

2022

## Parental Involvement of Latino Immigrant Parents in an Elementary School

Carmina L. Campos  
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# Walden University

College of Education

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Carmina López Campos

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2022

Abstract

Parental Involvement of Latino Immigrant Parents in an Elementary School

by

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MA, Chapman University, 2005

BA, Cal State University San Bernardino, 2003

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

April 2022

## Abstract

There is a lack of parental involvement of immigrant parents at the study site. The purpose of this study was to better understand the challenges in providing parental involvement and identifying ways to support Latino immigrant parents in their children's education. Eight Latino parents volunteered to participate in this qualitative case study. Framed by Freire's theory about education providing freedom and voice for underprivileged people and Ogbu and Simon's theory about educational struggles of immigrant minorities. Guiding research questions asked how Latino immigrant parents describe the support they give to their children's learning in school and at home and effective ways to improve and increase parental involvement. Data collection methods included a questionnaire, interview, and observation. The data were analyzed by coding data, finding themes, and commonalities by questions. Themes such as language barrier and work commitments were identified to derive a better understanding of the gaps in parental involvement. Review of the findings showed that parents provide emotional and moral support to their children but there are barriers to parental assistance. Parental jobs require long hours, parents experience language challenges, lack of academic knowledge, and parents can only help minimally with schoolwork. A review of the results suggests the need for parental workshops and meetings to provide educational exposure. The project includes four parental workshops that may contribute to social change by educating parents and making the community aware of the need for parental involvement to prepare immigrant parents for their children's educational experience.

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## Dedication

I dedicate this work to my children; Jessica age 23, Vicente age 17, and Princess Clarissa age 6. I hope I set an example for them that it is never too late to follow your dreams and set goals in life. I hope I have shown them the importance of hard work, to have passion, and be determined. I set high expectations for them, as any parent would want their children to have more than they had.

I also dedicate this work to my beloved parents. My mother Teresa and deceased father Rosalio Campos. My parents were both field laborers, had a minimal education, and lived a life of poverty. My mother had a sixth-grade education and my father only a first-grade education. They always taught my siblings and I the importance of a college education and that American dream.

I hope to be an example for Latina teenage mothers. I broke the .02% ratio! I aspire for my people to dream big, break the cycle of poverty, and for minority to represent in the professional world.

“Si Se Puede!”

## Acknowledgments

First and foremost, I want to acknowledge Dr. David Falvo, my chair. Dr. Falvo helped me improve as a scholarly writer, put pressure on me to finish, and for all his patience as I evolved as a doctoral student. I thank him for his thoroughness with each of his reviews and for always responding to any concerns in a timely manner. Dr. Falvo helped me think critically, taught me how to refine my skills as a researcher, and was astronomical in me completing this journey. In addition, my second chair Dr. Andersson and committee member Dr. Pearce who graciously took the role after Dr. Falvo's retirement. They were both an instrumental part in keeping me on track in ensuring the completion of this project. I am forever grateful for their guidance, expertise, patience, and putting pressure on me to finish.

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Lastly, I am grateful and appreciative to the parent participants who participated in this study. I learned more from them than them from me. The participants taught me to be humble, appreciative, and the value of hard work. Their stories were told with passion and vividly described their journey. I was their voice and they entrusted in me to tell it to the world!

Completing this doctoral journey has been a lifelong dream of mine. I am thankful Walden University has given me the opportunity and has challenged me to make a positive social impact in life. Latino immigrant parents are a topic that I am passionate about and will continue to fight for their rights. -Dr. Campos



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## Section 1: The Problem

The United States is a melting pot of nationalities. With this comes an influx of immigrants, many who came to this new country with their families. The Latino population is on the rise. Latinos are the fastest growing population in the United States; therefore, many are immigrant children (Bosma et al., 2019). Due to the continuance immigration into the United States over the last few decades, there is Latino presence in public schools and an academic gap faced by them (Anthony-Newman, 2019). Latino immigrant families face challenges while living a life of poverty and not knowing the language experience higher rates than their more affluent peers (Obinna & Ohanian, 2020). In this paper, I addressed parental involvement of immigrant parents and the constant obstacles they are faced with on a daily basis. Data has revealed a narrowing, but still present achievement gap between Latinos and White students because Latinos are among the least educated children in the United States (Leavitt & Hess, 2019).

The local problem examined was the lack of academic parental involvement at Oakland Elementary School (pseudonym). At the research site, there is a low performance of Latino students on state testing. On the English Language Arts Smarter Balance Summative Assessment or also known as California Assessment of Student Performance and Progress, the site was at 75.2 points below standard and in red for student groups English learners and students with disabilities (CAASPP, 2019). Latino immigrant parents' perceived barriers included language barriers, poor communication with school administrators, poverty, and a lack of education (Obinna & Ohanian, 2020).



The problem of immigrant families facing unique barriers to not being actively involved due to lack of proficiency in the dominant language and low familiarity with the education system in host countries exists at Oakland Elementary School, schools across the country, and is also found in the professional literature (see Antony-Newman, 2019). Unfamiliarity with the school system, school culture, or school policies is a barrier that immigrant parents or first-generation students face (Garg, 2021). These parents may have an increased likelihood of working inflexible jobs, having transportation difficulties, experiencing lack of childcare, and having lower educational attainment.

I explored the perceptions and understandings of Latino immigrant parents' support and involvement in their children's education. These parents have voluntarily immigrated to this country but within the restrictive immigration policy climate, immigrants can be classified as a "hard to reach population" as many fear that revealing their status or sharing personal information can lead to detainment or deportation (Ayon, 2020). Latino immigrant children are the fastest-growing population in the United States but lag behind others in educational attainment and are experiencing poverty (Goldsmith & Kurpius, 2018).

My intent was to better understand the challenges and experiences to best support Latino immigrants parent involvement in their children's education. By understanding the immigrant parents' needs, the components of the project may be able to help improve their academic involvement. This study is significant because it serves to bring awareness to the immigrant population's unique needs and how to best serve this population in the

educational system. The contents of this section include a definition of the problem, the rationale for choosing the problem, its significance, a review of the literature, and future implications.

### **Definition of the Problem**

Oakland Elementary School is located in a rural farming community in southern California. It is composed primarily of first-generation Latino immigrant families. Most of the parents are field laborers working for minimal wages. In the community of Oakland, most residents speak the dialect P'urhepechas and work seasonally picking lemons or grapes. At Oakland Elementary School, there are a high number of first-generation immigrant families in the community. As the largest growing segment of the student population, the academic success of millions of immigrant children may depend on their English proficiency (Mukhopadhyay, 2020). Understanding the make-up of the community is essential to meeting the needs of these families.

The local problem at Oakland Elementary School is that parents are perceived by teachers as uninvolved in their children's education. Parents in this community work long hours which prevents them from providing in-depth homework support for students who are struggling academically. Alexander et al. (2017) stated that Latino parents are concerned about their children's education. This absence should not be interpreted as noninvolvement toward their children's schooling. The noninvolvement is due to the parents' other home demands. The absence of their presence at their children's school may be due to home-based involvement including providing the necessities, setting

homework routines, and high expectations for academic success, using their personal stories to motivate and encourage their children to succeed in school, and prohibiting their children from working so they could focus on their studies (Goldsmith & Kurpius, 2018). For this study, an immigrant parent was defined as any parent who was not born in the United States.

In Oakland Elementary School, there are many barriers parents must overcome. These barriers include language, not feeling welcome, and cultural differences. Oakland families face struggles due to deportation and economic insecurity. Parents fear that their children's efforts might be in vain, as economic and legal issues have created a system of inequality for immigrant families which affect the parental involvement of Latino parents (Greder & Arellanes, 2018). There are many factors that deter their involvement and may even seem like a challenge to be actively involved. Their immigration status and the possibility of deportation effects where they travel (Langenkamp, 2019). This may include travel to and from school. Immigrants at Oakland must adapt to living in a new place with little to no family around, which limits their support system. These barriers affect their daily lives and what they can provide to their children.

Parents provide food, shelter, transportation but limited supplies affect home resources and assignments (Goldsmith & Kurpius, 2018). The parents also lack the basic resources needed to educate their children. Many of the students at the study site do not have computers or internet access, students have minimal books for reading assignments, and school supplies are limited to complete the required work at home (personal

communication, Teacher, 2016). Parents can only offer minimal to no academic resources at home due to financial constraints. Students must adjust and do any computer work at school on their iPad or check out books from the school library. Due to the digital divide, teachers are limited in the home assignments that are given. Students are affected by these limited home resources.

Students are underperforming on standardized tests. The students' language arts, math, and science test results on standardized assessments are below the proficient level when compared to the states average, according to the school's 2019 report card. These were witnessed through data, classroom observation, home visits, and parental contact. Oakland School's CAASPP results in 2018-19 meeting or exceeding state standards in ELA was 20% and math was 25% compared to the states ELA 50% and math 39%. This indicates students are performing below the state average. There are many other factors that can contribute to the school's performance. Schools can have alternative supports to improve the academic achievement of disadvantaged students in Title 1 schools. In addition, there is a significant migrant population, 75% are English learners (EL's), 97.9% are Latinos, and 97.9% are socioeconomically disadvantaged. With the demands of state testing, teachers and schools are pressured to meet accountability measures. All these factors contribute to the students' overall lack of achievement.

There is a need for homework help at Oakland Elementary School. Parent support during homework is minimal in addition to the extent the parents can check it before turning it in to the teacher (Personal communication, Teacher, 2016). Parents may check

that the homework is complete but cannot ensure it was done correctly (Personal communication, Parent, 2016). When it comes to homework help, students do not have home support and are left to do it out on their own (Personal communication, Teacher, 2016). Secondary content may be harder for parents to help with at home. Parents want to become involved with their children's education but external circumstances and underprepared educational practices created a difficult environment (Arellanes et al., 2019). As homework becomes more challenging, students' complete projects on their own. Since parents do not speak the language, assistance with homework remains minimal.

## **Rationale**

### **Evidence of the Problem at the Local Level**

In the Oakland Elementary School community, there are a high number of non-English speaking families. Latino parents maintain the perception that a lack of proficiency in English is a significant barrier to parental involvement which also includes a narrative of care, barriers, and student achievement (Garg, 2021). The language barrier is significant because parents have a difficult time communicating with school personnel, including their child's teacher. Some of the staff at Oakland School are only English speaking and are not from the area. Students at Oakland school live a life of poverty and reside in large family homes. Having a minimal education, not speaking English, and not knowing how to help are the common challenges that confront Oakland school parents. Parents work long hours, have large families, and may not know how to best support their

children at home. Parents may appear to be uninvolved because they often do not attend functions during the day, communication is sparse, and have minimal support at home with homework and projects (personal communication, Teacher, 2016). The teachers feel most of the educational burden lands on them. Many Oakland parents are Spanish speaking and first-generation families. Not speaking the language makes it more challenging for the parents to be able to communicate. Oakland Elementary School serves a community with 18% high school graduates, 48% are in poverty, and the family median income is \$7,351 (United States Census Bureau, 2016). These families are living below the poverty level and a smaller percentage are high-school graduates. It may be harder for students to find role-models within their own communities. Due to the current economic crises, schools are forced to do more with less resources and limited staff.

There is an academic need for parental support. On the CAASPP assessment for 2019, students scored in red with 76 points below standard with student subgroups English Learners (ELs), socioeconomic disadvantage, and students with disabilities (CA. School Dashboard, 2019). This indicates that these subgroups need additional assistance to be successful at school. English Learners were 82 points below standard and dropped - 2.4 points (CA. School Dashboard, 2019). English Learners and immigrants can be a target of support. Academic progress is an area of concern. Closing the achievement gap between advantaged and disadvantaged students remains a priority for schools.

There are many reasons why Oakland Elementary School parents are not involved in their child's education. Oakland is a rural farming community where many of the

parents are agriculture field laborers with a high migrant population (School Accountability Report Card, 2019). Parents have labor-intensive work schedules that minimize their ability to attend parent teacher conferences, open house, and other social events on campus. Many times, during parental workshops, there is a low turn-out or it tends to be the same group of parents attending (personal communication, Principal, 2016). Parents work from sunset to sundown. The workday consists of working outdoors in over 100 degrees temperature. Transportation issues also become a problem. Many families are a one-vehicle household. Many local ranch owners are not flexible with their employee's work schedule. A parent commented, "My employer is very strict, so I feel I need to take care of my job, and, if I do not work, I do not get paid" (personal communication, Parent, 2016). These parents cannot risk losing their job to attend a school function.

Overall, the resources are limited; but Oakland School remains the center of town. The town predominantly consists of Latino immigrant parents. The community relies on the support of each other. The median household income in the town was \$23,600 and persons living in poverty was 39.3% (Unites States Census, 2019). The cycle of poverty has affected the lives of immigrant families. Parents are low socio economically disadvantaged and students qualify for free or reduced lunch (School Accountability Report Card, 2019). Providing the basic needs becomes a challenge for many of the people who have large families at home to support. In addition, a parent commented "There is fear if there is a checkpoint near the school or if immigration officers are

nearby” (personal communication, Parent, 2016). The children are scared that their parents may be taken away. The town of Oakland is small and the people need support.

### **Evidence of the Problem from the Professional Literature**

The achievement gap between Latinos and the mainstream culture indicates that there is a problem that exists in the broader context. Parental involvement can offset this deficit. Despite minimal advances, the dropout rate has decreased in recent years and the achievement gap between Latinos and other racial groups has narrowed, but the status dropout rate for Latinos remain the highest amongst other groups (Giraldo-Garcia et al., 2019). Latino students are among the least educated. The educational system is currently failing these students because for many they are already behind their peers when they enter school, are less likely to catch up by graduation, and are more likely to drop out of school (United States Department of Education., 2015). Latinos need to be engaged in our educational system. Limited access to material resources, coupled with role orientations that do not conform to those of Whites, often places racial and ethnic minorities at a disadvantage (Marschall & Shah, 2020). Latino students need access to quality schools and teachers.

There are many reasons children are reading below grade level. They have limited access to books at home, nightly reading is not consistent, and the only English practice received is at school (Peterson et al., 2018). Children at Oakland School also have many of these limitations. Barriers lead Latino children to feel discouraged and unsupported as age at immigration is one of the most critical determinants of the language acquisition



process as language proficiency is critical for success (Mukhopadhyay, 2020). Students can excel with effort and dedication. Latino students have more obstacles and challenges than their nonimmigrant counterparts due to their limited or interrupted formal education because they have not experienced an American model of education (Obinna & Ohanian, 2020). Latino children may have to work harder to succeed in school. Giraldo-Garcia et al. (2019) stated “In the context of the Latino/a youth experience, adolescence, already a complex period in anyone’s life, is further challenged by language, culture, and the educational system, each of which can present challenges for academic success” (p. 5). Speaking English at school or when in the presence of an English-speaking adult can increase their achievement. Students at Oakland School are often heard speaking Spanish during recess or with their friends (Personal Communication, Teacher, 2016). Students face challenges but they can be overcome with practice.

The Latino population needs support. Latinos need to stay in school and graduate from high school; however, challenges of language barriers that are linked to socioeconomic status, parenting, and teen pregnancy create obstacles for young Latino students to receive a postsecondary education (Giraldo-Garcia et al., 2019). To prevent Latino high school dropouts, students need to be in school. Giraldo-Garcia et al. (2019) stated, “Regardless of their generational status in the United States, Latino/a adolescents were more likely to drop out of high school than their counterpart from other ethnic and racial groups” (p. 4). Latinos are at a greater risk of dropping out of school.

Immigrant Latino parents tend to be in financial need. Latino immigrant parent households who earn \$15,000 or less per year have 96% higher odds of dropout than those who come from households earning between \$55,000 and \$75,000 per year (Obinna & Ohanian, 2020). Parents possess fewer resources for engaging their children and ensuring they stay in school. Having less resources can make parental involvement more challenging. At home, these families have sparse educational resources at their disposal. Due to E-Verify, immigrants reported exploitive practices in the workplaces and needing to work additional hours to meet the needs of their families (Ayon, 2020). Working more leads to spending less time with their children. Due to work demands, parents spend extended time out of the house. They have no computer, no internet, access to books at home, and school supplies (Peterson et al., 2018). There are many reasons for the lack of academic parental involvement amongst parents. Latino immigrant parents may not know how or are not capable of supporting their children.

Another issue these families face is working multiple jobs to provide the necessities for their family. The focus for them is being able to provide the essentials by living paycheck to paycheck. Immigrant Latino parents are hardworking people. They came to this country to work and to supply for their family. Low-income parents often work multiple jobs, have lack of transportation options, fear rumors that personal information will be shared with authorities, and fear immigration enforcement (Peterson et al., 2018). These families have all odds against them. Immigrant parents want their children to succeed and take advantage of the educational opportunities. Parents

encouraged their children to do well in school because of the belief that there are opportunities for good students in the United States that did not exist in Mexico (Goldsmith & Kurpius, 2018). Parents may not know how to help their children achieve these goals. Schools need to serve these parents and instill in them that education is the pathway out of poverty.

Latinos continue to face anti-immigrant sentiments. Legal status and lack of work security have led many Latino families to fear accepting aid from the community (Arellanes et al., 2019). Currently, discrimination still exists amongst Latino families and minorities. Latino students often attract negative attention and discrimination can make it challenging for youth to continue in school (Bosma, 2019). Many of these parents came to America in search of that American dream. Many times, their dreams are challenged due to how others treat them.

School staff should make all parents feel welcome by letting the parents know that they are there to serve them with any educational concerns they may have. It is imperative for adults to have the requisite knowledge and having minority principals and teachers may foster greater communication, trust, and cultural understanding (Marschall & Shah, 2020). When a staff member is able to communicate with a parent in their native language, the conversation tends to be more genuine. When parents have their own children translate, the message can be lost in translation. When staff members can relate to their cultural needs, building relationships and rapport are more likely to occur. Making a parent feel welcome can increase participation.

Immigrant parents have obstacles that need to be overcome to be successful. Some of the barriers that confront these parents are parental limitations on ability to be actively involved in their adolescents' academics due to having little to no formal education (Giano et al., 2018). These parents feel less equipped to support their children with schoolwork. Children still consult with their parents about academic issues. One of the factors is undocumented parents with little to no formal education may be reluctant or incapable to guide their children toward perceived pathways of academic success (Giano et al., 2018). Parents may see it as the school's responsibility to educate their child. Based on conversations with parents, this lack of parental involvement may not mean that these parents do not want to be actively involved in their children's education, but they may be involved in nonacademic ways because most have little to no formal schooling to help them with their schoolwork. Parents want to be involved, but other barriers get in the way.

The issue of being perceived as uninvolved is a problem from the educational standpoint, from research, and as a global society. The immigrant population continues to increase. Immigrant children are in schools. They are a unique population with many challenges. Schools need to meet their needs. The purpose of my study was to better understand the challenges and experiences to best support Latino immigrants parent involvement in their children's education. It is essential to identify the challenges of parental involvement and suggest ways to overcome these challenges.

Parental involvement in school needs to meet the needs of all parents. Latino parents can provide academic support to their youth by engaging in home-based involvement which focuses on the social and moral development of the child (Obinna & Ohanian, 2020). For many schools, parental involvement was defined as participation in formal activities like school meetings and events while parents defined involvement as participation in more informal activities like checking homework and listening to their child read (Obinna & Ohanian, 2020). Immigrant parents may have other needs and concerns. The lack of visibility in school settings does not mean that Latino parents do not value education or are uninterested in their child's education (Anderson et al., 2020). Many times, these parents are attending to other responsibilities at work or at home. The parents they are serving is essential in meeting the needs of everyone involved. Parents have reported problems with inconvenient meeting times, safety in going to school, and lack of transportation (Peterson et al., 2018). These additional obstacles interfere with parental involvement at the school site.

Gap in practice in Latino immigrant parental involvement exists. Much of the current literature focuses on traditional parental involvement. It is a gap because knowing research-based strategies can best help this population. Based on conversations with educators, there is a need for more information on how to increase parental involvement at Oakland School. The literature states that Latino parents have lower levels of school involvement compared to other ethnic groups (Anderson et al., 2020). Current parental involvement practices are not meeting immigrant parental needs. Parent engagement has

also been shown to mediate the effects of risk factors and suggest that a parent's effort to help his or her children succeed is not dependent on high levels of parent education or income (Goldsmith & Kurpius, 2018). Regardless of low socioeconomic status, parents' educational level, and academic achievements, parents want to help their children. Parental involvement includes helping and monitoring with homework at home or attending parent-teacher conferences. These parents do support the school programs and help their children fulfill the expectations. The study will contribute to the body of knowledge needed to help tackle the lack of parental involvement of Latino immigrant students' parents in United States schools.

### **Definitions**

The following definitions were selected because they were used throughout the document and are the most important the reader should be aware. These special terms are also associated with the problem.

*Academic Performance Index (API):* An index that measures academic performance and progress of individual schools in California. It is measured annually on standardized assessments (United States Department of Education, 2016).

*Home-based parental involvement:* Positive academic outcomes among Latino youth (Cooper et al., 2010).

*Immigrant:* A person who was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico; CA Department of Education, 2017)

*Mexican's educational definition:* Define education as a holistic process that incorporates formal and moral education (Reese, 2001).

*Migrant Families:* Children of families who migrate to find work in the agricultural and fishing industries. (United States Department of Education, 2016).

*Program Improvement (PI):* When schools are not making adequate yearly progress 5 years in a row (United States Department of Education, 2016).

*School-Based Involvement:* Discussions with teachers, attendance at school events, volunteering in schools, and attending parent-teacher conferences (Cooper & Crosnoe, 2007).

### **Significance**

The study is important due to the number of immigrant families living in the United States. The study was significant to the local educational setting because it brought an awareness of the need of parental involvement. Alfaro et al. (2014) stated, "This rapid growth and increased participation of Latino students in the P-20 pipeline presents an opportunity for educational institutions to prepare a constituency that is poised to meet the needs of the Latino community and society at large" (p. 11). The educational system needs to be able to meet the unique needs of these families. Even if parents have the ability to participate, they may not do so because they lack the information or understanding of what is expected of them (Marschall & Shah, 2020). Latino parents do assist their children academically at home, but often it is not recognized. For this reason, schools need to provide support to increase the parental

involvement of immigrant Latino families. The essence of this study is to support immigrant families through their many hardships to become active members in the life of their children.

Education is important to parents. Parents reemphasize that there are hardships in life if a young person does not have an education (Alfaro et al., 2014). Parents want their children to receive an education. It is essential to accommodate the immigrant population and adjust the way things are done to meet the growing needs of these families.

Many Latino families want the best for their children, even if living a life of poverty. Latino youth and parents stressed that education is essential for success (Bosma et al., 2019). These families struggle with poverty. Even though they live a life of poverty, parents have hope and ambitions for their children and do make a difference through their interactions with their children (Walker, 2016).

Parents are often afraid to express their opinion because they are in this country illegally, are in fear of deportation, and as a result have faced discrimination (Rubio-Hernandez & Ayon, 2016). The parents' social and cultural processes, in addition to socioeconomic and cultural factors create barriers for this minority group (Giraldo-Garcia, 2019). The student and parent often do not speak up in fear of retaliation. Often time, parents remain silent. Lacking these necessities may lead to a lack of parent involvement because parents feel intimidated in what they can say and do. Schools need to encourage active participation of all parents.



There is a lack of research on parental involvement from the perspective of Latino immigrant parents. Research suggests that Latino adolescents face challenges with respect to their perceptions of success in academia while falling behind in school competencies (Giano et al., 2018). There have been numerous studies on parental involvement and academic outcomes of mainstream children. The Latino population comprises a large percentage of the student population. In order to increase the educational attainment of Latinos, family strengths, community, and school barriers will have an impact and influence on their education (Arellanes et al., 2019).

Latino parental involvement studies remain sparse. Little research exists on understanding parenting practices of Latino family culture and school partnerships. Findings suggest access for Latino parents to the education system is affected by community factors, family values, and school practices (Arellanes et al., 2019). There have been deficit views on Latino families. Educators know the importance of parental involvement on academic studies, but little research supports the importance of parental involvement on immigrant parents or the Latino population. Araque et al. (2017) stated:

With increase in immigration, United States public schools and other institutions are faced with the immense challenge of identifying and attempting to meet the unique needs of its mounting Latino immigrant student population in order to ensure the success of its students and to create a more educated and competitive workforce across the United States (p. 230)

Parental involvement of Latino parents will have a positive impact for the students, parents, and educational setting. The parents will benefit from such involvement, since immigrants and minorities have been left unexplored.

Parents are sometimes conveyed as unwilling since undocumented parents were negatively and significantly associated with perceptions of parental academic importance (Giano et al., 2018). Although parental involvement has been a popular trend amongst government, educators, and community leaders, there is still more that can be done. Parents' documentation status with their perceptions of school importance, creates feelings of being disconnected from school (Giano et al., 2018). Parents should be asked for their input on decision making at school to make that connection with them. Latino parents engage in their children's education from elementary to high-school and cultural and neighborhood factors can shape parental involvement (Bhargava et al., 2017). Extended family could provide important insights regarding academic motivation for Latino youth. Schools need to learn what is important to these parents. Immigrant parents can benefit from parental involvement and if they are willing to learn.

The study is significant and important in both the local and larger educational context. It is essential due to the parents view on education, their daily struggles with poverty, their illegal status, the need for this type of study, and because immigrant parents are often seen as unwilling or uninvolved. Studying this issue might be useful to the educational setting due to the large numbers of immigrant families and the need to educate them to increase involvement. There is a need for further research to be done

from the students', parents', and schools' perspectives. To resolve this problem, additional research is required. The significance of this study is impactful because of its focus on immigrant families and to fulfill their needs on expanding parental involvement.

### **Guiding/Research Question**

The problem is parents are perceived by teachers as uninvolved in their children's education resulting in lack of academic parental involvement of immigrant parents. The purpose of this study was to examine the challenges Latino immigrant parents face in involvement in their children's education and best practices to promote and increase parental involvement in supporting their children's learning. The following three questions provided guidance in terms of the implementation of the qualitative research, which was a project study.

1. How do Latino immigrant parents describe their support of their children's learning in school?
2. How do Latino immigrant parents describe their support of their children's learning at home?
3. What do the immigrant parents perceive as effective ways to improve their parental involvement?

### **Review of the Literature**

#### **Framework for Study**

The frameworks used were by Freire Pedagogy of the Oppressed (1970) and Ogbu and Simons Cultural-Ecological Theory (1998). The concepts are relevant to the

struggle's immigrant families face while being academically involved in their child's education and with parental involvement. The theoretical framework is pertinent to this study because it addresses the multitude of challenges immigrant families face while adapting to this country and the educational system. The basic principles are radical transformation in which education can liberate people to become critical, active, and responsible members of society, relevance to the group in which local people identify the issues, and pedagogy of the oppressed in which a person is in the process of achieving freedom (Freire, 1970). Much like the participants in the study, parents can become active in their child's education after being educated themselves. Freire believed through education underprivileged people can find their voice. When immigrant parents are informed, they may feel more confident to express themselves.

Ogbu and Simons (1998) described the experiences of immigrant minorities' adaptations amongst the relationship between social, school, and community. This is when immigrants are in a new country and need to adapt to the new way of doing things, including our educational system, because it is different than what they are accustomed. Ogbu's (1987) conceptual framework is the effect of a minority group's relationship with the dominant culture, role of social forces in minority groups, and issues relating to the academic underachievement of minority students. These frameworks aligned with the research questions because to support and offer effective parental involvement to increase immigrant parents' knowledge, the work must begin with their skillset, issues that are relevant to them, and to build capacity within the group.

Latino immigrants are supportive in their child's education in nontraditional ways, but their language and cultural differences often interfere with their involvement or lack of involvement (Garg, 2021). One example, is the language barrier when communicating with school personal which Latino parents indicated they found difficult to attend because they did not speak English fluently (Obinna & Ohanian, 2020). Changing their mindset and belief that these parents do have potential and can contribute academically. Immigrant parents are willing parents who want to learn to best help their children at home. These parents have high aspirations, hopes, and dreams for their children.

The conceptual framework used for this study was Freire (1970) because he gave voice to all under privileged people and values education, while Ogbu and Simons (1998) discussed the struggles of immigrant minorities. My hope is to bring awareness to the special needs of the Latino immigrant population. Freire's educational techniques of supporting a home learning environment, improving communication, and navigating the school system's resources (Arias & Morillo-Campbell, 2008) were implemented when developing my project. As participants in the educational system, the parents' voices need to be heard, continue to praise and support their struggles, and paint a clear educational path to success. There is a need for this study to address the common problem of lack of parental involvement amongst immigrant families.

Immigrant families want to be involved; but there are many obstacles in the way of their involvement. Immigrant families' participation tends to be a home-based

involvement, strategies that are rooted in the Latino culture and outreach by educators influenced parent involvement (Goldsmith & Kurpius, 2018). The parents ensure their children have good attendance, are well fed, and clean. They praise their children and encourage them to always do their best and have good behavior. The parents use stories as a sense of encouragement. A common theme that appeared is that parents have aspirations to be involved and want to learn how to best support their children at home to pursue education and career goals which motivated their children to do well in school and shape their aspirations (Goldsmith & Kurpius, 2018). The parents want their children to thrive academically; that is why they moved to this country to pursue the American dream.

### **Freire's Critical Theory**

Freire's critical theory emphasizes giving voice to marginalized people (Good et al., 2010). I intended to give voice to these undocumented immigrants, for their words to be documented, for their concerns to be heard and affirmed that they too have a voice. I wanted others to learn about their daily struggles in the United States educational system; the struggles they face with language barrier, loss of cultural identity, and trying to make ends meet while attempting to be involved in their children's education. Latino immigrants value the American dream. The sole reason why they voluntarily migrated to this country is because of the optimistic outlook of comparing their own limited opportunity to the potential opportunity of their children (Langenkamp, 2019). America can be seen as a land of opportunity.

The theory informs the research questions because marginalized people, such as immigrants, want to eliminate the condition of oppression and that can be accomplished through education and empowerment. Immigrant parents can support their children with the right tools and assistance. Through the data collection, the interviews and questionnaires allowed for their voices and perspective to be expressed. Immigrant people were able to tell their story. During the data analysis, it was observed that the participants understand and believed in the potential outcomes education can provide. The theory ties in with the purpose of the study because immigrants have many challenges and live an oppressed life, but through education their inequities may be met.

Friere believed education is a crucial element in eliminating the condition of oppression (Thomas, 2009). Immigrant parents want a better life for their children. They do not want their children to be working in the fields earning minimal wages. The only way to break the cycle is for their children to receive an education. Friere believed education raises the consciousness that allows a person to see the causes of oppression in daily life, and act to remove them (Thomas, 2009). These parents instill in their children that an education is the only way out of a life of poverty. To break the cycle of poverty, an education can improve the quality of life.

Diemer et al. (2016) stated, “Friere represents marginalized or oppressed people’s analysis of societal inequities and their motivation and actions to redress such inequities” (p. 216). Immigrant families are driven and want to learn. They want to become more

involved academically. Immigrant parents are eager and motivated to improve their parental involvement. Diemer et al. (2016) stated,

For oppressed or marginalized people, Freire believed that developing literacy was intertwined with learning to critically ‘read’ dehumanizing social conditions, because marginalization and oppression led people to believe that their voices and perspective were irrelevant, that they were powerless, and the literacy was not necessary for “people like us.” (p. 216)

Changing immigrant families’ mindset that they too can contribute to their child’s education is key to their success. They are valued and are needed in our educational system. The parents just need to believe it. When oppressed people become less constrained by their social conditions, and in turn change these conditions to resolve these challenges to determine their own lives (Diemer et al., 2016). Immigrant families face many social challenges, but how they confront these situations will determine the outcome.

### **Ogbu’s Theory**

Ogbu and Freire’s theories both deal with working with underprivileged people. Ogbu and Simons (1998) addressed the discriminations by society and in the educational system, mistreatment by society and school, and the low school performance of minority students. Minority students face a multitude of challenges to succeed in school like discrimination and mistreatment. These students need to persevere to overcome these challenges. Minority students avoid having their peers identify them with the dominant



group and the burden of acting White (Ogbu & Simons, 1998). Minority students may not want any association with the dominant group, which may affect them academically. Ogbu's theory states that voluntary immigrant minorities measure their economic condition by the standards of their homeland and are motivated to endure forms of injustices due to language or culture (Ogbu & Simons, 1998). These immigrant families voluntarily chose to migrate to the United States. They knew adjusting to their new life would be an arduous journey because they do not speak the dominant language nor follow the mainstream's culture. They immigrated here for economic reasons and better opportunities for their family.

Ogbu (2003) explained, "Voluntary minorities develop a pragmatic trust in societal institutions, such as the schools for instrumental reasons" (p. 50). Parents hold teachers on high pedestals. Immigrant parents might not know they are expected to be involved in school due to their low visibility at school events and relatively little face-to-face communication with teachers and school administration (Poza et al., 2014). They see the school's job is to educate their children and their job is to put food and a roof over their heads. Students and their families tend to develop positive attitudes towards school success (Ogbu & Simons, 1998). They tend to be grateful for the educational opportunities that come their way.

The framework relates to the study due to both theorists focus on under-privileged minority people. It connects to the study's approach because my focus was on Latino immigrant parents and their parent involvement in the school. The framework applies to

the research questions because through education immigrant parents can also expand their views and knowledge to contribute to society and parental involvement. The theories were applied to formulate research questions that had participants describe and perceive how they are supporting their children academically. Immigrants are aware of the educational challenges but are willing to make these sacrifices to improve and increase their knowledge on parental involvement.

### **Review of the Broader Problem**

The review was conducted with the search terms parental involvement of *Immigrant parents, English Language Learner parents, Hispanic parents, Latino parents, and low Social Economic Status parents*. The references were updated to include more current sources. During the search, only reliable, peer-reviewed, full-text articles were selected. The search was conducted using Walden's library while using multiple database searches such as ERIC, Education Source, Thoreau, SAGE Journals, and Academic Search Complete. The literature themes relate to the topic of the study and include parents' non-involvement, challenges of immigrant families, minimal parent participation, cultural differences, non-English speaking parents, immigration, lower performing, and the summary of literature review.

### **Parents Noninvolvement**

Latino parents are perceived as not being involved. Latino parents' may appear to have noninvolvement, but they view their role as doing what was necessary to keep their children provided for and safe (Leavitt & Hess, 2019). There are mixed views on this

topic. What needs to be further looked at is what is considered involved or even interested parents. Similar to a previous study (Puccioni, 2018), parents from higher socioeconomic backgrounds reported engaging their child in more home-based involvement, which in turn, had a positive influence on children's academic achievement. Findings from this study tell a similar story; parents from lower resources have lower engagement. Parents do expect their children to thrive in school. Sometimes, seeing where the children are coming from helps to better understand the situation. Arellanes et al., (2019) explained, "The reality of being an undocumented immigrant often serves as a major obstacle in acting as advocates for their children and adapting to the American culture" (p. 358). Seeing the perspective from their lens may give another viewpoint. Parents may think they are being supportive by giving the teacher full accountability for their child. Latino parents are involved in nontraditional ways.

Latinos may be doing the best they can under their current circumstance. Latino parents are more likely to engage in home-based involvement and see themselves as involved in their children's education within the home environment (Anderson et al., 2020). This perception may be a common one. Similar to previous studies on home-based involvement indicates parents are engaged in actions at home that reflect how they view their roles and responsibilities to support their children's education. This indicates parents are supporting their children succeed from home. The reason the parents might be less involved in school-based involvement is because of the difficulty in reaching them since they must turn off their cellphones during work, cannot afford a house phone, or have a

prepaid phone due to financial reasons. Parents remind their kids of the financial struggles they may encounter if they follow a path with limited educational opportunities (Guzman et al., 2021). Latino families live in poverty and have attained less than a high school diploma. Even while working, these parents are living under the poverty level. That is the reason why missing work becomes a burden in the household. Latinos may be involved in home-based involvement due to their current situation.

Latino parents might view their role differently than the way school personnel sees them. Immigrant parents may call on nontraditional activities since their status prohibits them from engaging fully in their children's schools or limits their opportunity in support of their children's education (Bosma et al., 2019). They see their role as providing food and shelter and the school's role in educating their children. The parents may be contributing in nontraditional ways and may play a part in their child's learning. When parents are involved in school, they are seen as active in the education of their children. Regardless of the parents' educational background, children can learn from them and they are their first teacher. Immigrant parents are often reluctant to take on the responsibilities they traditionally view as being in the school's domain; parents discussed how they often felt marginalized and not listened to by their children's teacher and school personnel (Guzman et al., 2021). Similarly, to other studies, immigrant parents experience parental involvement differently compared to their native-born counterparts due to differences in prior educational experiences (Antony-Newman, 2019). This suggest immigrant parents have resources to offer, but barriers interfere with their

involvement. Parents can engage in their children's education. They may feel more comfortable doing their part from home rather than at school.

Latino parents face many barriers to their involvement. Greder & Arellanes (2018) stated, "Despite intentions to help their children succeed educationally, some parents experienced barriers such as lack of English proficiency, low literacy levels, and fears regarding their documentation status that made it difficult for them to understand what their children were learning in school or to assist them with homework" (p. 96). Latina mothers face barriers and may have greater difficulty monitoring homework. There is often a misinterpretation to their involvement. In a previous study (Anderson et al., 2020), students who are more fluent than their mothers, maternal school involvement is significantly lower. This indicates encouragement of parental involvement when there are language barriers between parents and students. Latina mothers may be involved at home, but this involvement is not accounted nor witnessed. There is a common assumption that immigrant's belief that learning begins until the children are school age (Peterson et al., 2018). Many Latinas are stay at home mothers and often the ones that are responsible for the children's education. Fathers tend to leave the educational responsibilities to the mothers. More female mothers also attend school functions. Latinos encounter many challenges in their involvement.

Certain perceptions from teachers exist towards students and their parents. Latino immigrant children who immigrated to the United States after age eight may always be at a disadvantaged when taking tests in English and tend to perform worse on tests than

natives do (Mukhopadhyay, 2020). These families may be at a greater risks than their native peers. In comparison to other studies, Latinos change residence more than any other racial or ethnic group in the United States, which indicates they may be most at risk for drop out (Obinna & Ohanian, 2020). This suggest the instability affects their school performance. Some teachers believe the parents do not have an interest in school issues. The idea that low-income, immigrant and first-generation parents typically do not value the importance of an education, fail to instill such a value in their children, and that these parents seldom participate in the education of their children (Moni et al., 2017). These parents work in the fields and have no access to phones, which makes it more challenging to be able to communicate with the school. The demands of their long work hours hinder their ability to engage with their children since they are at work before school starts and are still working when school lets out (Langenkamp, 2019). They are computer illiterate and cannot send e-mails. The parents cannot communicate with the teachers because they do not speak English. Seeing an insight into their lives, will better help us understand their needs.

There is a direct correlation between level of education, income, and involvement. Latino parents with lower levels of education participate at lower rates and are less involved than parents in predominantly white schools (Marschall & Shah, 2020). Often, when parents have lower levels of education and income, their involvement is limited to their current knowledge and work commitments. Studies done on this theme indicates due to prior educational experience in their countries of origin they may face significant

misunderstanding regarding their role in students' learning compared to their native-born peers (Antony-Newman, 2019). This tends to be a common concern for immigrant parents when adapting to this new country. Parental involvement in education is an important determinant in which strategies included parents taking their kids to work to teach them the value of money, and parents sharing their own hardships or lack of access to education as a way to inspire academic success (Guzman et al., 2021). Immigrant parents want to be involved but job and other responsibilities may interfere with their involvement.

Immigrant students encounter feeling not welcome at school. Bosma et al. (2019) stated, "School personnel discriminated against Latino youth, had different expectations for Latino students, or stereotyped Latino students in ways that steer them away from opportunities or devalue them" (p. 742). Immigrant students continue to encounter comments of discrimination and hatred. Not only are they racial, but also discriminatory towards this group of people. Making that cultural connection may help immigrant students find a purpose in this new country and one they can relate.

Parents have something to offer. All parents and students have a story worth telling and preserving. Inequalities in educational outcomes for Latino students remains substantial despite increasing gains over the past 50 years and efforts among school officials, policy makers, and the federal government (Marschall & Shah, 2020). Students may need time to adapt to a curriculum that does not resemble who they are as people and as a culture. Teachers perceive the underachievement of these students as a direct

result of the parents living style. Even though the teachers may not be aware of the families' cultural background and needs. Parents can contribute to their education even if they are in financial need or not educated.

Latinos continue to encounter struggles while assimilating to this new country. Latino adolescents with undocumented parents might need additional support to enhance the feeling of school connectedness to facilitate parental involvement (Giana et al., 2018). Latino students and their families may feel that they are treated unfairly and unjustly. Latinos are also often mistreated in the workplace and students at school. Bosma et al. (2019) stated, "Although education is valued, Latino youth may encounter racism from other students and teachers. Because many youths spend most their waking time at school, discrimination in school settings may be especially detrimental" (p. 750). Parents were often exploited by their employers. The employers often threatened immigrants with deportation if they told of their treatment or working condition. Students and parents have both faced discriminatory comments while adapting to this new country. Conclusions drawn to the noninvolvement are the constant struggles, barriers, feelings of not feeling welcome, and perceptions to their non-involvement.

### **Parental Involvement Challenges**

Immigrant families face multiple barriers. The parents are confronted with occupational struggles, their immigrant status, and perceptions of opportunity in the United States (Langenkamp, 2019). These may lead to parental involvement challenges. These struggles are consistent with other studies in which Latino parents do not always



have access to educational resources and information or may stereo type Latino youth (Bosma et al., 2019). Parents may need time adapting to this new country while acclimatizing their children to school. Being fluent in the dominant language is important for engagement in day-to-day activities in a host country, since many of the teachers only speak English and cannot communicate with the Spanish-speaking parent (Gilbert et al., 2017). In addition to speaking a different language, many times, school personnel cannot relate to the experiences that confront these immigrant families. Results from a study indicated (Gilbert et al., 2017), Latino parents with greater financial stress, was related to lower parent-reported levels of academic engagement. Similar to my findings, there is a direct correlation between financial and levels of engagement. At this point, parental involvement becomes that much more difficult to accomplish.

The opinions of parents of poverty are not always accounted for and taken into consideration. The schools can reach out and get to know their low-income parents. Due to the living situation, language, and community difficulties, many Latino families used each other for information about education rather than using teachers or principals (Arellanes et al., 2019). Families should feel valued and respected. Schools should accommodate for the demands of these families and their needs. Meeting times should be late enough for parents to be off of work, but not too late for those parents that are up at sunrise due to work. All meetings should be conducted in both languages. Many times, these families turn to the school for support because they have no one else. These

families come to this country alone and do not have the support of their extended family and friends. Immigrant parents need the support of the school.

Latino presence is prominent in our schools. Latinos now make up most students enrolled in public schools, while the high dropout rate of young Latino immigrant high school students and their low graduation rates have been the focus of concern (SungAe, 2018). Educational parental involvement may close the achievement gap. As in previous studies (Giraldo-Garcia et al., 2019), student gender, socioeconomic status, language, educational aspirations as well as aspirations of their parents, school poverty, and support programs are significant predictors to school completion. Similar to my findings, these barriers will determine academic success and high-school completion rates. Immigrant families arrive in this country and must learn how to navigate through our educational system. Parents can learn about the United States schools to help assimilate with this new process. The parents come to this country and need assistance. Parents often work multiple jobs and may be supporting not only their family in the United States but also financially supporting relatives in their home country (Bosma, 2019). Many of the families are a one-vehicle household and have multiple children. Learning about the resources and services available to them can help with this new transition. The parents need to understand the new school system, procedures, and its benefits.

All homeschool communication should be bilingual and provide translators at school. There are multiple issues that face these parents. Simply, communicating at their child's school becomes a struggle. In the United States, Latinos are a growing segment of

the population with the largest residing in California and 22% are ELL Latino children (Peterson et al., 2018). The amount of time the parents have been in this country also plays a factor in their contribution. Some of these parents want to be engaged but have limited involvement because of cultural challenges and language issues. Parents having greater access to Spanish-speaking individuals to establish effective partnerships between schools and families to recognize and validate the remarkable potential of this young, hard-working, and diverse community (Jasis, 2021). Sending out information in Spanish, may increase participation. Sending literature in both languages may reach more parents.

Another challenge is the language barrier, which keeps parents from receiving information and participating. Latino parent involvement was often a struggle as a result of their legal status, lack of formal education, or fear derived from members of the community (Arellanes et al., 2019). Parents can communicate with teachers if translators are available. English homework can cause stress due to the tension created at home from homework assignments. Parent barriers to promoting school readiness for their school children include parents not knowing what their child needs to know for school (Peterson et al., 2018). Not knowing what their children are being taught or being able to help them causes the parents additional concerns. They want to help but are not able because they do not know English. Instead, they have older siblings, and English-speaking neighbors help with homework when possible. Many times, their only support comes from ensuring the homework is complete even though, they cannot account for the accuracy or depth of the assignment. The language barrier affects many aspects of their lives.

Parental involvement may be greater in the lower grades. A similar study (Anderson et al., 2020) noted, maternal school involvement was higher among families where neither the youth nor his/her mother was fluent in English. This indicates as long as their ability permits, they are able to help. Socioeconomic status and literacy levels of Latina mothers determines when they are able to understand and help children with their homework (Greder & Arellanes, 2018). As children transition, schoolwork may become harder. In upper grades, there tends to be more word problems, critical thinking, multistep instructions, and advance reading material. For a parent with a primary education, this can be difficult. Assisting during middle school years can become more challenging due to the parents' lack of skills and knowledge. During middle school, there tends to be more projects and research assignments that parents cannot support. The level of discomfort may be why parental involvement seems to decline in the middle school years. Parent involvement in the later grades may be more challenging due to the content of the material. Regardless, findings confirm that Latino parents continue to play an influential role in their children's education and recognize that Latinos immigrated to the United States to make a better life and are conscious of that legacy (Bosma et al., 2019). Similar research suggests immigrant parents become involved in their children's educational decisions and transition to post-secondary education (Antony-Newman, 2019). This suggest parents do support throughout their children's educational career. Parents continue to play a vital role throughout their educational experience.

Breaking the cycle of poverty for immigrants is a concern for our country. Experiences of discrimination, separation from friends and family in their native country, pending immigration status, and fears of being deported may be of greater impact on Latino immigrant parents, which may not allow them to participate during school hours (Gilbert et al., 2017). Immigrant parents are dealing with a multitude of barriers while trying to be involved. With an education, students can break this cycle of poverty. Among Hispanic groups, in 2013 the poverty rate was 23.5%, and only 14% of Hispanics had a bachelor's degree or higher (United States Census Bureau, 2015). Parents need to instill in their children the importance of a college education. Latino youth experience substantial disparities in educational outcomes, which may include dropping out of high school (Bosma et al., 2019). The high school dropout rate among Mexican students is evident and of concern. Similar research stated Latino students drop out of schools at higher rates due to the increased number of disadvantaged students in populated districts (Obinna & Ohanian, 2020). The achievement gap continues to widen between socioeconomic groups and races. In addition to the high level of poverty for immigrants.

Children have limited resources at home and at school. Latino students inhabit overcrowded classrooms. Despite desires to become involved with their children's education and receive educational aid and other resources, many parents did not participate in activities, as they had real concerns of fear of deportation or separation from their families (Arellanes et al., 2019). These families have other concerns that they are dealing with at home. Immigrant parents are faced with discrimination, stereotypes,

immigration status, immigrant experience, acculturation, culture norms, language barriers, and perception of the differences between their family's home country and the United States (Bosma et al., 2019). This suggest immigrant parents face many challenges inside and outside the home. At home, they have minimal to no books, minimal school supplies, and may not have a computer or Internet access. Something as basic as coloring, gluing, and cutting a project can become a challenge for some of these students. Research must be done at school where students have access to material. If teachers require students to do a home project, the teacher may have to provide the material, the typing, and printing may have to be done at school. Parents minimal English ability can affect their students' performance and support they can provide.

The parents and their children have obstacles they must confront to succeed in school and not fall further behind. Immigrant families struggle with having multiple jobs, which can make it difficult to participate fully in their children's school and activities and is often necessary for children to help with work or childcare (Bosma et al., 2019). Many of the parents might feel uncomfortable or unease with their immigration status. Due to their poverty levels and immigration status, parents may not feel comfortable at school. Minimal energy and time constraints are constant struggles Latinos face. Latinos are hardworking individuals. Parents from low socioeconomic status backgrounds report they want the best for their children's future and getting a good education is part of that aspiration (Fischer et al., 2019). Students value their parents' work ethic. In a similar study, the participants educational levels varied, but their motivation to help their

children came from similar stories of hardships and a shared belief that their children will have a better life than they did (Goldsmith & Robinson Kurpius, 2018). Parents work long hours in the hot sun, which can be draining. After their lengthy day that begins at dawn and ends at sunset, parents' only concern when they finally arrive at home is to put food on the table, shower the kids, and put them to bed. Then, they must get ready for their daily routine as field laborers. The lack of presence at school is a result of their long work hours and other barriers these families are challenged.

Health remains a constant concern for Latinos. Latino parents who reported greater financial stress also reported higher levels of depressive symptoms, which was related to lower parent-reported levels of engagement (Gilbert et al., 2017). Stress can affect parental involvement. Parents from low SES backgrounds often are unable to confidently access information they need about possible education pathways within and beyond school (Fischer et al., 2019). When parents cannot access information needed, they may neglect their health among other areas. When a person is living a life of poverty, their health may become secondary. The poverty rate also plays a vital role in their physical being, the medical services they receive, and their quality of life. Socioeconomic and cultural factors ultimately create barriers for this minority group (Giraldo-Garcia et al., 2019). Health inequities are evident in the immigrant Latino population. The conclusions drawn from the research were there are multiple parent involvement challenges such as language barriers, limited resources, and obstacles that interfere with their involvement.

### **Minimal Parent Participation**

School staff has a challenge in getting immigrant parents involved in their school. Parents may be unfamiliar with the United States educational system. The parents may need more time assimilating to the United States educational system and further information on pertinent topics. Immigration policies being brought to the forefront in United States education, education leaders need to be more conscious than ever of changing demographics, diversity, and the multilingual and multicultural values of their students and community (Guillaume et al., 2019). The parents live in constant fear of deportation, which affects other aspects of their lives. The language barrier also continues to be a constant problem. Providing translators may help or many have their own children translate. Anderson et al. (2020) stated,

When a child is more fluent than parent in host culture language, it can lead to role reversals and family conflict, which in turn can affect child academic outcomes. When children's familiarity with English and the host culture supersedes that of parents, a shift in power may occur as children act as mediators between parents and English-speaking institutions such as schools, government agencies, and authorities. This, important family decisions heavily rely on children. (p. 549)

Having their own children translate, comes with its own challenges. It is also a responsibility left to the minor. Parents nontraditional involvement is not witnessed at the schools. Consistent with previous studies (Lanuza, 2017) stated, children in immigrant



families have responsibilities that their peers with native-born parentage do not. My findings also indicate immigrant children have more responsibilities and concerns at a younger age. As a result, parents appear to be less involved and less engaged.

Parents are providing home support. Consistent with other studies (Puccioni, 2018), Hispanic parents placed more emphasis on behavioral skills and attributes engaged to more home-based involvement activities. Similar to my findings, Latino parents are more engaged in home-based involvement than in school-based involvement. Parents who do not perform specified involvement may be due to having one or more undocumented parents with lower school connectedness, lower perceptions of parental academic importance, which predicted lower college aspirations (Giano et al., 2018). It may seem parents are not interested because they are not actively involved at the school site with traditional parental involvement. Schools may assume because the parent is not physically present that they are dis-involved. On the contrary, these parents may be actively involved at home. Many parents provide support for their children's schooling as each parent takes responsibility for different types of school involvement (Anderson et al., 2020). Immigrant parents continue to have high expectations for their children and are providing nontraditional support.

Schools recognize there are many factors, which deter parental involvement. Mothers are the vast majority who participate in parental involvement and commonly view their caregiving role as a source of strength and power that can influence their children's education (Greder & Arellanes., 2018). The mothers' presence is evident at

school functions. Parents tend to have multiple children they need to take care. Some of the barriers include long working hours, family commitments, and not knowing the English language. Findings from this study (Arellanes et al., 2019), tell similar themes highlighting the struggles and key differences that many Latino immigrants face in the educational system today. Similar to findings I have come across that interfere with their involvement such as work commitments, family responsibilities, and language barrier. There are many reasons which may prevent a parent from parental involvement.

As working parents, it does become challenging to be present at events and functions during the school day. The school may play a part in the minimal parent participation. Parent involvement should be priority in schools. There needs to be a focus on all parties involved since undocumented parents may be perceived as placing a lesser value on academics since they are either unwilling or unable to help due to documentation issues (Giano et al., 2018). A presenter organizes an event, sets up translation, babysitting, and provides snacks and drinks, and only a few parents may show up. During the fieldwork, it was reported that parents felt that it was the same small group of parents attending the workshops.

An increase in outreach may be needed. Undocumented immigrants may experience exposure to racism, discrimination, economic hardship, and negative experiences to fully engage (Bosma et al., 2019). Even if the school's effort to increase involvement is not satisfied, the parents will be seen as disengaged and not interested. Parents may have other necessities they have to take care of before becoming involved.

Schools should increase immigrant parental involvement regardless of what obstacles they face. Conclusions drawn from minimal parent participation are getting parents involved, challenges with translation, home support, and working parents.

### **Cultural Differences Affect Involvement**

Cultural differences exist amongst staff and parents which may affect their involvement. Bosma et al. (2019) stated, “Latino families often navigate a dual existence, with values and norms from their country of origin differing from the influences their children are exposed to in the United States” (p. 750). This indicates parents may be adjusting to the two worlds they are living in. Parents may be attached to their country of origin, while their children are adapting to their new country. Parents can feel supported to want to return to school by taking their culture and tradition into account. It is seen that English-speaking parents are the ones showing up to the meetings. Parents are often reluctant to enter the school environment due to the disconnect amongst parents and staff. English language fluency among Latino parents is as important for school involvement (Anderson et al., 2020). Often times, parents may know the basic English but do not practice in front of others. Becoming part of a monolingual school environment is a transition for them that requires time and patience. There are cultural differences between schools and minority families. A similar study indicated that Mexican culture influences how they support their children’s academic success and to connect these activities to help their children with school (Goldsmith & Robinson Kurpius, 2018). Previous research on topic (Arellanes et al., 2019) provides a window into understanding how Latino family

systems interact with mainstream educational systems and provides hope for a better future. The common themes were the difficulty in adapting to the educational system. Parents have different values and beliefs.

Latino families are large families. Many mothers live with extended family members. Immigrants are often financially supporting two households- family here in the United States and family in their home country (Bosma et al., 2019). Latino mothers often have their hands full with childrearing, cleaning, and cooking. The mothers tend to have a clean house and run the household. Previous research (Arellanes et al., 2019) explored the educational experiences of Latino parents during the Great Recession and how community factors, family values, and school practices influence Latino immigrants' perception of academic attainment of their children. This indicates outside sources affect immigrant youth's educational attainment. Family commitments may interfere with being involved in their children's learning. Conclusions drawn from cultural differences are that they are evident in our schools and Latino families are often supporting each other in this new environment.

### **Non-English Speaking Parents**

It is seen as non-English speaking parents have nothing to offer their children academically. The mothers' inability to speak or understand English may contribute to the lower levels of school involvement compared to other ethnic groups (Anderson et al., 2020). The barrier is evident when school personnel only speak English and cannot assist parents. English-limited parents are anxious to be involved in their children's schooling

to promote greater bilingualism among Latino youth (Anderson et al., 2020). Parents realize this is an obstacle and want to make a change in their lives. Parents recognize the importance of knowing the English language in this country. During the data collection, it determined that parents must learn English to assist their children and break the barrier of not being able to communicate. Similarly, Langenkamp (2019) suggested Latino/a immigrant parents have degrees beyond high school and sending their children away to postsecondary schooling involves sending them to a world largely populated with whites of higher socioeconomic status that is likely completely foreign to their family life and own personal life experience. This suggest that college life is a new experience for immigrant parents in which it is an unknown situation, and they may feel uncomfortable.

There are many challenges parents face for not knowing the English language. Parents have low levels of education, difficulty with language, and lack of access to internet or other educational supports (Araque et al., 2017). This is because the homework being sent home is in English and the parents have minimal educational levels which makes it harder to help. Non-English-speaking parents can offer and assist in other ways, for example reading to their children in their native language and telling their children stories of motivation and inspiration. Consistent with Langenkamp (2019), parents lived experiences to comparing their own limited opportunity (due to their legal and low educational status) to the potential opportunity of their children. This implies parents see the need to support their children. Parents can contribute to their children's learning. Conclusions drawn from non-English speaking parents are even though parents

do not speak the language, they are helping in other ways and care about the education of their children.

### **Immigration Affects Involvement**

Immigration has been relevant in today's news. People are divided when it comes to deportation or providing support to the undocumented. Having an undocumented parent does matter when examining adolescents' academic aspirations/ expectations (Giano et al., 2018). An undocumented parent may need additional support. Deportation may cause families to be split up, be torn apart, and cause long-term emotional stress. Deportation causes stress to families. Often, one parent is deported to Mexico and the other parent and children are left behind in the United States. The other parent will need to support the needs of the children at home. The children will continue their life with the absence of one parent. Similar findings by Langenkamp (2019) suggested parents' aspirations in the context of their lives- their own educational and occupational struggles, their immigration status, provides a picture on parents' perspective on how to support their children. This indicates immigrant parents will continue to support their children's educational attainment. Immigration is a topic of concern.

Immigrants face many difficulties in their daily life. Enforcement practices leading to the detainment and deportation of individuals and family separation take a toll on the well-being of parents and their children (Ayon, 2020). They are youth who came to the United States in their childhood. These young people have lived their entire lives here and many consider the United States their home. But yet, parents continue to live in

constant fear of deportation. Latinos cannot be separated from the broader structural barriers and context of the lived experiences of immigrant parents that so profoundly shapes parents' perspectives on their children's education (Langenkamp, 2019). This fear can affect their daily lives, health, and well-being. Araque et al. (2019) stated, "Despite provisions in legislation, there continues to exist a disparity between the academic achievement of Latino students and their nonimmigrant counterparts" (p. 231). Due to immigration, families are losing out on resources. In some states, officers have the right to ask for immigration papers if you deem look suspicious, which may cause prejudice and discrimination amongst this subgroup. The following relates to literature (Gilbert et al. 2017) such as experiences of discrimination, separation from friends and family in their native country, pending immigration status, and fears of being deported may be a greater impact on Latino immigrant parents. This suggest that immigrant parents face many adversities in their daily lives. The threat of deportation hinders their ability to speak and stand up for themselves.

There is also a trust issue with Latinos towards immigration officers, police officers, or anyone in uniform. Latinos are unlikely to report their experiences of violence to the police. Subsequently, fear of detainment and family separation was prevalent among families (Ayon, 2020). Latinos are less likely to call the police if their immigration status may be revealed. Ayon (2020) relates to literature in which many Latino parents are distrusting due to being a vulnerable population, particularly if they are undocumented, they may feel the lack of power to make changes. This has resulted in

Latinos being distrustful towards school. Many times, injustices go unnoticed because they are not reported, or victims do not want to endanger the family's well-being.

Language continues to hinder Latinos' communication. Language becomes a barrier to communicating with others. Challenges to resilience specific to Latinos included prejudice and discrimination related to race/ ethnicity and immigration (Bosma et al., 2019). Parental involvement may also decrease due to language, past experiences, and providing proper translation. The connection between the literature and the project is that immigrants live a life of fear which deters with their parental involvement. Parents need to see the benefits of parental involvement even if it means leaving the comfort of their home to attend school functions. Conclusions drawn from immigration is that it affects their involvement with their children.

### **Lower Performing Students**

Immigrant Latino children's life is not easy. The low-academic performance of Latino students and the Latino-White achievement gap has remained virtually unchanged for the past 15 years (Marschall & Shah, 2020). Previous research on topic (Araque et al., 2017) indicates the achievement gap among different racial/ ethnic groups, including Latinos, is persistent. This tells us Latinos are low performing and encounter various obstacles. There are home challenges such as lack of resources and financial stability. Students of color tend to be lower performing than their white counterpart. Despite these advances, there are persistent achievement gaps between White and Latino students (Leavitt & Hess, 2019). They have done poorly at school because they do not have the



resources and home support as native speakers. Their life experiences, prior knowledge, and vocabulary are limited. These parents cannot afford to enroll their children in enrichment or extracurricular activities like music, tutoring, and sports. Sometimes their children start babysitting at an early age, so their parents can go to work, or the teenagers work out in the field to bring an extra income to the household. Similar to other studies, the factors affecting student drop-out have less to do with location and more with family-level characteristics like socioeconomic status, family structure, and parent's level of education (Obinna & Ohanian, 2020). This indicates that the family dynamics plays a part with the drop-out rate. Unfortunately, teenagers' drop out of school to enter the workforce at an early age.

Immigrant students are challenged at school. School climate may improve educational equity as it was significantly related to both overall achievement within schools, as well as to the size of the achievement gap between White and Latino students (Leavitt & Hess, 2019). Poverty and lower quality schools may attribute to their underperformance. Previous research on topic (Leavitt & Hess, 2019) indicates a significant achievement gap was found between Latino and White students, reflecting the nationwide trend. This means Latinos are underperforming their white counterparts throughout our country. Parent involvement can only help with the situation to decrease the dropout rate and increase academic performance. There are positive outcomes in parents' understanding, knowledge of engagement by parents, and by creating opportunities for leadership development within the schools, informational sessions on

school requirements, hosting of multicultural events, joint parent-staff activities to enhance school resources and services through regular visits to classrooms, and invitations to share concerns and to contribute suggestions to school personnel (Jasis, 2021). This may increase parental engagement in their children's education. People migrating to the United States are likely to continue, even if politicians believe building a wall is the solution. Immigrant families are here to stay, and the educational system should be prepared to support them. Conclusions drawn from lower performing students are they encounter various obstacles in their educational career.

### **Summary of Literature Review**

As a result of the review of literature, I came across a significant amount of material addressing the need for parental support at school and home. Schools need to provide parental academic support to the immigrant community. It is important for youth to have adults in the community who they can turn to, trust, talk with, count on, and knowing a Latino who is successful (Bosma et al., 2019). Low-income Latino parents prepare their children the best they can. The participants in the study were from the Latino immigrant community of Oakland. The reason why Freire and Ogbu's belief defined the framework is to give voice, address the need of minority populations, and create social change (Tanglen, 2018).

The literature review findings told a story of the struggles of the Latino immigrant families. It was apparent that immigrant families confronted many obstacles in their lives and the research validated it. The study brought to light the challenges and perceptions of

the Latino families and ways they are actively involved in the home setting. Parents often give their children advice, motivation, and praise. It was apparent in the research that immigrant families want what is best for their children, but often do not know how to help. Parents need more support and guidance in school involvement. The project study was developed based on their needs and to increase awareness. The goal was to spotlight this unforgotten group.

I intended to educate immigrant families based on their current needs. The major themes that emerged are the needs to educate and assimilate families on the United States educational system. The need to teach parents on how to best support their children at school and home and to teach parents the importance of a college education. These themes all connect to the research purpose of educating these parents to improve their quality of life. Based on the review, parents' need to be informed on how to best support their children at home and school. Parents need to be aware of school resources that can benefit their child. The following section addressed the implications of implementing a project study.

### **Implications**

The study is important and beneficial to immigrant families. There are various issues that confront these parents that deter their involvement. The children are also suffering academically, and parent engagement can support in closing the academic achievement gap (Araque et al., 2017). Educators can come up with ways to better serve this growing population. Immigrant families are vulnerable and need support. The

anticipated findings are that parents confront many obstacles in their parental involvement but are willing to be involved if taught how to be involved. These parents have good intentions and offer advice, praise, and demonstrate hard work ethic.

The implications for this study are the willingness of the parents to learn and improve their current practices. Many times, their immigration status holds them back or the way they are treated by others. Parents need to know that the school is a safe haven for them and a place where they can go for assistance. The tentative project direction includes parental workshops targeted and relevant to meeting their needs. The findings of the research will inform the development of the project and potential topics.

### **Summary**

Section 1 consisted of the importance of changing immigrant parents' mindset, their unfamiliarity with the mainstream culture, and how they are viewed as uninvolved in their children's education. There is a gap in practice amongst Latino immigrant students. The parents have good intentions and hopes but are not aware of how to best assist their children at school. Many barriers are confronting the involvement of parents such as the language barrier, minimal education, living a life of poverty, and having a labor-intensive work schedule.

An achievement gap exists amongst Latinos and the mainstream culture. This issue is significant due to the large quantities of families living in the United States and the benefits academic parental involvement can have in their lives. The theorist Freire (1970) and Ogbu and Simons (1998) believed in education and servicing underprivileged

people. Mexican families are interested in the education of their children, and they do the best they can under the circumstances. The parents do encounter many challenges in their involvement, but they are willing for the best interest of their children. Many parents do have the mindset that it is the schools' role to educate their children and their part is to provide food and shelter.

There is a need for collaboration between schools and parents. Parents are willing to learn. Currently, most take a more active role at home. The benefits of parental involvement for marginalized families are astronomical. There is a need to train parents on topics that will benefit them such as school resources, homework help, and the United States educational system.

In Section 1, I addressed the research problem, why the problem was chosen, its significance, and a review of the literature. The problem is the lack of academic parental involvement amongst immigrant Latino parents. The problem was chosen because of the high number of Latino immigrant parents in the community and the need to serve this population. It is significant because the parents do have an interest but need to be taught how to assist their children at school and home. This issue needs to be addressed through careful planning and cooperation from all entities involved. The literature review suggested that immigrant parents need education and training on how to help their children. Their work schedules, family commitments, and language barrier keep them from participating. Many hurdles confront these families.

There is a need to study and address immigrant parental involvement because little research exists on understanding parenting practices. A one-size fits approach to parental involvement interventions is very likely to not succeed in melting pot areas (Wilder, 2014). To address this problem, more research and best practices need to be explored and challenged. The purpose of this study is to examine research-based strategies to increase the academic parental involvement of immigrant parents at Oakland school and in their home setting. The local platform of Oakland School will help formulate best practices that might apply to a more global understanding.

The research from the project study should bring awareness to the local community and help spark the attention it deserves. The goal of this study was to have a trickle-down effect to benefit as many immigrant parents as possible. The desired outcome of the study was first to have a local positive effect and then continue to make its imprint on parental involvement across the district. Section 2, the methodology, will provide an overview of the qualitative research design, data collection, analysis, and results. Section 3, the project includes a review of literature, the project, and its implementation. Section 4, reflections and conclusions, comprises of the project study's strengths, recommendations, and analyses. Appendix A includes the project.

## Section 2: The Methodology

The problem at the research site is that parents are perceived by teachers as uninvolved in their children's education resulting in lack of parental involvement. Research for this doctoral project study was conducted at Oakland Elementary School. The school is kindergarten through sixth grade, and 99% of its student population was of Latino descent. A qualitative case study was conducted. I chose a qualitative research design because the focus of the study was to answer how and why questions, to cover conditions I felt were relevant to the phenomenon under study, and as a broad explanation for behavior and attitudes (see Creswell & Creswell, 2017). Qualitative research gives voice to the feelings and perceptions of the participants being studied (Lodico et al., 2010). In qualitative research, the researcher seeks a deep understanding of the views of one group (Creswell, 2012).

The research questions provided a guide for exploring ways to improve parent involvement in schools. The responses to the questions may offer strategies, techniques, and methods to fill in the gaps for engaging parents in school involvement. The questions were as follows:

1. How do Latino immigrant parents describe their support of their children's learning in school?
2. How do Latino immigrant parents describe their support of their children's learning at home?

3. What do the immigrant parents perceive as effective ways to improve their parental involvement?

### **Research Design and Approach**

Qualitative research describes and explores meaning exclusively to the participants in question. For this project study, I used a qualitative case study design to explore the issues related to Latino immigrant parental involvement in their children's education. Qualitative research was used rather than quantitative research due to the data collection methods and to provide insight regarding the barriers immigrant parents face while trying to be involved. Parents' opinion, thoughts, and feelings were accounted for during the interviews.

Some of the different kinds of qualitative approaches include case study, narrative research, grounded theory, and ethnography. In descriptive case study, the researcher describes the phenomenon and develops an in-depth analysis of a case (Creswell & Creswell, 2017). Lodico et al. (2010) stated, "Case study research is a form of qualitative research that endeavors to discover meaning, to investigate processes, and to gain insight into an in-depth understanding of an individual, group, or situation" (p. 269). I wanted to gain a better understanding of the experiences of Latino immigrant parents and their needs to increase parental support at school and home. As is the case with qualitative research, the resulting themes emerged from the analysis of data, mainly through careful coding of data sets to be assembled, categorized, and sorted for the construction of meaning (Williams & Moser, 2019).



Case studies enables researchers to conduct an in-depth exploration of intricate phenomena within some specific context (Rashid et al., 2019). It may include observation, interviewing, and document collection and analysis. This research design is most effective because of the number of participants, the thorough investigation, and is less time consuming. A case study is effective due to the in-depth analysis of a case using data collection procedures over time (Creswell & Creswell, 2017). In this case study, the data collection methods included a questionnaire, interviews, and observations over a short period of time.

A case study derives logically from the problem and allows for in-depth investigation of a bounded system (Kalman, 2019), in this case the problem was academic parental involvement of immigrant parents. The project study entailed qualitative oriented case study research design. The population consisted of 20 parents of third graders at Oakland Elementary School. From this group, the sample size of eight were selected based on who returned the invitation and consent form. I collected the data, and the primary instrument of data collection were the interviews.

In narrative research, the information is often retold or storied by the researcher and in phenomenological research, the researcher describes the lived experiences of individuals phenomenon (Creswell & Creswell, 2017). In both designs, the researcher plays a vital role. In a grounded theory design, the researcher derives a general process, action, or interaction grounded in the views of the participants (Creswell & Creswell, 2017). The views of the participants are an essential component. Grounded theory is

different from the traditional model. The theory may be developed through the collection and analysis of data. Grounded theory was not the best choice for my study because it allows for changes in the hypothesis and does not use existing theories.

An ethnographic design has many similar components to case study research. Ethnography research provides rich narratives or descriptions and aims to paint a portrait of the group being investigated (Lodico et al., 2010). The ethnographer describes the group within its setting, explores themes or issues that develop over time, and details a picture of the group (Creswell, 2012). This design is not the best for the study because it requires interpretations of such behavior and a holistic approach. It would also entail to enter into the participants' social environment. For this study, a pure ethnographic approach was not feasible due to time and would be less effective because I would have to fully understand what these parents do, say, and believe. This can be a problem because parents' may feel intimidated or scared to share their story in its entirety due to their immigration status. Ethnography is not the best for the study because it requires a prolonged period in the field collecting data. For this study, I did not have sufficient time to devote to implementing a true ethnographic design.

Quantitative research was not the best choice due to the data analysis pieces selected. I did not use statistical, mathematical, percentages, or computational in my data. I gathered data on the problem through the research questions. The research questions served to explore how Latino immigrant parents support learning in school and at home and sought to identify effective ways to improve and increase parental involvement. The

purpose of the research questions was to discover school involvement of immigrant Latino parents.

### **Participants**

In this case study, I purposely selected parents and used the parents' stories during the observation, questionnaire responses, and interviews. The parents were selected based on who met the criteria and those who showed interest when the letter was sent home requesting their participation. The invitation asked for eight parent volunteers. The requirements for parent selection were parents who were born in Mexico, spoke only Spanish, and were field laborers. The nonimmigrant status was presumed if they unchecked the box for born in Mexico and were Spanish speaking. Although not the case, if a parent was born in a different Latin country, they would have been considered. The researcher may prefer purposive sampling by including participants from different backgrounds to reflect the varying perspectives in a broader spectrum (Kalman, 2019). This indicates researchers intentionally select individuals to learn more about the study. The purposely selected sample were parents who could provide the information needed to help aid the purpose of the study.

The selection of the participants was based on their ability to contribute to an understanding of the phenomenon studied in this case, parental involvement amongst Latino immigrant parents (Lodico et al., 2010). Having only eight parents allowed for deep inquiry per participant. Reaching saturation and sample size allows for in-depth interviews to offer rich insights (Guest et al, 2020). Immigrant parents have firsthand

knowledge of the struggles they face while becoming academically involved in their children's lives. Choosing information-rich cases for in-depth studies are those from which one can learn a significant amount related to the phenomenon of interest (Palinkas et al., 2015). The parents were interviewed and observed at school where they could speak openly and in private.

The participants were considered a vulnerable population due to their immigration status and non-English speaking abilities and may be economically disadvantaged. As a vulnerable population, I had to proceed with caution and ensure their rights were not violated. As the researcher, I protected and respected the participants' rights and notified they were voluntarily participating in the study (Walden Institutional Review Board [IRB] Approval No. 07-31-13-0191974). Their rights were respected because they had the right to withdrawal from the study at any time. All answers were anonymous and were not forced or pressured to respond to any question if they chose. Protection from harm is one of the basics of ethical concerns and occurs in a naturalistic setting in which the researcher becomes part of the group (Lodico et al., 2010). The parents were informed that their immigration status would not be affected and remain confidential. Permission was first obtained from the subjects before starting to collect any data. Access was gained to the parents by receiving permission from the local site administrator by completing a letter of cooperation from a community research partner. It was my responsibility to ensure proper approval was granted and communication had occurred with all parties involved.

Informed consent was necessary because it protects the privacy and confidentiality of individuals who participate in the study (Creswell, 2012). As a result, I stressed with the parent participants that the information shared would always remain confidential. The parents' responses were not shared with an outside agency. With the informed consent, participants are made aware that their participation is voluntary and that they have the right to stop participation at any point in the study (Glesne, 2011). The parents were made aware of the study's procedure and that participation is their choice; safety and privacy risks were explained during a preconference meeting. They were also provided with a consent form that was read verbally. No names were used to identify the human subjects; numbers were used instead. The data were confidential and not shared with the school until the study was complete and had prior parent approval.

When working with people, there must be ethical consideration. Case study researchers are immersed in their work; subjectivity and researcher bias are both prevalent in case study designs (Fusch et al., 2017). The participants were my students' parents with whom I had worked throughout previous academic school years. No matter how much reflexive practice a researcher engages in, there will always be some sort form of bias or subjectivity (Holmes, 2020). This suggest biases must be minimized, despite having a working relationship. I handled the challenge of knowing the participants by remaining professional, not incorporating prior judgment, and being factual. It is essential to maintain neutral and unbiased during the process.

In addition to collecting data at the school, I spent time with the parents to gain their trust and develop a working relationship. This trust was earned by being empathetic to the situation, showing honesty and trustworthiness before, during, and after the study.

### **Data Collection**

The data collection methods included a questionnaire, interviews, and observations of parents in the case study to answer the research questions. Qualitative researchers use a wide variety of sampling methodologies, which may influence the performance of the models (Lowe, 2018). These data collection tools were necessary to answer the questions. The questionnaire was conducted first as a way for participants to explain their responses in more detail. Then, based on the questionnaire responses, the interview was revised and conducted next to gather more in-depth insights on topic. The observation was conducted last. The case study had a sample size of eight, third grade parents who volunteered to participate in the study. The parents were selected based on interest, country of origin, and language spoken. I was looking for parents who were born in Mexico and spoke Spanish. I also determined who the main participants were through previous parental contact at school, availability, and willingness of parents to participate in the study. The questionnaire consisted of bilingual (English/ Spanish) open-ended questions.

The questionnaire as a data collection tool was used to guide the interview questions. The interview questions allowed for an in depth and deeper formal conversation between the participant and I to be able to elaborate on. The questionnaire

was conducted first, then the interview questions were refined and used as a follow-up based on the questionnaire responses. An interview was also conducted because it allows for nonverbal data and making sense of the collected data (Kalman, 2019). The questionnaire, interview, and observations were all conducted at different sessions.

The questionnaire, interview, and observations were all conducted in person at the school site. As the sole researcher, holding the sessions at the school site was the safest location and it was private. The appointment times were staggered to ensure only the participant and I were present. The questionnaire was administered to gather the perceptions of current practices of parental involvement with the sample participants. Interviews were used after questionnaires as a follow-up or to further investigate the responses with individuals. The parents were also interviewed afterschool hours in my classroom as part of the data collection method. These were the most appropriate data collection methods because I was learning how to construct feasible research questions, practicing interviews and observations, making sense of the data collected and linking it to the literature to frame compelling arguments (see Kalman, 2019). My goal as a researcher was to provide a richly detailed full description of the situation. The data collection also included the parents' stories. These data collections techniques bring the researcher in close contact with the participants because a smaller sample size produces the majority of new information in datasets (Guest et al., 2020). This indicates participants can offer sufficient information during the study.

These data collection methods took place during a 1-month period. The location was intentional and purposeful to understand best the central event under study (see Creswell, 2012). Oakland School has a high percentage of undocumented Latino parents. Open-ended interview questions and 30-minute observation protocols were developed. General, broad questions were posed to participants for the ability to ask more meaningful or insightful questions due to possession of prior knowledge (see Holmes, 2020). This allows participants to share their views. I also did more listening than talking. The stories were told during the interview and were audio recorded and kept in journals. The consent of the interviewee was first obtained. Interviews created opportunities for participants to share beliefs, values, and priorities, and experiences with researchers, as well with each other (Greder & Arellanes, 2018). The role was to refrain from bias and only record accurate readings. The data were appropriate to the evaluation and qualitative because it informed me of the needs of this population. The data were shared with the site administrator once the study had been completed. The information was kept in organized files in a locked cabinet in my home office.

### **Questionnaire**

The questionnaire was research produced after the review of literature in which themes were identified. The questionnaire is located in Appendix C. There were nine open-ended questions. The questionnaire went through various revisions until the Walden committee approved it. The questionnaire was bilingual because the parents' native language was Spanish. The questionnaire was administered at the school after school



hours at times that were convenient to the participants. The questions were read aloud to all participants to eliminate any reading concerns. After each question, there was a pause to allow the participants sufficient time to answer. In this scenario, I wanted to identify best practices to promote parental involvement amongst this group.

A questionnaire was used because the responses can be easily analyzed and is another source of data collection (Antony-Newman, 2020). The questionnaire was the first tool administered and the results were studied to determine which questions needed further or in-depth clarification. The interview was conducted as a follow-up to the questionnaire on a different session. The questionnaire responses allowed for in-depth interview questions. Open-ended questions allow for deeper and new insights on topic and implies a response. It was explained to all the participants that there were nine open-ended questions. The participants reflected on the questions. The questions were read to all participants because I did not want reading to be a factor in their responses. There was a pause after each question to allow the participants time to respond. The questionnaire was administered one person at a time. The participants took approximately 20 minutes to complete the questionnaire during week 5 of the fieldwork. The participants were also instructed not to put their name on their questionnaire for confidentiality purposes. The questionnaires were numbered after the participants completed them.

### **Interview**

The individual interviews were research produced and were approximately 30-45 minutes long in the parent's native language, which is Spanish. The interview questions

can be located in Appendix E. The interviews were audio recorded and later transcribed. During the interview, notes were taken on a notepad. I had previously set up a seating location in the corner of the classroom with a table and chairs. The environment was quiet and private.

Interviewing the right person is essential when conducting data collection. A researcher gathers the interviewee who will have the best information. The research question determines which qualitative approach from which the data can be collected and analyzed (Tomaszewski et al., 2020). The interview was a semistructured interview and was researcher-produced. Semi structured interviews are the most popular in case studies. Semistructured interviews ask predetermined questions based on the structure and breadth of questions with open ended types as the most appropriate (Ballena, 2021). Flexible worded and follow-up questions were also asked. The interviewer does more listening than talking and allows silence to act as the catalyst to drive the conversation forward by respecting silence and identify such silent moments as an opportunity for ongoing reflection (McGrath et al., 2019). In addition, noting what is happening and not happening during the interview

I am bilingual, and most of the data collection was in the parents' native language. Experience/behavior questions are the easiest for a respondent; in addition to rapport which enables the respondent to provide a rich and detailed account of the experiences at the heart of the study (McGrath et al., 2019). The first interview questions were about experiences to make the respondent feel comfortable about the process.

For the interview, the participants were asked one question at a time while I was note taking and recording the interview at the same time. The participants had previously been made aware of the recording, and all agreed to it. Later, the interview was transcribed. The participant and I sat at a round table facing each other. Water bottles and tissue were provided. The room environment was cozy and inviting. No one else was present for privacy reasons. The interviews took about 30 minutes each during Week 6 of the fieldwork.

To avoid research bias, the interviews were audio recorded, and I transcribed the recording. Qualitative research values people's lived experiences and the bias of both researchers and participants (Tomaszewski et al., 2020). After transcribing, member checks were applied to ensure the information was accurate. The scripted interview was returned to the participants, so they can validate and check the authenticity of the work. The participants responded directly to me that I had represented what they meant. The interview will shed light on parental involvement taking place in the district. Thorough notes were taken. The notes included descriptive language and accuracy, questions that arose during the interview, recording of exact quotes to ask follow-up questions and seek clarification from participants. Follow-up questions were asked such as, "What do you mean" and "Give me an example." Interview questions are designed to ask the interviewees to share their thoughts, feelings, and experiences; hence these require more detailed responses from the interviewees (Ballena, 2021). Since these were formal

interviews, I dressed professionally, was well prepared with the interview questions, and was polite throughout the process.

A premeeting was held to discuss the procedures of the interview, confidentiality, and convenience of location and time. When setting the guidelines, there was an emphasize on the importance of answering the questions being asked. This was achieved by setting the tone and expectations prior to the interview. An interviewer reflects on the process and reviews the notes immediately after the interview to ensure the thoughts were represented accurately. This was achieved by rereading the notes multiple times and reflecting on the meaning of the responses. An interviewer must adhere to reliability, validity, and trustworthiness. Research bias was avoided by providing transcription to the interviewee to ensure the participants' words were accurate and no assumptions were made. Interviews are common in case study research. To have a successful interview, legal or ethical protections should be adhered at all times. An interview requires careful planning and preparation.

### **Observation**

The purpose of the observation was to see how homework time is usually conducted for the non-English speaking parents and how much parent support the child receives. The observation was needed in addition to the questionnaire and interview because it allowed me to see which tools and resources were needed to be taught during the parental workshops. I conducted the observation at the school site which took approximately 45 minutes. During the observation, what was observed was how the

child's English homework was usually completed with support from the Spanish-speaking parent. Data were collected by recording what was observed in a notepad. The guidelines I looked for during the observation were how long it took the student to begin/finish, average time per problem, how soon/often parent interacted, and how accurately the student completed the homework. The accuracy of assignment was assessed by checking it after the observation had concluded. The parent-child interactions, face expressions, and hand movements were all recorded and later interpreted.

As an observer, one notices the minor details that a participant would not observe. Observations must be conducted in a way that result in credibility, critically, authenticity, and with integrity (Turale, 2020). An observer must provide an accurate description of its findings. Observations in case study research provide fundamental foundations which are key for developing the right research mindset before designing and conducting qualitative research (Tomaszewski et al., 2020). The normal homework environment is at their home, but the observations were conducted at the school because that was the safest location to observe for myself and the parents. The observations observed how the parents help their child during homework. Observing homework times help to examine the challenges parents face as part of their home involvement. Based on conversations with the parents, all the participants' home environment was noted in the field notes such as a description of trailer, number of bedrooms, homework space, and supplies at home.

Detailed and concrete field-notes were taken. Based on conversations with parents, they shared their experience and challenges during homework time as they help their child.

Reflective journaling and notes were used. Premeeting notes were taken in the areas of academics, parental involvement, immigration, jobs held, and living conditions. In an analysis, a researcher seeks to build knowledge from understanding individuals viewpoints and the meaning attached to those viewpoints (Creswell & Poth, 2018). One should organize his/her thoughts in reflecting on what he or she is seeing. Analyzing should be done shortly after leaving the visit to have a detailed account. The paper journal was later transferred to a typed document. The journal and notes were referenced and reread to evaluate the information. A log was used for organizational purposes for scheduling the pre-meeting, sub sequential visits, and during the observations. This log kept me on task and organized.

Electronic files were created on my personal computer. Paper files were created and kept in a locked filing cabinet in my home office. In qualitative tradition, the researcher writes a careful summary of the contents of the data in order to be able to learn and make sense of what you have experienced (Turale, 2020). I consistently reflected on the data collected to be able to find the right story to tell. According to Turale (2020), “Researchers need to concentrate on interpreting data in a meaningful, correct and rigorous fashion, albeit flexible as the occasion demands” (p. 290). This is to better understand the perspectives of others. The aim is for their struggles to have an impact on others and reflect on how we view active involvement.

### **Data Analysis**

Conducting interviews, observations, and questionnaires were appropriate based on my findings to answer the research questions. In addition, having multiple forms of data collection allowed me to better understand and provide insights to the research question being examined. The different types of data used were questionnaire, observation, and interviews. The observation was examined based upon reviewing the notes taken and as part of the reflection process. The interview was thoroughly examined based upon the transcription. The data analysis methods consisted of transcribing the prerecorded interviews and being observant of codes and themes. Coding allows for examination of categories, applying codes to text until saturation is completed. To determine the codes and themes I marked directly on the text.

### **Questionnaire**

The questionnaire was used so participants have an opportunity to reflect on questions, add comments, and explain in further detail anything relating to the question being asked. Explaining in further detail was an opportunity for parents to elaborate on questions. The purpose of administering the questionnaire and interview was because the interview questions were further developed after the questionnaire was conducted. The questions were revised to ensure the research questions were being answered. The interview was more in depth, since the questionnaire was administered prior to the interviews. The interview allowed for participants an opportunity to share anything.

The questionnaire was analyzed by summarizing the responses of each question. The questionnaire responses allowed me to reflect and analyze the comments. The responses were analyzed by reading the responses, coding the data, and drawing connections in a short summary for each question. Each question was analyzed based on the participants responses by rereading their responses and finding themes within the questionnaires. The questionnaire was analyzed to explain and interpret each question. Data Analysis from a case study requires researchers to triangulate the diversity of data (Tomaszewski et al., 2020). The questionnaire findings were analyzed to determine common themes in the responses and draw conclusions to each question. Triangulation is based on evidence attained from interviews, observations, and documents. There are various approaches to qualitative research, and different sets of data collection and data analysis methods (Gonzalez & Forister, 2020). Instead of using data from one information source, multiple sources were used. The purpose is to demonstrate that the results are taken from multiple sources; therefore, to make the research more convincing and conducive to learning.

### **Interview**

The notes were handwritten during the interview and later revised, edited, and found codes and themes using a word document. After transcribing the audio recorded interviews, member checks were applied to ensure the information was accurate. Member checks ask the participants in the study to assure accuracy and enrich the data collection (Tomaszewski et al., 2020). Member checks were used by giving the parents a mailed



copy of the transcribed interview for review. Parents were to reach out to me if they did not agree with what was written. The main source of data analysis was the transcripts from the purposeful sample interviews. The transcripts were read, and participants were consulted regarding the accuracy of interview transcripts to ensure their trustworthiness (Antony-Newman, 2020). This suggests transcripts are used to interpret its meaning. The interview responses were transferred to a grid with the following headings: question, common themes, and making sense of data. After reading the transcripts multiple times, common themes were found. Most themes were expected and found in most of the transcripts. These common themes were expected based on my interactions with the participants, based on my experience at the research site, and on what I had been reading in literature. There were a few themes that were not as common, since they were not expected themes or least frequent themes. The themes were broken into phrases or ideas. The themes and phrase or idea were highlighted to better understand its meaning. Identifying themes form a major idea and relationships from the data (Tomaszewski et al., 2020). In this case, the themes provided a detailed description on parental involvement experiences and ways to improve it. A chart was created by research question, common theme, and making sense of data. The Interview Responses Chart allowed me to organize the information. Research bias was avoided by providing the transcripts to the interviewee. Throughout the interview, the participants knew the information shared was confidential and they could elaborate as much or as little as they felt comfortable.

## **Observation**

The data gathered were analyzed by scripting what was observed at the school in a notepad. I scripted notes on the left side and what was observed on the right side. I then created a bulleted list of what I observed during homework time. The raw data collected were my notes taken during the observation. From the notes, I organized my data in a grid to determine commonalities by question. Each question had what was observed during the observation, what is normally occurring during regular homework time, and description of trailer. After organizing the raw data, data were coded to find general categories that can be used to organize the information being presented to derive my final results from the observations. Observations provide a rich description of all the interrelated factors (Tomaszewski et al., 2020). An observer must provide an accurate description of its findings.

When presenting findings, direct quotations were used. I referenced the data. A limitation is allowing one's personal bias to interfere when presenting the research findings. I did not make misleading interpretations and allow emotions and feelings to hinder the research findings.

The questionnaire responses provided useful information to support the theory and concepts in literature. A questionnaire is shorter and concise which allows for easier analysis. The interview was also read aloud to the participants, transcribed, and common themes were created to see if any commonalities exist. The observations were also done

at a school classroom. After the observation, questions were asked to get an accurate picture of the actual homework setting at home.

### **Results of Data Analysis**

In the following sections, the results will be presented first as they relate to the questionnaire, next the interviews, and then the observations. Lastly, the results will be presented as they relate to each of the guiding research questions. In a conclusion subsection, the data and created themes were presented.

The questionnaire addressed that immigrant families fear of deportation. The thought of deportation deters their involvement because they fear driving to school workshops in the evening hours. The parents have also felt not welcomed at school. During the interview, it determined that all parents came to this country to provide a better education for their children. The parents have aspirations and dreams for their children. The parents have all told their children stories of their struggles for their children to realize what an education can offer. During the observations, it was noted that parents struggle to support their children academically. Instead, the parents provide their children moral support and encouragement.

The results were that many Latino parents' fear of deportation interferes with their parental involvement. They also face a multitude of challenges and struggles at school, home, and have insufficient knowledge on how to best support their children academically. The major findings from the research are the struggles that confront the immigrant population. Latino parents do their part from home. They give their children

good advice, they teach their children the importance of a hard work ethic, and they ensure their child is well fed and clean for school. Latino parents believe in the United States education system and the benefits it can offer their children.

### **Questionnaire**

The findings of the questionnaire were that parents are concerned about their safety while traveling to and from school, parents' value learning, and want to feel welcomed and included in school activities. The questionnaire provided me with this information based upon commonalities in responses and when most of the parents expressed a certain way about a question. The following will discuss the findings based on questionnaire topics such as time, childcare, transportation, workshops, and school staff.

The findings for time are parental meetings, trainings, and workshops are crucial to encouraging academic parental involvement. Most of the parents felt that school meeting times were convenient times for them. Most meeting times were in the evening hours between 5:00 to 6:00 p.m. in the multipurpose room and usually ran for one hour to an hour and a half. The parents got off work in the early afternoon, usually between 2:00 to 3:00 p.m. Their days start off very early, but also seem to end early. Based on my conclusions from the findings, there is a need to encourage academic parental involvement, having reasonable meeting times that can result in a better outcome.

Childcare can assist parents to be actively involved. A few of the parents expressed childcare was an issue. Usually, the mother attended the school meetings and

brought the children along or left them at home with their father or oldest child. Childcare at the school was not always provided. When it is not, the children tend to get restless which makes it harder for parents to concentrate during the meeting. Instead, the parent is tending to the child's need. Based on my conclusions from the findings, to encourage additional involvement, childcare should be provided.

Question eight explored perceptions of safety traveling to and from school. Transportation can hinder parental involvement. Transportation is an apparent issue for a few of the participants. Most families are a one vehicle family household. By the evening hours, though, both parents have arrived from work and are home. Some of the mothers have their husbands drive them to school because they do not drive or feel safe. For those that live nearby, they can even walk to school. To assist with transportation, parents can walk, carpool, drive or be driven to school. Parents do not feel safe from immigration or police officers. It was apparent in how parents expressed this concern. Participant A responded, "When I see an officer, I pray that everything will be okay. I get very nervous around them, and I know my children can feel the tension." Question nine was about fear of immigration or police officers in the area.

The findings suggest that immigrant parents can best be educated when workshops are in their native language. The meetings and workshops that were currently being offered were conducted in both English and Spanish, which meet the needs of the group. Both administrators were bilingual and were normally the presenters. Seven of the eight participants felt that the workshops met their needs, although, one parent explained

she felt impartial about the trainings. Participant B commented, “I always learn something new when I attend these workshops. Sometimes, we are the ones that decide not to go because we give ourselves excuses and reasons not to attend.” Parents valued learning at parental trainings because it helped them be engaged in their children's education and at the school. Parents also have the opportunity to network with other parents. It might be beneficial if all sessions provided are in a welcoming manner.

School staff can encourage parental involvement and may be the determining factor if parents will return. When it came to the question of school personnel making the parents feel welcome at school, the explanations varied. There was a change in facial expression and time it took to respond to the question. Parents’ initial reaction to how welcomed they were treated is something that will instill in their hearts. Parents will have to be told to put their feelings behind them and give schools a second chance. Translators were not always available because a few of the participants commented that they were sometimes provided. Sometimes, high-school students or support staff were the translators that were provided for Open House and Parent Teacher Conferences. The school often tries to do their best with the limited resources provided. Even understanding the report card can be challenging to parents. Parents often do not understand school jargon like above/ below average, English learner, symbols for high or low letter grades, and remedial courses. Parents should be taught school jargon in a parent workshop or training. In addition, a mock parent-teacher conference meeting was recommended by the participants. Parents stated if they had an opportunity to practice a parent-teacher

conference, they will feel better prepared and with more confidence during an actual conference. Parents will know what type of questions to ask and will be more familiar with the process that will result in a more productive conference.

Most of the parental involvement questions were positive comments towards attempting to be or being actively involved in their children's education. Childcare was an issue for a few of the participants. The concern can be resolved by offering childcare at all trainings, but funding, limited resources, and time often play a huge part.

Translation was a concern for the participants. Parents prefer an adult support staff to translate rather than a high-school student. The issue with having a support staff is the financial means to be able to provide it. Questions 8 and 9 had the most concern, which dealt with living a life as an undocumented parent. Question 8, most parents did not feel safe driving or walking to school. Even though, many of the parents lived near the school. They do not feel safe because they might not have a driver's license and car insurance for their vehicle. Question 9, parents feel intimidated when seeing an immigration or police officer. The intimidation might be due to police brutality and racial discrimination towards people of color. Their immigration status might cause them to be deported. Parents do not feel safe when they leave the comfort of their home and see an officer in the vicinity. The children sense the fear their parents have in these situations. All these factors render their ability to be actively involved in their child's education, which refers to research question 3: Ways to encourage academic parental involvement. Even though

parents may encounter obstacles to be involved, it is important to find ways and encourage them to still participate.

The results indicated the need to attract more parents. Schools could also improve the way parental workshops and engagements are currently done. Parents were requesting that adult translators be provided, offer childcare during parental workshops, and that they are treated with respect at school. Parents have the constant fear of deportation, and for some that deters their involvement.

### **Interview**

During the interview, the major themes that emerged from the data analysis were that parents shared their journey coming to this country, the feeling of hopelessness due to the language barrier, the need for more guidance and support during the transition period, and the high aspirations parents have for their children. My role was not simply to interview these people, but to transform their conversations into real-life stories and interpretations to better understand the issue. The interviews were informative. The parents shared their stories openly to me. The parents elaborated on some questions more than others. Their journey arriving to this country is a story of struggle witnessed in their eyes and expressions. Question 1: Tell me about your experiences adjusting to this new country relates to research question two supporting learning at home. Depending on their adjustment to this new country can determine how much home support is provided. The common themes were difficult journey traveling to this country and unfamiliarity with the unknown. The journey was challenging and costly because immigrant parents often



have to hire a “coyote” to help them cross. Crossing the desert on foot is a difficult one that often leads to death. Participant C commented, “We left everything behind, that is, my family came here and had no other family. There were people issues. We were not treated well.” All the parents came to this country for the same goal, which was for a better life for their children. Parents have high expectations, stayed focused, and remained resilient. The transition was a difficult one, but the parents knew they had to persevere to survive. Research question four states: Ways to educate parents about the educational system refers to these findings because parents came to this country to provide a better education for their children. These newly arrived parents need to learn about the United States educational system and the structures that are in place.

**Language barrier challenges.** The language barrier of living in the United States has been most challenging for all parents. What English speakers take for granted, such as being able to communicate with staff at their child's school, with doctors, or while running errands is what these parents have the most challenge. These parents have all struggled because there are not always translators or bilingual personnel at public locations. Participant D stated, “I use signs to communicate. Sometimes my young children have to translate for me or, I need to ask for a translator. I feel embarrassed (looks down). I should know but have not learned English.”

All parents are eager to learn English. Their children are teaching them basic English, their learning at work, and one parent was even attending English classes, but it is still hard for them to learn the language after being in this country for all these years.

There are free English classes offered by the school district or Catholic charities, but it is hard for parents to attend due to family and work commitments. Participant G mentioned, “As you get older, it is harder for you to retain the information taught, compared to when you are younger.”

**Parental struggles at school and home.** The participants reported there was a lack of information regarding school registration and procedures. Parents needed more guidance and felt lost during this transition. Especially, now with the online registrations. Many parents have gotten this information by utilizing local neighbors or by word of mouth. Participant E stated, “There was limited information when registering. I did not know where the school district was, and I did not know the deadlines. As a result, classes were full, and they started late. I was working and could not make the office hours.”

Due to having insufficient knowledge of United States schools, school district and schools need to inform parents of the procedures for school registrations and transfers before the end of the school year. Mothers assist the only way they can. For others, it is the long working hours they must endure. The parents send the children to the babysitters early in the mornings and sometimes pick them up late. When the family finally arrives at home, the parents are exhausted and do not understand the homework. The English homework is a constant struggle during homework time for parent and student. The children get desperate because they have no one to help them and sometimes just give up. This question was asked because I wanted to know their perspective, struggles they are confronted with, and what deters their involvement.

**Being academically involved.** The common themes were that the parents help with what they know and can. For example, the parents can assist with computational math homework and ensure it is complete. Participant F expressed,

I encourage them, I send them to bed early, make them eat, and I tell them to concentrate in school. Not like one, working out in the field. I want what's best for them; I want them to do their homework, pay attention to the teacher, and I send them to school clean.

These parents may not be able to help much with English homework but can help by motivating and encouraging their children to do their very best. A participant mentioned, “We want our children to be successful and receive more education than us.” Parents believe in the value of education as an avenue to success and progress in life. Participant F mentioned, “I read in Spanish to my children, and when they are reading in English, I ask comprehension questions in Spanish. I learned this technique at a school workshop.” Another participant mentioned, “Parents have nothing to lose but will only see the fruits of their labor if they give it a try.”

**School challenges are hard to overcome.** The participants are Spanish-speaking. Communicating with the English-speaking teacher and staff at the school is a challenge for these parents. The participants cannot send a note or call the teacher because they cannot communicate with each other. When the participants drop off their children in the morning or pick them up after school, they run into the same issue. Time is also a challenge for these parents. The participants are not able to volunteer at school because of

their job and the language barrier. Participant F stated, “Due to my job, I cannot attend. My work is inconsistent. I enter at six in the morning and work until eight at night. I get out very late. I have to work and work hard at it. I do help by donating homemade food for parties.”

Many of the participants feel the best way to support their children is ensuring they eat a healthy meal, are clean, and get a good night's rest. They entrust to the teacher to educate their children and respect her judgment. Voluntary minorities develop pragmatic trust in which parents must be certain that teachers, administrators, and school staff have the best interest of all children at heart, and they will work diligently at providing the best academic tools towards a bright future for them (Jasis, 2021). Parents leave the educating to the teachers, and their focus is survival mode in this foreign country.

**Homework challenges at home.** The commonalities were that the parents do not understand the homework because it is in English and cannot help. Most of the parents only have an elementary education. Parent G mentioned, “The homework my child receives is too complicated for me. I sometimes seek older English-speaking neighbors for assistance.” Lack of home resources such as a computer, internet, books, supplies, and a quiet workplace cannot always be provided. A computer and internet access are seen as a luxury. It is also difficult for the parents to communicate with the English-speaking teacher during the school day or to request time off from work during the season because it would be nonpaid. Before they go to work, the school is closed, and after work, the

school is closed too. It is hard for the parents to contact the school when an issue arises. Regardless of the language barrier, parents assist their children with homework and academics. Participant H mentioned, “I cannot help with homework, even though the school wants the parents to help. I do not know how. I do not understand English. I ask for help at school or encourage my daughter to ask the teacher for help.” Newcomer families may need support to identify linguistic strengths and needs, before- and after-school programs, academic tutoring opportunities, and any focused services the children may be eligible for based on their socio-economics, or learning contexts (Jasis, 2021). Immigrant families may need to ask for additional support to help their child succeed in school.

**Work commitments for working parents.** For most, parents can attend the morning ceremonies. Participant H mentioned, “My child's education is most important. The parents have to notify their supervisor in advance, although; the ranch owners are very strict when it comes to other things.” They do not allow cell phone usage while on the job. The owners do provide portable restrooms and water breaks. When the parents are working for cash; there are no rules. The parents’ jobs are seasonal, so many times when there is work, they do not miss. When they are absent, they do not get compensated for lost days or time. For example, many of the parents’ employment is agriculture. The grape season is from June through August. Some parents follow the crops up north to Modesto or Bakersfield, California, which runs until October. The families that follow the crops for work are migrant families. Oakland Elementary has the highest percentage

of migrant students in the school district. Schools can increase parent attendance by sending home parent invitations earlier so parents can request the time off in advance.

Another problem that the school faces with migrant students is that they are sometimes not enrolled in school up north at the beginning of the school year. Parents do not re-enroll their child until the fall when they return to Oakland School around October. The school does not receive the Cal Pads funding for these students because they are not enrolled by the October 15 deadline.

**Beneficial potential training.** The topics of interest mentioned were academic workshops, orientation, programs for parents, nutrition, health, and counseling. Most parents are satisfied with what is currently offered. Parents do not attend because they are tired due to work schedule or time constraints. The evenings go by very fast because parents have many responsibilities. Parents need to make dinner, ensure homework gets completed, and kids are showered and ready for the next day. Most of the participants also go to bed very early. Participant G suggested, “Saturdays would be better for parental workshops. Parents have more time since we do not want to miss work during the week. Evening ceremonies would make it a lot easier for us too.” The parents do realize that attending these training will only benefit them, but sometimes do not have the strength or energy to attend. Participant F suggested, “Parent classes with information on what our children will be learning during the school year. An overview of what is learned should be provided to help me better prepare myself for the nightly homework the children are given.” Parent English classes will also be beneficial for the parents. If they

learn the basic conversational English, they can help their children in return and better communicate with staff at the school. Another parent wanted to learn about positive discipline and motivation rules they can apply at home. The parents want their children to be successful and have goals for themselves. Parents expect their children to do their job as students as their job is to work hard to be able to provide for their family. The parents commented that they only want their children to have what they did not have in life. A common theme was the importance of learning English to better help their children with homework. The parents value the importance of speaking English in this country.

**Encouraging parental involvement.** The parents are content with what is currently offered at the school site. Participant E commented, “Schools already do enough, it is the parents that are hesitant and do not go. Schools offer programs for parents. Few attend and it is the same attending meeting after meeting.” The parents are too tired to attend, have to make dinner for the family, or work late. Time and energy are a common factor for these families. Even though, they have good intentions and want to attend.

**Fear of immigration or deportation.** The fear of immigration and deportation is present in their everyday life. The participants' tone of voice and face expressions were consistent when asked this question. They fear seeing immigration officers because of the possibility of being deported back to Mexico. They also fear seeing police officers because of the possibility of their vehicle being taken away. Participant D responded, “Yes, I go to school with fear. Sometimes there's immigration on the road. My kids worry

too.” Some of their children are United States citizens because they were born here, but their parents are immigrants because they came to the United States illegally. The children are aware of their situation because they know people who have been deported or hear their parents talk about it. The children also fear seeing immigration officers because they know the consequences their parents can face. One of the fathers had already been deported. Participant C shared, “It was the first time I could not attend a school ceremony because I was forced to work two jobs. It also happened to my friend's husband, and immigration sent him back to Mexico. As a result, my friend's not here anymore who also had a son at Oakland School.” Another family shared how a ranger out of town questioned them. The ranger asked them if they had papers and threatened to call immigration. Consequently, the families travel less or try to go during the daytime and stay local. If they see an officer, they detour or turn back home. Parents use the back roads because there tends to be less traffic and are safer. They feel safest when another person accompanies them in the vehicle. The families all live with fear of deportation and how it can separate them from their loved ones. This question was asked how it interferes with their own involvement to get a better understanding of how immigration and deportation affects their own lives.

The findings were that parents live a tough, grueling life. Adjusting to this new country was a challenge. Many came to this country alone and left everything behind. The parents work long hours as field laborers for minimal pay. Their jobs are strenuous. Sometimes their work does not allow them to attend school functions that are held during



the school day. The parents do their best under the circumstances. Acclimatizing to the United States educational system was a slow process. The parents often felt lost and did not know where or who to ask for help. At home, they have minimal school supplies, books, and often no internet connectivity. English homework becomes a challenge due to the language barrier.

It is also difficult to provide a quiet homework environment. They live in run-down, small, cramped trailers with only one to two bedrooms. Sometimes, there is even multi-families living together. Their hopes and dreams are that their children will live a better life than them. That is why the parents have made this sacrifice in search of that American dream. Parents do live in fear of deportation. This fear often keeps them close to home. The children are also aware of the consequences of being immigrants in this country and sense their parents fear. The parents are eager and want to learn how to become more involved in their child's life. At home, they do try to provide a nurturing environment, encouragement, and praise. They ensure their children are well fed, clean, and are at school on time ready to learn.

### **Observation**

The observations were done at the school site. Parents described the normal homework activity, description of the trailer, and the family. During the observation, students did their homework on their own. Parents would encourage to stay on task, asked if they had questions, and would support by patting their child on the back, look at paper for progress, and give a smile.

With observation, advantages include recording information instantaneously, study behavior, and study individuals who have difficulty verbalizing their ideas (Creswell, 2012). As the parent and student interactions were observed in the classroom, I noticed at times, the struggles from the parents based on face expressions and comments they would make. Parents attempted to read the English instructions, looked at the samples provided, and would often just say, “Try your best” or “Figure it out.” The parents sat next to their child quietly and watched as their child completed their homework. I observed as parents often smiled, patted their child’s back, and would point to the paper as a sense of encouragement and direction.

During the observation, this was observed during the homework time. Parents would show a sense of encouragement and interest by telling their children “Good job,” “Keep on going,” and “You can do it.” The parents would also smile, point to the paper, and pat their children on the back. At other times, parents attempted to be as supportive as possible. In conclusion, it depends on the type of homework problem or subject matter the student and parent are working on in how the parents will respond.

Based on conversations with the participants, they are doing the best they can under the circumstances. The parents want what is best for their children and provide home support. The parents have a strong work ethic and expect the same from their children. The parents ensure the homework is completed. They cannot check for accuracy or assist due to the language barrier, but they can guarantee it is done. When living a life of poverty, a person has different priorities and outlook on life. The parents were able to

explain vividly how their home environment is not always suitable for homework time.

Parents want what is best for their children regardless of the condition of life.

### **Field Notes**

The field notes were taken after the observation was conducted and based on conversations with the participants. Field notes were taken on the home environment, who assists during homework, and description of their trailer. Based on the parents' description, the homework environment might not be the most suitable, families have minimal supplies at home, and the parent's strong work ethic is passed down to the children. Some of the children stay for the after-school program and receive a jumpstart on their homework. The program runs until 6:00 p.m. and the students do not end up getting home until about 6:30 p.m. The children finish the remaining of the homework at home after 7:00 p.m. Others who do not stay after school, start their homework after 3:00 p.m. They usually first have a snack before starting it. Most of the students do their homework on the kitchen table along with the rest of their siblings. The parents are usually in the kitchen cleaning or starting dinner.

The job of the oldest sibling is to assist the younger children. If the students have no older sibling, they are left on their own to figure it out. The parents can help minimally with math. It can take students anywhere between 30 minutes to over 1 hour to complete. When homework time is occurring, the television tends to be on, and there are background conversations from other adults in the house. The non-school age children

are running around in the living area. There tends to be a lot of distraction during homework time.

Based on parent descriptions, the trailers in which the participants live in are small, old, and cramped. The parents have the very basics in school supplies. Parents usually just ask if homework is complete and might check to make sure the paper is filled out in its entirety. Providing detailed information, allows the reader to visualize the research site or person (Creswell, 2012) because the observations were not at the usual homework time or location. It is the vision for its readers to picture the research-taking place as if they were present.

### **Accuracy**

The research of this study followed procedures to address accuracy by mailing results to participants to ensure they agreed with the information presented. Sharing the transcripts with the parents to confirm that their story was accurately depicted and that they agreed with it. I was open to sharing any data collected during the data collection process. If I were unsure about an expressed opinion, I would have the participants elaborate on the topic.

I used an array of procedures to address accuracy. Member checks were used to ensure participants' point of view was dealt with accurately. The scripted interview was shared with each member for approval. Feedback received from my chair throughout the data collection process was also embedded to ensure accuracy of findings and I made changes as needed. At the end of the fieldwork, results were mailed to each of the

participants to confirm the findings. The purpose of validation is to have the participants provide evidence of the accuracy of the information (Creswell, 2012). Validation was attempted through member checks, providing scripted interviews, received feedback, and mailed results to participants. My goal as the researcher was to report as accurate information as possible.

Triangulation was established due to the various forms of data collection. The questionnaire, interview, and observation were all incorporated to verify findings. The findings from the questionnaire, interview, and observation answered the research questions and demonstrated similar results. These data collection tools showed that parents are struggling to adapt to this new country, have barriers that may interfere with their involvement, but are trying their best with home support. There were no unexpected findings that would result in discrepancies.

### **Summary of the Results**

Freire believed in delivering information in a culturally sensitive and responsive way, which includes language, metaphors, and sayings (dichos) from the Latino culture (Caal et al., 2019). The literature stated barriers that can affect student development include community factors, family values, school practices (Arellanes et al., 2019). There are many obstacles that our students and parents face. These barriers make it challenging for parental involvement. The literature stated increasing parental involvement in predominantly Latino schools is not a panacea for the problems of these schools, building stronger, more effective partnerships between schools and parents in these communities

could certainly be an important part of the solution (Marschall & Shah, 2020). Based on the findings, parents need the support of the schools to best assist their children at home and at school. Parents face many barriers that they need assistance.

The framework of Freire supports the critical consciousness in which it provides marginalized youth with the awareness, motivation, and agency to identify, navigate, and challenge social and structural constraints (Diemer et al., 2016). The framework supports the work in which immigrant children and their families need support to increase awareness and navigate our educational system. In addition, for our parents to be advocates for their children and find resources to meet their needs. Our Latino families can conquer their challenges with support from the school site. When our Latino families have awareness and are motivated, this can lead to increase involvement. The framework also suggest minority status predicts their attitude towards schooling (Hawkins, 2009). Minority students face academic and social challenges at school.

The common findings were the struggles parents are confronting, such as difficult journey coming to this country, language barrier, and safety concerns. The findings also shown the high aspirations parents have for the children, the need for more guidance and support, their strong work ethic, and passion to participate. The research questions were answered on how these parents support their children at school and at home, the need to improve their involvement, and lack of knowledge on academics. The parents provide moral home support and lack knowledge since they have minimal education and a language barrier.

Latino parents want to support their children academically. Many factors deter with the participant's involvement. Consistent with other studies (Guillaume et al., 2019), the affected traditional forms of parental involvement were issues that influence education such as political, social, and economic. For example, not speaking the English language. Parents expressed the concern of not being able to communicate with their child's teacher to find out how their child is progressing academically or if they had any questions about the homework or curriculum. Homework time is a challenge for them. Parents at the least ensure the child completes the homework, gets to bed early, and has a good breakfast in the morning. Parents understand the importance of having good attendance and remind their children to be respectful at school. Parents expect their children to be on their best behavior at school.

Work commitments play a significant factor. Consistent with a previous study (Guillaume et al., 2019), employment is an issue that has plagued the area since the most recent recession, with many in the community serving as migrant farmworkers. For those parents that do have employment, they have a grueling schedule. Since their jobs are seasonal, when there is work, they need to work to be able to provide the essentials for their children. The sole reason they came to this country was to be able to give a better future for their children, for that American dream, so many inspire. The parents made sacrifices to be here but value an American education and having children that are bilingual. School educators may increase the academic parental involvement of Latino parents by making them part of the educational process.

Freire believed in a “liberating education,” where a constant dialogue exists between teachers and students (Caal et al., 2019). Based on the findings of the data collection and analysis, there is a need to train parents in the following areas: kindergarten-12 and higher United States educational school system, parental involvement at school, home support, and parent participation in school organizations and district services. Educating Latinos on the high school dropout rate, teenage pregnancy statistics, cycle of poverty, and the importance of a college education. A copy of the project may be provided to the Parent Center at the district office to train the parental liaisons, to then instruct parents at their school sites. The project should be presented to Parents Empowering Parents group and the local school board to encourage schools within the school district to facilitate their parental workshops.

**Children’s learning at school.** Parents attend workshops and training to learn how to help their children at home. The workshop was a hands-on approach. Consistent with previous studies (Mesa & Restrepo, 2019), the amount of modeling, coaching, and practicing provided was a critical factor that helped the parents adopt to target practices. Parents attend school functions to stay informed, such as open house and parent conferences where translators are present and can better communicate with the teacher. Parents show their attendance and get involved in social events on campus like the winter and spring programs and field trips. The parents support by being involved and make the time to attend. Parents can also be part of the decision-making at the school by being in committees such as the English Language Advisory Committee (E.L.A.C.), School Site



Council (S.S.C.), and Family Involvement Action Teams (F.I.A.T.). In these committees, parents are working side by side with administrators on the school's budget; the needs of the school and can provide invaluable input.

**Children's learning at home.** Parents are their children's first teachers and the one constant in their children's lives (Bettencourt et al., 2019). Parents best support their children at home by providing a quiet room environment for homework. Parents ensure homework is completed at a reasonable time. If a child is reading, parents can still ask comprehension questions in their native language. Parents take their children to the public library to check out books and use the free wi-fi-computers for research. Title 1 school districts are required to offer free tutoring. Parents are encouraged to take advantage of this resource for their children. Schools often provide tutoring services after school. Parents can inquire in the school office. Each night, parents read to their children in Spanish. Parents teach their children math facts, such as addition, subtraction, and multiplication.

**Encourage academic parental involvement.** Parental involvement is encouraged by being inviting and welcoming. The schools provide sweet bread, coffee, and snacks for the children. Schools send fliers, text messages, and phone messages to inform parents. Babysitting is provided to encourage more participation. The school receives input from parents as to what topics should be presented. In order for all parents to benefit, the trainings are bilingual. The training requirements need to be beneficial and worthwhile. Consistent with previous studies (Bettencourt, 2019), parents continue to

attend group sessions because they saw the benefits for themselves and their children.

Parents take something home to put into practice, such as strategies to use, incentives for their children, or reference tools for homework time.

**Academic parental involvement.** Parents are educated on the United States educational system. Since early on in their child's career, parents know what is required in high school to get accepted into college. Parents are informed on scholarships, grants, and loans. Parents encourage a college awareness for the children and have future professional goals. Similarly, to UCLA'S Futures and Families program (Fischer et al., 2019), where they created a "college-going" culture with a focus on building parents basic college knowledge in general. Parents know the requirements for school registration. The parents are informed of the district and school resources and programs, such as the parent center, afterschool program, and enrichment opportunities.

Freire (1985) believed if people are given the tools to succeed, uncover obstacles in their world, they might see themselves as active agents in their own lives. If parents are given the tools and resources needed, parental involvement, as they know it will change. Parents need to be given the opportunity to discuss and reflect with other adults on how to improve their current situation. Parents need to be able to interact and explore their current circumstances with others in a similar situation. Freire (2000) believed through education; it would allow them to transform their lives and conditions. The concept of parental workshops to educate parents on their current needs, needs to make sense. Parents can reflect on their obstacles in their daily lives to make improvements.

### **Summary and Conclusions**

A qualitative case study research design was used in this study. The participants were Latino parents at Oakland Elementary School. The purpose of this study was to better understand the challenges and experiences to best support immigrant parents' involvement in their children's education. Permission was obtained from the site administrator. Data were collected using observations, questionnaire, and interviews.

Immigrant parents face various challenges from the language barrier to adjusting in this new country and assimilating to the United States educational system. Immigrant parents describe their support at school and home by nurturing, providing emotional support, and giving life lessons and advice. The educational system can encourage immigrant parents to be involved by personally reaching out to them and by having support systems in place to prevent the language from being an obstacle. Immigrant parents can be educated on issues that have relevance and can make an impact in the lives of their child. Literature supports the findings that educational influences of families may manifest personality development and educational achievement of children (Porumbu & Necsoi, 2013). Parental aspirations, communication, home-structure, and parental participation are all vital components of parental involvement (Porumbu & Necsoi, 2013).

The project's goal is for immigrant parents to be informed on services and strategies that will allow them to be more prepared to help their children at school and home. This will be accomplished by informing parents of the United States educational

system and the importance of pursuing higher education and educating parents on school and district resource that will allow them to make the best use of services provided to them. Parents will feel better prepared during homework and parent conferences due to the tools and strategies learned.

Parents will be informed on parental involvement that includes traditional and non-traditional activities. The vision of the project is to bring awareness. The project may provide the Immigrant parents with tools and knowledge to assist with being more engaged in their children's education. The school community will learn what the needs of parents are and how to best support them. Section 3 includes an explanation of the project study in detail and additional research on the topic.

### Section 3: The Project

The doctoral project study resulted in a comprehensive parental workshop based on research and findings. The outcome consisted of four parental workshops with research-based strategies that are presented in various platforms in the school setting. Parental involvement may contribute to reducing the achievement gap of Latino students.

The project entails workshops presented in PowerPoint presentations, handouts, posters, roleplay, and group talk. The presenter will encourage parents to participate by personal invitation, providing the workshop in both English and Spanish, providing drinks, snacks, babysitting, and transportation. The school's parent center would incur the cost of drinks and snacks. Volunteers will provide the babysitting.

This project consists of parental workshops to inform immigrant parents that may increase parental involvement in their child's education. With increased academic parental involvement, an indirect outcome may be an improvement in student achievement. The project outcome of the study was the creation of parental workshops to have a positive effect and imprint on parental involvement and to educate and inform parents on how to be actively involved in their child's education at home and school. The intended audience was immigrant parents. The objectives were for parents to become familiar with the United States educational system, with the school and district resources, to be better prepared during homework and parent conferences and to be informed on parental involvement activities at school and at home and when enrolling their child in

United States schools. Parents will have a better understanding of the various educational levels along with the benefits of higher education.

The struggles of immigrant families and the lack of understanding about the experiences of Latino parents were evident at the school and in their community. The participants all had similar struggles adjusting to the United States educational system. Latino immigrant parents are often misread and prejudged by educators and in their community and as a result, many are distrusting of the school system and fear being perceived as underserving (Araque et al., 2017). They are attempting to do the best they can with the minimal resources they have. Eight participants were selected to participate in the study. The participants were given a questionnaire, interview, and observation to gain a deeper understanding of their struggle and areas of concern. Based on the participants' needs, the project study was developed.

In Section 3, a literature review addressed the training genre of the project, such as parent support during homework, being involved parents, working as partnerships, and parental resources. The project genre supports the project with a focus on parental workshops and resources.

The literature review findings indicate parents are eager to learn, want to be better informed, and do support with home motivation and moral support which guided the project goals and objectives. The literature review informed me of the projects direction and need of topics. The goal of the project is to have a beneficial outcome for immigrant

parents. In addition to inform and educate immigrant parents to increase their academic support with their children.

Appendix A includes the comprehensive parental workshop plan, which includes all materials needed to conduct the workshops. This project was intended for newly immigrant parents in an elementary school setting. The project may influence the way parents interact at school, may be more knowledgeable about the services available to them, and may be proactive during homework time.

### **Goals of the Project**

The goal was to increase academic parental involvement of immigrant parents by better informing them on the resources and strategies that will allow them to best help their child at school and at home. The goals and objectives were framed by the results of Section 2. The findings determined that parents want to be actively involved, but not knowing the English language, challenges during homework time, work commitments, and family responsibilities deter their involvement. To improve the quality of life for immigrant families, education and training can increase involvement at school and at home because parents want a working partnership. The findings support the plan because it is connected to increasing parental involvement. The objectives were as follows:

- Parents will become more familiar with the United States educational system and will gain value in the importance of a college education
- Parents to become more familiar with school and district resources that will allow them to make best use of the services

- Parents to be better prepared during homework and parent conferences
- Parents to be informed on parental involvement activities at school and at home

In the educational system, teachers and administrators want all parents to feel successful. The instructional objective is for immigrant parents to have a better understanding of how to access and use school and district resources with viable departments in which to seek additional information. Parents need to know in advance what documentation is required to register their child at school. If parents have any questions, they should know where to go or who to ask for help.

Parents need to be able to use the tools and strategies to incorporate at home without knowing the English language. The focus is for parents to be well informed on parental involvement opportunities and to be actively involved in their child's life. A list of parental involvement opportunities will be provided so that parents can pick and choose their preference.

Schools can bring awareness to the immigrant population by demonstrating ways that parents can be actively involved at school and home to support parental involvement. Parental awareness may increase by educating parents in the areas of need to raise achievement. Examples will be provided, and parents will be taught how they can assist their child at home during homework time and as they progress through the educational ladder. Homework time should be structured, so parents can be more active. The objective of immigrant parents is to have a better understanding of school registration



procedures for parents to be informed on steps needed to register a child before enrolling. The registration process will become less stressful because they will be prepared. The objective of parents being educated on the United States educational systems will be accomplished by informing the parents on the various levels of higher education and earnings. Parents will be better equipped to encourage their children to attend higher education.

The learning outcomes will be for parents to be better informed on procedures of school registration, have a better understanding of the United States educational system, play a more active role during homework, and be aware of the various parental involvement opportunities at the school. The target audience will be immigrant parents or parents of English Language Learners. These group would benefit from such training to increase parental involvement. The expectation is parents who attend this training will be better equipped to help their child at home during homework time and be a more active and informed parent when it comes to their child's education.

### **Rationale**

The reason for conducting the study was based on the need of academic parental involvement. The parents' concerns and challenges with school involvement were expressed during the observation and were evident in their school participation. Based on the findings, many obstacles prevent parents from being actively involved in their children's education. Latino parents face barriers to parental involvement in schooling, mainly related to their limited English proficiency and work responsibilities (Rivera &

Lavan, 2012). These are barriers that confront not only immigrant parents but also low social, economic parents in this country. Alfaro et al. (2014) stated, “Unquestionably, parental involvement across racial, ethnic, and socioeconomic lines influences children’s educational experiences and trajectories in different and significant ways” (p. 11). Low-income immigrant students need additional support with homework, academics, in addition critical reflection, motivation, and action to foster a collective identity (Diemer, et al. 2016).

The project genre of parental involvement workshops for immigrant parents was chosen based on the study’s findings. Parents can use additional support, focus, and awareness in order to increase parental involvement. Parental workshops were chosen to deliver information to a small group of people to collaborate small-group dialog and promote values and commitments among participants (Diemer et al., 2016). Parents ask questions, add to the discussion, and build relationships with other participants. Hosting parental workshops at the site is accessible to most parents and they can invite other parents. Having in person parental workshops allows the presenter to read the audience and make changes to meet the needs of the participants.

The problem is addressed though the project in the following ways. The problem of parents not assisting with homework will be addressed through the homework help tools and resources during the parental workshop. The problem of parents not being involved in school was addressed through teaching the parents the various modalities parents can be involved in school and at home. The problem of parents not being familiar

with the United States educational system and enrollment will be addressed with teaching the parents the various educational levels in the United States and the enrollment process. The workshops will provide parents effective ways to improve parental involvement and ways to increase their academic knowledge via modeling, role playing, presentations, and group discussions.

Objective 1 is for parents to be educated on the United States educational systems and the importance of a college education to make informed decisions. Parents need to be taught since early in their child's school career what it takes to get to their dream profession. For example, if their child wants to be an educator parents need to know that a bachelor's degree and teaching credential is required. In high school, parents need to be taught the difference between a college prep, honors, and an advanced placement course. Parents need to know the importance of the completion of the A-G requirements to attend a 4-year university. Parents should be aware of the various state and district mandated assessments and when these tests are administered throughout the year. Parents need to be aware of the various educational levels such as an associate degree, a bachelor's degree, a master's degree, and a doctoral degree. In addition, to job opportunities at each of the educational levels. Objective 3 is to be prepared during homework help by using tools and strategies that will enable parents to be more effective during home support. Parents may need modeling on how to read to their child, what books are appropriate, what questions to ask, and to read with fluency.

The data analysis confirmed that Latino immigrant parents live a life of constant fear. Their experience as an immigrant parent and fear of deportation was disclosed in the data collection and based on personal experience. In addition to their fear of immigration, Latinos are living a life of poverty and are struggling to make ends meet. Even though the parents face challenging times, they instill in their children the importance of a strong work ethic and continue to give their children praise and advice. Parents have made enormous sacrifices to provide a better future for their children. They tell their children stories of encouragement and the importance of a strong work ethic. The review of literature includes themes that are relevant to this particular population. Due to these reasons, the project topics were selected to address the problem. Parental workshops are a good form to teach parents on their deficiencies and a way to model the expected outcome.

There are many opportunities with parental involvement. There must be high expectations to stay focused on one's goal and remain resilient regardless of perceived barriers and real hardships (Larrotta & Yamamura, 2011). Even if the participants run into challenges during their journey to higher involvement, they need to remain focused and continue on the path. The parents have obstacles that may block their path. One can learn a lot from each other and gain the strength to continue this course together. There are skills needed to navigate through unfamiliar environments in diverse communities (Larrotta & Yamamura, 2011). With supports in place, immigrant parents can help their children.

### **Review of the Literature**

This review is based upon the previous findings of parents having unfamiliarity with the United States school system, parents not being aware of the resources available to them, and parents not knowing how to assist with their children's work. The goal of the literature review was to use findings to further explore studies related to supporting parental workshop and experiences. The purpose of the review of literature is to support the selection of the project genre to better understand the challenges and experiences to best support Latino immigrants and ways a parental workshop can be beneficial in increasing their parental involvement. The common themes in this review were parental workshops as this is the genre of the project. The literature review supports why doing the workshop is the best and most appropriate to implement. Conducting the parental workshops is the most appropriate project to implement because it can meet the parents needs and lead to increase parental involvement. Even though there are many barriers that they are challenged with such as living a life of poverty, not speaking the dominant language, and having minimal education, immigrant parents have high hopes, aspirations, and good intentions when it comes to parental involvement for the betterment of their child's education. The themes were connected to findings from the project study and were developed based on what parents need further training. The review of literature brought knowledge to the many facets of parental involvement and the many ways parents are actively involved. A connection to the theorist Freire was made, in addition to why parental involvement is essential in our schools.

The review of literature increased my knowledge of the various struggles' parents encounter while attempting to be actively involved. It shed light on the outcome of the project. All parents were confronted with many challenges and barriers when it came to involvement and adjusting to this new country. Regardless of the many obstacles' parents face, they determined that living in the United States provides a better future for their children. The findings revealed that parents are trying their best to be actively involved in their child's education. Some of the parents were learning English, others have attended parental workshops, and they all encounter challenges during homework time. There was a commonality that parents are eager to learn. Parents need to be taught in how they can best help their child. Parents learn best from other parents and in a platform where they feel safe to share and discuss.

### **Searching the Review of Literature**

The Walden library was used for the search of additional articles to use in the review of the literature. Including current articles within the last five years. I also ensured a PDF full text was available. Articles were saved electronically and a hard copy was printed. The search terms used were *parental workshops*, *parental trainings*, *parental involvement*, *homework support*, and *parental resources*. The goal was to support the parental workshop project.

### **Connection to Theorists**

The framework that inspired this project was the theorist Freire. Freire (1970) believed in converting the entire educational structure and that an educational program

would be useful when it starts at the grassroots. Starting at the grassroots includes involving parents in the decision making of their children and empowerment. Instead of just providing information to the participants, the information needs to be relevant, engaging, and allow for problem solving. The parents need to be active in their children's lives. Not only integrating them into the educational system but also transforming their lives.

Freire (1970) believed in drawing and building on the knowledge parents bring- as opposed to the more standard approach of attempting to "teach" parents what they "don't know" and "need to learn" without any awareness of their existing knowledge, skills, and questions. During the fieldwork, I observed the participants' needs and concerns as well as their strengths. Based on the participants' existing knowledge, I developed the project to increase their current skills and fill gaps in knowledge. It is essential to know how much information your participants are starting with to build on their existing knowledge.

The presenter will gauge what participants already know, what they want to learn, and at the end of the presentation what was learned. During the lessons, participants will have an opportunity to reflect. Reflection allows the parents a time to think about their learning and picture how to put it into practice. It may be a time to develop strategies to begin to make changes in their lives. During this process, it is a time to ask questions and be informed. Freire (1970) believed that the participants should not be treated as recipients of information but as experts with valuable knowledge and talents to share,

regardless of the participants living condition, educational level, or current job.

Immigrant parents are coming with a wealth of information.

Ogbu's cultural model includes group loyalty within the minority communities (Hawkins, 2009). Having both cultural identity and awareness can help with the process. Freire's (1970) and Ogbu and Simmons's (1998) theories were the framework for the project. Cultural awareness can allow the workshop facilitator to be readily accepted and gain a sense of trust within the group. The project should be engaging for participants to attend as well as resources and incentives to support and encourage participation (Marschall & Shah, 2020).

### **Engaged Parental Workshops**

Engaged parental workshops is related to the project genre because it shows how parents need to be involved during the workshops. The workshop was chosen as a project to support the content of the project. The following will describe how the literature supports the content of the project. The choice of genre was to engage parents at school and at home through parental workshops. Parental engagement supports parental workshops because it has a direct correlation with increased support. I chose the workshop as a project due to the need to engage parents. Schools are engaging Latino parents and achieve significant gains in parental involvement (Marschall & Shah, 2020). Latino immigrant parents are willing to learn. Low income, Latino parents value school readiness and practice positive literacy behaviors yet do not know what their child needs to know at school entry and underutilize resources in the community (Peterson et al.,



2018). Immigrant parents have interest in learning about the school system to continue to improve. Parent may need help utilizing resources and supports available to them. The parental workshops allow parents to navigate and learn these resources and supports. A parent stated that learning what resources and supports are available to them will help them become more engaged in their child's learning. Many only have an elementary education, but if taught are willing to learn because they care about the future of their children. They tend to teach their children the importance of a strong work ethic and non-traditional involvement at home. There is a positive relationship between parent expectations and student achievement as the practices and motivations support the parents' participation and their advocacy to improve their children's school experience (Jasis, 2021). Latino children will try to excel when they know their parents are committed to their education and attending parental workshops. The parents have aspirations and hopes for their children. The children realize the sacrifices their parents are going through for their academic success. Parents contribute from home. Similarly, to the Latino Educational Attainment Initiative's goal to contribute to parents' ability to navigate the educational system and to be actively involved with their child's education (Araque et al., 2017). Latino parents are passionate about the children's education.

The workshop allows parents to focus on their strengths to engage parental engagement. Latino parents are known to teach their children respect. A parent commented that their children are behaved and appreciative and they take pride in it. Parenting programs has the potential to positively influence both parent engagement and

the academic achievement of Latino students (Araque et al., 2017). Without an education, a life of hard work awaits. A similar study suggests for Latinos, school engagement needs to be developed so they are full members of the school community rather than marginalized ones. This can be accomplished with engaged parents at parental workshops. The parents want their children to have a better life than they did. They want the children to break the cycle of poverty through a college education. They stress the importance of an education. The workshop focuses on teaching parents the value of higher education.

The struggles parents face were seen as temporary issues that can be overcome by attending parental workshops. Early parent engagement practice can increase school completion. To reduce dropout rates, contextual factors such as social capital and family and peer networks in the life of young immigrants' educational progress (SungAe, 2018). The potential rewards will offset the daily struggles they encounter. Studies done on theme suggest despite significant challenges for immigrant parents, there are possibilities for a transformative approach to parental involvement and support (Antony-Newman, 2019). At the parental workshops, parents will learn how to best help their children. For them, it is all worth it at the end because they are creating a better life for their children.

### **Parental Involvement at the School**

Parental workshops can increase parental involvement for Latino immigrant parents in the educational system. The workshops are the most appropriate project to implement because it can educate and assimilate these parents into the schools. The

workshops were chosen as a project because it can increase parental involvement at the school by teaching and informing the parents how to be actively involved in school-based involvement. Similarly, educators value school-based involvement such as volunteering, attending parent-teacher conferences, and serving on parent councils (Antony-Newman, 2019). This indicates the value educators place on school involvement. The parents and the schools can work and learn from each other. Peterson et al. (2018) stated “Major barriers to school readiness were lack of knowledge for school, language barriers, access to books at home, constraints in nightly reading, difficulty completing school forms, and limited free time with child” (p. 1). In order to address these barriers, parents should take an active role in their child’s education and the workshop can target many of these needs. The benefits their involvement can bring are educational awareness and how to support their children with their studies.

Parental workshops may help when parents are seeking involvement. The educational aspirations and experiences of Latino first-generation immigrant parents and their children’s hopes and dreams regarding what they want for their futures (Greder & Arellanes, 2018). Parental involvement does play a role in the achievement of minorities. This relates to literature in which practices and interactions that support these parents’ participation and their committed advocacy for their children’s education (Jasis, 2018). An increase in minority parental involvement can benefit the students academically. A parent commented that parental workshops can help increase their involvement at school and at home to meet the targeted needs of these families. The parental workshops were

developed based on their deficiencies. Best practices to engage parents in order to equip them to support their children's higher education aspirations can help (Fischer et al., 2019). Using the strategies parents use at home with their children might be beneficial to increase involvement.

Parental workshops should be tailored to meet their needs to increase parental involvement. If the workshops meet their needs, it is likely they may return. Greder & Arellanes (2018) stated, "Community and family-based programs, as well as public policies to support rather than punish immigrant families, continue to be needed to help equip Latino immigrant families with information and a support system to navigate the United States K-12 education system and higher education opportunities for their children" (p. 97). The parents who lack familiarity and knowledge are the ones who need the most support. The focus of the workshops are immigrant parents to help bridge this gap. When workshops are facilitated by respected Latinx staff who could provide cultural and linguistic bridge among the students, staff, and parents (Fischer, 2019), it can help to promote connectedness. Parents should sense that parental involvement is welcomed and appreciated at their sites. The goals, plans, and activities should be created with parents to have ownership of it. The parental workshops should meet their needs.

The parental workshops focused on parental involvement that can occur after hours. The workshops were geared to increase parent communication and collaboration. Working in partnership with the parents and finding strengths to capitalize on it. A parent commented that making parents feel welcome and appreciated helps. Sessions should be

offered in the preferred language of participants and more “personal” and “informal” sessions were preferred (Fischer et al., 2019). To attract and maintain meaningful relationships with parents, schools should consider their audience. For example, during a workshop, reading your audience and considering their prior knowledge and educational history is essential in its delivery. This compares to other Mexican immigrant parents understanding that they too can lean in to and use their cultural strengths, they may be more willing and feel empowered to get involved and help their children succeed in school (Goldsmith & Kurpius, 2018). The connection it is making is to empower parents so we can increase involvement.

### **Benefits of Parental Involvement**

The benefits for Latinos parents during the workshops are to improve their children’s academic achievement. The workshops supported Immigrant parents with home involvement. A parent commented they want to help their children at home but need more support. Parents engaging in more home-based involvement practices, had children with higher average achievement scores (Puccioni, 2018). There seems to be less school involvement from marginalized parents. Better support systems need to be in place for marginalized families for school staff or community organizations to help them learn what they needed to do in order help their children do well in school and to have access to college (Greder & Arellanes, 2018). Latino immigrant parents need support on how to assist their children in school and at home. Parents continue to come across challenges. Parents want to be involved and can contribute, but often do not know how.

The workshops aimed to involve parents. There is an association between parental involvement and academic outcomes; students reported that their parents significantly impacted their educational trajectories by providing optimism towards obtaining an educational goal, determination to finish a college degree, a positive disposition for education, and motivation for continuing in higher education (Guzman et al., 2021). When the school, parents, and students work together, student academics tends to have a better outcome. There are benefits when schools and parents work in unity. It is essential to build upon the parents' strength. Therefore, parents need to be involved to ensure their child's success; teachers and schools need parents to support this academic journey and academic success is linked to parent involvement (Garg, 2021). Parents may provide aspirational support to their children as they stress the value of education. The workshops focused on making education a priority. Similarly, to UCLA'S Future and Families program, where the method to parent engagement were organized around parent concerns and college going culture formed the core of their program (Fischer et al., 2019). The connection the Future and Families program is making my parental workshops revolve around the topics being created around parent concerns and needs to establish a college culture for all. The program suggested reaching out to parents at a personal level to encourage participation during the workshops. A parent commented they can share a tradition from their home country to increase cultural awareness. A change mindset from both teachers and parents can change. It is a joint responsibility to educate our children.

### **Parental Workshop**

There are many possibilities for parental involvement. The parental workshop is most appropriate to increase parental involvement because it is meeting the needs of the immigrant population. A parent commented even if they run into challenges during their journey to higher involvement, they should remain focused and continue on their path, and learn from each other. The parental training will teach parents skills such as communication, homework help, and supporting each other during this process. A similar study determined when parents explain they set and communicate high expectations for their children's success (Goldsmith & Kurpius, 2018). The training will incorporate a school campus tour to point offices of interest to parents. Similarly, to The Puente Project, where parents also participated in workshops to learn about college and attended activities such as campus visits (Fischer et al., 2019). The conclusion drawn is having parents see first-hand the learning this is taking place. Parents can learn from parental workshops.

When children see their parents involved in parental workshops, they will know their parents are invested in their education. Wilder (2014) stated, "Parental involvement positively impacted academic achievement regardless of ethnicity of children. The component of parental involvement that had the strongest positive relationship with academic achievement was parental expectations" (p. 384). A parent commented that they want their children to have better opportunities in life than they had. Parents want more for their children and themselves. They believe in the educational system and what

it can provide for their family. Parent education programs can improve parents and caregivers' knowledge, attitudes, and behaviors (Caal et al., 2019). There are ways parents can and should be involved. If adults see themselves as lifelong learners, this can attract parents to the training. Latino parents' perceptions not only influence their involvement, but also their association with home literacy (Zambrana et al., 2019). Parents are eager to learn.

Parents are willing to learn. During the parent interviews, parents stated they wanted to learn English to help their children with schoolwork. A few had even enrolled in English classes or hoped to enroll. The parents want to learn new concepts to be able to help their children. One of the workshop sessions, focused on homework. Providing homework help to children in their households is a resource for children, but due to language barriers parents indicated that they never helped their children with homework (Obinna & Ohanian, 2020). A similar study compared how parents do care about their children's education, but they tend not to get as involved in their children's school for a variety of reasons (Obinna & Ohanian, 2020). Everyone hopes for a better future for their children, but immigrant parents need that additional support. Educators want parents to thrive and excel. Even the children wish for a better life for themselves.

### **Working as a Partnership**

Based on the data collected and analyzed, parents can contribute to the school. School readiness beliefs shape home and school-based involvement (Puccioni, 2018). A parent commented that collaboration between the parents and schools are seen as a



building block for student improvement. Studies done on this theme understand and recognize the strengths and benefits of these informal home-based and cultural specific strategies to help their children, educators can educate and encourage similar parents to engage in these strategies as well (Goldsmith & Kurpius, 2018). Which suggest involving all parents effectively, especially minority and immigrants can increase parental involvement.

Working as partnership during the project entails both the parent and presenter to gain the most from the experience. A parent commented that when the parent works with the school, they have most to gain. The data findings indicated when working as a partnership, parents feel more comfortable to express themselves and work together. Increasing our understanding for how to work with Latino families, as well as inform best practices to support these families (Zambrana et al., 2019). When we know how to work with Latino families, the partnership may also increase. This compares to a similar study in which parents encouraged a partnership with teachers, where teachers not only reached out to them, but to partner with them to better understand their students (Garg, 2021). This is important because it sets the tone for future partnerships. There are many potential benefits for the school and students if parents are working together with the schools.

### **Involving Parents to Increase Parental Involvement**

The workshop involves parents to increase parental involvement. Parents believe they are involved in their students' education and in their daily lives. Parental engagement programs and resources are efficient and effective in engaging parents from

low SES backgrounds to support their children's higher education aspirations (Fischer, 2019). Providing support structures at the school is valuable to the overall achievement of the student. Studies conducted on theme suggest supporting children's learning at home in accordance with their own expectations (Antony-Newman, 2020). The connection it is making is to focus on home involvement since that is where most parents will contribute. The workshops focused on home involvement, since the home is where parents feel most comfortable.

Home involvement is a form of parental involvement. Educators want parents to be involved in schools; whereas, parents may be involved at home. The workshops focused on resources and supports parents can use at home while supporting their children. A parent stated they care and are involved in their home environment. Latino parents' perceptions of involvement were associated with aspects of their home involvement, even when accounting for parents' income, education level, and reading proficiency (Zambrana et al., 2019). Similarly, parents confine their role to their home environment such as setting expectations, monitoring child's progress, helping with homework, and discussing schools (Antony-Newman, 2019). This is important because parents are supporting their children in their own ways. When children see their parents are involved, this has an effect on their education. Parents are supporting their children with home-based involvement and it is beneficial to increasing parental involvement.

Stories and advice are a form of parental involvement. Parental presence at school events, social events, and providing rides may be seen as a motivating factor for these

children. Parents are providing the support they know how to provide. The findings also shown the high aspirations parents have for the children, the need for more guidance and support, their strong work ethic, and passion to participate. Immigrant parents give words of encouragement to their children and often praised them for a job well done. A similar study conducted suggest in addition to talking to their children, parents used their actions to teach their children lessons (Goldsmith & Kurpius, 2018). Which suggest that advise is a tool parents can use and was incorporated into the workshops. Consejos or advice are seen as a teaching tool; parents expressed the high academic aspirations they had for their children and their use of diverse strategies to communicate this message to them (Guzman et al., 2021). Latino parents teach their children about values and behaviors. This form of advice is seen as life-lessons through conversation and discussion. The children are listening to the message and putting it into practice. This type of advice allows the children to be optimistic and handle obstacles when confronted. These kids have been told numerous times that a better life will come with a college education. The parental workshop discusses the importance of higher education. The participants are making sacrifices but realize it will be worth it at the end.

Parental advise can be seen as a form of parental involvement. Guzman et al. (2021) stated,

“Cultural knowledge that Latino parents have and carry, including Latino cultural norms, socially sanctioned behaviors in Latino households, and a history of oral storytelling with consejos (advise) and dichos (sayings). Parental consejos is a

practice that enables Latino parents to participate in significant ways to shape their children's educational aspirations and promote their academic success. For many families, the use of *consejos* may be the only way they are involved in their children's schooling" (p. 15).

Advice can be seen as a parental resource. A parent commented through advice, the students may learn about the importance of a strong work ethic. The children can transfer the advice learned to other environments and situations. Advice has the potential to shape the educational path and journey for these children. Similarly, the home-based strategies by recognizing, encouraging, and promoting the parents use of *la familia educacion*, and other cultural practices and values (Goldsmith & Kurpius, 2018). This is important to them because advice can also teach the children to focus on their education. Immigrant parents do have good intentions and do their best under the circumstances.

Parents are involved in non-traditional ways. The workshops focused on how parents are currently supporting their children to build upon. If the students see that their parents care about their well-being, in return they may be motivated to improve academically and try their hardest. Similarly, when parents become involved with their children's education to support their children's dreams (Goldsmith & Kurpius, 2018). This indicates that if parents are active in their children's life, students might have a better outcome educationally. Parents can make a difference through their interactions with their children and it was found that parents exhibit collectivist beliefs and practices, has had high expectations for educational achievement, and valued education as a family

matter (Obinna & Ohanian, 2020). The children may respond in positive ways when they see their parent spend time and energy on telling them about the importance of an education. A parent commented that when parents make an effort to get to know their friends, the activities they are involved, and personal interest, the child may respond positively. When the children see their parents are monitoring their daily lives, they will know their parents care and may even try harder in school. The workshops show parents how to monitor their children's homework, check on grades, and attendance. The children often witness the struggles the parents face, this in return motivates them even more on the importance of a college education.

Immigrant and low-income parents may be involved in non-traditional involvement such as believing in hard work. During the fieldwork, it was observed that parents often teach their children the value of hard work to appreciate the smaller things in life. A parent commented that work cannot only be seen as a livelihood but as a tool to learn life skills. The children are told they need to do well in school to break the cycle of poverty. The workshop taught skills necessary to break the cycle of poverty and instill a college going mentality. Parents truly appreciate the value of education and always remind their children about the high expectations they have for their children. In a similar study conducted, participants shared that being present in their child's school was an opportunity to interact with the school community to get to know the happenings at school, progress, and help them navigate the United States educational system (Garg, 2021). In making a connection to my workshops, parents will learn about the various

educational levels in our United States educational system. The value of education is something the children learn from home.

Immigrant parents can reach their potential when attending parental workshops. Parent engagement is a key factor in supporting children's higher education aspirations (Fischer et al., 2019). A parent commented their role plays a motivating reason for students to reach their full ability. During the fieldwork, the sense of respect towards parents was observed. The understanding that parents have about their own children can offer insight that their teachers may not get because of the limited classroom interaction (Garg, 2021). This indicates that special bond that exists between parent and child. Parents often give their children advice to keep them on track. During my observation, I noticed parents want to learn to best help their children succeed in school. Immigrant parents can learn by attending parental workshops.

### **Homework Support**

The workshop incorporates supporting parents with homework since parents discussed the need with homework support. Children in immigrant households rely on their siblings for homework help along with family support systems, influence mothers' abilities to contribute to their children's education (Greder & Arellanes, 2018). When the students do not understand the homework and parents cannot help, it may cause a problem during homework time. Translating the directions may help, but when the assigned homework is something the students cannot do it becomes a challenge. A similar study conducted stated its participants priority was to ensure their children ate and

slept well, in addition to ensuring their homework was completed and staying connected with the teachers (Goldsmith & Kurpius, 2018). This makes a connection with the workshops since it includes tips and suggestions parents can use during homework time as tools and resources. During homework, families encounter many challenges, but the workshops can tackle some of these concerns.

Parents help during homework the best they can. Parents value and know the importance of completing homework. Parents are expected to provide homework help, in which the ability to read and understand a child's homework helps parents support their children's learning and promotes personal development and health of parents (Greder & Arellanes, 2018). When they are unable to assist with homework, it may cause a sense of helplessness. A parent commented both mother and child become discouraged when they are not able to understand the homework. During the workshop, parents are taught they have the potential to contribute to their child's education by showing them math facts and tools to use. Skills are universal, and parents can assist with computational math. Parents want to help their children with their education. Similarly, parent involvement in their child's education has been linked to positive student academic outcomes (Goldsmith & Kurpius, 2018). This indicates educating a child should be seen as a shared activity, with expectations, and commitment for the benefit of their children. Parents can help during homework more than they expect.

### **Parent Conferences and Report Cards**

Schools can ensure a smooth transition by providing translators. New parents may have questions about the school and how it functions. A teacher commented they want parents to be more comfortable in the academic setting and aware of their child's education. Employing bilingual staff may aid in this transition. When the mothers and trainers speak the same language, it may contribute to the rapport between the trainer and participants (Mesa & Restrepo, 2019). This is significant as the workshops will also be conducted by bilingual staff. A parent commented there is so much information presented at a parent conference, we come out of the meeting overwhelmed due to the unfamiliarity of the report card and language used. A similar study conducted on theme revealed parental participation in school activities due to language barriers appears to be a factor in predicting the outcome (Obinna & Ohanian, 2020). This indicates the importance of speaking their language. Even with translation provided, it is often incomprehensible to parents with minimal formal education.

The report card is also different than what parents are accustomed too. The workshop focused on teaching parent about understanding how to read the report card. The report card has number ratings of one to four and letter ratings from unsatisfactory to outstanding. In Mexico, the report card scores are one to ten. A similar study suggested parents are shaped by their educational experience abroad, immigrant parents see the role of schools, teachers, and parents in their new country differently compared to their native-born peers (Antony-Newman, 2020). This indicates there is a learning curve



involved. There is also language used such as above average, average, and below grade level. The workshop also focused on the different programs such as English mainstream, structured English immersion, dual language immersion, and special ed. Workshops that can be delivered in Spanish in school or community settings, provides parents with tools and techniques needed to engage with their child's school and enhance their parenting skills (Caal et al., 2019). Making a connection to these workshops, they will also be conducted in Spanish and at the school setting. Parents often comment that they want their children to learn English, so they place them in English class. Some parents may not realize that some of their children are in bilingual classes while their other children are in English classes. Parents have different types of perceptions on programs from general education to special education. The workshops focused on informing parents on the different types of programs. Schools tend to use language often not understood by parents even when translating in Spanish. Parents are not accustomed to hearing this type of language. Things are done differently in the United States

### **School and District Resources**

Resources can better support these families. The literature supports the content of the project because to address the disparities in Latino children, parental programs provides Latino parents with the skills needed once they enter school (Caal, et al., 2019). This indicates utilizing resources may help with increasing parental involvement. Parents are unfamiliar with United States schools, but connecting parents with one another, with

teachers, and communicating to parents that they are welcomed by the school (Bettencourt et al., 2019). Learning about resources can only aide their participation.

Parents should know where to go for assistance. Serving all students and families with care, and the notion of schools as a sanctuary, when dealing with high number of undocumented and English Language Learner students in a community (Guillaume et al., 2019). Parents should be informed on where to get help. A similar study indicated immigrant parents have rich resources to offer, but these resources are often under-utilized (Antony-Newman, 2019). A parent commented they may feel better equipped and a sense of empowerment if they can help themselves. Offering this type of support can help break the barrier in addition to promoting the importance of fostering both languages.

### **Summary**

Parents' mindset has shifted in that it is a collaboration of learning and all entities need to be involved. The reason why involvement is essential is to assist with the low performing of Latino children. In conclusion, the findings of the study led the path to its project.

The common themes were that immigrant people fear immigration and deportation. Even though there is a constant fear in their mind, the parents realize that the benefits of a United States education outweigh the risk of them being here illegally. There is a continuance struggle in supporting their children academically, and the public often does not realize or give them credit for how they are helping their children at home.

Parents feel that they are doing their best under the circumstances and are doing what they can and know how to do. The literature review may provide evidence that parental workshops may be helpful to support immigrant parents' involvement in their child's education. The parental workshops were developed to provide the parents with guidance to assist their children with their homework and support of education. The parents in the study all had similar concerns facing their child's education. The parents felt that they have many other barriers impeding their involvement. The various problems parents face is unfamiliarity with United States schools, stress during homework time, lack of knowledge of resources and benefits, and not knowing how to be involved with their child's education. The benefits of the parental workshops focused on familiarizing them with the United States educational system, homework assistance, and parental involvement opportunities. Teaching parents simple parenting tips can make a difference.

Some of the potential solutions to the problems are creating parental workshops that will bring ease and comfort to the parents as they are working with their child at home or navigating through the school system. The workshops must be inviting and welcoming to get the best turn out. The school should offer those hard-to-reach parents additional support and services such as personal invitation, child-care, and transportation. The parents will have to feel like the school is a safe-haven to increase parental involvement.

The goals and objectives are based on the findings from Section 2. The overarching goal was to inform better and actively engage its participants. For example,

if parents are provided with the tools needed to provide the best home environment for learning, they will know how to proceed. The aspiration was to educate parents to fill the required gaps in their learning. Education allows one to move a community forward, provides hope, and improves the quality of life.

### **Project Description**

#### **Potential Resources and Existing Supports**

The needed resource for the delivery of the project is a school setting to do the parental workshops. The ideal location is in the multipurpose room or parent center. An available classroom for babysitting near the parental workshops is recommended. The place where the parental workshops are held will need tables, adult size chairs, LCD projector, computer, easel pad, copy machine to reproduce handouts, pens, and markers for parents. To accommodate the children, the babysitting room should have minimal furniture, television, DVD player, movies, coloring books, game boards, and access to a nearby restroom for the children.

Existing supports include the teacher liaison or site administrator. Sites have many options for parental workshops, but this one focuses on immigrant parents of Latino children. If immigrant parents were aware of the existing literature and the potential this training could have on their specific group, it would be in the schools' best interest to host these workshops. Volunteer groups such as AmeriCorps, MiniCorps, or Family Involvement Action Team (FIAT) parents can offer babysitting free of charge.

Having the parent liaisons hold the workshops may be the most cost-efficient for the school because they hold parental workshops and are able to do them afterschool hours.

### **Potential Barriers**

The potential barriers include funding for babysitting services, funding to pay for teacher/ and or parent liaison's extra services, and cost for snacks and drinks. Funds will need to be located to provide these workshops to parents. Careful planning and scheduling are required because School Site Council approval for staff extra services is required before the commencement of workshops. The presenter needs to be bilingual, for the parents to get the most out of the workshops.

Some potential solutions to barriers include finding approved parent volunteers to babysit instead of paying extra services to a staff member. Snacks and drinks can be donated. Many times, community grocery stores donate gift cards for school related expenses. Parent liaison can flex their hours, so on parental workshop days they can work in the evening hours instead of the morning. There is solution to barriers, but it entails strategic planning ahead of schedule.

### **Proposal for Implementation and Timetable**

The purpose of the parental workshop is to educate immigrant parents and thus increase parental involvement. The goals were that immigrant parents would be informed on services and techniques that will allow them to be prepared to help their child at school and home. Immigrant parents need to take a proactive role in their child's

education. The target audience are newcomer immigrant parents, who are recent arrivals to the country. Any low-income Latino parent will also be invited.

The parental workshops were designed to be administered during the fall, preferably the first Saturday of each month from 8:00 a.m. to 1:00 p.m. by the teacher liaison or site administrator. A personal invitation by phone or in person is recommended. Students can also encourage parents to attend.

The components of the deliverable project study were four sessions on the first Saturday of each month during September through December at the selected school for five hours in length each day. In addition to the Saturday option, a weekday option should be provided to accommodate working parents who work on Saturdays. The project components included power-point presentations, handouts, agenda, and participant created posters. The module formats will consist of beginning the session with the outcomes and objectives, an introduction of the day's training, diving into the power point presentation, referencing handouts, creating posters, open discussion, wrap-ups at the end of the session, and looking forward to future meetings.

The workshop facilitator can be the parent liaison or administrator at the school who is bilingual and fluent in both English and Spanish. At the end of the sessions, an evaluation will be provided to the participants in the form of a survey. Based on the feedback, the trainer can reflect on future trainings. The breakdown of the project for all four days will be as follows during Hour 1:

- Ice-breaker

- Outcomes and objectives (objectives introduced)
- Create/ review norms
- Introduction of the session (objectives reviewed)

During Hour 2 and 3:

- Power-point presentation (parents will gain knowledge on United States educational system, higher education, school and district resources, homework tools and strategies, and parental involvement activities)
- Handouts/ articles on related topic
- Open discussion (allow parents to become more familiar and informed on objectives)

During Hour 4:

- Create poster and group presentations (transfer knowledge that was learned)
- Or jigsaw reading- in groups, each participant will be assigned a section and then share out with group

During Hour 5:

- Hands-on activity (i.e., mock parent conferences, educational tools, practice and apply strategies, homework scenario)
- Wrap-up of session/ reflect (review objective)
- Looking forward (how to apply knowledge learned)
- Survey

This is the breakdown by hours for each of the four days. The project study can be referenced in Appendix A.

The project consisted of four parental workshops on Saturday mornings at the school site. The topics were as follows:

- United States educational systems, that is, head start- elementary-middle school- high school-postsecondary education and importance of receiving a college education
- School and district resources, school registration procedures
- Homework help tools and strategies, parent conferences
- Parental involvement opportunities at school and home

Target participants of this project are recent immigrant parents, but any English learner parent can benefit. The project is divided into morning and afternoon sessions. The parents can practice, is hands on, and the strategies are revisited for clarity and understanding. The topics were selected based on parental needs. At the end of the workshops, an evaluation is filled out to determine if any improvements need to be made. The workshops require minimal financial assistance and the hope is it will sustain long-term.

On Day 1, the topic will be the United States educational system. The objective is that parents will become familiar with the United States educational system and will value the importance of a college education. On Day 2, the topic will be school and district resources. For example, student enrollment, differentiation in programs, and a



school tour will take place. The objective is for parents to become familiar with school and district resources that will allow them to make informed decisions. On Day 3, the topic will be homework help with an overview of what students will learn throughout the year. Parents will delve into the report card and perform a mock conference. The objective is for parents to feel better prepared during homework and parent conferences. On Day 4 of the workshop, the topic will be parental involvement opportunities. For example, school and home parental involvement. The objective of the workshop is for parents to be informed on parental involvement activities at school and at home.

### **Roles and Responsibilities**

The roles and responsibilities of the participants are to be actively involved, honest, and to be respectful of one another to grasp the most out of the workshops. The workshop facilitator needs to be open-minded, passionate, and respectful of the parents' opinions and actions. In addition, the facilitator should be knowledgeable and prepared to present. The facilitator will assist with ensuring the set-up is ready. The goals of the project are for parents to come out of the workshops more informed, educated, and open minded about parental involvement.

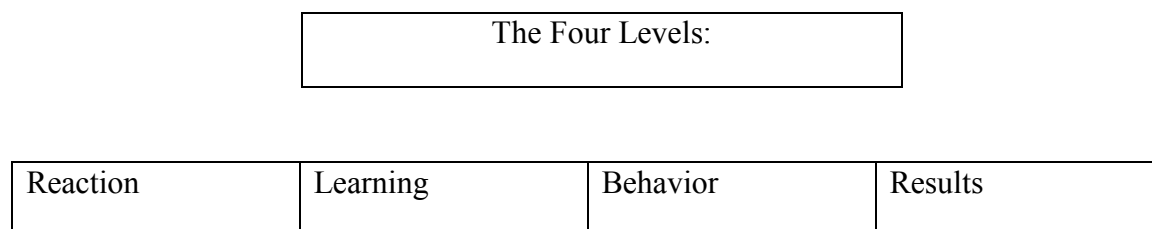
### **Project Evaluation**

The evaluation plan is a comprehensive and detailed plan that measures the level of attainment of the project goal, objective, and outcomes. Lodico et al. (2010) stated, "Data for summative evaluation are collected to measure outcomes and to determine how those outcomes relate to the overall judgment of the program" (p. 320). The purpose of

the project was to educate immigrant parents and thus increase parental involvement. The goal was for immigrant parents to be informed on services and strategies that will allow them to be better prepared to help their children at school and home. The guiding questions are in Appendix A and will be used as a base of existing parental involvement practices at the school. The data sources included the guiding evaluation questions, summative evaluation, and the one-page reflection to use as a variety of sources to evaluate the project. The summative evaluation questions will be used to determine the effects the parental workshops can have on the participants and how the tools and support will better increase their parental involvement at school and home. The project will be evaluated using the guiding and summative evaluation questions, a one-page reflection, and Kirkpatrick's four levels to demonstrate the effectiveness of the program, identify ways to improve, and potentially modify the workshops based on the participant responses. These were embedded throughout the parental workshop sessions. Kirkpatrick's four levels were used to determine if the workshops are meeting the needs of the participants (Figure 1).

**Figure 1**

*Kirkpatrick's Four-Level Training Evaluation Model*



*Note.* Mindtools (2017)

Kirkpatrick's Four-Level Evaluation Model will be used to measure the effectiveness of the training and to determine if it will provide a good return (Mindtools, 2017). To measure reaction, the summative evaluation was used to identify essential areas or topics that are missing from the training. Summative program evaluation will be used because the data will be collected at the end of each workshop to decide if the goals and objectives were met in the form of a questionnaire.

According to Kirkpatrick's evaluation model, a program evaluator can objectively analyze the effectiveness and impact of the training so that it can improve in the future (Mindtools, 2017). It is essential to assess your program to enhance your practice and to determine if the program is worthwhile. To measure Level 1: Reaction, it was incorporated in the Summative Evaluation at the end of session four. Summative program evaluation is used to elicit participant responses that summarize their perceptions of outcomes or experiences (Lodico et al., 2010). The questions will ask the participants to describe their overall satisfaction, topics that were most important, and ask for their opinion. In this level, the program evaluator is trying to determine the essential areas that were missing from the training.

Level 2: Learning, measures learning before and after the training. To measure learning, the guiding evaluation questions will be used before the training with the learning objectives in mind. Guiding Evaluation Questions will be administered after session one as a starting point of what they know. Before the training commences, test your participants to determine their knowledge, skills levels, and attitudes (Mindtools,

2017). To measure what was learned, the one-page reflection will be used to include participants' conversation, verbal responses, and discussions. The one-page reflection will be used after the training to measure what they have learned and what they have not can be used to improve the training in the future.

Level 3: Behavior is a longer-term activity that takes place months after the initial training (Mindtools, 2017). To measure behavior, the internal evaluator will conduct observations and interviews to determine if the participants have changed their behavior and applied the information over time. The internal evaluator will then analyze the data to determine if any changes have occurred due to the parents participating in these workshops. If any changes are needed to the workshop presentation, this will be done until after the workshops have commenced. An internal evaluator is an employee of the school district who monitors and evaluates these programs. An internal evaluator is already familiar with the departments, sites, and district's protocol. The results will be determined if the parental involvement of immigrant parents have occurred by an increase in resources, using tools/ strategies, attendance on parental workshops, grades, and teacher input.

Behavior will occur three months later to determine if the participants are applying the information learned. The program evaluator will conduct observations and interviews to decide if the participants put any of their learning to use and can apply what was learned in the workshops.

In Level 4: Results, to measure increased parental involvement of immigrant parents will be done through increased attendance at workshops, better grades from students, and from teachers based on their observation on parent conferences, communication during the school year, and active involvement at school and home. It is essential to hear from the participants of the study to determine if change is needed. Modifications will then occur at the end of the program to improve it. Following Kirkpatrick's model, you gain a thorough understanding of how practical your training was, and how you can improve in the future (Mindtools, 2017). The model allows the program evaluator to structure the data collection and data analysis to make the training more efficient (see Figure 1).

### **Justification**

The reason why this type of evaluation was selected was that it works best with the layout of the workshops. Based on the feedback, changes to the workshops will be made until after the workshops have concluded. With formative evaluation, the data are collected during the program, and changes made as it is occurring (Lodico et al., 2010). For this to be accomplished, the data must be presented quickly. If there are any serious problems, they need to address it as the program is rolling out. Due to the layout of the workshops occurring monthly, this type of evaluation is not feasible for a one-person operation.

## **Project Goals**

The purpose of the study was to educate immigrant parents and thus increase parental involvement. The goal was for immigrant parents to be informed on services and strategies that will allow them to be better prepared to help their children at school and home. The activity's objective aligns with the overall goal because it revolves around educating immigrant parents to allow them to be more actively engaged at school and home. Accommodations will be made for parents who are unable to read and write in English and Spanish. These workshops will be inclusive of everyone's needs.

The first day's objective is: Parents will become more familiar with the United States educational system and will value the importance of a college education. The goals were that parents would clearly know the distinction between the Mexico and United States education system. The intent is for parents to come out of the workshops and encourage their children to receive a college education and break the cycle of working in the fields. The second day's objective is: Parents to become more familiar with school and district resources that will allow them to make informed decisions for themselves. The goal was to help parents know where to go when they are in need of services or inquiries. The third day's objective is: Parents to feel more comfortable during homework and parent conferences. The goal was to provide the parents with hands-on tools and strategies they can implement during homework time and for the parents to feel more knowledgeable during this time. The next time parents are in a parent-teacher conference; they will be more confident and familiar with the report card and grading system. On the

fourth day, the objective is: Parents to be informed on parental involvement activities at school and at home. The goal is for parents to be encouraged, to be more active, join school committees, and be knowledgeable on the purposes of each.

### **Key Stakeholders**

Key stakeholders in the project evaluation plan are the presenter, the participants, and the program evaluator. The results will be provided to the host school and school district in a formal report at the end of the project. It is good practice to share the data with all key stakeholders involved. The school can determine what changes need to be made to the workshops to improve its practice. The goal is for the workshops to continue as laid out in the project study and for the program evaluator to determine if the program is worthy of continuance implementation.

### **Implications Including Social Change**

#### **Local Community**

Social change may occur if the workshops provide helpful information to assist the parents become more involved in their child's education. The workshop was created around the needs of the immigrant population. The next time they are confronted in a parent-teacher conference, the parents may feel more confident, they will know what type of questions to ask, and will be more familiar with the report card ratings. Or the following time the parents need a district service, they will at least know what service options are available to them and based on that determine what best meets their goals. These changes can contribute to social change in the community because the parents may

feel empowered, will have gained knowledge, and feel more independent. These parents will not have to ask for assistance or depend on someone else to help them. Immigrant parents who attend these workshops may contribute to social change in the community by empowering other parents and instilling the importance of parental involvement to best support their children. Social change may have an impact when it is a focus in the community.

### **Importance of the Project**

The project is vital to local stakeholders because it drives home for the people they are serving. The current district has a significant amount of the immigrant population. These workshops focus on what this population needs to be more active in the lives of their children. The local stakeholders will have the most benefit because they will receive the project study for implementation and will receive the data from the project evaluation. The benefits include teaching the immigrant population topics that are of interests and of need to them. It was important to do this project because of the high number of immigrant families in the community and meeting their basic needs. The benefits to the school community are teaching these parents school information to increase their involvement in school and at home. The benefits to the community are empowering these parents to take a more active role.

### **Far-Reaching Implications**

Society will hopefully continue to have more awareness on this group and make them feel as the belong. The far-reaching effects of the project can begin within one



school, then expand to all schools in our district, to potentially tri-district wide in the valley. The far-reaching consequences of doing a project of this scope will be to start at one school and hopefully expand to other schools after additional trainings have been conducted and the value of the project expands from person to person. These parents will then empower their own friends and neighbors and the message can spread.

### **Conclusion**

The conclusions drawn from Section 3 are the literature review to support the parental project and to have longevity of a project, an evaluation must determine positive outcomes even after the project has concluded. The review of literature topics supported the parental workshop plan such as involved parents, benefits of parental involvement, potential of project, working as partnership, parent conferences, report cards, and resources. The project evaluation was Kirkpatrick's Four-Level Evaluation Model. Level 1 reaction evaluated the perception and satisfaction of participants to determine how the participants felt about the training. Level 2 learning was evaluation before and after the training to determine if knowledge was increased. Level 3 behaviors were looking at long-term to determine if there was any changed behavior. Level 4 results are looking at the change over an extended time.

The project study in the form of parental workshops is a form to educate and train parents on topics that are essential to them. The four parental workshops are engaging, relevant, and useful. It will be a time for parents to collaborate, build relationships, and learn at the same time. There will be time for discussion for parents to ask pertinent

questions. There will be time for hands-on activities because it is a form parents learn and remember best. There will also be time for small group collaboration because for some participants sharing in small group is their safety net. The project will be evaluated to determine its value. Roles and responsibilities were also discussed to ensure the project withstands time. The project study is a platform for parental training.

Section 4 is a reflection on what was learned during the doctoral journey. Strengths and challenges will be discussed. The effect of social change was the foundation and purpose of this project.

## Section 4: Reflections and Conclusions

### **Introduction**

Section 4 focuses on the capstone journey, described the process, and how the experiences will impact my work. The journey through the capstone was intensive, overwhelming, and tedious. I learned to appreciate the process and have evolved because of it. The impact of this work is important to the people in my community. The project strengths are the topics that are relevant to the immigrant population's lives. The limitations are the possible participant outcomes due to work and family commitments. The project study addressed the problem of lack of academic parental involvement because each session focused on ways to increase knowledge and awareness of parental involvement at school and home. The project focused on scholarship due to the vast research that was done on the topic. Social change will slowly come about as more and more immigrant parents are educated about ways to help increase student achievement. Future research can focus solely on the Mexican immigrant population and the effects the political climate has on their parental involvement. The doctoral journey degree has always been a dream of mine. It has been a long, tedious process but I would not expect anything less since a doctoral degree is the most prestigious degree one can earn.

This section includes the project's strengths, limitations, and scholarly work on the topic of immigrant parental involvement. Reflection upon the successes and challenges of the project study research was included. I review how the project brought leadership and change. I am a scholar, practitioner, and project developer and reflected on

my growth during the project study journey. The implications for social change, future research, and a conclusion were further discussed.

### **Project Strengths**

The project strengths are based on meeting the needs of the immigrant population. The data collection consisted of a qualitative questionnaire, interview of participants, and observation of parent and child during homework time. The findings guided the results of the parental workshops.

One of the positives of the project study was the possibility of increasing the awareness of parental involvement of immigrant parents, which affect the academic achievement of Latino students. The gains for the parents who attended the parental workshops may increase their involvement at school and home.

Another positive of the project study is the fact that parents will feel confident at their child's school and district office. The participants will become familiar with the various services, departments, and who or where to go to for assistance. Parents will gain knowledge on how to best communicate with the teacher during parent-teacher conferences or throughout the academic year.

### **Recommendations for Remediation of Limitations**

The project's limitations in addressing the problem are the time and constraints of immigrant working families. Even if parental workshops are designed and delivered, the outcome of participants may be somewhat limited. Immigrant parents may be considered in the hard-to-reach category, this may be true for many reasons. First, their work

commitments are extraneous and long. Second, their family responsibilities in child rearing, making dinner, and tending to their family demands may detour their involvement. Third, transportation may also play a factor. Many families are a one-vehicle family household, and the constant worry of deportation is always on their mind especially when driving after dark.

The recommendations are offering the parental workshops at various times to meet the parents' schedules. Currently, they are proposed to be provided in the fall on the first Saturday of the month. During the season, parents tend to work Monday through Saturday, which would deter from their involvement. Parents cannot afford to miss work and not get paid. Their job is their priority. Offering the parental workshops in the early evenings may be more feasible for some of the parents.

The problem could have been addressed differently by getting the children's perspective on how their parents' involvement affects their academic achievement. In addition to focusing on how living a life of poverty has or has not affected their academic achievement. The teacher's perspective on how the lack of parental involvement affects children of immigrant parents could have been incorporated.

Possible alternatives to parenting workshops that can address the problem of parental involvement can include attending conference with teacher, volunteering at the site, visiting the Parent Center for additional support and information, being active in school committees, and maintaining open communication between the school and home. The alternatives that might consider in addressing this type of problem are the length of

the parental workshops to discuss the essential topics needed to meet the needs of these parents. Instead of having two topics per session, maybe only one topic per session would have been ideal to go more in-depth at each meeting and to help with information overload. Besides, perhaps having parents as the presenters is another option. Parents may feel more comfortable around their peers and their engagement may increase.

### **Scholarship**

Scholarship is the meaningful, creative, original engagement with the idea it includes research that advances theoretical knowledge, professional application of disciplinary knowledge, or the production of a work of art (Concordia College, 2017). To have mentally dwelled on a topic for an extraneous amount of time is something that only someone who has experienced it can relate. During this process, I learned how to think, write, and apply research in a scholarly manner. I learned how to implement what I was reading in the scholarly articles into my writing. That is why the topic of immigrant parents and implementing what I read was as equally important. The connection between the two were essential in creating the project study that was based on research, implementing what I was learning in the literature, and based on parent needs. When I attended the residency, my professor told me to select a topic that I was passionate about. Now, I know what he meant. The issue of immigrant parents was a topic that I could relate to and it kept my interest. I wanted to educate others on the struggles my people have endured. I continue and will always have strong feelings about this topic since it

affects my community. This issue is personal to me, so I was quickly able to make the necessary connections in my writing.

The doctoral journal was the most challenging venture I have confronted to the point that I had to take a leave of absence. I am fortunate I was given another opportunity in my lifelong dream of earning a doctorate. Due to pressure my professor has put on me these last semesters to make sufficient progress; I have been able complete my final study within the extension deadline allowed. During this process, I learned how to write an approved proposal, do research ethically, pass the research review board, and most importantly how to write and think in a scholarly manner. My writing has improved due to Grammarly, the writing editors, and the feedback my professor has provided. As I researched articles, I viewed them through a different lens. I considered the date of publication, the length of article, abstract, references used, peer-reviewed, if a full-text article is available, and how well it relates to the topic to determine the quality of the article.

The scholarly journey for me was quite challenging due to family and work demands. It was a balancing and juggling act to make it work. Being a doctoral student requires time, effort, and passion. It needs one to be dedicated and self-motivated. The topic I selected kept my interest alive. The stories I heard during the fieldwork kept me going and were a form of inspiration. I never imagined myself as a researcher writing almost a 300-page paper or as a project developer. The scholarly work I created at Walden University has molded me into the doctoral student I am today. I would not

expect anything less at this level of the game. After all, if it were easy everyone would have a doctorate. The doctoral degree is the most prestigious degree one can earn. It needs to be rigorous and challenging.

In the future, I see myself teaching university level teaching teacher credentialing courses and assisting novice teachers perhaps in a supervisory capacity or in a director position. I am currently a coordinator, but when I am ready for a new venture in life, that will be my path. Earning a doctorate will also keep me competitive amongst my colleagues and keep me abreast amongst the latest educational research.

### **Project Development and Evaluation**

The development of the project study entailed many facets. First, the project was developed based on the review of literature and findings from the research study. Both were taken into consideration as the project evolved based on the needs of the intended audience. I wanted the project's topics to address what the participants' need to increase parental involvement.

The flow of the project study was equally important. I wanted the workshops to be engaging, informative, and applicable to their daily lives. The workshops revisited valuable content for the participants to gain a deeper understanding and to be able to apply what was learned. The project consisted of a variety of icebreakers and the information was presented through power point slides for the audience to quickly follow along, pair share, group work, and discussion to engage the audience. The movement was



taken into consideration; that is why the sessions divided into a morning and afternoon block.

My experience as a presenter also helped in the organization and flow of the project development. Although, I am only accustomed to creating and presenting anywhere from 30 minutes to half-day presentations by myself or as a copresenter. Creating these multiple day workshops required organization, patience, and a vision that can execute. Having a plan of action is essential in creating a successful project study. During this process, I also learned to value the importance of the formative evaluation to improve the overall project study.

### **Leadership and Change**

A leader should be passionate, dedicated, and lead by example. A leader can be a teacher, parent, or an administrator who has a vision and can motivate others. A leader should be personable, inspirational, and have students' best interest in mind. Earning a doctorate at Walden University has molded and inspired me to continue to grow as a professional leader. I have learned skills, research, and best practices that I can apply in an educational leadership capacity. My experience through Walden University has allowed me to continue to learn academically and shed light on the importance of targeted parental workshops.

Change and progress come about through education. Being a change agent in education takes courage and patience. Positive change can occur when educators are well informed and believe the change can have a positive impact on their teaching and

learning. Walden University has made me believe in the effects of being a change agent in my community. One person can bring about change to others and Walden University has made me think I can be that person. In my project study, I learned that parents are eager to learn to change their current practices. In the words of Cesar E. Chavez, “The end of all education should surely be service to others. The end of all knowledge should surely be service to others. The end of all knowledge must be the building up of character” (ufw.org).

### **Analysis of Self as Scholar**

I learned that one has the potential to be a scholar if they believe in themselves, are dedicated, and focused on their education regardless of other obstacles or challenges in their life. Having a routine and being organized is also essential. In this doctoral journal, I read many articles and books and then had to apply the information in my writing. I printed and saved the articles electronically. I then highlighted and color-coded the articles by section, which was very helpful. Believing that I could accomplish this task will keep me going. A scholar is not afraid to take challenges and is a lifelong learner.

Doing an online program requires one to be self-motivated, especially during the project study phase because of working independently. I needed to give myself timelines and deadlines to continue to make progress. Using the resources available to me was imperative. I used the Walden Library, Research Center, and Academic Advising. These resources allowed me to continue to grow and were an asset to my learning. Within the

course, I used the contact the instructor, discussion board, and student lounge to maintain communication with others. With each edit, or even in the discussion board posts, it was a time to reflect, learn, and grow as a writer and scholar.

### **Analysis of Self as Practitioner**

A Doctor of Education is someone who specializes in the field of teaching. A practitioner is someone who can apply the knowledge learned in his or her area of expertise. The person should be qualified and an expert in that particular field. At Walden, the project study has empowered me to hone my skills in the area of teaching and learning and apply research based best practices. After reading course material, it has allowed me to put it into practice and analyze what was read. What I learned at Walden has taught me to understand higher thinking concepts and apply the knowledge into my practice.

A practitioner makes connections to what he or she is learning and can apply to their daily job. Due to my education at Walden, I found out about valuable skills a leader needs to have and how to bring about positive change into a school system. In my current position as an administrator, I have been able to apply the leadership skills I learned and how change is necessary for the 21st century. Educators' practices need to evolve and change with the demands of students and technology. Teaching must be practical, engaging, and motivating.

With my work as a research scholar, I learned to value and appreciate the scholarly work of others. It is essential to feel comfortable in using and understanding

research. For an assignment or project to have validity, it needs to be backed up with data and research. The goal of a practitioner is to gain a deeper understanding, apply the knowledge into practice, and to be able to model to others. A practitioner is a life-long learner because he or she wants to stay abreast in the latest research strategies.

### **Analysis of Self as Project Developer**

As an administrator, I currently create presentations and present to teachers, support staff, and parents. The presentations I design can range from 30 minutes, 1-hour, half a day, or full days. I have presented by myself and have co-presented with my administrator. As a teacher, I had the opportunity to present to other educators and parents. When creating a professional development or workshop, it is essential to be prepared. I reread my slides multiple times and mentally practice on how I will elaborate and explicitly explain each slide. I also try to include a video or music either at the beginning or end of the presentation.

To engage the audience, I include either pair share or group talk, discussion, and reflection time. From experience, it is essential for the participants to leave with a power point handout, pamphlet, or brochure for participants to be able to reference at a later time. When the audience looks puzzled or overwhelmed, step back and slow down to allow the participants to digest and process the content. I have been in the situation when the teachers seem lost due to their facial expression or the questions they are asking, so I slow down, go back, and present the information again, and not show any new content

that might be overwhelming for them. I have caught myself speaking too fast. The presenter needs to slow down and talk at an average rate.

Since the beginning, I knew I wanted my project study to focus on immigrant parents. The reason I wanted to create parental workshops is that I can apply the knowledge learned in my day-to-day job. Parental involvement is a critical and hot topic in the field of education. Schools are always looking for ways to increase and attract parental involvement. The parental workshops I created are relevant to the school district where I work. I also wanted to develop them in a way that would be feasible and assessable for someone else to present. I developed the project with the participants in mind based on the study findings. I wanted the project to apply to their daily lives. I learned more from the participants than they learned from me. I learned about the immigrant's daily struggles in America.

### **The Project's Potential Impact on Social Change**

The importance of the work on the project study was memorable and relevant. The project study was significant because it dealt with a topic that may not be as popular as other subjects. It shed light on the needs of immigrant parents. The project study was important to me because I was passionate about this topic. I can resonate with the immigrant population. I attempted to tell their struggles and based on their needs created the project study. The project study can increase the participation of the immigrant participants. The immigrant people often do not have a voice, I was their voice and made them feel valuable and needed.

What was learned was that parental training is essential for the continuance of progress. Education is vital to move a group forward. I found out that a project has the potential to create social change for a particular group of people. I also learned that for a project to build change there must be buy in from the participants. I believe small steps towards change are essential to the overarching goal. What amazed me about this process was the impact one person can have on others. The power and potential this project study can have on others.

The project's potential impact on social change at the local level is that the project study is given at the sites across the school district by sharing it with the parent liaison and branching out to the neighboring communities. My hopes and dreams are that participants share the benefits of the project study with other parents and the success spreads. I want the immigrant population to receive the training and support they need and deserve. This project study is tailored to their specific needs. If this project study makes an impact on the life of one person, I will have accomplished my goal. The changes that can result from the project is that parents will be better prepared and informed. For example, during registration, the school should encourage more students to enroll on time. The school may see a peak in interested parents willing to participate in school activities. The changes that can result to the community is one in unity and members that will be more expressive and voiced. For example, the community should see members that have more confidence, are more informed, and are working in unity.

### **Implications, Applications, and Directions for Future Research**

As I reflect on the importance of my work, I am confident on the quality of the project and its direction. The topic was a vital issue that deserves attention. In some communities, the immigrant population may be referred to as the forgotten people. The immigrant's needs are as critical as any other group. Personally, I felt a close connection to these people. I felt by addressing their needs; I was doing a service to my community. I am glad I chose this topic because the immigrant population continues to increase, and educators need to be able to serve them best. The immigrant population needs to be seen in a positive light. On the contrary, I learned they are hardworking individuals who are an essential asset to our educational community.

The project may be well received by the participants. The site will need presenters and funding to pay for the workshops. The presentations are four days and schools would have to commit to holding all workshops once beginning. Parents attending on Saturday mornings can be a challenge when they are in season working because they may not get paid. These workshops were intended for new Latino immigrant parents, but any minority group can also benefit. Longevity of the workshops is a point to consider.

The applications that can be made to the educational field is through parental engagement. The hopes are with increased parental participation; student achievement will improve. If parents are taught how to be more actively involved at the school and home, it will have a direct effect on the child's learning. In the workshop, parents are given strategies on how to assist during homework time, how to have a productive parent

conference, and educated on what students are learning throughout the school year. These are all tools that parents can apply at home to assist their child. The goal is for applications to be useful, helpful, and can apply to the educational field.

Future research can focus on Latino immigrant parents and how they were perceived after the elections. Future additional research can include topics on immigration, myths on Latino parental engagement, and Latino's in the educational pipeline. This research can contribute to the topic and continue to address the problem due to the increased discrimination amongst Latinos in politics, immigration, and in our prison systems. This deters parental involvement in our schools and communities. Latino parents need more support and guidance in our educational system. Schools should make this subgroup their focus to see gains in their students. Additional parental workshops geared towards addressing their needs are beneficial.

### **Conclusion**

In Section 4 of the project study, I reflected on the doctoral journey from beginning to end. This segment included project strengths, scholarship, leadership, and analysis. I discussed how the project study has the potential for social change and the impact it can have on the Latino population. This section was a time to analyze how the coursework at Walden prepared me to do research at the doctoral level. I believe the courses best prepared me for this journey. The skills set I learned at Walden is something I will be able to carry with me throughout my educational career.



The doctoral journey was quite challenging for me. It tested me several times, but I am glad I was able to overcome any challenges. As an administrator, I work in close contact with parents and the community. I felt this topic would be relevant to my position. When creating my parental workshops, I took into consideration the parents I work with on a day-to-day basis and their needs. Latino parents seem to have shared needs. For parents to increase parental engagement, they need to be taught strategies and tools to implement at home. If parents are better prepared, they will know how to proceed, and can apply to all parents. If schools take the time to train their parents, they will see gains.

I learned so much from the parents in this study. They were inspirational and motivational through the stories they told. I learned the parents have much to be grateful for and thankful. The parents taught me the importance of hard work and dedication. I feel a sense to stand up for them, their beliefs, and their right to be in this country they now call home. They are far from criminals and drug cartel that many associate immigrants. On the contrary, they are kind-hearted and appreciative people. I will be their voice until their voice is heard one day.

I appreciate all the participants, administrator, and school site for making this project study possible. The stories you told inspired me to serve the immigrant population better. I feel I am only turning the page but will continue to find answers to help this community progress. I am thankful that I had the opportunity to meet great people along

the way. I feel I must continue to stand up for the immigrant people. Our America consists of a melting pot of nationalities. Immigrants are America and deserve to be here.

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## Appendix A: Project Study

### Parental workshops for Immigrant Parents

#### **Overview of the Project**

The parental workshop is based upon the results of the study and the outcome of the literature review. The results of the study were that language barrier often interferes with their involvement due to the communication barrier. When living a life of poverty, parents have different priorities such as the concern of putting food on the table and providing a roof over their head. Parents are involved in nontraditional parental involvement because of their comfort level and that is what they are accustomed too. Work commitments are a priority for these parents because their jobs tend to be seasonal, earning minimal wages, and often times with no health insurance and benefits. The outcome of the most recent literature states that parents are willing and committed. Immigrant parents are trying their best under the circumstances they are living. Parents give advice, motivation, and home support to their children the best they can. They often teach their children life lessons that will have a lasting effect. Parents are eager to learn how they can best support their child during homework, communicating with teacher, and how they can become more supportive to their children's education. Parents need to be informed on the benefits of parental involvement and how it can benefit their child academically.

The parental training will provide information to the parents on skills needed most during their transition period into the United States educational system. The training may



assist the transitional period with the unfamiliar environment by incorporating a school campus tour to point out offices and departments of interest to parents.

The purpose of the parental workshop is to educate immigrant parents and thus increase parental involvement. The goals are that immigrant parents will be better informed on services and techniques that will allow them to be more prepared to help their child at school and home. The objectives for the parental workshops are:

- Objective 1, immigrant parents will be more familiar with the United States educational system
- Objective 2, immigrant parents will be more familiar with school and district resources.
- Objective 3, parents be better prepared during homework and parent conferences
- Objective 4, informed on parental involvement activities at school and at home

These objectives aim to increase academic parental involvement of immigrant parents. Immigrant parents need to take a proactive role in their child's education. The target audience will be newcomer immigrant parents, but any low-income Latino parents will also be invited.

The parental workshops are designed to be administered during the fall, preferably during the first Saturday of the month from 8:00 a.m. to 1:00 p.m. by the teacher liaison or site administrator. A personal invitation by phone call or in person is recommended. Students will also encourage parents to attend and can receive a prize if parents do attend.

## Workshop Agenda:

### Day 1: United States Educational System

Icebreaker, Overview, Group Discussion- An icebreaker will commence the morning by stating their name and what their children want to be when they grow up and why. The presenter will review the day's objective and welcome the group. An overview of the Mexico and United States educational systems will begin the presentation. A brief group discussion on the similarities and differences of both educational systems. The presenter will describe in detail that the primary system consists of kinder through sixth grade.

Teachers need to hold a bachelor and multiple subject teaching credentials. Students learn language arts, mathematics, English language development, physical education, science, and social studies. Middle school consists of seventh and eighth grade. Teachers need to hold a bachelor and single subject teaching credential.

Roles and Responsibilities- presented orally to participants

The parental workshop plan contains roles for both the participants and the presenter. Depending on the size of the group and location of training, some responsibilities may be shifted. The presenter may be a school administrator or teacher liaison depending on school site and availability.

**Participants:** The roles and responsibilities of the participants are to be actively involved, honest, and to be respectful of one another. This is needed to grasp the most out of the workshops.

**Presenter:** The presenters need to be open-minded, passionate, and respectful of the parents' opinions and actions.

United States Educational Systems- Students have seven periods with seven teachers.

High school includes grades ninth-twelfth. Students have six periods with six teachers.

From elementary to middle school and middle school to high-school students promote. In

high school, students graduate and receive a high-school diploma. Low-level entry jobs,

such as an attendant at Wal-Mart, require a high-school diploma. Postsecondary schools

will be described. Technical schools are one to two years. If a student attends a technical

school, that student will receive a certificate and can work as a technician. Community

colleges are a two-year program and can earn an associate degree. Colleges or

universities are a four-year program and can receive a bachelor's degree.

Professions, Partner Share, Group Work- The presenter will give various examples of

professions and their salaries. The presenter will also describe graduate schools and the

type of degrees you can receive such as juris doctorate, medical doctor, and educational

doctorate. Participants will share with a partner about each level of education and fill out

a handout about highlights on each. Then, each table will be assigned elementary, middle

school, high school, or college. On a poster, participants will either draw or write what is

required at each level and potential jobs they can receive. Groups will then present the

poster to the class.

After Break- The presenter will present on the dropout rate and the importance of a college education. The financial aspect of how much money a high-school dropout makes, a high-school graduate, and a college graduate will be provided.

Handout- Participants will receive a handout in which they will draw their child as their future profession and qualities it takes to become it. The participants will present their drawing to the group. Participants will share with a partner something they have learned in that day's workshop. To conclude the workshop, an overview of Workshop 2 will be presented on school and district resources.

#### Day Two: School and District Resources

Icebreaker and Overview- Some examples can include student enrollment, differentiation in programs, and a school tour will take place. An icebreaker will begin the session with participants describing the school environment as an adjective on how they can best support. The presenter will review the day's objective and acknowledge all the returning participants.

Campus Tour- The morning will begin with a campus tour of the administration building, classrooms, cafeteria, playground, and restrooms. During the tour, participants will have a journal to record observations. In the classroom visits, the presenter will point out the daily schedule, curriculum, classroom layout, and bulletin boards. After the tour, a

discussion will be held to discuss what they learned about the school. After the break, the student enrollment procedures will be described in detail and what documentation is required. The different programs offered at the school will be reviewed such as structured English immersion, dual-language, and special education. Parents will visit an English immersion classroom, dual-language classroom, and a special education classroom. The purpose of doing this is for parents to be well informed when selecting an educational program for their children and what it entails.

After Break- District resources will be described and the services that each provides. A map, driving directions, and contact information will be given to participants. Each group will receive a poster and assigned a school or district department. On the poster, members will scribe the services the departments provide. Participants can reference their power point handout. Groups will then share with the class. Participants will reflect with a partner one school and district resource they can utilize and how. The presenter will select a few to share. At the end of the workshop, an overview of workshop three homework help will be presented.

#### Day Three: Homework help

Overview- What students will learn throughout the school year. Parents will delve into the report card and perform a mock conference. The icebreaker will have parents share one way they are supporting their children with homework. The presenter will review the

day's objective and welcome new faces. The morning will begin with an overview of what students are expected to learn from grade to grade. Then, the presenter will teach the parents different teaching tools and resources they can incorporate at homes such as addition table, multiplication table, number line, hundreds chart, comprehension questions to ask while reading, fluency, and graphic organizers.

Strategies and Tools- Parents will practice using these tools whole group, with small group, and with their partner. The presenter will also discuss resources such as the library, free tutoring, summer school, and best homework time environment. In the late morning, a sample report card will be dissected. The Numbers 1-4 will be reviewed. The letters O for outstanding, S for satisfactory, N for needs improvement, and U for unsatisfactory will be discussed. The subjects and common core standards will be reviewed. The early afternoon will focus on doing a mock interview. The presenter will first model with a participant. The parents will have a script to follow. The participants will then pair up and perform role-play. One will first act as the teacher and the other as the parent. Then, they will switch roles. At the end of the workshop, each table will share out either on a homework help strategy, guide on what students will be learning each grade, report card, and parent conferences.

Day Four: Parental Involvement Opportunities

Overview- School and home parental involvement options. The presenter will welcome the parents to the last and final workshop. The icebreaker will be on parents sharing how they would like to be more involved in their children's education. The morning will consist of school involvement activities. A calendar of events with dates of annual testing, field trips, and social activities on campus will be distributed. A brief description of school site council, English Learner Advisory Council, and the family involvement action team will be provided. Volunteer procedures and opportunities will be discussed such as field trips, classroom, or supervising on campus. Models of each will be shown. The afternoon session will focus on home-involvement. An example of morning routines will be discussed, as well as afterschool during homework time, and night routines. An ideal homework environment will be displayed, and role-play will be modeled.

Review Strategies and Tools- The strategies and tools from Day 3 will be reviewed. Then, the participants will have an opportunity to role-play parent and student. An agenda and homework folder will show on how to implement it at home. A clean and organized backpack will be modeled and discussed. An essential school supplies list will be provided. The power of advice, monitoring, and encouragement on academic achievement will also be recommended. A group discussion will be held on how advice, monitoring, and encouragement assist with involvement.

Afternoon Session- Will commence with a final evaluation. The potluck lunch will conclude the workshop. During the luncheon, certificates of accomplishments will be distributed. A picture slide can be displayed for parents to enjoy.

### **Materials**

The following materials are part of the parental workshop plan:

1. Background literature on the struggles of parental involvement.
2. PowerPoint slides for each of the four parental workshop sessions.
3. Handouts for the professional development sessions.
4. Evaluation forms for summative evaluation.
5. Dry erase board, flip chart, markers, pens, and crayons

### **Budget Needs**

The only funding required for the parental workshops are for babysitting services (if not provided voluntarily by AmeriCorps, MiniCorps, or FIAT parents), to pay for teacher liaison's extra services, cost for snacks and drinks (if not donated by local grocery store), and the minimal supplies needed during the workshops.

### **Evaluation**

The purpose of the project study was to educate immigrant parents and thus increase parental involvement. The goal was for immigrant parents to be better informed on services and strategies that will allow them to be better prepared to help their children at school and at home. The activity's objective aligns with the overall goal because it



revolves around educating immigrant parents to allow them to be more actively engaged at school and at home.

After session one, evaluation questions will be asked to determine how the parental workshop was for participants. Guiding evaluation questions after each session to find out if the parents benefitted from the information presented. The questions are:

1. Was this session helpful to you? In what ways?
2. Is there information about (the session topic) that you would like to learn more about?

Incorporating Kirkpatrick's Model, participants will be given the opportunity to summarize their experiences by having them describe, provide suggestions, what was most useful, areas of improvement or lack of information, and provide insight to their experiences in the form of a summative evaluation (see Figure 1). The following questions will be asked after each parent participant has completed all the workshops:

1. Describe your overall satisfaction and experience with the parental involvement workshops?
2. Which topics did you feel were most important and why? i.e. United States Educational System, School and District Resources, Homework Help with a Year-at-a Glance, and Parental Involvement Opportunities
3. What suggestions do you have to improve the workshops? Please specify which topics were not covered that you would like to learn more about.

4. Do you feel more comfortable assisting your children with their school work and homework?
5. How did you use the tools and supports to meet your needs as a parent?

Change to the parental workshops may be done to meet the parents' request and to determine the value.

An additional summative evaluation for the presenter will be provided. The presenter will write a one-page reflection paper on the parental workshops, its successes, the overall structure of the workshops, and details that are important for the success.

The project evaluation will consist of the guiding evaluation questions provided during day one of the parental workshops. The results of the formative evaluation filled out by parent participants at the end of day four and the one-page reflection submitted by the presenter. Based on these data sources, the program evaluator will determine the value of the parental workshops.

### **Session 1**

The first full-day session provides an overview of the United States educational system and the importance of a college education. The goal of the session is for parents to become more familiar on the various educational levels and to gain a better understanding why college is beneficial to their children.

<b>Title</b>	U.S. Educational System and the Importance of a College Education
<b>Participants</b>	Parents, school administrator or teacher liaison

<b>Time</b>	First Saturday in September 8:00 a.m. to 1:00 p.m.
<b>Location</b>	Multi-purpose room or parent center
<b>Materials</b>	PowerPoint Presentation, Handout 1 and 2, easel page, drawing paper, markers, pens,
<b>Outcome</b>	Parents will become more familiar with the U.S. educational system and will value the importance of a college education.
<b>Objective 1</b>	Parents will gain knowledge about elementary, secondary, and higher education student requirements.

**Bilingual presenter will translate all material. Accommodations will be made for any parent that needs assistance with reading and/ or writing.**

### Agenda for Session 1

Morning:

\*United States Educational System

Afternoon:

\*Drop-out Rate

\*Importance of a College Education

# Academic Parental Involvement of Immigrant Parents

Session 1: U.S. Educational System  
Morning Session  
Slides for Session 1

## Outcomes and Objectives

Parents will become more familiar with the U.S. educational system and will value the importance of a college education.

- Parents will gain knowledge about elementary, secondary, and higher education student requirements.
- Parents will make the connection that it pays to be in school.

## Ice-Breaker

Parents will:

- State name
- Tell group what child wants to be when they grow-up and why

\*15 minute ice-breaker activity

## Handout

- Explain handout to participants.
- Participants are to fill out handout during the following slides on the various levels of the U.S. educational system.

## Elementary

Students	Teachers
Kindergarten- 6 <sup>th</sup> grade Usually 2 teachers Subjects taught: English Language Arts Mathematics English Language Development (ELD) Social Studies Science Physical Education	<ul style="list-style-type: none"><li>• Hold a bachelors degree</li><li>• Multiple subject teaching credential</li><li>• Teach homeroom class and ELD class</li><li>• Average teacher salary: \$67,500 (Certificated Salary Schedule)</li></ul>



## Middle-School

Students	Teachers
7 <sup>th</sup> and 8 <sup>th</sup> grade 7 periods Courses offered: Advisory Math English History/Social Studies Science PE ELD OR Elective (Art, music...)	<ul style="list-style-type: none"> <li>• Hold a bachelors degree</li> <li>• Single subject teaching credential</li> <li>• Teaches 7 periods</li> <li>• Average teacher salary: \$67,500 (Certificated Salary Schedule)</li> </ul>

## High-School

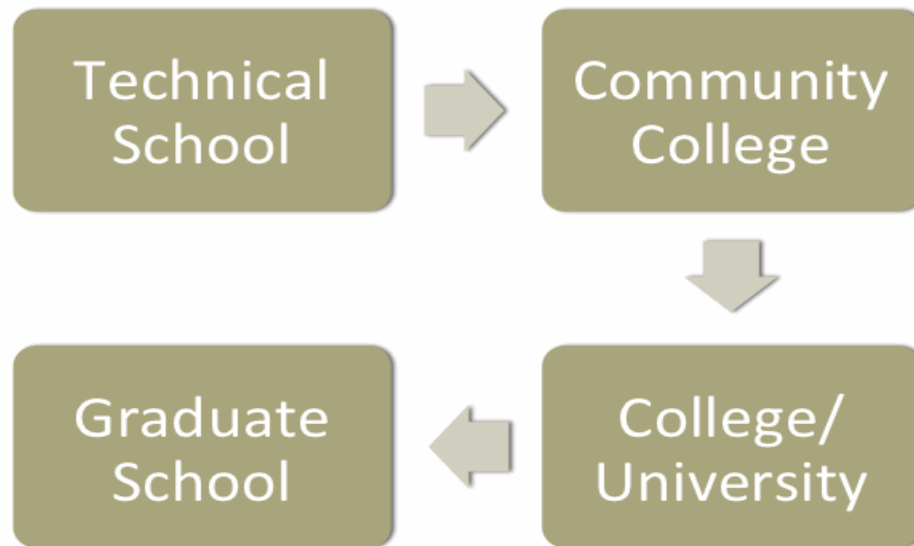
Students	Teachers
9 <sup>th</sup> - 12 <sup>th</sup> grade 6 periods Courses offered: 4 courses in English (40) 3 courses in Math (30) 2 courses in Science (20) 3 courses in Social Studies /Ethnic Studies(30) 1 course of Visual and performing Arts (10) 2 courses of PE (20) Electives (70) total of 220 credits	<ul style="list-style-type: none"> <li>• Hold a bachelors degree</li> <li>• Single subject teaching credential</li> <li>• Teaches 6 periods</li> <li>• Average teacher salary: \$67,500 (Certificated Salary Schedule)</li> </ul>

## A-G Subject Requirements

- **The subject requirement**
- **History/social science (“a”)** – *Two years*, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- **English (“b”)** – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- **Mathematics (“c”)** – *Three years* of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- **Laboratory science (“d”)** – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- **Language other than English (“e”)** – *Two years* of the same language other than English or equivalent to the second level of high school instruction.
- **Visual and performing arts (“f”)** – *One year* chosen from dance, music, theater or the visual arts.
- **College-preparatory elective (“g”)** – *One year* chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

Reference: University of California- A-G Guide. 2015. Retrieved from: [www.ucop.edu/agguide/a-g-requirements/index.html](http://www.ucop.edu/agguide/a-g-requirements/index.html)

## Post Secondary



## Group Discussion

- Participants will share out with partner on the similarities and differences on both educational systems.
- Participants will then share out whole group.
- Participants can reference handout.

\*20 minute open discussion

## Group Work

- Each table will receive either elementary, middle school, high-school, technical school, community college, college/ university, or graduate school
- Group will create a poster on what they learned and then present it to the group

\*40 minute group work activity

# Academic Parental Involvement of Immigrant Parents

Session 1: Drop-out Rate and Importance of a College Education  
Afternoon Session  
Slides for Session 1

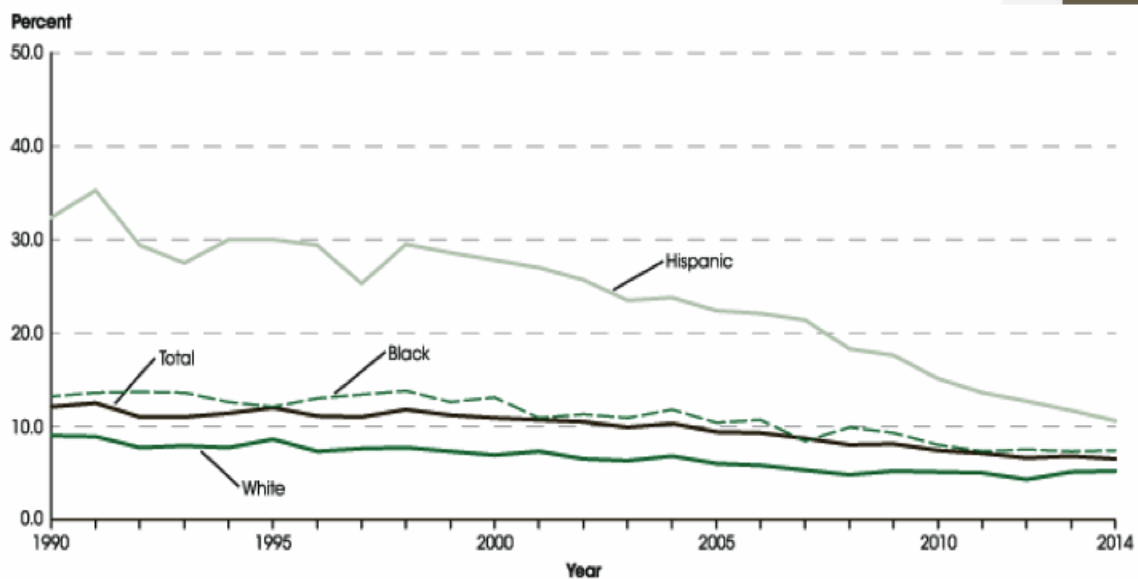
## Video

College Dreams: Seattle's immigrant youth forge new pathways to higher education

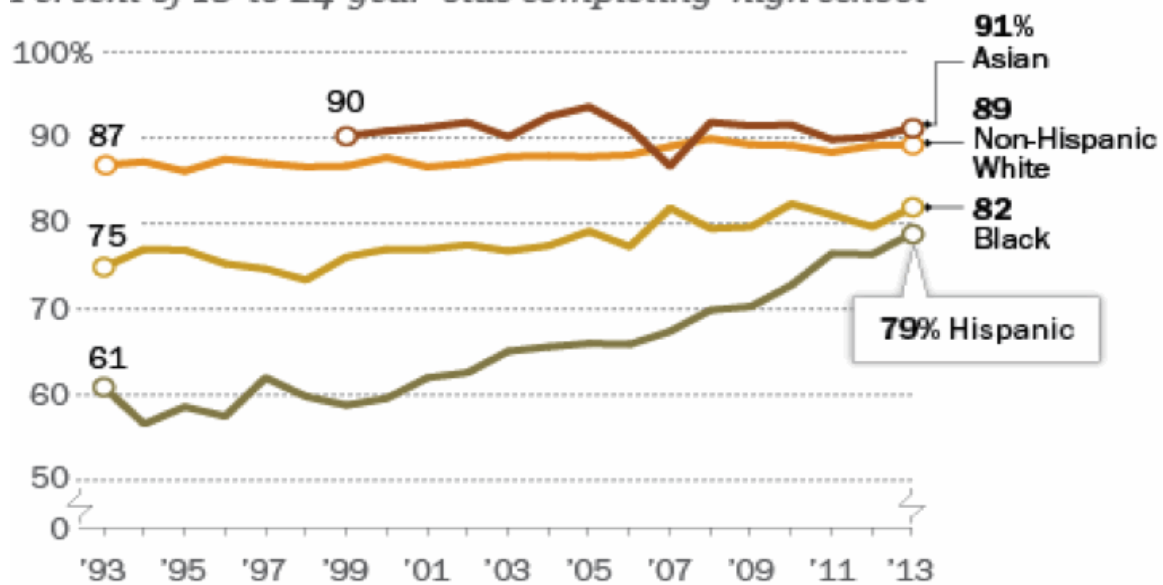
[https://www.youtube.com/watch?v=v\\_TcC54BI\\_U](https://www.youtube.com/watch?v=v_TcC54BI_U)



## Drop-out Rate



*Percent of 18-to 24-year-olds completing high school*



Notes: The rate shown refers to the share of 18-to 24-year-olds who have a high school diploma or its equivalent (GED). Black and Asian include the Hispanic portion of those groups. White includes only non-Hispanic whites.

# Importance of College Education



(Earnings for full-time, year-round workers by educational attainment for worklife of approximately 40 years.  
Source: U.S. Census Bureau)

## Activity

- Participants will receive a paper and will draw their child as his/her future profession with characteristics around it.
- Participants will then share to group.

\*30 minute activity

## Guiding Questions

- See handout (2) in Appendix A
- Parents to fill-out

## Closure

Partner Share- Share one item that you learned and can incorporate in your daily life?

\*10 minute activity

# Looking Ahead

Session 2- School and district resources



Handout 1- Note-taking during power point presentation

Session 1: United States Educational System

Instructions- Write down important information on each of the educational levels.

<b>Elementary</b>	<b>Middle-School</b>	<b>High-School</b>	<b>Technical School</b>
<b>Community College</b>	<b>College/ University</b>	<b>Graduate School</b>	<b>Reflection:</b>



## Handout 2- Guiding Questions

### Session 1: United States Educational System

1. Was this session helpful to you? In what ways?
2. Is there information about (the session topic) that you would like to learn more about?

## Session 2

The second full-day session provides an overview of the school and district resources and services. The goal of the session is for parents to become more familiar with school and district resources that will allow them to make informed decisions.

<b>Title</b>	School and District Resources
<b>Participants</b>	Parents, school administrator or teacher liaison
<b>Time</b>	Second Saturday in September 8:00 a.m. to 1:00 p.m.
<b>Location</b>	Multi-purpose room or parent center
<b>Materials</b>	PowerPoint Presentation, journal, markers, pens, easel paper,
<b>Outcome</b>	Parents will become more familiar with school and district resources that will allow them to make informed decisions.
<b>Objective 1</b>	Parents will gain knowledge about student enrollment, different programs, and familiarize themselves with the school facilities.
<b>Objective 2</b>	Parents will become familiar with district office services.

**Bilingual presenter will translate all material.**

## **Agenda for Session 2**

Morning:

\*School and District Resources

Afternoon:

\*District Resources and Services

# Academic Parental Involvement of Immigrant Parents

Session 2: School and District Resources  
Morning Session  
Slides for Session 2

## Outcomes and Objectives

Parents will become more familiar with school and district resources that will allow them to make informed decisions.

- Parents will gain knowledge about student enrollment, different programs, and familiarize themselves with the school facilities.
- Parents will become familiar with district office services.

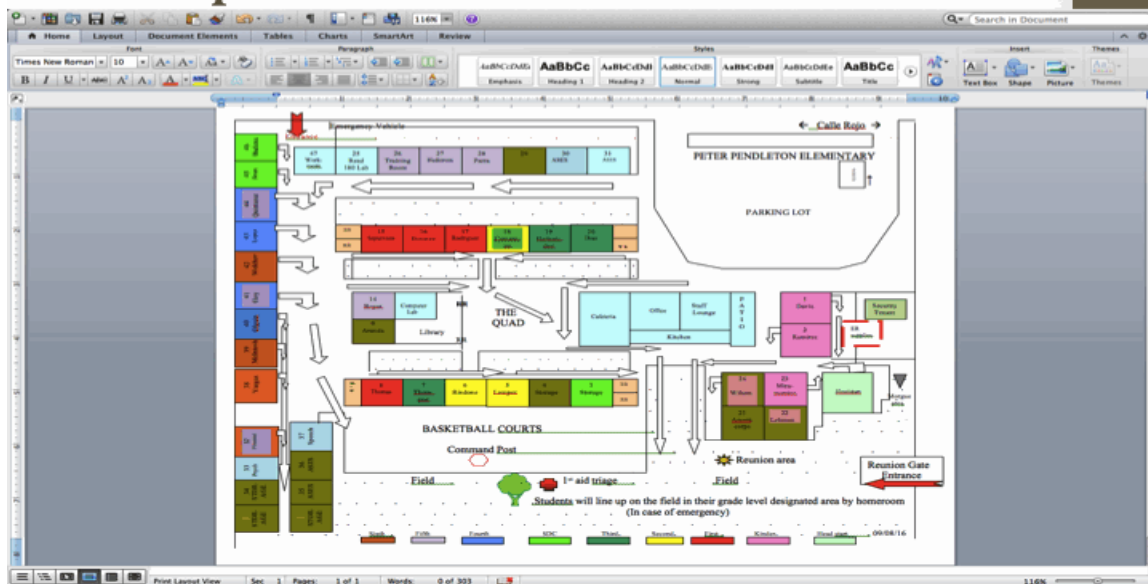
## Ice-Breaker

Parents will:

- Describe the school environment
- Describe how they best want to be supported

\*15 minute ice-breaker activity

# Campus Tour



\*Journal- Parents will record what was observed

## School Facilities

Administration Building- Principal, Assistant Principal, School Secretary, Health Assistant, Attendance Clerk, English Learner Services Assistant

Classrooms- TK-3<sup>rd</sup> grade 24 to 1, 4<sup>th</sup>-6<sup>th</sup> 30 to 1, combo classes

Cafeteria- Nutritional Services staff, menu, lunch schedule, procedures

Playground- Recess and lunch recess schedules, playground supervisors

Restrooms- staff and student, procedures

Parent Center- Parent Community Liaisons, office hours, services

Computer Center- computers, computer schedule, programs used

Library- Media Tech, iPads, library books, library schedule



## Classroom

- Daily schedule- subjects taught and instructional minutes
- Curriculum- district adopted curriculum for ELA, Math, ELD, Social Studies, Science
- Class layout- groups vs. rows, teacher talk vs. student talk
- Bulletin boards- subject, objective, standards, academic language, culminating task, student work
- Grade-level standards, common core
- Centers- computer center, library center, teacher area, carpet area

## Group Discussion

- What was learned during the campus tour?
- Reference journal

\*15 minute group discussion activity

# Student Enrollment Procedures

- Pre-register child online
- After submitting the online registration, call office to make an appointment to finish registration process

Bring the following to the appointment:

1. Birth Certificate
2. Immunization Record- up to date
3. Physical Examination- recent, pick up form at school office
4. Current Utility Statement
5. Dental Screening- pick up form at school office
6. Proof of parent identification
7. Print online registration- online registration demo

## Instructional Programs

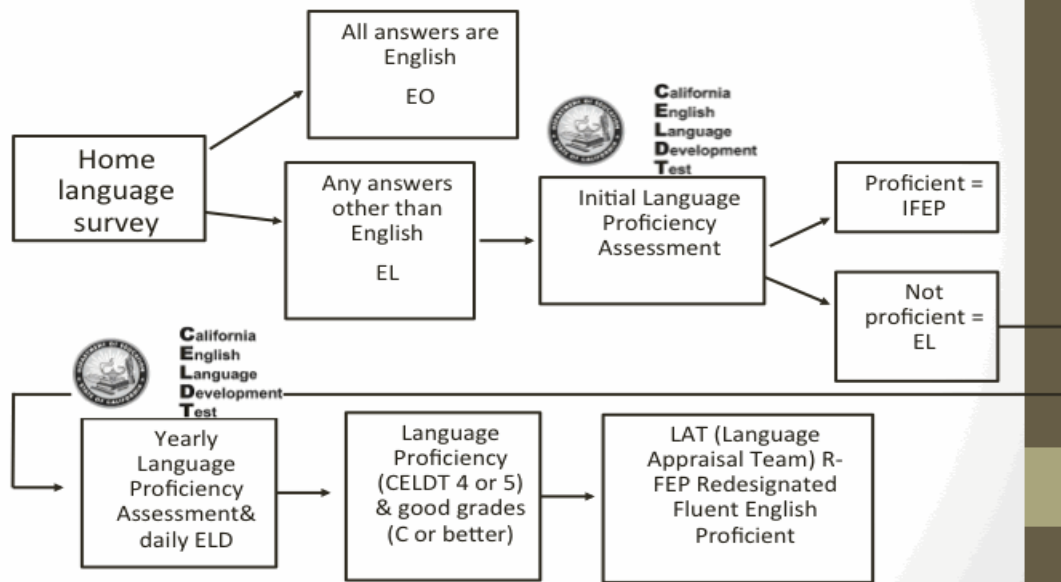
- English Structured Immersion- English instruction. Teacher can translate and provide support for child in native language.
- Dual Language Program- One way program. Child's instruction is in both English and Spanish. In kindergarten there is a higher percentage in Spanish than in English. Each year the Spanish decreases until it reaches 50% in English and 50% in Spanish by 5<sup>th</sup> grade.
- Special Education- Consists of Resource and Special Education day class. Resource is a pull out system in which the child receives one on one or small group instruction. Special Education day class is 90% in day class and 10% inclusion in a regular education setting usually for physical education, science, or English language development.

## Classroom Visits

- English Immersion
- Dual Language program
- Special Education- Resource class, Special Education day class

# Selection Program for child

English Only vs. English Learner



# Academic Parental Involvement of Immigrant Parents

Session 2: District Resources and Services  
Afternoon Session  
Slides for Session 2

# District Office





# Driving Directions

The screenshot shows a web browser window with the URL <https://www.mapquest.com/directions/list/1/us/ca/coachella/92236/KS844786-53999KSD-harrison-st-33.678809,-116.181488/to/us/ca/thermal/92274-9291/87225-c...>. The map shows a route starting on Harrison St in Coachella, CA, and ending at 87225 Church St in Thermal, CA. The route is highlighted in green and consists of several segments: north on Harrison St, east on Avenue 52, south on Grapefruit Blvd, east on Church St, and south on Church St. The left sidebar contains the following directions:

- Start out going north on Harrison St.**
- Then 0.08 miles**
- Make a U-turn onto Harrison St.**  
If you reach 1st St you've gone about 0.1 miles too far.
- Then 0.64 miles**
- Turn left onto Avenue 52.**  
Avenue 52 is 0.1 miles past Clara St.  
If you reach Delta Ridge you've gone about 0.5 miles too far.
- Then 0.88 miles**
- Turn right onto Grapefruit Blvd/CA-111.**  
Grapefruit Blvd is 0.1 miles past Sunset St.  
If you reach Industrial Way you've gone about 0.2 miles too far.
- Then 2.80 miles**
- Turn right onto Church St.**  
Church St is 0.1 miles past Main St.  
If you reach 57th Ave you've gone about 0.2 miles too far.
- Then 0.24 miles**
- 87225 Church St, Thermal, CA 92274-9291, 87225 CHURCH ST is on the left.**  
Your destination is just past Date St.  
If you reach Main St you've gone a little too far.

## District Building

- Child Welfare and Attendance- Attendance concerns, district counseling services and referrals, child inter-district and intra-district transfers
- Educational Services- Elementary and Secondary education, site concerns, SES tutoring
- Special Education- IEP concerns, parental testing concerns, Special Education services
- Testing and Assessment- state and district assessments, parent opt out, assessment results
- Nutritional Services- snack, breakfast, lunch, supper concerns, Free and Reduced lunch
- The Office of the Superintendent- Superintendent of schools
- Board meeting room- bi-weekly board meetings, locations, times, overview of agenda

## Group Work

- Poster provided
  - Assign school or district department to each group
  - Group will scribe the services the department provides
  - Participants will reference Power Point hand-out
  - Share-out
- \*30 minute group activity

## Closure

### Partner Work:

- Share school and district resource they can use and how?
- Few will share out.

\*15 minute partner activity

# Looking Ahead

Session 3- Homework Help with Year-at-a-Glance

### Session 3

The third full-day session provides an overview of homework help and parent conferences. The goal of the session is for parents to learn strategies to implement during homework time and learn how to have an interactive parent conference.

<b>Title</b>	Homework Help and Parent Conferences
<b>Participants</b>	Parents, school administrator or teacher liaison
<b>Time</b>	Third Saturday in September 8:00 a.m. to 1:00 p.m.
<b>Location</b>	Multi-purpose room or parent center
<b>Materials</b>	PowerPoint Presentation, journal, markers, pens, easel paper,
<b>Outcome</b>	Parents will become more familiar with homework help tools and strategies and take a proactive role during parent conference.
<b>Objective 1</b>	Parents will learn how to implement reading strategies and incorporate instructional tools.
<b>Objective 2</b>	Parents will become familiar with the report card and an overview of what students will learn.

**Bilingual presenter will translate all material.**

### **Agenda for Session 3**

Morning:

\*Homework Help

\*Overview of what students are learning

Afternoon:

\*Parent Conferences

# Academic Parental Involvement of Immigrant Parents

Session 3: Homework Help and Parent Conferences  
Morning Session  
Slides for Session 3



## Outcomes and Objectives

Parents will become more familiar with homework help tools and strategies and take a proactive role during a parent conference.

- Parents will learn how to implement reading strategies and incorporate instructional tools.

- Parents will become familiar with the report card and an overview of what students will learn.

## Ice-Breaker

Parents will:

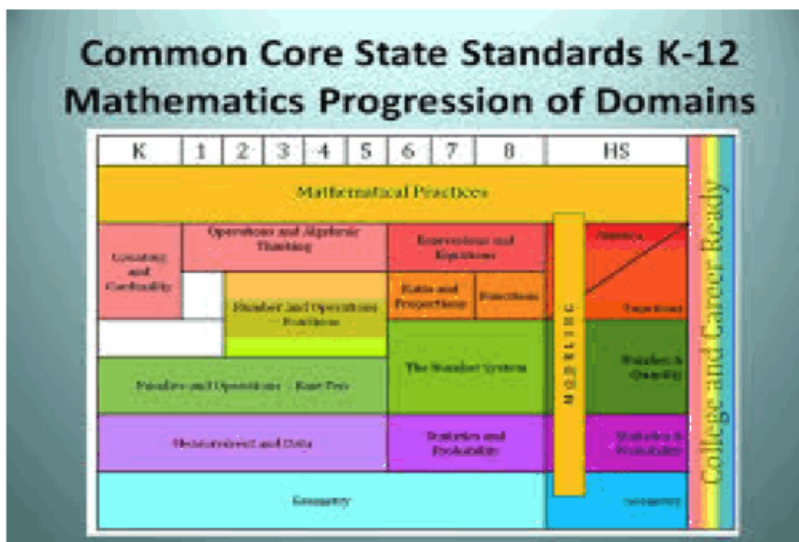
- Describe one way they are helping their children with homework.

\*15 minute ice-breaker activity

## Overview- ELA

CCSS English Language Arts (ELA) Domains K-12	
Language Standards	Conventions of Standard English
	Knowledge of Language
	Vocabulary Acquisition and Use
Reading Standards for Informational Text	Key Ideas and Details
	Craft and Structure
	Integration of Knowledge and Ideas
Reading Standards for Literature	Range of Reading and Level of Text Complexity
	Key Ideas and Details
	Craft and Structure
Reading Standards: Foundational Skills	Integration of Knowledge and Ideas
	Range of Reading and Level of Text Complexity
	Print Concepts
Speaking and Listening Standards	Phonological Awareness
	Phonics and Word Recognition
	Fluency
Writing Standards	Comprehension and Collaboration
	Presentation of Knowledge and Ideas
	Text Types and Purposes
Writing Standards	Production and Distribution of Writing
	Research to Build and Present Knowledge
	Range of Writing

## Overview- Math



# Instructional Tools

## Addition Table

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	19
10	10	11	12	13	14	15	16	17	18	19	20

## Multiplication Table

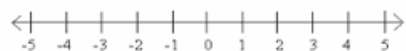
x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

# Instructional Tools

## Hundreds Chart

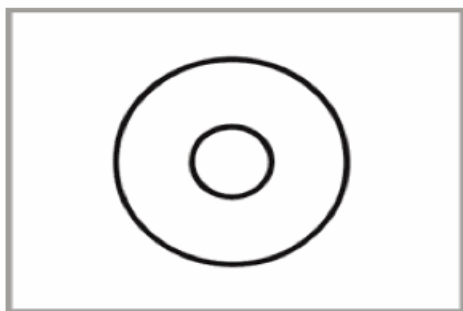
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Number Line

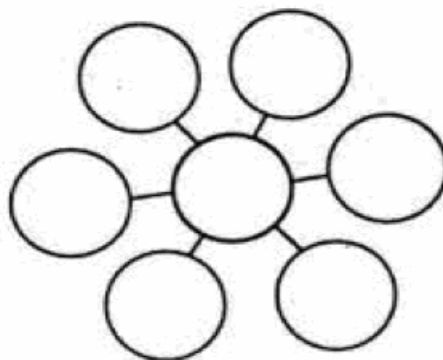


## Graphic Organizer

**Circle Map**



**Bubble Map**



# Graphic Organizer

## Flow-Map

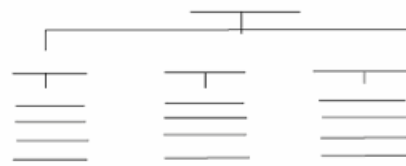
Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Primary Level \_\_\_\_\_

Introduction	Development	Conclusion
Tell me more _____	Tell me more _____	Tell me more _____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Class or Chapter \_\_\_\_\_

## Tree Map





## Comprehension Questions

Prior to Reading- Ask about title, author, and illustrator

While Reading- Ask about setting, main character, plot, climax, resolution, beginning, middle, and end

After Reading- Did you enjoy book and why, what was your favorite part, provide me with a summary, would you recommend book



## Resources

- School Library- hours of operation, books checked out, appropriate reading level books
- Public Library- hours of operation, books checked out, computer center, programs, appropriate reading level books
- SES Tutoring- application
- ASES- application, overview of program
- Summer School- overview of programs offered
- Counseling- on site or through center
- AmeriCorps Tutoring- one-on-one or small group
- Early Literacy Intervention- grades k-2nd
- Read 180 Intervention- L.A. grades 3<sup>rd</sup>-6<sup>th</sup>
- Homework environment- afterschool, quiet, minimal distractions, table provided

# Academic Parental Involvement of Immigrant Parents

Session 3: Parent Conferences  
Afternoon Session  
Slides for Session 3

# Report Card

**Coachella Valley Unified School District**  
**REPORT TO PARENTS - THIRD GRADE**

School: **Coachella Valley** Year: **2018-2019**  
Principal: **Richard Adams** Grade: **3**

Student: \_\_\_\_\_  
Teacher: \_\_\_\_\_

**EXPLANATION OF GRADES**

Grade	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)
A	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)
B	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)
C	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)
D	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)
F	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)
I	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)

Mark earned a score during 11

**Coachella Valley Unified School District**  
**REPORT TO PARENTS - FOURTH GRADE**

School: **Coachella Valley** Year: **2018-2019**  
Principal: **Richard Adams** Grade: **4**

Student: \_\_\_\_\_  
Teacher: \_\_\_\_\_

**EXPLANATION OF GRADES**

Grade	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)
A	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)
B	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)
C	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)
D	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)
F	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)
I	Exceeds Expectations (90-100%)	Meets Expectations (75-90%)	Approaches Expectations (60-75%)	Needs Improvement (40-60%)	Unsatisfactory (Below 40%)

Mark earned a score during 11

Reporting Period: **X** **X** **X**

**READING**

Demonstrates an understanding of EE content and concepts

**LANGUAGE**

Demonstrates an understanding of EE content and concepts

**SCIENCE**

Demonstrates an understanding of EE content and concepts

**PHYSICAL EDUCATION**

Health of Students, Learning Learning

Works independently and asks for help when needed

Meets/Approaches/Exceeds/Needs Improvement/Unsatisfactory

Proficiency in English as a Second Language

**PROFICIENCY IN ENGLISH AS A SECOND LANGUAGE**

Meets/Approaches/Exceeds/Needs Improvement/Unsatisfactory

**ADDITIONAL STANDARDS**

Operations and Algebraic Thinking

Number and Operations in Base Ten

Number and Operations: Fractions

Measurement and Data

Geometry

**ACHIEVEMENT TOWARDS 4-E MATHEMATICAL PRACTICES**

Problem Solving

Reason abstractly and quantitatively

Construct viable arguments & critique reasoning of others

Model with mathematics

Use appropriate tools strategically

Attend to precision

Look for and make use of structure

Look for and express regularity in repeated reasoning

Reporting Period: **X** **X** **X**

**READING**

Demonstrates an understanding of EE content and concepts

**LANGUAGE**

Demonstrates an understanding of EE content and concepts

**SCIENCE**

Demonstrates an understanding of EE content and concepts

**PHYSICAL EDUCATION**

Health of Students, Learning Learning

Works independently and asks for help when needed

Meets/Approaches/Exceeds/Needs Improvement/Unsatisfactory

Proficiency in English as a Second Language

**PROFICIENCY IN ENGLISH AS A SECOND LANGUAGE**

Meets/Approaches/Exceeds/Needs Improvement/Unsatisfactory

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Operations and Algebraic Thinking

Number and Operations in Base Ten

Number and Operations: Fractions

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Geometry

**ACHIEVEMENT TOWARDS 4-E MATHEMATICAL PRACTICES**

Problem Solving

Reason abstractly and quantitatively

Construct viable arguments & critique reasoning of others

Model with mathematics

Use appropriate tools strategically

Attend to precision

Look for and make use of structure

Look for and express regularity in repeated reasoning

## Report Card continued

### Grades of:

- 1- Area of Concern
- 2- Below Grade Level
- 3- Proficient
- 4- Exemplary
- O- Outstanding
- S- Satisfactory
- N- Needs Improvement
- U- Unsatisfactory

Subjects- English Language Arts, Writing, Mathematics, Designated English Language Development, Social Studies, Science, Physical Education, Habits of Success, Attendance

- Common Core Standards

### ELD Language Proficiency:

- \*A- Advance
- \*EA- Early Advanced
- \*I- Intermediate
- \*EI- Early Intermediate
- \*B- Beginning

## Mock Parent Teacher Conference

- Model with participant
- Practice with partner-
- One participant will role-play the teacher and the other the parent.
  - Roles will then switch.
  - Follow script

## Script

Teacher- Introduces self and provides contact information

Parent- Introduces self and tells teacher about his/her child

Teacher- Reviews report card by section, pause after each section to ask parent if he/she has any questions, needs clarification, or has any comments

Parent- Ask about areas of strengths and weaknesses

Teacher- Refers to standards

Parent- Ask about behavior and homework

Teacher- Refers to back of report card

Parent- Ask about how I can best support my child at home

Teacher- Provides recommendations

Parent- Ask about what resources are available to us that would benefit my child's learning

Closure/ Wrap-up



## Group Discussion

Each table will be assigned either:

- Homework help strategies
- Guide on what student's will learn each grade
- Report Card highlights
- Successful and interactive Parent Conference

Share with table and then whole group

## Closure

Group discussion:

- What they took away from the presentation.
- What they can implement at home.
- How they will be better prepared during Parent Teacher Conferences.

\*15 minute activity

# Looking Ahead

Session 4- Parental Involvement  
Opportunities



#### Session 4

The fourth full-day session provides an overview of parental involvement opportunities at school and at home. The goal of the session is for parents to become more familiar with the various ways parents can be involved at school and learn strategies they can implement at home.

<b>Title</b>	Parent Involvement Opportunities at school and at home
<b>Participants</b>	Parents, school administrator or teacher liaison
<b>Time</b>	Fourth Saturday in September 8:00 a.m. to 1:00 p.m.
<b>Location</b>	Multi-purpose room or parent center
<b>Materials</b>	PowerPoint Presentation, journal, markers, pens, safety vest, flashcards, table, chair, backpack with supplies
<b>Outcome</b>	Parents will become more familiar with parental involvement opportunities at school and at home.
<b>Objective 1</b>	Parents will gain knowledge about various school counsels, committees, and volunteer opportunities.
<b>Objective 2</b>	Parents will become familiar with ideal routines and environments in order to provide an optimal learning environment.

**Bilingual presenter will translate all material.**

**Agenda for Session 4**

Morning:

\*Parental Involvement Opportunities at School

Afternoon:

\*Parental Involvement Opportunities at Home

# Academic Parental Involvement of Immigrant Parents

Session 4: Parent Involvement Opportunities at school and  
at home

Morning Session

Slides for Session 4

## Outcomes and Objectives

Parents will become more familiar with parental involvement opportunities at school and at home.

- Parents will gain knowledge about various school counsels, committees, and volunteer opportunities.
- Parents will become familiar with ideal routines and environments in order to provide an optimal learning environment.

## Ice-Breaker

Parents will:

- Share how they would like to be more involved in their child's education.

\*15 minute ice-breaker activity



## Year-at-a-Glance

- **August**- School begins, 1<sup>st</sup> tri-mester
- **September**- Labor Day, Open House
- **October**- CELDT testing, Fall Carnival
- **November**- Veteran's Day, Parent Conferences, 2<sup>nd</sup> tri-mester, Thanksgiving break
- **December**- Winter Program, City parade, Winter break
- **January**- MLK Day
- **February**- President's Day, Date Festival parade
- **March**- Dr. Seuss Day, Parent Conferences, 3<sup>rd</sup> tri-mester
- **April**- Spring Carnival, Spring break
- **May**- CAASPP testing, fieldtrips, Memorial Day
- **June**- Talent show, Fieldtrips, Report Card sent home, School ends

## Parental Committees

### **School Site Council (SSC)**

- Must include parents as well as school staff
- This committee approves the SPSA
- Usually one meeting every month.
- Parents will receive training on responsibilities
- All meetings are open to the public.
- Parents, you have the right to make decisions with the school administration for the benefit of your child.

### **English Learner Advisory Committee (ELAC)**

This committee makes recommendations to the SSC and school regarding the programs for English learners and how certain funds are spent to support English learners.

# Parental Committees

## Family Involvement Action Team (FIAT)

- Help plan activities to involve parents at school
- Parents and school working together is the partnership that benefits all students!
- Parents have a voice!

## District Level Committees

- Superintendent's Parent Cabinet
- District English Learner Advisory Committee (DELAC)
- Parent Leaders Always Taking Action (PLATA)
- Special Education Parent Advisory Committee (SEPAC)
- Foster Parent & Student Advisory Committee

## Volunteering Procedures

1. Fill out Volunteer Referral Form in the front office
2. Need a form of identification, social security number, and recent tuberculosis within the last year
3. Make appointment in Human Resources
4. Get finger printed
5. Human Resources will contact you approximately 2 weeks later with clearance
6. Approved volunteer for 4 years!

## Volunteer Opportunities

- Fieldtrips- Parent chaperoning a small group or assisting whole group. Can help pick up the lunches from the cafeteria prior to leaving. Assist with preparing nametags for students. On the bus, ensure students remain seated. The overall safety of the students is the main concern.
- Classroom- Assist in small group with reading or math intervention. Can grade papers, help update bulletin board, file papers, or assist in preparing projects.
- Playground- Assist in cafeteria with overall supervision or out in the playground. Monitor bathrooms, quad areas, and hall ways. Can walk students to the health office.

## Lets Practice

- Model volunteering for fieldtrips- supervising small group
- Model volunteering in the classroom- working with small group
- Model volunteering in the playground- ensuring students are using equipment properly and are being responsible, respectful, and safe

# Academic Parental Involvement of Immigrant Parents

Session 4: Parent Involvement Opportunities at Home  
Afternoon Session  
Slides for Session 4

## Routines and Procedures

- Morning- Ensure child has a healthy breakfast, looks presentable, and is on time to school. Remind your child to have a positive, productive day. Give encouragement and advice.
- Afternoon- When students arrive from school, provide child with a healthy snack and drink. Then, have student begin homework in a quiet place where a table and chair is available and free from distraction and noise.
- Night time- Ensure student takes a shower and is put to bed no later than 8:30. Read to child each night. Talk to your child about the following day.



## Homework Environment

- Display of ideal homework environment-  
table, chair, resource basket, supply bin,  
quiet, sufficient light
- Model ideal homework environment-  
Parent and student role-play

## Review Strategies

1. Addition Table
2. Multiplication Table
3. Hundreds Chart
4. Number Line
5. Circle Map
6. Bubble Map
7. Flow Map
8. Tree Map
9. Comprehension Questions
10. Fluency

# Instructional Tools

## Addition Table

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	19
10	10	11	12	13	14	15	16	17	18	19	20

## Multiplication Table

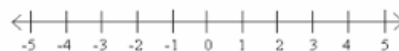
x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

# Instructional Tools

## Hundreds Chart

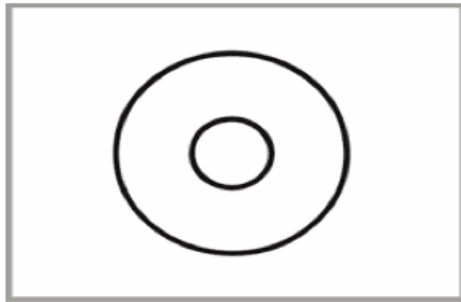
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Number Line

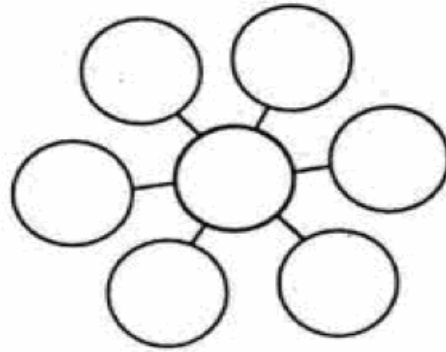


# Graphic Organizer

**Circle Map**



**Bubble Map**





## Comprehension Questions

Prior to Reading- Ask about title, author, and illustrator

While Reading- Ask about setting, main character, plot, climax, resolution, beginning, middle, and end

After Reading- Did you enjoy book and why, what was your favorite part, provide me with a summary, would you recommend book

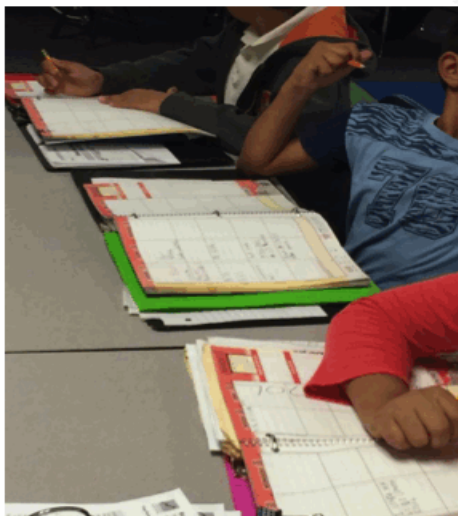
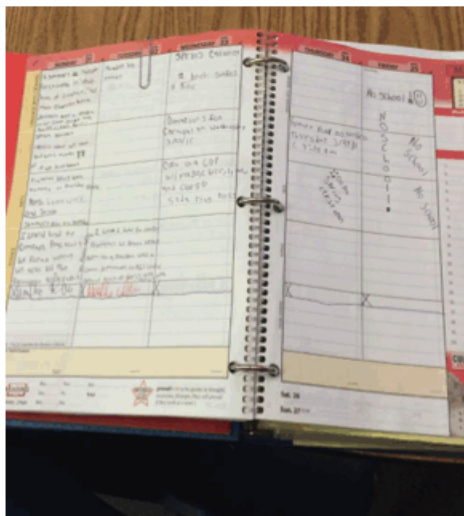




## Role Play

- Pair up and determine who will be parent and who will be student
- Role play using the above strategies
- Switch roles
- Role play using the above strategies

## Agenda and Homework Folder



## Backpack

- Clean and Organized
- Agenda
- Binder
- Provide sample

# School Supply List

## All Schools Levels:

Pens and pencils  
Rubber eraser  
Colored pencils  
Glue (sticks, bottled)  
Pocket folders  
Highlighters  
Book bag or backpack  
Spiral notebooks  
Plastic supply box  
Notebook dividers  
Bound composition book  
Gym shoes  
Notebook - 3-ring binder  
Paints (watercolor)  
Colored markers  
Tissues (1 box, max.)  
Planners\*  
Paper - loose leaf

## For Elementary Schools only:

Child's round end scissors  
Crayons  
Bath towel  
Paint shirt

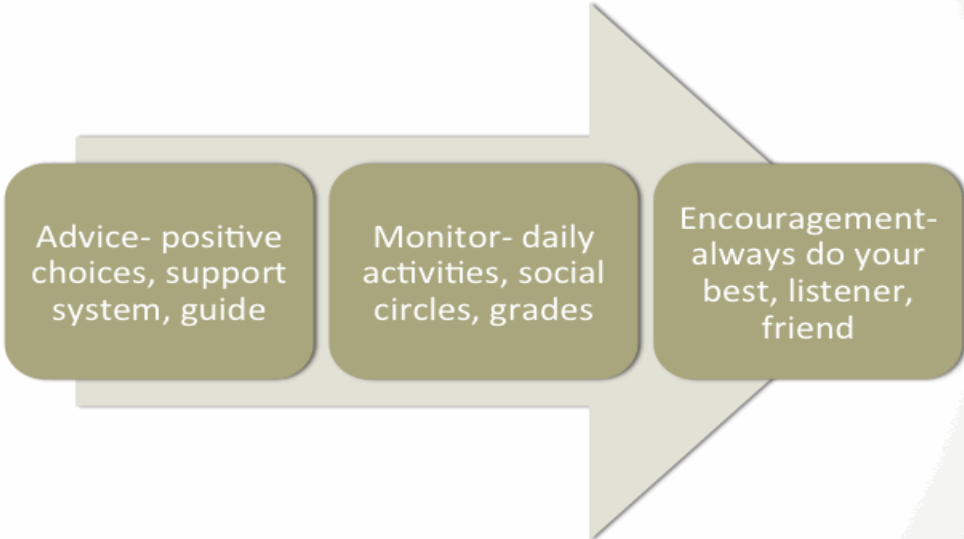
## For Middle Schools only:

Crayons  
Clipboards  
Scissors

## For High Schools:

Clipboards  
Scissors  
Protractor  
Compass  
Rulers

## Support Academic Achievement



Advice- positive choices, support system, guide

Monitor- daily activities, social circles, grades

Encouragement- always do your best, listener, friend

## Group Discussion

Participants will discuss how advice, monitoring, and encouragement assist with parental involvement.

\*20 minute discussion activity

## Closure

Reflect on how you can increase your school and home parental involvement.

\*5 minute activity

## Final Summative Evaluation

- See Final Evaluation form
- Parents will fill it out and return to envelope



## Celebration

- Certificate of Completion
- Picture slide will be displayed
- Potluck lunch commences training

### Form 1- Guiding Evaluation Questions

Sessions 1-4: Guiding evaluation questions will be asked after each session to find out if the parents benefitted from the information presented.

1. Was this session helpful to you? In what ways?
2. Is there information about (the session topic) that you would like to learn more about?

Form 2- Summative Evaluation for Participants

Session 4: Parent Involvement Opportunities at School and at Home

1. Describe your overall satisfaction and experience with the parental involvement workshops?
  
2. Which topics did you feel were most important and why? i.e. United States Educational System, School and District Resources, Homework Help with a Year-at-a Glance, and Parental Involvement Opportunities
  
3. What suggestions do you have to improve the workshops? Please specify which topics were not covered that you would like to learn more about.
  
4. Do you feel more comfortable assisting your children with their school work and homework?
  
5. How did you use the tools and supports to meet your needs as a parent?

Form 3- Summative Evaluation for Presenter Reflection Page

#### Session 4: Parent Involvement Opportunities at School and at Home

Presenter: The presenter will write a one-page reflection paper on the parental workshops, its successes, the overall structure of the workshops, and details that are important for the success. In addition, include conversations, verbal responses, and discussions with participants to measure what they have learned.

### Appendix B: Questionnaire Protocol

The questions were bilingual and read to all participants. There was a pause after each question to allow the participants time to respond. The questionnaire was administered one person at a time. The participants took approximately 20 minutes to complete the questionnaire.

- Location- seating location in the corner of the classroom with a table and chairs.
- Questionnaire- 9 bilingual questions
- Questions will be read to the participants

Appendix C: Parental Involvement Questionnaire/ Encuesta de Participación Parental

1. The school's meeting time is convenient for me. i.e. open house, parent conferences, workshops, trainings/El tiempo de reunión de la escuela es conveniente para mi. es decir, noche de padres, conferencias de padres, talleres, capacitaciones.

Explain your response in more detail.

2. Childcare prevents me from attending these meetings or workshops./ Cuidado de niños me impide asistir a estas reuniones y talleres.

Explain your response in more detail.

3. I have transportation problems getting to the meetings or workshops./ Tengo problemas de transporte a las reuniones o talleres.

Explain your response in more detail.

4. Meetings or workshops are only conducted in English./ Los reuniones o talleres son sólo conducidas en inglés.

Explain your response in more detail.

5. The parent workshops are meeting my individual needs./ Los talleres de padres' cumplen con mis necesidades individuales.

Explain your response in more detail.

6. School personnel makes me feel welcome at school./ Personal de la escuela me hace sentir bienvenidos en la escuela.

Explain your response in more detail.

7. Translators are available, so I communicate with the teachers./ Traductores están disponibles para que me pueda comunicar con los maestros de la escuela.

Explain your response in more detail.

8. I feel safe driving or walking to school./ Me siento seguro manejar o caminar a la escuela.

Explain your response in more detail.

9. I feel intimidated if immigration or police officers are in the area./ Me siento intimidado si inmigracion o agentes de policia estan en la area.

Explain your response in more detail.

---

\*Questionnaire was used for participants to reflect on the questions and only incorporated the comments about each question.

#### Appendix D: Interview Protocol

The individual interviews were approximately 30-45 minutes long in the parent's native language, which is Spanish. The interviews were audio recorded and later transcribed. During the interview, notes were taken on a notepad.

- Location- seating location in the corner of the classroom with a table and chairs.
- Interview Questions- 11 bilingual questions
- Questions will be read to the participants

***Disclaimer: Participants should not divulge any information about their status as an immigrant as part of the interview.***



### Appendix E: Interview Questions

***Disclaimer: Participants should not divulge any information about their status as an immigrant as part of the interview./ Descargo de responsabilidad: Los participantes no deben divulgar cualquier información sobre su estatus como inmigrante como parte de la entrevista.***

Interview Questions/ Preguntas de entrevista:

1. Tell me about your experiences adjusting to this new country./ Dime sobre sus experiencias de adaptación a este nuevo país.
2. Please explain how the language barrier has been difficult for you./ Explique cómo la barrera del idioma ha sido difícil para usted.
3. What are some of the struggles confronting Hispanic parents that are related to our US educational system?/ ¿Cuáles son algunas de las luchas que enfrentan nuestros padres Hispánicos en relación del sistema educativo estadounidense?
4. How are you academically involved in your child's life?/ ¿Cómo usted participa académicamente en la vida de su hijo?
5. What are some of the challenges you have been faced with while supporting him/her at school?/ ¿Cuáles son algunos de los retos que se ha enfrentado apoyándolo/a en la escuela?
6. What are some of the challenges you have been faced with while supporting him/her during homework time?/ ¿Cuáles son algunos de los retos que se ha enfrentado apoyándolo/a durante el tiempo de deberes?

7. How does your work or other obligations interfere with your parental involvement?/ ¿Como interfiere su trabajo o otros compromisos con la participación parental?
8. What type of training will help you become better involved in your child's academic achievement?/ ¿Qué tipo de entrenamiento le ayudará participar mejor en el logro académico de su hijo?
9. How can schools encourage parental involvement?/ ¿Cómo las escuelas pueden animar la participación de los padres?
10. How is the fear of immigration/deportation interfering with your parent involvement at home and school?/ ¿El miedo de inmigración/deportación interfiere con su participación en el hogar y la escuela?
11. Is there anything else that you would like to share?/ ¿Hay algo más que le gustaría compartir

## Appendix F: Observation Protocol

- Discuss protocol with parent before starting observation
- Observe parent during normal homework time (at school site), est. time 30-45 minutes
- Jot down observation on list pad
- Sit quietly in the corner of the room
- Watch needed to record time

<b>Time/ Notes:</b>	<b>Observation:</b>