study, delimitations of the study and the design followed. Chapter Two is completely devoted to the Review of the Related Literature. Chapter Three delineates the specific procedures that encompass the first five major processes contemplated in Parent Participation Methodology. Chapter Four explains the importance of the field testing in the field of methodologies, the significance of the field testing of PPM methodology, the delimitations of the field testing of PPM, the purposes of PPM's field testing, the procedures followed during the field testing, the results of the field testing, and the discussion of the results of the field testing. Chapter Five presents a summary of the study and some recommendations for action and for further research on the topics addressed in this study.

FOOTNOTES--CHAPTER I

¹Charles E. Silverman, Crisis in the Classroom: The Remaking of American Education. New York: Random House, 1971. p. 114.

²United States Commission on Civil Rights, A Better Chance to Learn: Bilingual Bicultural Education. Clearinghouse Publication #51, May, 1975. p. 187.

³Commonwealth of Massachusetts (The), Department of Education, Bureau of Transitional Bilingual Education, Two Way. Produced by The Bureau of Transitional Bilingual Education. Third Printing, 1978. pp. 13-14.

⁴United States Commission on Civil Rights, op. cit., p. 238.

⁵Bilingual Bicultural Education Professions Program, The School of Education, The University of Massachusetts, A Framework for the Training of Bilingual/ESL Teachers in the Schools of Holyoke, Massachusetts. 1975. p. 102.

⁶Ibid., p. 104.

⁷Ibid., p. 105.

⁸Ibid., p. 108.

⁹Ibid., p. 113.

¹⁰Ibid., p. 201.

¹¹Ibid., p. 203.

¹²Ibid., p. 210

¹³Irizarry Ruddle A., (Project Director), Bilingual Education: State and Federal Legislative Mandates: Implications for Program Design and Evaluation. National Dissemination and Assessment Center, California State University, Los Angeles. Los Angeles, California. 1979. pp. 30-31.

¹⁴Commonwealth of Massachusetts (The), op. cit., p. 36.

¹⁵Perry Alan Zirkel, Puerto Rican Parents and Mainland Schools. Educational Leadership Institute, University of Hartford, Connecticut, 1971, p. 28.

¹⁶Irizarry, op. cit., p. 31.

¹⁷Thomas E. Hutchinson, Metamethodology--Version I. Photocopy, October, 1975. (See Appendix A for details of Metamethodology).

¹⁸Commonwealth of Massachusetts (The), op. cit., p. 8.

¹⁹Hutchinson, op. cit., pp. 5-7.

C H A P T E R I I
R E V I E W O F L I T E R A T U R E

Introduction

A school should be the center of the community. It should be sensitive to the needs of the community and, in cooperation with the parents, plan a program that will make the best use of all available resources. Such an environment should stimulate pupils to engage in many activities. Through participating in planning, executing, and evaluating their work they will learn to think and use the facts and tools of learning. They should find the school a vital place in which it is good to live. (Nambe--A community school, New Mexico)

The purpose of Chapter II is three folded: 1) to explore within the existing pedagogical related literature the area of parent involvement in education as it relates to the issue of parent participation--community control after the passage of the Civil Rights Act of 1964; 2) to investigate what this literature contains about the involvement of the Hispanic parents in the educational processes of their children within the framework of bilingual bicultural education programs since the passage of the Title VII--Bilingual Education Act of 1968--and the court decisions which have influenced bilingual education; 3) to search what is included in this literature about the Hispanic parents involvement and

participation in curriculum development, curriculum implementation and curriculum evaluation of the bilingual education programs.

Parent Participation in Education

The issue of parent participation* in education as discussed in the literature concerning pedagogy reveals that historically, the education of children was the responsibility of the parents. Parental involvement in the educational process is rooted in the past of this nation but more recently, the states took over the tasks of designing, implementing and evaluating educational systems. The literature further reveals that as states increasingly assumed such responsibilities, the parents became more alienated from direct involvement in the decision-making processes concerning important issues about the education of their children. This change may be viewed as a shifting from the role of "co-producers" to that of "consumer."

*Parent Participation and/or Parent Involvement will be interchangeable in this study. For the author they mean the same.

The search also pointed out that there is a scarcity of information about the role of parents as concerns bilingual/bicultural programs.¹ For the purpose of establishing an original approach to the subject, the extent to which parent participation has been organized and implemented in the American public schools system is examined. This review, although not an exhaustive one, will search for some procedures or ways to enhance organization of parent involvement and participation.

There are several significant objectives in the process of this review. First, to avoid the possibility of duplication of efforts which will make of this study a useless one; second, to explore the relevance of usefulness of the existing pedagogical literature relative to the area of parent participation and curriculum in bilingual education; and third, to establish a conceptual-theoretical perspective to the study.

In the process of this review of literature it is intended to search for an alternative solution to three problem areas. These problem areas are:

1. The development of a rationale for the importance of parental involvement in the decision-making processes concerning curriculum development for bilingual education.

2. The way parents have been involved in bilingual education.

3. What Federal and/or State law says about parental involvement in the development of curricula for bilingual programs.

I am convinced that conclusive and final answers to these problem areas do not exist. However, the search for an alternative will undoubtedly enlighten those of us involved in the field of parental participation in curriculum development, implementation and evaluation for bilingual education programs by serving as a model.

The success of any educational enterprise, public or private, relies on the specific or precise involvement and/or utilization of all the resources available to achieve such success. These resources will eventually be directly or indirectly responsible for the achievement of the goals the organization is trying to attain. Parent participation and the curriculum itself are specifically two of these resources.

After the states assumed responsibility, parents have become more passive participants in the educational processes of their children. Such passivity does not, by any means, imply that parents are not interested in the educational processes of their children. Particularly, minority children's parents have demonstrated serious

concern about their children's education. This concern is explained by the high expectations they have about their children's schooling. Zirkel states that Puerto Rican parents, even uneducated themselves, "aspired for their children to at least complete four years of college."² The late 1960's marked the moment for a radical turn in this passivity.

Several important events caused parents to become more active: First, the technological advancements of the communication systems--Television, Radio--after the Russian and USA successes in space; second, the development of strong unions by the workers in this country; and most importantly, the Civil Rights movement, which produced an awareness among the social groups covered under the newly enacted Federal and State laws. Of particular importance to the development of community involvement was the noticeable discontent of the public with the failures of the public schools in providing students with an adequate education. This discontent was one of the turning points which inspired parents to try to get control of their childrens' education. The movement for community control of public schools during the late 1960's was an almost natural result of these emerging issues. As Fantini and others clearly state, the parents were "a meaningful voice in the process of education."³

Participation by non-professionals in the decision-making processes of the public schools was more evident in the larger school systems. As Gittel and Hollander express, "It was a growing movement to widen the role of the community in public education."⁴ The organization of Citizen's Advisory Committees, in response to the weakening of the famous PTA's, in which, as Phillip and Susan Jones indicate, "fewer and fewer parents found the PTA an appropriate platform,"⁵ was a significant step in this process of community awareness of the importance of parent involvement in several large cities school systems. Even today, many parents are joining other community organizations rather than the "traditional" PTA's. Parents in Detroit exemplified this growing awareness. In 1957 a Citizen Advisory Committee was organized "to review the status of schools and to make appropriate recommendations for their improvement."⁶ Further development of the Advisory Committees was just a necessary step in the redefinition of their roles as advocates and participants in the reforms that schools were undertaking. But still one fact was certain: while participation was a reality in some cities, in others "public participation in the school affairs was minimal."⁷

The New York strike of 1966, the marches of the blacks to improve their lives and gain dignity and

opportunity, the students' boycotts on the issue of desegregation, the low achievement scores in reading, especially from blacks and Puerto Ricans (Coleman Report, 1966) are among several causes of the movement for community control of the public schools. The community was pushing to gain such control in order to have a real voice in the educational enterprise which was and still is a major enterprise. The role of education in determining who will have the jobs, money and power, make the public school system a powerful social structure.

It was obvious after all these crises of the public educational system that reform was needed, and several reforms were tried. One alternative was the compensatory education approach backed by organizational efforts by the Ford Foundation and Title I proponents in an attempt to, as Fantini, et. al., states, "overcome deficiencies in the learner,"⁸ and to improve the students' academic achievements. But this compensatory approach was not well accepted by the parents because they believed that the students' failures were not only a result of students' low achievement. They felt that racial imbalance as well as other economic factors which influenced the educational processes were also part of the learners' failures.

Another attempt to reform the public school was the integration approach. This approach was based on the

findings of the "Coleman Report", the "Phi Delta Kappa Commission on Education" and the US Civil Rights Commission Report." These reports established that minority children suffer when their education takes place in racially segregated schools and achieve more when their education occurs in integrated schools.

Model subsystems represented another attempt to reform the schools. These subsystems consisted of the organization of experimental systems "outside" of the school structure where methods, techniques and materials were experimented with and once evaluated, implemented in the school systems. One particular characteristic of these subsystems was that they were governed by community-based boards with the alternate approval of the central education board.

The use of parallel systems was another option for reforming the public schools. Under this approach, it is assumed that competition will stimulate innovation in the public schools. But, as Fantini correctly expressed,

to push parallel schools systems seriously as a major solution to the Urban school crises. . . . may divert attention from the main job of reforming the public school system.⁹

Another alternative for change is contained in the total-system reform approach where changes are implemented in the whole system structure. Berube & Gittel (1966)

agree with Fantini that the failure of school integration and compensatory education efforts has led many school reformers to the conclusion that only a reform of the total system can provide the necessary environment for the meaningful solution to urban education problems.

The difficulty of changing the system is related to the fact that the schools are not controlled by the public; but by the professionals. Many still think that, as Scribner and Stevens clearly state:

laymen (parents) do not belong in the decision-making process; instruction must remain the exclusive privilege of professional teachers; radical changes in education are both unnecessary and undesirable. . . there is a professionalized solution to virtually every problem that comes along in education. To combat reading failure, call the reading specialists. When there is student misbehavior or evidence of poor "adjustment," bring on the guidance counselors. For emotional problems, call in the school psychologists. When the educational content of the school--"the curriculum"--is in need of repair, form a curriculum committee--of professionals. To hold down disruption, hire security guards. Are some youth not coming to school at all? Employ more attendance officers. . . And if the problems remain (as they inevitably do), or when they take on new symptoms, ¹⁰ the answer is more professionals of different kind.

Although in most major cities the School Board is the legislative body, the reality is that different organizations offset the power of these boards. In large city school systems a lot of vertical hierarchies of supervisors, specialists, (professionals) have the control of the most important components of the public school organization. Teacher organizations (professionals) have

become important participants in school policy-making, and the Union Contract, as Fantini, et. al., correctly state, "is one of the most important documents of school policy."¹¹ "The school professionals are indeed the ruling class in the schools and their dominance has a good deal to do with the resistance of the two proposals for reform."¹² In most American cities, as Berube and Gittel express,

The public has little to say about how their schools are run; urban schools systems, dominated by professionals, remained isolated and unaccountable to their public.¹³

Parents, Lurie says, "remain weak and divided because we are afraid of each other."¹⁴ There are obstacles of fear and distrust which keep parents apart. They do not recognize that together, even the difficulties can be ironed out for the sake of improvement of the schools and the communities as well.

The struggle for more participation will continue until the voice of the poor can be heard and their demand for equality of educational opportunities be met. The confrontation at Ocean Hill-Brownsville (1968) represented a big step in the struggle for community control of the school. And, as Berube and Gittel assert, "the struggle for community control of public schools is only the beginning of a larger movement."¹⁵

Davies, in Schools Where Parents Make a Difference, explains another aspect of the community control effort.

Community control as an educational concept for Indian Communities has reemerged only recently. . . . A group of concerned parents, teachers and administrators, discouraged by the high dropout rates and poor achievement levels of the Navajo youngsters, formed an all-Indian school board, which set out to negotiate with the Navajo Tribe (which was very supportive) and the Bureau of Indian Affairs to take over the local school. This board also oversaw the development of a new and culturally relevant curriculum.¹⁶

From such struggles, the idea of community schools was born and spread rapidly. Parents of minority children enrolled in the public schools felt a need for teachers and other school personnel to be accountable to them. And, issues of integration and decentralization triggered the movement for community control of public educational institutions. The participatory concept was not only important for minority group members but for the majority as well because it represented a revival of the institutions. Berube and Gittel describe the Bundy Plan, where "parent-elected school boards were to be given final authority over budget, curriculum, and personnel. . . ."¹⁷ School "decentralization and strong community engagement"¹⁸ in urban education were two important aspects of the Plan.

It is important to recognize that although the efforts of the community control movement were plagued with

failures of different kinds (e.g., inflexible leadership, lack of resources, and in-group struggles for power), the entire community involvement issue of our time was launched from the community control efforts of the sixties and early seventies. The failures as well as the successes of the community control movement defined the fundamental principles of the parent participation movement.

Bilingual Education: Historical Perspective

The community control movement as a step toward the involvement of parents in public education has been reviewed. This was necessary because the parental involvement issues, the focus of my concern, has its roots in the community control movement of the 60's. Particularly important to me is the kind of involvement that the Hispanic parents have had in this participatory movement; specifically, those aspects which are related to bilingual education programs.

It is clear for most concerned educators that learning English is essential to social and economic mobility in this monolingual English-speaking society. The important issue under consideration is how the children whose native and/or only language is other than English, can be taught in a way so that the learning processes for acquiring all

the necessary skills--e.g., Science, Mathematics, Art, Social Studies, etcetera--will not fall so far behind that he/she can not recover.

From the Nation's earliest days, non-English schools flourished as a way of meeting the needs of a diverse population. Nevertheless, many of these schools were not bilingual; rather they used the native language as a mean of instruction and English was taught as a second language. "For most of the 19th century German was almost the only non-English language permitted in the public schools as a medium of instruction."¹⁹ There were some instances where entire programs were taught entirely in German.

Bilingual education became less prevalent during the first half of the 20th century. This is particularly true after World War I. However, it was World War II which marked a change in the condition of Bilingual Education. As Gradisnik clearly states:

Before modern programs for bilingual education began to make their appearance in the 1960s and early 1970s, the teaching of English as a second language, not bilingual education, was the approach employed to provide for the special language needs of non-English-speaking children. Little, if any, attention was paid to the special language needs of children with limited proficiency in English. Actually, it was not until the 1960s that programs for the teaching of English as a second language began to be widely extended throughout the United States. New York City had pioneered with special instruction in English for children of the many different ethnic and language groups continually

arriving in that city. But in most cities such instruction was, if not entirely negligible, at least in the embryonic stages of development in 1960.²⁰

In the 1960s, the movement for bilingual education grew out of a combination of historical events: the conquest of space by the U.S. and the Soviet Union; achievements in the use of media (e.g., satellite use of T.V., etcetera); political pressures (laborers' unionization and workers' movements); minority awareness of their political rights; the pressure by educational and political leaders who awakened the Congress to the unique needs of children with limited proficiency in English; Civil Rights activism (by black and other minorities who struggled for community control, better schools, better living conditions, increased social programs, etcetera); and the emergence of an ethnic-linguistic-cultural consciousness among the diverse ethnic groups immersed in this society.

In 1963, as Cordasco states,

Dade County, Florida, schools undertook a complete program in grades one, two and three to meet the educational needs of the children of the Cubans who poured into Miami at the rate of 3000 a month.²¹

Later on, other bilingual programs were initiated. Among those States with such programs were Texas, New Mexico, California, Arizona, New Jersey and the Virgin Islands.

The Congress of the United States has played an important role in the development and establishment of bilingual programs throughout the United States. Despite the passage of Title VI of the Civil Rights Act in 1964, linguistic minorities did not view this Congressional mandate as being a significant improvement in the educational services offered to their children. This Act of Congress did not provide sufficient financial assistance to local schools. However, after the enactment of the Bilingual Education Act of 1968 and, particularly, after the Lau²² decision, the provision for financial assistance to local schools became a reality. Based upon this financial assistance by the federal government, many supporters of bilingual education saw the door open through the Civil Rights Act, where

no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program²³ or activity receiving Federal financial assistance.

In 1968, Title VII of the Elementary and Secondary Education Act, passed in 1965, was amended to include legislation pertaining to bilingual education. With this amendment the Federal government, for the first time, gave official support to bilingual education. The Bilingual Education Act of 1968 was amended in 1974 and again in 1978. Specifically, the 1978 amendment provided that

funding for bilingual programs would be allowed if proposals were accepted. This Act of 1978 reflected a significant change in the definition of pupils who were going to benefit from the Bilingual Act: "limited English proficiency" will be the term used to designate the children needing bilingual education, rather than "children with limited English-speaking ability" which was the term used before. The term "limited English proficiency" is broader and includes not only the ability to speak and understand, but the ability to read and write as well.

In all three of the Bilingual Education Acts, Congress has shied away from any legislation advocating "maintenance" of language skills. Bilingualism for children, as contrasted with bilingual education, has not been an objective of congressional legislation. Instead, the intent has been to provide "transitional" bilingual education in which further instruction using the native language is not required once a student is fully functional in English.²⁴

Besides the Bilingual Education Act, Title VII of 1968, other acts or titles under such acts have influenced bilingual education either directly or indirectly. Probably the first Act (even before the passage of the Bilingual Education Act of 1968) to influence bilingual education in this country was the National Defense Education Act (NDEA). As Josue Gonzalez expresses,

The National Defense Education Act (NDEA) not only legitimized the active study of languages other than English, it was also responsible for two other major developments of long-lasting effect. One, it provided financial assistance to many minority

group students to attend college and specialize in math, science and foreign languages, the three areas in which Russian education was seen as superior. Second, through its intensive summer training institutes for language teachers, it contributed to the development of "language education" as specialized teaching field. . . By 1967 when the U.S. Senate Subcommittee on Bilingual Education called for hearings on the question of a federal subsidy for bilingual education, an impressive array of documents and educational and civic leaders were on hand to present a convincing case: bilingual schooling could improve the Spanish-speaking child's chances of success in school but federal funding was necessary for the development of pilot programs to guarantee the development of adequate materials, personnel, and instructional techniques.²⁵

Another act is the Civil Rights Act of 1964, which states that

No person in the United States shall on the ground of race, color or national origin be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.²⁶

Most of the bilingual programs receive federal financial assistance. Also influencing bilingual education programs is the Elementary and Secondary Education Act (ESEA) of 1965. Specifically, Title I of this act is channeled primarily to local education agencies (LEA) to supplement and improve elementary and secondary school programs so as to better meet the special educational needs of educationally disadvantaged children in low-income areas. As it has been recognized locally and nationally, the students served by bilingual programs are

considered "educationally disadvantaged children" and most of them are from low-income areas.

Bilingual Education and the Courts

Not only the Congress, but the courts also, have played an important role in the establishment of official bilingual programs throughout the United States. In Brown v. Board of Education²⁷ (1954) the importance of an equal opportunity for public education was demonstrated. In this case the Supreme Court concluded that segregated schools are inherently unequal, holding that state laws forcing black students to be educated separately from white students are unconstitutional. (Tests scores proved that black students achieved more when learning happened in integrated school environments.)

Even with the court decision in Brown v. Board of Education, many "language minority children"²⁸ were subjected to segregated education, low teacher expectation, and cultural incompatibility with dominant culture-oriented curricula, just because of their lack of proficiency in the language of instruction-English.

In January of 1974 in Lau v. Nichols, the Supreme Court guaranteed the rights of children who speak little or no English to an equal educational opportunity. The court concluded:

The failure of the San Francisco School system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program and thus violates §601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance," and the implementing regulation of the Department of Health, Education, and Welfare.²⁹

The case of Lau v. Nichols was a class suit which charged the San Francisco school system with failure to provide all non-English speaking students with special instruction to equalize their educational opportunity. It is important to underline that although the Lau case is very important for bilingual education, several court actions removed constraints on foreign language instruction in the schools. Another important case was Meyer v. State of Nebraska³⁰ which struck down a State law prohibiting the teaching of a foreign language on the grounds that to do so was to infringe on the liberty to acquire knowledge. The Lau v. Nichols case of 1974 is usually regarded as a key landmark in bilingual education. The Court decided the Lau case based on the Civil Rights Act of 1964. In reality Lau v. Nichols, as Teitelbaum and Hiller express, "legitimized and gave impetus to the movement for equal educational opportunity for students who do not speak English."³¹ The implementing regulations,

known thereafter as the Lau remedies, were intended to as guidelines for the equalizing of educational opportunity for language minority students. The legacy of Lau and its effect is explained further by Anthony J. Plastino when he comments:

The impact of Lau was demonstrated by the passage of legislation concerning bilingual education on the state and federal levels. By May, 1975, only one year after Lau was decided, the number of states which mandated bilingual education for linguistic minorities had grown and almost equaled the number of states which prohibited bilingual instruction in state-operated schools. On the federal level, Lau seemed to have more of a far-reaching effect. Congress codified the court's holding in the Equal Educational Opportunity Act of 1974. Consequently, no public school district in the United States could avoid the mandates of Lau by declining to apply for federal financial assistance. Thus, the Lau rule was extended to all public schools, not just those receiving federal funds as required under Title VI. It seemed from this legislation in the wake of Lau that Congress, as well as the Supreme Court, had embarked on a good faith effort to abolish policies of linguistic exclusion in the educational system of the United States.³²

Not only Lau v. Nichols, but other court cases as well, have contributed to the development of bilingual programs throughout the United States. The following cases are included to demonstrate the most important court decisions that have influenced bilingual education.

1. Serna v. Portales Municipal Schools. In this case, as in the Lau case, the Court held that children of limited English-speaking ability had a right to equal

educational opportunity under the Fourteenth Amendment and under Title VI of the Civil Rights Act of 1964. Thus, they needed to be provided bilingual education under the trial court's plan. This last decision was particularly influenced by the Supreme Court decision on the Lau case, because the Portales school officials had appealed the court decision which provided bilingual education to the Hispanic students that were placed in totally English-speaking educational programs. In this case, as Teitelbaum and Hiller point out:

Chicano students challenged the English-only instructional program in the schools of Portales, New Mexico. After hearing testimony from teachers, school administrators, and educational psychologists, the court found a violation of the students' constitutional rights to an equal opportunity and ordered that bilingual instruction be provided. The court rejected the school board's proposed program as tokenism and ordered the adoption of the bilingual education program submitted by the plaintiffs. The Portales school officials with the support of the New Mexico State Board of Education, appealed the decision.

Before the appeal was heard, the Supreme Court decided Lau. The Tenth Circuit Court of Appeals, noting that Lau and Serna were almost identical, declined to decide the constitutional claim. In upholding the trial court's adoption of the plaintiffs' plan for bilingual instruction, the Tenth Circuit right to bilingual education.³⁴

2. Aspira of New York, Inc. v. Board of Education of the City of New York.³⁵ In September of 1972, Aspira of New York, filed a lawsuit representing the Puerto Rican children and their parents against the New York City

Board of Education to secure equal protection under the law.

While Lau v. Nichols was a case that involved limited English-speaking chinese students, and Serna v. Portales Municipals Schools was a case involving limited English-speaking Chicano students, Aspira of New York, Inc. v. Board of Education of the City of New York was brought by Puerto Ricans and other Hispanic students attending New York City schools. As in Lau and Serna, the plaintiffs in the Aspira case also alleged that the equal protection clause was violated and that the access to equal educational opportunity mandated by Title VI was denied. However, before the court opinion about the merits of this case could be expressed, a motion for summary judgement was brought by the plaintiffs resulting in a consent decree. The problem with the consent decree and its results as related to Aspira is explained by Teitelbaum and Hiller:

The consent decree in large measure is not an educator's document. Although it describes a bilingual program, includes standards for identifying students entitled to the program, and sets forth teacher qualifications, it does not instruct educators in implementation how to transform a plan on paper into viable educational program. Furthermore, while the Aspira decree constitutes perhaps the most far-reaching court-ordered bilingual program since Lau, it does not reach all Hispanic students with rights under Lau. The Lau decision covers any students whose limited English-language skills exclude them from the regular instructional program. The Aspira consent decree, by contrast, applies only to those students who can participate

in the learning process more effectively in Spanish than in English. Hispanic students who are no more proficient in Spanish than they are in English do not fall within the class defined in the consent decree and are not offered the program under its mandate.³⁶

Aspira is back in Court again (for the umpteenth time!) Each time, the Court has agreed with plaintiffs that the Board of Education is not in compliance with the consent decree. The New York City Board of Education was held in contempt³⁷ for failing to exercise its power to accomplish the broad program of bilingual education as mandated by the consent decree.

3. Rios v. Read.³⁸ This court case is related to Lau. It was filed in 1977 and decided in 1978. The relationship of this case to Lau exists only in that the Decision (10/13/78) found that ". . . HEW's 'Lau Guidelines'. . . do nothing more than supply the mechanism for testing compliance with Title VI as administered pursuant to its regulations 45 C.F.R. 80.3 (b) (i) (ii) and (iv). The use of the guideline is not restricted to administrative procedures. . ." ³⁹

The Court also said. . .

The school district has the obligation of identifying children in need of bilingual education by objective, validated tests conducted by competent personnel. It must establish procedures for monitoring the progress of students in the bilingual program . . . The school district is not obligated to offer a program of indefinite duration for instruction in

Spanish art and culture. The bicultural element is necessary only to enhance the child's learning ability.⁴⁰ The purpose is not to establish a bilingual society.

Rios v. Read involved language deficient Puerto Ricans and other Hispanic children attending schools in the Patchogue-Medford School District in Suffolk County, New York. The result of this case was that the court recognized that the school district did provide a remedial program for the limited English-speaking children and did have a bilingual department. But the court also emphasized that it was not enough to provide a program and staff it with bilingual teachers. Rather, the question was if such program was adequate because "to a non-English-speaking child, an inadequate program was found to be as harmful as no program at all."⁴¹ This last observation was a clear reference to the request for not only an increment in programs with an increment in staff, but also equal increment in the quality of such programs with an increment in hiring of qualified staff as well.

4. Otero v. Mesa County Valley School District No. 51⁴²

This case presents a resounding rejection of a claimed right to bilingual education and differs greatly from the decision in Lau. The major difference between Otero & Lau is the number of students involved. Otero v. Mesa County Valley School District No. 51 clearly demonstrates

the court's hesitancy to get involved in educational policy-making, particularly in the absence of a proven need for linguistic and educational change. The Chicano students' low academic performance was claimed to be caused by socioeconomic factors and not the failings or unresponsiveness of the educational program.

Otero was still in the courts as of 1980. In the ultimate decision, claims under Title VI, the 14th Amendment and 20 U.S.C. §1703 were rejected for "lack of proof of any intent to discriminate against Chicanos."⁴³ It was found in Otero that there is no deficiency on the part of a significant number of Mexican-American students in English language proficiency and students who are deficient in English are also deficient in Spanish.

The Court decision in the Otero case relied on the decision in Keyes v. School District #1, Denver⁴⁴ which was decided while the Otero case was being considered. However, Keyes was a case involving desegregation of the predominantly Hispanic schools in the Denver school system. In Keyes the Court of Appeals affirmed the illegal dual status of the entire Denver district but concluded that the steps taken by the school board and the State satisfied conditional and statutory demands for desegregation and therefore, the plaintiffs did not prove the necessary facts to establish a violation of either Title

VI or the Fourteenth Amendment. In Keyes also, the Court of Appeals said that the Cardenas Plan cannot be justified because it "oversteps the scope of a remedy properly directed to the violation."⁴⁵ In other words, "the remedy must be limited to the specific wrongs."⁴⁶

The Court said:

The order to implement on a pilot basis a plan of bilingual-bicultural education requiring an overhaul of the system's entire approach to education of minorities and touching virtually every aspect of curriculum, planning, methodology and philosophy is one which oversteps the limits of the court's remedial powers. The Cardenas plan cannot be justified on the ground that minority students are entitled under the 14th Amendment to an educational experience tailored to their unique cultural and developmental needs.⁴⁷

In Keyes, the Ruling on Appeal stated that "bilingual education" is not a substitute for desegregation although, as Plastino explains:

Bilingual instruction by its very nature invariably entails the separation of ethnics in varying degrees, depending upon the extent of the bilingual grouping practices utilized by the school board. Used in malicious manner, bilingual instruction could conceivably act as a guise to promote discrimination and to further the segregation of minorities. This potential misuse of bilingual education may explain the Supreme Court's refusal to characterize the right to bilingual education as a co-existing constitutional right.⁴⁸

5. U.S. v. Texas⁴⁹ This is the most important recent court case. In this case, Judge William Wayne Justice recognized the need for examining the State's existing programs for

limited English proficient pupils. As a result, an executive order created the Governor's Task Force on Bilingual Education. The Task Force membership has met for several times since it was established. This group has also conducted hearings. In their meetings, the Task Force received information from experts in the field of education, bilingual education, English as a second language, school finances, teacher training and certification. They also heard testimony from superintendents. The Task Force deliberated for several days and after long hours of intensive discussion, the committee provided a set of recommendations.

The Task Force's recommendations were going to be used by lawmakers in the legislation process. This report will influence the services for the students who speak other languages than English.

6. Tobeluk v. Lind.⁵⁰ As a result of Tobeluk v. Lind, an Alaskan case settled by a consent decree in 1976, the court provides for a yearly review of community involvement among other things. In 1980, all freshman and sophomore students began to be required to take a course in Yup'ik-- the local language. Also, the students must receive cultural instruction. Although the consent decree mandated parent participation it was not until 1980 that such a

right was enforced (the legal service attorneys threatened to bring contempt proceedings.)

7. Latin Association for Progress and Action, Inc. v. Connor.⁵¹ This was a class action contending that the Worcester, Massachusetts School System failed to provide adequate educational services for Hispanic pupils of limited English proficiency. The rulings in granting preliminary injunctive relief

1) Stated that the defendants violated Title VI of the Civil Rights Act of 1964 and implementing regulations by failing adequately to assess pupils and to identify those of limited English proficiency and to provide them bilingual or English as a Second Language services (ESL):

2) Ordered defendants to file a report in 30 days "on all Hispanic students. . . who have not been provided with appropriate bilingual and/or English as a Second Language services in a timely and appropriate manner;"⁵²

3) Declared that Hispanic students not promptly identified as having limited proficiency or who were not provided with bilingual and/or ESL services are entitled to effective remedial and compensatory services.

4) Ordered a hearing to develop a remedial program.

8. Spanish American Coalition v. State of Connecticut Department of Education.⁵³ The Complaint was filed 4/7/81 and settled by Consent Decree dated June 9, 1981. This was a class action by Hispanic community organizations and Puerto Rican students attending schools in the Bridgeport area, alleging the "denial of an opportunity to pursue secondary school in the Connecticut regional vocational education school system."⁵⁴

The Consent decree provided for:

- 1) extended recruitment activities directed at Hispanic students;
- 2) provision of Spanish and English brochures to Hispanic parents;
- 3) Acceptance of eight (8) named plaintiffs and fifteen (15) class members (other Hispanics at Bullard Havens Vocational School);
- 4) interviewing of Hispanic applicants in Spanish;
- 5) exempting from the results of the "standard examination" students who are limited English proficient;
- 6) employment of "Hispanic bilingual" personnel in Bullard Havens Vocational School;
- 7) evaluations of Hispanics enrolled in School to be conducted by a team which includes Hispanic bilingual personnel; and

8) appointment of a representative of the Hispanic community to the Admissions Advisory Committee.

It can be concluded that whenever and wherever a bilingual education program is intended to be developed, it should be conceived as integrative, not segregative even though many advocates of bilingual education think of bilingual programs as unique, ethnic-isolated programs. This is a mistake because the uniqueness of bilingual education derives not from ethnic-isolation but a style-content approach organized to address the unique needs of a limited English-speaking population who otherwise would fail to obtain equal educational opportunity.

Parental Involvement and Bilingual Education

What does the law say about parental involvement regarding bilingual education programs? This question clearly addresses one of the critical issues that have preoccupied many educators throughout the United States who have been concerned with bilingual education since the passage by the Congress of the first Bilingual Act in 1968. Probably, inspired by the community control movements that emerged after the Civil Rights Act of 1964, the Congress, at the national level, and the local legislatures at the state level, both, defined in either less precise or more specific terms the kind of

participation expected in the bilingual programs. It is important to point out that when I talk about parent participation and community participation and parent involvement and community involvement, I am referring, in the broadest sense, to the parents with children enrolled in bilingual programs and, this includes as Brisk says, "the people interested in the development and improvement of the education of bilingual children."⁵⁵ The majority of the laws providing bilingual education services for the limited English-speaking students have provisions for participation of the community in such programs. Most of the laws, state and federal, although quite different from each other, specify the means of selecting the group, the composition of the group, and the role in relation to the program. Specifically, as Irizarry summarizes:

Most of the laws require that a majority of the committee consist of parents of children participating in the program. In some states, such as Minnesota and Rhode Island, the legislation provides that the parents of limited English-speaking students and of English-speaking students be in the same proportions as that of the limited-English and English-speaking students participating in the programs. California requires that school-level committees be established where the parents of limited-English-speaking pupils are represented within the total school population. Other members of the committees may be representatives of community organizations, students in programs serving secondary schools, and school or program staff, such as teachers, teachers' aides, community

coordinators, counselors, and project directors. Provisions are sometimes made for representatives from each language group for which there are programs in the district.

The level of specificity to which the laws define the nature of the community involvement varies considerably among the laws. Generally, the community committees are intended to participate in the planning, implementation, and evaluation of the program. In some cases the community committees must approve the program plan prior to its submittal.⁵⁶

Title VII of 1968 (Bilingual Education Act) is very general and imprecise when referring to parent and community involvement in all the components of bilingual programs. The sole reference this act makes to parental involvement is the "effort to establish closer cooperation between the school and the home."⁵⁷ Although it is clear that there is a lack of specificity in the 1968 Bilingual Education Act, the opposite occurs in the 1974 amended Title VII Bilingual Education Act. This enacted legislation clearly requires that public schools involve parents in the education processes of their children. In this act of 1974 it is explicitly that

An application for a program of bilingual education shall be developed in consultation with parents of children of limited English-speaking ability. . . and assurances shall be given in the application that, after the application has been approved under this title, the applicant will provide for participation by a committee composed of, and selected by, such parents. . . ⁵⁸

It is important to note that besides Title VII, Title I required parental participation as well. However, it should be clear that with the passage of the "New Title I" law parent advisory councils are no longer required by such Title as it was in the past. According to Chapter I (new name for Title I) of the Education Consolidation and Improvement Act which will completely replace Title I on July 1, 1982, federal funds for extra educational assistance to low-achieving children concentrated in high poverty areas are continued but there will be significant changes. Chapter I eliminates the requirement that school districts establish parent advisory councils. It should be clear also, that since the passage of Chapter I, a coalition of diverse citizens' and educators' organizations--the National Coalition for Parent Involvement in Education (NCPIE)--has formed to try to ensure parental participation.

The purpose of requiring parental participation is to activate the parents' involvement in the planning, developing and evaluating of the funded programs. Through this participatory process parents may take the initiative to help programs achieve their goals. As a matter of fact, in some States, under the U.S. Office of Education regulations, no program can be approved if the involvement of the parent advisory council is not guaranteed.

One inherent purpose of federally funded bilingual programs organized is to bridge the gap between the child's home and school experiences. Efforts have been made to gain parental and community support for the programs and to provide ways for getting involved. For this purpose, meetings are held with parents and community members; letters, newsletters, and notices are sent home in the native language of the parents. Community liaisons have also helped to bridge the gap between the child's home and the school. But, "although parents and community members are participating in bilingual programs in the ways mentioned above, their participation can, in most cases, be characterized as limited, since they usually do not share correspondingly in the program's decision-making process."⁵⁹ Nieto, reaffirms this idea in her study⁶⁰ when she says that parental involvement is very limited, particularly with regard to the decision-making processes in educational policy, curriculum development and in supervisory and administrative matters.

At the State level, parental involvement is also considered. For example, in Massachusetts, Chapter 71A (Transitional Education Law, 1971) says "each school district operating a Transitional Bilingual Education Program should establish a Parent Advisory Committee (PAC)."⁶¹ In addition, under the recommendations of the

same law, Guidelines for Parental Involvement in Bilingual Programs were developed. These guidelines describe the ways in which parents with children in bilingual programs can get involved. This involvement is fundamentally based on a rationale⁶² which concludes that the "Transitional Bilingual Education Act, mandates the participation of parents of children of limited English-speaking ability in the planning, development and evaluation of Transitional Bilingual Education Programs."⁶³

Illinois, as well as Massachusetts, calls for the formation of PAC's. One particular detail of Illinois' Law is that it mandates that the majority of the committee be parents of children enrolled in Transitional Bilingual Education programs. In this sense, other states which have mandated bilingual education have established the ways parents can get involved. This has been a result of the efforts of different forces--legal and legislative--and the actions of public-interest law firms and other coalition groups within the communities in several states.

In Chicago, after a long struggle changes were achieved. As Cerda and Schensul state: "parents are now viewed by the Chicago public school system as important contributors to bilingual programs."⁶⁴ But, as school systems recognize parents as important contributors to bilingual programs, it is not less important to indicate

that the communication of these systems, as Nieto affirms "has often been a one-way street in which the schools informed, educated, or even attempted to change the behavior of parents."⁶⁵ Instead, as Nieto continues

What seems to be emerging from all the research is a need for the parents, in turn, to inform, educate, and even change the behavior of schools if schools are to be responsive to the individual and group differences which the children represent.⁶⁶

Probably, Lorraine Montenegro, a mother, is right when she says:

The professional educator is saying that there should be more involvement of parents in the process of educating of their children. But. . . until now the involvement of parents has meant drinking coffee and tea in school, cake sales, book sales, . . . helping to take care of "Juanito" and other children on a class trip.⁶⁷

Dr. Nieto correctly expresses:

This does not mean, that parents should not be classroom volunteers or paid aides; that parents should be insulted when asked to accompany the class on a trip or that advisory councils are bad. On the contrary, all of these are probably worthwhile activities in which the parents can be involved. Nevertheless, they are simply not the test of true parent participation.⁶⁸

As already stated throughout this chapter, there is an urgent need for a systematically organized parental involvement in the development, implementation and evaluation of curricula in bilingual programs. Nieto affirms that "the role of the school, instead of being a defensive or resistant one, should be

that of an initiator and facilitator in this process of parental involvement."⁶⁹

Conclusion

Bilingual programs have proved to be the best alternative that the society has to help limited-English-speaking children to maintain a source of identity in the process of adapting to the new environment and to help the Hispanics (and other language groups) in the process of transition. During this transition process, they will be able to learn a second language, English, without the detrimental effect of losing the roots of their native culture. In addition, bilingual programs help Hispanics to maintain their cultural heritage to some degree.

Parents are an important element in these processes of maintaining the cultural heritage and maintaining a source of identity probably because they also suffer the negative effects of transition, both linguistic and cultural. Therefore, parent involvement in the educational enterprise (the main artery for transfusion to the new culture) is a key factor in the survival of minority children. By adding to and enriching the whole curriculum, we can ensure the success of both students and parents.

In this sense, the broad overview of the literature related to the field of parent participation will be

helpful in developing a better understanding of the whole issue of parent involvement. In particular, it will augment an understanding of the participation of the Hispanic parents in the bilingual programs.

These considerations are important because in 1980 Hispanics accounted for 14,000,000 of our residents and it is predicted that by 1990, the Hispanic population will have grown to 20,000,000. And, nobody will deny that 20 million people, in the nation whose total population is 225,000,000, is a very significant number of people.

Fishman is completely correct when he says:

My prediction, therefore, as we approach the third century of American life, is that non-Anglo ethnic maintenance will continue to bear fruit on our fair shores, and that for some of its adherents it will include and will foster various degrees of non-English language maintenance as well . . . I am convinced that there will be all degrees and all combinations of both non-Anglo ethnic maintenance and non-English ethnic maintenance. . . My prediction is that when your and my great grandchildren celebrate the 300th anniversary of the USA they will still find non-Anglo ethnic maintenance and non-English language maintenance with us. They will find them changed. They will find them enriched. They will find them creative. They will find them stimulating. They will find them self-critical and critical of others. They will find them wonderful. They will find them part and parcel of America, just as they have always been. And they will find America richer because of them, more exciting because of them, and matured because of them, just as it has always been!⁷⁰

FOOTNOTES--CHAPTER II

¹Bilingual/bicultural education could be a confusing term. Terms like bilingual, bilingualism, bilingual schooling, add up to increased confusion. Cordasco (1976) says "that any attempt at definitions of bilingual education encounters difficulties because of the complex psychological, linguistic, and social interrelationships that are inherent in bilingualism itself." The only agreement in the use of a definition for the term is that it means the use of two languages--English and the child's native tongue as a medium of instruction in the school.

²Perry A. Zirkel, Puerto Rican Parents and Mainland Schools. Educational Leadership Institute, University of Hartford, Connecticut, 1971, p. 12.

³Mario Fantini, Marilyn Gittel and Richard Magat, Community Control and the Urban School. New York: Praeger Publishers, 1970, p. 3.

⁴Marilyn Gittel and T. Edward Hollander, Six Urban School Districts. New York: Praeger Publishers, Second Printing, 1968, p. 145.

⁵Phillip Jones and Susan Jones, Parents Unite, p. 7.

⁶Gittel and Hollander, op. cit., p. 145.

⁷Ibid., p. 155.

⁸Fantini, et. al., op. cit., p. 27.

⁹Ibid., p. 54.

¹⁰Harvey Scribner and Leonard Stevens, Make Your Schools Work. New York: Simon and Schuster, 1975, p. 12.

¹¹Fantini, et. al., op. cit., p. 74.

¹²Scribner, et. al., op. cit., p. 13.

¹³Maurice R. Berube and Marilyn Gittel, Confrontation at Ocean Hill-Brownsville. New York: Praeger Publishers, 1969, p. 4.

¹⁴Ellen Lurie, How to Change the Schools: A Parents Action Handbook on How to Fight the System. New York: Random House, 1970, p. 267.

¹⁵Berube, et. al., op. cit., p. 9.

¹⁶Don Davies, Schools Where Parents Make a Difference. Boston: Institute for Responsive Education, 1976, p. 93.

¹⁷Berube, et. al., op. cit., p. 215.

¹⁸Fantini, et. al., op. cit., p. 101.

¹⁹U.S. Commissioner of Education, The Condition of Bilingual Education in the Nation. (First Report to the President and the Congress) Fall River, Massachusetts: National Assessment and Dissemination Center, November 1976, p. 9.

²⁰Anthony Gradinski, "Bilingual Education in Learning a Second Language," in Seventy-Ninth Yearbook of the National Society for the Study of Education, Part II. Frank M. Grittner, editor. Chicago: The University of Chicago Press, 1980, p. 105.

²¹Francesco Cordasco, Bilingual Schooling in the U.S.: A Source for Educational Personnel. New York: McGraw Hill Book Co., 1976, p. 5.

²²Lau v. Nichols--414 U.S., 563 (1974). This was a class suit in which the plaintiffs rights were violated according to the Title VI of the Civil Rights Act of 1964. This case advanced the cause of all limited-English-speaking students in the Nation.

²³Title VI, Civil Rights Act. (42 U.S.C. §2---d (1970).)

²⁴Gradisnik, op. cit. p. 113.

²⁵Josue Gonzalez, "Coming of Age in Bilingual/Bicultural Education: A Historical Perspective," in Bilingual Multicultural Education and the Professional: From Theory to Practice. Henry T. Trueba, Carol Barnett-Mizrahi, editors. Rawley, Massachusetts: Newbury House Publishers, Inc., 1979, pp. 5 and 7.

²⁶Title VI, Civil Rights Act, 1964.

²⁷Brown v. Board of Education--347 U.S. 483 (1954).

²⁸"Language minority children" is a term used to refer to the children in the United States who speak a non-English native tongue.

²⁹Lau v. Nichols--414 U.S., p. 563.

³⁰Meyer v. State of Nebraska--262 U.S. 390, (1923).

³¹Herbert Teitelbaum and Richard J. Hiller, "Bilingual Education: The Legal Mandate," in Bilingual Multicultural Education and the Professional: From Theory to Practice. Henry T. Trueba, Carol Barnett-Mizrahi, editors. Rowley, Massachusetts: Newbury House Publishers, Inc., 1979, p. 21.

³²Anthony J. Plastino, "Comment--The Legal Status of Bilingual Education in America's Public Schools: Testing Ground for a Statutory and Constitutional Interpretation of Equal Protection," in Duquesne Law Review, Vol. 17:437, 1978-79, pp. 481-482.

³³Serna v. Portales Municipal Schools--351 F. Supp. 1279 (N. D. Mexico, 1972), affirmed 499 F. 2d 1147, 1154 (10th Cir. 1974).

³⁴Teitelbaum, et. al., op. cit., p. 26.

³⁵Aspira of New York, Inc. v. Board of Education of the City of New York--72 Civ. 4002 (S. D. N. Y. Aug. 29, 1974) (unreported consent decree); 58 F. R. D. 62 (S. D. N. Y. 1973).

³⁶Teitelbaum, et. al., op. cit., p. 27.

³⁷Contempt citation: 423 F. Supp. 647 (D. D. N. Y. 1976).

³⁸Rios v. Read--73 F. R. D., 589 E. D. N. Y., 1977; 480 F. Supp. 14 (1978).

³⁹Ibid., at 592.

⁴⁰Ibid., at 592.

⁴¹Rios v. Read--73 F. R. D. 589, at 595.

⁴²Otero v. Mesa County Valley School District No. 51--
408 F. Supp. 162 (D. Colo. 1975).

⁴³Ibid., 628 F. 2d. 1271 (1980).

⁴⁴Keyes v. School District #1, Denver--521 F. 2d 465
(10th Cir. 1975).

⁴⁵Ibid., at 483.

⁴⁶Ibid., at 483.

⁴⁷Ibid., at 483.

⁴⁸Plastino, op. cit., pp. 494-495.

⁴⁹U. S. v. Texas--498 F 1356 (E. D. Tex. 1980) 506F.
Supp. 405 (E. D. Tex. 1981).

⁵⁰Tobeluk v. Lind (formerly called Hootch v. Alaska
State-Operated School System) No. 72--2450 Alaska Supr.
Ct. Orders 9/15/76, 11/77, 4/22/77, Sup. Ct. #3477,
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⁵¹Latin Association for Progress and Action, Inc. v.
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Preliminary Injunction, 11/5/80.

⁵²Ibid., at

⁵³Spanish American Coalition v. State of Connecticut
Department of Education--C. A. No. B81 173, D. Conn.,
Complaint 4/7/81.

⁵⁴Ibid., at

⁵⁵Maria E. Brisk, "The Role of the Bilingual Community
In Mandated Bilingual Education," in Working with the
Bilingual Community. Virginia: National Clearinghouse for
Bilingual Education, 1979, p. 3.

⁵⁶Ruddie A. Irizarry, Bilingual Education: State and
Federal Legislative Mandates: Implications for Program
Design and Evaluation. Los Angeles: National Dissemination
and Assessment Center, California State University, Los
Angeles, California, 1979, p. 31.

⁵⁷Title VII, Bilingual Education Act, 1968. Section 704, C, B, (3).

⁵⁸Ibid., at section 703, 4, E.

⁵⁹United States Commission on Civil Rights, A Better Chance to Learn: Bilingual Bicultural Education. Washington, D.C.: Clearinghouse Publication #51, May, 1975, p. 101.

⁶⁰Sonia Nieto, Curriculum Decision Making: Puerto Rican Family and the Bilingual Child. Unpublished doctoral dissertation, University of Massachusetts, 1979. In this study Dr. Nieto, "designs selected procedures through which the school could involve Puerto Rican parents in decision-making for bilingual curriculum for elementary school children." (p. ix).

⁶¹Commonwealth of Massachusetts (The), Department of Education, Bureau of Transitional Bilingual Education, Two Way. Produced by the Bureau of Transitional Bilingual Education. Third Printing, 1978. pp. 36-37.

⁶²Ibid., p. 36 (See page of Chapter I of this study for a full description of such rationale.)

⁶³Ibid., p. 36.

⁶⁴Maria B. Cerda and Jean J. Schensul, "The Chicago Parent Leadership Training Program", in Working with the Bilingual Community. Virginia: National Clearinghouse for Bilingual Education, 1979, p. 27.

⁶⁵Nieto, op. cit., p. 32.

⁶⁶Ibid., p. 32.

⁶⁷Lorraine Montenegro, Parent Involvement. Mimeograph copy, April, 1975, pp. 4-5.

⁶⁸Nieto, op. cit., p. 60.

⁶⁹Ibid., p. 2.

⁷⁰Joshua Fishman, "The Third Century of Non-English Language Maintenance and Non-Anglo Ethnic Maintenance in the United States of America" (Keynote address, 1973 TESOL Convention in San Juan, Puerto Rico), in TESOL Quarterly, 1973, p. 232.

C H A P T E R I I I

A METHODOLOGY FOR PRINCIPALS AND TEACHERS

Introduction

This chapter deals with three important aspects of the development of a methodology for parent participation: 1) an explanation of how methodologies provide a useful way to systematically organize parental involvement in bilingual education programs; 2) the testing of the purpose of Parent Participation Methodology (PPM) against the following criteria: knowledge, desirability, operationalizability, practicality, and completeness; and 3) the presentation of the steps that comprise PPM accompanied by a detailed rationale for most of such steps.

A methodology can provide a useful way to systematically organize the involvement of the parents in the development, implementation, and evaluation of the bilingual education programs.

The author's interest in methodologies was the result of his participation as a teacher and as a parent in the application of Needs Analysis Methodology for Community Planning.¹ At that time, he was also pursuing graduate studies at the University of Massachusetts, specializing in

the field of curriculum development and evaluation with particular emphasis on bilingual/bicultural programs.

The participation of the parents in Aponte's Needs Analysis Methodology was considered a very important, and the field test results proved to be very significant. The conviction that the participation of the parents in the development, implementation, and evaluation of curricula for bilingual programs requires a methodology which will provide a way to resolve several problems which prevent the achievement of such participation led the author to dedicate all his energies to the development of Parent Participation Methodology (PPM).

A course in Metamethodology with Dr. Thomas E. Hutchinson at the University of Massachusetts was taken. This course made the author learn that a methodology can be used to solve any definable problem through the use of a systematic, operational, standard set of rules and procedures; that the need for methodologies to solve specific problems in the social sciences still exists and has been well demonstrated (Benedict, 1973; Coffing, 1973; Thomman, 1973; Heffernan, 1976; Aponte, 1978); and lastly, that until now, no methodology has been developed to systematically organize parental involvement in the development, implementation, and evaluation of curricula for bilingual education programs. Thus, he utilized the

resources available to him to build a methodology for the systematic organization of parent participation in the development, implementation, and evaluation of curricula for bilingual education programs.

Theoretical Considerations about Methodological Development

Methodology is defined as a systematized, standardized, operationalized set of rules and procedures designed to accomplish a defined purpose.

A method has an end or purpose. In problem solving, there is something the individual wants to accomplish and that is the purpose. Furthermore, the purpose must be defined or at least definable if the individual is to concretely determine if it is accomplished or not. In using a methodology, the individual would want to know before using it whether the methodology accomplishes its purpose.

A systematized set of rules and procedures means that there is a logical order or structure in the particular organization of the rules and procedures. For there is always a reason why something is done, the way in which it is done, and the time when it is done. A standardized set of rules and procedures means that when more than one individual uses the methodology, they all follow the same rules and procedures.

A methodology can be viewed as an abstract but operational solution to a class of problems. It is abstract because it does not supply a specific solution to a specific problem but it supplies the means by which that specific solution is derived.

A methodology is an operational solution because the steps toward the solution are as prescriptive as possible. Therefore, an individual using a methodology knows exactly how the solution was reached and could do it over again.

In the process of developing a methodology, three things are necessary to produce the best possible methodology: 1) the determination of the purpose; 2) the development of the steps that make up the methodology; and 3) the testing of the methodology to see that it indeed accomplishes the purpose.

The selection of a problem which the methodology is intended to solve is the first step in determining the purpose. This first steps put the methodologist in contact with the problem. Once the problem is chosen, a purpose statement is selected that will solve the problem. There are two methods for choosing a problem: the simple method and the complex method. The simple method uses the interests of the methodologist. If the complex method is preferred, the Coffing's Client Demand Methodology² may be used. The following steps are recommended for analyzing

the problem area: 1) read about and/or research the problem; 2) discuss the problem with others; and 3) talk to those who work in the problem area. By doing this, the methodologist begins to establish the parameters of the problem area. These parameters help the methodologist to establish the scope of the work in the area. From this process the purpose can be determined. After the purpose is stated, it must be examined to see if a methodology can and should be developed to accomplish it.

The purpose is tested against four criteria. The first criterion is desirability. Using this criterion, a search is done to determine if the methodology will accomplish something people want and will use. The desirability test is important because developing a methodology for the accomplishment of an undesirable purpose will be a waste of time.

However, a purpose need not be desirable to every potential client. The purpose need only be desirable to enough potential clients, so that a methodology designed to accomplish this purpose will be used...How many and what kind of potential clients would have to accept the purpose before it was considered desirable is a subjective determination made by the individual methodologist who is carrying out the development.³

Operationalizability is the second criterion. Using this criterion, it is determined if the purpose can be made operational and thereby totally understandable. This aspect

is relevant in that should any part not be operational, the purpose may be unsolvable.

Practicability is the third criterion. This criterion puts in perspective the availability of resources for the development of the methodology. This is important because it might be unwise to begin something that cannot be completed because of the limitations or scarcity of resources which prevent completion of the work. In addition, this test helps the methodologist to determine the applicability of the methodology. If the methodology cannot be practically applied, it is very possible that it will not be used.

The final criterion for testing the purpose is an evaluation of existing methodologies for accomplishing that purpose. This criterion is very important because it will help the methodologist to decide if there is an insufficiency of methodologies and the methodologist can avoid the unnecessary effort of developing a work that has already been developed. This evaluation may also supplement existing methodologies.

After an acceptable purpose has been determined, the skeleton outline of the methodology is designed. This skeleton outline is the first close approximation of what the fully developed methodology will look like. The outline must initially include the necessary procedures required to

accomplish the purpose. Some procedures are more important than others. The methodology should include all the crucial procedures necessary to accomplish the purpose. If a procedure is not clear, it must be further developed until it is very well understood. Any procedure which cannot be successfully applied because it remains unclear should not be part of the methodology. However, if a crucial procedure is still unclear and needs further development to make it operational, the methodologist should try The Operationalization of Fuzzy Concepts Methodology⁴ of Thomas E. Hutchinson. Further refinement of procedures, if necessary, should be done until no further development is needed.

Before a fully operational and completely effective methodology is produced, testing and revision must take place a number of times. These testing procedures are necessary in order to identify problems and make revisions to the point where the methodology can be free of problems. But it should be clear that in most cases the version to be tested will not be a fully developed methodology.

There is always space for further improvement of the methodology. Therefore, the initial testing does not end the development of the methodology. The first test will probably identify only some problems that need to be resolved, some gaps that need to be filled. New procedures

must be developed to solve such problems. New testing must be done to observe the effectiveness of these new procedures. Only when the methodology is perfect, that is, contains all the necessary problem-free procedures, should its development be halted.

The use of an operational set of rules and procedures (methodology) can be useful in solving the problem stated in the study under consideration. The goal of achieving parental participation in the development, implementation and evaluation of curricula in bilingual education programs may be met with the use of a methodology.

In the past, the solution to this problem has been attempted through the use of two conventional methods. The first was by means of the personal invitation of the teacher to the parents. With this invitation, the parents were expected to participate in some teaching activities relevant to the parents and the students such as sharing their experiences about the Island of Puerto Rico. Although successful in part, this method was inadequate and very inconsistent. This was true because it was very difficult to establish a regular pattern of participation. The second method called for the participation of parents on the Parents Advisory Council (PAC). This method also failed due to the fact that the parents represented on the PAC were not necessarily interested in the activities the

teacher was developing and implementing in the classroom. In addition, parent input in the curriculum was very limited because the curriculum was, in fact, solely designed and implemented by the teacher, therefore making such curriculum completely unfamiliar to the parents. Another reason for the failure in solving the problem was the lack of use of a systematic approach for solution of the problem. It is probable that this last reason was the main cause for the inconsistency in achieving the goal.

Because the purpose of this work was to involve the parents in the development, implementation, and evaluation of curricula for bilingual programs, it was decided that a different method of attaining such involvement should be tried. Learning about Metamethodology was very important and resulted in a recognition of the fact that the best way to approach the solution to the problem of involving the parents was through the process of building a methodology.

Most of the curricula utilized in the bilingual programs are developed at the local school level under the direction and participation of the bilingual education supervisor and with the participation of the principal and the teachers. The supervisor, the principal, and the teachers have the responsibility of making the appropriate decisions about what should be taught. The participation of the parents in these decisions is almost negligible.

The author is convinced that a methodology is the best solution to the problem of how to increase parent participation in the development, implementation, and evaluation of curricula for bilingual programs. A methodology certainly is, in his opinion, the best way to accomplish this purpose; and the best approach to restore to the parents some of the responsibilities and rights which were once theirs. A methodology is the initial procedure required to give to the parents (community) the opportunity to become actors-producers in a play where they have, for a long time, been spectators-consumers.

Test of the Purpose

The purpose of Parent Participation Methodology (PPM) is, as it has been stated, to involve the Hispanic parents in the development, implementation, and evaluation of the curricula of the bilingual programs. This methodology has been developed to be used by the principal(s), teacher(s), and/or any other interested person(s) at schools where bilingual programs exist. In the analysis of the purpose some aspects have been carefully considered. This test of the purpose is necessary because the methodologist would like to assure that the chosen problem to be resolved is sufficiently demanding to justify the building of a

methodology. To test the purpose of the methodology several criteria have been used.

Does the methodologist know enough about the problem? Theoretical and practical experience in the field of Hispanic parent participation within the framework of the bilingual programs give the author the necessary background to recognize the problem (as explained in the first chapter of this study) and to attempt the resolution of it by building a methodology.

Is the purpose desirable? The resolution of the problem under consideration is undoubtedly desirable. In the many years of experience that the methodologist has had working in schools with bilingual programs, principals, teachers, and parents have expressed the desire for more thorough parental participation. For the purpose of this methodology, if only a few people now consider that the resolution of the problem is worthwhile, then the reason for the development of PPM is justified and there is no reason to discontinue its development. Although PPM might be considered by some people as a radical innovation in the way parent involvement in the development, implementation, and evaluation of curricula for bilingual programs is suggested to be meaningful, it is expected that the desirability interest in it will be increased as a result of its implementation.

Another criterion to consider is the operationalization of the purpose. A fuzzy purpose may imply a fuzzy resolution. The methodologist has carefully considered all the details of the purpose in order to achieve the solution of the problem. There is not even one word in the purpose that can not be operationally defined to the satisfaction of the methodologist.

The practicality of the purpose is another issue to consider in the analysis of the purpose. The methodology has been designed to achieve the purpose. The steps of the methodology, if executed as designed, should resolve the problem. Every time the steps of the methodology are implemented the results should be the same in regard to effectiveness. The methodology has been built using a logical sequence where one step will lead the user to the next logical step until the purpose of the methodology is achieved.

The methodology should not be considered complete by any means. It is complete to the point where the methodologist thinks the purpose will be achieved to a substantial and satisfactory degree. But, in practical applications, if other issues not considered by the methodologist emerge, then some revision and/or changes might be necessary in order to more fully achieve the purpose.

It should be clear that PPM is designed to be used with human beings who are by their very nature quite unpredictable in their behavior. Therefore, the desirability, operationalization, and practicality of PPM may be effected by such behavior. In this sense, it is the responsibility of the user to record the inconsistencies when following the steps of PPM. Once these inconsistencies are recorded the user may revise PPM to the appropriate steps and make the necessary adjustments which will justify its further use. If for any reason, PPM can not be adjusted to the needs of the user, its use should be halted and the developer of PPM should be consulted and/or another method should be chosen or developed instead of PPM.

Parent Participation in the Development, Implementation, and Evaluation of Curriculum for Bilingual Education

Programs: A Methodology for Principals and Teachers (PPM)* is designed to be implemented by means of a simple process. No sophisticated preparation is necessary in order to implement it. A minimum of preparation could suffice to begin the implementation. As a matter of fact, on Major Process I (MPI), substep 3.2 -Learn about methodologies using the self-teaching process- the necessary steps to achieve a

*PPM are the initials to refer to the long title of this methodology.

"beginning" level in the use of methodologies are explained. At the beginning level any interested person can continue the implementation of PPM. Parent Participation Methodology* will provide through its development the necessary instructions to implement it, although some reading is necessary. If for some reasons a more sophisticated level ("expert") is desired, then more preparation is needed and a more complex and thorough training should be undertaken.

A methodology is organized following a logical process. It is built up on sequential steps, beginning at a macro-level (Major Processes) or organization and proceeding down to a more specific and precise (steps) description of task-oriented activities. The user can identify without too many difficulties the process to be followed, the steps to be completed, and of course, the activities (tasks) to be performed or done.

Parent Participation Methodology is made up of the following nine Major Processes of which the first five have been hereby completely developed. The other four Major Processes fall beyond the scope of this study.

*Parent Participation Methodology is also used to shorten the long title of this methodology.

Major Process I: Learning to use the methodology. In this process the user of PPM determines his/her interest in the application of PPM. He/she also determines if the resources available justify the implementation of PPM. In this process the person implementing PPM relates him/herself with the field of methodologies, but specially with PPM and how to use it. Knowledge about parental involvement, the language and culture of the parents, is also identified as part of this major process.

Major Process II: Assessing areas of participation. In this process the user deals with the assessment of areas of participation. To do this assessment, the user considers utilizing the developer's instruments and/or develops his/her own instruments. The test, revision, and administration of the instruments are also considered. The analysis, implementation, and reporting of the assessment must also be scrutinized.

Major Process III: Communicating appropriately with the Hispanic parents with children in bilingual education programs. In this process, after indentifying available resources, the user considers the means of communication available as an option to achieve the purposes of an appropriate communication with the Hispanic parents with children in the bilingual education programs.

Major Process IV: Organizing the participation. In this major process, the organization of the participation is planned.

Major Process V: Negotiating the participation. In this process, the kind of participation is identified and coordinated. The limits of the participation are also established. Lastly, the participation is scheduled.

Major Process VI: Evaluating parent participation.

Major Process VII: Reporting results of evaluation of parent participation.

Major Process VIII: Evaluating Parent Participation Methodology.

Major Process IX: Redesigning Parent Participation Methodology.

In the development of this project, the detailed presentation of Parent Participation in the Development, Implementation and Evaluation of Curriculum for Bilingual Education Programs: A Methodology for Principals and Teachers (PPM) follows. First, each major process is presented. Then, following the logical development of the methodology, the major steps of each major process are given. In most instances, the necessary substeps for these major steps are also given. In addition to the major steps and the substeps, almost every substep has the specific procedures that are needed

for implementation. To facilitate the understanding of most of the steps, a narrative rationale is also provided. This rationale is stated, in most of the cases, after the step(s), and/or substep(s), as the author considered it important for helping the person using PPM.

The steps, substeps, and procedures are, in general, self-explanatory. The wording of them is quite clear. The clarity on the wording is intended to facilitate implementation.

Major Process I has been described in more detail than any other major process of the methodology. But, for clarifying some steps that might be difficult to understand, other steps throughout the methodology are explained as well.

A Methodology for Principals and Teachers

To provide a full view of Parent Participation Methodology, a complete outline of it is included in Appendix B.

MAJOR PROCESS I: Learning to Use the Methodology

1.0 Determine your interest in the application of PPM. A person should not attempt to use PPM if he/she is

not interested in the accomplishment of the purposes PPM is designed to achieve. It is necessary to maintain a commitment to parental involvement in order to attain positive results in the implementation of PPM. The following checklist will help you determine your interest and/or commitment in parental participation in the development, implementation, and evaluation of curriculum.

1.1 Write a checkmark (✓) on the space provided at the left of each item if you agree with the statement.

I believe the parents should be involved in the education processes of their children.

I believe the education provided by the school will be more relevant if parents have a part in the development, implementation and evaluation processes of such education.

I believe parents can effectively participate in the different processes of the education of their children if given the opportunity.

I believe that a method to involve parents in the education processes would help educators to achieve the objectives of educating children.

To implement MPI, step 1.1 is very important for the user, because if no interest exists in the use of PPM, its use might be a waste of time and/or others resources available which may be used to attempt other alternative.

1.1.1 After completing 1.1 go to either MPI, step 1.1.1.1 or step 1.1.1.2.

1.1.1.1 If you agree with the statements on MPI, step 1.1, proceed to MPI, step 2.0--determine resources available.

1.1.1.2 If you disagree with the statements on MPI, step 1.1, the use of PPM should be halted at this point. (Note: it is suggested that another method, strategy or technique be searched and used instead of PPM).

2.0 Determine resources available. Any prospective user of PPM should determine before implementing any step of the methodology the resources available for implementation. Furthermore, the user should remember to reassess the available resources before proceeding with each sequential step of PPM. This is a very important consideration because it will allow the user to utilize the appropriate resources according to the requirements of each step. By doing this, possibility of wasting resources on a simple step can be avoided. The user, then, might use resources for the more important steps.

2.1 Calculate how much time is available to complete PPM. This calculation is very important because it may be afforded in consideration of available resources. That

is, if more resources are available, a more comprehensive and elaborated implementation can be tried. On the contrary, if less resources are available, a more simple implementation should be attempted. Obviously, the complexity of the implementation may be determined by the availability of resources.

Figure I--Time allocation chart--shows how the time allocation can be done. The use of the chart is also helpful because it allows for allocation of the needed amount of time to every major process. With this chart the user can easily have a visual representation of the time distribution. The allocation will permit the user to make the necessary adjustments as the purposes of every major process are being met. These adjustments will consist of the reallocation of time to the most necessary steps in the methodology or save it to be used as needed.

In the process of allocating time the person should consider the whole amount of time at 100% and any portion of time as a percent of the whole, that is, if 50 hours are allocated, or 5 weeks, etcetera, this will be the mentioned percent. Based on the percent, the appropriate allocation is made for every major process of the methodology.

The interested person should have in mind a plan for the periodic reassessment of the resources available

Figure 1: Time Allocation Chart

TIME ALLOCATION: Number of hours you have _____ = 100%					
Major Process	% of hours	Amount of hours 1st Allocation	Amount of hours 2nd Allocation	Amount of hours 3rd Allocation	Total
I					
II					
III					
IV					
V					
VI					
VII					
VIII					
IX					
Totals					

throughout the implementation of all steps of Parent Participation Methodology (PPM). This reassessment is crucial in the implementation of PPM because it will allow for a continuous evaluation of resources. Sometimes more resources than needed are allocated to do a Major Process (MP), while at other times, less resources than needed are allocated to do another MP. The reassessment of resources will help the user to do the necessary adjustments to the resource allocations. By this procedure, the resources saved would be either reserved and/or re-allocated to where they are more valuable.

2.1.1 Establish amount of time to be devoted to every part of the methodology. Use Figure 1 for this purpose.

2.1.1.1 Consider the whole time you have at 100%.

2.1.1.2 Divide the time according to the amount needed to accomplish the purpose of the major processes of PPM. Remember as a very important consideration the task of re-allocating the time you accomplish the purposes of the processes under implementation. If you need more time than the amount already allocated, it can be taken from another step. If you save some time, it can be reassigned to the steps ahead as needed.

2.2 Determine how much money you have available to implement the methodology.

2.2.1 If any money is available, make a budget to assign the proper amount of money according to the needs for each step. Use Figure 2 to do this.

The success of the implementation of PPM does not necessarily depend on the amount of money that is available. PPM success relies more on the commitment to involvement than the amount of money available. But the availability of money, as well as other resources, enhances the opportunities to provide a more comprehensive implementation.

The use of Figure 2--Money Allocation Chart--, is helpful to do the money allocation. This allocation is done for every major process. By doing the allocation, a visual representation (budget) is obtained.

Even though it has been said that the successful use of PPM is not completely tied to the availability of money, it should be clearly understood that the lack of it or its abundance could be a factor in PPM's implementation, particularly if such implementation is initiated by a person from outside of the school system. Therefore, the steps describing the procedures to obtain the economic resources for the implementation of PPM should be carefully followed. Nevertheless, should PPM be implemented by a

Figure 2: Money Allocation Chart

TIME ALLOCATION: Total amount of money you have _____ = 100%					
Major Process	% of Money	Amount of Money 1st Allocation	Amount of Money 2nd Allocation	Amount of Money 3rd Allocation	Total
I					
II					
III					
IV					
V					
VI					
VII					
VIII					
IX					
Totals					

teacher and/or a principal, as it is designed, the money constraints should not be the most important factor for stopping PPM's implementation.

2.2.2 If you do not have any money available but you still need some to accomplish the purpose of the methodology, then consider

2.2.2.1 getting some help from the community agencies which do have some money to render services to the parents.

2.2.2.1.1 Negotiate with the agencies the amount of money needed and explain how the agencies will benefit from the use of this money. Most of the community agencies are established to render services to the community members--children, adults, elderly, etcetera--. Most of the services are offered through specific programs. Most of these programs, when initially offered to the funding agencies, have expressed in writing that the parents and/or other community members will be involved in the implementation of such programs, and, accordingly, funds are usually requested and allocated for this involvement. For this reason, the possibility of obtaining funds for parental participation from the community agencies is very promising.

2.2.2.1.1.1 If you obtain enough money from the community agencies to fully implement PPM, go to MPI, step 2.2--Determine space available.

2.2.3 If you consider the amount of money you have insufficient to accomplish all the steps, consider

2.2.3.1 Use the resources you have to organize the leaders of the Hispanic Parents Advisory Council (PAC) and with them, develop a plan to generate more resources to accomplish the purposes.

The above step is very important for two reasons. First, because it will put the user of PPM in contact with many parents who are already involved in the educational processes. Second, because the PAC members can be of much help in putting the user of PPM in contact with other parents, specifically the ones that are needed in the involvement.

2.2.3.1.1 If, through the involvement of the PAC members, you develop sufficient money to fully implement PPM, then go to MPI, step 2.3--Determine space available.

2.2.4 If not enough money is raised with the activity on 2.2.3.1, consider other methods for obtaining the money required to implement the methodology.

2.2.4.1 Develop a proposal and submit it to Federal, State or City funding agencies which provide money for parental involvement. (Look into the special Title or Laws for supporting statements when developing the proposals.)

When considering the above step, keep in mind that most of the Titles or Laws which guarantee bilingual education in this country contain provisions for parental involvement. (See Chapter II, page 49 for change in Law.) Included in these provisions are the availability of funds for such involvement. For example, Title VII--Bilingual Education Act of 1974 clearly explains that

Funds available for grants...shall be used for -(1) the establishment, operation, and improvement of programs of bilingual education; (2) auxiliary and supplementary community and educational activities designed to facilitate and expand the implementation of programs described in clause (1), including such activities as (A) adult education programs related to the purposes of this title, particularly for parents of children participating in programs of bilingual education...⁵

Not only at the Federal level it is stipulated that funds should be provided for parent participation but also at the State level. Another example is Massachusetts, in which its Guidelines for Parental Involvement in Bilingual Education⁶ is stated that

The local education agency shall provide the PAC with the necessary means to participate in the planning, development and evaluation of the local transitional bilingual education program...The local education agency shall provide funds for PAC related activities including funds for transportation and lodging to attend local, regional or national meetings of a

relevant nature...The local education agency shall develop and maintain training programs for the PAC membership.⁷

2.2.4.1.1 If by submitting a proposal you get the necessary money for the full implementation of PPM, then go to MPI, step 2.3--Determine space available.

2.2.5 Discuss with the parents the possibilities of developing the needed resources within the same group of parents. (Encourage this because it will bring economic independence to the group.)

Nothing will produce more satisfaction to the parents than the fact that they have been able to economically support their involvement. Particularly, the Hispanic parents will demand their rights more openly if they are not depending on anybody to help them achieve their participatory goals.

2.3 Determine the space available. The availability of a suitable space to hold the necessary meetings with the parents is very significant. Especially important when selecting a place is the accessibility of it to the parents. Therefore, it should be kept in mind, that in the process of getting the most appropriate location for the meetings, to consider several needs. (e.g., transportation, facilities, accessibility, etcetera.) It is quite possible

that parent participation may increase depending on the location of the chosen space.

2.3.1 Make a list of all the possible places to have the organizational meetings.

2.3.1.1 Establish a priority list for the use of the places listed on step 2.3.1. (When doing this think about: a) accessibility to the majority of the people; b) the size of the places in relation to the expected attendance; c) the facilities available--projectors, blackboard, screens, microphones, etcetera--; d) the cost to rent the space, if any; e) the time--date, hours--available; f) the needs of the people to get to the place--transportation, permits or passes; and g) the length of the meeting.) Use Figure 3 to do this.

The following directions can be used to complete Figure 3--Ranking of Space Available. Use numbers from 0 to 4 to rank the space. Imagine that you want to meet with a group of 15 persons who do not have transportation. Therefore, the closer to the home of the persons attending the meeting the better. There is no money for paying rent or any other costs. An overhead projector is needed to make a presentation. So, you need a space which can fit at least 15 persons, with an overhead projector available;

where no rental payments are required, and as close to the home of the attendants as possible.

List the spaces' name and addresses and their particular characteristics--capacity, rental cost, if any; facilities and/or equipment available, and any other special requirements. Assign a number from 0 to 4 to rank these characteristics (the higher the number the better to meet your needs as first choice for the meeting.) Make the calculations and determine their ranking. (Note: Table 1 is included as a sample of a completed Figure 3 to illustrate how the top priority--"D", space #4--among four spaces that were available, was chosen.)

2.3.2 Make the arrangements to separate the needed places for the date and time to be used, according to the priority list. (Top priority first.)

2.3.2.1 If the first choice (top priority) is not available, proceed with the second priority and so on and so forth.

Using the above procedures the user of PPM will assure the availability of the best possible place.

2.3.3 List in detail the requirements for preparing the place for use.

2.3.3.1 Remind the person responsible to open the place.

Table 1: Ranking of Space Available

Number	Priority	Space's Name and Address	Rank	Capacity	Rank	Rent- al Cost	Rank	Facilities and/or Equip- ment Needed	Rank	Special Requirements	Rank	Total
1		"A" Main Street (Commun- ity Space)	4	25	4	\$25.	0	OK Over- head	4	None	4	16
2		"B" Carew St. (Sch.)	3	14	2	None	4	OK Over- head	4	Yes Passes	0	13
3		"C" Dwight St. (Hotel)	4	18	4	\$50.	0	No Over- head	0	None	4	12
4		"D" Birnie Ave. (Commun- ity School)	4	17	4	None	4	OK Over- head	4	None	4	20

2.3.3.2 If you are in charge, get the keys to open the site.

2.3.3.3 Arrange the chairs according to the sitting plan in mind, if any.

2.3.3.4 Make the necessary displays, if any.

2.3.3.5 Obtain any necessary permits, passes, or any other documents needed to enter the place.

2.3.3.6 Make the necessary payments--rent, equipment, etcetera, if any.

These procedures may look too specific but they are very important because they will keep the person implementing PPM advised of the minimum necessary details about the preparation of the place to be used for the meetings.

2.3.4 Arrange to have coffee and donuts and other "goodies" to stimulate attendance of participants. The participation of the parents in this activity is very important. They will be very cooperative if asked to contribute. (Most of the Hispanic parents are very cooperative and they enjoy sharing whatever they have--especially the food they make--with the people who care for them and their children.) Therefore, when planning

the "goodies", consult the parents and ask for their cooperation in this regard. They will love to share their art of fixing "cultural goodies."

2.3.5 List the things to do after the meeting is over.

2.3.5.1 Return equipment and/or other materials used.

2.3.5.3 Pay any fees if required.

2.3.5.4 Write letter of appreciation to the person(s) who helped you.

Using these procedures the person implementing PPM will assure the chosen space will remain available in the future.

2.4 Determine human resources available. The purpose of this step is to identify the person(s) who will be needed in the processes of developing, implementing and evaluating curriculum for bilingual education programs. The list that will come out of this identification process will provide the initial participators. The list will also provide a directive as to whom will be first, second, etcetera, according to the program's sequence and scope, in the prospective involvement.

2.4.1 Identify as completely and clearly as possible the tasks needed to be performed. E.g., narration of stories, etcetera.

2.4.2 List the people who can be instrumental in the implementation of PPM according to the tasks needed to be performed.

2.4.2.1 Get the phone number, address and any other relevant information about the people listed on 2.4.2.

2.4.3 Match 2.4.1 and 2.4.2. (This is a match of possible tasks and the persons who can perform such tasks.)

The recognition of a task that needs to be performed will obviously help determine who is the performer. The purpose of the above substep (2.4.1) is exactly that. Identifying tasks will also give direction to the identification of performers. On the one hand, these procedures will help the person implementing PPM to accurately determine and begin involving those persons who, according to the match done on substep 2.4.3, can actually execute, with high possibility of success, the already established program tasks. On the other hand, these activities will help the user to avoid the involvement of parents, who, if forced to get involved, may feel frustrated because they do not possess the skills to perform the identified tasks.

2.4.4 Plan for a meeting with the people identified in 2.4.2.

2.4.4.1 Develop an agenda for the meeting. (Have enough copies of the agenda for all the participants listed.) The purpose of this procedure is to have in writing an initial plan to effectuate the meeting. But this written plan should be flexible enough to accommodate the ideas of the participants after they are informed about the goals of the meeting.

2.4.4.2 Go to MPI, step 2.3--To determine space available--and follow the instructions to get a place for the meeting.

2.4.5 Make every effort to bring the people listed to a meeting. (Major Process III--Appropriate communication with the Hispanic parents with children in the bilingual education programs may be helpful in the achievement of this goal.)

2.4.5.1 Call them on the phone, and/or

2.4.5.2 Write them a letter, and/or

2.4.5.3 Invite them personally, and/or

2.4.5.4 Use another person to invite them.

2.4.6 At the meeting, explore possible involvement of attendants.

2.4.6.1 Explain expected outcomes of participation (E.g., offer a conference, tutor one student, give a demonstration, etcetera.)

2.4.6.2 Explain the matching done on MPI, step 2.4.3. (It is recommended the use of easel pads to do this activity.)

2.4.6.3 Secure commitment for participation-- confirmation of participation. Use Figure 4 to do this.

2.4.6.3.1 Complete one form of Figure 4 for each participant.

The purpose of the above procedures are: First, to identify the skills of the people present at the meeting; and second, to obtain in writing a commitment for the involvement. The written information will later help to organize the involvement according to the program curriculum needs.

2.4.7 Communicate with those who were absent from the meeting.

2.4.7.1 Call them on the phone, if they have one.

2.4.7.2 If not possible to call, visit them and/or

2.4.7.3 Invite them to meet at a mutually agreeable place.

Figure 4: Confirmation of Participation

Name of Participant _____ Telephone _____

Address _____

Task(s) to be Performed (Describe briefly)	When: Day(s) Available	Time of Day Available	For how long Available	Resources Needed

Contact Date _____ Commitment Date _____

Comments about participation: (Filled by participant)

Signature of Participant (Optional)

2.4.7.4 Complete with them (the absentees to the first meeting) MPI, steps 2.4.6 to 2.4.6.3.

These procedures will help the user to expand on the skills already identified on the preceding steps; and to identify skills that have not yet been identified.

3.0 Determine your knowledge of methodologies. This step is designed to make the user of PPM aware that before attempting the implementation of this methodology some knowledge about methodologies is necessary. The more knowledgeable the person is the more chances of a successful implementation exist.

The following are the options that are available and the procedures that are necessary to undertake in order to become knowledgeable about methodologies to successfully attempt the implementation of any methodology, including Parent Participation Methodology (PPM).

3.1 If possible, learn about methodologies through recognized-credited university courses. (Note: possibilities are determined by two factors: 1) proximity of an institution which may offer such course(s) on methodologies, and 2) if resources are available to afford the costs of taking such course(s).)

The purpose of this step is to make the user aware that to learn about methodologies through a university

course is a possibility. It also advises the interested person about the necessary procedures to take such course.

3.1.1 Check cataloges of recognized universities in your area. (Note: In Amherst, Massachusetts, the University of Massachusetts offers several courses on methodologies. Dr. Thomas Hutchinson, an expert methodologist, may be consulted on the subject.)

3.1.1.1 If interested, register for a course about methodologies.

3.1.1.2 Complete the requirements for satisfactory completion of the course.

3.2 If it is not possible to attempt 3.1, learn about methodologies using self-teaching processes. Using this procedure the interested person may, if he/she wishes, become knowledgeable about the methodologies by researching on his/her own the written sources that may be available.

3.2.1 Search any major university library.

3.2.1.1 List all the available sources of information about the subject.

3.2.2 If the above two steps fail to identify any sources of information about methodologies, get all or some of the sources of information included in the bibliography of this study.

3.2.2.1 Read those that you think will enable you to learn about methodologies.

The purpose of these substeps is to guide the interested person toward the most appropriate place to find information about methodologies. (The University of Massachusetts in Amherst, Massachusetts, has several dissertations about the subject which are available through the circulation department of the library of this institution. Some of these dissertations are cited in this study and, of course, are included as part of the bibliography of this dissertation.

4.0 Determine knowledge about PPM. The successful implementation of Parent Participation Methodology is based, fundamentally, on the knowledge that the user may have about it. It is obvious that if a more complete and comprehensive understanding about PPM exists, an increased chance of success also exists. Therefore, the purpose of this step is to establish the procedures which will enable the user to have the minimum skills for a successful application of PPM.

4.1 Consult the developer of PPM. The best qualified person to help with the implementation of PPM is its developer. The conceptualization and implementation process of this methodology are best understood and can be better explained by the person who built Parent Participation Methodology.

4.2 If the developer of PPM is not available, consult an expert methodologist.

4.2.1 If resources permit, make arrangements with an expert methodologist at any major university to have that person help you as a consultant in the implementation of PPM.

Parent Participation Methodology (PPM) is a methodology. An expert methodologist can provide to the interested person of the field a lot of expert advise on the procedures to implement a methodology. Therefore, any expert methodologist, knowledgeable on the field can provide wise direction on the implementation of PPM.

4.3 Attend a workshop on the utilization of PPM. The best way to learn to use PPM is by seeing how it works. Under simulated conditions it can be clearly demonstrated how PPM methodology works. Any experienced person* on PPM can show how it works. (Note: *experienced person is any

person who have seen PPM implementation at least once, either on simulated conditions or real experimentation.)

4.4 Organize your own workshop.

4.4.1 If available and resources permit, hire the developer of PPM.

4.4.2 If the developer of PPM is not available, or resources do not permit, consult, if possible, an expert methodologist to help in the implementation of the workshop on PPM.

4.4.3 If the above two steps are not possible, request any experienced person to help in the implementation of such workshop.

The above procedures are designed to list the options available if the user cannot attend a workshop on the utilization of PPM.

4.5 Attend a demonstration of the use of PPM.

4.5.1 Search and/or investigate a place where PPM is in planning stage.

4.5.2 Take the necessary steps to attend such planning sessions. (Eg., setting aside the day, time, etcetera).

4.5.3 Attend the demonstration where PPM is being used.

4.5.4 Observe the implementation procedure carefully. Attending a demonstration of the use of the methodology is probably the easiest way of observing how it works. For this reason, every effort should be made to attend a demonstration and carefully observe its application.

4.5.4.1 Take notes of the things you think may be needed later. This procedure will guide the interested person to identify and list the details that might be helpful later when planning his/her own implementation of the methodology.

4.5.4.2 Take notes of the things you think you do not understand and will need to clarify.

4.5.4.3 Write down the things you think have been left out.

4.5.4.4 Ask the person doing the demonstration all the questions you think will help you to fully understand the process of successfully implementing PPM.

The above procedures serve several purposes. First, it will be identified any step(s) and procedure(s) that were left out according to the observer. This is very important because it will allow the observer to identify possible gaps in the current version of the methodology. These gaps could, and probably should be filled with the

proper steps and procedures which will make of the methodology as gap free as possible. Second, with these activities the interested person will get in contact with the methodologist implementing PPM, and of course, will obtain from him/her first hand information which will later help the person to do his/her own application.

5.0 Train yourself on the use of PPM. If the resources for a comprehensive preparation to implement this methodology are unavailable, the interested person can, with a very limited amount of resources, prepare him/herself to use PPM. The purpose of this step is to describe the procedures to obtain such preparation.

5.1 Read PPM completely and carefully before using it. This step is necessary because no implementation is possible without a complete idea of the methodology as a whole. Therefore, any interested person, before attempting the application of this methodology, should read it completely in order to develop the necessary understanding of the methodology required to deal with the details of its implementation.

5.2 Identify, using Figure 5 as a guide, as clear as possible the information you need to implement PPM.

This information will help the user to develop a rationale for implementing the methodology.

5.3 Imagine a hypothetical situation* in which PPM is being implemented.

(Note: *A hypothetical situation may occur when a principal, a teacher, a parent and/or any person becomes interested in the involvement of the parents in curriculum development, implementation and evaluation; therefore, it is necessary to use PPM to organize such involvement.)

5.3.1 Write as specifically and clearly as possible ALL the details you think are necessary (or should happen) to achieve PPM purposes under ideal conditions of implementation.

5.4 List the details of the real situation in which PPM is going to be implemented.

5.5 Compare 5.3 and 5.4--hypothetical and real situation. (The difference between these two will be the target area to work on in order to fully accomplish the purposes of PPM.)

5.5.1 Develop a strategy for working on the differences between the ideal and real situation.

5.5.2 Put the strategy into practice.

In these steps the user produces in his/her mind an imaginary situation in which the methodology is being

Figure 5: Rationale for Implementation

- I: NEEDS: Be specific. E.g.: Parental
(What we want to accomplish?) Involvement...Improve
the curriculum...Comply
with the Law...
- II. OBJECTIVES: Be specific. E.g.: To increase in
(Why we want PPM implemented?) 20% the participation
of the parents in the
schooling process.
- III. PROCEDURES: Be specific. E.g.: Write a letter
(Which are the steps needed to achieve the above objectives?) to the parents...Visit
the homes of the
parents...

implemented. These activities will enable the person implementing PPM to have a clear understanding of the ideal conditions of implementation. Such ideal conditions might include: the availability of resources; complete commitment of participation; and complete involvement. Such conditions will, of course, include the complete and successful achievement of the purposes of the methodology. It will also allow the user to describe in detail the characteristics of the real situation for the application of PPM. After the real and imaginary situations are described, they are compared to identify the differences. The larger the differences the less possibilities of success. The closer "the distance" between an ideal and real situation the better the chances of success. The strategy is very important because it will help the person using PPM to work on the differences between the ideal and real situation. The goal of the strategies is to diminish the differences to a minimum, or at least, to the satisfaction of the user.

5.6 Perform a simple test* of PPM. (Note: *A simple test occurs when PPM is implemented with just one parent, one teacher and one principal under experimental conditions. To do a simple test, complete the following steps: a) select one parent, any parent, who is willing to cooperate on the experimental implementation of PPM; b) select one

teacher, any teacher, who is willing to cooperate on the experimental implementation of PPM; and c) select one principal, any principal, who is willing to cooperate in the experimental implementation of PPM.)

5.6.1 Implement PPM on an experimental basis with the above volunteers. The purpose of this substep is to identify, in terms of the most simple conditions of implementation, the gaps that may exist in the current version of the methodology. A methodology is only perfect when it is completely gap-free; that is, when all the breaks or interruptions in the continuity of the methodology have been identified and corrected. The goal, of course, is that any future version of the methodology should contain fewer and fewer gaps than the previous one.

5.7 Check if all the details for implementation of PPM were followed. With this step the person utilizing PPM checks in writing that every single detail of the methodology has been followed. This is important because sometimes the user skips a step--assuming that it is probably too simple--and in reality is crucial to the successful implementation of the methodology.

5.7.1 If the implementation was successful, write down a list of the details you discovered in the process that were not considered originally, and that you think

were relevant in the successful achievements of the goals. This substep is designed to determine some procedures that may emerge as part of the implementation but that were not part of the original considerations. Naturally, these emerging procedures will add to the completeness of the methodology and will decrease the possibility of breaks or interruptions in the continuity of the methodology.

5.7.2 If the implementation was not successful, write down the reason for the failure. This step is very important because it will help you to adjust the initial considerations you assumed were enough to successfully achieve the purposes.

5.8 Make the necessary adjustments/changes to PPM in order to plan for the complex test* of PPM. (Note: *The complex test will occur when PPM is implemented under the conditions for which it has been developed, that is, "with at least one principal of a public school with a bilingual program, two teachers working in a bilingual program, and all the parents of children enrolled in the bilingual classrooms of the above teachers. :) (See Chapter I, page 8)

6.0 Identify and determine knowledge about parental involvement.

6.1 If knowledge about parental involvement exists, go to MPI, step 8.0; if not proceed: Parent Participation Methodology is designed to involve the parents in the development, implementation, and evaluation of curriculum. In this sense, some knowledge about parental involvement is necessary to successfully implement PPM. Therefore, the purpose of this step is to put the interested person in contact with the person to be involved--the parents.

6.1 List the past experiences on parental involvement. (E.g., participation on PAC committees, participation on community groups, etcetera)

6.2 List courses taken on the subject, if any.

6.3 List workshops attended on the subject, if any.

6.4 List books read on the subject, if any.

6.5 List any other activity that you have participated in the subject.

These substeps are designed to guide the user of PPM in the listing of any activity which might have helped the methodologist to get in contact with the involvement of the parents as a subject matter.

7.0 Determine knowledge about parental involvement in the development, implementation and evaluation of curricula

in bilingual education programs. The purpose of this step is to establish, in specific terms, the knowledge that exists in the field of development, implementation, and evaluation of curricula for bilingual education programs.

7.1 List past experiences on parental involvement in curriculum development, implementation and evaluation in bilingual education programs.

7.2 List the consultants you have talked to about parental involvement in the development, implementation and evaluation of curriculum for bilingual education programs.

7.3 List the sessions where you have planned with the parents their involvement in the development, implementation and evaluation of curriculum for bilingual education programs.

7.4 List any other activity you have participated in, where the involvement of the parents in the development, implementation and evaluation of curriculum for bilingual education programs has been the main issue.

The above four (4) substeps will help the interested person to accomplish all the activities that have been undertaken to acquire knowledge about parental involvement

in the development, implementation, and evaluation of curriculum for bilingual education programs.

8.0 Assess your competence and knowledge of the language and culture of the parents you are planning to involve. Communication is essential in the process of implementing Parent Participation Methodology. Specifically, communication should be in the language of the people with whom you are working. If some understanding of the culture of the parents exists, it will be very helpful in establishing better channels of communication. The purpose of this step is basically to determine both culture and language competence in order to improve communication.

8.1 If language and cultural competence exist, then consider: The purpose of this substep is to refer the person using PPM to the appropriate step ahead.

8.2 If such competence does not exist, then consider

8.2.1 Studying the parents cultural history and heritage--ethnicity, traditions, etcetera.

8.2.2 Attending the cultural activities presented in the community.

8.2.3 Planning a film presentation about the history and culture of the parents' country.

8.2.4 If resources permit, take a course on the history and culture of the parents' country.

8.2.5 If not, get and read written materials about the history and culture of the parents' country.

8.2.6 If resources permit, plan and take a trip to the parents' country. (This can be done during the summer or at any other time you may have available.)

The above substeps are designed to make the user aware of the options available to acquire the necessary culture and language competence to work with the involvement of the parents.

9.0 Determine the limitations for implementing Parent Participation Methodology.

9.1 List the limitations of implementing PPM. (E.g., lack of community knowledge, or lack of language skills, etcetera.)

9.2 Develop the list of strategies to overcome the limitations. (E.g., for the lack of community knowledge--to study the community; to the lack of language skills--to

take a course in the language spoken by the parents, etcetera.)

If the PPM user can recognize his/her limitations he/she will obviously develop the necessary strategies to overcome such limitations. The above step and substeps are precisely designed to achieve this purpose.

10.0 Evaluate the implementation of Major Process I of PPM. With this step the user of PPM determines how effective the implementation of this major process of the methodology has been. If the major process of the methodology is found to be effective, then it is considered that the designed steps can accomplish the purpose that the methodology was intended to achieve in this major process. And, of course, no further development is necessary. But, if found to be ineffective, the purpose has not been achieved and further development is necessary to accomplish the purpose.

10.1 Discuss with the participants their personal (informal) impressions about the implementation of MPI.

10.1.1 Name a volunteer to write down a summary of the personal-oral impressions.

The purpose of these procedures is two folded: First, to engage the participants in an oral discussion about the

implementation of the major process; and second, to document in writing the opinions of the participants.

10.1.2 If participants feel satisfied with the implementation and no changes are suggested, proceed to Major Process II. At this point, if satisfaction exists among the participants in the implementation process of this major process, the user is directed to go ahead to the appropriate step of the methodology.

10.1.3 If participants suggest changes, then consider: If dissatisfaction with the implementation of the major process exists, it is quite possible that participants will suggest changes to make the implementation of the major process more effective.

10.1.3.1 List the suggested changes.

10.1.3.2 Proceed to MPI, step 11.0, substep 11.2.1--Redesign following the instructions for change as recommended by the participants.

10.1.3.3 If participants feel that more evaluative documentation is necessary then proceed to next step, 10.2.

The above procedures are self-explanatory.

10.2 If more evaluative information is necessary, design the evaluations instruments to measure the

effectiveness of the implementation of MPI. It is possible that participants may want more information in order to determine the effectiveness of the implementation of the major process. The purpose of this step is to make the user aware of the necessary procedures to obtain such additional information. The following steps are designed to specifically describe these procedures:

10.2.1 Establish criteria for wanted instruments.

10.2.2 Select instruments based on criteria established on 10.2.1.

10.2.3 Develop the selected instruments.

10.2.3.1 Reproduce the instruments so you will have enough copies for all the participants.

10.3 Administer selected instruments to participants.

10.3.1 Decide on the method of administering the instruments.

10.3.1.1 Personally deliver instruments, and/or

10.3.1.2 If resources permit, send instruments by mail.

10.3.1.3 If 10.3.1.2 is chosen, include with documents

a self-addressed, stamped envelope for the return of such documents.

10.3.2 Administer selected instruments by the chosen method.

10.4 Collect instruments. (Make every effort to collect all the administered instruments.)

10.5 Interpret the results of the evaluation instruments.

10.5.1 If all participants are not involved in this interpretation process, proceed to next step, 10.5.2.

10.5.2 Report the results of the interpretation of the evaluation instruments to all participants.

10.5.2.1 Summarize in writing the results of the interpretation of the evaluation instruments.

10.5.2.2 Send the above summary to all participants.

10.5.2.2.1 Include with the summary one self-addressed, stamped envelope for additional suggestions for changes in the implementation of the MP.

10.6 List the recommendations for changes in the implementation of the Major Process.

10.6.1 Discuss the recommendations for change with the participants.

10.6.1 When consensus about changes is reached, proceed to MPI, step 11.0--Redesign the Major Process.

11.0 Redesign MPI of PPM.

When a person does something utilizing certain procedures, he/she will discover in the process most of the breaks or interruptions which hinder the accomplishment of the purposes that such a person has in mind. The next time that the same person repeats the procedures, he/she changes them to see if by changing them, the purpose is accomplished. This may include the change of scope, content and even the sequence of the procedures. The objective of this step is basically to adjust the Major Process of the methodology to the satisfaction of the interested person in the process of accomplishing the purpose for which the major process is being implemented.

The following substeps and procedures are designed to describe the specific activities that are necessary in order to redesign the Major Process:

11.1 If possible, get involved in the evaluation of the Major Process.

11.1.1 Go back to step 10.0--To evaluate the implementation of MPI of PPM.

11.2 If you cannot get involved in the evaluation, request in writing the recommendations for change of the MP.

11.2.1 Redesign the Major Process following the instructions for change as recommended by participants.

11.2.1.1 Eliminate the unnecessary steps of the Major Process.

11.2.1.2 Remake the steps that need to be remade.

11.2.1.3 Add the steps that are missing.

The above procedures will help the user to develop the Major Process to its full completeness as determined by the interested person.

11.3 Retest under simple conditions the Major Process as redesigned. The purpose of this step is two folded: First, to determine if the current version of the major process already implemented is complete; and second, to determine if additional development of the major process is warranted.

MAJOR PROCESS II: Assessing Areas of Participation

1.0 Reassess resources available. (Note: The person implementing Parent Participation Methodology should remember at this point to go back to Major Process I, step 2.0-Determine resources available--to check on the allocation of resources for this MP.) By doing this, the person implementing PPM will be able to: 1) estimate the resources that have been used so far; and 2) figure out how the rest of the resources available will be better used for the remaining steps.

In terms of resources needed, it should be noted that this Major Process is one which will probably require more resources than any other major process of the methodology.

2.0 Consider the use of the instruments developed by the PPM methodologist. The purpose of this step is to make the user of PPM aware that assessment instruments are available for his/her use if so desired. These instruments have been already tested and have proven to be useful for the purposes for which they were designed. (Note: In Chapter IV of this study, the analysis of this test is included as part of the interpretation of the data collected in the field test of Parent Participation Methodology. As a result of the field test of these

instruments, some recommendations are also given to improve the instruments for further use.)

2.1 Go to Appendices C, D, E and/or F, pages 257, 269, 281, and 293 respectively. At this point the person using PPM is directed to go to the Appendices to study and consider the use of the author's assessment instruments: Questionnaire for principals; questionnaire for teachers; and questionnaire for parents. It should be noted that the Questionnaire for Parents is also available in Spanish.

2.2 If you feel satisfied with the author's instruments as developed, proceed to MPII, step 7.0-- Develop a plan for the administration of instruments.

2.3 If you do not feel satisfied with the author's instruments, then consider

2.3.1 Redesigning the author's instruments to the point they fulfill the needs of your target population, or to the point where you feel satisfied, or consider

2.3.2 Developing you own assessment instrument(s).

The above set of procedures are designed to guide the interested person in choosing the option that he/she may consider more appropriate according to the level of satisfaction that exists with the instruments given by the author.

3.0 If you have chosen 2.3.2, the following steps will help you to achieve your purpose of determining the instrument(s) to be used. The purpose of this step is to make the user aware of some of the procedures that can be followed in determining the specific selected instrument(s) for the assessment.

3.1 List the options available. (E.g., questionnaire interview, etcetera.) At this point, the person lists all the options available.

3.2 Develop criteria for instrument(s) selection.

3.2.1 Establish priorities for the above criteria.

3.3 Apply the criteria to your list using priorities.

3.4 Select the top priority as the specific instrument(s) to be used.

By following these procedures, the person selects the option that he/she thinks is the best for making the assessment. A conspicuous detail of this step is the fact that all the options are put in priority order. Should the top priority fail to achieve the person's purpose, he/she can immediately try the second priority. This is so because the priority order has already been established.

3.5 Develop selected instrument(s).

4.0 Pilot test the instrument(s). This step is not necessary if the person has decided to use the instruments in the Appendix of this study. But, if new instruments have been developed, it is advisable, before attempting any major or complex test of the assessment instruments, that a simple test be conducted. This simple test will obviously help to identify gaps, design defects, and/or incongruities that may exist in sections of the original documents. It will also give the person an idea of the expected outcomes if a big test is undertaken. In addition, it will help the methodologist to anticipate problems that might emerge in a more complex testing situation (e.g., the wording of the documents, etcetera.). After the simple test is done, the instruments' gaps can be filled, its design defects can be corrected, and, of course, its incongruities can be made consistent in order to have a more complete assessment instrument before attempting a complex field test.

4.1 Select a sample population.

4.1.1 Identify at least one parent, one teacher and one principal that will volunteer to help you in pilot testing the instrument(s).

Major Process III of this methodology describes according to the author some of the steps and procedures

necessary to appropriately communicate with the Hispanic parents with children in the bilingual education programs. It is of foremost importance that when listing information about the Hispanic parents, the user of PPM should go to MPIII, step 2.0 and follow the instructions to identify the parents. Specifically, using Figure 7 to do the listing could be a wise decision.

5.1 Make the changes necessary to make the document(s) satisfactory to you; then

5.2 Proceed to MPII, step 7.0--Develop a plan for the administration of instrument(s).

5.2.1 Follow such plan.

With the above substeps the person implementing PPM will make the assessment instruments suitable to use them with a large number of people and under more complex circumstances.

6.0 Determine target population to be assessed. This step guides the methodologist to specifically list the person(s) to whom the assessment instrument(s) will be sent. Since the purpose of the methodology is to involve the parents in the development, implementation, and evaluation of curriculum and PPM has been developed to be used by principals and teachers, the following substeps

will enable the person(s) using PPM to accurately identify the person(s) to be assessed--principals, teachers and parents.

6.1 Identify the person or persons who will be the target population. (E.g., teachers, principals, parents, etcetera.)

6.1.1 List the person or persons responsible for the development of curriculum for bilingual education programs.

6.1.2 List the person or persons responsible for the implementation of curriculum for bilingual education programs.

6.1.3 List the person or persons responsible for the evaluation of curriculum for bilingual education programs.

The purpose of these substeps is to make the user aware that in addition to the principal(s) and the teacher(s), there is a strong possibility that the school system might have other people (e.g., curriculum specialists, curriculum teams, curriculum technicians, consultants, etcetera) developing, implementing and evaluating curriculum, specially in the first and the latter.

7.0 Develop a plan for the administration of instrument(s). At this point, the strategies for administering the selected instrument(s) are listed and systematically organized. Once the strategies have been presented in organized fashion, they are immediately put into practice in the next substeps.

7.1 Set up time, place, hour and procedures for the administration of instrument(s). (E.g., if they are going to be sent by mail, or completed by phone, or delivered in person, etcetera).

7.2 Implement plan as developed.

7.3 Collect the completed assessment instrument(s).

The success of the assessment will mostly depend on the effectiveness with which the documents are delivered to the persons to be assessed. An accurate delivery of documents to the target population will undoubtedly increase the chances of a greater turn-out of assessment instruments which, in turn, will increase the range of information available to establish a good base for the assessment. It is therefore essential that good channels of communication with the assessee be established. If it is a principal implementing PPM, good channels of communication with parents and teachers involved should be developed. If it is a teacher, the same steps required to

communicate effectively with the parents and the principal should be developed. In the case of an outsider working as facilitator to implement PPM, a good relationship with principal, teachers, and parents should be established before any attempt to implement the methodology is undertaken. In this endeavor, it is particularly important to review MPIII of this methodology. This review will help the implementor to achieve a greater level of success in communicating with the parents, and especially in effectively delivering the documents for the assessment.

The more assessment instruments collected, the more will information be available for a more comprehensive involvement. Every effort should be made to collect the majority of documents delivered. In some instances, when delivered instruments are not returned, the person implementing PPM should check the reasons such instruments were not returned. This check is important because some parents do not complete the written documents due to the fact that they cannot read or write. If this is the case, the facilitator should try other ways of getting the information from the parents, (e.g., ask the community liaison to do a home visit and administer the instruments orally or the same person implementing PPM can make a home visit).

8.0 Develop a plan for analyzing instrument(s). The careful planning of the analysis of instruments is a very important step because it will guide the person in considering all the necessary details of such an analysis. The specific details are given to help in beginning the organization of the involvement.

8.1 List possible areas of participation according to the parents.

8.2 List the activities that parents can get involved in, according to the parents.

8.3 List possible areas of parent participation according to the teachers.

8.4 List the activities the parents can get involved in according to the teachers.

8.5 List the possible areas of parental participation according to the principal.

8.6 List the activities the parents can get involved according to the principal.

These substeps are presented here to make the person using PPM aware of the fact that the participation of the parents will be based on the information obtained from the above procedures. The accuracy in compiling the

listing as described on the MPII, steps 8.1 to 8.6, will help the user to obtain a clearer picture of the parents' participation interests in relation to the expressed participation needs described by the teachers and the principal.

9.0 Interpret results of assessment instrument(s).

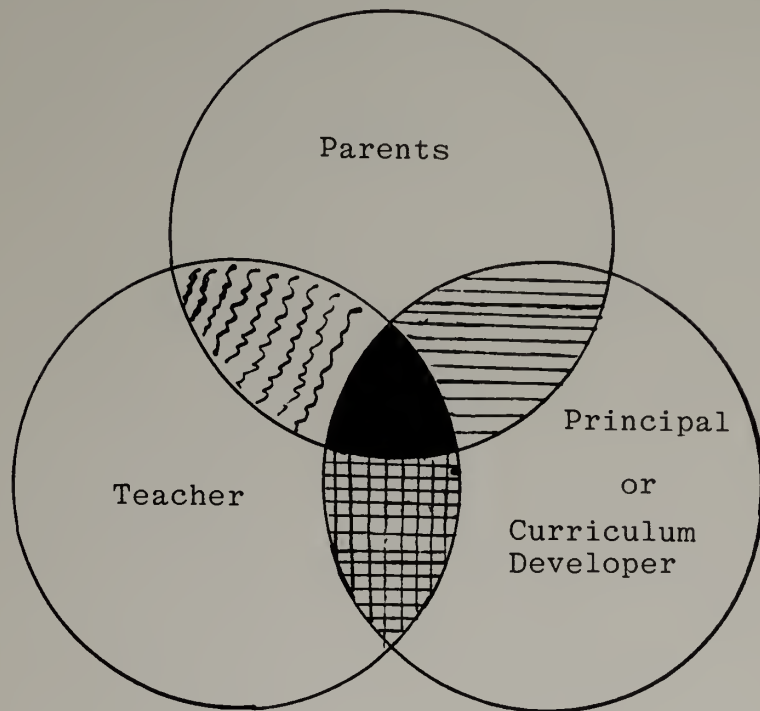
The interpretation of the results of the assessment instruments is one of the most important steps in Parent Participation Methodology. With this step the participation of the parents, as described through the assessment instruments, is interpreted in order to systematically organize it. The written results of the interpretation should be the most important document to begin the organization of the involvement.

9.1 Using Figure 6, interface MPII, steps 8.1, 8.3 and 8.5 (areas of participation).

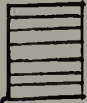



9.2 Using Figure 6, interface MPII, steps 8.2, 8.4 and 8.6 (activities).

Figure 6 will be a very useful tool to begin the interpretation of the assessment instruments. A thorough study of Figure 6 will be very valuable in the process of determining areas and activities where parents can get involved. Common sense will dictate that the three

Figure 6: Organization of Participation



Legend:

- 1  Parents and Principal (or Curriculum Developer) participatory intersection.
- 2  Parents and Teacher participatory intersection.
- 3  Principal and Teacher participatory intersection.
- 4  Principal, Parents and Teacher participatory intersection.

intersection areas should be the place to begin planning the involvement from all participants' perspective. If further consideration of involvement should be done, then others' perspective can be taken into account.

10.0 Report results of analysis to all involved parties: parent(s), teacher(s) and principal(s). If the persons interested in the application of PPM to involve the parents in the development, implementation, and evaluation of curriculum for bilingual education programs do not see the results of the interpretation of the assessment instruments, such involvement will be impossible. Therefore, in order to establish the desired involvement, the participants should be informed about the results of the assessment. The purpose of this step and the following substeps is to describe some of the ways available to the methodologist to inform all concerned parties. There are many ways of informing the persons involved about the results. It is up to the person(s) using PPM to select the most appropriate way to report the results.

10.1 List ways of reporting results.

10.1.1 Use a newsletter. Keep in mind that most of the Hispanic parents do not speak English. Therefore, make every effort to translate newsletters for the parents.

10.1.2 Report information at meeting. Be aware of the need to have somebody to translate for the parents who do not understand English.

10.1.3 Report by visiting the homes of the parents.

10.1.4 Report by telephoning the parents.

11.0 Evaluate the implementation of Major Process II of Parent Participation Methodology (PPM). In terms of procedures, this step can be done utilizing the same procedures as MPI, step 10.0. Thus, this step refers the user back to the mentioned MPI steps. It should be noted, however, that the user should be aware of the major process that is being evaluated.

11.1 Go back to Major Process I, step 10.0, and

11.1.1 Complete ALL the steps as described on MPI, 10.0. (Note: Remember that you are evaluating Major Process II.)

12.0 Redesign MPII of PPM. As in the previous step, this step can be done using the same procedures that were used on MPI, step 11.0. Therefore, at this point, the person is referred back to MPI, step 11.0. Of course, the user should remember that he/she is redesigning MPII and

for this reason all the details for redesigning the major process are only applicable to MPII.

12.1 Go back to Major Process I, step 11.0--Redesign MPI of PPM.

12.1.1 Complete ALL the steps as described on MPI, 11.0. (Note: Remember that you are redesigning MPII.)

MAJOR PROCESS III: Communicating appropriately with the Hispanic parents with children in the bilingual education programs.

1.0 Reassess resources available.

(Note: The person implementing PPM should remember at this point to go back to Major Process I, step 2.0--Determine resources available--to check on the allocation of resources for this MP.)

2.0 Identify the parents with whom you want to communicate. The objective that PPM is trying to achieve is to involve the Hispanic parents in the development, implementation, and evaluation of curriculum for bilingual education programs. Obviously, an accurate list of these parents will provide an excellent source for attaining their participation. The exactness of this list will enhance the possibilities of increased successful communication. The purpose of this step is basically to

make this identification. The following substeps and procedures are self-explanatory.

2.1 Develop a list of the names, addresses and telephone numbers of the Hispanic parents with children in bilingual education programs.

2.1.1 Check the list in MPI, step 2.4.2 and the information obtained on MPI, step. 2.4.2.1.

2.1.1.1 Identify on this list the Hispanic parents with children in bilingual education programs.

2.1.1.2 List the names, addresses, telephone numbers and any other relevant information on Figure 7.

2.1.2 If more information is needed, ask the students for the information; and/or

2.1.3 Cross-check the information with the emergency cards which are on file in every school; and/or

2.1.4 Request from the bilingual education supervisor the information that is missing; and/or

2.1.5 Consult with other parents to get the information.

3.0 Determine the direct-personal procedures of communication (ways of communication). (E.g., Personal

visit to the home and/or written communication, etcetera.) This step will guide the person using PPM in identifying ways of communicating directly with the parents. Before attempting any communication, the user will have the available options from which he/she will choose the most effective according to his/her judgement. This selection process is done in the following steps:

3.1 List all the options available utilizing Figure 8, Priorities of communication procedures, for this purpose.

3.2 Establish, using Figure 8, the priority list of such procedures.

3.3 Choose the most effective procedure for you.

3.3.1 Using the priority list, try the top ranked procedure first. If this procedure fails, try the second, and so on and so forth.

3.3.2 If all the above listed procedures fail, then go to step 4.0--Determine other ways of communication (indirect-impersonal).

4.0 Determine other ways of indirect-impersonal communication. (E.g., Attending a community meeting to deliver the information, etcetera.) If personal

Figure 8: Priorities of Communication Procedures

- Directions: 1) List the procedures available.
- 2) Rank the procedures using the following
 4 = very effective; 3 = somewhat
 effective; 2 = fairly effective; 1 = not
 effective; and 0 = completely ineffective

#	Procedure	Ranking	Priorities
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

communication with the parents is not possible but still needed other options should be tried.

5.0 Evaluate the implementation of Major Process III of Parent Participation Methodology.

5.1 Go back to Major Process I, step 10.0, and

5.1.1 Complete ALL the steps as described on MPI, 10.0. (Note: Remember that you are evaluating Major Process III.)

6.0 Redesign Major Process III of Parent Participation Methodology.

6.1 Go back to Major Process I, step 11.0--Redesign MPI of PPM.

6.1.1 Complete ALL the steps as described on MPI, 11.0. (Note: Remember that you are redesigning Major Process III.)

At this point, the methodology recycles the person to MPI, steps 10.0 and 11.0 in order to proceed with the evaluation and redesigning processes. The methodologist is reminded that the process being evaluated and redesigned is Major Process III, and not MPI for which those procedures were developed. However, with the proper adaptations, they are applicable to any major process.

MAJOR PROCESS IV: Organizing the participation

1.0 Reassess the resources available.

(Note: The person implementing PPM should remember at this point to go back to Major Process I, step 2.0-- Determine resources available--to check on the allocation of resources for this MP.)

2.0 Plan for the organization of the participation. The organization of the involvement of the parents is a crucial step toward the achievement of PPM's goals. Therefore, a careful plan for the organization of the involvement is necessary. The purpose of this step is essentially to present the necessary steps to assure a careful planning for the organization of the involvement.

2.1 Invite the parents to a planning meeting(s). Since the purpose of this methodology is to involve the parents, their participation in the processes leading to their involvement will obviously make such planning more relevant to them. This substep accomplishes this participatory purpose.

2.1.1 Go to MPIII, steps 3.0 and 4.0 to communicate with the parents.

2.2 Together with the parents, set the agenda of the planning meeting. (E.g., Establishment of a decision making process in the meetings, etcetera.) At this point the participants--parents, principal and teacher(s), etcetera--will put up the agenda for the planning meeting. The participation of all parties involved in setting up the agenda is a good opportunity to establish some principles of the participatory process.

2.3 Discuss with the parents the establishment of a Decision Making process at the meetings. It is very important to the parties involved to fully understand the decision-making process of the meetings. A clear understanding of the participatory nature of the Decision-Making process stimulates participation while an imposed and oppressive Decision-Making process hinders participation. For this reason, in the following procedures, it is necessary that the parents be allowed to participate in those decisions in which they are going to be involved.

2.3.1 Discuss the procedures for establishing the agenda: E.g., who will be responsible for putting it up; if it will be distributed in advance; and how it will be distributed (by mail, with the students, etcetera).

2.3.2 Explain the voting procedures which are available. E.g., a) simple majority; b) absolute majority; c) consensus; d) unanimity; e) mixed processes, etcetera.

2.3.3 Determine the procedures for taking minutes. E.g., who will be taking them; who will keep them, where they will be filed, etcetera.

2.3.4 Explain the options for balloting. E.g., open, secret, etcetera.

2.3.5 Vote on the preferred Decision Making process for the first meeting.

2.3.6 Decide on the duration of the meetings.

2.3.7 Decide on the time (moment of day) of the meetings.

2.3.8 Decide on the day of the meetings.

2.3.9 Decide on the location of the meetings.

2.3.10 Determine the procedures to obtain coffee and other "goodies" to the meetings.

2.3.11 Determine the procedures to chair the meetings. E.g., same person, or alternative chair, etcetera.

2.3.12 Decide about the composition of the coordinating committee. (Structure, etcetera.) In the process of organizing participation of the parents as intended in the major process, formation of a coordinating committee would be very helpful. The purpose of the above procedure is to make the participants aware of two important facts: 1) that the involvement should be coordinated if successful results are expected from such involvement; and 2) that an appropriate collective decision to have a coordinating committee to oversee the participation should be made. The following procedures are given as a guide to help in the decision of forming a coordinating committee. Most of these procedures are self-explanatory. However, some discussion of them will probably be helpful to assure the fair participation of all--parents, principal and teacher(s), etcetera.

2.3.12.1 Decide the number of committee participants.

_____ # of parents

_____ # of teachers

_____ # of principals

_____ # of other participants

2.3.12.2 Determine the procedures for selecting the members of the coordinating committee: (Open selection,

volunteers, competency elections, representation--PAC, women, etcetera.)

3.0 With the parents, determine the goals of the participation.

3.1 List the goals of the participation for all the participants. E.g., to improve teacher-parents relations, etcetera. Once the decision-making processes have been explained, understood, and accepted by all involved parties (MPIV, step 2.3), the participants are ready to begin the organization of the participation. This substep is designed to write down the ends toward which all the involvement is aimed. Without reducing the relevance of all the steps, substeps and procedures of PPM, this is probably one of the most important steps of the methodology. This is so because at this point is when all the participants can recognize the reason for their participation.

4.0 Interpret for the parents and other participants the results of the assessment. The purpose of this step is to explain to the parents, as clearly as possible, the results of the assessment instruments. To establish the base of the organization of the participation, the parents, the teachers, and the principal(s) were administered one or

more assessment instruments. In offering this explanation, they will be able to clarify the doubts they had in the process of completing the instruments.

4.1 Go back to MP11, step 8.0 and 9.0, page 128 and 129 of this instrument and check for interpreting instruments.

4.1.1 Follow such plan.

At this point the user is referred to a preceding step in order to review some previous step(s) and procedure(s) that will be necessary to understand and do the above substeps.

4.2 Review with the parents and other participants the administered assessment instruments. The content of the assessment instruments is based on three major questions, namely:

- 1) What do you think are the areas* in which parents can participate?
- 2) What do you think are the specific activities in which parents can participate?
- 3) Can you think of any course (courses) and/or minicourse (mini-courses) that can be completely developed, implemented, and evaluated by the parents?

(Note: *Most of the details of these areas were taken from the curriculum of the public schools.)

The review of the content of these questions will help the participants to clarify any part that might not be well understood when initially done.

4.2.1 List for the parents and other participants the areas of participation.

4.2.1.1 On easel pads, write down: AREAS OF PARTICIPATION--PARENTS, AREAS OF PARTICIPATION--TEACHERS--AREAS OF PARTICIPATION--PRINCIPAL.

4.2.2 List for the parents and other participants the activities in which the parents can participate.

4.2.2.1 On easel pads, write down: ACTIVITIES--PARENTS, ACTIVITIES--TEACHERS, ACTIVITIES--PRINCIPAL. The use of large pads is helpful to amplify some important concepts. Listing the titles as headlines on the pads will help to increase the visibility of such titles and will enhance the ability of the participants to see what is being said.

4.3 Review with the parents the areas of participation as identified by the parents, teachers and the principal.

4.3.1 Write down on the pads such areas for each participant.

4.4 Review with the parents the activities in which they can participate as identified by the parents, teacher(s) and the principal.

4.4.1 Write down such activities for each participant.

These substeps are given to describe the specific details about the areas and activities in which parents can participate. These areas and activities should be written down on the respective labeled space on the easel pads.

4.4.2 Using Figure 6 as a sample, interface lists of parents, teachers and principal areas of participation. (from 4.3)

4.4.3 Using Figure 6 as a sample, interface lists of parents, teachers and principal activities. (from 4.4)
The use of Figure 6 is essential for explaining the results of the assessment instruments. It is necessary that the person making the interpretations show to the participants the intersections of Figure 6. Specifically, the triple intersection should be explained because it represents the most important aspect in the organization of the participation. This intersection contains the areas and activities in which the parents, the teachers, and the principal have agreed that parents can get involved. (If

possible, Figure 6 should be put onto a transparency and with the use of an overhead projector, enlarged for use in the above substeps.)

4.4.4 Review with the parents the interpretation of the areas of participation.

4.4.4.1 Identify the areas which fall in the shaded area₄--Principal, parents and teachers participatory intersection.

4.4.5 Review with the parents the interpretation of the activities in which the parents can participate.

4.4.5.1 Identify the activities which fall in the shaded area₄--Principal, teachers and parents participatory intersection.

The purpose of these procedures is to make the user aware that some explanation of the interfacing of areas of participation and the interfacing of activities should be done. These substeps are designed to specifically list the areas and activities which are contained in the shaded area₄ of Figure 6--Principal, parents and teachers participatory intersection. It is the areas and activities identified in the mentioned shaded area which will be the focus to begin the organization of the participation.

5.0 With the parents, determine the area and activities with which to begin the participation. In the process of completing the assessment instruments, the participants--principal, parents and teachers--have, in most cases, already identified the areas and activities they consider most appropriate to begin the involvement. This identification was made in the assessment instruments by circling the area and activity they thought most appropriate to begin the involvement. Thus, by looking at these circled areas and activities and identifying them in the prescribed interpretation process, the participants will be able to specifically list such areas and activities. This list will be, of course, the focus of the initial planning for parental participation and immediate action should be taken to complete the participatory commitment contract.

5.1 Establish program priorities.

5.1.1 Describe as clearly and simply as possible (until parents feel satisfied) the relation between the program curriculum sequence and scope, and the expected participation as identified from the interpretation of the Figure 6 intersection (shaded area₄).

5.1.2 Match the participatory areas and activities with the program priorities. (Note: This step is done to order the participation in relation to the program priorities--the curriculum.)

The purpose of these procedures is to establish a relationship between program curriculum sequence and scope and the participatory areas identified under the triple intersection (shaded area₄). This relationship is established in order to put the involvement in perspective with the program priorities. With these activities, the participation is incorporated into the curriculum as an integral part of it.

6.0 Make up the coordinating curriculum team (CCT).

6.1 Go back to MPIV, step 2.3.12 to learn about the composition of the CCT.

6.1.1 On an easel pad, list the information about the composition of the CCT and its number of participants.

6.2 Using the method already selected on MPIV, step 2.3.12.1, name the members of the CCT. If the appropriate decision was made to establish a coordinating curriculum committee, (CCT) the group, at this point, should be ready to select the members of the CCT. There is a practical reason for not making the selection

simultaneously with the decision to establish the CCT: the participants did not know at that moment what was supposed to be coordinated. However, after the full explanation and interpretation of the areas and activities for parental involvement, a more comprehensive idea exists about what is going to be coordinated. This fact will obviously help some participants to positively decide to be part of the CCT.

7.0 Organize a planning meeting for the CCT.

7.1 Delineate the goals and objectives of the CCT. (E.g., Coordinate participation, coordinate resources allocation, evaluate participation, etcetera.)

7.2 List the activities of the CCT. E.g.:

- a) meeting for organizing involvement
- b) planning for the provision and requisition of resources as needed
- c) collecting data on the participation
- d) evaluating the involvement
- e) reporting about findings of the evaluation
- f) making recommendations for change
- g) lobbying for the changes (to make them official)

Once the CCT is formed, members meet to plan the tasks of such a committee. Delineation of goal and listing of activities to achieve the goals are just two of the many possible tasks in which this committee may get involved in this planning stage. The establishment of goals and specific objectives will give direction to the CCT and the list of activities will indicate the necessary tasks to be performed in order to achieve the established goals and objectives.

8.0 Evaluate the implementation of Major Process IV. (Note: See MPI, step 10.0 for details on the procedures to evaluate any major process.)

9.0 Redesign Major Process IV. (Note: See MPI, step 11.0 for details on the procedures to redesign any major process.)

The purposes of these steps are: 1) to evaluate the implementation of this major process to determine the effectiveness of the utilization of the methodology; and 2) to make the necessary changes to PPM after the evaluation of the major process has been done. By doing this, the methodology can be adjusted to the point of containing the necessary procedures to make its application effective.

MAJOR PROCESS V: Negotiating the participation

1.0 Reassess resources available.

(Note: the person implementing PPM should remember at this point to go back to Major Process I, step 2.0-- Determine resources available--to check on the allocation of resources for this MP.)

2.0 Identify the kind of parental participation expressed in the assessment. The intent of this step is to make up an inventory of all the possible activities in which the parents, as expressed in the assessment instruments, can participate. This inventory will be later used to schedule parental involvement according to the program's curriculum needs. The inventory will be also used to establish, as accurately as possible, the exact parameters of participation.

2.1 List the different kinds of participation interests.

2.1.1 N of parents who can participate in design of curriculum.

2.1.2 N of parents who can participate in implementation of curriculum.

2.1.3 N of parents who can participate in evaluation of curriculum.

2.1.4 N of parents who can participate in designing, implementing and evaluating curriculum.

2.1.5 N of parents who can participate as tutors.

2.1.6 N of parents who can participate as chaperons on field trips.

2.1.7 N of parents who can participate as office helpers.

2.1.8 N of parents who can participate as narrators of short stories (storyteller)

2.1.9 N of parents who can participate in teaching a class.

2.1.10 N of parents who can participate in doing workshops.

2.1.11 N of parents who can participate in giving a conference on a subject of their interest. E.g., Puerto Rico, culture, etcetera.

2.1.12 N of parents who can participate in debates discussing social issues related to the community. E.g., housing, health, etcetera.

2.1.13 N of parents who can participate as artists-performers.

2.1.13.1 List the artistic skills: drama, craft maker (Macrame, etcetera), play the guitar, etcetera.

2.1.14 N of parents who can participate in giving a demonstration. E.g., cooking, childcare, etcetera.

2.1.15 N of parents who can participate in cultural presentations.

2.1.16 N of parents who can participate in helping the teacher with the subject matter. E.g., geography, etcetera.

2.1.17 N of parents who can participate in poetry recitals.

2.1.18 N of parents who can participate in coordinating community services (resources) for classroom use.

2.1.18.1 List the community agencies which have services available.

2.1.18.2 List the services the above agencies have available including: dates available; cost of services (if any); and conditions of use of such services.

2.1.18.3 Describe briefly the services available in order to have an idea of the probable use of such resources in the classroom.

2.1.19 N of parents who can participate in musical presentations at the school, and/or out of the school.

2.1.20 N of parents who can participate in sponsoring students in their daily activities.

2.1.20.1 List sponsor's daily activity. E.g., managing a business, working in a community agency, etcetera.

2.1.21 N of parents who can participate in exhibitions of their art works. E.g., macrame, embroidery, musical instruments, ceramics, etcetera.

2.1.22 N of parents who can participate in coaching sports activities.

2.1.23 N of parents who can participate in other activities.

2.1.23.1 List and describe these other activities; like: N of parents who can _____, etcetera.

These procedures are developed to organize, from the author's point of view, the participational interests of

the parents. These participational interests represent only a sampling of what the parents' interests might be. The interests are not exclusive and closed by any means; on the contrary, they are open to the creativity and imagination of the parents as to what they, as parents with many skills, can or cannot do. Only the parents know their own skills, areas of knowledge and abilities. The parents themselves are the only ones capable of determining their own limitations. Therefore, the person using PPM should not consider the above list as complete but rather, it should be considered open for addition of any other kind of participational interest which was not expressed through the assessment instruments. The purpose of the last substep given in the mentioned list is exactly designed to accomplish this objective.

3.0 Coordinate with the CCT the parents' expressed participation interests.

3.1 Keep a list of names, addresses, telephone numbers and any other important information which might be necessary to the coordination of the parents participatory interests.

3.2 Use the correlation of parents' expressed interests with program-curriculum content, sequence, and

scope done on MPIV, step 5.1.2 as an aid in this coordinating process.

The above step and substeps are given with the purpose of making the interested person aware of the fact that once the parents' interests have been identified, the coordinating curriculum committee should maintain such interests coordinated.

4.0 Establish the parameters of participation. At this point the CCT begins contacting parents to obtain from them other details about their participation.

4.1 Complete Figure 9 to keep a record of parental commitments. Using Figure 9 the time commitment is recorded. One form of Figure 9 should be completed for each participant parent. The following procedures describe the details that should be included in recording on Figure 9.

4.1.1 List the day(s) of the week when parents can participate. (E.g., Monday, and/or Tuesday, etcetera.)

4.1.2 List the time of the day when parents can participate. (E.g., 10:00 A.M., etcetera.)

4.1.3 Indicate the length of the participation. (E.g., one hour, one day, etcetera.)

Figure 9: Time Commitment

Parent _____ Telephone _____
Address _____

1. Circle committed day(s):

Monday Tuesday Wednesday Thursday Friday

2. Indicate time of day committed:

3. Indicate length of participation:

From _____ to _____

From _____ to _____

From _____ to _____

4. List the resources needed:

4.1.4 Indicate resources needed in order to successfully comply with the participatory commitment. (E.g., screen projector, etcetera.)

4.2 Develop a set of two reminders which will be sent within two weeks of participatory commitment. (Note: Consult with the parents about the most effective way of wording these reminders.) Unless participants are reminded of their participatory commitment, they may forget. Therefore, this step is given to make the participants aware of the need to develop a system for reminding the parents of their commitment.

4.3 Indicate the specific instructions to be followed in order to comply with the established parameters.

4.3.1 Write down the details for transportation needs: time, place and date of pick-up.

4.3.1.1 Complete one form of Figure 10 for each commitment pick-up instructions.

4.3.2 Send with the students and/or by other chosen way the participatory commitment reminders two weeks before the time stated for participation.

Figure 10: Pick-up Instructions

Parent _____ Telephone _____
Address _____

DIRECTIONS FOR PICK-UP

DATE _____

TIME _____

PLACE _____

Instructions in details: (If necessary)

4.3.3 Send with the students and/or by other chosen way the participatory commitment reminders one week before the stated time of participation.

Some parents will be able to participate only if they are provided transportation to the place where they are going to get involved. This is so because they may not have their own methods of transportation. The purpose of these substeps and procedures is to list the specific directions to provide the parents with the needed transportation. These procedures are also designed to develop with the parents the necessary reminders to be sent to them. The use of Figure 10 is, of course, to record in writing the specific directions to pick-up the parents and to coordinate the provisions of the requested services.

4.4 Coordinate the above services needed for the participation.

5.0 Schedule parental involvement. Scheduling the involvement is the most significant detail of Parent Participation Methodology. It means the achievement of the purpose, the solution of the problem. It is the climax of the implementation process. It is when parents become actors-producers rather than spectators-consumers.

5.1 Set up contract for participation-commitment.

5.1.1 Complete one form of Figure 11, Contract for Parental Involvement for each parent. With the purpose of securing the involvement, a written commitment is made. Figure 11 is given for this purpose. The following steps are also given to gather data on the participation.

5.1.2 Follow-up results of contract commitment.

5.1.2.1 Indicate % (percentage) of compliance.

5.1.2.2 List responses to participation.

5.1.2.3 Calculate % of success of response. Use the following formula:

% Committed (A)

% Attained (B)

B

———— = % of success of response

A

5.2 Write down on the school calendar the days of expected participation. Once the contract for participation commitment is set up, the next step is to incorporate such commitment into the school calendar.

Figure 11: Parental Involvement Contract

Participant Parent _____

Address _____

Telephone _____

First Commitment: _____
Date Time

Involvement: Kind: _____
 Place: _____

- Needs: 1) _____
 2) _____
 3) _____
 4) _____
 5) _____

Instructions

Reminders:

- #1--One week reminder
 #2--Two weeks reminder

Date Sent

Date	Sent

Comments: (Changes, etcetera)

 Teacher

 Parent

 Principal

5.3 Coordinate attendance for participation.

5.4 Keep written records of the participation and provide parents with a copy.

6.0 Evaluate implementation of Major Process V of PPM. (Note: See MPI, step 10.0 for details on the procedures to evaluate any major process.)

7.0 Redesign Major Process V of PPM. (Note: See MPI, step 11.0 for details on the procedures to redesign any major process.)

Summary

This chapter reviewed three important aspects of PPM:

1) It explained how methodologies provide a useful way to systematically organize parental involvement in the processes of developing, implementing, and evaluating curricula for bilingual education programs. It also provided the initial considerations for the development of an operational, systematic, and standard set of rules and procedures to accomplish the purpose of involving Hispanic parents in the development, implementation, and evaluation of curricula for bilingual education programs.

2) The purpose of Parent Participation Methodology was tested against five (5) criteria: knowledge;

desirability; operationalizability; practicality; and completeness.

3) The steps, substeps, and procedures that comprise Parent Participation Methodology's first five major processes were presented. A rationale for most of the steps, substeps, and procedures was given.

FOOTNOTES--CHAPTER III

¹Aponte's Participatory Needs Analysis Methodology for Community Planning is a methodology developed "to provide community action movements in participatory methodological collective decision-making process in order for them to determine, define and measure their community needs." (Eduardo Aponte, Participatory Needs Analysis Methodology for Community Planning, Unpublished Doctoral Dissertation, University of Massachusetts, 1978, p. 113.

²Coffin's Client Demand Methodology is a methodology developed to produce information about client demands.

³Thomas M. Heffernan, Decision Making Methodology, Unpublished Doctoral Dissertation, University of Massachusetts, 1976, p. 26.

⁴Hutchinson's The Operationalization of Fuzzy Concepts Methodology is a methodology developed to produce an operational definition of a complex vague term.

⁵Public Law 93-380. Bilingual Education Act, 1974. From A Better Chance to Learn: Bilingual-Bicultural Education. United States Commission on Civil Rights, Clearinghouse Publication 51. May 1975. p. 188.

⁶The guidelines for parental involvement in bilingual education describe the rationale for parental involvement including the specific steps to organize such involvement.

⁷Commonwealth of Massachusetts (The), Department of Education, Bureau of Transitional Bilingual Education, Two Way. Produced by the Bureau of Transitional Bilingual Education. Third Printing, 1978. p. 40.

C H A P T E R I V

FIELD TESTING OF A METHODOLOGY FOR PRINCIPALS AND TEACHERS

Introduction

The major purpose of the previous chapter was to present in detail the steps, substeps, and procedures that comprise the first five major processes of Parent Participation Methodology (PPM). This chapter is devoted to a presentation of seven important issues, namely:

- 1) the importance of field testing in the field of methodologies;
- 2) the significance of the field testing of PPM methodology;
- 3) the delimitations of the field testing of PPM;
- 4) the purposes of PPM's field testing;
- 5) the procedures for field testing;
- 6) the results of the field testing; and
- 7) the discussion of the results of the field testing.

Importance of Field Testing in the Field of Methodologies

A methodology is the result of a complex mental process in which the person--methodologist--involves

him/herself in a process of thinking about the ideal ways of creating and implementing a plan to solve a problem in a practical situation. The methodologist conceives the solution to a problem and designs and prescribes as clearly as possible, the procedures to be followed in order to obtain such a solution. Ideally, all the obstacles are controlled and the problems hindering the solution are resolved. In a sense, the first practical considerations concern the exact prescription leading to the expected resolution. This assumption is not always completely accurate because of the lack of control of some of the obstacles that emerge in the process of real experimentation. The only way of knowing if the methodology works as conceptualized is through field testing. Thomas Heffernan describes in precise terms the importance of testing in the field of methodologies:

Testing is done because a methodologist never knows everything that must be done to accomplish the purpose of the methodology. Without testing, a methodologist can never be absolutely sure that the procedures that have been developed so far represent all the procedures that are needed. Stated another way, methodological development is always undertaken with limited knowledge. There is an ever present risk that procedures that look adequate on paper will be inadequate when they are applied. Continual testing minimizes this risk by identifying which of the existing procedures are inadequate. Having made this identification, new procedures can be developed. In doing so, the methodology is made more complete and hopefully more effective. The risk of failure is ever present. It can never be

completely eliminated because a methodology is very rarely developed to the point where it represents a complete set of problem free procedures. There will always be a certain amount of uncertainty because of a certain amount of incompleteness. However, both uncertainty and incompleteness can be minimized through extensive development and testing.¹

Significance of the Field Testing of PPM Methodology

The significance of the field testing is based on the following assumptions:

a) the assessment instruments of PPM methodology, if applied as designed, could be very useful tools to systematically organize the involvement of Hispanic parents in the development, implementation and evaluation of curricula for bilingual education programs in the state of Massachusetts; and

b) if assumption "a" fails, PPM could always be revised, adjusted, and utilized again and again with the same participatory expectations.

Delimitations of the Field Testing of PPM

The field testing of the PPM methodology was delimited by:

- 1) the availability of resources;
- 2) the administration of the assessment instruments to a selected population in a selected city and in a selected public school system; and

3) the implementation of a specific part of the methodology.

Due to the limitation of resources available, only a partial field testing was possible. A comprehensive field testing will eventually be considered.

Only the assessment instruments were field tested. The actual involvement of the parents was not considered although it will eventually be suggested. PPM's field testing was limited to the implementation of Major Process II, steps 7.0 to 10.0--Administration, Interpretation and Reporting about results of administration of assessment instruments, i.e., Questionnaire for Principals, Questionnaire for Teachers and Questionnaire for Parents.

It should be noted that although PPM was experimentally field tested, parent participation was given serious consideration throughout the field testing. The actual involvement of parents, as a direct result of the interpretation of the field testing did not take place at this stage. Only a copy of the results of the questionnaires along with this author's interpretations and recommendations will be made available to participants in the field testing. These results can be used to complete the participatory process already begun in this study.

Purposes of PPM's Field Testing

The major purpose of the field testing of PPM methodology was to determine to what extent PPM could be used to pursue assumption "a" previously stated.

There were other important objectives to be achieved by the field testing of the methodology. These were:

- 1) To identify breaks or interruptions which may limit the application of the designed methodological procedures. New steps, substeps and procedures need to be developed in order to fill the gaps identified in the initial field testing. Once these gaps are filled with the new procedures, new testing is necessary to determine their effectiveness. Testing, therefore, becomes a continuous process in the development of a methodology. Only when the methodology is considered perfect its development and testing is halted.

- 2) To collect data which may help methodologists to identify problems associated with the assessment instruments. This data will be later used to suggest the appropriate changes and adjustments to such instruments, and eventually make PPM suitable to be applied again in the resolution of the problems which originally intended to resolve. It is at this point that assumption "b", previously stated is proved.

3) To provide useful information to the population involved in the field testing. This information is limited to the range of the initial field testing.

4) To anticipate problems through the initial field testing in order to help any future testing of the whole methodology.

Procedures for Field Testing

In the process of field testing PPM several procedures were followed:

1) The Law of Parsimony was applied to PPM. This law, described by Hutchinson, states:

. . . that the simplest field test in the simplest situation is done first, for if it doesn't work under these conditions then it will not work under more complicated conditions. . . it does not make sense to use up a large amount of resources in doing a more complicated test when a simpler test will bring out the same or at least most of the same problems at a much smaller cost. . .²

This initial simple field testing of the assessment instruments was helpful because it allowed the establishment of two facts:

a) Our assumptions about the participation of parents were true. That is, if parents, teachers and the principal can agree upon the activities the parents can do, the parents' participation can certainly be organized

with the use of a systematic, operational and standard set of rules and procedures.

b) Since the initial development of PPM proved to be useful and worked under the simplest field testing conditions, further testing was not only important but necessary to demonstrate that the methodology could be field tested under more complex conditions provoking similar results, with the exception that these results will represent a broader picture of the participation. Therefore, the complex field testing undertaking was warranted.

2) A more complex field testing was planned. Major Process I, step 5.8 describes in specific terms the procedures for a complex test of PPM:

The complex test will occur when PPM is implemented under the conditions for which it was developed, that is, with at least one principal of a public school with a bilingual program, two teachers working in a bilingual program, and all the parents of children enrolled in the bilingual classrooms of the above teachers.

In the process of implementing the above plan, the following steps were taken:

a) The Holyoke Public School System was selected for the experimental field testing.

b) A letter (See Appendix B) requesting permission to conduct the study was sent to the superintendent of schools who very gracefully granted it.

c) A secondary school with a bilingual program was chosen.

d) The principal and two bilingual teachers from the school were selected.

e) Twenty (20) Hispanic parents with children in the two bilingual classrooms identified above were selected.

3) Administration of the assessment instruments to the target population--principal, teachers and parents--following the specific direction given in the methodology--Major Process II, step 7.0.

A questionnaire (See Appendices C, D, E, and F) was developed as an assessment instrument. This questionnaire included the following three questions:

a) What do you think are the areas in which parents can participate? The purpose of this question was to specifically identify the areas in which the parents, according to the principal, teachers and themselves, can participate. A list of most of the areas that comprise the curriculum for the public schools was included after each question in order to facilitate the identification process.

b) What do you think are the specific activities in which parents can participate? The purpose of this question was to allow the participants to indicate some of the activities which parents can engage in. It was

also expected that the participants would specifically indicate if the parents could be involved in designing, implementing and/or evaluating the activities.

c) Can you think of any course (courses) and/or mini-course (mini-courses) that can be completely developed, implemented and evaluated by the parents? One of the major concerns of educators is to find the ways of making the curriculum more rich and interesting. The purpose of this question was basically to explore the possibilities of identifying a course(s) and/or mini-course(s) that can be completely developed, implemented and evaluated by the parents in order to accomplish the goal of enriching the curriculum.

A set of the specific instructions to be followed in the process of completing the questionnaire were included after each question. The questions were the same for the three groups--parents, teachers and principal--except for the introductory paragraph(s) which specifically addressed each group. Because most of the parents do not read English, a Spanish version of the whole questionnaire was made available and provided to all the chosen parents. (See Appendix F.)

About two weeks were devoted to the administration of the questionnaires following different approaches. Most of the questionnaires for the parents were personally

administered because of the wording of some questions. This decision was a wise one because some parents did not understand some of the questions and they were clarified by the researcher on the spot. (Suggestions for the improvement of the instruments will be offered later on.)

All the teachers' and principal's questionnaires and nineteen (19) out of the twenty (20) from parents were collected. Two questionnaires were returned without being completed. No reasons were given for the returns.

4) Interpretation of the results of the questionnaires followed. This interpretation was done utilizing the plan for analyzing instruments developed in Major Process II, steps 8.0 to 8.6 and 9.0 to 9.2. The use of Figure 6 of the Methodology was very important for this process.

Results of Field Testing

The same questionnaire was used with the three groups--Principal, Teachers and Parents. The nature of the three questions required different graphical representations of data. Table 2--Results for Question A--was presented with three columns at the left identifying the audience--Principal, Teachers, Parents. These three columns were used to complete "instruction #1" of Question A. The middle column was used to present the

area in which the parents can participate. Three columns at the right resembled those on the left--Principal, Teachers, Parents. These columns were used to specifically indicate the participants' choices as to the most appropriate area for beginning the involvement. In both left and right columns the total of responses was written down.

Table 3--Results for Question B--was used to list the total of responses by the participants for Question B of the questionnaire. This table had three columns at the left labeled in the same manner as Table 2, i.e., Principal, Teachers, Parents. These three columns were used to complete "instruction #1" of Question B. The middle column was used to present the activities in which the parents can participate. Some of the listed activities showed an asterisk (*) at their right to indicate the activities which are considered by participants as most appropriate to begin the involvement. At the right there are nine small columns labeled with three letters at the top. "D" stands for Design; "I" stands for Implementation; and "E" stands for Evaluation. The columns at the right were used for recording the participants' perception about parental involvement in the Design, Implementation and Evaluation of the listed activities.

Table 2 Continued

Principal Teachers	Parents	Area in which the parents can participate	Principal Teachers	Parents
		Science Continued		2
	3	Earth Sciences		
	4	Ecology		
	x	Space Sciences		
x	1	Other(s)		
	1	Any Area of Expertise		
		Theology		
	1	Aeronautics		
	1	"Fenomenos Extra-terrestres"		
		Industrial Arts		
x	x	Woodwork		
	2	Metals		
	1	Ceramics		
	6	Printing		
	2	Electricity		
	2	Machines		
	1	Electronics		
	3	Auto-mechanics		
	3	Autobody		
	3	Electromechanics		
x	x	Other(s)		
1		Any area of expertise as a volunteer		
	1	Mechanical Drawing		
		Home Economics		
x	x	Sewing		
	4	Cooking		
	10	Child Care		
	7	Home Management		
	9	Clothes Design		
	1	Fashion-Modeling		
	1	Budgeting		
	2	Menu-Making		
	2	Other(s)		
x	x	Any Area of Expertise		
1	1	Gardening		

Table 2 Continued

Principal Teachers	Parents	Area in which the parents can participate	Principal Teachers	Parents
x	x	Physical Education		
	2	Swimming		2
	2	Basketball		1
	8	Track and Field		1
	4	Baseball		
	6	Soccer		5
	1	Volleyball		
	5	Tennis		
	1	Golf		
	2	Wrestling		
	1	Judo		
	2	Karate		1
	2	Boxing		
	4	Football		
	2	Room Games		2
	1	Other(s)		
x	6	As a volunteer in areas of expertise		
1				
x	x	Fine Arts		
	3	Music		1
	2	Folklore		
	2	Classic		1
	1	Modern		1
	6	Instrumental		
	4	Musical Composition		1
	1	Choral		
	1	Other (s)		
x	x	Any area of expertise		
1	1	"Banda ritmica"		
x	x	Art		
	7	Photography		1
	2	Painting		1
	1	Graphic Arts		1
	2	Drawing		1
	2	Other(s)		
x	9	Any area of expertise		
1				

Table 2 Continued

Principal	Teachers	Parents	Area in which the parents can participate	Principal	Teachers	Parents
x	x	x	Sculpture			1
	2	4	Ceramics			2
	2	8	Wood-Carving			
	1		Metal Sculpture			
	1	2	Paper Sculpture			
x			Other(s)			
1			Any area of expertise			
x	x	x	Architecture			
	1	2	Design			
x			Other(s)			
1			Any area of expertise			
x	x	x	Theater and Drama			
	2	3	Muppets			2
	2	8	Choral Poetry			
	2	6	Dance			
	1	1	Pantomime			1
	2	2	Dramatic Representations			
x			Other(s)			
1			Any area of expertise			
x	x	x	Business and Secretarial Sciences			
			Accounting			
		1	Bookkeeping			
	1	3	Typing			
			Stenography			
	1	7	Business Computers			4
			Cashier			
	1	1	Shorthand			
		3	Legal Secretary			
	1	2	Medical Secretary			1
	1	3	Advertising			
x			Other(s)			
1			As a visiting speaker relative to the "world of work"			

Table 2 Continued

Principal	Teachers	Parents	Area in which the parents can participate	Principal	Teachers	Parents
x	x	x	General Areas			
	2	2	Culture and Superstition			1
	2	3	Cooperativism			1
	2	3	Culture and Proverbs			1
	2	1	Cosmetology			
	1	1	Telecommunications			
	2	6	Drug Prevention			1
	2	5	Marriage and Youth			2
	2		Birth Control			
	2	2	Family Planning			
	2	1	Abortion			2
	2	4	Health and Safety			
	2	2	Civil Defense			
	1	2	Nursing			2
	2	2	Community Relations			1
	2	3	Astrology			
	2	1	Other(s)			
x			Where they have the expertise as an authority or active in the particular discipline or profession			
1						

Table 3. Results of Question 4

Principal	Teachers	Parents	Activity in which the parents can participate					
			D	J	E	Teachers	Parents	
1	2	1	2	1	1	1	1	1
1	2	1	1	1	1	1	1	1
1	2	2	2	1	1	1	1	1
1	2	6	2	1	1	1	1	2
1	2	7	2	1	1	1	2	1
1	2	8	2	1	1	1	2	1
1	2	5	2	1	1	1	2	1
1	2	3	2	1	1	1	2	1
1	2	3	2	1	1	1	2	1
1	2	6	1	1	1	1	2	1
1	2	2	2	1	1	1	2	1
1	2	2	1	1	1	1	1	1
1	2	2	1	1	1	1	1	1
1	2	2	1	1	1	1	1	1
1	2	2	1	1	1	1	1	1
1	2	2	1	1	1	1	1	1
1	2	2	1	1	1	1	1	1
1	2	2	1	1	1	1	1	1
1	2	3	1	1	1	1	1	1
1	2	3	1	1	1	1	1	1
1	2	3	1	1	1	1	1	1
1	2	4	1	1	1	1	1	1

*Activities which were considered by participants as the most appropriate to begin the involvement.

All the responses under Question C were listed and identified. At the right of each response the participant who suggested such response was noted. (See Table 4--Results for Question C)

Discussion of Findings

This section is devoted to the discussion of findings resulting from the analysis of the collected questionnaires. The discussion is presented in the following format:

1) Results of Question A and Question B is discussed as given by the participants. Each area is analyzed separately to indicate, a) top individual selections of areas and activities in which parents can participate; b) how the areas and activities selected by individual participants matched each other's selections (Major Process II, steps 9.0 and 9.1); and c) what are the implications of the above matching for the participation.

2) Results of Question C are presented as completed by the participants preserving the individual suggestions as given.

Question A.

1. The Principal. In Question A the principal specifically identified the areas and sub-areas in which

Table 4: Results of Question C

Course(s) and/or mini-course(s) that can be completely developed, implemented and evaluated by the parents, and who suggest it (them).

- Language Development--Mini-course (Teacher)
- Cultural Awareness--Mini-course (Teacher)
- Puerto Rican Cooking Procedures (Teacher)
- Organizing a Tuna (Teacher)
- Cultural History (Tape recorded events by people who have witnessed historical events of their time (Teacher)
- Folkloric dances of Puerto Rico (Parent)
- Simple Automobile reparation (Parent')
- A course in Science (Parent
- Presentation of a Forum: "How the Puerto Rican student is losing his/her culture as his life goes on in a North America (US) state?" (Parent)
- Family relations (Principal)
- Parents and children relations (Parent)
- Responsibilities and obligations of the parents and the children. (Parent)
- The parents, the family and the community in general (Course) (Parent)

the parents could become involved. The areas of language, literature, reading and writing were the top choices. In the area of mathematics, only "courses which may aid in every day world of work" was suggested. In the area of social studies, history/culture, and social problems were indicated. In other areas, the principal switched to mark the general area and for sub-areas, wrote that parents can participate in "any area of expertise;" "as a volunteer in areas of expertise;" "as a visiting speaker;" "where they have the expertise as an authority or (are) active in the particular discipline or profession." These expressions may be indicative that the principal considers that the parents can participate in all suggested areas if they have the "expertise." He did not qualify his use of the word "expertise." This word may have distinct meanings, depending on the definer.

The principal did not indicate the most appropriate area to begin the involvement as requested in the instructions at the end of Question A. This was probably due to two possible factors: the possibility that the instructions were not sufficiently clear; or, the fact that the participant did not feel it was necessary to indicate specific areas as most appropriate to begin the involvement.

In either case, adjustments for future use of these documents should be made. If unclear instructions seems to be the only explanation for non-completion of the instructions given under Question A, then it is possible that administration of the questionnaire in person would resolve the problem. Another possible solution could be to write the specific directions--"Circle the area you think is the most appropriate to begin the involvement"--at the end of Question A. If unimportance of indicating the appropriateness of specific areas is the explanation, then two options are available. First, any area might be considered as most appropriate and could be handled as the implementor prefers; or second, no specific area will be considered to be most appropriate and, therefore, more consultation is needed to define such "most appropriate area."

2. The Teachers. The teachers were more specific in casting their selections of the areas for parental participation. As a matter of fact, teachers expressed the view that parents can get involved in almost all of the curriculum areas. The exceptions were mathematics (only general mathematics was chosen); science (earth sciences and ecology were selected); and business and secretarial sciences.

The areas of language, social studies, home economics, physical education and general areas were particularly identified as desirable and possible candidates for parental involvement. As in the case of the principal, most teachers did not circle specific area as most appropriate to begin the involvement. Only one teacher circled language as the area for beginning the involvement. The lack of selection of a specific area for beginning the participation could mean that any of the areas identified could be considered appropriate, particularly those which were heavily selected for the participation. However, adjustments suggested above should remedy this lack of choice of a specific area for initiating the involvement.

3. The Parents. Parents' responses were particularly interesting. The areas of language, social studies, home economics, physical education, art, theater and drama, and the general areas were all common choices while the other areas were sparingly selected. In terms of indicating the most appropriate areas to begin the involvement, the parents were more precise than the teachers and the principal. This fact is very significant for the future organization of the participation because it represents the parents' preferences. Such preferences may well be an indication of the areas in which the

parents feel most comfortable to participate and may indicate the parents' areas of expertise.

Particularly important were the preferences identified by the parents in several specific areas:

a) Reading was the top selection in the language area. This area was chosen by 58% of the parents. Two of the parents who selected Reading also indicated this area as the most appropriate to begin the participation. Literature was a very strong second with 41% of the parents selecting it.

b) General Mathematics was the only major selection of the parents in the Mathematics area. Forty-seven percent (47%) selected it.

c) History and Culture was the top choice among all the areas listed in the questionnaire. Sixty-four percent (64%) preferred it to any other. This area was also suggested by some parents as the most appropriate to begin the involvement.

d) Biology was the top selection in the area of Science. Forty-one percent (41%) check-marked it as the area in which they wanted to participate. It is significant to note the fact that in the area of Science, Earth Sciences, which was chosen only by three (3) parents, was selected by two (2) of them as the most appropriate area in which to begin the involvement.

e) Ceramics and Woodwork were the preferred selections in the Industrial Arts area. Three (3) of the parents who chose it indicated that this area was the most appropriate for beginning the involvement.

f) In the area of Home Economics, Cooking (58%) and Home Management (52%) respectively were chosen by the parents. Child Care was a very strong third selection with a Forty-one percent (41%) parental preference. The first two of these areas were also considered by most of the parents who selected them as the most appropriate to begin the participation.

g) In the area of Physical Education, the opinions of the parents were very diverse. Basketball, room games, and baseball received the higher scores--47% (Basketball,) and 35% (Room Games and Baseball).

h) Drawing was the top selection in the Fine Arts area. It was selected by 52% of the participant parents. The next choices in this area were Wood-Carving (47%), Photography (41%), and Modern Music (35%). In the Wood-Carving area two of the parents who selected it indicated that this area was also appropriate for beginning the parents' participation.

i) Choral Poetry (47%) and Dance (35%) were the preferred selections in the Theater and Drama areas. Particularly important was the fact that two of the

parents who marked Dance as their choice circled it as the favorite area to begin the involvement.

j) In the Business and Secretarial Sciences areas, only the "Cashier" area obtained a significant score of 41%. However, it was this area, among all those listed in the questionnaire, which was the only one to be selected by four (4) of the parents who chose it as the most appropriate to begin the participation.

k) The top selections in the General Areas were Drug Prevention (35%), Marriage and Youth (29%), followed by Health and Safety (23%). Community Relations was chosen by only three (3) parents, but two (2) of them indicated that this area could be the most appropriate to begin the involvement. Other General Areas chosen as appropriate to begin the participation were Health and Safety and Marriage and Youth.

Commonly Selected Areas

The Principal's, Teachers' and Parents' responses for Question A have been presented. Some observations about such responses have also been made. The next aspect to be presented in the discussion of findings is the matching of commonly selected areas. The identification of such commonly selected areas by the principal, teachers and parents (Major Process II, steps

9.0 and 9.1, and Figure 6) is probably the most relevant issue of this discussion. This is so because this process will help to identify the areas in which the principal, teachers, and parents agree about parental involvement. Specific areas were listed as desirable for parental involvement. The starting point for any consideration in organizing the participation should be these mutually agreeable areas.

When Major Process II, steps 9.0 and 9.1 were implemented, the triple intersection for the areas identified by the principal, teachers and parents was established (See Figure 6, page 130). It was very interesting to note that among all the areas, Language (Reading, Writing and Literature), Home Economics (Cooking, Home Management and Child Care), Physical Education (Basketball, Baseball, and Room Games), and Social Studies (History/Culture and Social Problems) were the preferred mutually selected areas. In particular, History/Culture and Reading could be considered as very good points to start organizing the participation of the parents in the curriculum.

Other common selections, although not as highly preferred as the ones already mentioned, were Woodwork, Ceramics, Drawing, Wood-Carving, Photography, Choral Poetry and Drug Prevention.

Question B results. The discussion of the findings of Question A of the questionnaire has been presented. The next step is to present the discussion of findings of Question B. The specific objectives of this question were a) to have the participants identify specific activities in which the parents can get involved; b) to obtain the participants' perceptions in order to indicate if parents can participate in the design, implementation and/or evaluation of such activities; and c) to check which of the activities the participants consider as most appropriate to begin the involvement. The results were the following:

1. The Principal. The principal thinks that the parents can participate in most of the listed activities. Particularly, "chaperoning on field trips", "doing workshops", and "coaching sports activities" were identified as most appropriate activities to begin the involvement. In terms of indicating parental participation in the design, implementation and evaluation of the listed activities, the principal was most selective. For example, he considers that parents can participate in the design of most of the activities--particularly peripheral activities. He also considers that they can get involved in the implementation of most of the listed

activities. He also expressed the view that parents should not get involved in the evaluation of the listed activities.

The Principal's responses basically parallel the traditional role he/she has to play as an administrator who is accountable to others. For example, principals are accountable to the school system, government structure and contractual pressures by teachers' organization. On the one hand, the principal is responsible for ensuring compliance with the major decision-making bodies (the School Board and/or School Committee) and on the other hand, he/she has to accurately implement the "contract" as written.

2. The Teachers. From the teachers' point of view, parents can get involved in all the listed activities. This interesting fact is demonstrated by the teachers' complete consensus about parental involvement in the activities presented on Question B. Specifically, "designing, implementing and evaluating curriculum," "narrating short stories," "giving a conference on a subject matter of their interest," and "coordinating community services and resources for classroom were indicated as possible and desirable activities for beginning the participation. In terms of the teachers' perception about parental participation in the design,

them preferred such activities as the most appropriate for beginning the involvement.

In terms of the parents' perception about their involvement in the design, implementation and evaluation of curriculum it seems that this section was not too clearly understood by the parents. This fact is demonstrated by the very low percentage of responses on this part of the questionnaire. Only one or two parents completed this section as directed in the instructions.

Question C results. The relevance of the results of Question C (See Table 4, page 185) of the questionnaire is tied to many factors:

- a) the suggestions respond to the creativeness of the participants;
- b) the suggestions represent a unique preoccupation with expanding the actual curriculum offerings;
- c) the suggestions can be related to some of the content areas actually being offered in the curriculum;
- d) the suggestions should make the person(s) responsible for the actual curriculum think about the responsiveness of such curriculum to the actual needs of the people--students, parents, school staff, etcetera--as perceived by the principal, teachers and parents.

implementation and evaluation, the teachers think that parents can participate in all three.

The teachers were more liberal in their responses. This was so, because probably they do not have to directly respond to teachers' organizations or to school boards. It could also be due to the fact that they are closer to the parents, and for this reason they have a more precise idea as to how parents can be involved in daily classroom activities. They are also more aware of the curriculum activities which are undertaken daily.

3. The Parents. The parents' responses presented very interesting viewpoints. "Helping in the office" was chosen as the top activity in which they can participate (47% of parents selected it) but only 25% of the parents who selected it indicated this activity as most appropriate to begin the participation. "Tutoring" was chosen by 35% of the parents and 83% of the parents who marked this activity preferred it as the most appropriate to begin the involvement.

Other important activities selected by the parents were "chaperoning on field trips" (41%), "discussing social issues related to the community" (35%), "narrating short stories" (29%), and "coaching sport activities" (23%). It is significant that in considering these last two activities, two thirds (2/3) of the parents marking

The specific objectives of Question C may be divided into two main categories:

a) to allow the principal, the teachers and the parents to express their own views as to which aspects of the teaching-learning process not currently included in the curriculum might be incorporated with the participation of the parents; and

b) to solicit suggestions from which specific recommendations could be made to improve the actual curriculum of the bilingual program in the school. By means of questioning, the creativity of the participants was demonstrated. Details which traditionally are not part of the "daily prescribed curriculum" emerged as possible and desirable topics for enriching the daily prescribed curriculum. The suggested courses and/or mini-courses seem to respond to actual needs not provided for by the "daily prescribed curriculum."

An analysis of Question C responses indicates a genuine preoccupation with expanding what is actually being offered in the curriculum. It may mean that the curriculum now in place probably does not respond to the real needs of the learners as perceived by parents, teachers and the school principal. Therefore, the answers to Question C indicate a need for enriching the curricular offerings of the bilingual programs of the public school

although it is not possible to generalize to all the schools at least at the school where this study was conducted.

A third point of importance which emerged was the fact that most of the suggested courses and/or mini-courses reported in the responses to Question C could, with some minor changes, be related to or supplemental to the existing curricular offering in the public school. This fact makes it possible to incorporate the suggestions at any moment if the appropriate decisions about their inclusion are made.

Last, but no less important, is the fact that the responses to Question C should serve to alert those who are responsible for deciding curricular content of the importance of responding to the real needs of the people served by the bilingual program. Question C responses also challenge program directors to revise, expand, and, in general, improve the program.

In general, Question C responses ranged from very specific ones such as "a mini-course in Puerto Rican cooking procedures," or "organizing a musical group," to more general ones, like "Cultural History," "Family Relations," and "Responsibilities and obligations of the parents and the children" among others. Table 4

(See page 185) contains all the responses as expressed by the principal, teachers, and the parents.

Summary

This chapter has presented the importance of field testing in the field of methodologies; the significance of the field testing of PPM methodology; the delimitations of the field testing of PPM; the purposes of PPM's field testing; the procedures for field testing; the results of the field testing; and the discussion of the results of the field testing. In addition, the chapter includes a graphical presentation of the results of the questionnaires administered to the principal, teachers and parents. Table 2 specifically shows the participants' responses to Question A; Table 3 shows the responses to Question B; and Table 4 shows the specific answers to Question C.

FOOTNOTES--CHAPTER IV

¹Thomas M. Heffernan, Decision Making Methodology: Test of Logic and First Field Test. Unpublished Doctoral Dissertation, University of Massachusetts, 1976, p. 29.

²Thomas E. Hutchinson, Metamethodology--Version I. Photocopy, October, 1975, Chapter II, p. 23.

C H A P T E R V
SUMMARY AND RECOMMENDATIONS

Summary

This chapter encompasses two major purposes. First, to present a brief review of the preceding chapters; and second, to make recommendations based on the findings.

Chapter I established the need for involving Hispanic parents in the process of educating their children. This involvement emerges from the firm belief that the formulation of educational policies, including the design, implementation and evaluation of curriculum, should not be a unilateral process, controlled by a political party, religious sect, or economic interest group. Rather, it should be the result of a clearly defined collective participation of all those involved in education. The bilingual program, as a program established within the educational system of this country, is not exempt from such a participatory process. Therefore, it should be committed to involving the parents in all the particular processes which pertain to such a program including the curriculum.

Parent participation is essential if the program is to be responsive to the needs of the children. Parental

participation in bilingual education programs has been given much consideration in several legislative processes leading to the implementation of bilingual education laws on both Federal and State levels. Parental involvement has also been recognized as desirable by studies conducted at the local level. (e.g., Holyoke Study, and Puerto Rican Parents and Mainland Schools) However, two problems become obvious in an analysis of the issue of parent participation today. First, most of the Federal and State bilingual education laws are inconsistent in defining community participation; and second, a lack of a systematically structured organization of parental involvement in the different aspects of the school exists.

In order to deal with the issue parent participation in the bilingual education programs, a methodology, that is, a systematic, operational, standard set of rules and procedures designed to accomplish a defined purpose, was created.

By developing a methodology, a new perspective was added to the way in which parents have been traditionally involved in the education of their children. The perceptions of those involved was made available to the principal, teachers, and other concerned parties. Particularly important is the fact that the parents,

through their participation, will recognize that they are actively contributing to the education of their children and will see themselves as actors-producers in a play where they were always considered spectators-consumers.

Chapter II undertook a review of the related pedagogical literature with the purposes of: exploring the area of parent involvement in education; investigating what the literature contains about the involvement of the Hispanic parents in the educational processes of their children, and searching the literature for examples of the involvement of Hispanic parents in curriculum development, implementation and evaluation of bilingual education programs.

Three areas were explored in the process to achieve the above objectives. First, an investigation of the issue of parent participation-community control after the passage of the Civil Rights Act of 1964. Second, the involvement of the parents within the framework of the bilingual bicultural education program since the passage of the Title VII--Bilingual Education Act of 1968--was considered. Third, the court decisions which have influenced the bilingual education programs were examined.

Chapter III was devoted to the development of a Methodology for Parent Participation. First, an explanation of how methodologies provide a useful way to

systematically organize parental involvement in bilingual education programs was given; second, the testing of the purposes of Parent Participation Methodology (PPM) was done; and third, the steps that comprise PPM were presented accompanied by a detailed rationale for most of such steps.

Chapter IV presented seven important issues for the analysis of the data collected in the field testing:

1) The importance of field testing in the field of methodologies;

2) The significance of the field testing of PPM methodology;

3) The delimitations of the field testing of PPM;

4) The purposes of PPM's field testing;

5) The procedures for field testing;

6) The results of the field testing;

7) The discussion of the results of the field testing.

Due to the limitation of resources available, only a partial field testing was possible. Only the assessment instruments--Questionnaire for Principals, Questionnaire for Teachers and Questionnaire for Parents--were field tested. PPM's field testing was limited to the implementation of Major Process II, steps 7.0 to 10.0--Administration, Interpretation and Reporting about results of administration of assessment instruments.

One secondary school with a bilingual program was selected for the field testing. The principal of this school and two bilingual teachers were chosen. Twenty Hispanic parents of the children of the mentioned teachers were also chosen for the field testing.

The same questionnaire was administered to all participants. Only the introductory paragraph was different because it addressed each particular group of participants. The results were compiled and graphically presented. The results were also analyzed and interpreted.

Recommendations

Based on the findings of this study the following recommendations are advanced. These recommendations involve the following:

- 1) Recommendations to improve the methodology;
- 2) Recommendations to improve the assessment instruments;
- 3) Recommendations to improve the curriculum;
- 4) Recommendations to involve the parents; and
- 5) Recommendations to conduct further research.

Recommendations to improve the methodology. Since only one part of the methodology was field tested under experimental conditions, it is suggested that the whole methodology be field tested to determine its

effectiveness to involve the parents in the design, implementation and evaluation of curriculum for bilingual education programs. Special attention should be given to the implementation of Major Process IV--Organization of the Participation, and to Major Process V--Negotiation of the Participation. Because of the participatory nature of the methodology it is also recommended that PPM be improved by developing Major Process VI--Evaluating Parent Participation, and Major Process VII-Reporting Results of Evaluation of Parent Participation together with the parents.

Recommendations to improve the assessment instruments. It was observed that the completion of the assessment instruments presented some problems when they were administered. One of these problems was that the instructions provided to complete Question A of the questionnaire for principals, teachers and parents were not completely followed as expected. Probably, this was due to the fact that the questionnaire was too long and the participants tended to remember just the first instruction given. i.e., "mark the areas. . ." which they did; but skipping the other direction, i.e., "circle . . .", etcetera. It is, therefore, recommended that a summary of the directions be included at the end of each section. By doing so, the

person completing the questionnaire will remember the specific steps to be completed in each section.

The following statement is recommended for inclusion at the end of each section:

Did you mark (✓) your selections in the space provided at the left side of each area?, and, Did you circle the area you consider as most appropriate to begin the involvement? If you did it, thank you, and proceed. If not, please do it before proceeding.

In Question B the set of directions were followed very well by all participants. The only exception was direction #2--"mark at the right of each activity if you think the parents can participate in the design (D), implementation (I), and/or evaluation (E) stage." This instruction was not very well understood by the parents in the process of completing the questionnaire. It is recommended that this specific direction be rephrased in consultation with the parents as to what they think is the best way to request the information that is needed in "direction #2" of Question B.

Recommendations to improve the curriculum. The field testing of the assessment instruments, particularly the responses of Question B and Question C, has been very helpful in identifying ways of improving the curriculum for bilingual education programs. In Question B specifically, some activities have been suggested by the

principal, teachers and the parents as ways of enriching the actual curricular offering. Activities such as "narrating short stories," "discussing social issues related to the community," were strongly suggested as desirable activities to be included in the curriculum offering and should be seriously considered when curricular decisions are made. The involvement of the parents in the process of designing, implementing, and evaluating curriculum is, in itself, a way of improving the curriculum and should be given particular attention as well.

The results of Question C of the questionnaire are another source of information to be used for improving the curriculum. The suggestions listed under this section should be given special consideration in the process of improving the curriculum. Principal's, teachers', and parents' suggested courses and/or mini-courses might well be the new ways of enriching the curriculum. By incorporating such new ideas, the curriculum could focus on meeting the actual needs of the children as perceived by the principal, teachers, and the parents. Therefore, the curriculum will be more responsive to what the children and the community really need.

Recommendations to involve the parents. One of the findings in the field testing of the assessment

instruments was that after completing the questionnaire, this researcher observed that some parents became more interested in the schooling process of their children. Parents became more aware of what their children were taught at school and of what their responsibility as parents with children in the school should be. In addition, more parents visited the school and were more concerned about their children's performance at school.

Even if the participation of the parents in the design, implementation and evaluation of curriculum is not possible at this moment or later, it is recommended that Parent Participation Methodology be considered as a useful tool for parental involvement in other needed areas. Basically, this is the universal purpose of the methodology.

Another recommendation for involving the parents is the development and implementation of a pilot project to involve only one parent at the beginning. After assessing this pilot project, then other parents may be involved.

Recommendation for further research. From the field testing of the assessment instruments, it can be concluded that there exists only a vague idea about what is being taught in the different bilingual subject matters at the schools. The parents' ideas about what is taught do not coincide with the actual curriculum. There is a difference

between what is taught and what should be taught according to the parents. For this reason, it is suggested that a study be conducted to investigate the actual curriculum offerings and how these offerings match the perceptions of the principal, teachers and parents about what should be taught in the bilingual program at the public schools.

Conclusion

To conclude this study, it should be said that the real test of parental participation will not come until all, principal, teachers and parents, accept the challenge to willingly involve themselves in a renewal of the educational processes. It is then, when the parents will not be seen as strangers and outsiders in the educational institutions of their children, but rather as partners, that real change might take place.

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APPENDICES

APPENDIX A
METAMETHODOLOGY

Metamethodology--Version I¹

I. Prepare to use Metamethodology

A. Learn how to apply Metamethodology

1. Take a course on Metamethodology, if a course is available.
2. Read the following documentation on Metamethodology.
 - a. Hutchinson, Thomas E. Metamethodology, Photocopy, University of Massachusetts, 1978.
 - b. Thomann, James. Metamethodology: The First Field Test. Unpublished doctoral dissertation, University of Massachusetts, 1973.
 - c. Coffing, Richard T. Identification of Client Demand for Public Services: Development of a Methodology. Unpublished doctoral dissertation, University of Massachusetts, 1973.

B. Decide how to use the available resources

1. Determine how much of what resources are available to be used in the development of a methodology.
2. Allocate the actual amount of your time available or 100 hours of your time, whichever is smaller, as suggested in Figure A.

¹Metamethodology--Version I is a modification of Metamethodology, Draft IX, by Thomas E. Hutchinson and James B. Thomann, Photocopy, October, 1975.

3. When these allocations are used up, allocate half of the remaining resources as you choose in Figure A.
4. When these allocations are used up, allocate the remaining resources as you choose in Figure A.
5. If any resources remain, go to step II.
6. Get more resources and go to step I.B.3.

FIGURE A

Resource Allocation Chart

Major Process	First 100 Hours or Less %	First 100 Hours or Less Amount	Second Allocation	Third Allocation
II	5			
III	10			
IV	10			
V	20			
VI	10			
VII	35			
VIII	10			

II. Choose a problem

A. The simple~~x~~ method

1. Make a list of your professional interests on Figure B.
2. For each interest, make a list of the problems in this area.
3. Circle that problem that you would most like to do some work to solve.
4. If you are satisfied with this choice, skip to step III.

FIGURE B

Interests and Problems

List of Interests	List of Problems

B. The moderate method

1. On Figure B circle that interest that you would most like to explore.
2. On Figure C make a list of the published materials that describe the problems in this area.
3. Read each piece of material and list the problem statements.
4. Circle that problem statement you would most like to do some work to solve.
5. If you are satisfied with this choice, skip to step III.

FIGURE C

Materials and Problem Statements

List of Materials	List of Problem Statements

C. The complex method. Use Coffing's Client Demand Methodology (see step I.A.2.c.)

III. State a purpose for your methodology

A. Analyze the ^{problem} ~~program~~ area

1. On Figure D, enter the problem area you have chosen.
2. Make the following lists:
 - a. Literature about the problem.
 - b. People who have done work on the problem.
 - c. Work being done on this problem.
 - d. Tools that have been developed to help solve the problem.
3. Circle those items that you have the time to (read, talk to, go and see, or try out) and which are available.
4. Do each of these circled activities and whenever you read, hear or think of a purpose statement that if accomplished might solve the problem, write it down on Figure E.
5. If the problem area seems to be too large, repeat steps one through four above with ~~the~~ ^a smaller problem area.
6. Now circle that one purpose on Figure E which best describes what needs to be accomplished in order to solve the problem.

FIGURE D

Sources of Purpose Statements

(name of problem area)

Lists

Literature	
People	
Work Being Done	
Tools Available	

B. Test the purpose

1. Can some unimportant event occur which would satisfy this purpose.
2. If so, change the purpose and test it again until your purpose is sufficiently demanding.
3. Imagine that your purpose is being accomplished. Could the problem still exist? If so, change the purpose and test it again.
4. If resources warrant, show ^{the} purpose to others for their critique based on the above two criteria.
5. Write out ^{the} purpose and commit yourself to it. (If you can say why you don't like it, then revise and recycle to B.1. If you can't say why you don't like it, then go on to Step IV.)

IV. Test the purpose by the following criteria:

A. Do you know enough?

1. List the names of three people who you consider to be experts about your chosen problem.
2. Does your name belong on this list?
3. If not, study the problem through activities on Figure D until it is reasonable to add your name to the list; or go back to step II and choose another problem, perhaps a smaller problem.

B. Is the purpose desirable?

1. Do you think people concerned with this problem would find your purpose desirable? Why or why not?
2. If you are not sure of your answer to number one above, ask people who are concerned with the problem if they find your purpose desirable.
3. If you are not sure of the answer now, check the literature to see if the purpose is desirable.

4. If you are still not sure of the desirability of the purpose, use Coffing's Client Demand Methodology (see step I.A.2.c.).
5. If you have decided that the purpose is sufficiently desirable, proceed; otherwise go back to step III to choose another purpose or to step II to choose another problem.

C. Is the purpose definable?

1. Imagine a situation in which your methodology is being used. Imagine that your methodology is working and your purpose is being accomplished. What can you see about this situation that indicates to you that your purpose is being accomplished? Write your answer.
2. If you can't write anything, go back to step III; otherwise continue.
3. Repeat step III.B. in light of the partial definition and revise, if necessary.

D. Is the purpose practical?

1. Answer ^{the} question yourself in terms of:
 - a. Is the development of a methodology practical, given this purpose?
 - b. Once developed, would the methodology be a practical way to accomplish the purpose?
2. Get other people to answer questions 1.a. and 1.b. above.
 - a. Methodologists answer question C.1.a.
 - b. Methodologists and potential users answer question C.1.b.
3. Revise the purpose if necessary and recycle through A., B. and C.; otherwise continue.

E. Are existing methodologies insufficient?

1. Review the literature in your area of interest and search for methods and methodologies which exist in the area. List those

methods and methodologies on Figure F, Column 1 and the source of each in Column 2. If there are no methods or methodologies in your area, skip ~~the rest of this exercise~~ to *Step F*.

2. For each method or methodology listed on Figure F, if it does not consist of a systematic, standard and operational set of procedures with a defined purpose, place an X in Column 3 of Figure F.
3. Consider further only those methodologies which do not have an X in Column 3. Check each remaining methodology to see if it is designed to accomplish the purpose of your methodology. If it is not designed to accomplish your purpose, place an X in Column 4 of Figure F.
4. Do not consider further any methodology which has an X in either Column 3 or Column 4. Check each remaining methodology to see if it actually does accomplish your purpose. If it does not accomplish your purpose, place an X in Column 5 of Figure F.
5. Do not consider further any methodology which has an X in Column 3, Column 4 or Column 5. Check each remaining methodology to see if it is a practical way to accomplish your purpose. If it is not practical, place an X in Column 6 of Figure F.
6. Do not consider further any methodology which has an X in Columns 3, 4, 5, or 6. Check each remaining methodology to see if it is a desirable methodology. If it is not desirable, place an X in Column 7 of Figure F.
7. Do not consider further any methodology which has an X in Columns 3, 4, 5, 6, or 7. Check each remaining methodology to see if the methodology is completely developed. If the methodology is completely developed, then there is no need for you to build such a methodology. Go to step II and choose a different problem. If the methodology is not fully developed, you could, if you wish, work on the further development of this methodology rather than build a methodology of your own. If the methodology is not complete, place an X in Column 8 of Figure F.
8. If for each method or methodology on Figure F there is an X in Columns 3, 4, 5, 6, or 7, then it is reasonable for you to build a methodology for your purpose. Otherwise, you should either choose a new problem or possibly work on the further development of a methodology which is not complete.

- F. If you are sure that you are prepared to use your valuable time to build a new methodology to accomplish this purpose, then proceed to do so. If for any reason you are not ready to do this, go back to whatever point in metamethodology you wish and reconsider the decisions you made.
- V. Analyze the implications of the purpose for the development of methodology. (This is a way of identifying the attributes that the methodology must have.)
- A. Use the following method to analyze the implications of the purpose. (The implications of the purpose supply the first approximation of the major elements of the methodology.)
1. On Figure G, write down in what ways you could fail to accomplish your purpose.
 2. On Figure G, write down in what ways you can accomplish your purpose, avoiding all the problems.
 3. Imagine a situation in which your purpose is being accomplished. Write down what is being done to accomplish the purpose on Figure G.
 4. If an experienced methodologist is available, ask her or him to do steps one through three above on your purpose. Otherwise, ask someone who is available and who would be most knowledgeable about the problem area.
 5. Consider the ideas you get from others in step 4 above and add to Figure G further ways to accomplish your purpose.
- B. Choose the initial set of major processes for the methodology.
1. Cross off the list of elements on Figure G--~~Ways to Accomplish Those Elements You Decide Are Not Necessary.~~
 2. Where two items or more are similar and only one is needed, cross off those you will not need.
 3. Write the items that are not eliminated on Figure H under the heading Selected Ways to Accomplish the Purpose.

FIGURE G

<p>Purpose:</p>	
<p>Ways to Fail:</p>	
<p>Ways to Accomplish:</p>	

FIGURE H

Selected Ways to Accomplish the Purpose
Ordered Ways to Accomplish the Purpose

C. Organize the attributes into a rational order of steps.

1. On the list of Selected Ways to Accomplish the Purpose on Figure H, which one would have to be accomplished first in order to accomplish the rest? Write it down as number one (1) under the heading, Ordered Ways to Accomplish the Purpose.
2. If this first element were actually accomplished, which one of the remaining elements above would now have to be accomplished in order to accomplish the rest? Write it down as number two (2).
3. If these first two elements were actually accomplished, which one of the remaining elements would be next? Write it down as number three (3).
4. Continue this process until you have put all the items into order.
5. Check over the ordered ways of accomplishing the purpose on Figure H. Is this order logical?
6. Make any changes that are necessary.
7. For each item on Ordered Ways of Accomplishing the Purpose on Figure H, check to see if the item is stated procedurally. For example, if a step reads "objectives", it is not stated procedurally.
8. If an element is not stated procedurally, rewrite it so that it is.
9. These elements are now the major processes of your methodology.
10. Rewrite these major processes on Figure I, next to the appropriate number.

D. Test the completeness of the major processes.

1. Look at step 1 on Figure I and ask yourself if anything has to be done before this step in order to accomplish the purpose. Consider the following possibilities: Do you need to obtain resources in order to do the methodology? If someone else were using your methodology, would she/he need to learn how to use it first? Would you need to plan the application of the methodology in terms of resources or time?
2. If so, write them down next to A., B. and C. on Figure I.

FIGURE I

Purpose:
A. B. C.
1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13.
X. Y. Z.

3. Look at the last numbered step on Figure I and ask yourself if anything has to be done after this step in order to accomplish the purpose. Consider the following possibilities: Do you need to evaluate the success of the application of your methodology? Do you need to plan to go back to some point in your methodology if there has been some lack of success?
4. If so, write them down next to X., Y. and Z. on Figure I.
5. Show Figure I to an experienced methodologist and ask her/him to critique it and make suggestions.
6. Consider the comments and suggestions and make whatever changes you decide are appropriate.

E. Complete the first draft of your methodology.

1. Choose a name for your methodology and write it in Box 1 of Figure J.
2. Put your name in Box 2 and the date in Box 3.
3. Write your purpose in Box 4.
4. Rewrite the steps of your methodology next to the appropriate Roman numerals.

VI. Operationalize the purpose of your methodology.

A. The straight analysis technique.

1. List the unoperational words or phrases in your purpose.
2. Ask someone experienced in developing methodologies to list the unoperational words and phrases in your purpose.
3. Modify your list, if necessary.
4. Think of the best operational word or phrase that you could substitute for the first unoperational word or phrase on your list.
5. Does the operational word or phrase mean essentially the same thing to you as the unoperational word or phrase?

FIGURE J

Name of Methodology:		DRAFT I
1.		
Your Name:	Date:	
2.	3.	
Purpose:		
4.		
I.		
II.		
III.		
IV.		
V.		
VI.		
VII.		
VIII.		
IX.		
X.		
XI.		
XII.		

6. If not, proceed to step ⁸~~B~~; otherwise continue.
7. Repeat steps four through six on the next unoperational word or phrase of your purpose. When you have defined all the terms in your purpose, go to step 13.
8. Think of several (two to ten) operational words or phrases that, as a set, would best define the fuzzy word or phrase of your purpose and write them down.
9. Do the operational words or phrases mean essentially the same thing to you as the unoperational word or phrase of your purpose?
10. If you answered "no", proceed to step B; otherwise continue.
11. If you answered "yes", and you have now defined all the terms in your purpose, go to step 13.
12. Go to step 7.
13. Write out your purpose and its operational definition in Figure K.
14. Examine your purpose and definition. Do the operational words or phrases of your definition, as a set, completely define your purpose?
15. If not, modify your definition until the operational definition is satisfactory to you.
16. If you are still not satisfied, go to step B; otherwise continue.
17. Ask someone experienced in developing methodologies to critique the definition of your purpose.
18. Modify your definition, if necessary.
19. If you are not satisfied with the definition you have produced, then go to step B; otherwise go to step VII.

FIGURE K

Purpose:

Operational Words or phrases:

B. Other ways of defining the purpose.

1. Should any of the unoperational words or phrases of your purpose be defined when your methodology is applied? One possible reason for your dissatisfaction with the definition you produced is that possibly one or more of the unoperational words or phrases should only be operationally defined when your methodology is implemented in a particular situation. In that case, you should provide a process in your methodology for the defining to occur at the appropriate time, and to be done by the appropriate person or persons.
2. If your answer to the question above is yes, then skip to step 10.
3. Imagine a situation where your methodology might be used. Now imagine that your purpose was successfully accomplished. What can you see about this situation now that indicates that your purpose has been accomplished? Write them down.
4. Perhaps your purpose is too complex for one methodology to accomplish. If you wish, you may choose one part of the purpose and go back to step III; otherwise continue.
5. Given your response to step 3, list the operational words and phrases.
6. Given your response to step 3, list the unoperational words and phrases.
7. For each of the unoperational words and phrases, imagine that it has been accomplished when your methodology was applied. List everything that you can see that indicates to you that this word or phrase has been accomplished.
8. Perhaps your purpose is too complex for one methodology to accomplish. If you wish, you may choose some part of the original purpose and go back to step III; otherwise continue to work on defining your purpose until you have it defined completely in operational terms.
9. When your purpose is completely defined, go to step VII.
10. There are several ways to have a person operationally define a word or phrase. Some of these ways are simple, but only work if the person has a simple meaning for the word or phrase. One approach that has been used quite often is to have the person try the easiest way first. If the easiest way doesn't work, then try the next harder but more powerful method, and so on.

The simplest method of operationally defining a word or phrase is to substitute one operational word or phrase for the fuzzy word or phrase. The next harder method is to substitute a few operational words or phrases for the fuzzy word or phrase. These two methods are illustrated in step VI, A.

If these methods don't work, then a more thorough method of operational defining is needed. Step VI, B, 3 through 8, illustrate a more complex process.

11. Given your major processes on Figure J, decide if the defining should be done in one of these major processes or whether there needs to be a new major process where the necessary defining would be done.
12. If there needs to be a new major process, then add that major process to the list on Figure J; otherwise indicate by an asterisk in which major process the defining will be done.

VII. Design the detailed steps of the methodology.

A. Plan the sequence of the work to be done.

1. Look at the first major process of your methodology on Figure J. Is it clear to you how you would go about doing that major process? If it is fairly obvious how that major process would be done, place a check mark to the left of that major process.
2. Review each of the major processes in order and place check marks to the left of those where it is reasonably clear to you how to accomplish that major process.
3. Of those major processes which do not have a check mark, choose the one which is the most crucial to the accomplishment of the purpose of your methodology.

B. Design the major steps.

1. Write the word "To" in front of the first word in your major process.
2. Is the result an adequate statement of the purpose of the major process? If not, what would be a good statement of the purpose of the major process?

3. Write the purpose of the major process in Figure L.
4. On Figure L, write down in what ways you could fail to accomplish your purpose.
5. On Figure L, write down in what ways you can accomplish your purpose, avoiding all the problems.
6. Imagine a situation in which your purpose is being accomplished. Write down what is being done to accomplish the purpose on Figure L.
7. Have an experienced methodologist using your purpose do steps four through six.
8. Cross off the list of steps on ^{Figure L}~~Worksheet A~~, Ways to Accomplish those steps you decide are not necessary.
9. Where two or more items are similar and only one is needed, cross off those you will not need.
10. Write the items that are not eliminated on Figure M under the heading, Selected Ways to Accomplish the Purpose.

C. Order the major steps.

1. Of the list of Selected Ways to Accomplish the Purpose on Figure M, which one would have to be accomplished first in order to accomplish the rest? Write it down as number one (1) under the heading, Ordered Ways to Accomplish the Purpose.
2. If this first step were actually accomplished, which one of the remaining steps above would now have to be accomplished in order to accomplish the rest? Write it down as number two (2).
3. If these first two steps were actually accomplished, which one of the remaining steps would be next? Write it down as number three (3).
4. Continue this process until you have put all the items in order.
5. Check the ordered ways of accomplishing the purpose on Figure M. Is this order logical?
6. Make any changes that are necessary.

FIGURE L

<p>Purpose:</p>	<p>Ways to Fail</p>	<p>Ways to Accomplish</p>
-----------------	---------------------	---------------------------

FIGURE M

Selected Ways to Accomplish the Purpose
Ordered Ways to Accomplish the Purpose

7. For each item on Ordered Ways of Accomplishing the Purpose on Figure M, check to see if the item is stated procedurably.
 8. If a step is not stated procedurably, rewrite it so that it is.
 9. These steps are now the major steps of your major process.
 10. Rewrite these major steps on Figure N next to the appropriate number.
- D. Test the completeness of the major steps.
1. Look at step 1 on Figure N and ask yourself if anything has to be done before this step in order to accomplish the purpose.
 2. If so, write them down next to A., B. and C. on Figure N.
 3. Look at the last numbered step on Figure N and ask yourself if anything has to be done after this step in order to accomplish the purpose.
 4. If so, write them down next to X., Y. and Z. on Figure N.
 5. Show Figure N to an experienced methodologist and ask her/him to critique it and make suggestions.
 6. Consider the comments and suggestions and make whatever changes you decide are appropriate.
 7. Look at the purpose of your methodology on Figure J.
 8. Look at the first major step of your major process on Figure N.
 9. Ask yourself, "If I did this step, would this prevent or hinder the accomplishment of the purpose of the methodology?"
 10. If the answer is yes, modify this step or the whole major process if necessary, and then try steps seven through ten again.
 11. If the answer is no, then repeat this exercise with the next major step until you have done them all.
 12. Rewrite the major steps of your major process on Figure 3.

FIGURE N

Major Process:
Purpose:
A.
B.
C.
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
X.
Y.
Z.

FIGURE 0

Name of Methodology:		DRAFT II
Name of Major Process:		
Your Name:	Date:	
Purpose of the Major Process:		
A.		
B.		
C.		
D.		
E.		
F.		
G.		
H.		
I.		
J.		
K.		
L.		

- E. Design the major steps for each major process.
 - 1. Make a set of worksheets like Figures L through O.
 - 2. Go to step VII, A, 3. and build the major steps for the next major process.
 - 3. Continue this process until you have identified the major steps of each major process.
 - 4. Put the Figure O for each Major Process in order and staple them together. This is Draft II of your methodology.

VIII. Test and then revise the purpose and/or procedures if necessary.

- A. Determine if you are ready to field test your methodology.
 - 1. Look at the major steps of Draft II of your methodology.
 - 2. Would it be possible for you to try to carry out these steps in a simple situation?
 - 3. If the answer is yes, skip to step VIII, D; otherwise go to step VIII, B.
- B. Perform a test of the logic and completeness of your methodology.
 - 1. Look at the first two steps of your methodology.
 - 2. Imagine that the first step is done.
 - 3. Should anything else be done before the second step is done?
 - 4. If the answer is "yes", then there is a break in continuity between these two steps. Put a capital B in the space between the two steps.
 - 5. If the answer is "no", then there is no break in continuity between these two steps.
 - 6. Look at steps two and three of your methodology.

7. Imagine that step two is done.
 8. Should anything else be done before the third step is done?
 9. If the answer is "yes", then there is a break in continuity between the two steps. Put a capital B in the space between these two steps.
 10. Continue this process until you have tested each pair of steps in your methodology.
 11. Look at the first step of your methodology.
 12. Imagine that you are trying to explain to someone else how to do this step.
 13. If much explanation is needed, then the step is very unoperational. Put a capital F (for Fuzzy) to the left of the step.
 14. If little or no explanation is needed, then the step does not need any work on it at the moment.
 15. Repeat this process with each step of your methodology.
- C. Make improvements in your methodology.
1. Look at the first B or F on Draft II of your methodology.
 2. Is it clear to you how you would solve the problem?
 3. If the answer is "no", then use the procedure for step VII to help you either design the steps of the fuzzy (F) major step or figure out what major step is missing which causes the break (B) in continuity.
 4. If the answer is "yes", then look at the next B or F and repeat this process until you either are ready to do a field test (step VIII, D.) or until you have designed solutions for all of your B's and F's.
 5. When you have completed the design of solutions for all of the problems identified, design a field test for your methodology. This process begins in the next step below.

D. Field test the methodology.

1. The first field test should be done on the whole methodology under the simplest possible conditions.
 - a. On Figure P, write the name of your methodology and the purpose.
 - b. Do an analysis of the simplest possible conditions for your methodology on Figure P.
 - c. Make a list of possible places to field test your methodology.
 - d. For each of these possible places, see how close it comes to your conditions for a simplest possible field test.
 - e. Take the situation that comes closest to your requirements and see if you will be permitted to do your field test.
 - f. If not, try the next closest place until you can do your field test. If necessary, go back to step ~~g~~. above.
 - g. Make a set of forms like Figure Q.
 - h. In the first column, write the step number or letter of the first step of your methodology.
 - i. Perform the step and enter in the second column what you actually did. Tape record conversations with people, if they don't mind. Save anything that is written down.
 - j. Compare what you did with the step in the methodology. If there are any differences, record the differences in column three. In a first field test, what you actually did may be more operational than the step.
 - k. Enter the results of doing the step in the fourth column. Reference the tape or documents, if any.
 - l. If anything has gone wrong or not worked as well as you would like, describe the problem in column five.
 - m. Draw a line across the worksheet at the bottom of these tries for step one of your methodology.

FIGURE P

Methodology:

Purpose:

What would be the simplest possible conditions for an application of your methodology?

FIGURE Q

Step Done	What Actually Done	If Different From Step, Why?	Results	Problems Encountered

- n. Repeat this process for the next step of your methodology and continue until the application of the methodology is completed.
2. Make improvements in your methodology.
 - a. Look at the first problem you encountered when you field-tested your methodology.
 - b. Is it clear to you how you would solve the problem?
 - c. If the answer is "no", then use the procedures in step VII to help you decide what needs to be changed and to build the new steps for your methodology.
 - d. If the answer is "yes", then look at the next problem that you encountered in doing your field test and repeat this process until you have designed solutions for all of the problems.
 - e. Write out a new draft of your Methodology, Draft III.
 3. Succeeding field tests should be only slightly more complex than those previously conducted.
 - a. Review all previously conducted field tests; if very complex field tests have found no problems in any parts of the methodology, go to step VIII, E.
 - b. Determine what is to be field-tested--a part of the methodology or the entire methodology.
 - c. Conceptualize a set of conditions a little more complex than the previous field test on the parts of the methodology to be tested.
 - d. Find a situation where the methodology could be applied which is as close as possible to the specified conditions.
 - e. Write out the purpose (of the methodology or the part to be tested) and its operationalization.
 - f. Determine your goals for the field test.

- g. Develop the measures for the field test from the operationalization of the purpose and your goals.
 - h. Carry out the field test keeping a log as shown in Figure Q.
 - i. Carry out the measurements.
 - j. Use the data to revise the methodology or the part by using step VII.
- E. Do conclusion oriented research on the methodology. Consider using the Knowledge Generation Methodology by Hutchinson (1974).

APPENDIX B
LETTER OF REQUEST FOR
FIELD TESTING

March 29, 1982

Mr. George Counter,
Superintendent of School
Holyoke Public Schools
98 Suffolk Street
Holyoke, Massachusetts 01040

Dear Mr. Counter:

I am a graduate student at the University of Massachusetts majoring in curriculum and bilingual education programs.

As a dissertation theme I have chosen to develop a Methodology for principals and teachers as a tool for involving the parents in the development, implementation and evaluation of curriculum for bilingual programs.

It is my intention to distribute a questionnaire (copy attached) to one school principal, two bilingual teachers and to the parents of students in the classes of the above-mentioned teachers. I will enclose with each questionnaire a self-addressed, stamped envelope for the convenience of the respondents and a request that the instrument be returned to me within two weeks.

I would like to emphasize that participation in this project should not interfere with daily responsibilities. On the contrary, it is my hope that participation in this project can enhance the experience and the increase the knowledge of participants and enrich the curriculum they are actually developing, implementing and evaluating.

I would be happy to further explain in person the purposes of this study and answer any questions you may have. I appreciate and would welcome any suggestions you may have as to how I may be of service to your school system.

Sincerely yours,



Hector M. Colon

Annex

APPENDIX C
QUESTIONNAIRE FOR PRINCIPALS

QUESTIONNAIRE FOR PRINCIPALS

As a school principal you have the power to make recommendations about the design, implementation and evaluation of the curriculum at your school. You also have the authority to involve people from the community in the educational process at your school.

Parents know lots of things that they can share if given the opportunity. Imagine that you believe in the full participation of the parents with regard to the curriculum and, therefore, you have made the decision to invite them to become involved in the design, implementation and evaluation of the curriculum for the bilingual program at your school as suggested in the Guidelines for Parental Involvement in Bilingual Programs of Chapter 71A, the Transitional Bilingual Education Act.

- A. What do you think are the areas in which parents can participate? Please, mark (✓) your selections in the space provided at the left side of each area; 2) circle the area you consider as most appropriate to begin with the involvement.

___ Language

___ Grammar

___ Literature (Poetry, Drama, Fiction, etc.)

___ Reading

___ Writing

___ Other (s), please specify.

___ Mathematics

___ General Mathematics

___ Business Mathematics

___ Geometry

___ Algebra

___ Trigonometry

___ Calculus

___ Analytic Geometry

___ Computer Mathematics

___ Statistics

___ Weights and Measures Mathematics

___ Other (s), please specify.

Social Studies

 Geography

 History and Culture

 Social Problems (Analysis and/or discussion)

 Economic Problems (Analysis and/or discussion)

 Government and Politics

 Other (s), please specify.

 Science

 Astronomy

 Biology

 Physics

 Chemistry

 Earth Sciences

 Ecology

 Space Sciences

 Other (s), please specify.

 Industrial Arts

 Woodwork

 Metals

___ Industrial Arts ... Continued

___ Ceramics

___ Printing

___ Electricity

___ Machines

___ Electronics

___ Auto-mechanics

___ Autobody

___ Electromechanics

___ Other (s), please specify.

___ Home Economics

___ Sewing

___ Cooking

___ Child Care

___ Home Management

___ Clothes Design

___ Fashion-Modeling

___ Budgeting

___ Menu-Making

___ Other (s), please specify.

Physical Education Swimming Basketball Track and Field Baseball Soccer Volleyball Tennis Golf Wrestling Judo Karate Boxing Football Room Games (Chess, Checkers, Dominoes, etc.) Other (s), please specify.

 Fine Arts Music Folklore Classic Modern Instrumental (Guitar, etc.) Musical Composition

___ Fine Arts ... Continued

___ Music

___ Choral

___ Other (s), please specify.

___ Art

___ Photography

___ Painting

___ Graphic Arts

___ Drawing

___ Other (s), please specify.

___ Sculpture

___ Ceramics

___ Wood-Carving .

___ Metal Sculpture

___ Paper Sculpture

___ Other (s), please specify.

___ Business and Secretarial Sciences ... Continued

- ___ Legal Secretary
- ___ Medical Secretary
- ___ Advertising
- ___ Other (s), please specify.

___ General Areas

- ___ Culture and Superstition
- ___ Cooperativism
- ___ Culture and Proverbs
- ___ Cosmetology
- ___ Telecommunications (Radio and TV)
- ___ Drugs Prevention
- ___ Marriage and Youth
- ___ Birth Control
- ___ Family Planning
- ___ Abortion
- ___ Health and Safety
- ___ Civil Defense
- ___ Nursing
- ___ Community Relations
- ___ Astrology
- ___ Other (s), please specify.

B. What do you think are the specific activities in which parents can participate? Please, in the list below these instructions, 1) mark (✓) the activities in the space at the left of each one; 2) mark (✓) at the right of each activity if you think the parents can participate in the design (D), implementation (I) and/or evaluation (E) stage; and, 3) circle the activity you think is the most appropriate to begin the involvement.

	ACTIVITY	D	I	E
	Designing curriculum			
	Implementing curriculum			
	Evaluating curriculum			
	Designing, Implementing and Evaluating curriculum			
	Tutoring			
	Chaperoning on field trips			
	Helping in the office			
	Narrating short stories			
	Teaching a class			
	Doing workshops			
	Giving a conference on a subject of their interest			
	Discussing social issues related to the community (Housing, health, etc.)			

C. Can you think of any course (courses) and/or mini-course (mini-courses) that can be completely developed, implemented and evaluated by the parents? Please, list the example(s) ahead:

Thanks.

Name _____
(Optional)

Date _____

School _____
(Optional)

City _____
(Optional)

Instructions for returning the questionnaire: Once you have finished with the questionnaire, please put it in the enclosed, self-addressed, stamped envelope and mail it. Please return the questionnaire by April 16, 1982. Thank you very much for your cooperation.

APPENDIX D
QUESTIONNAIRE FOR TEACHERS

QUESTIONNAIRE FOR TEACHERS

Parents know lots of things that they can share if given the opportunity. Imagine that as a teacher you have been given such opportunity to involve the parents in the design, implementation and evaluation of the curriculum you use in your bilingual classroom. You also want to decide the most appropriate areas and activities for parents to participate.

- A. What do you think are the areas in which parents can participate? Please, 1) mark (✓) your selections in the space provided at the left side of each area; 2) circle the area you consider as most appropriate to begin with the involvement.

___ Language

___ Grammar

___ Literature (Poetry, Drama, Fiction, etc.)

___ Reading

___ Writing

___ Other (s), please specify.

___ Mathematics

___ General Mathematics

___ Business Mathematics

___ Geometry

___ Algebra

___ Trigonometry

___ Calculus

___ Analytic Geometry

___ Computer Mathematics

___ Statistics

___ Weights and Measures Mathematics

___ Other (s), please specify.

Social Studies Geography History and Culture Social Problems (Analysis and/or discussion) Economic Problems (Analysis and/or discussion) Government and Politics Other (s), please specify.

 Science Astronomy Biology Physics Chemistry Earth Sciences Ecology Space Sciences Other (s), please specify.

 Industrial Arts Woodwork Metals

___ Industrial Arts ... Continued

___ Ceramics

___ Printing

___ Electricity

___ Machines

___ Electronics

___ Auto-mechanics

___ Autobody

___ Electromechanics

___ Other (s), please specify.

___ Home Economics

___ Sewing

___ Cooking

___ Child Care

___ Home Management

___ Clothes Design

___ Fashion-Modeling

___ Budgeting

___ Menu-Making

___ Other (s), please specify.

Physical Education Swimming Basketball Track and Field Baseball Soccer Volleyball Tennis Golf Wrestling Judo Karate Boxing Football Room Games (Chess, Checkers, Dominoes, etc.) Other (s), please specify.

 Fine Arts Music Folklore Classic Modern Instrumental (Guitar, etc.) Musical Composition

___ Fine Arts ... Continued

___ Music

___ Choral

___ Other (s), please specify.

___ Art

___ Photography

___ Painting

___ Graphic Arts

___ Drawing

___ Other (s), please specify.

___ Sculpture

___ Ceramics

___ Wood-Carving

___ Metal Sculpture

___ Paper Sculpture

___ Other (s), please specify.

___ Business and Secretarial Sciences ... Continued

- ___ Legal Secretary
 - ___ Medical Secretary
 - ___ Advertising
 - ___ Other (s), please specify.
-
-

___ General Areas

- ___ Culture and Superstition
 - ___ Cooperativism
 - ___ Culture and Proverbs
 - ___ Cosmetology
 - ___ Telecommunications (Radio and TV)
 - ___ Drugs Prevention
 - ___ Marriage and Youth
 - ___ Birth Control
 - ___ Family Planning
 - ___ Abortion
 - ___ Health and Safety
 - ___ Civil Defense
 - ___ Nursing
 - ___ Community Relations
 - ___ Astrology
 - ___ Other (s), please specify.
-
-

B. What do you think are the specific activities in which parents can participate? Please, in the list below these instructions, 1) mark (✓) the activities in the space at the left of each one; 2) mark (✓) at the right of each activity if you think the parents can participate in the design (D), implementation (I) and/or evaluation (E) stage; and, 3) circle the activity you think is the most appropriate to begin the involvement.

	ACTIVITY	D	I	E
	Designing curriculum			
	Implementing curriculum			
	Evaluating curriculum			
	Designing, Implementing and Evaluating curriculum			
	Tutoring			
	Chaperoning on field trips			
	Helping in the office			
	Narrating short stories			
	Teaching a class			
	Doing workshops			
	Giving a conference on a subject of their interest			
	Discussing social issues related to the community (Housing, health, etc.)			

C. Can you think of any course (courses) and/or mini-course (mini-courses) that can be completely developed, implemented and evaluated by the parents? Please, list the example(s) ahead:

Thanks.

Name _____
(Optional)

Date _____

School _____
(Optional)

City _____
(Optional)

Instructions for returning the questionnaire: Once you have finished with the questionnaire, please put it in the enclosed, self-addressed, stamped envelope and mail it. Please return the questionnaire by April 16, 1982. Thank you very much for your cooperation.

APPENDIX E
QUESTIONNAIRE FOR PARENTS
(ENGLISH VERSION)

QUESTIONNAIRE FOR PARENTS

There are many things parents know which they can share with the students in the school if given the opportunity to do so. For example, parents know short stories, legends which they can narrate to the children at school, and other cultural traditions. They also practice arts and sports which they can show and teach to their children at the school.

Imagine that as a parent, you have been invited to participate in your child's school. The invitation is to participate with the teacher in the design, implementation and evaluation of the curriculum that is being taught to your child.

- A. What do you, as a parent, think are the areas in which you can participate? Please, mark (✓) your selections in the space provided at the left side of each area; 2) circle the areas you consider as most appropriate for beginning involvement.

___ Language

___ Grammar

___ Literature (Poetry, Drama, Fiction, etc.)

___ Reading

___ Writing

___ Other (s), please specify.

___ Mathematics

___ General Mathematics

___ Business Mathematics

___ Geometry

___ Algebra

___ Trigonometry

___ Calculus

___ Analytic Geometry

___ Computer Mathematics

___ Statistics

___ Weights and Measures Mathematics

___ Other (s), please specify.

Social Studies Geography History and Culture Social Problems (Analysis and/or discussion) Economic Problems (Analysis and/or discussion) Government and Politics Other (s), please specify.

 Science Astronomy Biology Physics Chemistry Earth Sciences Ecology Space Sciences Other (s), please specify.

 Industrial Arts Woodwork Metals

___ Industrial Arts ... Continued

___ Ceramics

___ Printing

___ Electricity

___ Machines

___ Electronics

___ Auto-mechanics

___ Autobody

___ Electromechanics

___ Other (s), please specify.

___ Home Economics

___ Sewing

___ Cooking

___ Child Care

___ Home Management

___ Clothes Design

___ Fashion-Modeling

___ Budgeting

___ Menu-Making

___ Other (s), please specify.

Physical Education Swimming Basketball Track and Field Baseball Soccer Volleyball Tennis Golf Wrestling Judo Karate Boxing Football Room Games (Chess, Checkers, Dominoes, etc.) Other (s), please specify.

_____ Fine Arts Music Folklore Classic Modern Instrumental (Guitar, etc.) Musical Composition

___ Fine Arts ... Continued

___ Music

___ Choral

___ Other (s), please specify.

___ Art

___ Photography

___ Painting

___ Graphic Arts

___ Drawing

___ Other (s), please specify.

___ Sculpture

___ Ceramics

___ Wood-Carving

___ Metal Sculpture

___ Paper Sculpture

___ Other (s), please specify.

Fine Arts ... Continued Architecture Design (Artistic, etc.) Other (s), please specify.

 Theater and Drama Muppets Choral Poetry Dance (Classic Ballet, Jazz, Folkloric, etc.) Pantomime Dramatic Representations (Including scenography,
direction, etc.) Other (s), please specify.

 Business and Secretarial Sciences Accounting Bookkeeping Typing Stenography Business Computers Cashier Shorthand

___ Business and Secretarial Sciences ... Continued

- ___ Legal Secretary
- ___ Medical Secretary
- ___ Advertising
- ___ Other (s), please specify.

___ General Areas

- ___ Culture and Superstition
- ___ Cooperativism
- ___ Culture and Proverbs
- ___ Cosmetology
- ___ Telecommunications (Radio and TV)
- ___ Drugs Prevention
- ___ Marriage and Youth
- ___ Birth Control
- ___ Family Planning
- ___ Abortion
- ___ Health and Safety
- ___ Civil Defense
- ___ Nursing
- ___ Community Relations
- ___ Astrology
- ___ Other (s), please specify.

B. What do you think are the specific activities in which parents can participate? Please, in the list below these instructions, 1) mark (✓) the activities in the space at the left of each one; 2) mark (✓) at the right of each activity if you think the parents can participate in the design (D), implementation (I) and/or evaluation (E) stage; and, 3) circle the activity you think is the most appropriate to begin the involvement.

	ACTIVITY	D	I	E
	Designing curriculum			
	Implementing curriculum			
	Evaluating curriculum			
	Designing, Implementing and Evaluating curriculum			
	Tutoring			
	Chaperoning on field trips			
	Helping in the office			
	Narrating short stories			
	Teaching a class			
	Doing workshops			
	Giving a conference on a subject of their interest			
	Discussing social issues related to the community (Housing, health, etc.)			

C. Can you think of any course (courses) and/or mini-course (mini-courses) that can be completely developed, implemented and evaluated by the parents? Please, list the example(s) ahead:

Thanks.

Name _____
(Optional)

Date _____

School _____
(Optional)

City _____
(Optional)

Instructions for returning the questionnaire: Once you have finished with the questionnaire, please put it in the enclosed, self-addressed, stamped envelope and mail it. Please return the questionnaire by April 16, 1982. Thank you very much for your cooperation.

APPENDIX F

CUESTIONARIO PARA PADRES HISPANOS
(SPANISH VERSION)

CUESTIONARIO PARA PADRES HISPANOS

Son muchas las cosas que los padres saben que podrían compartir con los estudiantes en la escuela si se les diera la oportunidad. Sabemos que los padres conocen historias, cuentos y leyendas que podrían contarle a los estudiantes en el salón. Así mismo los padres practican artes y deportes que podrían demostrar y compartir con los estudiantes en la escuela.

Imagínese que usted ha sido invitado(a) a participar en la escuela de su hijo(a). La invitación es para que usted participe con el/la maestro(a) en desarrollar, implementar (poner en uso) y evaluar lo que se le enseña a su hijo(a).

A. ¿En cuáles de las siguientes áreas cree usted que podría participar? Por favor, 1) marque (X) con una equis (X) las áreas en que usted cree que podría participar; 2) después que acabe de marcar, haga un círculo alrededor del área en que usted se sentiría más seguro(a) en comenzar si se le diera la oportunidad.

Lenguaje

Gramática

Literatura (Poesía, Teatro, Novela, etc.)

Lectura

Escritura

Otro(s), especifique, por favor.

Matemáticas

Matemáticas generales

Matemáticas del comercio

Geometría

Álgebra

Trigonometría

Cálculo

Geometría analítica

Matemática de computadoras

Estadísticas

Pesas y medidas

Otro(s), especifique, por favor.

Estudios Sociales Geografía Historia y cultura Problemas sociales (Análisis y/o discusión) Problemas económicos (Análisis y/o discusión) Gobierno y política Otro(s), especifique, por favor.

 Ciencia Astronomía Biología Física Química Ciencias terrestres Ecología Ciencias espaciales Otro(s), especifique, por favor.

 Artes Industriales Trabajo en madera Metales

___ Artes Industriales ... Continuación

___ Cerámica

___ Artes gráficas

___ Electricidad

___ Máquinas

___ Electrónicas

___ Mecánica automotriz

___ Hojalatería

___ Electromecánica

___ Otro(s), especifique, por favor.

___ Economía Doméstica

___ Costura

___ Cocina

___ Cuidado del niño

___ Manejo del hogar

___ Diseño de ropas

___ Modas y modelaje

___ Presupuesto (Plan de ingresos y gastos)

___ Desarrollo de menús

___ Otro(s), especifique, por favor.

Educación Física Natación Baloncesto Pista y campo Béisbol Balompie Volibol Tenis Golf Lucha Judo Carate Boxeo Fútbol americano Juegos de salón (Ajedrez, Damas, Dominó, etc.) Otro(s), especifique, por favor.

 Bellas Artes Música Folklore Clásica Moderna (Bolero, salsa, etc.) Instrumental (Guitarra, etc.) Composición musical

___ Bellas Artes ... Continuación

___ Música

___ Coro

___ Otro(s), especifique, por favor.

___ Arte

___ Fotografía

___ Pintura

___ Artes gráficas

___ Dibujo

___ Otro(s), especifique, por favor.

___ Escultura

___ Cerámica

___ Tallado en madera

___ Escultura en metal

___ Escultura en papel

___ Otro(s), especifique, por favor.

Bellas Artes ... Continuación

 Arquitectura

 Diseño (Artístico, etc.)

 Otro(s), especifique, por favor.

 Teatro y Drama

 Títeres

 Poesía coreada

 Baile (Clásico-Ballet, Jazz, Folklóricos, etc.)

 Pantomima

 Representaciones dramáticas (Incluyendo escenografía, dirección, etc.)

 Otro(s), especifique, por favor.

 Ciencias Secretariales y del Comercio

 Contabilidad

 Teneduría de libros

 Mecanografía (Maquinilla)

 Estenografía

 Computadoras del comercio

 Cajero(a)

 Taquigrafía

___ Ciencias Secretariales y del Comercio ... Continuación

___ Secretaria legal

___ Secretaria médica

___ Publicidad

___ Otro(s), especifique, por favor.

___ Áreas Generales

___ Superstición y cultura

___ Cooperativismo

___ Refranes y cultura

___ Cosmetología

___ Telecomunicaciones (Radio y TV)

___ Prevención de drogas

___ Matrimonio y juventud

___ Control de la natalidad

___ Planificación familiar

___ Aborto

___ Salud y seguridad

___ Defensa civil

___ Enfermería

___ Relaciones comunales

___ Astrología

___ Otro(s), especifique, por favor.

B. ¿En cuáles de las siguientes actividades usted cree que podría participar? 1) Marque (x) con una equis (x) dichas actividades en el espacio al lado izquierdo de cada actividad; 2) marque (x) en el espacio al lado derecho de cada actividad si usted cree que puede participar en el diseño (D) implementación (I), y/o evaluación (E) de las mismas. 3) Luego haga un círculo alrededor de la actividad que usted cree sería la más apropiada para comenzar a participar.

	ACTIVIDAD	D	I	E
	Diseñar currículo			
	Implementar currículo			
	Evaluar currículo			
	Diseñar, implementar y evaluar currículo			
	Dar tutorías			
	Servir de chaperón(a) en pasadías			
	Ayudar en la oficina			
	Narrar cuentos			
	Enseñar una clase			
	Dar un taller de trabajo ("workshop")			
	Dar una conferencia en un área de interés para mí			

B. ...actividades específicas... Continuación

	ACTIVIDAD	D	I	E
	Participar en la discusión de aspectos sociales relacionados con la comunidad (Vivienda, salud, etc.)			
	Participar como artista (Tocando guitarra, cantando, etc.)			
	Dar demostraciones en varias áreas (Cocina, cuidado del niño, etc.)			
	Participar en presentaciones culturales			
	Ayudar al maestro(a) con las materias (Geografía, ciencia, etc.)			
	Participar en recitales poéticos			
	Coordinar, para uso en el salón de clase, los recursos y servicios de la comunidad			
	Tocar algún instrumento musical en presentaciones musicales dentro y fuera de la escuela			
	Patrocinar estudiantes en sus actividades diarias			
	Ofrecer exhibiciones de trabajos de arte hechos por mí (Macramé, cerámica, bordado, etc.)			
	Participar como entrenador(a) en deportes			
	Otro(s), especifique, por favor.			

C. ¿Qué curso (cursos) o mini-curso (mini-cursos) cree que podría diseñar, implementar (poner en uso), y evaluar usted solo(a) o con otros padres (madres)? Mencione o explique en detalles:

Muchas Gracias.

Nombre _____
(Opcional)

Fecha _____

Dirección _____
(Opcional)

Teléfono _____
(Opcional)

Instrucciones para devolver el cuestionario: Una vez usted haya terminado el cuestionario, por favor colóquelo en el sobre con sello y dirección que le incluyo y póngalo en el correo. Si puede devolver el cuestionario para abril 16, 1982 se lo agradeceré mucho. Gracias por su cooperación.

APPENDIX G
PARENT PARTICIPATION METHODOLOGY
(OUTLINE)

PARENT PARTICIPATION IN THE DEVELOPMENT, IMPLEMENTATION
AND EVALUATION OF CURRICULUM FOR BILINGUAL
EDUCATION PROGRAMS: A METHODOLOGY
FOR PRINCIPALS AND TEACHERS
(PPM)*

MAJOR PROCESS I: Learning to use the methodology

1.0 Determine your interest in the application of PPM.

1.1 Write a check mark (✓) on the space provided at the left of each item if you agree with the statement.

I believe the parents should be involved in the education processes of their children.

I believe the education provided by the school will be more relevant if parents have a part in the development, implementation and evaluation processes of such education.

I believe parents can effectively participate in the different processes of the education of their children if given the opportunity.

I believe that a method to involve parents in the education processes would help educators to achieve the objectives of educating children.

1.1.1 After completing 1.1 go to either Major Process I (MPI), step 1.1.1.1 or step 1.1.1.2.

*Note: For the purpose of abbreviating the long title of this methodology, PARENT PARTICIPATION METHODOLOGY and the initial PPM will be used as a short title to refer to the methodology.

- 1.1.1.1 If you agree with the statements on MPI, step 1.1 (above), proceed to MPI, step 2.0 -Determine resources available.
 - 1.1.1.2 If you disagree with the statements on MPI, step 1.1, the use of PPM should be halted at this point. (Note: it is suggested that another method, strategy or technique be serched and used instead of PPM).
- 2.0 Determine resources available.
- 2.1 Calculate how much time is available to complete PPM.
- 2.1.1 Establish amount of time to be devoted to every part of the methodology. Use Figure 1 for this purpose.
- 2.1.1.1 Consider the whole time you have as 100%.
- 2.1.1.2 Divide the time according to the amount needed to accomplish the purpose of the major processes of PPM.
- 2.2 Determine how much money you have available to implement the methodology.
- 2.2.1 If any is available, make a budget to assign the proper amount of money according to the needs for each step. Use Figure 2 to do this.
- 2.2.2 If you do not have any money available but you still need some to accomplish the purpose of the methodology, then consider,
- 2.2.2.1 getting some help from the community agencies which do have some money to render services to the parents.

Figure 1: Time Allocation Chart

TIME ALLOCATION:		Number of hours you have _____ = 100 %			Total
Major Process	% of hours	Amount of hours 1st. Allocation	Amount of hours 2nd. Allocation	Amount of hours 3rd. Allocation	
I					
II					
III					
IV					
V					
VI					
VII					
VIII					
IX					
Totals					

Figure 2: Money Allocation Chart

TIME ALLOCATION:		Total amount of money you have _____ = 100%			Total
Major Process	% of Money	Amount of Money 1st. Allocation	Amount of Money 2nd. Allocation	Amount of Money 3rd. Allocation	
I					
II					
III					
IV					
V					
VI					
VII					
VIII					
IX					
Totals					

- 2.2.2.1.1 Negotiate with the agencies the amount of money needed and explain how the agencies will benefit from the use of this money.
- 2.2.2.1.1.1 If you obtain enough money from the community agencies to fully implement PPM, go to MPI, step 2.3 -Determine the space available.
- 2.2.3 If you consider the amount of money you have insufficient to accomplish all the steps, consider
 - 2.2.3.1 use the resources you have to organize the leaders of the Hispanic Parents Advisory Council (PAC) and with them, develop a plan to generate more resources to accomplish the purposes.
 - 2.2.3.1.1 If, through the involvement of the PAC members, you develop sufficient money to fully implement PPM, then go to MPI, step 2.3 -Determine space available.
 - 2.2.4 If not enough money is raised with the activity on 2.2.3.1, consider other methods for obtaining the money required to implement the methodology.
 - 2.2.4.1 Develop a proposal and submit it to Federal, State or City funding agencies which provide money for parental involvement. (Look into the special Titles or Laws for supporting statements when developing the proposals.)

- 2.2.4.1.1 If by submitting a proposal you get the necessary money for the full implementation of PPM, then go to MPI, step 2.3 -Determine space available.
- 2.2.5 Discuss with the parents the possibilities of developing the needed resources within the same group of parents. (Encourage this because it will bring economic independence to the group.)
- 2.3 Determine the space available.
 - 2.3.1 Make a list of all the possible places to have the organizational meetings.
 - 2.3.1.1 Establish a priority list for the use of the places listed on step 2.3.1. (When doing this think about: a) accessibility to the majority of the people; b) the size of the places in relation to the expected attendance; c) the facilities available -projectors, blackboard, screens, microphones, etc.-; d) the cost to rent the space, if any; e) the time -date, hours- available; f) the needs of the people to get to the place - transportation, permits or passes; and g) the length of the meeting.) Use Figure 3 to do this.
 - 2.3.2 Make the arrangements to separate the needed places for the date and time to be used, according to the priority list. (Top priority first.)

- 2.3.2.1 If the first choice (top priority) is not available, proceed with the second priority and so on and so forth.
- 2.3.3 List in detail the requirements for preparing the place for use.
 - 2.3.3.1 Remind the person responsible to open the place.
 - 2.3.3.2 If you are in charge, get the keys to open the site.
 - 2.3.3.3 Arrange the chairs according to the sitting plan in mind, if any.
 - 2.3.3.4 Make the necessary displays, if any.
 - 2.3.3.5 Obtain any necessary permits, passes, or any other documents needed to enter the place.
 - 2.3.3.6 Make the necessary payments -rent, equipment, etc.-, if any.
- 2.3.4 Arrange to have coffee and donuts and other "goodies" to stimulate attendance of participants.
- 2.3.5 List the things to do after the meeting is over.
 - 2.3.5.1 Return keys.
 - 2.3.5.2 Return equipment and/or other materials used.
 - 2.3.5.3 Pay any fees if required.
 - 2.3.5.4 Write letter of appreciation to the person(s) who helped you.
- 2.4 Determine human resources available.
 - 2.4.1 Identify as completely and clearly as possible the tasks needed to be performed. E.g.: narration of stories, etc.

- 2.4.2 List the people who can be instrumental in the implementation of PPM according to the tasks needed to be performed.
- 2.4.2.1 Get the phone number, address and any other relevant information about the people listed on 2.4.2.
- 2.4.3 Match 2.4.1 and 2.4.2. (This is a match of possible tasks and the persons who can possibly perform such tasks.)
- 2.4.4 Plan for a meeting with the people identified in 2.4.2.
- 2.4.4.1 Develop an agenda for the meeting. (Have enough copies of the agenda for all the participants listed).
- 2.4.4.2 Go to MPI, step 2.3 -To determine space available- and follow the instructions to get a place for the meeting.
- 2.4.5 Make every effort to bring the people listed to a meeting. (Major Process III -Appropriate communication with the Hispanic parents with children in the bilingual education programs may be helpful in the achievement of this goal.)
- 2.4.5.1 Call them on the phone, and/or
- 2.4.5.2 Write them a letter, and/or
- 2.4.5.3 Invite them personally, and/or
- 2.4.5.4 Use another person to invite them.
- 2.4.6 At the meeting, explore possible involvement of attendants.

- 2.4.6.1 Explain expected outcomes of participation.
(E.g.: offer a conference, tutor one student, give a demonstration, etc..)
- 2.4.6.2 Explain the matching done on MPI, step 2.4.3.
(It is recommended the use of easel pads to do this activity.)
- 2.4.6.3 Secure commitment for participation -Confirmation of participation. Use Figure 4 to do this.
- 2.4.6.3.1 Complete one form of Figure 4 for each participant.
- 2.4.7 Communicate with those who were absent from the meeting.
 - 2.4.7.1 Call them on the phone, if they have one.
 - 2.4.7.2 If not possible to call, visit them and/or
 - 2.4.7.3 Invite them to meet at a mutually agreeable place.
 - 2.4.7.4 Complete with them (the absentees to the first meeting) MPI, steps 2.4.6 to 2.4.6.3.
- 3.0 Determine your knowledge of methodologies.
- 3.1 If possible, learn about methodologies through recognized-credited university courses. (Note: possibilities are determined by two factors:
 - 1) proximity of an institution which may offers such course(s) on methodologies, and 2) if resources are available to afford the costs of taking such course(s).)

Figure 4: Confirmation of Participation

Name of Participant _____		Telephone _____		
Address _____				
Task(s) to be Performed (Describe briefly)	When: Day(s) Available	Time of Day Available	For how long Available	Resources Needed
Contact Date _____		Commitment Date _____		
Comments about participation: (Filled by participant)				
Signature of Participant (Optional)				

- 3.1.1 Check catalogs of recognized universities in your area. (Note: In Amherst, Massachusetts, the University of Massachusetts offers several courses on methodologies. Dr. Thomas Hutchinson, an expert methodologist, may be consulted on the subject.)
 - 3.1.1.1 If interested, register for a course about methodologies.
 - 3.1.1.2 Complete the requirements for satisfactory completion of the course.
- 3.2 If it is not possible to attempt 3.1, learn about methodologies using self-teaching processes.
 - 3.2.1 Search any major university library.
 - 3.2.1.1 List all the available sources of information about the subject.
 - 3.2.2 If the above two steps fail to identify any sources of information about methodologies, get all or some of the sources of information included in the bibliography of this study.
 - 3.2.2.1 Read those that you think will enable you to learn about methodologies.
- 4.0 Determine knowledge about PPM.
- 4.1 Consult the developer of PPM.
- 4.2 If the developer of PPM is not available, consult an expert methodologist.

- 4.2.1 If resources permit, make arrangements with an expert methodologist at any major university to have that person help you as a consultant in the implementation of PPM.
- 4.3 Attend a workshop on the utilization of PPM.
- 4.4 Organize your own workshop.
 - 4.4.1 If available and resources permit, hire the developer of PPM.
 - 4.4.2 If the developer of PPM is not available, or resources do not permit, consult, if possible, an expert methodologist to help in the implementation of the workshop on PPM.
 - 4.4.3 If the above two steps are not possible, request any experienced person* to help in the implementation of such workshop. (Note: *An experienced person is any person who has participated, at least once, in the implementation of PPM.)
- 4.5 Attend a demonstration of the use of PPM.
 - 4.5.1 Search and/or investigate a place where PPM is in planning stage.
 - 4.5.2 Take the necessary steps to attend such planning sessions. (E.g.: setting aside the day, time, etc.)
 - 4.5.3 Attend the demonstration where PPM is being used.
 - 4.5.4 Observe the implementation procedure carefully.

- 4.5.4.1 Take notes of the things you think may be needed later.
 - 4.5.4.2 Take notes of the things you think you do not understand and will need to clarify.
 - 4.5.4.3 Write down the things you think have been left out.
 - 4.5.4.4 Ask the person doing the demonstration all the questions you think will help you to fully understand the process of successfully implementing PPM.
- 5.0 Train yourself on the use of PPM.
- 5.1 Read PPM completely and carefully before using it.
- 5.2 Identify, using Figure 5 as a guide, as clear as possible the information you need to implement PPM.
- 5.3 Imagine a hypothetical situation* in which PPM is being implemented. (Note: *A hypothetical situation may occur when a principal, a teacher, a parent and/or any person becomes interested in the involvement of the parents in curriculum development, implementation and evaluation; therefore, it is necessary to use PPM to organize such involvement.)
- 5.3.1 Write as specifically and clearly as possible ALL the details you think are necessary (or should happen) to achieve PPM purposes under ideal conditions of implementation.
- 5.4 List the details of the real situation in which PPM is going to be implemented.

Figure 5: Rationale for Implementation

<p>I. NEEDS: Be specific. (What we want to accomplish?)</p>	<p>E.g.: Parental Involvement... Improve the curriculum... Comply with the Law...</p>
<p>II OBJECTIVES: Be specific. (Why we want PPM implemented?)</p>	<p>E.g.: To increase in 20% the participation of the parents in the schooling process</p>
<p>III. PROCEDURES: Be specific. (Which are the steps needed to achieve the above objectives?)</p>	<p>E.g.: Write a letter to the parents... Visit the homes of the parents...</p>

5.5 Compare 5.3 and 5.4 -hypothetical and real situation.

(The difference between these two will be the target area to work on in order to fully accomplish the purposes of PPM.)

5.5.1 Develop a strategy for working on the differences between the ideal and real situation.

5.5.2 Put the strategy into practice.

5.6 Perform a simple test* of PPM.

(Note: *A simple test occurs when PPM is implemented with just one parent, one teacher and one principal under experimental conditions. To do a simple test, complete the following steps: a) select one parent, any parent, who is willing to cooperate on the experimental implementation of PPM; b) select one teacher, any teacher, who is willing to cooperate on the experimental implementation of PPM; and c) select one principal, any principal, who is willing to cooperate in the experimental implementation of PPM.)

5.6.1 Implement PPM on an experimental basis with the above volunteers.

5.7 Check if all the details for implementation of PPM were followed.

5.7.1 If the implementation was successful, write down a list of the details you discovered in the process that were not considered originally, and that you think were relevant in the successful achievement of the goals.

- 5.7.2 If the implementation was not successful, write down the reasons for the failure. (This step is very important because it will help you to adjust the initial considerations you assumed were enough to successfully achieve the purposes.)
- 5.8 Make the necessary adjustments/changes to PPM in order to plan for the complex test* of PPM. (Note: *The complex test will occur when PPM is implemented under the conditions for which it has been developed, that is, with at least one principal of a public school with a bilingual program, two teachers working in a bilingual program, and all the parents of children enrolled in the bilingual classrooms of the above teachers.)
- 6.0 Identify and determine knowledge about parental involvement.
- 6.1 If knowledge about parental involvement exists, go to step 8.0; if not proceed.
- 6.2 List the past experiences on parental involvement. (e.g.: participation on PAC committees, participation on community groups, etcetera.)
- 6.3 List courses taken on the subject, if any.
- 6.4 List workshops attended on the subject, if any.
- 6.5 List books read on the subject, if any.
- 6.6 List any other activity that you have participated in the subject.
- 7.0 Determine knowledge about parental involvement in the development, implementation and evaluation of curricula in bilingual education programs.

- 7.1 List past experiences on parental involvement in curriculum development, implementation and evaluation in bilingual education programs.
- 7.2 List the consultants you have talked to about parental involvement in the development, implementation and evaluation of curriculum for bilingual education programs.
- 7.3 List the sessions where you have planned with the parents their involvement in the development, implementation and evaluation of curriculum for bilingual education programs.
- 7.4 List any other activity you have participated in, where the involvement of the parents in the development, implementation and evaluation of curriculum for bilingual education programs has been the main issue.
- 8.0 Assess your competence and knowledge of the language and culture of the parents you are planning to involve.
- 8.1 If language and cultural competence exist, go to step 10.0 of Major Process I.
- 8.2 If such competence does not exist, then consider:
 - 8.2.1 Studying the parents cultural history and heritage-ethnicity, traditions, etc.
 - 8.2.2 Attending the cultural activities presented in the community.

- 8.2.3 Planning a film presentation about the history and culture of the parents' country.
 - 8.2.4 If resources permit, take a course on the history and culture of the parents' country.
 - 8.2.5 If not, get and read written materials about the history and culture of the parents' country.
 - 8.2.6 If resources permit, plan and take a trip to the parents' country. (This can be done during the summer or at any other time you may have available.)
- 9.0 Determine the limitations for implementing PPM.
 - 9.1 List the limitations of implementing PPM.
(E.g.: lack of community knowledge, or lack of language skills, etc.)
 - 9.2 Develop the list of strategies to overcome the limitations. (E.g.: For the lack of community knowledge - to study the community; to the lack of language skills - to take a course in the language spoken by the parents, etc.)
- 10.0 Evaluate the implementation of Major Process I of PPM.
 - 10.1 Discuss with the participants their personal (informal) impressions about the implementation of MPI.
 - 10.1.1 Name a volunteer to write down a summary of the personal-oral impressions.

- 10.1.2 If participants feel satisfied with the implementation and no changes are suggested, proceed to Major Process II.
- 10.1.3 If participants suggest changes, then consider
 - 10.1.3.1 List the suggested changes.
 - 10.1.3.2 Proceed to MPI, step 11.0, substep 11.2.1 - Redesign following the instructions for change as recommended by the participants.
 - 10.1.3.3 If participants feel that more evaluative documentation is necessary then proceed to next step, 10.2.
- 10.2 If more evaluative information is necessary, design the evaluation instruments to measure the effectiveness of the implementation of MPI.
 - 10.2.1 Establish criteria for wanted instruments.
 - 10.2.2 Select instruments based on criteria established on 10.2.1.
 - 10.2.3 Develop the selected instruments.
 - 10.2.3.1 Reproduce the instruments so you will have enough copies for all the participants.
- 10.3 Administer selected instruments to participants.
 - 10.3.1 Decide on the method of administering the instruments.
 - 10.3.1.1 Personally deliver instruments, and/or

- 10.3.1.2 If resources permit, send instruments by mail.
- 10.3.1.3 If 10.3.1.2 is chosen, include with documents a self-addressed, stamped envelope for the return of such documents.
- 10.3.2 Administer selected instruments by the chosen method.
- 10.4 Collect instruments. (Make every effort to collect all the administered instruments.)
- 10.5 Interpret the results of the evaluation instruments.
 - 10.5.1 If all participants are not involved in this interpretation process, proceed to next step, 10.5.2.
 - 10.5.2 Report the results of the interpretation of the evaluation instruments to all participants.
 - 10.5.2.1 Summarize in writin the results of the interpretation of the evaluation instruments.
 - 10.5.2.2 Send the above summary to all participants.
 - 10.5.2.2.1 Include with the summary one self-addressed, stamped envelope for additional suggestions for changes in the implementation of the MP.
- 10.6 List the recommendations for changes in the implementation of the Major Process.
 - 10.6.1 Discuss the recommendations for change with the participants.

- 10.6.2 When consensus about changes is reached, proceed to MPI, step 11.0 -Redesign the Major Process.
- 11.0 Redesign MPI of PPM.
- 11.1 If possible, get involve in the evaluation of the Major Process.
- 11.1.1 Go back to step 10.0 -To evaluate the implementation of MPI of PPM.
- 11.2 If you can not get involved in the evaluation, request in writing the recommendations for change of the MP.
- 11.2.1 Redesign the Major Process following the instructions for change as recommended by participants.
- 11.2.1.1 Eliminate the unnecessary steps of the Major Process.
- 11.2.1.2 Remake the steps that need to be remade.
- 11.2.1.3 Add the steps that are missing.
- 11.3 Retest under simple conditions the Major Process as redesigned.

MAJOR PROCESS II: Assessing areas of participation

1.0 Reassess resources available.

(Note: The person implementing Parent Participation Methodology should remember at this point to go back to Major Process I, step 2.0 -Determine resources available- to check on the allocation of resources for this MP.)

2.0 Consider the use of the instruments developed by the PPM methodologist.

2.1 Go to Appendixes ^{CD, E + F} ~~res~~, pages 257, 269, 281, and 293.

2.2 If you feel satisfied with the author's instruments as developed, proceed to MP II, step 7.0 -Develop a plan for the administration of instruments.

2.3 If you do not feel satisfied with the author's instruments, then consider

2.3.1 Redesigning the author's instruments to the point they fulfill the needs of your target population, or to the point where you feel satisfied, or consider

2.3.2 Developing your own assessment instrument(s).

3.0 If you have chosen 2.3.2, the following steps will help you to achieve your purpose of determining the instrument(s) to be used.

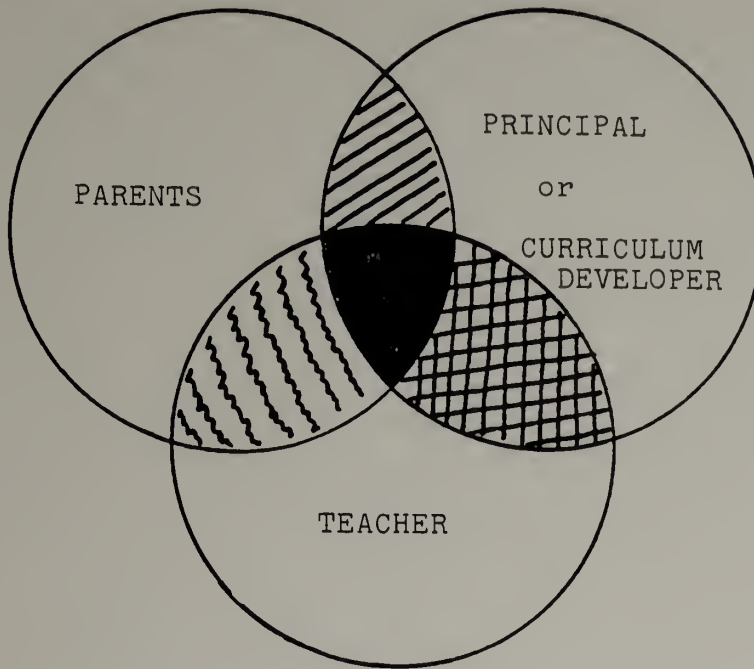
3.1 List the options available. (E.g.: questionnaires, interview, etc.)

- 3.2 Develop criteria for instrument(s) selection.
 - 3.2.1 Establish priorities for the above criteria.
- 3.3 Apply the criteria to your list using priorities.
- 3.4 Select the top priority as the specific instrument(s) to be used.
- 3.5 Develop selected instrument(s).
- 4.0 Pilot test the instrument(s).
 - 4.1 Select a sample population.
 - 4.1.1 Identify at least one parent, one teacher and one principal that will volunteer to help you in pilot testing the instrument(s)
 - 4.2 Administer the selected instrument(s) to the sample population under similar conditions as planned for a major test.
- 5.0 Revise instrument(s) according to pilot testing results.
 - 5.1 Make the changes necessary to make the document(s) satisfactory to you; then
 - 5.2 Proceed to MP11, step 7.0 -Develop a plan for the administration of instrument(s).
- 6.0 Determine target population to be assessed.
 - 6.1 Identify the person or persons who will be the target population. (E.g.: teachers, principals, parents, etc.)
 - 6.1.1 List the person or persons responsible for the development of curriculum for bilingual education programs.





- 6.1.2 List the person or persons responsible for the implementation of curriculum for bilingual education programs.
- 6.1.3 List the person or persons responsible for the evaluation of curriculum for bilingual education programs.
- 7.0 Develop a plan for the administration of instrument(s).
- 7.1 Set up time, place, hour, and procedures for the administration of instrument(s). (E.g.: if they are going to be sent by mail, or completed by phone, or delivered in person, etc.)
- 7.2 Implement plan as developed.
- 7.3 Collect the completed assessment instrument(s).
- 8.0 Develop a plan for analyzing instrument(s).
- 8.1 List possible areas of participation according to the parents.
- 8.2 List the activities the parents can get involved in, according to the parents.
- 8.3 List possible areas of parent participation according to the teachers.
- 8.4 List the activities the parents can get involved according to the teachers.
- 8.5 List the possible areas of parental participation according to the principal.

- 8.6 List the activities the parents can get involved according to the principal.
- 9.0 Interpret results of assessment instrument(s).
- 9.1 Using Figure 6, interface MPII, steps 8.1, 8.3 and 8.5 (areas of participation).
- 9.2 Using Figure 6, interface MPII, steps 8.2, 8.4 and 8.6 (activities).
- 10.0 Report results of analysis to all involved parties: parents, teacher(s) and principal(s).
- 10.1 List ways of reporting results.
 - 10.1.1 Use a newsletter. (Keep in mind that most of the Hispanic parents do not speak English. Therefore, make every effort to translate newsletter for the parents.)
 - 10.1.2 Report information at meeting. (Be aware of the need to have somebody to translate for the parents who do not understand English.)
 - 10.1.3 Report by visiting the homes of the parents.
 - 10.1.4 Report by telephoning the parents.
- 11.0 Evaluate the implementation of Major Process II of Parent Participation Methodology (PPM).
 - 11.1 Go back to Major Process I, step 10.0, and
 - 11.1.1 Complete ALL the steps as described on MPI, 10.0. (Note: Remember that you are evaluating Major Process II.)

Figure 6: Organization of Participation



LEGEND:

- 1  --Parents and Principal (or Curriculum Developer) participatory intersection.
- 2  --Parents and Teacher participatory intersection.
- 3  --Principal and Teacher participatory intersection.
- 4  --Principal, Parents and Teacher participatory intersection.

12.0 Redesign MPII of PPM.

12.1 Go back to Major Process I, step 11.0 -Redesign
MPI of PPM.

12.1.1 Complete ALL the steps as described on MPI, 11.0.

(Note: Remember that you are redesigning MPII.)

MAJOR PROCESS III: Communicating appropriately with the
Hispanic parents with children in the
Bilingual Education Programs.

1.0 Reassess resources available.

(Note: The person implementing PPM should remember at this point to go back to Major Process I, step 2.0 -Determine resources available- to check on the allocation of resources for this MP.)

2.0 Identify the parents with whom you want to communicate.

2.1 Develop a list of the names, addresses and telephone numbers of the Hispanic parents with children in bilingual education programs.

2.1.1 Check the list in MPI, step 2.4.2 and the information obtained on MPI, step 2.4.2.1.

2.1.1.1 Identify on this list the Hispanic parents with children in bilingual education programs.

2.1.1.2 List the names, addresses, telephone numbers and any other relevant information on Figure 7.

2.1.2 If more information is needed, ask the students for the information; and/or

2.1.3 Cross-check the information with the emergency cards which are on file in every school; and/or

2.1.4 Request from the bilingual education supervisor the information that is missing; and/or

2.1.5 Consult with other parents to get the information.

- 3.0 Determine the direct-personal procedures of communication (ways of communication). (E.g.: Personal visit to the home and/or written communication, etc.)
- 3.1 List all the options available utilizing Figure 8, Priorities of communication procedures, for this purpose.
- 3.2 Establish, using Figure 8, the priority list of such procedures.
- 3.3 Choose the most effective procedure for you.
 - 3.3.1 Using the priority list, try the top ranked procedure first. If this procedure fails, try the second, and so on and so forth.
 - 3.3.2 If all the above listed procedures fail, then go to step 4.0 -Determine other ways of communication (indirect-impersonal).
- 4.0 Determine other ways of indirect-impersonal communication. (E.g.: Attending a community meeting to deliver the information, etc.)
- 5.0 Evaluate the implementation of Major Process III of Parent Participation Methodology.
 - 5.1 Go back to Major Process I, step 10.0, and
 - 5.1.1 Complete ALL the steps as described on MPI, 10.0. (Note: Remember that you are evaluating Major Process III.)

Figure 8: Priorities of Communication Procedures

Directions: 1) List the procedures available.
 2) Rank the procedures using the following
 4 = very effective; 3 = somewhat
 effective; 2 = fairly effective;
 1 = not effective; and 0 = completely
 ineffective

#	Procedure	Ranking	Priorities
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

6.0 Redesign Major Process III of Parent Participation Methodology.

6.1 Go back to Major Process I, step 11.0 -Redesign MPI of PPM.

6.1.1 Complete ALL the steps as described on MPI, 11.0.

(Note: Remember that you are redesigning Major Process III.)

MAJOR PROCESS IV: Organizing the participation

1.0 Reassess the resources available.

(Note: The person implementing PPM should remember at this point to go back to Major Process I, step 2.0 -Determine resources available- to check on the allocation of resources for this MP.)

2.0 Plan for the organization of the participation.

2.1 Invite the parents to a planning meeting(s).

2.1.1 Go to MPIII, steps 3.0 and 4.0 to communicate with the parents.

2.2 Together with the parents, set the agenda of the planning meeting. (E.g.: Establishment of a decision making process in the meetings, etc.)

2.3 Discuss with the parents the establishment of a Decision Making process at the meetings.

2.3.1 Discuss the procedures for establishing the agenda: E.g.: who will be responsible for putting it up; if it will be distributed in advance; and how it will be distributed (by mail, with the students, etc.)

2.3.2 Explain the voting procedures which are available. E.g.: a) simple majority; b) absolute majority; c) consensus; d) unanimity; e) mixed processes, etc.

2.3.3 Determine the procedures for taking minutes. E.g.: who will be taking them; who will keep them,

- where they will be filed, etc.
- 2.3.4 Explain the options for balloting. E.g.: open, secret, etc.
- 2.3.5 Vote on the preferred Decision Making process for the first meeting.
- 2.3.6 Decide on the duration of the meetings.
- 2.3.7 Decide on the time (moment of day) of the meetings.
- 2.3.8 Decide on the day of the meetings.
- 2.3.9 Decide on the location of the meetings.
- 2.3.10 Determine the procedures to obtain coffee and other "goodies" to the meetings.
- 2.3.11 Determine the procedures to chair the meetings. E.g.: same person, or alternating chair, etc.
- 2.3.12 Decide about the composition of the coordinating committee. (Structure, etc.)
- 2.3.12.1 Decide the number of committee participants.
- _____ # of parents
- _____ # of teachers
- _____ # of principals
- _____ # of other participants
- 2.3.12.2 Determine the procedures for selecting the members of the coordinating committee: (Open selection, volunteers, competency elections, representation - PAC, women, etc.)
- 3.0 With the parents, determine the goals of the participation.

- 3.1 List the goals of the participation for all the participants. e.g.: to improve teacher-parents relations, etc.
- 4.0 Interpret for the parents and other participants the results of the assessment.
- 4.1 Go back to MPII, step 8.0 and 9.0, page 330 of this study and check plan for interpreting instruments.
 - 4.1.1 Follow such plan.
 - 4.2 Review with the parents and other participants the administered assessment instruments.
 - 4.2.1 List for the parents and other participants the areas of participation.
 - 4.2.1.1 On easel pads, write down: AREAS OF PARTICIPATION-PARENTS, AREAS OF PARTICIPATION-TEACHERS, AREAS OF PARTICIPATION-PRINCIPAL
 - 4.2.2 List for the parents the activities in which the parents can participate.
 - 4.2.2.1 On easel pads, write down: ACTIVITIES-PARENTS, ACTIVITIES-TEACHERS, ACTIVITIES-PRINCIPAL
 - 4.3 Review with the parents the areas of participation as identified by the parents, teachers and the principal.
 - 4.4 Review with the parents the activities in which they can participate as identified by the parents, teacher(s) and the principal.

- 4.4.1 Using Figure 6 as a sample, interface lists of parents, teachers and principal areas of participation. (from 4.3)
- 4.4.2 Using Figure 6 as a sample, interface list of parents, teachers and principal activities. (from 4.4)
- 4.4.3 Review with the parents the interpretation of the areas of participation.
 - 4.4.3.1 Identify the areas which fall in the shaded area₄ (principal, parents and teachers participatory intersection).
- 4.4.4 Review with the parents the interpretation of the activities in which the parents can participate.
 - 4.4.4.1 Identify the activities which fall in the shaded area₄ (principal, teachers and parents participatory intersection).
- 5.0 With the parents, determine the areas and activities with which to begin the participation.
- 5.1 Establish program priorities.
 - 5.1.1 Describe as clearly and simply as possible (until parents feel satisfied) the relation between the program curriculum sequence and scope, and the expected participation as identified from the interpretation of the Figure 6 intersection (shaded area₄).

5.1.2 Match the participatory areas and activities with the program priorities. (Note: This step is done to order the participation in relation to the program priorities -the curriculum.)

6.0 Make up the coordinating curriculum team (CCT).

6.1 Go back to MPIV, step 2.3.12 to learn about the composition of the CCT.

6.1.1 On an easel pad, list the information about the composition of the CCT and its number of participants.

6.2 Using the method already selected on MPII, step 2.3.12.1 , name the members of the CCT.

7.0 Organize a planning meeting for the CCT.

7.1 Delineate the goals and objectives of the CCT.

(E.g.: Coordinate participation, coordinate resources allocation, evaluate participation, etc.)

7.2 List the activities of the CCT.

e.g.: a) meeting for organizing involvement

b) planning for the provision and requisition of resources as needed

c) collecting data on the participation

d) evaluating the involvement

e) reporting about findings of the evaluation

f) making recommendations for change

g) lobbying for the changes (to make them official)

8.0 Evaluate the implementation of Major Process IV.

(Note: See MPI, step 10.0 for details on the procedures to evaluate any major process.)

9.0 Redesign Major Process IV.

(Note: See MPI, step 11.0 for details on the procedures to redesign any major process.)

MAJOR PROCESS V: Negotiating the participation

1.0 Reassess resources available.

(Note: The person implementing PPM should remember at this point to go back to Major Process I, step 2.0 -Determine resources available- to check on the allocation of resources for this MP.)

2.0 Identify the kind of parental participation expressed in the assessment.

2.1 List the different kinds of participation interests.

2.1.1 N of parents who can participate in design of curriculum

2.1.2 N of parents who can participate in implementation of curriculum

2.1.3 N of parents who can participate in evaluation of curriculum

2.1.4 N of parents who can participate in designing, implementing and evaluating curriculum

2.1.5 N of parents who can participate as tutors

2.1.6 N of parents who can participate as chaperons on field trips

2.1.7 N of parents who can participate as office helpers

2.1.8 N of parents who can participate as narrator of short stories (storyteller)

2.1.9 N of parents who can participate in teaching a class

2.1.10 N of parents who can participate in doing workshops

2.1.11 N of parents who can participate in giving a

conference on a subject of their interest.

e.g.: Puerto Rico, culture, etc.

2.1.12 N of parents who can participate in debates discussing social issues related to the community.

e.g.: housing, health, etc.

2.1.13 N of parents who can participate as artists-performers

2.1.13.1 List the artistic skills: drama, craft maker (macrame, etc.), play the guitar, etc.

2.1.14 N of parents who can participate in giving a demonstration. e.g.: cooking, childcare, etc.

2.1.15 N of parents who can participate in cultural presentations

2.1.16 N of parents who can participate in helping the teacher with the subject matter. e.g.: geography, etc.

2.1.17 N of parents who can participate in poetry recitals

2.1.18 N of parents who can participate in coordinating community services (resources) for classroom use

2.1.18.1 List the community agencies which have services available

2.1.18.2 List the services the above agencies have available including: dates available; cost of services (if any); and conditions of use of such services

2.1.18.3 Describe briefly the services available in order to have an idea of the probable use of such resources in the classroom

2.1.19 N of parents who can participate in musical presentations at the school, and/or out of the school

2.1.20 N of parents who can participate in sponsoring students in their daily activities

2.1.20 List sponsor's daily activity. e.g.: managing a business, working in a community agency, etc.

2.1.21 N of parents who can participate in exhibitions of their art works. e.g.: macrame, embroidery, musical instruments, ceramics, etc.

2.1.22 N of parents who can participate in coaching sports activities

2.1.23 N of parents who can participate in other activities

2.1.23.1 List and describe these other activities; like:

N of parents who can _____, etc.

3.0 Coordinate with the CCT the parents' expressed participation interests.

3.1 Keep a list of names, addresses, telephone numbers and any other important information which might be necessary to the coordination of the parents participatory interests.

- 3.2 Use the correlation of parents' expressed interests with program-curriculum content, sequence, and scope done on MPIV, step 5.1.2 as an aid in this coordinating process.
- 4.0 Establish the parameters of participation.
- 4.1 Complete Figure 9 to keep a record of parental commitments.
 - 4.1.1 List the day(s) of the week when parents can participate. (E.g.: Monday, and/or Tuesday, etc.)
 - 4.1.2 List the time of the day when parents can participate. (E.g.: 10:00 A.M., etc.)
 - 4.1.3 Indicate the length of the participation. (E.g.: One hour, one day, etc.)
 - 4.1.4 Indicate resources needed in order to successfully comply with the participatory commitment. (E.g.: Screen, projector, etc.)
- 4.2 Develop a set of two reminders which will be sent within two weeks of participatory commitment. (Note: Consult with the parents about the most effective way of wording these reminders.)
- 4.3 Indicate the specific instructions to be followed in order to comply with the established parameters.
 - 4.3.1 Write down the details for transportation needs: time, place and date of pick-up.
 - 4.3.1.1 Complete one form of Figure 10 for each commitment pick-up instructions.

Figure 9: Time Commitment

Parent _____	Telephone _____
Address _____	

1. Circle committed day(s):

Monday Tuesday Wednesday Thursday Friday

2. Indicate time of day committed:

3. Indicate length of participation:

From _____ to _____

From _____ to _____

From _____ to _____

4. List the resources needed:

Figure 10: Pick-up Instructions

Parent _____	Telephone _____
Address _____	
DIRECTIONS FOR PICK-UP	
DATE _____	
TIME _____	
PLACE _____	
Instructions in details: (If necessary)	

- 4.3.2 Send with the students and/or by other chosen way the participatory commitment reminders two weeks before the time stated for participation.
- 4.3.3 Send with the students and/or by other chosen way the participatory commitment reminders one week before the stated time of participation.
- 4.4 Coordinate the above services needed for the participation.
- 5.0 Schedule parental involvement.
- 5.1 Set up contract for participation-commitment.
- 5.1.1 Complete one form of Figure 11, Contract for Parental Involvement for each parent.
- 5.1.2 Follow-up results of contract commitment.
- 5.1.2.1 Indicate % (percentage) of compliance.
- 5.1.2.2 List response to participation.
- 5.1.2.3 Calculate % of success of response. (Use the following formula:
- $$\begin{array}{l} \% \text{ Committed} \quad (A) \\ \% \text{ Attained} \quad (B) \end{array}$$
- $$\frac{B}{A} = \% \text{ of success of response}$$
- 5.2 Write down on the school calendar the days of expected participation.
- 5.3 Coordinate attendance for participation.

Figure 11: Parental Involvement Contract

Participant Parent _____ Address _____ Telephone _____								
First Commitment: _____ <div style="display: flex; justify-content: space-around; width: 100%;"> Date Time </div> Involvement: Kind: _____ Place: _____ Needs: 1) _____ 2) _____ 3) _____ 4) _____ 5) _____								
		Instructions						
Reminders:								
#1 -One week reminder #2 -Two weeks reminder	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">Date</th> <th style="padding: 5px;">sent</th> </tr> </thead> <tbody> <tr> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> </tr> <tr> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> </tr> </tbody> </table>	Date	sent					
Date	sent							
Comments: (Changes, etc.)								
_____ Teacher	_____ Parent	_____ Principal						

5.4 Keep written records of the participation and provide parents with a copy.

6.0 Evaluate implementation of Major Process V of PPM.

(Note: See MPI, step 10.0 for details on the procedures to evaluate any major process.)

7.0 Redesign Major Process V of PPM.

(Note: See MPI, step 11.0 for details on the procedures to redesign any major process.)

The following Major Processes will eventually be part of Parent Participation Methodology; but they are beyond the scope of this study.

MAJOR PROCESS VI: To Evaluate Parental Involvement

MAJOR PROCESS VII: To Report Results of Evaluation
on Parental Involvement

MAJOR PROCESS VIII: To Evaluate PPM

MAJOR PROCESS IX: To Redesign PPM

