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Helping School Administrators Involve Hispanic Parents in Their Children's Education

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ABSTRACT

HELPING SCHOOL ADMINISTRATORS INVOLVE HISPANIC PARENTS IN THEIR CHILDREN'S EDUCATION

by

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May, 2000

The purpose of this project was to help school administrators more effectively involve Hispanic parents in the education of their children both at school and in the home.

To accomplish this task, principals and parents from four heavily impacted Hispanic school districts were interviewed. Research was undertaken of pertinent literature and a study of parent involvement programs was also included.

Based upon analysis of interviews and research a conceptual framework on how to involve Hispanic parents in the education of their children was developed along with examples of specific programs and activities.

ACKNOWLEDGMENTS

This work is dedicated to my family. My parents struggled and sacrificed their own well being to come to America and give my siblings and I a better life. The examples that my parents and older siblings have set for me have driven me to accomplish what I have in my young life and will continue to drive me in my future endeavors. This accomplishment could not have been reached without the support of my family.

I want to thank the school districts and parents who participated in the information and data collection for this project. Their ideas, views and concerns were greatly appreciated and taken into consideration when writing this project.

Special thanks goes out to Dr. Jack McPherson who opened the door for me to begin my Masters degree. He showed me professionalism, intelligence, and gave me the support and constructive criticism that helped me reach one of my goals in life. Thanks to John Zamberlin for the support and friendship shown and his help in attaining this goal in my life. He gave me the knowledge to become an effective educator not only in the classroom but also on the athletic field.

My greatest thanks go to my advisor Dr. Susan Madley for the guidance and support that has led me through a path and life experience of humbleness, trepidation, and enlightenment. Her trust has instilled a confidence and reassurance of my skills as a professional and in my ability to become a role model and educator.

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CHAPTER ONE

“No es suficiente enseñar a nuestra gente ser afortunado....para que puedan darse cuenta de sus ambiciones, para que puedan prosperar, para que puedan amontonar las cosas materiales que ésta sociedad tiene que ofrecer. Vale la pena llegar a lograr éstas cosas. Pero no es suficiente avanzar individualmente mientras que nuestros amigos y vecinos se quedan atras”

Cesar E. Chavez

Introduction

Hispanics are considered the fastest growing minority group in the United States of America (Larmer, 1999; Robledo, 1993). According to Larmer there are thirty-one million Hispanics living in the United States. Watanabe (1998) suggests that by the year 2000 Hispanics will make up fifteen percent of the US total population. Larmer reports that the Hispanic population is projected to hit ninety-six million and rise two hundred percent by the year 2050. The Hispanic population is the youngest in the US with a third of its population being under 18. The numbers also show that between the ages of 25-34, sixty-six percent of the Hispanic population does not go to college. While the range of Hispanics income falls between \$10,000 and \$50,000, currently forty percent of Hispanics are below the poverty line (Larmer, 1999).

Problem

According to Haycock and Duany (1991) the ratio of Hispanics enrolled in schools is one to ten non-Hispanics. They suggest enrollment in elementary and secondary levels of public education is projected to reach forty-four million by the year 2000 and that Hispanic's will make up twenty percent of school populations by the year 2030. Although a large number of

Hispanics are of college age, very few are actually enrolled. In 1995 only fifty-eight percent of Hispanics between the ages of 18-24 completed high school compared to seventy-seven percent of African American, and eighty-two percent Caucasian (Watanabe, 1998).

Effectively meeting the educational needs of this rapidly growing Hispanic school age population is the concern of a number of school districts and administrators. Differences in language and culture present a specific challenge when it comes to involving parents in their children's education.

The importance of the partnership between the home and parents and its effect on student learning is well documented. In the state of Washington, the Washington Administrative Code (WAC- 180-78-210-(2) clearly defines the school's responsibility to integrate education policies with the home, school and community by:

- (a) Participating in the designing of activities that involve parents in the learning process of their children.
- (b) Using home and community resources to enhance the school program.
- (c) Working cooperatively with students, parents, colleagues, and community members in a professional manner.
- (d) Applying knowledge of school law to the school, home and community.

Active parent involvement in the education of their children may be one of the important ingredients in assisting children to achieve their academic potential. Schools are therefore

challenged to provide educational opportunities for parent involvement both in the life of the school and in the home.

School officials need to thoroughly educate themselves and their staff in the Hispanic culture before designing and implementing programs to involve Hispanic parents. Since a high percentage of today's Hispanic parents have little or no education and speak little or no English, schools need to find new and different ways to communicate and involve Hispanic parents in their children's education.

Purpose of the Project

The purpose of this project is to help school administrators more effectively involve Hispanic parents in their children's education.

Limitations of Project

For the purpose of this project it was necessary to set the following limitations.

1. **Scope:** The project was confined to four school districts in the eastern part of the State of Washington with a Hispanic enrollment of sixty percent or higher.
2. **Participants:** Principals and a sample of elementary, middle and high school Hispanic parents were interviewed from the four school districts.
3. **Research:** The literature reviewed in Chapter Two of this project was selective in nature and primarily limited to research conducted within the last twenty five years.

Definition of Terms

Hispanic Parent Involvement: Hispanic parent involvement in this project is defined as being actively engaged at home and participating in school activities and programs that focus on their children's education.

The Greater Hispanic Community:

The greater Hispanic community in this project is defined as including both Hispanic parents and non-parents that live in any one particular school district.

CHAPTER TWO

Review of Literature

"Sí se puede!"

Cesar E. Chavez

Introduction

The review of research literature in Chapter II was identified through an Information Certified (ERIC) computer search along with a hand search of pertinent literature.

The research was organized to address the following major themes:

- Parental Involvement in the Education Process
- The Hispanic Family
- Hispanic Parent Recruitment and Retention Strategies
- Hispanic Parents of Children with Disabilities
- Summary

Parent Involvement in the Education Process

As we go into the next millennium we are in the midst of educational reform. This educational reform not only asks more of students but also of teachers and administrators. Hopefully a student will graduate knowing how to read and write, while advances in technology will continue to make an impact on the educational process. With the growing number of divorces, single parent families, and social economic issues facing our society, schools must continually attempt to tap into an important resource, namely the parents. It is commonly expressed by parents that they do not have enough time to get involved in their children's

education. Therefore, it becomes the educator's responsibility to open communication channels in order to enhance a student's learning environment both at school and at home in a positive way. When educated or non-educated parents are involved in their children's education their children's academic achievement improves (Schurr, 1992). However, as children become older the parents are less involved in their children's education (Schneider & Coleman, 1993).

According to Epstein (1995) there are six types of parent involvement, namely;

1. **Parenting:** Assisting families with parenting and child-rearing skills, and helping them understand child and adolescent development along with setting home conditions that support children at each age and grade level. It is also crucial to assist schools in understanding families.
2. **Communicating:** Communicating with families about school programs and student progress through effective school-to-home and home-to-school communications.
3. **Volunteering:** Improving recruitment strategies, and developing flexible schedules that allow parents the opportunity to be volunteers and participants in the life of the school.
4. **Learning at home:** Teachers providing parents with information packets including ideas on how to help their children with homework.
5. **Decision-making:** Involving parents in school related decisions through PTA, PAC, school councils or other parent organizations.
6. **Collaborating with the community:** The importance of strengthening school programs with community resources and services.

Ziegler (1987) is convinced that parent involvement in their children's education leads to academic achievement, and that grades go up while behavior problems at school often disappear.

She states,

“School personnel can intervene positively and effectively to show parents how to help their children be successful. The attitudes and behavior of parents who have felt powerless and excluded can be changed. Aggressive outreach techniques may be necessary to establish communication with ethnic, racial, and language-minority families.”

Mckinney (1975) found that student's reading and math scores improved when their parents were actively involved in their education. He also found that the more involved the parents were in their children's education, the more positive their attitude was towards school. His findings were based on a tutorial program that was implemented into three elementary schools in Dade County Florida. A group of one hundred parents were randomly selected to be in the program. Fifty parents were tutored on how to help their children and made up the experimental group while the other fifty parents were not tutored, thus creating the control group. The students were pre-tested and than post-tested using the Dade County Systems Reading and Mathematics Assessment Program. This particular study helps us understand the importance of the teacher as a resource to the parent. Parents who do not receive direction from teachers on how to help their children with their homework may have a tough time helping their children.

Griffith (1996) conducted a study that focused on parent involvement in 41 schools and how it improved student achievement. He found that the schools that reported having higher

parent participation also had higher Criterion Referenced Test scores (CRT). Parent participation was identified as participating in volunteer activities, attending parent-teacher association meetings and school activities such as open house and back to school programs. Griffith also found that in schools which had higher populations of African Americans, Hispanics, and students in free and reduced lunch programs had less parent school participation. These schools also reported lower CRT scores.

Luchuck (1998) did a correlational study in Lumberport Elementary School in West Virginia where 70 percent of students received free and reduced lunch. The study involved 40 elementary students from second, third, fourth and fifth grades. The parents were asked to complete a 15-question survey for the 1997 and 1998 school years. The parent involvement scale was derived from previous studies done on parent involvement. The parent's questions were based on the Likert scale and the students were measured using the Stanford Achievement Test (SAT9). Test scores from 1997 were used as a pre-test and their scores in 1998 as a post-test. In order to show a correlation between the Likert scale results and SAT9 scores Luchuck used the Pearson Product-Moment correlation coefficient method of measurement. Luchuck was able to conclude that parent involvement does increase children's academic achievement.

Catsambis (1998) reported that parents enhancing learning opportunities at home had a significant effect on 12th grade student academic achievement and a profound effect on the number of course credits completed in English, Math, and Science. Catsambis also found that parental involvement at the eighth grade level had a long-term positive effect on academics. This

longitudinal study, focused on 15,000 parents and their children's academic achievement from 1988-1992. Catsambis studied six different types of parental involvement:

- Parent obligations (educational expectations etc...)
- Parent/School Communicating
- Support of School
- Learning Activities at Home
- Decision-making
- Collaborating with Community

Parents were given surveys to measure their involvement and student academic test scores and credit completion were also used. Catsambis's six categories showed a similarity to those previously mentioned by Epstein (1995).

Using information from the National Education Longitudinal study (1988 to 1992) by the National Center for Education Statistics, which involves 1,057 eighth grade students, Muller (1993) found that parent-child discussions about school, parents discussing academic matters with the school, and PTA participation improved student achievement. Muller also found that homework based activities that were completed at home with parent involvement or supervision had a positive effect on the student's academic performance.

According to Schurr (1992) productive parent programs should consider seven common elements articulated by the Southwest Educational Development Laboratory in a comprehensive study of "promising parent involvement programs"(p.3). These seven elements were:

- A written policy that legitimized the importance of parental involvement
- Administrative support that was identified as allocation of dollars, space, and people power
- Training that focused on communication and partnering skills for parents and staff members
- Emphasis on a partnership philosophy that created a feeling of mutual ownership in the education of students
- A two-way on going communication system
- Networking that facilitated the sharing of information, resources, and technical expertise
- Regular evaluation activities that attempted to modify or revise program components as needed.

Schurr (1992) suggests that principals must make a special effort to allocate funds specifically for parent involvement programs. Principals need to ensure that teachers, parents, and the community are involved and informed when forwarding funds toward parent involvement projects. Schurr also suggests that school leaders need to create an environment that is appealing to parents, rather than discouraging, if parents are to become involved. She recommends incorporating the following sixteen strategies to improve parent involvement:

1. **Mutual Goal Setting Contracting, and Evaluating:** Send a letter at the beginning of the school year clearly explaining the goals set by the school for parent

involvement. One way to provide support for these goals is to have a teacher or school representative meet with parents to answer any questions they might have.

2. **Assessment of School Policies, Practices, and Rituals:** School officials need to assess whether or not the school provides programs/activities for parents to participate in the life of the school and their effectiveness.
3. **Parent Lounge/Center/Resource Room:** This will provide parents, and people of the community a common meeting place and portrays the school as genuinely caring.
4. **Public Information Displays, Public Service Messages, and Work Site Seminars:** Make time to take school programs and meetings into the community. Use community resources to promote involvement.
5. **Parent Handbook of Guidelines and Tips:** Provide parents with ideas and tips to help their children. This will go along way in moving toward improving student academic work habits of today's student.
6. **Weekend or Evening Public Information Fair:** Provide displays by various community agencies and professional speakers or presentations. The main purpose would be to educate the community about the school and the Hispanic community's potential influence on student achievement. This would also be an appropriate time to show off student work.
7. **Parent and Student Exchange Day:** Invite and encourage parents to come in and take the place of their child for a school day. It would provide them an opportunity to see what the children are learning first hand. The challenge is to have this on a day

when most parents could attend.

8. **Extra Academic Credit for Parent Involvement:** Identify a school list of parent involvement activities. That may include attending PTA, PAC, or parent workshops.
The school may give extra credit to the student for every meeting a parent attends.
9. **An Old Fashioned Family Night At School:** This may include displays of student work, student entertainment and/or student parent discussions.
10. **School-wide Communication Plan:** Administrators and Teachers should establish a procedure for contacting families during the year. The contacts should include home visits, phone calls, letters, or even small group school visits by parents. An attempt should be made to keep these opportunities of speaking with parents on a positive note. Parents will tend to shy away when they only here negative reports from the school.
11. **Parent/Teacher Dialog Journals For Communication:** These journals will provide opportunities to communicate with the parents. The dialog may be used to ask questions or raise issues that the parents may be concerned about.
12. **Official Parent Proclamation Efforts:** This is a way to involve community officials in the life of the school. A proclamation would also help parents understand that the community was supporting parent involvement efforts.
13. **Monthly Home Achievement Packets:** The purpose of the packets is to train parents in ways to help their children at home. Audio or videotapes may be a help in explaining the techniques mentioned in the packets. Monthly topics could include:

how to set up a study area, how to select a college or trade school, or how to improve your child's study skills.

14. **Home Visits For a Special Bond:** When it comes to reaching parents there is no substitute for home visits. Parents appreciate this type of extra effort by school officials. Principals can help this happen by providing substitutes for teachers and/or by providing comp time for spending out of school hours to make home visits.
15. **School-wide Homework Policy:** The school should establish a consistent homework program, monitored by the administrators of the school. This could help clear up some misconceptions about the role of homework in the classroom as well as the advantages of quality homework activities for teachers.
16. **Meet and Greet Program Event:** One way to do this is to have already participating parents help new families adjust to their new surroundings.

The Hispanic Family

Although the Hispanic population may be united by having a common language, they represent great diversity in socioeconomic status, race, age, and country of origin (Nicolau & Ramos, 1990). People need to understand that the differences among the Hispanic population, namely in the way they communicate and socialize with each other, is usually greater than the overall differences between Hispanics and non-Hispanics (Haycock & Duany, 1991).

In the Hispanic culture families emphasize obedience and respect for adults and authority. Commonly, communication between parent and child consists of the parent talking and the child

listening and accepting without further discussion (Espinosa, 1995; Robledo, 1993). Garcia (1990) points out, "the orientation given to the youth in our present society has traumatically affected the Hispanic family by undermining the authoritative roles of the parents who today are openly and aggressively challenged by their children"(p.44). Another important Hispanic cultural characteristic is family commitment, which includes a strong family support system and extended family members. In the Hispanic culture, emphasis is placed on a child's behavior due to the fact that it is deemed to be a reflection of the family. In addition, among family members it is the duty for the older siblings to care for the younger ones (Vasquez, 1990). According to Vasquez, "This strong sense of other-directedness conflicts with the United States' mainstream emphasis on individualism"(p. 299).

Stereotype sex roles are also very evident in the Hispanic culture, where the male is perceived as strong, dominant, and the breadwinner. The female on the other hand is considered to be nurturing and willing to sacrifice herself for the good of the family (Baron, 1991). According to Garcia (1990), the wife is also supposed to make all the domestic decisions, which includes the education of the children.

The issue of cultural sensitivity is prevalent in today's society. The understanding of different cultures is something that challenges our present education system and will continue to do so in the future. As schools become ethnically more diverse the responsibility of school employees to understand their school population becomes even more difficult. According to Alvarez (1998) there are several things an educator should consider in the process of developing cultural sensitivity. She recommends the following:

- Becoming part of the family
- Be flexible
- Accept different views of time and punctuality
- Be accessible
- Speak the language
- Be aware of the family's view of authority
- Understand why families may not follow up on recommendations

Hispanic Parent Recruitment and Retention Strategies

Recruitment Strategies (Do's)

A personal approach is the most effective strategy for reaching Hispanic parents and should include visiting the parents home and having face to face conversations in their primary language (Espinosa, 1995).

Nicolau & Ramos (1990) suggest more than one visit to the home because the visits help personalize the situation. Visiting the home eliminates barriers such as parents not feeling comfortable visiting the school when they do not speak English and parents who have young children with no access to childcare facilities. However, this personal approach will not work if the school does not become familiar with the family's background. Schools attempting to build a relationship with Hispanic parents will hopefully work towards gaining the parent's confidence. Schools should attempt to schedule events outside of the school at a neutral neighborhood

site since this may help low-income Hispanic parents feel more comfortable.

Other strategies reported by Nicolau and Ramos were:

- Assign somebody to home visits that knows how to work with Hispanic parents and who understands the Hispanic culture. Most importantly the person must know the family's primary language.
- After home visits have been made follow up with a friendly phone call.
- Follow up invitations to activities with a telephone call one or two days before a special event.
- Be sure to have the principal and teachers outside the school to greet parents in the morning and in the afternoon when they come to pick up their children.
- Have parents that are involved in the school invite parents in their neighborhood to school activities. Build parent networks.
- Have the Hispanic parents already involved as the driving force behind parents leadership training. Parents are more effective when given this training.
- Have parent volunteers at school entrances or around the school to greet other parents. Make sure the parent volunteers have information to give other parents about upcoming events and programs.

Recruiting Dont's

- Do not mail flyers for upcoming events. Many parents do not open letters from the school because they feel it will be bad news. Parents may also not be able to read the

flyer in English or Spanish. If a letter must be sent make sure it is followed up by one or two phone calls.

- Don't issue an invitation that will make parents stay away. For example, never say or write: "Mrs. Rodriguez, why don't you come to our class to learn how to be a good parent".
- Don't have the first meeting at school. Schools can appear threatening to Hispanic parents who have little or no education.
- Don't load the first meeting with serious information.

Retention Strategies (Do's)

According to Nicolau & Ramos (1990), the way to keep Hispanic parents coming back is to make sure that each meeting includes some need or concern of the parents. If Hispanic parents are respected and they feel that they are needed and valued as a resource they will continue to attend meetings. The study also found that when the meetings focused on the needs and concerns of the parents it did not take long for the parents to respond to the school's agenda. They found that the school programs that had the most success in retaining Hispanic parent participation were those that provided flexibility in their agendas, consulted with parents regarding their needs and concerns and provided a caring environment while conducting the meetings. Activities that Nicolau & Ramos (1990) found to be successful in retaining Hispanic parent attendance were:

- **Parent Activity Centers** in children's classrooms. Parents sat in class with their children; they listened to, and participated in, the lessons. This activity helped the parents to better understand what constituted their children's school day.
- **"Make and Take" workshops:** Parents learned how to make educational games, flashcards, and activity boxes. The parents also learned how to use the materials, so they would be able to help their children at home with their homework.
- **Informal Workshops:** Workshops which covered information that parents felt important as a way of easing into the subjects that the school felt important.
- **Community Projects:** Parents make direct and visible contributions when the family and school came together to plan community activities, such as cleaning up parks or painting murals.
- **Tutoring and Homework Centers:** At the same time students receive help with homework, parents are attending workshops or parenting classes.
- Schedule meetings and workshops with consideration for the availability of the parents. Most Hispanic parents work during the day.
- Pick up and escort parents to meetings and events if they do not have transportation, especially if they are new to the school.
- Provide childcare for parents.
- Extend the invitation to grandparents since children are usually under the care of grandparents while the parents work.

- Be sure to give parents responsibilities. Involve them in decision-making, planning, and the implementation of plans.
- Participate in activities with parents that they will later be able to do with their children at home.
- Be sure to have small group activities to provide in-depth and specific skill development. Parents are known to interact more in small groups. Large group activities tend to overwhelm shy parents.
- Hold social activities for parents.
- Plan short-term projects with high potential for success, and limit the number of meetings per project.
- Be sure to be generous with rewards and recognition for parents.
- Make the parents feel comfortable during discussions. Don't allow parents to feel foolish for contributing (Espinosa, 1995).
- Prepare school personnel. Make sure that they understand the community they are serving. One rude or uncaring receptionist can ruin weeks of recruitment (Espinosa, 1995).

Retention Dont's

As identified by Nicolau & Ramos (1990):

- Do not design programs to suit the convenience of the school.
- Do not treat parents as children but as influential adults.

- Do not assume that parents have ideas and strengths to bring to the relationship.
- Do not tell parents that they have to change the way they raise their children. Instead suggest things to build on their tradition in order to prepare their children for US schools.
- Do not give up if the initial response is not favorable.

According to Inger (1992), Hispanic parents who do not understand the language of the school usually find it hard to interact with the school. Many Hispanic parents do not try to get beyond language differences and tradition/cultural differences. Schools should first conduct meetings, seminars, and workshops in Spanish. In addition, Inger believes schools should have a bilingual aide available for when Hispanic parents come to visit the school. Schools could also ask the parent to bring a relative or friend who is bilingual. It is important that school personnel are aware of the Hispanic community, their culture and their special needs (Nicolau & Ramos, 1990). Finally, remember the best way to solve communication problems is to send a bilingual representative from the school to the Hispanic parents' home (Robledo, 1993).

Nicolau & Ramos (1990) believe it is important to involve the parents in any decision-making, planning, and implementation of activities and to guarantee parents the opportunity to demonstrate their skills.

Garcia (1990) believes that it is important to remember that most Hispanic parents believe that the education of their children is the responsibility of the school and therefore their involvement in their children's education is not necessary and could be seen as interference.

Nicolau & Ramos (1990) believe that it is important for schools to hold workshops for Hispanic

parents that will inform them about the US school system and the curriculum. Another approach is to have Hispanic parents who already know about the school talk to other Hispanic parents.

Schools should try to accommodate working parents who have small children by holding workshops, and activities at times when its best for parents and to hold those activities in the neighborhoods of the parents being targeted (Nicolau & Ramos).

The Hispanic family most often encounters childcare problems when they are new arrivals in a community because they no longer have extended family members to baby-sit for them. Since they are new to the community they will often lack close friends, whom they trust, to ask for help (Sosa, 1996). Another problem that Hispanic parents encounter is finding childcare or baby-sitting that is affordable, particularly for low-income parents with more than one child (Nicolau & Ramos). In order to try and remove these barriers a school should provide childcare for parents wanting to attend meetings (Haycock & Duany, 1991). The school should also plan activities or workshops in which parents and children work together. Finally, if there are extended family members in the community invite them to baby-sit so parents can attend (Nicolau & Ramos). Since most Hispanic parents are low-income families, they usually can not afford transportation to and from activities. These problems can be eliminated by the school providing transportation, if possible, to and from meetings and workshops. The school can also set up carpools within the community. It is most important that schools hold activities in a community setting (Nicolau & Ramos; Haycock & Duany, 1991).

Hispanic Parents of Children with Disabilities

Sometimes school officials tend to forget that Hispanic parents have children with special needs beyond language and cultural differences. Families who have students with disabilities are in need of service coordination (Dunst & Trivette, 1991). It is obvious that a service coordinator is needed to help the family with the services and tasks that need to be completed in the Individualized Family Service Plan (IFSP) and in a student's Individualized Education Plan (IEP). Dunst & Trivette recommend that the following be taken into consideration:

- Help parents identify services that may be available
- Coordinate evaluations and subsequent services
- Participate in the IFSP process
- Coordinate and facilitating transitions between services
- Serve as advocates

Summary

The research and literature reviewed in Chapter Two supported the following themes:

1. Parent involvement in their children's education is an essential ingredient to academic success (Zieglar, 1987).
2. Enhancing learning opportunities at home is key to student's academic achievement (Catsambis, 1998).
3. "The orientation given to the youth in our present society has traumatically affected the Hispanic family by undermining the authoritative roles of parents who are today openly and aggressively challenged by their children" (Garcia, 1990, p.44).
4. The personal approach is one that works the best with Hispanic parents. This includes visiting the parents' home and having face to face conversations in their primary language (Espinosa, 1995).
5. If Hispanic parents' feelings are respected and they feel that they are needed and valued as a resource they will continue to attend meetings and participate in school activities (Nicolau & Ramos, 1990).
6. The first step in moving beyond language differences is to conduct seminars, and workshops in Spanish (Inger, 1992).

CHAPTER THREE

PROCEDURES OF THE PROJECT

"Estudiantes deben tener iniciativa; no deben ser imitadores."

Cesar E. Chavez

Introduction

The purpose of this project was to help school administrators more effectively involve Hispanic parents in their children's education

Need for project

Hispanic parent involvement in their children's education is important and perhaps vital not only to the Hispanic community but also the advancement of the USA in the next millennium. Hernandez (1997) reports that by the year 2005 Hispanics will be the largest minority group in America. She also states that Hispanics will outnumber the combined nation's African American, Asian, and Native Americans by the year 2010. According to Bonilla (1997), Hispanic children form the second largest group of U.S. children. Approximately, one-third of high school dropouts are Hispanic, and Hispanics are well below national averages in reading proficiency, writing performance, mathematics proficiency, and SAT scores. It is plain to see that Hispanics need to be more effectively educated in order to help the United States of America prosper in the next millennium. Research tells us that parent involvement is an important ingredient in improving the chances of their children staying in school. The need, therefore, to identify strategies that will encourage Hispanic parents to be involved in their children's education would seem to be of importance.

Procedure

Four school districts were selected to participate in the project based upon the criteria of sixty percent or more Hispanic student enrollment. All four school districts were in eastern Washington and identified as School Districts A, B, C, and D. (See Appendix A)

Two questionnaires were then developed (See Appendix B), one for Hispanic parents and one for the Principals of the schools. Questions focused on programs and strategies used by the schools to encourage Hispanic parent involvement and parents perceptions and involvement in their child's education. The questions were designed to be used during interviews.

Three principals (elementary, middle school and high school) were selected from each district in an attempt to address parent involvement issues, kindergarten through twelfth grade. Eleven principals were interviewed; (one principal was both the high school & middle school principal). Three families from each school who met the criteria of having a child enrolled in the school and who were not employed as instructional aids were randomly selected. A total of thirty-three families were interviewed in their homes with each interview lasting approximately 30 minutes. All parent interviews were conducted in Spanish.

Treatment of Data

Information from principal and parent interviews was compiled and studied for similarities, differences and compatibility. Successful and or new strategies to involve Hispanic parents were identified. Following the completion of the project all school principals will be given results of the parent/principal interviews.

CHAPTER FOUR

THE PROJECT

“Estar despuesto a servir no es suficiente. Necesita convertirse en un sirviente de la gente. Cuando decides hacerlo, puedes de cambio pedir su compromiso.”
Cesar E. Chavez

Introduction

The purpose of this project is to help School Administrators more effectively involve Hispanic parents in their children’s education.

Chapter four has been divided into three sections:

1. Analysis of Data
2. A Suggested Conceptual Framework for Schools to Incorporate into Programs and Activities for Hispanic Parents
3. Resources and Examples of Specific Programs

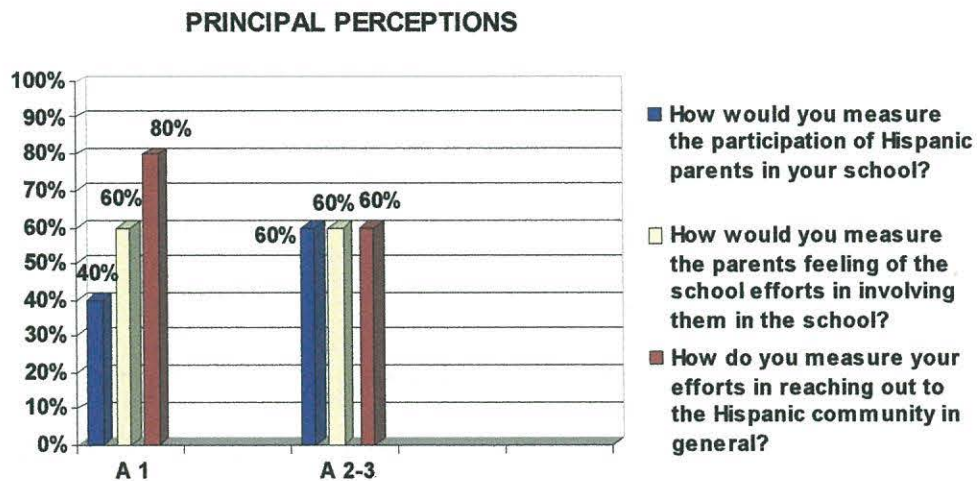
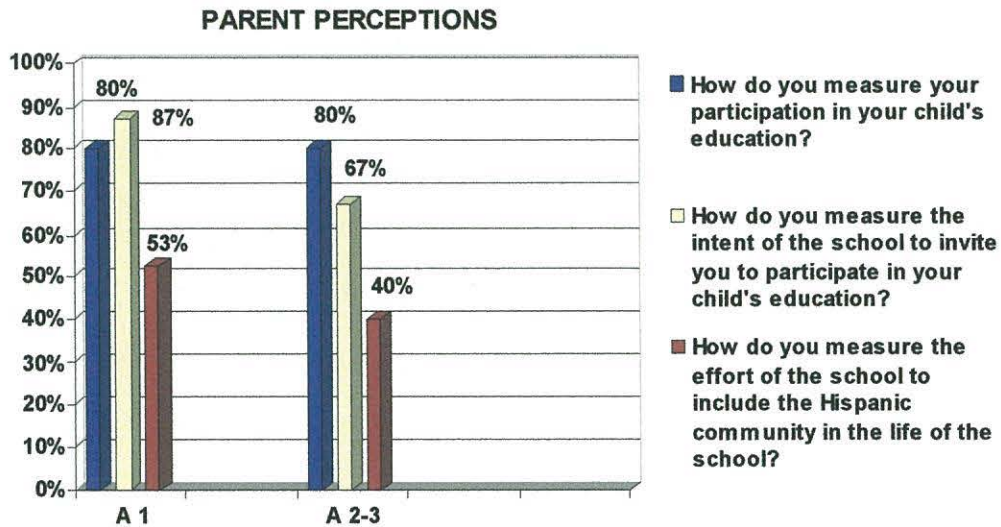
Analysis of Data

In this first section, the three questions asked of both the parents and principals during the interviews are compared and contrasted. The answers given were compared within the district, among districts, and all similar district grade levels. In addition parent and principal responses in each district were studied.

In school district “A” (Table 1) parent and principal responses to three questions were analyzed. At both school levels Hispanic parents reported more involvement in their child’s education than was perceived by the principals. Parents also reported more effort by the school

to involve them in the life of the school than principals expected them to report. Principals rated their efforts to involve the greater Hispanic community higher than the parents.

TABLE 1: SCHOOL DISTRICT "A"

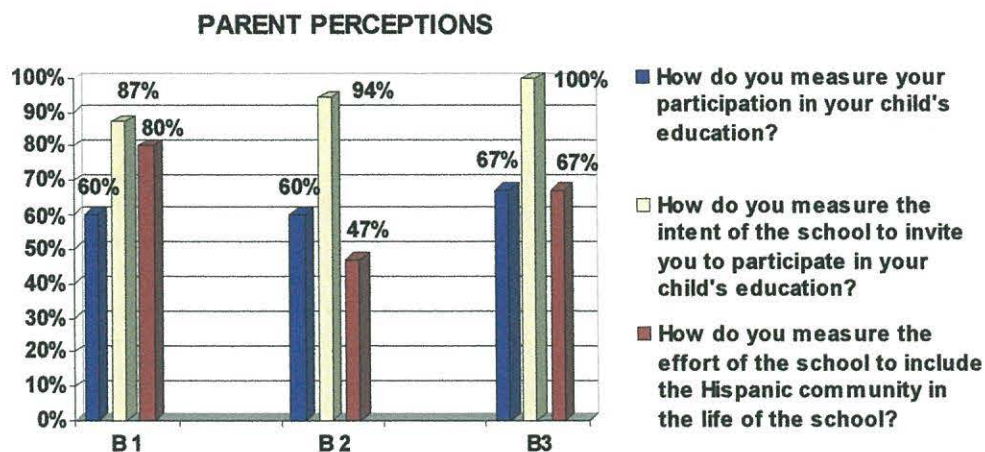


Key: A 1 = Elementary (three parents & one principal interviewed)
 A 2-3 = Middle School & High School (three parents & one principal interviewed)
 Percentage based on = Scale: 1-2-3-4-5

In school district “B” (Table 2) parent and principal responses to the three questions were analyzed. Principals and Hispanic parents appeared to have different perceptions with regards to the level of parent involvement in the education of their children. Principals reported less involvement at the elementary level and higher involvement at the high school level. The level of involvement reported by high school principals was in fact higher than reported by parents.

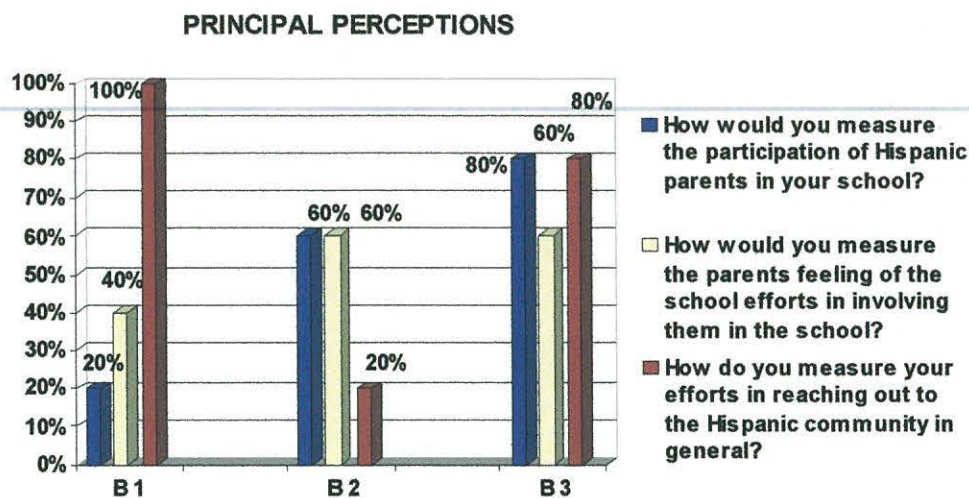
At the elementary and high school level principals reported efforts to reach out to the greater Hispanic community at a higher level than was recognized by parents, while at the middle school the reverse was evidenced. It is interesting to note that the elementary principal reported low parent involvement but very high efforts by the school to involve the greater Hispanic community.

TABLE 2: SCHOOL DISTRICT “B”



Key: B 1 = Intermediate level (three parents interviewed)
 B 2 = Middle school level (three parents interviewed)
 B 3 = High school level (three parents interviewed)
 Percentage based on = Scale: 1-2-3-4-5

(Table 2 Continued)

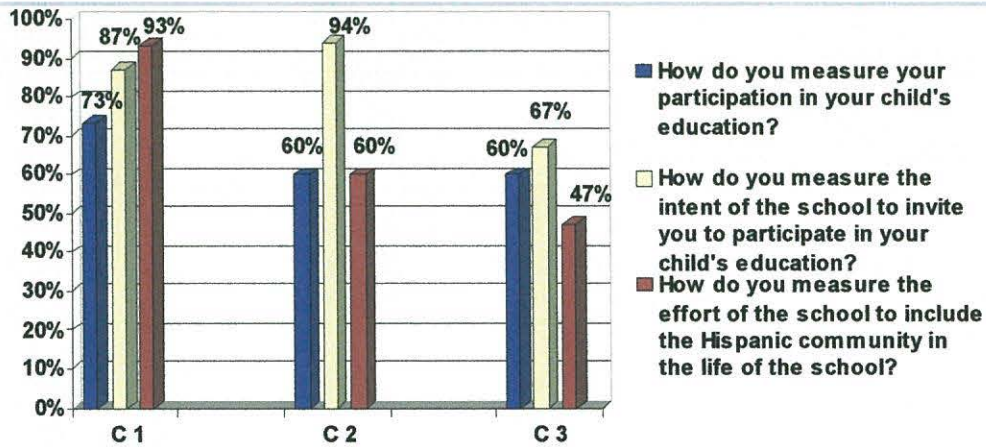


Key: B 1 = Intermediate level (one principal interviewed)
 B 2 = Middle school level (one principal interviewed)
 B 3 = High school level (one principal interviewed)
 Percentage based on = Scale: 1-2-3-4-5

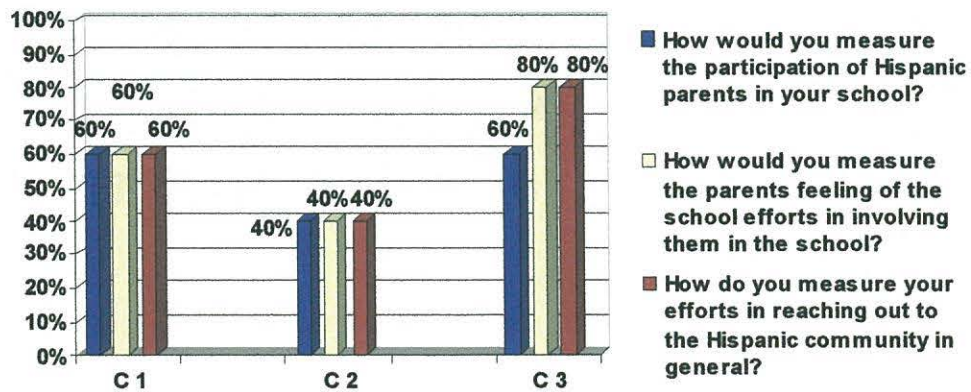
In school district “C” (Table 3) parent and principal responses to three questions were analyzed. Hispanic parents tended to rate themselves higher than principals on their participation in the educational process of their children. At the elementary and middle school levels parents acknowledged efforts of the schools to involve them at higher level than was expected by the principals of their schools. The high school principal ranked the efforts to involve the greater Hispanic community higher than the parents did, while at the elementary and middle school level it was the opposite.

TABLE 3: SCHOOL DISTRICT "C"

PARENT PERCEPTIONS



PRINCIPAL PERCEPTIONS

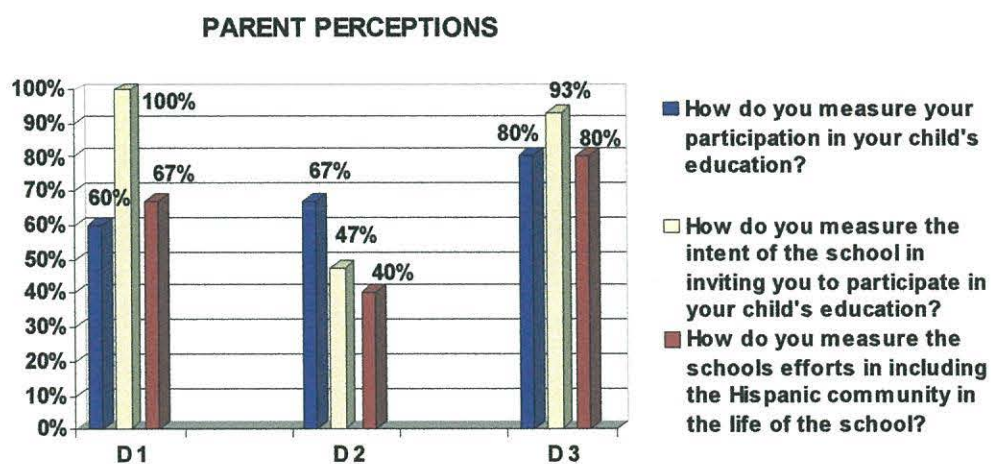


Key: C 1 = Elementary level (three parents & one principal interviewed)
 C 2 = Middle school level (three parents & one principal interviewed)
 C 3 = High school level (three parents & one principal interviewed)
 Percentage based on = Scale: 1-2-3-4-5

In school district “D” (Table 4) parent and principal responses to three questions were analyzed. Hispanic parents at all three levels rated their participation in the education of their children higher than the principals. At the elementary and high school levels parents perception of the involvement efforts of the schools were higher than the principals expectations.

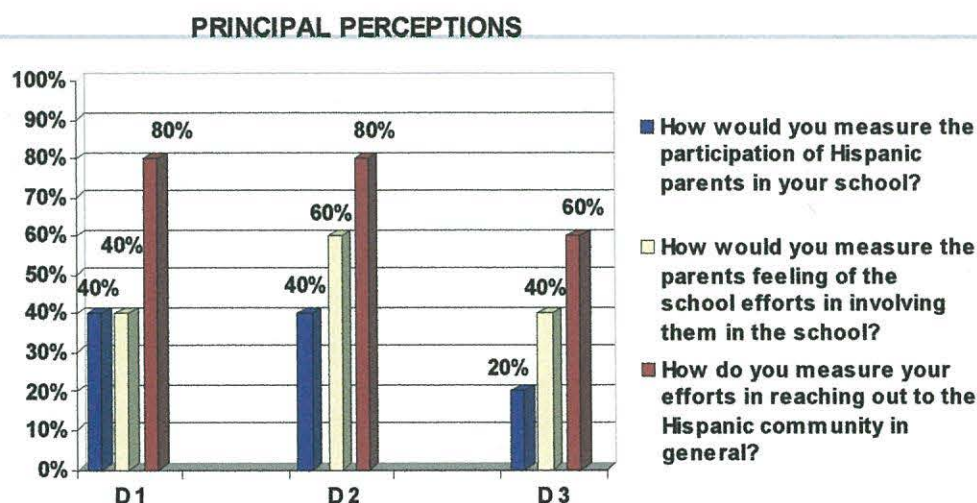
Elementary and middle school principals believed they were reaching out to the greater Hispanic community more than was perceived by the parents of their schools. Interestingly high school parents responded to the three questions more positively than the other two school parent groups and the high school principals less positively than the other two principals.

TABLE 4: SCHOOL DISTRICT “D”



Key: D 1 = Elementary level (three parents interviewed)
 D 2 = Middle school level (three parents interviewed)
 D 3 = High school level (three parents interviewed)
 Percentage based on = Scale: 1-2-3-4-5

(Table 4 Continued)

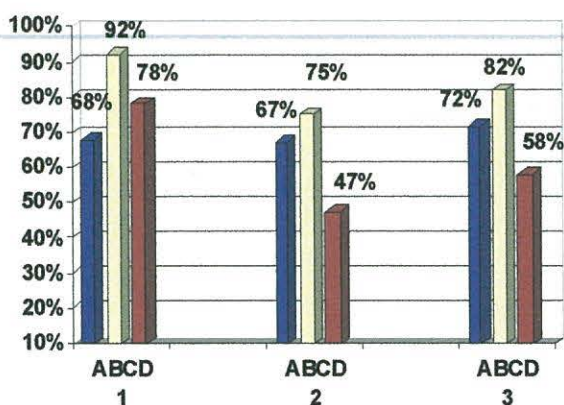


Key: D 1 = Elementary level (one principal interviewed)
 D 2 = Middle school level (one principal interviewed)
 D 3 = High school level (one principal interviewed)
 Percentage based on = Scale: 1-2-3-4-5

Parent and principal responses to three questions by school level (Table 5) were analyzed. Hispanic parent perception of their participation in the education of their children appeared to increase as they progressed through the different school levels. Principal's responses appear to agree with those of the parents. Elementary principals acknowledged that their efforts to encourage Hispanic parents involvement was less than that of the middle or high school. There was an obvious discrepancy in opinion as to how principals and parents viewed the efforts of the schools to involve them at all levels.

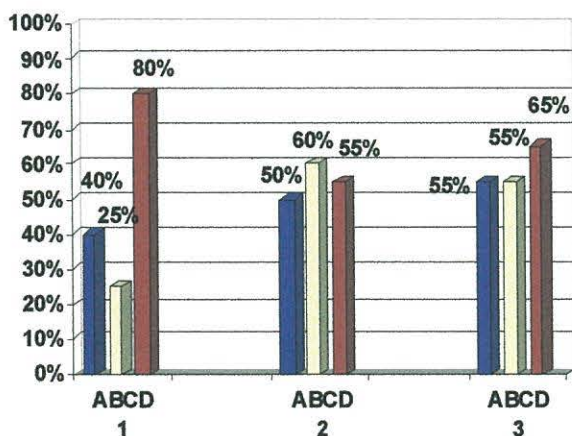
TABLE 5: RESPONSES BY SCHOOL LEVEL

PARENT PERCEPTIONS



- How do you measure your participation in your child's education?
- How do you measure the intent of the school to invite you to participate in your child's education?
- How do you measure the effort of the school in including the Hispanic community in the life of the school?

PRINCIPAL PERCEPTIONS

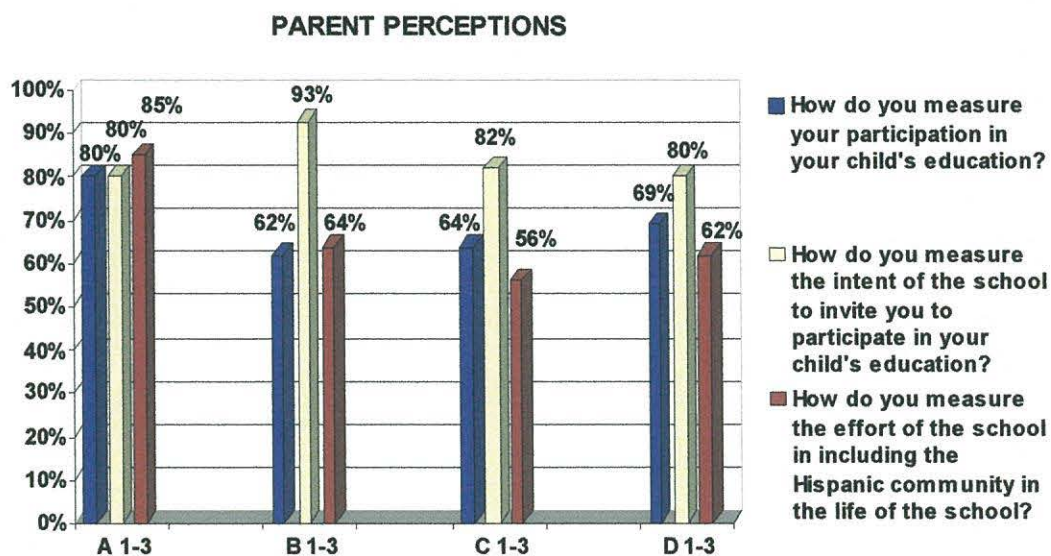


- How would you measure the participation of Hispanic parents in your school?
- How would you measure the parents feeling of the school efforts in involving them in the school?
- How do you measure your efforts in reaching out to the Hispanic community in general?

Key: ABCD 1 = Elementary or Intermediate level (twelve parents & four principals interviewed)
 ABCD 2 = Middle school level (twelve parents & four principals interviewed)
 ABCD 3 = High school level (nine parents & three principals interviewed)
 Percentage based on = Scale: 1-2-3-4-5

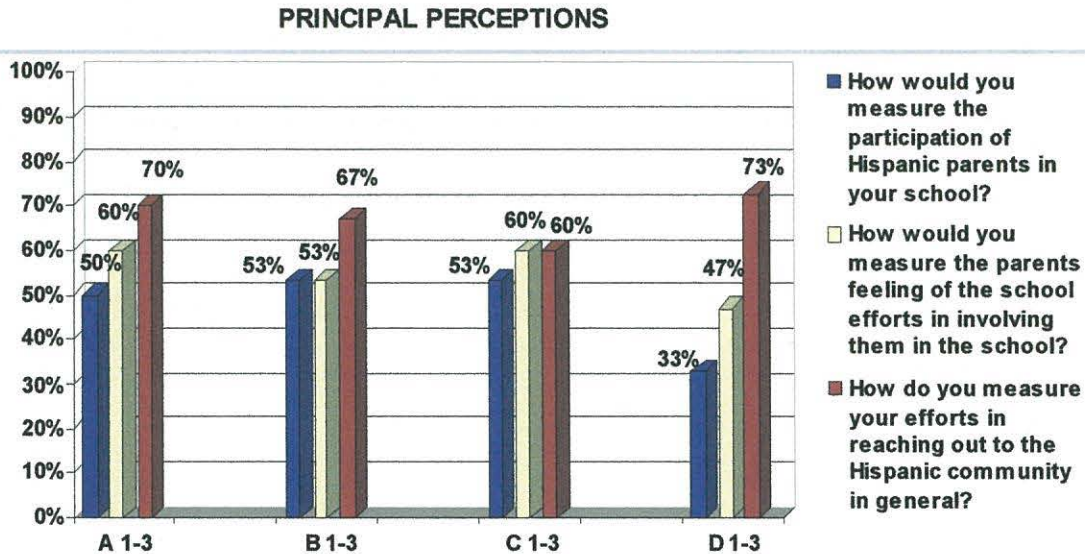
School District comparisons of parent and principal responses (Table 6) to three questions were analyzed. Generally there was more similarity among school districts than differences. In all four districts parents ranked their involvement in schools higher than the principals. Parents also acknowledged the school's efforts to involve them in the life of the school higher than principals felt the parents would rank the schools efforts. Three out of four school districts principals ranked their efforts to reach out to the greater Hispanic community higher than the reported parent's perception.

TABLE 6: SCHOOL DISTRICT COMPARISONS



Key: A 1-3 = Response of all levels in school district "A" (six parents interviewed)
 B 1-3 = Response of all levels in school district "B" (nine parents interviewed)
 C 1-3 = Response of all levels in school district "C" (nine parents interviewed)
 D 1-3 = Response of all levels in school district "D" (nine parents interviewed)
 Percentage based on = Scale: 1-2-3-4-5

(Table 6 Continued)

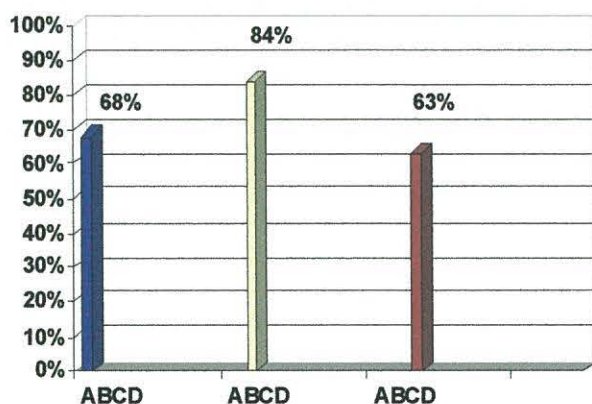


Key: A 1-3 = Response of all levels in school district "A" (two principals interviewed)
 B 1-3 = Response of all levels in school district "B" (three principals interviewed)
 C 1-3 = Response of all levels in school district "C" (three principals interviewed)
 D 1-3 = Response of all levels in school district "D" (three principals interviewed)
 Percentage based on = Scale: 1-2-3-4-5

Total responses by all four school districts of parent and principal responses (Table 7) to three questions were analyzed. Principal perceptions of Hispanic parents involvement in the life of the school tended to be lower than that acknowledged by parents across all districts. Parents acknowledged higher efforts by the schools to involve them than principal's felt was actually perceived by parents. Generally parent and principals were in agreement in the efforts to reach out to the Hispanic community as a whole.

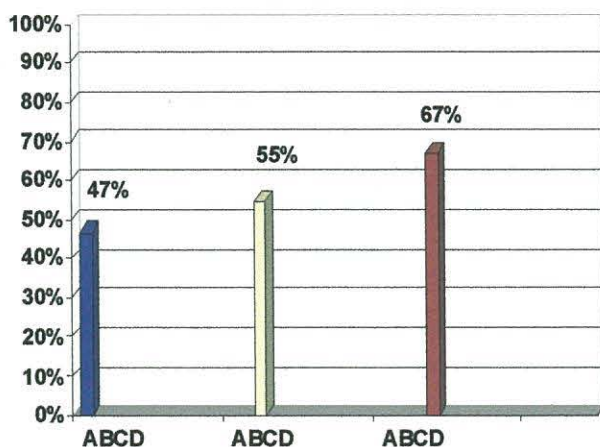
TABLE 7: TOTAL RESPONSES OF ALL FOUR SCHOOL DISTRICTS

PARENT PERCEPTIONS



- How do you measure your participation in your child's education?
- How do you measure the intent of the school to invite you to participate in your child's education?
- How do you measure the effort of the school in including the Hispanic community in the life of the school?

PRINCIPAL PERCEPTIONS



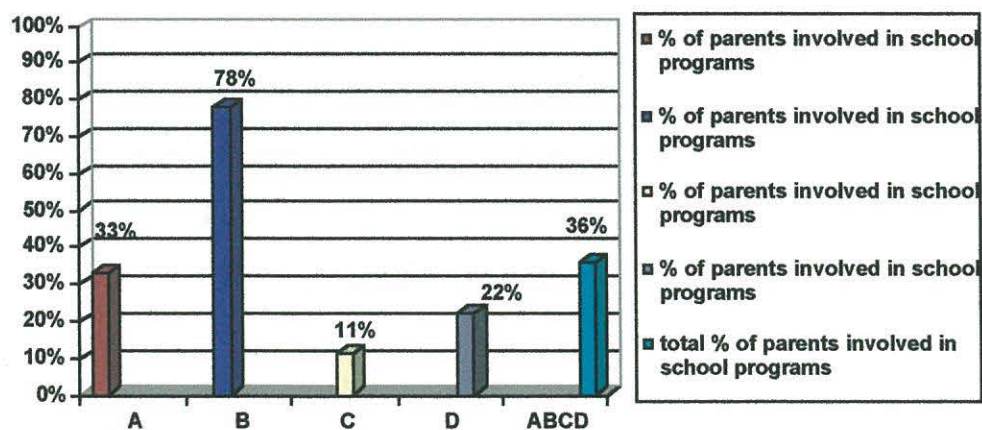
- How would you measure the participation of Hispanic parents in your school?
- How would you measure the parents feeling of the school efforts in involving them in the school?
- How do you measure your efforts in reaching out to the Hispanic community in general?

Key: ABCD = Total of all districts (thirty-three parents & Eleven principals interviewed)
 Percentage based on = Scale 1-2-3-4-5

What the previous tables do not show is the way parents verbalized their involvement in their children's education. The parents viewed their involvement more in relation to the home than to school activities. Parents defined their participation as encouraging and motivating their children to do their homework, do well in school, along with trying to help them when they could with their homework. Principals on the other hand measured parent involvement based on their attendance and participation in school activities.

Having analyzed the first three close-ended questions of the interview the remaining open-ended interview questions were studied. Question #4 of the parent interview asked if they were involved in school programs and what programs. Of the thirty-three parents interviewed only thirty-six percent said they were involved in a school program as illustrated in the table 8.

Table 8: Parent Involvement in School Programs



Note: A = School District "A" (six parents interviewed)
 B = School District "B" (nine parents interviewed)
 C = School District "C" (nine parents interviewed)
 D = School District "D" (nine parents interviewed)
 ABCD = All School Districts combined (thirty-three parents interviewed)

Parents identified being involved in the following programs: Migrant, Reading, English night classes, Bilingual, GED, Parenting Classes, and Volunteer programs. Other activities in which parents were involved included parent advisory counsel (PAC) meetings, open house, library night, Movimiento Estudiantil Chicana/o de Aztlán (MECHA), and curriculum meetings. Interestingly all of the parents interviewed reported attending parent teacher conferences one hundred percent of the time.

In question #5 the parents were asked what could schools do differently to improve Hispanic parent involvement in the schools and in their children's education.

- 48 percent of the parents reported receiving no phone calls from the school district, while 52 percent expressed that the only time they received calls regarding their children's misconduct.
- 61 percent of the parents reported receiving no home visits by the school while the parents who did, said that it was only in regard to the misconduct and/or attendance of their children.
- 58 percent of the parents believed that schools need to use the church as a resource to reach not only parents but the greater Hispanic community.
- 42 percent of the parents expressed the need for school educators to understand the Hispanic culture on a deeper and more personal level.

School Administrators interviewed identified similar strategies in trying to reach out to parents. For example, bilingual letters sent home, phone calls, house calls, available interpreters, parent-teacher conferences and the provision of flexible schedules for the parents, family nights, library nights, and open houses. In addition, administrators provided workshops for teachers to learn how to better relate to Hispanic families, thus providing a stronger link between parents and community services. While these school efforts were acknowledged by parents, there was some disagreement. Parents also felt that home visits were important and that they should be used to report good conduct, highlight academics, and to get to know the child's family. Parents also believed that the school should call them more frequently about the good things their children were doing, not just about the misconduct of their children.

Another issue raised by the parents interviewed was that schools should not rely on the children to bring bulletins or flyers home. A number of Hispanic parents cannot read Spanish so when the children try to explain the information on bulletins or flyers to them in Spanish parents believe they are being misinformed or being told half of the story. This may be the reason why fifty-eight percent of the parents interviewed believed that the church was a virtually untapped resource used by the school. Parents believed that if the school would send representatives to churches to give announcements of meetings and upcoming events that parent attendance would increase at school functions. In addition, parents felt that since issues would be addressed in a group setting additional interest and conversation concerning their children's education might be enhanced.

While principals said they are providing in-services for their teachers to help them understand the Hispanic family, forty-two percent of the parents expressed the need for educators to understand the Hispanic culture on a deeper and more personal level. The parents suggested that this lack of understanding has sometimes lead to a lack of respect for the students and at times for themselves. They believed school educators and administrators should try to involve themselves in Hispanic community functions in order to foster a relationship that stretched beyond the classroom and the home.

One interesting school strategy was to provide travel packets for students in an elementary school who were going to leave the school and travel during the winter months. The travel packet consisted of a journal, in which the student was required to write about his/her travels and a camera to take pictures. A map was also included so he/she could mark which places traveled through to their final destination. The school provided postcards that were already stamped for children to keep them updated on where they were traveling. The school provided a bulletin board to display to the rest of the school where the students had traveled and where they were.

**A Conceptual Framework for Schools to Incorporate
into Programs and Activities for Hispanic Parents.**

The following suggestions are derived from the life long experience of living in a Hispanic family, as a teacher and from the responses received from parents and school administrators in conjunction with this project.

1. The number one thing that a school district must do is to continue to involve Hispanic parents in their children's education, kindergarten through the twelfth grade. Every school district needs to have a policy that shows the community that the school is committed to the idea of parent involvement. Experience and research generally points out that as children become older parent involvement decreases as does the school's attempt to engage parents in their child's education. Statistics show that the more parents are involved in their children's education the better the students do academically and a higher level of education is achieved. There are programs and strategies that work at the elementary levels that won't work in the upper levels but that should not be an excuse. Students need to be given room to grow as individuals and the school and parents should work together to guide the students academic growth, in all three levels of schooling.
2. Suggestions to meet the above challenge need to begin with a dedicated and enthusiastic home visitor or a parent school liaison. The home visitor needs to be a motivator and a proactive paradigm changer. Schools sometimes depend too much on the home visitor to relate all the information to the parent, which results in some parents feeling that the home visitor is no more than a translator. Having an administrator or teacher visit the home (with a translator when necessary) would be far more effective.
3. Another strategy to consider is to create a task force of about twelve to fifteen members to address strictly parent involvement issues. It would be wise to rotate new members in for old members when the time is right to include new blood and ideas. The task force would strive to have a positive impact on recruiting, and motivating parents to be involved in their child's

education. The task force team would be made up of teachers, parents, administrators, psychologists, counselors, students from different grade levels, a social worker and representatives from the community. The more diverse the members of the task force the more they may insure that the services provided would take into account the various issues, and interests of teachers, parents, the school, and the students. From the task force one or two members would be assigned the responsibility of addressing one of the six different types of parent involvement addressed by Joyce Epstein (1996). For small districts a task force of this nature might not be feasible but combining or teaming with another nearby school district might be possible. As the family structure and the communities around school districts change, schools are challenged to find new ways of meeting the needs of the school and community.

4. In order for a school to serve the community effectively it must become involved in the community, thus gaining an understanding of the community's culture. One of the main threats to Hispanic families is the fear of their children losing their culture and becoming Americanized. Consequently, many Hispanic parents need to be reached through personal contact, explaining their fear is something they must resolve within the home. The school should attempt to convince Hispanic parents that the school is there only for educational purposes and to reinforce their culture, not to build a cultural foundation. Parents must be held accountable for the transmitting of a culture and the understanding that their ethnic culture is valued more by their children when taught at home. The schools should also help parents understand that their culture is special and valued by the school system

but it is not the responsibility of the school to teach their children their own Hispanic culture

5. Home visits do a number of things for the parent and the teacher. The more the students see parents in contact with the teacher at home the more value the student and parents tend to place on the teacher's efforts in the classroom. This may in turn have a positive effect on a student's behavior in school. Hispanic children are usually respectful towards their parents and if they see a consistent and positive parent-teacher relationship they may be more encouraged to take school more seriously. Home visits should not only inform parents of their children's failures but also address their academic endeavors and successes. School districts could provide special days for teachers to be allowed to do home visits or provide financial incentives for each home visit that is done during the teacher's personal time. However, it has to be recognized that home visits are a key ingredient in informing and involving Hispanic parents. Well-informed parents are more apt to be involved in their children's education than an uninformed parent.
6. Phone calls are another important strategy in contacting parents. If parents can be reached by phone it is important to transmit the updated status of their child's progress and important upcoming educational meetings.
7. In most Hispanic impacted community school districts, there is a low number of Hispanic or bilingual teachers and staff. This situation does not help the language barrier, which always makes its presence known when parents are in contact with teachers. Parents either feel

inferior for not being able to communicate effectively or they feel frustrated because they really cannot speak with the teacher or administrator personally.

8. Hiring Spanish speaking para-pros and aids is an important factor in helping teachers in the classroom, but more importantly it is the service they provide in communicating with parents as was evident from parent interviews. It is easy to hire a high school graduate who is bilingual, but just because a person has a diploma it does not necessarily mean that they are able to appropriately communicate with parents and to positively help in the classroom. School districts need to have higher expectations of their para-pros, aids and interpreters. Districts could address this issue by having a more rigorous hiring process and treating it as if they were going to hire a classroom teacher or specialist. If a school district does hire high school graduates they need to provide in-service training, workshops, and/or require the future employee to take classes to improve or learn new skills.
9. Another strategy to consider is to use the community church as a resource. A viable way to communicate with the Hispanic community would be through weekly church services. The more the Hispanic community perceives the school caring for their culture the more involvement they may have in the schools. Since the Hispanic community, as a whole, is known to be a religious group it would appear that besides meeting with parents at home or at the school, the church might be another place to hold meetings for parents.

“Tiene que existir alguien que puede hacerlo, quien este dispuesto a tomar cualquier riesgo requerido. No pienso que se puede hacer solamente con dinero. La persona tiene que ser dedicada al trabajo. Y necesita tener otra motivacion.”

Cesar E. Chavez

SUGGESTED PROGRAM RESOURCES

I.

School, Family, and Community Partnerships:

Your Handbook for Action:

This “user-friendly” handbook enables state, district, and school leaders to organize and implement positive and permanent programs of school, family, and community partnerships. It is designed to guide the work of Action Teams for School, Family, and Community Partnerships consisting of principals, teachers, parents, and others. The information, format, and activities are designed to help state and district leaders support, facilitate, and reward the work of their schools. The handbook’s eight chapters offer step-by-step strategies to improve the school-family-community relations.

The handbook provides a basic structure and useful guidelines which schools can use to organize a comprehensive program of partnerships. Educators, families, students, and community members work together to select and tailor activities to meet their needs, interests, and goals. Over time, new practices creative ideas, and unique approaches are integrated in each school’s program. The handbook addresses; Background, Practical Applications, Workshops, Reproducibles, Plans and Progress, Group Activities, Special Topics, and Networking.

Copies of this handbook are available from Corwin Press, Inc. for \$29.95 (paper) and \$69.95 (cloth). Call (805) 499-9774 for ordering information. One copy of the handbook is provided at no cost to members of the National Network of Partnership Schools.

II.**Moses Lake Migrant Program:****Empowering Parents**

The Moses Lake Migrant Program states that the main goal of an educator is to empower migrant parents and their families. Parents need to understand that the strengthening of the connection between home and school will allow them the opportunity to become educated parents, gain leadership skills, and build their confidence in effectively communicating with their children. The program includes five educational courses in both English and Spanish and has several components including academic concerns and social issues. Topics included in the five sessions are:

1. Effective Parent Leaders
2. Leadership Styles and Qualities
3. Communicating Effectively with those Responsible for Educating your Children
4. Significant Issues in Education today which effect educator's solutions
5. Empowered Parents in the Community

More information regarding this program can be obtained by contacting Nelly C. McClaughlan and the Moses Lake Migrant Program in Moses Lake, WA.

III.**Instruction Begins at Home (I.B.H.):**

The purpose of this resource book is to provide educators with a series of successful activities that were created, adapted, and implemented by I.B.H. teachers. This resource is a collection of Day care, Language Arts and Math activities in both English and Spanish. There are lessons to select from and participants may choose those which best suit their group of parents, teaching style and/or the availability of materials. The I.B.H. program has currently only completed materials for grades K-3. Additional grades are currently works in progress.

The goal of these activities is to assist teachers in using new strategies and to make programs more exciting and resourceful, thus enabling parents to reinforce their children's classroom assignments with greater confidence and knowledge.

For information call the El Paso Independent School District at (915) 779-4306 or write them at 6531 Boeing Drive, El Paso, Texas 79925.

IV.**Programs and Resources for Parent Involvement Matching Grants:****(IDEA BANK)**

Programs and resources addressed in the IDEA Bank include:

1. Build Your Own Programs/Activities
2. Literacy-Based Programs and Training
3. Community-Based Organizations Offering Programs/Training for Parents Commercial Programs/Kits Available to Develop Parent Workshops/Training

4. Additional Resources and Materials

Included in the description of the above programs, training, activities etc... are phone numbers and names of people who may be contacted for more information. If you need assistance in getting these programs started, call (619) 293-8508.

V.

Washington State Parent Teacher Association Seminars (PTA):

The Washington State PTA seminars are geared for parents, but could be valuable for teachers and other school staff, business and community members. The seminars may be tailored to any of the above audiences.

The Washington State PTA will mail you tips for promoting the seminar and masters for participant handouts. Many of the seminars will require an overhead projector and screen.

Available seminar topics:

1. Courageous Parent-- Successful Student
2. Financial Planning for Education Beyond High School
3. Habits of a Skillful Student
4. Interactive Forum on Parent Involvement
5. Parent and School Governance
6. Parent as First Educator
7. Parent as Partner in Education
8. Parent as Powerful Advocate
9. Parents, Teachers, and the Parent/Teacher Conference

10. Shared Decision Making: The Parent Perspective
11. Smart Start for Parents
12. What Every Parent Needs to Know About Learning Styles

For information regarding the PTA seminars call the Washington State PTA (253) 563-2153 or 1-800-562-3804 and leave a message for the Parent Involvement Director stating your name, PTA unit or organization, area code and phone number(s).

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

“Necesitamos ayudar a gente acariciar y conservar la diversidad étnica y cultural que alimenta y fortalece a esta comunidad y nación.”

Cesar E. Chavez

Summary

The purpose of this project is to help school administrators more effectively involve Hispanic parents in their children’s education. The information collected to support this premise came from an in-depth literature review and Hispanic parent and principal interviews in four heavily impacted Hispanic school districts.

Two questionnaires were developed (See Appendix B), one for Hispanic parents and one for school principals. Questions focused on programs and strategies used by the schools to encourage Hispanic parent involvement and parent/principal perceptions of their level of involvement. Parents were also asked what they felt the schools could do to encourage involvement of the greater Hispanic community in the life of the school.

Conclusions

The following conclusions are a result of parent and principal interviews and a review of pertinent literature.

- Parent involvement play an important role in increasing the academic achievement of their children.
- Heavily impacted Hispanic school districts are making an effort to implement programs, and activities, which involve Hispanic parents in the life of the school.

- Low participation rates of Hispanic parent involvement in school activities and programs appears to be related to their belief that it is the school's sole responsibility to educate their children.
- Hispanic parents are more apt to be involved at home in their children's education than directly in the school.

Recommendations

Based on the research findings and the analysis of data in chapter four the following recommendations are made:

- School districts should develop and improve existing programs that assist parents in supporting their children's education at home.
- School districts need to have a more diverse professional staff.
- School districts need to find additional ways to utilize resources to reach the Hispanic community: one being that of churches.
- School administrators, teachers, para-pros, and aids need to have an in-depth knowledge of the Hispanic culture. Workshops and in-services alone will not do it!
- School administrators should incorporate the strategies and programs identified in chapter four to more effectively involve Hispanic parents in the education of their children.
- The strategies in this project may be modified and used to involve parents of other ethnic groups.

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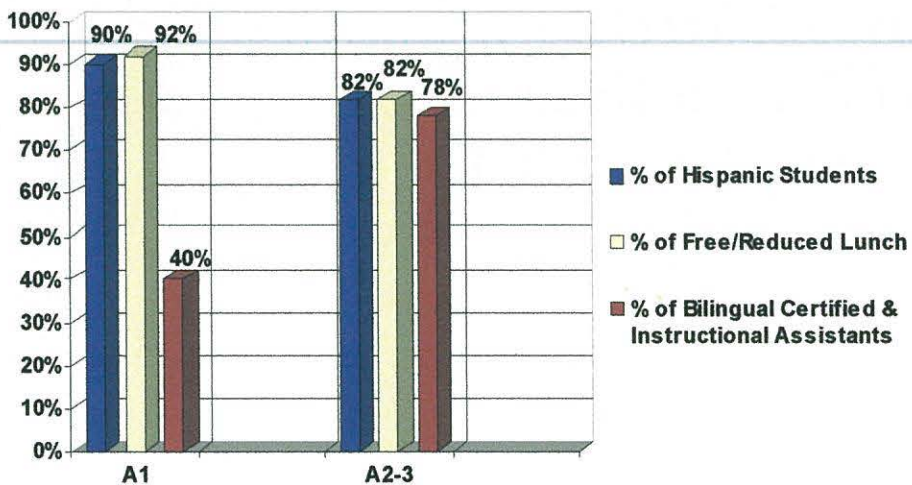
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APPENDIX A

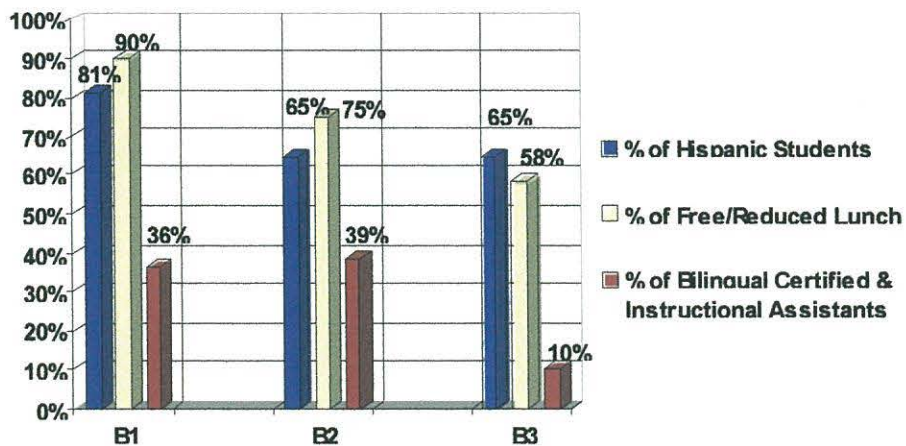
SCHOOL DEMOGRAPHICS

SCHOOL DISTRICT "A"



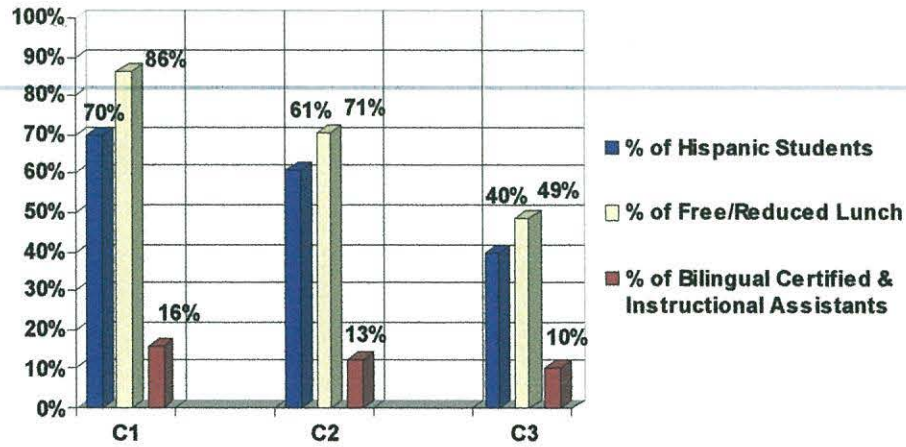
Note: A 1 = Elementary level
A 2 = Middle & High school levels

SCHOOL DISTRICT "B"



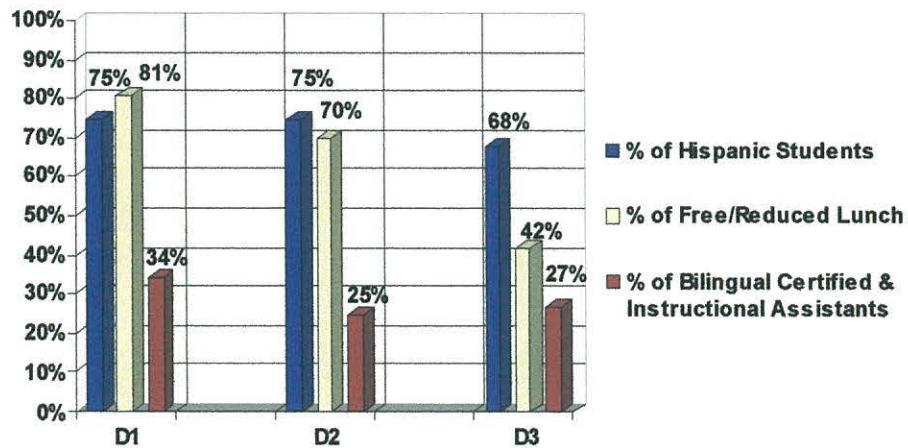
Note: B 1 = Intermediate level
B 2 = Middle school level
B 3 = High school level

SCHOOL DISTRICT "C"



Note: C 1 = Elementary level
C 2 = Middle school level
C 3 = High school level

SCHOOL DISTRICT "D"



Note: D 1 = Elementary level
D 2 = Middle school level
D 3 = High school level

APPENDIX B

-
- **Principal & Parent Interview Questions**
 - **Cover Letter**
 - **Consent Forms**

Principal Interview Questions

- 1.) On a scale of 1 to 5 (five being the highest) how would you rate the participation of Hispanic parents in your school?

- 2.) On a scale of 1 to 5 (five being the highest) how do you feel Hispanic parents view the schools efforts in involving them in their children's education?
- 3.) On a scale of 1 to 5 (five being the highest) how would you rate the schools efforts in reaching out to the Hispanic community in general?
- 4.) Identify strategies your school has used to involve and encourage Hispanic parents in the life of the school?

- 5.) Which strategies do you feel have been successful?

- 6.) Which strategies do you feel have been unsuccessful?

- 7.) What specific programs have been implemented in your school that attempt to meet the needs of Hispanic students and their parent(s)?

Parent Interview Questions

- 1.) Escogiendo un numero de 1 a 5 (cinco siendo el más mayor) cómo mide su participación en la educación de sus hijos o hijas?
 - 5 participo diario
 - 4 participo mucho
 - 3 participo poco
 - 2 casi nunca participo
 - 1 nunca participo

- 2.) Escogiendo un numero de 1 a 5 (cinco siendo el más mayor) cómo mide el intento de la escuela de invitarlos a participar en la educación de sus hijos o hijas?
 - 5 me invitan diario
 - 4 me invitan mucho
 - 3 me invitan poco
 - 2 casi nunca me invitan
 - 1 nunca me invitan

- 3.) Escogiendo un numero de 1 a 5 (cinco siendo el más mayor) cómo mide el esfuerzo de la escuela en incluyendo la comunidad Hispana en la vida de la escuela? (no nomas los padres que tienen hijos en la escuela pero toda la comunidad Hispana)
 - 5 fuerte
 - 4 menos fuerte
 - 3 poco débil
 - 2 muy débil
 - 1 no hay esfuerzo

- 4.) Usted participa en programas de la escuela que sirven las familia Hispana?

-En cuáles programas?

- 5.) Qué puede ser la escuela en su comunidad para mejorar la participación de padres Hispanos?

Sample Cover Letter

October 22, 1999

Dear William Gant,

Hello! Thank you for participating in my Master's research project. This research project is being done to help school administrators in their quest to increase Hispanic parental participation in their schools. As a current professional educator and future school administrator I sense the urgency of present school administrators in having Hispanic parents more involved in their schools. Please, keep in mind that the handbook of strategies I am creating may not be limited to only Hispanic parents. Hopefully, some of the same strategies may be effective for other ethnic groups.

The information will be collected through interviews with school administrators and/or school-community relation professionals. I will also be interviewing parents from the community in Spanish to obtain their perspective of their own participation in the life of the school. All interviews will last no longer than 30 minutes. Attached is a copy of the questions that will be addressed in the interview. In addition, I have included an informed consent form that I am asking you to fill out, thus giving me your permission to use the information from the interview for my Master's project. Please note that your name, your school and the school district will remain confidential. The use of pseudonyms to protect your anonymity will be used.

Attached also is a copy of the questions to be addressed in the Hispanic parent interviews. Upon completion of my research I will mail a copy of the handbook "A Resource Manual Focused on Strategies to help School Administrators Involve Limited English Speaking Hispanic parents in Schools" to all the schools who participated in this project.

Once again thank you for participating in my Master's project. If you have any questions, please call me at [redacted]. I look forward to working with you.

Ricardo Iniguez
Graduate Student
CWU Ellensburg

Dr. Susan Madley
Professor Education Administration
CWU Graduate Chair

Consent Form

Your participation in this project is voluntary and you are free to withdraw your consent and discontinue participation at any time. All reasonable steps will be taken to maintain the individual privacy of participants in this Master's project. In order to help protect the confidentiality of participating professionals, pseudonyms will be used and school districts will not be identified. The tapes of the interviews will be kept confidential and upon completion of the project destroyed.

I agree that the researcher, Mr. Ricardo Iniguez, Master's student, Central Washington University, Department of School Administration, may use and interpret, as he sees fit, for Master project purposes, the data he gathers. I understand that real names, as well as the school, school district, and city will not be used.

Name (print): _____

Signature: _____

Date: _____

Forma de Consentimiento

Su participación en éste proyecto es voluntario y puede retirar su consentimiento y interrumpir su participación cuando quiera.

Voy ha tomar todos los pasos razonables para poder mantener la intimidad de su participación en éste proyecto de Licenciatura Superior. Para poder proteger su participación en éste proyecto voy ha usar seudónimos para que nadie pueda establecer su identidad. También guardaré las cintas de las entrevistas en secreto y al completar el proyecto voy ha destruir las cintas.

Estoy de acuerdo que el señor Ricardo Iñiguez, estudiante de Licenciatura Superior de Central Washington University, departamento de Administración de Escuela puede usar y interpretar la información que junta para éste proyecto de Licenciatura Superior como le guste. Entiendo que mí nombre verdadero no se va usar en éste proyecto.

Nombre (Letra): _____

Firma: _____

Fecha: _____